ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Las Vegas

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter-credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the work force skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM112	Effective Interpersonal Communication and Presentation Skills	5.0
ENG150	College English	5.0
MAT122	Culinary Math	5.0
POL200	Introduction to American and Nevada Politics	5.0
PSY201	Aspects of Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Las Vegas

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter-credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the work force skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Maker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example, Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become Chefs upon graduation, but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM112	Effective Interpersonal Communication and Presentation Skills	5.0
ENG150	College English	5.0
MAT122	Culinary Math	5.0
POL200	Introduction to American and Nevada Politics	5.0
PSY201	Aspects of Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Los Angeles (Pasadena campus)

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program. There is no cumulative exam required at the end of the program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC153	Baking and Pastry	7.0
LCBC205	Food In History	5.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC241	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**87.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	Fundamentals of Speech	5.0
GEN122	Applied Math	5.0
GEN132	English Composition	5.0
GEN142	Introduction to Psychology	5.0
Total Required General Education Credits		**20.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Los Angeles (Pasadena campus)

The Le Cordon Bleu The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of pâtisserie and baking laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program. There is no cumulative exam required at the end of the program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC205	Food in History	5.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie & Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**86.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	Fundamentals of Speech	5.0
GEN122	Applied Math	5.0
GEN132	English Composition	5.0
GEN142	Introduction to Psychology	5.0
Total Required General Education Credits		**20.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Miami

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
ENC1101	English Composition	5.0
LAH2020	History of Latin America	5.0
MAC1105	College Mathematics	5.0
SPC2600	Public Speaking	5.0
SYG2600	Cultural Diversity	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Miami

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of pâtisserie and baking laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
ENC1101	English Composition	5.0
LAH2020	History of Latin America	5.0
MAC1105	College Mathematics	5.0
SPC2600	Public Speaking	5.0
SYG2600	Cultural Diversity	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Minneapolis/St. Paul

The Le Cordon Bleu Culinary Arts program is a 21 month, 1564 contact hour, 107 quarter-credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC231	Contemporary Cuisine	2.0
LCBC242	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**77.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
MTH135	College Mathematics	5.0
ENG105	English Composition	5.0
COM115	Communication Methods	5.0
PSY105	Psychology	5.0
LIT225	Topics in Literature	5.0
GE280	Environmental Science	5.0
Total Required General Education Credits		**30.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Minneapolis/St. Paul

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1570 contact hour, 111 quarter-credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
MTH135	College Mathematics	5.0
ENG105	English Composition	5.0
COM115	Communication Methods	5.0
PSY105	Psychology	5.0
LIT225	Topics in Literature	5.0
GE280	Environmental Science	5.0
Total Required General Education Credits		**30.0**
Total Quarter Credits Required for Graduation		**111.0**

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Orlando

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

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Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	College English	5.0
GEN122	Verbal Communications	5.0
GEN132	College Mathematics	5.0
GEN142	Introduction to Psychology	5.0
GEN152	Environmental Science	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Orlando

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	College English	5.0
GEN122	Verbal Communications	5.0
GEN132	College Mathematics	5.0
GEN142	Introduction to Psychology	5.0
GEN152	Environmental Science	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Portland

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

GENERAL EDUCATION REQUIREMENTS

COURSE CODE	COURSE TITLE	CREDITS
COM166	Interpersonal Communications	5.0
ENG121	English Composition	5.0
ENG221	Writing Practical	5.0
MAT100	College Math	5.0
PSY142	Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Portland

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM166	Interpersonal Communications	5.0
ENG121	English Composition	5.0
ENG221	Writing Practical	5.0
MAT100	College Math	5.0
PSY142	Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: San Francisco

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in Le Cordon Bleu College of Culinary Arts in San Francisco's published placement rates for calendar year 2011 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Line Cook, Prep Cook, Sous Chef, Cook, Chef, Cook I, Assistant Cook, Baker/Rounds Cook, Butcher, Café Cook, Cook A, Cook II, Cook IV – Casual Dining, Cook – Main Kitchen, Cooking Teacher, Culinary Coordinator, Day Cook, Head Chef/Kitchen Manager, Head Cook, Kitchen Manager, Line Chef, Poissonnier, Prep Chef, Quality Assurance Coordinator, Roundsman/ Chef de Partie. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

The Associate of Occupational Studies in Le Cordon Culinary Arts program has recently undergone some changes, therefore there is no current placement data available. Information regarding general salary and placement statistics may be available from government sources or from the institution, but is not equivalent to actual performance data.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC123	Hospitality Math	5.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC205	Food in History	5.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**92.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN113	Fundamentals of Oral Communication	5.0
GEN133	Written Communication	5.0
GEN142	Psychology	5.0
Total Required General Education Credits		**15.0**
Total Quarter Credits Required for Graduation		**107.0**

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ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: San Francisco

The Le Cordon Bleu The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of Pâtisserie and baking laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level Pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC123	Hospitality Math	5.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC205	Food in History	5.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie & Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**91.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN113	Fundamentals of Oral Communication	5.0
GEN133	Written Communication	5.0
GEN142	Psychology	5.0
Total Required General Education Credits		**15.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Sacramento, Seattle, St. Louis

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles include Line Cook, Prep Cook, Sous Chef, Cook, Chef, Cook I, Assistant Cook, Baker/Rounds Cook, Butcher, Café Cook, Cook A, Cook II, Cook IV – Casual Dining, Cook – Main Kitchen, Cooking Teacher, Culinary Coordinator, Day Cook, Head Chef/Kitchen Manager, Head Cook, Kitchen Manager, Line Chef, Poissonnier, Prep Chef, Quality Assurance Coordinator, Roundsman/Chef de Partie. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH135	College Mathematics	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking Arts

Offered at the Le Cordon Bleu campus in: Sacramento, Seattle, St. Louis

The Le Cordon Bleu The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of Pâtisserie and baking laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level Pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie & Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK252	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH135	College Mathematics	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Scottsdale

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate to enter the hospitality/foodservice industry, potentially starting in an entry-level position (cook, line cook, catering assistant, and banquet cook) and over time leading to a management position. There are employment opportunities in restaurants, resorts, hotels, and institutional establishments. These courses are designed to prepare the graduate for future management positions such as Kitchen Manager, Catering/Events Manager, Banquet Manager, General Manager, and Food & Beverage Manager. Management positions may require a candidate to first spend significant time in food preparation and foodservice positions in the hospitality/foodservice industries; therefore, it is reasonable to expect a non-supervisory position as an entry-level job along the culinary management career pathway. Success is dependent upon the student's efforts, abilities, and application of his or her skills and aptitudes. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Practical	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM103	English and Communications	5.0
ENG101	Writing Fundamentals	5.0
HUM100	Introduction to Humanities	5.0
MTH123	College Math	5.0
PSY110	Social Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Scottsdale

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit) culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts campus who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program.

CORE CURRICULUM REQUIREMENTS

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM103	English and Communications	5.0
ENG101	Writing Fundamentals	5.0
HUM100	Introduction to Humanities	5.0
MTH123	College Math	5.0
PSY110	Social Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**106.0**

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BACHELOR OF ARTS DEGREE IN

Le Cordon Bleu Culinary Management – Online

The following program is offered through the Scottsdale campus and is not offered in all states.

Le Cordon Bleu College of Culinary Arts offers a Bachelor of Arts in Le Cordon Bleu Culinary Management completion program, also known as a 2 + 2 program, which is an extensive online program. The Le Cordon Bleu Culinary Management program is a 930 contact hour, 180 Quarter Credit culinary management training program with 90 of those Credits potentially transferring in from an Associate degree obtained in either Culinary Arts, Pâtisserie and Baking, or Hospitality and Restaurant Management, and may be completed in 60 or 84 weeks, excluding holidays and breaks. The program consists of academic and general education courses, and concludes with a capstone project.

Mode of Delivery

The College utilizes a proprietary Learning Management System (LMS) known as MyCampus. Virtual classrooms are designed to facilitate learning and may be comprised of learning activities that include one or more of the following:

- **Presentations:** Multimedia presentations introduce new concepts and are accessed by students asynchronously.
- **Discussion Forums:** Topic-based discussions are facilitated asynchronously by the instructor. Discussion forums provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.
- **Chat Sessions:** Twice each week, the instructor holds a one-hour live (synchronous) chat session. The instructor uses these chat sessions to deliver a structured presentation. Chat sessions are recorded and archived so that students who are unable to attend the session synchronously may access it at their convenience.
- **Assignments:** Each assignment allows students the opportunity to demonstrate their knowledge and gain feedback from the instructor.
- **Group Project:** Students may have the opportunity to participate in group projects. Evaluation of the group projects will involve an analysis of the products as well as the group process. Students receive course textbooks and software through Words of Wisdom, LLC Schaumburg, Illinois, (866) 397-1726.

Program Outcomes:

- Develop the knowledge base necessary to oversee execution of organizational functions including; purchasing and inventory controls, food and wine operations, front-of-the-house operations, and basic principles of management.
- Apply management theory and leadership principles.
- To demonstrate the use of statistical analysis to aid in management decisions.
- Understand team dynamics and the role teams play in today's workforce.
- Develop an entrepreneurial view toward addressing current issues in the field of hospitality management.
- Develop leadership, interpersonal, and communication skills in managing human resources in diverse hospitality organizations.
- Demonstrate utilization of work-based projects that incorporate leadership, teamwork, and communication skill sets in the compilation of a management portfolio.
- Identify and apply sound financial management principles.
- Develop and apply principles or theories of hospitality business management while being able to execute customer service techniques.
- Develop an understanding of change and contemporary issues that need to be implemented and/or managed.
- Gain appreciation for the history, evolution, and international diversity of the hospitality industry.

Upon completion of this program, a graduate should have the workforce skills appropriate to enter the hospitality/foodservice industry, potentially starting in an entry-level position (cook, line cook, catering assistant, and banquet cook) and over time leading to a management position. There are employment opportunities in restaurants, resorts, hotels, and institutional establishments. These courses are designed to prepare the graduate for future management positions such as Kitchen Manager, Catering/Events Manager, Banquet Manager, General Manager, and Food and Beverage Manager. Management positions may require a candidate to first spend significant time in food preparation and foodservice positions in the hospitality/foodservice industries; therefore, it is reasonable to expect a non-supervisory position as an entry-level job along the culinary management career pathway. Success is dependent upon the student's efforts, abilities, and application of his or her skills and aptitudes. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBM302	Wine and Beverage Management	3.0
LCBM310	Cost Control Analysis	3.0
LCBM320	Health Cuisine and Nutrition	3.0
LCBM330	Food Science	3.0
LCBM340	Business Ethics	3.0
LCBM360	Facilities Management	3.0
LCBM370	Supervision and Management	3.0
LCBM380	Gastronomy	3.0
LCBM430	Event Management	3.0
LCBM440	Hospitality Marketing Management	3.0
LCBM460	Financial Management	3.0
LCBM470	Hospitality Strategic Management and Research	3.0
LCBM480	Customer Service	3.0
LCBM490	Small Business Development	3.0
LCBM499	Capstone Course	3.0
Total Required Core Curriculum Credits		**45.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
AGSC403	Contemporary Issues in Agriculture and Food Production	5.0
ECO323	Economic Theory	5.0
ENG303	Academic Research and Writing	5.0
ENV333	Environmental Science	5.0
HUM313	Food Culture and Ethnic Identity	5.0
POL473	Politics, Law and Society	5.0
PSY313	Organizational Psychology	5.0
SOC413	Beliefs, Attitudes and Ideologies	5.0
STAT303	Statistics	5.0
Total Required General Education Credits		**45.0**
Total Required Associate Degree Transfer Credits		**90.0**
Total Quarter Credits Required for Graduation		**180.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Operations

The following program is offered through the Scottsdale campus and is not offered in all states.

This Le Cordon Bleu Culinary Operations program is a 1310 contact hour, 99 quarter credit culinary operations training program and may be completed in 84 weeks, excluding holidays and breaks. The program consists of culinary laboratory courses with an externship, academic and general education courses, and concludes with a capstone project. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management and operational principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the skills needed to begin their careers in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include entry-level supervisory positions, Food Operations Manager, Institutional Operations Manager, Kitchen Manager, Food Preparation Worker, Foodservice Manager, Restaurant Manager, Cook, Line Cook, and Roundsman. Graduates are encouraged to work toward upper management positions through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary. This hybrid program requires a combination of residential and distance education courses. A student transferring from any Le Cordon Bleu College of Culinary Arts campus who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu in Culinary Operations.

Mode of Delivery for Distance Education Programs

The College utilizes a proprietary Learning Management System (LMS) known as MyCampus. Virtual classrooms are designed to facilitate learning and may be comprised of learning activities that include one or more of the following:

- **Presentations:** Multimedia presentations introduce new concepts and are accessed by students asynchronously.
- **Discussion Forums:** Topic-based discussions are facilitated asynchronously by the instructor. Discussion forums provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.
- **Chat Sessions:** Twice each week, the instructor holds a one-hour live (synchronous) chat session. The instructor uses these chat sessions to deliver a structured presentation. Chat sessions are recorded and archived so that students who are unable to attend the session synchronously may access it at their convenience.
- **Assignments:** Each assignment allows students the opportunity to demonstrate their knowledge and gain feedback from the instructor.
- **Group Project:** Students may have the opportunity to participate in group projects. Evaluation of the group projects will involve an analysis of the products as well as the group process. Students receive course textbooks and software through Words of Wisdom, LLC.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC101	College Success for Online Programs	2.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC120	Culinary Foundations II	6.0
LCBC125	Cost Control and Purchasing	3.0
LCBC130	Culinary Foundations III	6.0
LCBC135	Nutrition	3.0
LCBC150	Baking and Pastry	6.0
LCBC210	Cuisine Across Cultures	6.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC225	Wine and Beverage	3.0
LCBC250	Externship I	6.0
LCBC299	Capstone Course	3.0
LCBH156	Food History	3.0
LCBH225	Food Service Operations	5.0
LCBH291	Dining Room Management	5.0
LCBH295	Restaurant Management	5.0
Total Required Core Curriculum Credits		**74.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH115	General Education Mathematics	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**99.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Hospitality and Restaurant Management – Online

The following program is offered through the Scottsdale campus and is not offered in all states.

The Le Cordon Bleu Hospitality and Restaurant Management program is a 980 contact hour, 95 Quarter Credit culinary arts training program and may be completed in 60 or 84 weeks, excluding holidays and breaks. The program consists of academic and general education courses, and concludes with a capstone course.

Mode of Delivery

The college utilizes a proprietary Learning Management System (LMS) known as MyCampus. Virtual classrooms are designed to facilitate learning and may be comprised of learning activities that include one or more of the following:

- **Presentations:** Multimedia presentations introduce new concepts and are accessed by students asynchronously.
- **Discussion Forums:** Topic-based discussions are facilitated asynchronously by the instructor. Discussion forums provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.
- **Chat Sessions:** Twice each week, the instructor holds a one-hour live (synchronous) chat session. The instructor uses these chat sessions to deliver a structured presentation. Chat sessions are recorded and archived so that students who are unable to attend the session synchronously may access it at their convenience.
- **Assignments:** Each assignment allows students the opportunity to demonstrate their knowledge and gain feedback from the instructor.
- **Group Project:** Students may have the opportunity to participate in group projects. Evaluation of the group projects will involve an analysis of the products as well as the group process. Students receive course textbooks and software through Words of Wisdom, LLC Schaumburg, Illinois, (866) 397-1726.

Program outcomes include:

- Demonstrate professional-level dining and beverage service techniques.
- Demonstrate sanitation principles as they apply to the hospitality industry.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the skills needed to begin his/her career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include entry-level supervisory positions, Front Desk Clerk, Concierge, Front Desk Supervisor, Manager Trainee, Assistant Manager, Maître d', Wine Steward, Assistant Catering Manager and Event Coordinator. Graduates are encouraged to work toward upper management positions through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC101	College Success for Online Programs	2.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC225	Wine and Beverage	3.0
LCBH100	Introduction to Hospitality Industry	3.0
LCBH115	Food Safety and Sanitation for Hospitality	3.0
LCBH151	Food Terminology	3.0
LCBH156	Food History	3.0
LCBH211	Information Technology Systems	3.0
LCBH221	Beverage Service Operations	3.0
LCBH225	Food Service Operations	5.0
LCBH231	Introduction to Tourism	3.0
LCBH241	Hotel and Lodging Operations	3.0
LCBH250	Hospitality Business Law	3.0
LCBH261	Club Management	3.0
LCBH270	Hospitality Leadership Systems	3.0
LCBH280	Hospitality Marketing	3.0
LCBH291	Dining Room Management	5.0
LCBH295	Restaurant Management	5.0
LCBH299	Capstone Course	3.0
Total Required Core Curriculum Credits		**70.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH115	General Education Mathematics	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**95.0**

COURSE DESCRIPTIONS FOR ALL CERTIFICATE, DIPLOMA, ASSOCIATE, AND ONLINE PROGRAMS

COURSE NUMBERING SYSTEM

Le Cordon Bleu College of Culinary Arts uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course. Courses numbered 100-199 are generally taken during a student's first academic year. Courses numbered 200-299 are generally taken during a student's second academic year. Courses numbered 300-399 are generally taken during a student's third academic year. Courses numbered 400-499 are generally taken during a student's fourth academic year. Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Director of Education. The unit of credit is the semester/quarter-credit hour.

Note: The institution reserves the right to reschedule any course that is selected by fewer than ten students. Due to course scheduling and student demand, not all courses are available or offered every module.

LCBC100 – College Success and Career Portfolio

1 Credit

Prerequisite: None

This College Success class combines insight specific to both student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume, cover letter, and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored, interviewing skills, stress management, time management and personal finance management are discussed.

LCBC101 – College Success for Online Programs

2 Credits

Prerequisite: None

This College Success class combines insight specific to both online student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume, cover letter and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored, interviewing skills, stress management, time management and personal finance management are discussed.

LCBC105 – Food Safety and Sanitation

3 Credits

Prerequisite: None

This course covers the principles of safe food handling, the types of hazards, and the most common causes of food borne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent food borne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

LCBC110 – Culinary Foundations I

4 Credits

Prerequisite: None

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding professional introductory cooking techniques. Lecture topics will include the history of the foodservice industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. Key components of the course include discussion of chef tools, commercial equipment and its intended uses. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds understanding for clean facilities as students complete their food safety and sanitation course.

LCBC122 – Culinary Foundations II
7 Credits
Prerequisites: LCBC105 and LCBC110
This hands-on course builds on the techniques and principles presented in Culinary Foundations I. Students will have the opportunity to apply introductory level culinary techniques as a component of a Le Cordon Bleu culinary education. Classical knife cuts and French classical cuisine terminology is built upon in this hands-on course. Proper use of commercial equipment and understanding of measurement, formulas, and recipe adherence culminate a solid foundation for furthering basic competencies. Foundations include stocks, mother sauces, soups, vegetables, grains, and egg cookery, speed and accuracy. As with the entire Le Cordon Bleu curriculum desired sanitation, professionalism, and respect for the craft continue to enhance the student's educational experience.

LCBC123 – Hospitality Math
5 Credits
Prerequisite: None
This course introduces students to the basic math principles used in the hospitality industry. The course will explore math's application to recipe costing, yield testing, food, beverage and labor costing, and weights and measurements. This course is designed to prepare students for LCBC125 – Cost Control and Purchasing.

LCBC125 – Cost Control and Purchasing
3 Credits
Prerequisite: MAT1150
This course provides students with an understanding of cost control and purchasing as it applies to managing a professional foodservice operation. Lectures focus on the design and implementation of cost control measures and effective purchasing procedures. The budget on both a daily basis and a per event basis will be analyzed. Students will be exposed to a base understanding of profit and loss statements and how to track cost as it relates to the flow of food in various styles of industry establishments. Le Cordon Bleu curriculum components will include analysis of the benefits of fabrication versus value added product purchasing and will encompass the student's individual industry goals with simulated business modeling exercises.

LCBC132 – Culinary Foundations III
7 Credits
Prerequisite: LCBC122
This course builds on the techniques and principles demonstrated in previous courses. Students will have the opportunity to develop skills in the identification, butchery, and fabrication used in cooking of a variety of meat and seafood products. Small sauce production, from the classical Le Cordon Bleu techniques taught earlier, is enhanced in this stage of further advanced culinary training. Charcuterie methods including curing, smoking, forcemeats, and sausage production are introduced and practiced. Students will have the opportunity to apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the taught Le Cordon Bleu techniques become more familiar.

LCBC135 – Nutrition
3 Credits
Prerequisite: None
This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will be expected to examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease, and how a food-science foundation can benefit not only immune challenged populations, but the average healthy populations as well.

LCBC152/153 – Baking and Pastry
7 Credits
Prerequisites: LCBC105 and LCBC110
This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and recipe costing and analysis. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation, and product storage are discussed. Students have the opportunity to produce a variety of rich, lean and laminated doughs, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern-day bakery.

LCBC205 – Food in History
5 Credits
Prerequisite: None
Food in History provides students with an intellectual framework for understanding world history, the origins of food, and the development of cuisine. This course highlights religious, economic and cultural influences from the ancient period to the present. Emphasis is on the appreciation and understanding of important historical developments.

LCBC212 – Cuisine Across Cultures
8 Credits
Prerequisite: LCBC132
This hands-on lab course traces common global ingredients used in many regional dishes. It combines lecture, demonstration, production, and presentation as a means to explore other cultures through the understanding of global culinary heritages. The attitudes and tastes of the more global and knowledgeable customer sets a greater expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and the influences cuisines have had on each other.

LCBC215 – Hospitality Supervision and Entrepreneurship
5 Credits
Prerequisite: None
This course provides fundamental principles in business plan development with areas concentrating on hospitality financials, menu mechanics, staff training, and development of employees. The course also addresses current legal issues that employers face, how to schedule full- and part-time employees for staff retention and maximum scheduling efficiency, and the benefits of fixed, and variable cost management throughout the foodservice industry. Students in this course will have an opportunity through research to better understand the demands of managing people in today's diverse workforce.

LCBC222 – Catering and Buffets
7 Credits
Prerequisite: LCBC132
Introducing classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on production course covers three major areas in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include menu development and business aspects of a catering operation. Students will have an opportunity to combine kitchen skills with a sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in the kitchen and what the customer sees in delivering of the final product.

LCBC225 – Wine and Beverage
3 Credits
Prerequisite: None
This course provides the student with the foundations necessary to understand and appreciate beverage alcohol service, a major profit center for the industry. Exploration into the various types of beverage service is emphasized. Focuses include wine, mixed drinks, coffees and teas, specialty beverages and how a beverage type can identify an establishment. Students are instructed in the art of wine evaluation, food pairing, and the basic understanding of the geography and history of wine. Other key components of the course include discussions on the processes involved in wine and spirit making including distillation, pasteurization, and wood aging. The course shows the importance of responsible alcohol service and the management of the responsibility that stems from operating a foodservice establishment which operates with a liquor license.

LCBC232 – Contemporary Cuisine
4 Credits
Prerequisite: LCBC132
This course will focus on the evolution of cuisine from classical methods to contemporary methods. The student will have the opportunity to broaden his/her sensory development and use critical thinking to formulate his/her own conclusions about flavor profiling. This course will also involve the exploration of culinary trends such as use of local ingredients, food preservation, and alternative diets through recipe design. Honing the technical skills and creative interpretation of plate presentation are among the applications highlighted in this course. Upon completion of this course, the student should be able to create and execute a nutritionally balanced menu that targets a particular customer profile with an emphasis on flavor, balance, and harmony, while honoring the classical techniques even if using a more modern-day delivery presentation.

LCBC240/241/242 – Restaurant Rotation
8 Credits
Prerequisites: LCBC152, LCBC212, and LCBC222 or Director of Education consent
In this final on-campus course, students apply specific skills taught throughout the curriculum in a series of modern food service applications and competency-based assessments. Student groups will design a food service operation and formally present a business plan that includes a concept, layout, menu design with cost breakdown, and a marketing plan. Individually, students will perform restaurant firing exercises in both kitchen and dining room tableside environments with an emphasis on satisfactorily demonstrating learned competencies with a sense of urgency. Students will also practice an American Culinary Federation practical cooking exam that is highly respected in the foodservice industry for professional certification.

LCBC250 – Externship I
6 Credits
Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
The externship is the final applied component of the Le Cordon Bleu culinary program. The student will have the opportunity to further develop and refine their culinary skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC255 – Externship II
6 Credits
Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
This second course is required of all certificate seeking culinary arts students. The student will have the opportunity to further develop and refine their culinary skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC299 – Capstone Course
3 Credits
Prerequisites: All required program courses must be completed prior to taking LCBC299 and CGPA must be equal to or greater than 2.0
This course provides students with the opportunity to integrate and apply learning from their previous courses of study in a comprehensive method.

LCBH100 – Introduction to the Hospitality Industry
3 Credits
Prerequisite: None
This course is designed to serve as an overview and introduction to the hospitality industry. Students are introduced to the history of the hospitality industry including an overview of the size, scope, and impact. Each of the major segments of the hospitality industry is introduced. Current trends in hospitality are explored.

LCBH115 – Food Safety and Sanitation for Hospitality
3 Credits
Prerequisite: None
This course covers the principles of safe food handling, the three types of hazards, and the most common causes of foodborne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent foodborne illness throughout the flow of food.

LCBH151 – Food Terminology
3 Credits
Prerequisite: None
Students are introduced to key terminology surrounding food, foodservice equipment, and cooking techniques. Students are expected to identify food product and describe basic cooking styles and techniques properly.

LCBH156 – Food History
3 Credits
Prerequisite: None
This course explores the importance of food and foodservice throughout history, from prehistoric times to the present. The historical influence on modern foodservice is analyzed. Culinary trends are identified and discussed.

LCBH211 – Information Technology Systems
3 Credits
Prerequisite: None
This course provides an overview of PC-based information systems and technology applications used in the hospitality industry to support operations and management decision making. Topics include: hardware and software, data processing systems, input-output devices, storage devices. Students will have the opportunity to learn and use word processing and spread sheet programs.

LCBH221 – Beverage Service Operations
3 Credits
Prerequisite: None
This course introduces the rudiments of adult beverage service, recipes, bar design and functionality. Other topics include: marketing, promotions, legalities, licensing, cost control, and management.

LCBH225 – Food Service Operations
5 Credits
Prerequisite: None
Food Service Operations provides a comprehensive view of the size and scope of the food service industry as well as core operational elements inherent in all food service operations. Different segments of the food service industry are analyzed including: contract food service, dining operations, and hotel food service.

LCBH231 – Introduction to Tourism
3 Credits
Prerequisite: None
This course provides a comprehensive view of the travel and tourism industry, including the history of travel and tourism. Operating segments of the tourism industry are explored, as well as the role of hospitality within the touristic framework.

LCBH241 – Hotel and Lodging Operations
3 Credits
Prerequisite: None
This course presents the fundamental principles of lodging operations. Students are introduced to the history and scope of lodging industry as well as the organizational structure, and classification of different types of properties and the markets served. Course also addresses job positions within the hotel and the interconnected nature of different hotel departments.

LCBH250 – Hospitality Business Law
3 Credits
Prerequisite: None
This intensive course covers all aspects of business law as it relates to the hospitality industry. Topics discussed include: basic contracts, administrative law, government regulations, and legal concerns involving truth in advertising, contracts, and management ethics. Students have the opportunity to develop the knowledge and skills necessary to make informed decisions within professional and legal boundaries. Also, proficiencies in building progressive labor relations as a hospitality manager are offered.

LCBH261 – Club Management
3 Credits
Prerequisite: None
This course examines the history, purpose, and organization of private clubs with a focus on member expectations, service delivery methods, and organizational structure. An overview of club departments and the unique management challenges are explored.

LCBH270 – Hospitality Leadership Systems
3 Credits
Prerequisite: None
This course emphasizes the importance of leadership, decision making, motivation, power, and change within the organization. This unit is aimed at enhancing the students' effectiveness as members or leaders of the hospitality management industry.

LCBH280 – Hospitality Marketing
3 Credits
Prerequisite: None
This course introduces the planning, development, and management of marketing activities. Special topics include financial and marketing considerations unique to events in the hospitality environment.

LCBH291 – Dining Room Management
3 Credits
Prerequisite: None
This course serves to provide students with a complete overview of front-of-the-house operations. Students will receive instruction in all aspects of dining room management including: service theory, concept styles, and levels of service. Furthermore, the equipment and standards that are required and dictated by concept and restaurant ratings are discussed. Hiring, training, and managing to ensure quality service are also included.

LCBH295 – Restaurant Management
5 Credits
Prerequisite: None
The course focuses on the mission, organization, and service execution in a sit-down, full-service dining operation. Planning, scheduling, and forecasting are explained, as well as, basic restaurant layout and design.

LCBH299 – Capstone Course
3 Credits
Prerequisites: All required program courses must be completed prior to taking LCBH299 and CGPA must be equal to or greater than 2.0
This course provides students with the opportunity to integrate and apply learning from their previous courses of study in a comprehensive method.

LCBK102 – Introduction to Pâtisserie and Baking Techniques
7 Credits
Prerequisite: None
The course introduces the fundamental concepts, skills and techniques of basic baking. Special emphasis placed on the study of ingredient functions, product identification, and weights and measures as applied to baking. Students will have the opportunity to apply basic baking techniques in the preparation of cookies, cakes, muffins, tarts basic custards and petit fours. Traditional meringues, butter creams and Génoise sponge will be included.

LCBK112 – Baking Principles and Viennoiserie
7 Credits
Prerequisite: LCBK102
Students will have the opportunity to develop the knowledge, skills and techniques required for the production and presentation of basic yeast products. Emphasis on the application of ingredient functions, product identification and recipe interpretation occurs throughout the module. Students will have the opportunity to apply their acquired understanding of basic baking concepts and techniques to the preparation of breads, enriched dough's and various artisan breads. Focus will also be given to phyllo dough, sweet dough, and Brioche; with emphasis on the method and production of Danish and croissant dough. Consistency of product, timing of production, and recipe development will be included.

LCBK122 – International Pâtisserie, Cake Formula, and Assembly
7 Credits
Prerequisite: LCBK112
Students will explore pâte á choux, stirred and baked custards, Bavarians and mousses. The fundamental production of classical European desserts, crêpes, soufflé, sabayon and frozen desserts are included. Students will also have the opportunity to develop the skills and understanding of creamed, two-stage, and foamed cake methods. The student will have the opportunity to gain practical experience in the production, assembly, finishing, and decoration of cakes with various fillings and icings.

LCBK212 – Advanced Pâtisserie and Chocolate Techniques
8 Credits
Prerequisite: LCBK122
This course focuses on concepts, procedures and techniques to produce platted desserts. The course emphasizes the preparation and assembly of finished desserts, tempering chocolate, sauce preparation, and garnishes.

LCBK222 – Centerpiece and Cake Decoration Techniques
7 Credits
Prerequisite: LCBK212
The course introduces students to the relevant concepts, procedures and techniques necessary to produce elaborate celebration cakes. The student will have the opportunity to develop skills in decorations made with pastillage, chocolate, gum paste, cooked sugar, and marzipan. Students will practice piping and décor appropriate to the production and decoration of wedding cakes.

LCBK232 – Advanced Showpiece and Confectionary Techniques
7 Credits
Prerequisite: LCBK222
Through the demonstration and practical experience, students will have the opportunity to develop their artistic talents in the creation of candies, showpieces, and centerpieces. Students explore a variety of mediums, which include chocolate, pastillage, and cooked sugar.

LCBK250/252 – Externship I
6 Credits
Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
The externship is the final applied component of the Le Cordon Bleu Pâtisserie and Baking program. The student will have the opportunity to further develop and refine their skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK255 – Externship II
6 Credits
Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
This second course is required of all Pâtisserie and Baking students. The student will have the opportunity to further develop and refine their skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBM302 – Wine and Beverage Management
3 Credits
Prerequisite: None
This course introduces the history, science and varieties of alcoholic beverages essential for today's hospitality manager. Students will have the opportunity to gain an understanding of wines, beers and spirits; including the selling and marketing aspects of the beverage industry.

LCBM310 – Cost Control Analysis
3 Credits
Prerequisite: None
This course focuses on the management aspects of planning, organizing, leading and controlling a hospitality establishment. Topics explored include purchasing and inventory control, accounting, and profitability.

LCBM320 – Health Cuisine and Nutrition
3 Credits
Prerequisite: None
This course will focus on current nutritional aspects in the food industry. Emphasis will be placed on dietary modifications, menu design and alteration, ingredient selection, and function.

LCBM330 – Food Science
3 Credits
Prerequisite: None
This course uses lecture and demonstrations to present the physical and chemical properties of food. Students will have the opportunity to discuss the relationship of these properties to food preparation techniques as they relate to health and nutrition.

LCBM340 – Business Ethics
3 Credits
Prerequisite: None
This course examines the nature and value of morality in relation to business environments. Students will be exposed to theoretical situations and applied ethical constructs that shape and modify the business decision-making processes.

LCBM360 – Facilities Management
3 Credits
Prerequisite: None
Students will have the opportunity to examine and evaluate the processes involved in the development, management, and maintenance of hospitality facilities and properties.

LCBM370 – Supervision and Management
3 Credits
Prerequisite: None
This course will cover the transition from employee to supervisor. Management techniques will be studied on how to handle difficult employees at the same time as implementing motivational techniques. The student will have an opportunity to gain an understanding of employee training programs, counseling, the concept of discipline, performance appraisals, and the principles of wage and salary administration.

LCBM380 – Gastronomy
3 Credits
Prerequisite: None
This course will explore the study of food through diverse questioning, both historic and contemporary, to understand the relevance within our society and cultures. Topics will include: cultural meanings of food, influences around what we eat and why, changes in meals and mealtimes, drinking habits today versus yesteryear, and the evolution of cuisine, cookbooks and authors. Students will be expected to complete a gastronomy research project as part of the course.

LCBM430 – Event Management
3 Credits
Prerequisite: None
This course will concentrate on established standards, techniques, and practices of event management. The focus will be on social and business functions, and the management of large scale, independent events, such as catering events. Topics will include: research, design, planning, coordination and evaluation of special events management.

LCBM440 – Hospitality Marketing Management
3 Credits
Prerequisite: None
Students address the principles of sales and marketing management as they apply to international hotel and resort business. The course explores the analysis, planning, and control of the sales and marketing function. Emphasis is placed on the procedures and techniques of decision making relative to marketing challenges.

LCBM460 – Financial Management
3 Credits
Prerequisite: None
The course integrates the areas of financial accounting, managerial accounting, and finance and applies the interpretive and analytical skills of each to hospitality industry situations. Course topics will expose students to the analysis and interpretation of financial statements and operating reports, the budgeting and forecasting process, the application of C-V-P and other decision models to hospitality operations, operating agreements, capital investment analysis, financial feasibility, and valuation.

LCBM470 – Hospitality Strategic Management and Research
3 Credits
Prerequisite: None
This course will concentrate on the manager's role in developing balanced and strategic decisions. Practical aspects will be considered through case study analysis and research. Topics will include: acquisition, development, and management of financial resources (such as people, knowledge, and capital), while maintaining successful relationships with external stakeholders.

LCBM480 – Customer Service
3 Credits
Prerequisite: None
This course will provide the student the opportunity to learn how to provide effective customer service and handling customer challenges; while maintaining a professional image. Actual hospitality cases will be studied and customer service solutions will be developed through individual assignments and group discussions.

LCBM490 – Small Business Development
3 Credits
Prerequisite: None
This course will concentrate on techniques and practices of successful small business managers. Topics will include: development and effective management of a small business, essential start-up lessons, writing a business plan, obtaining finance, and understanding legal business forms.

LCBM499 – Capstone Course
3 Credits
Prerequisites: All required program courses must be completed prior to taking the LCBM499 and CGPA must be equal to or greater than 2.0
This course provides students with the opportunity to integrate and apply what was taught from their previous courses of study in a comprehensive method.

GENERAL EDUCATION COURSE DESCRIPTIONS

AGSC403 – Contemporary Issues in Agriculture and Food Production
5 Credits
Prerequisites: ECO323 and ENV333
This course identifies a broad scope of sustainable agriculture issues and includes addressing personal connections with food, the environmental "footprint" of food production, price versus cost, trends in agriculture, and historic factors affecting today's food systems. Potential solutions and action steps are examined throughout the course.

COM103 – English and Communications
5 Credits
Prerequisite: None
This is an introductory course, which focuses on communication skills essential to career and personal growth. Emphasis is placed upon awareness of an adaptation to the audience, ethical responsibility and cultural diversity. Students are expected to progress in gradual stages, gaining an understanding of the communication process along with confidence and experience in numerous speaking, listening and small group interactions.

COM112 – Effective Interpersonal Communication and Presentation Skills
5 Credits
Prerequisite: None
This course presents principles and theories of effective speech communication. Students will have the opportunity to practice communication and presentation techniques; investigate elements of effective communication, practice writing and organizational skills; and adapt methods of delivery for diverse audiences and context. The course also explores nonverbal communication, conflict resolution, and group dynamics.

COM115 – Communication Methods
5 Credits
Prerequisite: None
The course will emphasize the skills and techniques of effective communication and the application of those skills in a variety of contexts. Topics include the processes and barriers of human communication, the effects of self-perception, culture, gender, verbal and nonverbal messages on the process, and the impact of the communication process on teamwork and conflict. The course will provide students the opportunity to progress in gradual stages, gaining an understanding of the communication process along with confidence and experience in public speaking, listening and group interactions.

COM166 – Interpersonal Communications
5 Credits
Prerequisite: None
Students study the skills and techniques of effective communication and the application of those skills to their personal and professional lives. Topics include the processes and barriers for human communication, the role of self-perception, the effects of culture and gender on communication, verbal and nonverbal messages, group communication, public speaking and managing interpersonal conflict.

CST1050 – Speech
5 Credits
Prerequisite: None
Students study the skills and techniques of effective communication and the application of those skills to our daily lives. Topics include an awareness and appreciation of the complexities of the communication process, understanding inter- and intra-personal communication, identifying barriers to communication, and resolving conflict in communication.

ECO323 – Economic Theory
5 Credits
Prerequisite: None
Students will have the opportunity to learn the economic theories of supply and demand, the principles of scarcity, the allocation of resources and the organization of economic systems. Students explore forces shaping the economy such as market structures, financial institutions, government policies, unemployment, the national debt and the global market place.

ENC1101 – English Composition
5 Credits
Prerequisite: None
In this course students have the opportunity to learn to understand and utilize the writing process. The course encourages the students to see English as a highly practical course, giving them skills they need in future classes, and in any field or occupation they pursue. The students can use reading and writing to demonstrate critical thought, effective communication, and creative appreciation.

ENG101 – Writing Fundamentals
5 Credits
Prerequisite: None
This course will focus upon the writing process, including planning, developing, and revising. It is intended to improve the writing skills necessary to succeed in college and in future careers.

ENG105 – English Composition
5 Credits
Prerequisite: None
This course will focus upon the writing process, including planning, development, and revision. Informative, narrative, and persuasive writing styles will be introduced. Additionally, composition principles including tone, grammar, punctuation utilization of effective research methods, source validity, and accurate methods of citation will be incorporated into the course.

ENG121 – English Composition
5 Credits
Prerequisite: None
This course provides an introduction to clear and effective writing with an emphasis on correct grammar, punctuation, spelling and word choice. Sentence structure, recognition and correction of common sentence errors and the effective use of reference tools are covered. Students will have the opportunity to practice composition skills through exercises and assignments that represent real-world tasks.

ENG132 – English Composition
5 Credits
Prerequisite: None
In this course, students are expected to study and apply composition principles to a variety of writing modes, focusing on the writing process, intended audience, consistent point of view, correct grammar, concise language, appropriate style, and effective organizational strategies.

ENG150 – College English
5 Credits
Prerequisite: None
This course emphasizes the ability to write clearly and effectively by applying composition principles to a variety of writing modes. Focus is on the writing process, intended audience, consistent point of view, correct grammar usage, concise language, appropriate style and effective organizational strategies.

ENG221 – Writing Practical
5 Credits
Prerequisite: None
This course focuses on the factors that make writing readable. Students will practice identifying the characteristics of "good" writing, and contrast clear, vivid written language with writing which is ineffective. Through lecture, class discussion, and writing assignments, students can learn to write well-crafted paragraphs, business correspondence, reports, policies and procedures. Emphasis is placed on appropriate structure, referencing and documentation.

ENG303 – Academic Writing and Research
5 Credits
Prerequisite: None
This course covers such topics as incorporating critical reading strategies, the elements of good writing, effective sentence skills, paragraph, and essay structure. The course incorporates the use of literary analysis and research in the development of various writing styles. It addresses how research best fits within student writing by explaining how to analyze and synthesize findings in the student's own words.

ENV333 – Environmental Science
5 Credits
Prerequisite: None
This course evaluates the effects of humans on the earth's ecosystem. Topics discussed may include ecology, human populations, pollution, energy consumption, the allocation of natural resources, and alternative forms of energy.

GE280 – Environmental Science
5 Credits
Prerequisite: None
This course provides students with an overview of the earth's physical environments. Topics include the structure of the planet, population growth, energy resources, groundwater contamination, the greenhouse effect, toxic waste disposal, and land use management.

GEN112 – College English
5 Credits
Prerequisite: None
This course emphasizes the ability to write clearly and effectively by applying composition principles to a variety of writing modes. The focus is on the writing process, intended audience, consistent point of view, correct grammar usage, concise language, appropriate style and effective organizational strategies.

GEN112 – Fundamentals of Speech
5 Credits
Prerequisite: None
The course covers the principles and practices basic to all areas of oral communication.

GEN113 – Fundamentals of Oral Communication
5 Credits
Prerequisite: None
This course is an introduction on the basic principles, methods and theories of oral communications. The student will practice speaking and listening skills that can help promote professional career opportunities and workplace relationships.

GEN122 – Verbal Communications
5 Credits
Prerequisite: None
This course presents principles and theories of effective speech communication. Students will have the opportunity to practice communication and presentation techniques; investigate elements of effective research, writing and organization; and adapt methods of delivery for diverse audiences and contexts.

GEN122 – Applied Math
5 Credits
Prerequisite: None
Applied Math is designed to provide students with a clear understanding of the essentials of mathematics, whole numbers, fractions, decimals, ratio and proportion, percent's, applications for business and consumers, statistics, and probability, U.S., customary and metric systems of measurement and rational numbers. The course also provides students with an introduction to yield percent, costing, recipe costing, and recipe size conversion.

GEN132 – English Composition
5 Credits
Prerequisite: None
This class examines the use of language. Students are exposed to public speaking, writing, and reading for comprehension, discussion and critical evaluation. English Composition is designed to prepare students to express themselves with professionalism and confidence.

GEN132 – College Mathematics
5 Credits
Prerequisite: None
Students will have the opportunity to investigate historical and contemporary topics in mathematics as an introduction to the thinking processes developed in the field. The topics will introduce the student to both the logical and precise nature of mathematics as well as its creative and imaginative side. The focus of the course is on mathematical reasoning and the solving of real-life problems. Topics included will be chosen from, but not limited to, the following: collection, representation and presentation of data and graphs, ratios and proportions, linear behavior, production.

GEN133 – Written Communication
5 Credits
Prerequisite: None
This course emphasizes clear and effective writing, concentrating on basic grammar, spelling, sentence structure, and punctuation. Students will be exposed to the effective use of reference tools and generally acceptable methods of referencing sources. Students will have the opportunity to practice these skills through written exercises and assignments.

GEN142 – Introduction to Psychology
5 Credits
Prerequisite: None
This course provides a general overview of the science of psychology and human behavior. Students will explore the fundamentals of critical thinking, the human mind, effects of environment and mental health. Specific topics covered include theories of personality, life-span development, sensation and perception, thinking and intelligence, memory and learning, emotion, stress and health.

GEN142 - Psychology
5 Credits
Prerequisite: None
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

GEN152 – Environmental Science
5 Credits
Prerequisite: None
This course evaluates the effects of humans on the Earth's ecosystem. Topics discussed may include ecology, human populations, pollution, energy consumption, allocation of natural resources, alternative forms of energy, legislation and citizen action.

HUM1101 – Culinary History
5 Credits
Prerequisite: None
This course is a foundation course in Culinary History. In this course, students are provided an overview of the cultural aspects of food, the societal influences and origins of culinary traditions, dietary patterns, and influence of food in ethnic groups and societies. They will also trace the emergence of the role of the Chef through history.

HUM100 – Introduction to Humanities
5 Credits
Prerequisite: None
This course is designed to provide students with a comprehensive overview of the humanities. The emphasis of this class will be the examination of the major dimensions of art, literature, music and theater from the classical period to modern times as well as taking a critical and analytical look at enduring philosophical and religious themes from Eastern and Western perspectives.

HUM313 – Food Culture and Ethnic Identity
5 Credits
Prerequisite: None
This course is designed to provide students the opportunity to enhance their understanding of food and culture. Throughout history, humans have structured their lives around the search for food. Food is a powerful dimension in our consciousness as human beings and is one of the most distinctive expressions of an ethnic group or culture.

LAH2020 – History of Latin America
5 Credits
Prerequisite: None
This course looks at Latin American History from the pre-conquest to the 21st century. This will include the colonial, economic, and political impact upon its people and its development.

LIT215 – Topics in Literature
5 Credits
Prerequisite: None
This course will examine modern short stories, poems, plays, and film adaptations selected to reflect recurring universal themes. Readings will highlight key literary terms and conventions. The course will provide the opportunity for students to read, write, and discuss the impact of literature on their lives.

LIT225 – Topics in Literature
5 Credits
Prerequisite: None
Students will read and respond to works of literature by significant twentieth-century American writers, gain an appreciation of literature as an art form, and learn to evaluate literary works. In addition, students will apply techniques of literary criticism to popular art forms, such as film and song lyrics.

MAC1105 – College Math
5 Credits
Prerequisite: None
In this course, students will have the opportunity to develop the ability to solve a variety of problems through the use of mathematical structures including algebra, geometry, and statistical analysis.

MAT100 – College Math
5 Credits
Prerequisite: None
This course teaches and reinforces basic mathematic skills and concepts utilized in everyday life. Topics include calculation of percentages, ratios and proportions and an introduction to algebra. Practical examples and problem-solving exercises are utilized to reinforce information discussed

MAT122 – Culinary Math
5 Credits
Prerequisite: None
This course introduces the culinary professional to the basics of math and how it is applied to real-world situations in the kitchen. Even with today's reliance on technology, it is important for culinary professionals to understand the underlying mathematics. This course helps students in the culinary arts obtain the math knowledge they need to succeed in areas such as conversions, measuring, and basic costing.

MAT1150 – College Math
5 Credits
Prerequisite: None
This course is designed to teach mathematical concepts that are a basic necessity for dealing with contemporary problems and issues. The course provides students with the opportunity to learn basic mathematical systems, work with edible portion quantities and as purchased quantities, edible portion costs vs. as purchased costs, yield percentages, and determining selling prices as they relate to the culinary industry.

MTH115 – General Education Mathematics
5 Credits
Prerequisite: None
This course will investigate historical and contemporary topics in mathematics as an introduction to the thinking processes developed in the field. The topics will introduce the student to both the logical and precise nature of mathematics, as well as its creative, investigative and imaginative side. The focus of the course is on mathematical reasoning and solving of real-life problems. Topics included will be chosen from, but not limited to, the following: linear programming, finance, and statistics.

MTH123 – College Math
5 Credits
Prerequisite: None
This course is designed to teach mathematical concepts that are a basic necessity for dealing with contemporary problems and issues. The course provides students with the opportunity to learn mathematical systems, work with sets of numbers, and solve problems through logic.

MTH135 – College Mathematics
5 Credits
Prerequisite: None
An exploration of the fundamental concepts and applications of algebra. Topics include linear and quadratic equations, inequalities, modeling; the Cartesian plane and graphing; functions and their graphs, polynomial functions, and systems of equations and inequalities.

POL200 – Introduction to American and Nevada Politics
5 Credits
Prerequisite: None
This course provides a survey of the U.S., state, and local governments with attention to the unique aspects of Nevada government and politics. Students can learn about the origin, history, provisions, and principles of the Constitution of the U.S. and the constitution of the State of Nevada. This course satisfies the U.S. and Nevada Constitution requirement for the State of Nevada.

POL473 – Politics, Law, and Society
5 Credits
Prerequisite: None
This course examines the interrelatedness of politics, law and society, with a focus on public opinion, legislation and regulations, and the influence of mass media on decision-making processes.

PSY105 – Psychology
5 Credits
Prerequisite: None
This course provides a general overview of the science of psychology and human behavior. Topics covered include the fundamentals of critical thinking, the human mind, effects of environment, and mental health.

PSY110 – Social Psychology
5 Credits
Prerequisite: None
This course examines the social factors that influence individual and group behavior; with a focus on attitude formation and development, social cognition and perception, interpersonal relations, social influences, and conformity.

PSY142 – Psychology
5 Credits
Prerequisite: None
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

PSY201 – Aspects of Psychology
5 Credits
Prerequisite: None
This course is an introduction to the field of psychology, its basic concepts, theories, and contributions to the understanding of human behavior including motivation, team work, conflict resolution, stress management, and personality types.

PSY2101 – Introduction to Psychology
5 Credits
Prerequisite: None
This class is a foundational course designed to give the student a basic understanding of the psychology of human behavior. The student will be given exposure to the concepts, terminology, principles, and theories that comprise an introductory course in psychology. Topics covered are to synthesize the broad range of knowledge about psychology, to emphasize research methodology, to encourage critical thinking, and to convey a multicultural approach that respects human diversity and individual differences.

PSY313 – Organizational Psychology
5 Credits
Prerequisite: None
This course examines psychological issues associated with organizational structures and processes. Topics include human relations and interaction, communication, motivation, ethical and moral behavior, hierarchies, leadership, and role definition within organizations.

SCI1200 – Food Science and Safety
3 Credits
Prerequisite: None
This course covers the principles of safe food handling, the three types of hazards, and the most common causes of foodborne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent foodborne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

SCI1230 – Nutrition
3 Credits
Prerequisite: None
This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease and how a food science foundation can benefit not only immune challenged populations, but average healthy populations as well.

SOC413 – Beliefs, Attitudes, and Ideologies
5 Credits
Prerequisite: None
This course examines the formation, adaptation, maintenance, and function of attitudes and beliefs. The course explores a variety of decision-making processes, assumptions, opinions, judgments, and ideologies are analyzed to determine their relation to individual and group behavior and identity.

SPC2600 – Public Speaking
5 Credits
Prerequisite: None
This course presents principles and theories of effective speech communication. Students will practice communication and presentation techniques; investigate elements of effective research, writing, and organization; and adapt methods of delivery and debate for diverse audiences and contexts.

STAT303 – Statistics
5 Credits
Prerequisite: None
This course examines the role of statistics in many aspects of everyday life. The course explores a variety of real examples and uses case studies to build a better understanding of statistical analysis.

SYG2600 – Cultural Diversity
5 Credits
Prerequisite: None
This course involves the study of society, social behavior, human interaction, and cultural patterns. Topics include the analysis of social conflict, the structure and function of institutions, the dynamics of individual and group interactions, and social stratification and diversity.

ADMISSIONS INFORMATION

ADMISSIONS POLICY

Students should apply for admission as soon as possible in order to be accepted for a specific program and start date.

All applicants are required to complete a personal interview with an admissions representative, either in person or by telephone, depending upon the distance from the school. Parents and/or significant others are encouraged to attend. This gives applicants and their families an opportunity to see and learn about the school's equipment and facilities and to ask questions relating to the school's curriculum and career objectives. Personal interviews also enable school administrators to determine whether an applicant is a strong candidate for enrollment into the program.

For the Le Cordon Bleu campuses in:

Atlanta, Las Vegas, Miami, Orlando, Portland, Scottsdale, Seattle, St. Louis
In addition, each applicant must:

- Complete an Application form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian).
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence.
- Sign a request for high school or GED transcript (and official college transcripts, where applicable).
- Complete the Wonderlic Exam.
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application within three (3) business days of the school's receipt of the application and fee)
  The school reserves the right to reject applicants if the items listed above are not successfully completed.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco
In addition, each applicant must:

- Complete an Application form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian).
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence.
- Sign a request for high school or GED transcript (and official college transcripts, where applicable).
- Complete the Wonderlic Exam.
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application as per the State of California cancellation policy)
  The school reserves the right to reject applicants if the items listed above are not successfully completed.

For the Le Cordon Bleu campus in: Minneapolis/St. Paul
In addition, each applicant must:

- Complete an Application form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian).
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence.
- Sign a request for high school or GED transcript (and official college transcripts, where applicable).
- Complete the Wonderlic Exam.
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application within three [3] business days of the school's receipt of the application and fee)
- Copy of his/her immunization record.

For online programs offered through the Le Cordon Bleu campus in: Scottsdale
Bachelor's Completion Program Requirements

- Complete an Application for Admissions form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, the enrollment agreement must also be signed by a parent or guardian).
- A copy of official transcripts before matriculation that must show the student has earned an Associate or higher-level degree from an accredited postsecondary educational institution, recognized by the U.S. Department of Education (or the foreign equivalent), and that the degree granted is in a culinary related field of study. A student must have taken 10 Quarter Credits of academic general education at an accredited postsecondary educational institution, recognized by the U.S. Department of Education that includes courses in written and oral communications or proficiency exam.
- Financial aid forms (if applicant wishes to apply for financial aid).
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application within three (3) days of the school's receipt of the application and fee).

An initial Application for Admission into our completion program must be accompanied by copies of all postsecondary academic transcripts for evaluation prior to receiving final acceptance into the program. Official transcripts must be requested to be sent to Le Cordon Bleu College of Culinary Arts at the time of application and received prior to matriculation into the program. The following culinary related Associate degree programs are deemed appropriate for acceptance into the Bachelor's Completion Program:

- Culinary Arts
- Pâtisserie and Baking
- Restaurant Management
- Culinary Arts and Restaurant Ownership
- Culinary Arts – Culinary Skills and other related culinary arts specific programs as deemed appropriate by the institution.

Le Cordon Bleu Culinary Operations Associate Program Requirements

The associate degree programs are limited to graduates of a Le Cordon Bleu Certificate in Culinary Arts who have earned a GPA of 2.0 or higher per course. Applicants to associate degree programs, who believe they have earned an equivalent degree, must submit official transcripts to the school's Associate Registrar and will be reviewed by the Director of Education for evaluation and eligibility decision. A student who has earned a grade below 2.0 in a pre-requisite course will need to be enrolled and complete an equivalent course earning a course grade of 2.0 or higher prior to enrollment into an associate degree program.

APPLICATION FEE WAIVER POLICY

Application fees are waived under the following circumstances:

- For prospective students who have previously paid an application fee at a Career Education owned school and that fee was not refunded;
- For a prior graduate from any Career Education Corporation owned school;
- For a prospective student who is active duty military, a veteran, a reservist or a spouse or dependent of any of the former;
- For all CEC employees, spouses and dependents enrolling as a Le Cordon Bleu North America student;
- For a prospective student who is eligible for Native American tribal education benefits;
- For a prospective student who will be attending with state TA funding assistance. (For Le Cordon Bleu St. Louis only)
- For prospective students qualified to receive the Corporate Alliance Grant.
- For a prospective student who is a high school student on free or reduced lunch (For Le Cordon Bleu Minneapolis/ St. Paul only)

PROOF OF HIGH SCHOOL GRADUATION FOR LE CORDON BLEU CAMPUSES IN: LAS VEGAS, LOS ANGELES, MIAMI, SACRAMENTO, SAN FRANCISCO AND SCOTTSDALE

Acceptable documentation of high school graduation (called Proof of Graduation) must be received by the institution prior to the first day of the student's first scheduled class(es). It is the student's responsibility to provide acceptable documentation of high school graduation or its equivalency. Students may be asked to provide additional documentation to support the validity of their Proof of Graduation. Any student who does not provide documentation of high school graduation or its equivalent will have his or her enrollment cancelled. Once a student's enrollment is cancelled, he or she will not receive credit for any academic work submitted or grades earned prior to the cancellation. No Federal Financial Aid funds will be disbursed to a student's account until a valid proof of high school graduation or its equivalent is received, reviewed and confirmed.

PROOF OF HIGH SCHOOL GRADUATION FOR LE CORDON BLEU CAMPUSES IN: ATLANTA, MINNEAPOLIS/ST. PAUL, ORLANDO, PORTLAND, SEATTLE AND ST. LOUIS

Acceptable documentation of high school graduation (known as Proof of Graduation) must be received by the institution within 14 calendar days of his or her first day of scheduled class(es). It is the student's responsibility to provide valid documentation of high school graduation or its equivalency, such as by providing a high school transcript, a college transcript (for students who have already completed an associate degree) or military documents that specify the student's high school name, location and date of graduation. Students who do not possess valid evidence of high school graduation, or its equivalence, may complete a High School Transcript Request form, which can be obtained from the Admissions Department and must be returned to the Admissions Department. Students may be asked to provide additional documentation to validate their Proof of Graduation. Any student who does not provide valid documentation of high school graduation, or its equivalent, will have his or her enrollment cancelled. Once a student's enrollment is cancelled, he or she will not receive credit for any academic work submitted or grades earned prior to the cancellation. No Federal Financial Aid funds will be disbursed to a student's account until a valid proof of high school graduation or its equivalent is received, reviewed and confirmed.

WONDERLIC EXAM

Applicants applying to Le Cordon Bleu College of Culinary Arts must take the Wonderlic® Scholastic Level Exam (SLE). Students applying from outside the campus' region who are not available for immediate onsite testing may be required to take the Wonderlic® Scholastic Level Exam Quick test (SLE-Q).

Those applying to a certificate/diploma program, who have earned an associate degree or higher from an accredited institution recognized by the U.S. Department of Education, and have provided official copies

of their transcripts, will be exempt from taking the Wonderlic® exam. Those applying to an associate degree program, who have earned a bachelor degree or higher from an accredited institution recognized by the U.S. Department of Education and have provided official copies of transcripts, will be exempt from taking the Wonderlic® exam. International students are exempt from taking the Wonderlic® Exam

ARTICULATION AGREEMENTS

For the Le Cordon Bleu College of Culinary Arts campuses in Los Angeles and San Francisco

An Articulation Agreement exists between these campuses and Le Cordon Bleu College of Culinary Arts in Scottsdale. This agreement is a collaboration between the Associate of Occupational Studies Degree in Culinary Arts offered by Le Cordon Bleu College of Culinary Arts in Los Angeles and San Francisco into the Bachelor of Arts in Le Cordon Bleu Culinary Management at Le Cordon Bleu College of Culinary Arts in Scottsdale.

Le Cordon Bleu College of Culinary Arts in Sacramento

Le Cordon Bleu College of Culinary Arts in Sacramento has not entered into an articulation or transfer agreement with any other college or university.

All Other Campuses

Details pertaining to Articulation Agreements for all other campus locations are located on the Le Cordon Bleu website.

CRIMINAL CONVICTION POLICY

In an effort to maintain a safe educational and working environment for students and staff, Le Cordon Bleu College of Culinary Arts does not accept applicants who are known to have certain types of criminal convictions in their backgrounds. Admitted students who are discovered to have misrepresented their criminal conviction history to Le Cordon Bleu College of Culinary Arts are subject to immediate dismissal. Similarly, students who commit certain types of crimes while enrolled are subject to immediate dismissal. As such, students convicted of any criminal offense while enrolled must report that conviction to the school within ten (10) days of receiving the conviction. Students who fail to report a criminal conviction while enrolled are subject to immediate dismissal. Le Cordon Bleu College of Culinary Arts reserves the right to conduct criminal background checks on applicants and students in circumstances deemed appropriate.

ENGLISH PROFICIENCY

Le Cordon Bleu College of Culinary Arts does not provide English-as-a-second language instruction. Students are required to speak English in classes that are taught in English. Students whose native language is not English are required to provide proof of English proficiency by one of the following:

- Test of English as a Foreign Language (TOEFL) with an Internet-Based Test (iBT) score of 61 or higher, Paper-Based Test score of 500 or higher, or Computer- Based Test (CBT) score of 173.
- Advance Placement International English Language (APIEL) with a score of 173 or higher.
- International English Language Testing System (IELTS) with a level of 6 or higher.
- A grade of C or better in an intermediate ESL course.
- Graduation from an English-speaking secondary institution.
- Evidence of having completed 12 semester hours or 18 quarter hours with at least a 'C' (70%) average at an accredited postsecondary institution in which English was the language of instruction.

Students or Graduates who have been previously enrolled in a Le Cordon Bleu Spanish program who chose to transfer to a non-Spanish program will need to meet the English Proficiency requirements.

ADMISSIONS PROCEDURES FOR INTERNATIONAL STUDENTS

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Los Angeles, Miami, Minneapolis/St. Paul, Orlando, Portland, San Francisco and Scottsdale

International students who are eligible for the issuance of an I-20 may enroll directly into an Associate degree at the Non-Resident tuition and fee level. International students are exempt from taking the Wonderlic® Exam. No English language services are provided by the school. Instruction is conducted in English.

Le Cordon Bleu College of Culinary Arts in Sacramento, Seattle and St. Louis

No assistance is offered by the school with regard to applying for a visa and charges incurred related to this process are the responsibility of the applicant. The school is not authorized under federal law to enroll non-immigrant students. No English language services are provided by the school. Instruction is conducted in English.

NON-DISCRIMINATION

The school admits students without regard to race, gender, sexual orientation, religion, creed, color, national origin, ancestry, marital status, age, disability, or any other factor prohibited by law.

RE-ENTERING STUDENTS

Students who have previously attended Le Cordon Bleu College of Culinary Arts but did not graduate, and are returning within 364 days of their last date of attendance, at a minimum will be subject to the following admission requirements and procedures as new applicants: Enrollment Agreement, General Student Disclosure Form, Programmatic Disclosure Form (as applicable), Background check and be required to take the Wonderlic SLE or SLE-Q exam. Payment of the application fee is not required. Additional Financial Aid forms may also be required for those wishing to apply for financial aid. Students planning to return to the institution in a program of study that is different from the

one they previously attended may be subject to additional admissions requirements.

Students who have previously attended Le Cordon Bleu College of Culinary Arts but did not graduate, and whose recorded last date of attendance is greater than 364 days, are subject to all admission requirements in effect at the time of re-entry. All re-entering students will be charged the rate of tuition and fees in effect at the time of re-entry.

POLICY ON FORGED/ALTERED ACADEMIC DOCUMENTS FROM FOREIGN INSTITUTIONS

Foreign and Domestic Documents

Le Cordon Bleu College of Culinary Arts follows strict policies concerning academic integrity. Students with foreign educational credentials must submit authentic foreign academic documents from all upper-secondary and postsecondary educational institutions. Foreign educational credentials will be verified through an approved foreign credential evaluation agency. Foreign credentials will be evaluated to ensure they are equivalent to a high school diploma.

Forged Documents

Any forged/altered academic document, foreign or domestic, submitted by a prospective student will be retained as property of the school and will not be returned to the prospective student. These students will not be considered for admission. If the situation occurs that a student is already attending classes at Le Cordon Bleu College of Culinary Arts and verification of forged credentials arrives, the following applies: If the forged document was used to admit the student, and the absence of that credential would make the student inadmissible, the student will be dismissed from the institution. If the forged document was not used to admit the student, but was used to gain possible transfer credit, the student may be dismissed from school or placed on probation and any transfer credit already awarded from the forged credential will be taken away.

FINANCIAL INFORMATION

FINANCIAL ASSISTANCE

Financial Aid is available for those who qualify. Le Cordon Bleu College of Culinary Arts participates in a variety of financial aid programs for the benefit of students. Students must meet the eligibility requirements of these programs in order to participate. Le Cordon Bleu College of Culinary Arts administers financial aid programs in accordance with prevailing federal and state laws and its own institutional policies. Students are responsible for providing all requested documentation in a timely manner. Failure to do so could jeopardize the student's financial aid eligibility. In order to remain eligible for financial aid, students must maintain satisfactory academic progress as defined in this catalog.

It is recommended that students apply for financial aid as early as possible in order to allow sufficient time for application processing. Financial aid must be approved, and all necessary documentation completed, before the aid can be applied toward tuition and fees. Financial aid is awarded on an award year basis; therefore, depending on the length of the program it may be necessary to re-apply for aid for each award year. Students may have to apply for financial aid more than once during the calendar year, depending on their date of enrollment. Students who need additional information and guidance should contact the Financial Aid Office.

HOW TO APPLY

Students who want to apply for federal aid (and state aid, if applicable) must complete a Free Application for Federal Student Aid (FAFSA) each year. This application is available on-line at Le Cordon Bleu College of Culinary Arts' website (www.chefs.edu) or at http://fafsa.ed.gov. The FAFSA applications are processed through the Department of Education and all information is confidential. Students must be accepted at Le Cordon Bleu College of Culinary Arts before financial aid packages can be estimated and processed.

In addition to the catalog, tuition and fee information can also be found on the Le Cordon Bleu website.

DISBURSEMENT OF TITLE IV CREDIT BALANCE (BOOKS)

Regulations require that certain Pell Grant eligible students be provided by the 7th day of classes a means to obtain or purchase required books and supplies. This provision is available only to students who have submitted all required title IV financial aid paperwork at least 10 days before the beginning of classes and who are anticipated to have a credit balance, and is subject to certain other conditions. The amount advanced (or books provided) to eligible students for such purchases is the lesser of: the standard estimated book costs used in the school's Cost of Attendance, or the student's anticipated Title IV credit balance for the block/ module (excluding Stafford Loans for first year- first time borrowers). Determination of delivery of books or of the credit balance is determined by the school. Students may opt out of using the way the school has chosen to fulfill this requirement, simply not accepting the books or credit balance. However, keep in mind that opting out does not require the school to provide the student with an alternative delivery method. Books and supplies are billed to the student's account each payment period. Books, kits, and uniforms are provided by the second day of class to registered students who have submitted all required FA paperwork.

FINANCIAL AID PROGRAMS

Federal Pell Grant

This grant program is designed to assist needy undergraduate students who desire to continue their education beyond high school. Every student is entitled to apply for a Federal Pell Grant. Eligibility is determined by a standard federal formula, which takes into consideration family size, income and resources to determine need. The actual amount of the award is based upon the cost of attendance, enrollment status, and the amount of money appropriated by Congress to fund the program. The Federal Pell Grant makes it possible to provide a foundation of financial aid to help defray the cost of a postsecondary education. Unlike loans, the Federal Pell Grant does not usually have to be paid back.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a grant program for undergraduate students with exceptional need with priority given to students with Federal Pell Grant eligibility. The federal government allocates FSEOG funds to participating schools. This is a limited pool of funds and the school will determine to whom and how much it will award based on federal guidelines. Often, due to limited funding, FSEOG award resources are exhausted early in the year.

LOANS

Federal Student and Parent Loans

The Department's major form of self-help aid includes loans to students and parents through the William D. Ford Federal Direct Loan (Direct Loan) Program. Direct Loans include Federal Stafford, Federal Parent-PLUS, Federal Grad- PLUS and Federal Consolidation Loans and are available through the U.S. Government.

Federal Direct Stafford

Federal Direct Stafford loans are low-interest loans that are made to the student. The loan must be used to pay for direct (tuition and fees, books and supplies) and indirect (room, board, transportation and personal expenses) education related expenses. Subsidized loans are based on need while unsubsidized loans are not. Repayment begins six (6) months after the student graduates, withdraws from school, or falls below half-time enrollment status.

Federal Direct Parent-PLUS
The William D. Ford Federal Direct Parent-PLUS loan is available to parents of dependent undergraduate students. These loans are not based on need but when combined with other resources, cannot exceed the student's cost of education. A credit check on the parent borrower is required and either or both parents may borrow through this program. Repayment begins within 60 days of final disbursement of the loan within a loan period. However, parents may request a deferment of payments while the student is attending at least half time.

Federal Work Study (FWS)
FWS is a financial aid program designed to assist students in meeting the cost of their education by working part-time while attending school. Positions may either be on-campus, off-campus, or community service related. A candidate must demonstrate financial need to be awarded FWS. The number of positions available may be limited depending upon the institution's annual funding allocation from the federal government.

Private Loans
Some lending institutions offer loans to help cover the gap between the cost of education and the amount of federal aid eligibility. A co-signer may be required to meet the program's credit criteria. Interest rates are variable and are typically based on the prime rate or the Treasury bill rate. Contact the specific lender for more information.

STATE GRANTS/STATE SCHOLARSHIPS

Chafee Grant
The California Chafee Grant Program gives free money to foster youth and former foster youth to use for vocational school training or college courses.

For the Le Cordon Bleu campuses in: Miami, Orlando State Grants
These grants, administered by the Florida State Department of Higher Education, provide financial assistance to qualified students who reside in Florida. These grants are based on the student's estimated family contribution and the availability of state funds.

José Martí Scholarship Challenge Grant Fund
The José Martí Scholarship Challenge Grant Fund is a need-based merit scholarship that provides financial assistance to eligible students of Hispanic origin who will attend Florida public or eligible private institutions. Applicants for undergraduate study must apply during their senior year of high school. Graduate students may apply, but priority for the scholarships is given to graduating high school seniors. The number of new awards made each year is subject to contributions from private sources and funds appropriated by the Florida Legislature.

Robert C. Byrd Honors Scholarship Program
The Robert C. Byrd Honors Scholarship Program was established by the United States Congress to provide scholarships to outstanding high school seniors who show promise of continued academic achievement. This program is offered through the U.S. Department of Education and administered by the Florida Department of Education (FDOE), Office of Student Financial Assistance (OSFA). Program funds may be used at eligible institutions outside the state of Florida.

Florida Student Assistance Grant Program
The Florida Student Assistance Grant (FSAG) Program is a need-based grant program available to degree-seeking, resident, undergraduate students who demonstrate substantial financial need and are enrolled in participating postsecondary institutions.

- The Florida Public Student Assistance Grant is available to students who attend state universities and public community colleges.
- The Florida Private Student Assistance Grant is available to students who attend eligible private, non-profit, four-year colleges and universities.
- The Florida Postsecondary Student Assistance Grant is available to students who attend eligible degree-granting private colleges and universities not eligible under the Florida Private Student Assistance Grant.
- The Florida Public Postsecondary Career Education Student Assistance Grant is available to students who attend participating community colleges or career centers operated by district school boards.

See the separate fact sheet for additional information. FSAG is a decentralized program, and each participating institution determines application procedures, deadlines, student eligibility, and award amounts.

Florida Bright Futures Scholarship Program
The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships to reward Florida high school graduates for high academic achievement. The Florida Bright Futures Scholarship Program is comprised of the following three (3) awards:

- Florida Academic Scholars Award (FAS) (including Academic Top Scholars)
- Florida Medallion Scholars Award (FMS)
- Florida Gold Seal Vocational Scholars Award (GSV)

Scholarships for Children and Spouses of Deceased or Disabled Veterans and Service Members
The Scholarships for Children and Spouses of Deceased or Disabled Veterans and Service Members (CSDDV) provides scholarships for dependent children or unremarried spouses of Florida veterans or service members who died as a result of service-connected injuries, diseases, or disabilities sustained while on active duty or who have been verified by the Florida Department of Veterans' Affairs as having service-connected 100% total and permanent disabilities. This program also provides funds for dependent children whose parent is classified as a prisoner of war or missing in action by the Armed Forces of the United States or as a civilian personnel captured while serving with the consent or authorization of the United States Government during wartime service. Veterans

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must have been Florida residents for one year immediately preceding time of death, determination of 100% disability, or prisoner of war/missing in action classification. This program provides funds for tuition and registration fees at a public postsecondary institution or the equivalent at an eligible private postsecondary institution.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Minnesota State Grant
This grant program, administered by the Minnesota Office of Higher Education, provides financial assistance to qualified students who reside in Minnesota. Funding is based on availability of state funds.

Le Cordon Bleu College of Culinary Arts in Portland

State Student Scholarships/Grants
For information concerning available scholarships and grants in their State of residence, students can contact the Federal Student Aid Information center at (800)4FEDAID or via the web at http://federalstudentaid.ed.gov/students. For a detailed list of available private scholarships, students should contact the Student Finance Department.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Arizona Private School Association Scholarship
Each spring, the Arizona Private School Association awards two $1000 Scholarships to every High School in Arizona. The Arizona Private School Association has awarded 100+ scholarships yearly to local high schools. Applications for scholarships are available from the APSA office or any high school counseling office. Scholarships are for graduating students from Arizona and the high school determines the recipients of the Awards.

BLEU GRANT
Le Cordon Bleu offers institutional grants to students who have financial need, as determined by the federally calculated Expected Family Contribution (EFC), and are enrolled in one the following programs: Certificate/ Diploma in Le Cordon Bleu Culinary Arts, Certificate/ Diploma in Le Cordon Bleu Pâtisserie and Baking, Associate in Le Cordon Bleu Culinary Arts, Associate in Le Cordon Bleu Pâtisserie and Baking.

Grants range from $50 to $9,010. Criteria are as follows:

- The BLEU Grant is renewable per academic year.
- Students will be considered upon completion of the admissions application process and the financial aid application process, including completing the Free Application for Federal Student Aid (FAFSA).
- The BLEU Grant does not supplant the student's eligibility for Pell Grant.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the grant.
- If a student receives supplemental funding after the BLEU Grant has been awarded, the BLEU grant may be reduced based off of need calculations.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for such grants. Once it is determined that available funding is exhausted, grants will not be available to otherwise eligible students. For 2014, $6,900,000 has been budgeted for the BLEU Grant.

Le Cordon Bleu Corporate Educational Alliance Grant
Le Cordon Bleu has established a grant* in the name of its Corporate Educational Alliances in order to assist eligible students and their immediate family members** with the opportunity to attend a certificate, diploma or degree program of study at Le Cordon Bleu. To be eligible for the Corporate Educational Alliances Grant, a candidate must be accepted for admission to the College, complete the Corporate Educational Alliances Attestation form and must also allow for verification of eligibility. Verification of eligibility may require the student to submit documentation of proof of employment with the corporation.

The conditions are as follows:

- The Corporate Educational Alliances Grant is used exclusively towards tuition.
- The grant is awarded proportionately over each applicable academic year and the grant percentage will be applied to the academic year tuition costs.
- Qualifying students must be an employee of the corporate educational alliance member or an employee's immediate family member**.
- Candidates must apply and be accepted for admission to the College to be eligible to receive the grant.
- All grants are applied as a credit to the student's account and no cash payments will be awarded to the student.
- Students selected for employment verification must provide documentation before the grant is applied. Documentation must show the effective date of employment, and be submitted prior to the first day of class.
- All of the conditions must be fulfilled before the grant can be disbursed.

The grant is non-transferable and non-substitutable and this grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct costs of attendance and cannot be received as cash.

*Please note that grant percentages may vary (ranging anywhere from 5% - 20% of the tuition costs) by Corporate Educational Alliance. Please contact the Financial Aid Office to determine the exact grant percentage for which you may qualify.

** Immediate family members: Spouse (life partner) or dependent children only. Siblings, cousins, etc. are not considered an immediate family member.

Note: *The Corporate Educational Alliances Grant funding is limited. For 2014, $172,500 has been budgeted for the Corporate Educational Alliances Grant. If funding for the Educational Alliances Grant is exhausted, otherwise eligible students may not be awarded the grant.*

COMPLETION GRANT

(For Seattle, St. Louis and Sacramento only)
Le Cordon Bleu understands that "life" can sometimes get in the way of students completing their education. Unfortunately, each year unforeseen circumstances and other external factors compel students to suspend their educational pursuits and to drop out of school. Le Cordon Bleu also recognizes that the longer a student is out of school after dropping a program, the more challenges they may face in returning to complete their program of study and the more difficult completing the program becomes. To assist and encourage students that have been out of school longer than a year after having successfully completed four (4) credits during a previous enrollment at Le Cordon Bleu, Le Cordon Bleu has created the Completion Grant. This institutional grant is available to eligible students who have been previously enrolled at Le Cordon Bleu and wish to re-enroll to complete their credential. Specific grant awards will be based on financial need, as determined by the federally calculated Expected Family Contribution (EFC), and are enrolled in one the following programs: Certificate/ Diploma in Le Cordon Bleu Culinary Arts, Certificate/ Diploma in Le Cordon Bleu Pâtisserie and Baking, Associate in Le Cordon Bleu Culinary Arts, Associate in Le Cordon Bleu Pâtisserie and Baking. The Expected Family Contribution (EFC) is calculated by the U.S. Department of Education based on information obtained through the Free Application for Federal Student Aid (FAFSA). Grants range from $1000 to $6,000.

Criteria are as follows:

- The Completion Grant is awarded one time and is not renewable per academic year.
- Students will be considered for this grant upon completion of the re-entry process and the financial aid application process, including completing the Free Application for Federal Student Aid (FAFSA).
- The Completion Grant does not supplant the student's eligibility for Pell Grant.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the grant.
- If a student receives supplemental funding after the Completion Grant has been awarded, the Completion Grant may be reduced to ensure that grant aid awarded does not exceed the cost of tuition and fees.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as a cash stipend.
- Students are eligible for the Completion Grant if they have previously attended Le Cordon Bleu, but last attended the institution at least 365 days prior to re-enrollment.
- Students are eligible for the Completion Grant if they have a GPA of 2.0 or above while they were in attendance and have completed at least 4 credits.

Le Cordon Bleu makes available a limited amount of funding each year for such grants. Once it is determined that available funding is exhausted, grants will not be available to otherwise eligible students. For 2014, $6,900,000 has been budgeted for the Completion Grant.

LE CORDON BLEU SCHOLARSHIPS

All applicants of the following scholarships must be enrolled full-time.

Alumni Referral Scholarship – All Schools
Le Cordon Bleu offers the Alumni Referral Scholarships to students who submit a letter of recommendation from an alumnus of Le Cordon Bleu. Each eligible applicant will be eligible for the scholarship up to $1,000. Students will be considered for the Le Cordon Bleu Alumni Referral Scholarship once they have completed the admissions application process and have submitted both the Le Cordon Bleu Alumni Referral Scholarship application and their recommendation letter.

Criteria are as follows:

- Applications are due by the end of the add/drop period for the student's enrolled start date.
- The scholarship will be awarded over the length of the program.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for the Alumni Referral Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $150,000 has been budgeted for the Alumni Referral Scholarship.

Best of the Best Scholarship – All Schools
Le Cordon Bleu offers the Best of the Best Scholarships to students who graduate high school or college with a GPA of 3.5 or higher. Each eligible applicant will be eligible for the scholarship up to $1,500. Students will be considered for the Best of the Best Scholarship once they have completed the admissions

application process and have submitted the Best of the Best Scholarship application and their high school/college transcript.

Criteria are as follows:

- Applications are due by the end of the add/drop period for the student's enrolled start date.
- The scholarship will be awarded over the length of the program.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for the Best of the Best Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $150,000 has been budgeted for the Best of the Best Scholarship.

Life Long Learning Scholarship – All Schools
Le Cordon Bleu offers the Lifelong Learning Scholarship to Le Cordon Bleu graduates pursuing continued education at Le Cordon Bleu. The scholarship will be applied against future tuition charge at Le Cordon Bleu.

Certificate/Diploma Graduates

- Pursing additional certificate/diploma – eligible for $500
- Pursing associates degree – eligible for $1000

Associate Graduates

- Pursing additional certificate/diploma – eligible for $500
- Pursing additional associates or Le Cordon Bleu Online bachelors degree – eligible for $1000

Criteria are as follows:

- Student must successfully complete and earn 18 credits in their additional program prior to disbursement of the scholarship. The scholarship will be awarded and disbursed in full at that time.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for the Life Long Learning Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $300,000 has been budgeted for the Life Long Learning Scholarship.

Le Cordon Bleu Tuition Reimbursement/ Employer Match Scholarship – All Schools
Le Cordon Bleu offers a matching scholarship to students who's employers participate in a tuition reimbursement program. We are committed to our employers who see the value of an education for their employees. This scholarship is available to students who enroll at Le Cordon Bleu and are receiving tuition assistance from their employer. The scholarship will match the employer assistance, not to exceed $2,500 for the program. Eligible students must present formal documentation from their employer and signed attestation paperwork confirming their employment and receipt of tuition assistance.

Conditions of the Tuition Reimbursement/ Employer Match Scholarship are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Student must confirm employment and written confirmation from their employer that they are approved to receive tuition reimbursement funds for their program of enrollment. Employer must provide program information including the timing of disbursements in order for matching funds to be scheduled. Matching funds will be prorated over the length of the program only after employer funds are received.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The College makes available a limited amount of money each year for the Tuition Reimbursement/Employer Match Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $50,000 has been budgeted for the Tuition Reimbursement/ Employer Match Scholarship.

The Le Cordon Bleu Future Chef of America Competition Scholarship – All Schools
Le Cordon Bleu offers The Future Chef of America Competition Scholarship. High School Seniors may become eligible for the scholarship as outlined in the program rules and requirements.

SCHOLARSHIP AWARDS

Local/Regional Competitions
High School Seniors may submit an essay on "Why they want to become the next Future Chef of America" and must complete

all application requirements prior to the established due dates. Please review the complete rules for the scholarship and competitions as outlined in the application and eligibility materials.

First Place– $5,000

Second Place –$2,000

Third Place – $1,000

All other local/regional completion participants not placing 1st, 2nd, or 3rd, will receive a $500 Scholarship to be applied toward tuition at any Le Cordon Bleu campus within the United States.

National Competition
The 1st place recipient at each local/regional competition will be invited to participate in a final national competition at a Le Cordon Bleu campus in the United States. Please review the complete rules for the scholarship and competitions as outlined in the application and eligibility materials. Travel expenses will not be covered by Le Cordon Bleu.

First Place – Up to tuition equivalent of an Online Bachelor Degree*

Second Place – Up to tuition equivalent of Associate degree

Third Place – Up to tuition equivalent of Certificate/Diploma

Criteria are as follows:

- Student must enroll and begin the program of study at the Le Cordon Bleu campus of their choice in the United States within one calendar year from the date of the award. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- The scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- If the recipient of a local/regional competition level scholarship competes and places in the national competition, any scholarship amount received at the local/regional competitions will be void.

* Up to tuition equivalent of Associate degree for Arkansas and Minnesota residents.

LE CORDON BLEU MILITARY GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*
Le Cordon Bleu has established a Military Grant** for our Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of $2,000 to be applied toward tuition costs. To be eligible for the grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their military status via a current Leave and Earnings Statement , or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

Qualifying candidates are Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military.

- Candidates must apply and be accepted for admission to be eligible to receive the grant.
- The grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded. All of the conditions must be fulfilled before the grant can be disbursed.
- The grant is non-transferable and cannot be used in conjunction with any other Le Cordon Bleu grants or scholarships.
- Applications are due no later than December 31 or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

LE CORDON BLEU VETERAN GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*
Le Cordon Bleu has established a Veterans' Grant** for our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of $2,000 to be applied toward tuition costs. To be eligible for the grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

- Qualifying candidates are Veterans of the U.S. Military who have a discharge status other than dishonorable.
- Candidates must apply and be accepted for admission to be eligible to receive the grant.

- The Le Cordon Bleu Veteran Grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.
- The grant is non-transferable and cannot be used in conjunction with any other Le Cordon Bleu grants or scholarships.
- Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

LE CORDON BLEU VETERAN SPOUSES GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Veteran Spouses Grant** for spouses of our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of $2,000 to be applied toward tuition costs. To be eligible for the Le Cordon Bleu Veteran Spouses Grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their spouse's veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

- Qualifying candidates are spouses of Veterans of the U.S. military.
- Candidates must apply and be accepted for admission to be eligible to receive the grant.
- Candidates selected for membership verification must provide documentation before the grant is applied. Those that are not able to provide documentation will also be required to pay the application fee.
- The Le Cordon Bleu Veteran Spouse's Grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.
- All of the conditions must be fulfilled before the grant can be disbursed.
- The grant is non-transferable and cannot be used in conjunction with any other Le Cordon Bleu grants or scholarships.
- Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

VETERANS' EDUCATIONAL BENEFITS

Le Cordon Bleu College of Culinary Arts is approved by the applicable State Approving Agency for Veterans Affairs and participates in many Veterans Educational Benefit programs. Students interested in Veterans' Educational Benefits should contact either the campus certifying official or the Financial Aid Department. Veterans who are unsure of their benefit eligibility or have additional eligibility questions should contact the Veterans Administration at (800) 827-1000, or (888) GI Bill-1 (888) 442-4551, or go to http://www.gibill.va.gov/. Eligible students must maintain satisfactory academic progress and all applicable eligibility requirements to continue receiving Veterans' Education Benefits.

Select programs of study at Le Cordon Bleu College of Culinary Arts are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

Any veteran receiving GI Bill benefits while attending Le Cordon Bleu College of Culinary Arts is required to obtain transcripts from all previously attended schools and submit them to the College for review of prior credit.

CAREERS THROUGH CULINARY ARTS PROGRAMS (C-CAP)

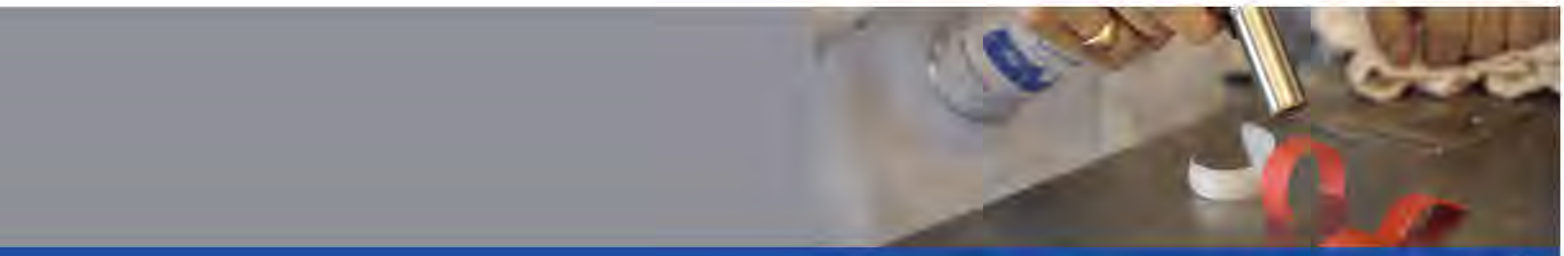
Le Cordon Bleu offers Scholarships to students associated with the National C-CAP organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States. Scholarship will be applied to the students account while enrolled in a Certificate/ Diploma or Associates program offering at the Le Cordon Bleu school of enrollment.

COMPETITION SCHOLARSHIPS

Le Cordon Bleu offers the C-CAP Competition Scholarship to the designated winning students of the eight regional C-CAP competitions.

4 Full Tuition Scholarships for Certificate/ Diploma program valued at $19,200 each.

4 Full Tuition Scholarships for Associates program valued at $36,200 each.



Student Member Essay Contest
$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required.

Criteria are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of the C-CAP award Ceremony. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an certificate/diploma or associates level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Student must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance.
- Student member essay contest scholarships may not be combined with competition scholarships.
- Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $50,000 has been budgeted for the C-CAP Student Member Essay Contest .

National Restaurant Association Educational Foundation – ProStart™

ProStart™ High school Completion Scholarship
Le Cordon Bleu offers a ProStart™ Completion Scholarship to high school graduates who have successfully completed Level 1 and Level 2 of the ProStart™ high school curriculum. In addition Le Cordon Bleu offers a ProStart™ Collegiate Passport Scholarship to high school graduates who have successfully completed Level 1, Level 2 and 400 externship hours approved by ProStart™ which will entitle them to the ProStart™ National Certificate of Achievement (COA). The COA must be presented at the time of application for the Le Cordon Bleu ProStart™ Collegiate Passport Scholarship.

ProStart™ Level 1 & 2 Completion Scholarship – $1,500

ProStart™ Collegiate Passport Scholarship – $2,000

ProStart™ State and National Competition Scholarship
These scholarships are awarded by Le Cordon Bleu at state and national competitions. Student(s) who earn the scholarship may attend the Le Cordon Bleu in North America campus of their choice. Scholarship recipients must apply and begin their program of study within one year of receiving the award. ProStart students typically compete in teams of five. All five team members are awarded a scholarship in a predetermined amount.

State Level Competitions, the Scholarship Awarded is:
First Place – $5,000 Scholarship

Second Place –$2,500 Scholarship

Third Place – $1,000 Scholarship

National Competition, the Scholarship Award is:
First Place – Full Tuition Scholarship, up to the tuition charge for an associates degree program or equal to tuition of certificate/ diploma program

Second Place –$10,000 Scholarship

Third Place – $7,500 Scholarship

Conditions of the ProStart™ Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of the competition. Failure to do so will void the scholarship.
- Recipients of the competition scholarships must complete the standard application process and meet all admissions and eligibility requirements.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The College makes available a limited amount of money each year for the ProStart™ Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students.
  For 2014, $100,000 has been budgeted for the ProStart™ High School Completion and Collegiate Passport Scholarships.

Family, Career and Community Leaders of America (FCCLA)
Le Cordon Bleu offers Scholarships to students associated with the National FCCLA organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States Scholarship will be applied to the students account while enrolled in an Associates program offering at the school of enrollment.

National Competition:
First Place – Full Tuition Scholarship for Associates program valued at $36,200

Student Member Essay Contest
$2,000 Scholarship – Application, essay and proof of membership in the national student organization are required.

Conditions of the FCCLA Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year from the date of the competition. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an associates level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This Scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- Student member essay contest scholarships may not be combined with competition scholarships.
- The College makes available a limited amount of money each year for the FCCLA Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $50,000 has been budgeted for the FCCLA Student Member Essay Competition.

Skills USA
Le Cordon Bleu offers Scholarships to students associated with the National Skills USA organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States Scholarship will be applied to the students account while enrolled in an Associates or a bachelors program offering at the school of enrollment.

Student Member Essay Contest
$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required.

Conditions of the Skills USA Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Student must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The College makes available a limited amount of money each year for the Skills USA Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $50,000 has been budgeted for the Skills USA Student Member Essay Competition.

General High School Scholarship (ASSET Testing) – Le Cordon Bleu Atlanta Only
To be eligible, students must have a minimum 2.0 GPA, submit a recommendation from one teacher and be a high school senior in the Atlanta metropolitan area. Test Dates: Monthly from October through May. Call campus for details: (770) 938-4711. If students are not able to attend one of the Scholarship Day events, they can arrange to take the scholarship exam individually with the Enrollment Management Office. Testing must be completed prior to June 1st. The top scoring students from the Scholarship Tests (ASSET) will each receive a tuition scholarship valued at $1,500 for enrollment at Le Cordon Bleu College of Culinary Arts. In the event of a tie, the Le Cordon Bleu College of Culinary Arts Academic Management Team will interview the top scoring students to determine a winner. For 2014, $15,000 was budgeted for High School Scholarships (ASSET).

Criteria are as follows:

1. All scholarships are pro-rated equally over the length of the program and cannot be transferred to another individual or school or be received in cash.
2. The scholarship award must be activated by starting school at Le Cordon Bleu College of Culinary Arts within a period of three months following the announcement of scholarship recipients.
3. The names of scholarship recipients may be publicized and used in Le Cordon Bleu College of Culinary Arts informational publications.
4. All employees and immediate family members of Le Cordon Bleu College of Culinary Arts are not eligible to apply.
5. Prospective students of both programs at Le Cordon Bleu College of Culinary Arts in Atlanta are eligible to participate.
6. In order to maintain eligibility the student must:

   a. Maintain full-time student status.

b. Maintain satisfactory standards of academic progress throughout the program.

c. Maintain attendance in good standing throughout the program.

7. In the event that the student withdraws from the program, the college refund policy will not apply to the scholarship, in that the student will not receive a refund if the credit balance is due to the scholarship award.

LE CORDON BLEU COLLEGE OF CULINARY ARTS IN SCOTTSDALE TRIBAL FUNDING

Le Cordon Bleu College of Culinary Arts is approved for Native American Tribal Funding. Please contact the student Financial Services Office for additional information.

CANCELLATION POLICIES

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Orlando, Scottsdale, St. Louis

Cancellation Policy

A Student who cancels the Enrollment Agreement within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after signing the Enrollment Agreement will receive a refund of all monies paid. Students who have not visited the College facility prior to enrollment will have the opportunity to withdraw without penalty within 72 hours following attendance at a regularly scheduled orientation or following a tour of the College facilities and inspection of equipment. A Student who cancels after 72 hours but prior to the Student's first day of class attendance will receive a refund of all monies paid, except for the nonrefundable Application Fee. If the Enrollment Agreement is not accepted by College or if College cancels the Enrollment Agreement prior to the first day of class attendance, all monies, including the Application Fee, will be refunded. All requests for cancellation by the Student must be made in writing and mailed or hand delivered to the Director of Admissions.

Le Cordon Bleu College of Culinary Arts in Los Angeles, Sacramento, San Francisco

Student's Right to Cancel

A student has the right to cancel their Enrollment Agreement, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. If this Agreement is not accepted by Le Cordon Bleu College of Culinary Arts or if the school cancels this Agreement prior to the first day of class attendance, all monies, excluding the application fee, will be refunded. All requests for cancellation by the student must be made in writing and mailed or hand delivered to the Director of Admissions at:

Le Cordon Bleu College of Culinary Arts
in San Francisco
350 Rhode Island Street
San Francisco, CA 94103

Le Cordon Bleu College of Culinary Arts
in Los Angeles
530 East Colorado Blvd.
Pasadena, CA 91101

Le Cordon Bleu College of Culinary Arts
in Sacramento
2450 Del Paso Road
Sacramento, CA 95834

The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement. For written notice sent by mail to the mailing address listed on the front of the Enrollment Agreement, the postmark date shall be used to determine the cancellation date.

Applicants who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment where training and services are provided. All monies paid by an applicant must be refunded if requested within three days after signing an enrollment agreement and making an initial payment. An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus a registration fee of 15% of the contract price of the program, but in no event may the school retain more than $150.

REFUND POLICIES

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Orlando, Scottsdale, St. Louis

Refund Policy

After the last day of the add/drop period for each payment period no refunds or adjustments will be made to a student who drops individual classes but is otherwise enrolled at Le Cordon Bleu College of Culinary Arts. Refunds are made for a student who withdraws or is withdrawn from the College prior to the completion of his/her program and is based on the tuition billed for the payment period in which the student withdraws, according to the campus schedules set forth below. For the purposes of calculating a refund, the payment period is defined as the period of enrollment in which tuition is billed. Refunds will be based on the total charge incurred by the student at the time of withdrawal, not the amount the student has actually paid. Tuition and fees attributable to any payment period beyond the payment period of withdrawal will be refunded in full. Any books, equipment, and/ or uniforms that have been issued are nonrefundable. In addition, there are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then withdraws or is later dismissed for any reason. When a student withdraws from the institution, he/she must complete a student withdrawal form with the Director of Education. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an

official withdrawal or date of determination of withdrawal by the College (for the Las Vegas campus, refunds must be made within 15 days of the notification of withdrawal). If a student withdraws or is withdrawn prior to the end of the payment period, they are subject to the Return of Title IV Funds policy noted below which may increase the balance due to the College. If there is a balance due to the College after all Title IV funds have been returned, this balance will be due immediately, unless a cash payment agreement for this balance has been approved by the College. Credit balances due to the Student of less than $5 (after all refunds have been made) will not be refunded to the Student/lender unless requested by the Student.

Atlanta: Refund Schedule

- For a student completing no more than 5% of the payment period, the College will refund 95% of the tuition and fees.
- For a student completing more than 5%, but no more than 10% of the payment period, the College will refund 90% of the tuition and fees.
- For a student completing more than 10%, but no more than 25% of the payment period, the College will refund 75% of the tuition and fees.
- For a student completing more than 25%, but no more than 50% of the payment period, the College will refund 50% of the tuition and fees.
- There will be no refund after a student has completed more than 50% of the payment period.

Las Vegas: Refund Schedule

- Days completed are used to calculate % # of days to Last Date of Attendance/# of days in Payment Period = % complete Pro rata up to 60%

Miami and Orlando: Refund Schedule

If Withdrawal Occurs	Amount of Tuition to be Refunded
Week 1-2	100%
Week 3-4	75%
Week 5-6	50%
Week 7-8	25%
Week 9-10	0%

Scottsdale: Refund Schedule

1st Payment Period	Continuing Payment Periods
1st Week = 100%	1st Week = 90%
2-3 Weeks = 80%	2-3 Weeks = 80%
4th Week = 70%	4th Week = 70%
5-6 Weeks = 60%	5-6 Weeks = 60%
7th Week = 50%	7th Week = 50%
8-9 Weeks = 40%	8-9 Weeks = 40%
10+ Weeks = 0%	10+ Weeks = 0%

St. Louis: Refund Schedule

- Days completed are used to calculate %

Days Completed	Amount of Tuition to be Refunded
0 - 10% Complete	90%
11% - 25% Complete	50%
26% - 50% Complete	25%
51% + Complete	0%

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, and San Francisco Withdraw and Refund

After the last day of the add/drop period, no refunds or adjustments will be made to a student who drops individual classes but is otherwise enrolled at the College. Refunds will be calculated for students who withdraw or are withdrawn from the College prior to the completion of or at 60% or less of the payment period in which the student withdraws, according to the following formula: total days) attended in the payment period divided by total days in the payment period multiplied by tuition for the term. If the student has completed more than 60% of the total days in the payment period, no refund is due. Refunds will be calculated for a student who withdraws or is withdrawn from the College prior to the completion of his or her program and is based on the tuition billed for the term in which the student withdraws. If a student withdraws from individual classes during the add/drop period, tuition charged will be reversed for those individual classes which were dropped. There are no individual course refunds, partial or in full, to any student who has withdrawn past the add/drop period.

Refunds will be based on the total charge incurred by the student at the time of withdrawal, not the amount the student has actually paid. Tuition and fees attributable beyond the student's withdrawal will be refunded in full. Any books, equipment, software and/or uniforms that have been issued, as well as the Student Tuition Recovery Fund (STRF) fee, are nonrefundable. When a student withdraws from the College, he/she must complete a student withdrawal form with the Associate Registrar. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an official withdrawal, or date of determination of withdrawal by the College. If the student withdraws or is withdrawn prior to the end of the payment period, he/she is subject to the Return of Title IV Funds policy noted below which may increase his/her balance due to the College.

If there is a balance due to the College after all Title IV funds have been returned, this balance will be due immediately, unless a cash payment agreement for this balance has been approved by the College. For the purpose of determining a refund, a student shall be deemed to have withdrawn from the College when any of the following occurs:

a. The Student notifies the College of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.

b. The College terminates the student's enrollment for failure to maintain satisfactory academic progress; failure to abide by the rules and regulations of the College and/or failure to meet financial obligations to the College.

c. The student incurs 21 consecutive absences and does not communicate directly with the College (or meet attendance policy or leave of absence requirements as stated in the College's catalog) regarding the nature of those absences. In this case, the date of withdrawal shall be deemed the last date of recorded attendance.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If any portion of tuition was paid from the proceeds of a loan, then the refund will be sent to the lender or to the agency that guaranteed the loan, if any. Any remaining amount of refund will first be used to repay any student financial aid programs from which benefits were received, in proportion to the amount of the benefits received. Any remaining amount will be paid to the student. Refunds to loan and grant sources may create a balance due from the student to the College. If the student has received federal student financial aid fund, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. If the student receives financial aid and/or Veterans' Educational Benefits, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

a. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which you are entitled to reduce the balance owed on the loan.

b. The student may not be eligible for any other federal financial aid at another College or other government assistance until the loan is repaid.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Buyer's Right to Cancel/Refund Policy
Each student will be notified of acceptance/rejection in writing. In the event a student is rejected, all tuition, fees and other charges will be refunded. Notwithstanding anything to the contrary, if a student gives written notice of cancellation within five business days of the execution of the contract or day on which the student is accepted, then a complete refund is given regardless of whether the program has started. If a student gives a written notice of cancellation after five business days of the execution of the contract or day on which the student is accepted, but before the start of the program by Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul, then all tuition, fees and other charges, except 15 percent of the total cost of the program (15 percent not to exceed $50) shall be refunded to the student. If a student gives written notice of cancellation after the start of the period of instruction for which the student has been charged, but before completion of 75 percent of the period of instruction, then student is assessed a pro rata portion of tuition, fees and all other charges plus 25 percent of the total program cost (25 percent not to exceed $100). Any notice of cancellation shall be acknowledged in writing within ten (10) business days of receipt of such notice and all refunds shall be forwarded to the student within 30 business days of receipt of such notice. This refund policy is not linked to any student conduct policy and any promissory instrument shall not be negotiated prior to the completion of 50 percent of the course. Written notice of cancellation shall take place on the date the letter of cancellation is postmarked or, in the case where the notice is hand carried, it shall occur on the date the notice is delivered to Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul. The date of execution of the enrollment agreement shall be presumed to be the date of delivery of the notice of acceptance, and if delivered by mail, the postmark dates of the letter of acceptance.

The pro rata portion of tuition and fees will be determined by using the percentage of total scheduled classes during the period between the first day of class and last date of attendance and the total scheduled program classes. Students who complete at least 75 percent of the scheduled program classes will not be entitled to refunds. Any monies due applicants or students will be refunded within 30 business days of cancellation, failure to appear on or before the first day of class, withdrawal or termination. If a student has financed all or part of the program with a third party or government funds, refunds will be paid or credited to the student's account. Refund computations will be based on the last date of attendance. If students do not return following a leave of absence on the date indicated in the written request, refunds will be made within 30 days from the end of the leave of absence. There are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdraws or is dismissed from the institution.

Refund Schedule
0%-74.99% = Prorated % refund based on Last Date of Attendance

75%+ = 0% refund

Refund Policy for Wisconsin Residents attending Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul
Refunds are made for students who withdraw or are withdrawn from Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul prior to the completion of their program and are based on the tuition billed for the block in which the Student withdraws, according to the schedule set forth below. Refunds will be based on the total charge incurred by the Student at the time of withdrawal, not the amount the Student has actually paid. Tuition and fees attributable to any block beyond the block of withdrawal will be refunded in full. Uniforms that have been issued are nonrefundable. Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul will honor any notice of withdrawal that includes

but is not limited to completing a student withdrawal form with the Registrar, other written notice, or verbally communicating the student's intent to withdraw. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an official withdrawal or date of determination of withdrawal by the institution. If a student gives written notice of cancellation after the start of the period of instruction for which the student has been charged, but before completion of 75 percent of the period of instruction, then student is assessed a pro rata portion of tuition, fees and all other charges plus 25 percent of the total program cost (25 percent not to exceed $100). Students by virtue of attending classes in a Minnesota school are also subject to the Minnesota Refund Policy as long as that policy is more favorable to the student. There are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdrawals.

In addition, there are no refunds on books and/ or supplies provided to the student, or fees charged for any student who starts classes at the College and then is later dismissed for any reason.

Refund Schedule

0 – 10% = 90%
10.01% – 20% = 80%
20.01% – 30% = 70%
30.01% – 40% = 60%
40.01% – 50% = 50%
50.01% – 60% = 40%
60.01% – 100% = 0%

For the Le Cordon Bleu campuses in: Portland, Seattle

Cancellation/Refund Policy

Le Cordon Bleu College of Culinary Arts is required by Oregon and Washington law to use and print the policy below:

1. If an applicant is not accepted, all monies paid by the applicant will be refunded.
2. An applicant or student may terminate enrollment by giving written notice to the school.
3. If termination occurs within five (5) business days of enrollment and prior to student attendance, all monies paid shall be refunded less any direct charges for books and supplies not returned or returnable to Le Cordon Bleu College of Culinary Arts. If termination occurs after five (5) business days of enrollment and prior to student attendance all monies paid shall be refunded with the exception of the application fee and less any direct charges for books and supplies not returned or returnable to Le Cordon Bleu College of Culinary Arts.
4. Students who have not visited the school can withdraw without penalty within three (3) days of:

   a. Regularly scheduled orientation, or

   b. a tour of the facilities and equipment.
5. In the event that a student shall terminate his/her attendance prior to his/her scheduled completion date, the student shall in no case be obligated for more tuition payments than listed in this section. The policy shall apply to all terminations, for any reason, by either party. In all cases the refund will be calculated from the last date of attendance.
6. Le Cordon Bleu College of Culinary Arts reserves the right to cancel or reschedule a starting class if the number of students enrolled is deemed insufficient. Le Cordon Bleu College of Culinary Arts will consider such cancellation a rejection and all monies paid by the student will be refunded.
7. If termination occurs more than five (5) business days after enrollment or after student attendance, the student who withdraws from the program is only obligated for the days attended within a payment period. A payment period at Le Cordon Bleu College of Culinary Arts is approximately 15 weeks in length (except for a final billing period that represents the remainder of the program and may be significantly shorter). The student will be refunded the pro-rata share of the tuition charged for the payment period based on the days not attended within the payment period. There are no refunds on books and/ or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdrawals. In addition, there are no refunds on books and/ or supplies provided to the student, or fees charged for any student who starts classes at the College and then is later dismissed for any reason.

Portland: Refund Schedule

Based on days attended in the payment period. Pro-rata refund up to 100%.

Seattle: Refund Schedule

If the student completes this amount of training: The school may keep this percentage of the tuition cost:

One week or up to 10%, whichever is less 10%

More than one week or 10% whichever is less but less than 25%

25% through 50%

More than 50%

Le Cordon Bleu College of Culinary Arts in Scottsdale/Online Programs

Refund Policy for Iowa and Alabama Residents Only

In the event that a student withdraws or is dismissed from all classes during the quarter, a pro rata refund will be made on all unearned tuition which will be based on the student's last date of recorded attendance, divided by the total days in the University's quarter. Hypothetical Refund Example: At the time of the last day of recorded attendance, the student has been charged $3,000 in tuition for the quarter, and has attended 28 of the total 70 days (42 days remaining in the quarter). Tuition charges will be reduced by $1,800 (42/70 times $3000). The student is responsible for $1200.

Refund Policy for Wisconsin Residents only
Refunds are made for students who withdraw or are withdrawn from the College prior to the completion of their program and are based on the tuition billed for the payment period in which the student withdraws. A payment period will vary in length based on the program. Please see your Financial Aid Office for details. Refunds will be based on the total charge incurred by the Student at the time of withdrawal, not the amount the Student has actually paid. Tuition and fees attributable to any payment period beyond the payment period of withdrawal will be refunded in full. When a student withdraws from the institution, he/she should complete a Student Withdrawal Form with the Student Services Department. Financial aid recipients should also visit the Financial Aid Office to receive an exit interview. The date from which refunds will be determined is the last date of recorded attendance. Cash refunds will be made within 15 calendar days and all other refunds will be made within 30 calendar days of the notification of an official withdrawal or date of determination of withdrawal by the College. If withdrawal occurs, a pro rata amount will be refunded up to 60% of the payment period. At 61% or above, there will be no tuition refund. In the event that a student withdraws or is dismissed from all classes during the quarter, refunds of the tuition and fees will be calculated according to the following schedule:

% of Payment Period Completed	% of Tuition Amount Per Payment Period Adjusted
1st Week of the Program	100%
1 – 10%	90%
11 – 20%	80%
21 – 30%	70%
31 – 40%	60%
41 – 50%	50%
51 – 60%	40%
61% – 100%	No Adjustment

RETURN OF TITLE IV FUNDS

A recipient of federal Title IV financial aid who withdraws or is dismissed from school during a payment period or period of enrollment in which the student began attendance will have the amount of Title IV funds they did not earn calculated according to federal regulations. This calculation will be based on the student's last date of attendance and the date the school determines that the student has withdrawn from school (see withdrawal policy), or the date of dismissal for a student who is dismissed by the institution.

The period of time in which Title IV financial aid is earned for a payment period or period of enrollment is the number of calendar days the student has been enrolled for the payment period or period of enrollment up to the day the student withdrew, divided by the total calendar days in the payment period or period of enrollment. The percentage is multiplied by the amount of Title IV financial aid for the payment period or period of enrollment for which the Title IV financial aid was awarded to determine the amount of Title IV financial aid earned. The amount of Title IV financial aid that has not been earned for the payment period or period of enrollment, and must be returned, is the complement of the amount earned. The amount of Title IV financial aid earned and the amount of the Title IV financial aid not earned will be calculated based on the amount of Title IV financial aid that was disbursed for the payment period or period of enrollment upon which the calculation was based. A student will have earned 100% of the Title IV financial aid disbursed for the payment period or period of enrollment if the student withdrew after completing more than 60% of the payment period or period of enrollment.

The U.S. Department of Education regulations indicate that it is not sufficient for a student to simply log in to an on-line class to demonstrate "academic attendance and thus trigger either initial attendance and financial aid eligibility or an LDA (Last Date of Attendance) for purposes of R2T4 (Return of Title IV Aid) calculations. On-line programs must use very specific means to document that a student participated in class or was otherwise engaged in an academically-related activity, such as; submit an assignment, take a quiz, contribute to an on-line discussion and in some cases post to an on-line gallery. For R2T4 purposes in a term based program with modules, a student is considered to have withdrawn, IF they do not complete all of the days they were scheduled to complete in the payment period or period of enrollment.

Schools are required to determine Title IV funds that must be refunded based upon the percentage of the payment period completed prior to withdrawing. Title IV funds must be returned to the program based upon a tuition refund or if the student received an overpayment based upon costs not incurred but for which Title IV was received.

Once the amount of Title IV financial aid that was not earned has been calculated, federal regulations require that the school return Title IV funds disbursed for the payment period or period of enrollment and used for institutional costs in the following order:

1. Loans
   a. Unsubsidized Federal Direct Stafford Loans.
   b. Subsidized Federal Direct Stafford Loans.
   c. Federal Direct PLUS loans received on behalf of the student.
2. Federal Pell Grants.
3. Federal SEOG.
4. Other grants or loan assistance authorized by Title IV of the HEA.

If the amount of unearned Title IV financial aid disbursed exceeds the amount that is returned by the school, then the student (or parent, if a Federal Parent-PLUS Loan) must return or repay, as appropriate, the remaining grant and loan funds. The student (or parent, if a Federal Parent-PLUS Loan) will be notified of the amount that must be returned or paid back, as appropriate.

WITHDRAWAL DATE

The withdrawal date used to determine when the student is no longer enrolled at

Le Cordon Bleu College of Culinary Arts is the date indicated in written communication by the student to the Admissions office. If a student does not submit written notification, the school will determine the student's withdrawal date based upon federal regulations and institutional records.

For Federal student loan reporting purposes, the student's last date of attendance will be reported as the effective date of withdrawal for both official withdrawals and those who do not complete the official withdrawal process.

Please note that the above policy may result in a reduction in school charges that is less than the amount of Title IV financial aid that must be returned. Therefore, the student may have an outstanding balance due the school that is greater than that which was owed prior to withdrawal.

STUDENT TUITION RECOVERY FUND (STRF) DISCLOSURES

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento and San Francisco
You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

ACADEMIC INFORMATION

DEFINITION OF A GRADING PERIOD

A grading period is defined as two (2)-six week modules.

UNIT OF CREDIT

The quarter credit hour is the unit of academic measurement used by Le Cordon Bleu College of Culinary Arts. A minimum of 10 lecture hours of not less than 50 minutes each plus outside reading and/or preparation; 20 laboratory hours; or 30 externship hours; or an appropriate combination of all three constitutes one quarter credit hour.

DEFINITION OF A CREDIT HOUR

The institution awards quarter credit hours to reflect the successful completion of predetermined course learning objectives and requirements. A quarter credit hour represents an institutionally established equivalency of work or learning corresponding to intended learning outcomes and verified by evidence of student achievement. The institution has established equivalencies that reasonably approximate expected learning outcomes resulting from the following time commitments:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 10 - 12 weeks, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

ENROLLMENT STATUS

To be consistent with the U.S. Department of Education guidelines, Le Cordon Bleu College of Culinary Arts has defined a full-time student as someone enrolled in 36 Quarter Credit hours per academic year. A student's enrollment status for a term or payment period is based on the Quarter Credit hours enrolled in the term or payment period divided by the number of Quarter Credit hours required for full-time status in the term or payment period.

TRANSFER OF CREDIT TO LE CORDON BLEU

Students who previously attended an accredited College or University recognized by the U.S. Department of Education may be granted transfer credit, at the sole discretion of Le Cordon Bleu College of Culinary Arts. Courses taken at the previous institution must be determined by Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. In addition, Le Cordon Bleu College of Culinary Arts must determine that those courses are applicable to their program of study at Le Cordon Bleu College of Culinary Arts. Only courses in which the student earned a grade of 'C' or above will be considered for transfer. Students seeking to transfer credit are responsible for having official transcripts forwarded to Le Cordon Bleu College of Culinary Arts for review. Students may also be required to submit a school catalog. Students must petition for transfer credit with the Associate Registrar as soon as possible after admission. It is recommended that all prior coursework be submitted prior to matriculation, but no later than the end of registration for the student's first block of study. Students who receive transfer credit will have the program tuition charge pro-rated based upon the remaining number of credits the student must earn in order to graduate. The Business Office will make the appropriate tuition adjustment.

For the Le Cordon Bleu campuses in: Portland

Transfer credit integral to the school's approved degree curriculum may be awarded at the corresponding degree level for academic work documented by other schools that are regionally accredited, authorized to confer degrees in or from Oregon, or otherwise individually or categorically approved by the Office of Degree Authorization. Such credit must be converted as needed from semester, quarter or nontraditional calendar systems.

Transfer of credit is always at the discretion of the receiving school, generally depends on comparability of curricula, and may depend on comparability of accreditation.

TRANSFER OF CREDIT TO OTHER SCHOOLS

Le Cordon Bleu College of Culinary Arts does not imply or guarantee that credits completed at Le Cordon Bleu College of Culinary Arts will be accepted by or transferable to any other college, university, or institution, and it should not be assumed that any credits for any courses described in this catalog can be transferred to another institution. Each institution has its own policies governing the acceptance of credit from other institutions such as Le Cordon Bleu College of Culinary Arts. Students seeking to transfer credits earned at Le Cordon Bleu College of Culinary Arts to another institution should contact the other institution to which they seek admission to inquire as to that institution's policies on credit transfer.

For the Le Cordon Bleu Campuses in: Los Angeles, San Francisco, Sacramento

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

The transferability of credits you earn at Le Cordon Bleu College of Culinary Arts is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma or certificate you earn in your program listed on page one of the Enrollment Agreement is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, diploma or certificate that you earn at Le Cordon Bleu College of Culinary Arts are not accepted at

the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Le Cordon Bleu College of Culinary Arts to determine if your credits, degree, diploma or certificate will transfer.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

Transfer of Credit to Le Cordon Bleu College of Culinary Arts

Students who previously attended an accredited college or university recognized by the U.S. Department of Education may be granted transfer credit, at the sole discretion of Le Cordon Bleu College of Culinary Arts. Courses taken at the previous institution must be determined by or Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. In addition, Le Cordon Bleu College of Culinary Arts must determine that those courses are applicable to their program of study at Le Cordon Bleu College of Culinary Arts. Only courses in which the student earned a grade of 'C' or above will be considered for transfer. Students seeking to transfer credit are responsible for having official transcripts forwarded to or Le Cordon Bleu College of Culinary Arts for review. Students may also be required to submit a school catalog.

Students must petition for transfer credit with the Associate Registrar as soon as possible after admission. It is recommended that all prior coursework be submitted prior to matriculation, but no later than the end of registration for the student's first block of study.

Students who receive transfer credit will have the program tuition charge prorated based upon the remaining number of credits the student must earn in order to graduate. The Business Office will make the appropriate tuition adjustment.

RESIDENCY

Students are required to earn a minimum of 50 percent of their credits in residence at Le Cordon Bleu College of Culinary Arts. Students transferring from another Le Cordon Bleu College of Culinary Arts campus in North America may be allowed to carry in more program credits at the discretion of the Director of Education but would be required to earn a minimum of 25 percent of their credits in residence.

ATTENDANCE

Regular classroom attendance is not only an essential ingredient for academic achievement, but is also a fundamental building block for success in the hospitality industry after graduation. As part of the course requirements, students must attend at least 80 percent of the scheduled time for each course in order to achieve satisfactory attendance. Students in any of the externship courses are required to complete all scheduled hours and record attendance throughout the scheduled course to achieve satisfactory attendance. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Absences will include tardiness or early departures. Students who are not in attendance for any portion of a class will accrue time absent calculated in percentage increments of 25, 50, or 100 percent of the class period as reflected on each daily roster. Students who have been absent from all their scheduled classes for more than 21 consecutive calendar days, not including scheduled College/Academy holidays or breaks, and/ or students who officially withdraw from all current courses will be administratively withdrawn from the College/Academy.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Attendance – Distance Education Programs

Regular attendance is not only an essential ingredient for academic achievement, but is also a fundamental building block for success while in the online environment. The programs are accelerated and information missed may directly affect the student's grades. A student is encouraged to attend within the first three days of the start of a module. Thereafter the student must regularly participate in class by engaging in an academically-related activity, such as contributing to an online discussion or submitting an assignment. Students must log into each of their classes at a minimum of once per week. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Students who have been absent from all their scheduled classes for more than 21 consecutive calendar days, not including scheduled holidays or breaks, and/or students who officially withdraw from all current courses will be administratively withdrawn from the college.

For the Le Cordon Bleu campuses in: Atlanta,Las Vegas, Los Angeles, Miami, Minneapolis/St. Paul, Orlando, Portland, Sacramento, San Francisco, Scottsdale, Seattle, St. Louis

Make-up Policy

Le Cordon Bleu College of Culinary Arts encourages every student to attend all educational activities. If a student is unable to attend scheduled activities for any reason the following policy applies: with Lead Instructor or Director of Education Approval it is at the discretion of the instructor; to give the original work or any modified work for any missed projects, practical work, or exams. The scheduling of the make-up work is at the discretion of the instructor based on his/ her availability. It is the student's responsibility to seek out the instructor to make up missed work.

Excused absences are those that are documented cases of jury duty, illness, family medical care, military duty. "Documented" means the student must produce documentation–a jury duty summons, doctor's note or copy of military orders.

- Students with an excused absences resulting in a missed quiz, test, practical or oral presentation will be given the opportunity to take a make-up version of the assignment/s at the instructor's earliest

GRADE SCALE

Letter Code	Description	Included in Credits Earned	Included in Credits Attempted	Included in CGPA	Quality Points
A	A	Yes	Yes	Yes	4.00
B	B	Yes	Yes	Yes	3.00
C	C	Yes	Yes	Yes	2.00
D	D	Yes	Yes	Yes	1.00
F	F	No	Yes	Yes	0.00
I	Incomplete	No	Yes	No	n/a
W	Withdrawn	No	Yes	No	n/a
AU	Audit	No	No	No	n/a
P	Pass	Yes	Yes	No	n/a
TC	Transfer	Yes	Yes	No	n/a
PR	Proficiency Credit	Yes	Yes	No	n/a
L	Leave of Absence	No	No	No	n/a

convenience for up to 100% of the possible points Students with an un-excused absences resulting in a missed quiz, practical or oral presentation will be given the opportunity to take a make-up version of the assignment/s at the instructor's earliest convenience for up to 65% of the possible point.

Le Cordon Bleu College of Culinary Arts in Scottsdale/Online Programs

Late Work Policy

Students must submit all assignments prior to the scheduled completion of the class. No late assignments will be accepted for any work turned in after the stated due date. If there is a legitimate reason, refer to the Make Up work section of the syllabi. Acceptance of late work is at the discretion of the Instructor. All assignments will receive a grade on a Percentage/ Point System.

GRADING SYSTEM

Grade reports are available to students online through the Student Portal at the completion of each (module,). Course grades are based on the quality of work as shown by written tests, laboratory work, papers, and projects as indicated on the course syllabus. Earned quality points are calculated for each course by multiplying the quality point value for the grade received for the course times the credit hour value of the course. For example, a 4.0 credit course with a grade of 'B' would earn 12.0 quality points [credit value of course (4) times quality point value of 'B' (3)]. The Cumulative Grade Point Average (CGPA) is calculated by dividing the total earned quality points by the total credits completed.

APPLICATION OF GRADES AND CREDITS

The grade chart above describes the impact of each grade on the student's academic progress. For calculating rate of progress, grades of 'F' (failure) and, 'W' (withdrawn are counted as hours attempted, but are not counted as hours successfully completed). Students who wish to withdraw from a course at any time need to fill out a Course Withdrawal Form available in the Registrar's office. Courses the student officially drops before the third course meeting will have no record of the course on their transcript. A 'W' Grade indicates that a student has been withdrawn from a course. Students who withdraw from a course during the add/ drop period will be unregistered from the course. Students who withdraw from a course after the add/drop period but before the last calendar week of the scheduled course will receive a grade of 'W'. Students who withdraw during the last scheduled calendar week of the class, and have a date of attendance (LDA) for the class during the last calendar week of the scheduled course, will receive the grade earned calculated as a final grade. A Course Withdrawal Form or Withdrawal Routing Spreadsheet is completed by campus officials when awarding 'W' Grades.

'W' Grades are also awarded when students do not complete externship courses within a school's designated grading period; when students do not successfully meet course attendance requirements; and when students do not return to school from a leave of absence. Please refer to the individual Externship Management, Attendance, and Leave Of Absence policies for details.

The student must repeat any required course in which a grade of 'F' or 'W' is received. Students will only be allowed to repeat courses in which they received a 'D' or below, if their CGPA is <2.0 before going out on Externship or <2.0 by the time they complete the program and cannot graduate, or with Director of Education Approval. In the case of a 'D' or 'F', the better of the two grades is calculated into the CGPA. The lower grade will include a double asterisk indicating that the course has been repeated. Both original and repeated credits will be counted as attempted credits in rate of progress calculations. Federal financial aid may only be used for one repeat of a previously passed course.

A fee will be charged to repeat a class (see addendum for details).

To receive an Incomplete ('I') grade, the student must petition the course Instructor to receive an extension to complete the required coursework. The Instructor must approve the request within three business days of the student's written request, but no later than the last day of class. The student must be satisfactorily passing the course at the time of petition. Should a student fail to complete the unfulfilled coursework requirements within 14 calendar days from the start of the subsequent grading period, the Incomplete grade will be converted to the grade the student earned in the class, inclusive of '0' points for the incomplete work.

A student who disagrees with a grade he or she has received should contact the course Instructor immediately to discuss the concern. If the dispute is unresolved, the student must submit a written appeal within 14 calendar days from the end of the grading period to the campus Director of Education. The student's appeal must include the reason he or she is appealing the grade and must be signed and dated. The student must also provide documentation supporting the appeal (if applicable) with the written request. A decision regarding the appeal will be made within five business days of receipt. Students will be notified in writing of the decision.

'TC' and 'PR' credits are included in the maximum timeframe in which to complete and the rate of progress calculation, but are not counted in the CGPA.

PROFICIENCY CREDIT

Proficiency credit, recorded as 'PR' on the transcript, may be granted in certain core courses if the student has completed previous coursework at another Le Cordon Bleu North America or International location at the sole discretion of Le Cordon Bleu College of Culinary Arts. PR Credit is also granted for College Success if student completed and associate degree or higher at an accredited postsecondary institution. Courses taken at the previous institution must be determined by Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. Students should submit documentation of previous coursework to the Associate Registrar for evaluation prior to the end of the first academic module.

National Proficiency Exams

Proficiency credit, recorded as 'PR' on the transcript, for certain courses may be granted to students who achieve acceptable scores on specific nationally recognized exams such as CLEP, Advanced Placement (AP), and DANTES. The American Council on Education (ACE) recommendations are used when awarding CLEP or DANTES credit. Credit for AP coursework is based solely upon the student's performance on the national examination administered by the College Board. A score of three (3) or better on the AP examination is required for proficiency credit.

AUDITING A COURSE

If space permits, a graduate may audit any course within his/her program of study. With consent from the Director of Education, current students may audit a class outside of their program of study if space permits and if taken concurrently with a program course. Students auditing courses are expected to fully participate in the course and class attendance is required. Tuition for auditing a course is waived for graduates of the College/Academy. Current students taking a course outside of their program will pay tuition at the current rate for the course they audit. Students may be required to purchase tools, textbooks, uniforms, etc. for the audited course. Financial aid is not applicable. Courses students audit will be reflected with an 'AU' grade on the transcript.

NON-DEGREE SEEKING STUDENTS

In select cases as allowed by Le Cordon Bleu College of Culinary Arts, a graduate or enrolled student may be allowed to take a course outside of a program of study subject to space and prerequisite allowances. A student enrolled outside of a specific program is considered to be a non-degree seeking student. Non-degree seeking students are subject to campus policies and attendance is required. Students auditing a course as graduates or current students are subject to audit restrictions described in the catalog. Enrolled students taking the course as a prerequisite for matriculation to a program will be subject to the grading scale for the course and will be subject to tuition at the current rate for the course they are auditing. Students or graduates may be required to purchase tools, textbooks, uniforms, etc. for the audited course. Financial aid is not applicable.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

All students must maintain satisfactory academic progress in order to remain enrolled at the school. Additionally, satisfactory academic progress must be maintained in order to maintain eligibility to receive financial assistance (e.g., federal and state aid). Satisfactory academic progress is determined by measuring the student's cumulative grade point average (CGPA) and the student's rate of progress toward completion of the academic program at the end of each 12-week block. These are outlined below.

CUMULATIVE GRADE POINT AVERAGE (CGPA) REQUIREMENTS

Students must meet minimum CGPA requirements at specific points throughout the program in order to be considered making satisfactory academic progress. These requirements are noted in the tables below. These will be reviewed at the end of each 12-week block after grades have been posted to determine if the student's CGPA is in compliance. Once the student reaches a review point, the minimum CGPA for that level must be maintained until the next level of review.

CERTIFICATE/DIPLOMA PROGRAMS		
Programs Greater than 55 Credits		
Credits Attempted	ROP	CGPA
0-26	60%	1.5
27+	66.67%	2.0
Programs Less than 55 Credits		
Credits Attempted	ROP	CGPA
0-17	60%	1.5
18+	66.67%	2.0

ASSOCIATE PROGRAMS		
Quarter Hours		
Credits Attempted	ROP	CGPA
0-15	50%	1.6
16-30	55%	1.75
31-45	60%	1.9
46+	66.67%	2.0

Programs (except Minneapolis/St. Paul Campus)	Maximum Allowable Credits
Certificate/Diploma in Le Cordon Bleu Culinary Arts	82
Certificate/Diploma in Le Cordon Bleu Pâtisserie and Baking	82
Associate of Occupational Studies/Science in Le Cordon Bleu Culinary Arts	160
Associate of Occupational Studies/Science in Le Cordon Bleu Pâtisserie and Baking	159
Associate in Science in Le Cordon Bleu Culinary Arts	160
Associate in Science in Le Cordon Bleu Pâtisserie and Baking	159
Associate of Applied Science in Le Cordon Bleu Culinary Arts	160
Associate of Applied Science in Le Cordon Bleu Pâtisserie and Baking	159
Associate of Occupational Studies in Le Cordon Bleu Hospitality and Restaurant Management	142
Associate of Occupational Studies in Le Cordon Bleu Culinary Operations	148
Bachelor of Arts in Le Cordon Bleu Culinary Management	270

Programs at the Minneapolis/St. Paul Campus	Maximum Allowable Credits
Certificate in Le Cordon Bleu Culinary Arts	82
Certificate in Le Cordon Bleu Pâtisserie and Baking	82
Associate in Applied Science in Le Cordon Bleu Pâtisserie and Baking	168

BACHELOR'S PROGRAMS		
Quarter Hours		
Credits Attempted	ROP	CGPA
0-30	50%	1.6
31-60	55%	1.75
61-90	60%	1.9
91+	66.67%	2.0

RATE OF PROGRESS (ROP) TOWARD COMPLETION REQUIREMENTS

In addition to the CGPA requirements, a student must maintain the minimum rate of progress percentage requirement in order to be considered to be making satisfactory academic progress. Credits attempted are defined as those credits required in the students program of study including credits that were transferred from other approved institutions and proficiency credits earned. As with the determination of CGPA, the completion requirements will be reviewed at the end of each 12-week block after grades have been posted to determine if the student is progressing satisfactorily.

MAXIMUM TIME IN WHICH TO COMPLETE

A student is not allowed to attempt more than 1.5 times, or 150%, of the number of credits in their program of study. The requirements for rate of progress are to assure that students are progressing at a rate at which they will complete their programs within the maximum timeframe.

HOW TRANSFER CREDIT AND CHANGE OF PROGRAM AFFECT SAP

Credit that has been transferred into the institution by the student is included in the Rate of Progress calculation; however has no effect on the grade point average requirement for SAP. Transfer credit is also considered when computing the maximum timeframe allowed for a program of study. For example, a student transfers from institution A to institution B. The student is able to transfer 30 credits earned at institution A into a program at institution B. The program requires 180 credits to graduate. Thus, the maximum timeframe for this student's new program at institution B will be one-and-a-half times (150%) x 180 = 270 credits. The 30 transfer hours will be added to the attempted and earned hours when the maximum timeframe and rate of progress is being calculated.

When a student elects to change a program or enroll in a higher credential at Le Cordon Bleu College of Culinary Arts the student's earned credits and grades will be transferred into the new program as applicable, including transfer credit. Credits earned at the school in the original program of study that apply to the new program of study will be used when computing grade point average, rate of progress and maximum timeframe. Transfer credits from another institution that are applicable to the new program of study will not be calculated in the grade point average but will be considered as credits attempted and earned in the maximum timeframe and rate of progress calculations. For example, a student transfers from program A to program B. The student is able to transfer 30 external credits and 10 credits earned in program A into program B. Program B requires 180 credits to graduate. Thus, the maximum timeframe for this student's new program will be one and half times (150%) x 180 = 270 credits. The 30 external transfer hours will be added to the attempted and earned hours when the maximum timeframe and rate of progress are being calculated. The 10 credits earned in program A will be included in the grade point average calculation as well as the maximum timeframe and rate of progress calculation.

WARNING AND PROBATIONARY PERIODS FOR STUDENTS RECEIVING/ NOT RECEIVING FINANCIAL AID

At the end of each 12-week block, after grades have been posted, each student's CGPA and rate of progress is reviewed to determine whether the student is meeting the above requirements.

- A student will be placed on FA Warning immediately after the first block in which the CGPA or the rate of progress falls below the values specified in the tables above. At the end of the next block, the student will be removed from FA Warning and returned

to SAP Met Status if the minimum standards are met or exceeded.

- A student who continues to fall below the specified values will be required to successfully appeal in order to maintain eligibility for financial assistance under a FA Probation status.
- A student who successfully appeals and is on FA Probation will be evaluated at the end of the second block of monitoring. A student who meets or exceeds the minimum standards will be removed from FA Probation and returned to a SAP Met status. The minimum CGPA and rate of progress requirements are not met at the time of evaluation; the student will be placed of FA Dismissal Status and will be dismissed from school.

If at any point it can be determined that it is mathematically impossible for a student to meet the minimum requirements, the student will be dismissed from the school.

Notification of academic dismissal will be in writing. The Code of Conduct Policy section of this catalog describes other circumstances that could lead to student dismissal for non-academic reasons. A tuition refund may be due in accordance with the institution's stated refund policy. During the period of FA Warning, which lasts for one payment period only, the student may continue to receive financial aid. During a period of FA Probation, if an appeal is accepted by the institution, the student may also continue to receive financial aid.

A student on FA Warning and FA Probation must participate in academic advising as deemed necessary by the institution as a condition of academic monitoring. A student who fails to comply with these requirements may be subject to dismissal even though their CGPA or rate of progress may be above the dismissal levels.

APPEAL

A student who has been placed on FA Probation may appeal the determination if special or mitigating circumstances exist. Any appeal must be in writing and must be submitted to the Academic Review Committee within 5 days of receiving notification of his/her dismissal. The student must explain what type of circumstances contributed to the academic problem and what action is being implemented to overcome the mitigating circumstance in the future. The decision of the Academic Review Committee is final and may not be further appealed. For the appeal of non-academic dismissals, please refer to the grievance policy within this catalog.

REINSTATEMENT

A student who was previously academically dismissed may apply for reinstatement to the institution by submitting a written appeal to the Appeals Committee. The appeal should be in the form of a letter explaining the reasons why the student should be readmitted. The decision regarding readmission will be based upon factors such as grades, attendance, student account balance, conduct, and the student's commitment to complete the program. Dismissed students who are readmitted will sign a new Enrollment Agreement, will be charged tuition consistent with the existing published rate, and financial aid may be available to those who qualify.

ADD/DROP PERIOD

Within the add/drop period students are allowed to make modifications to their schedules without incurring any academic or financial penalty. The add/drop period of each module is five (5) business days.

ONLINE PROGRAMS

During the start of each session, students are allowed to make modifications to their schedules without incurring any academic or financial penalty. Students may add courses through the fourth day or drop courses through the seventh day. No record of the dropped course(s) will be recorded on the transcript. Requests to drop or add a course during scheduled office hours may be facilitated in person or via e-mail or voicemail with the Office of the Associate Registrar. Requests outside of regularly scheduled office hours must be submitted via e-mail or voicemail to the Associate Registrar. Lack of attendance does not constitute a dropped course. Nonattendance in a course, by the end of the add/drop period, may result in the student being unregistered from the course. Any change in enrollment status may impact financial aid eligibility. Students are responsible for coursework missed during the add/drop period.

GRADUATION REQUIREMENTS

In order to graduate, a student must have earned a minimum of a 2.0 CGPA and must have successfully completed all required credits within the maximum credits that may be attempted. Students must also be current on all financial obligations in order to receive official final transcripts and/or diploma.

Academic Honors

Academic honors are a formal recognition of academic achievement in a particular academic progress period (herein identified as "block") or upon graduation from an undergraduate program of study. Graduation honor status is noted on the student's transcript.

Block Honors

A student achieving a block grade point average (GPA) of 3.5 – 4.0 is recognized by the institution as receiving honors. To be eligible for honors status, a student must be enrolled in classes applicable toward graduation at least on a half-time basis. Non-degree seeking students are not eligible for academic honors. The following indicates the various block honors categories and their requirements:

President's List	4.00	Block GPA
Honor Roll	3.50 – 3.99	Block GPA

Graduation Honors

A graduate from a baccalaureate program who has a cumulative grade point average (CGPA) of at least 3.50 is eligible to receive Latin Honors:

Summa Cum Laude	3.90 – 4.00	CGPA
Magna Cum Laude	3.70 – 3.89	CGPA
Cum Laude	3.50 – 3.69	CGPA

A graduate from an associate, diploma or certificate program that has a cumulative grade point average (CGPA) of at least 3.50 is eligible to graduate with Honors:

High Honors	3.75 – 4.00	CGPA
Honors	3.50 – 3.74	CGPA

GRADUATION DOCUMENTS

For Le Cordon Bleu College of Culinary Arts in: Atlanta, Minneapolis/St. Paul, Sacramento, Seattle, St. Louis

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

For Le Cordon Bleu College of Culinary Arts in: Las Vegas, Portland, San Francisco

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

For Le Cordon Bleu College of Culinary Arts in: Los Angeles

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking **For Le Cordon Bleu College of Culinary Arts in: Miami, Orlando**

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

For Le Cordon Bleu College of Culinary Arts in: Scottsdale

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Le Cordon Bleu Diplôme in Hospitality & Restaurant Management

Bachelor of Arts Degree in Le Cordon Bleu Culinary Management

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Pâtisserie and Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Operations

Associate of Occupational Studies Degree in Le Cordon Bleu Hospitality & Restaurant Management

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

LEAVE OF ABSENCE

For the Le Cordon Bleu campuses in: Atlanta, Los Angeles, Minneapolis/St. Paul, Orlando, Portland, Sacramento, Seattle, St. Louis

An approved Leave of Absence (LOA) is a temporary interruption in a student's academic attendance for a specific period of time in an ongoing program.

Leave of Absence Conditions

The following conditions may be considered:

- Medical Leave (including pregnancy)
- Family Care (unexpected childcare issues or medical care of family)
- Military Duty
- Jury Duty
- Temporary Job Assignment (applies only if the student is being temporarily relocated for a job assignment as required by a current employer).

The following requirements apply:

A student may be granted a Leave of Absence (LOA) if:

- A LOA request is submitted in writing within five (5) calendar days of the student's last date of attendance, which includes the reason for the request. If unforeseen circumstances prevent the student from providing a written request within five (5) calendar days the institution may use its discretion to grant the student's request if the student provides the written documentation validating the unforeseen circumstances by the last day of the school's attendance policy.
- Students may request multiple LOAs, but the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month timeframe Failure to return from an approved leave of absence will result in withdrawal from the school, may have an impact on aid, loan repayment and exhaustion of the loan grace

period. Students in a LOA status may not receive further financial aid disbursements until returning to active status. Contact the financial aid office for more information about the impact of a LOA on financial aid.

LEAVE OF ABSENCE

For the Le Cordon Bleu campuses in: Las Vegas, Miami, San Francisco, Scottsdale
An approved Leave of Absence (LOA) is a temporary interruption in a student's academic attendance for a specific period of time in an ongoing program.

Leave of Absence Conditions
The following conditions may be considered:

- Medical Leave (including pregnancy)
- Family Care (unexpected childcare issues or medical care of family)
- Military Duty
- Jury Duty

The following requirements apply:

A student may be granted a Leave of Absence (LOA) if:

- A LOA request is submitted in writing within five (5) calendar days of the student's last date of attendance, which includes the reason for the request.
- Students may request multiple LOAs, but the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month timeframe.

Failure to return from an approved leave of absence will result in withdrawal from the school, may have an impact on aid, loan repayment and exhaustion of the loan grace period. Students in a LOA status may not receive further financial aid disbursements until returning to active status. Contact the financial aid office for more information about the impact of a LOA on financial aid.

STUDENT SERVICES INFORMATION

ACADEMIC ASSISTANCE

Students seek help and advice during their education for many reasons. At Le Cordon Bleu College of Culinary Arts, the student comes first. Every effort is made to develop a relationship with the student body so individuals feel comfortable in requesting and receiving assistance. The Director of Education is responsible for providing academic assistance and should be consulted when assistance is desired. Referrals to outside agencies may also be provided as needed. The administrative staff and the faculty are also available for advising assistance.

CAREER SERVICES

During the admissions interview, prospective students are advised of the many career paths that are available to them upon graduation. The Admissions Representatives assist students in assessing their talents and discuss the motivation necessary to achieve their career goals.

Students enrolled in Le Cordon Bleu College of Culinary Arts has many opportunities for part-time employment while they pursue their studies. It is important to note that this assistance is available to all students who make satisfactory academic progress. The Director of Career Services is the liaison between students and employers, serving the students by promoting Le Cordon Bleu College of Culinary Arts to prospective employers. These employers are assisted by the referral of qualified candidates from Le Cordon Bleu College of Culinary Arts.

The graduate employment assistance process intensifies as students near graduation. The Director of Career Services assists students with resume writing, interviewing skills and professional networking techniques. Students may interview both on and off campus, until they have secured an appropriate position. Externship is an important part of the learning experience, and as the last official class a student takes, the culmination of many months of study. Students are encouraged to explore externship opportunities early and shall take an active part in the search for employment.

Examples of assistance may include, but are not limited, to contacting employers to inquire what specific skills and experience levels they are seeking, what specific job duties and schedule requirements are expected, and preferred methods of contact from the potential employee. Career Service staff will conduct a series of in class presentations on career skills topics such as resume writing, job searching techniques, and interview skills. Additionally, Career Services Staff will meet with students to ascertain skill levels and learn about initial expectations the student has for employment. The information collected is used to assist the Career Services Director and staff to help facilitate connections between students and potential employers. Le Cordon Bleu cannot guarantee employment or salary.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

School Performance Fact Sheet

Completion and Graduate employment rates, or our "School Performance Fact Sheet", are distributed to students at the time of enrollment. All backup data to substantiate these rates is available for review in the Associate Registrar's Office and Career Services office.

EMPLOYMENT DISCLOSURE (ONLY FOR SCHOOLS WITH SPANISH-SPEAKING PROGRAMS)

Le Cordon Bleu College of Culinary Arts will provide career services assistance to its graduates but cannot guarantee job or externship placement, employment or salary. Graduates of any Le Cordon Bleu Spanish-speaking programs who are not fluent in English will likely encounter more difficulty finding employment and an externship, and/or have other employment limitations due to the fact that most businesses require fluency in the English language.

BACKGROUND CHECKS

Agencies and institutions that accept our students for internship/externship and potential employers may conduct a criminal and/or personal background check. Students with criminal records that include felonies or misdemeanors (including those that are drug-related) or personal background issues such as bankruptcy might not be accepted by these agencies for internship/externship or employment following completion of the program. Some agencies and employers may require candidates to submit to a drug test. Employment and internship decisions are outside the control of Le Cordon Bleu College of Culinary Arts.

Le Cordon Bleu cannot guarantee employment or salary.

PLANS TO IMPROVE ACADEMIC PROGRAMS

Le Cordon Bleu College of Culinary Arts reviews its academic programs on a regular basis to ensure relevancy with current employment requirements and market needs. As deemed appropriate, Le Cordon Bleu College of Culinary Arts may change, amend, alter or modify program offerings and schedules to reflect this feedback. If you have questions about this process or any plan to improve academic programs, contact the Education Department.

CYBRARY / LIBRARY INFORMATION

Cybrary

The Cybrary is an Internet-accessible information center committed to facilitating the lifelong learning and achievement of the Career Education Corporation community. This "virtual library" contains a collection of full-text journals, books, and reference materials, links to Websites relevant to each curricular area, instructional guides for using electronic library resources and much more.

The "virtual" collection is carefully selected to support students as they advance through their programs of study and include quality, full-text, peer-reviewed articles from scholarly journals and full-text electronic books. Instructional materials for students and faculty are designed to enhance information literacy skills.

A full-time librarian located at corporate headquarters manages the Cybrary. The librarians at the various CEC colleges participate in selecting the electronic resources and Website links, and help prepare the instructional materials that are on the Website.

Students at all CEC colleges have access to the Cybrary from their campus location and from home, if they have an Internet service provider.

To access the Cybrary students may log on to their My Campus portal and access the Library Link. On this library page are links to all virtual resources as well as the information of the online librarian and a Live Chat link. Hours of operation for these services are available on the Library page of the My Campus Portal. The Cybrary is available online 24 hours per day 7 days per week. If students need assistance with their My Campus user name and password log in information they may contact the local My campus Portal Administrator at their campus or online Technical Support at portalsupport@careered.com or call 1-800-840-8968.

The hours for the campus library/resource center are posted on the Library page of the student's My Campus Portal. These hours are:

LCB Pasadena
Monday – Thursday: 7:30 am – 8:00 pm
Fridays: 7:30 am - 6:30 pm

LCB Hollywood
Monday – Friday: 6:00 am – 9:30 pm

LCB Sacramento
Monday – Thursday: 9:00 am – 8:00 pm
Friday & Saturday: 8:30 am – 5:30 pm

LCB San Francisco
Monday – Friday: 10:00 am – 6:00 pm

Library/Resource Center
Le Cordon Bleu College of Culinary Arts maintains a Library and Resource Center ("LRC") at the campuses which contain computers for students to access the Cybrary. The LRC is available to all students in full uniform during posted hours.

The Le Cordon Bleu College of Culinary Arts campus library provides materials to support the mission and curriculum and assists each student to attain his/her educational goals. The electronic collection includes books, an assortment of current periodicals, and videos. The library, which provides academic assistance to students, is open during posted hours.

STUDENT SERVICES

Le Cordon Bleu College of Culinary Arts welcomes students to discuss any issues or concerns with any member of the faculty or staff. Students are encouraged to discuss academic as well as job-related concerns with either the Director of Education or Director of Career Services. The staff of Le Cordon Bleu College of Culinary Arts is also available on a daily basis to assist students with financial aid, employment assistance, and academic advisement. Students are welcome on the campus any time during office hours to take advantage of the variety of services provided by Le Cordon Bleu College of Culinary Arts. Le Cordon Bleu College of Culinary Arts encourages students to network with graduates as well as instructors and peers in their classes, thus enhancing their networking opportunities in the industry.

HOUSING AND TRANSPORTATION

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Minneapolis/ St. Paul, Orlando, Portland, Scottsdale, Seattle, St. Louis
Le Cordon Bleu College of Culinary Arts does not provide on-campus housing, but does assist students with information on area housing.

Le Cordon Bleu College of Culinary Arts in Los Angeles
Le Cordon Bleu College of Culinary Arts does not provide dormitory housing or formal housing assistance. Le Cordon Bleu College of Culinary Arts networks with local property management companies that assist students in finding adequate, affordable housing. The student is responsible for the signing of his/her lease, paying all deposits, monthly lease payments and utilities, if required. The school does not assume responsibility for student housing.

Le Cordon Bleu College of Culinary Arts in Sacramento
Le Cordon Bleu College of Culinary Arts does not assume responsibility for student housing, does not have dormitory facilities under its control, and does not offer student housing assistance.

Le Cordon Bleu College of Culinary Arts in San Francisco
Le Cordon Bleu College of Culinary uses outside, third-party vendors to assist students with off-campus housing. Although housing in the immediate area of the school may be available, the College can make no guarantee of housing while attending school. Many transportation options are available including carpooling, city bus lines that stop near campus and conveniently located public parking with bike racks.

STUDENT ORIENTATION

Prior to beginning classes at Le Cordon Bleu College of Culinary Arts, all new students attend an orientation program. Orientation facilitates a successful transition into Le Cordon Bleu College of Culinary Arts. New students are required to attend regardless of their prior college experience. At orientation, students are acquainted with the campus, the administrative staff, the faculty and their peers. The directors of the administrative departments explain the ways in which they assist students and clarify students' rights and responsibilities.

STUDENT PORTAL

The student portal is a secure website that allows a student access to his or her information including schedule, grades, account balance and activity, school events, school contact information, and much more. Le Cordon Bleu College of Culinary Arts offers this capability so that it's easy for our students to be in touch with us and enhance their college experience. Upon acceptance to Le Cordon Bleu College of Culinary Arts, students will be issued a Student Number that can be used to gain access to the student portal.

STUDENT RECORD RETENTION

Le Cordon Bleu College of Culinary Arts maintains student records at the campus for a minimum of five (5) years. Le Cordon Bleu College of Culinary Arts student transcripts are retained indefinitely.

TRANSCRIPTS

An official transcript is maintained for each student. The transcript provides a complete record of all course grades and credits earned. Le Cordon Bleu College of Culinary Arts will supply official transcripts to whomever the student or graduate designates.

Transcript requests are fulfilled through Parchment, a leading company in secure transcript. Transcript fees are assessed regardless of transcript hold status. If you have an outstanding balance preventing release of your transcript, we will not be able to issue your official transcript.

- $5 – Transcript (electronic or paper) requested electronically through Parchment.
- $10 – Transcripts ordered through the campus.
- $30 – Overnight/U.S. Mail delivery Additional information on the electronic transcript service can be found on the student portal.

UNIFORM POLICY

The uniform policy can be found in the Le Cordon Bleu College of Culinary Arts. The Student Handbook is distributed to students upon admission to the school.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

California Food Handler Requirement

Effective July 1, 2011, the California Food Handler Card law will require all persons working in certain foodservice establishments within the state of California to attend a course in food safety provided by a certification organization, pass a test and receive a Food Handler Card. Students attending Le Cordon Bleu College of Culinary Arts will be required to successfully complete the requirements for NEHA Certification or the California Food Handler Card as a prerequisite when beginning any course that involves the production of food for sale to the public and deemed by the state of California as requiring a California Food Handler Card. Valid certification must be presented prior to entering courses with this prerequisite. Failure to meet this requirement will make them ineligible to complete program requirements which may lead to withdrawal from their course of study. This requirement may also be applicable to employment in the industry.

Course LCBC105 – The NEHA Exam and preparation in this course meets state requirements. Students must pass the NEHA test offered during LCBC105 to receive their California Food Handler Card at additional costs through an agency outside of Le Cordon Bleu College of Culinary Arts.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Food Handlers Card

It is required that all students obtain a Maricopa County Food Handlers' Card prior to entering their first lab class. There is a small fee to take the test and your instructor will provide you with information on where and when to take the test.

Course Materials Return Policy for Distance Education Programs

Credit will be issued for return of course materials only under the following circumstances:

- The materials being returned must be in original shrink wrapping or unopened with tamper resistant seals intact; and
- The materials being returned must be undamaged, unmarked and in saleable condition; and
- The Return Merchandise Authorization (RMA) number must be included with the return; and
- The materials being returned must have been shipped by Words of Wisdom (WOW), be for the current session only and either be related to a class from which the student has formally withdrawn or have been refused by student or returned to WOW by the carrier; and
- RMA must be requested from WOW Customer Service by student within seven (7) calendar days of the current session start (unless retuned by carrier).

GENERAL INFORMATION

CAMPUS SECURITY

Le Cordon Bleu College of Culinary Arts publishes an annual security report that contains information concerning policies and programs relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus, at certain off-campus locations, and on the public property surrounding the campus. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is provided to all current students and employees. A copy of the most recent annual security report may be obtained from the President's office during regular business hours.

In addition to the annual security report, Le Cordon Bleu College of Culinary Arts maintain a crime log recording all reported crimes. The crime log is available for public inspection during regular business hours at President's office.

Le Cordon Bleu College of Culinary Arts reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

CONDUCT POLICY

All students are expected to respect the rights of others and are held responsible for conforming to the laws of the national, state and local governments, and for conducting themselves in a manner consistent with the best interests of Le Cordon Bleu College of Culinary Arts and of the student body.
A student who was previously dismissed for violations of the conduct policy may apply for reinstatement to the institution by submitting a written appeal to the Appeals Committee. The appeal should be in the form of a letter explaining the reasons why the student should be readmitted. The appeal must be submitted within ten (10) business days of receiving notification of his/her dismissal. Dismissed students who are readmitted will sign a new Enrollment Agreement; will be charged tuition consistent with the existing published rate. Students who are interested in applying for federal financial aid may do so at this time.

CODE OF CONDUCT

Students, staff, faculty and guests follow a Code of Conduct adhering to a socially responsible and ethical approach to the educational mission of the institution. Rights of students are protected through the Grievance Process, which is addressed within this section, but responsibilities are addressed within the Code of Conduct Policy. Following is a set of guiding principles for behavior which is based on the values of honesty, respect, responsibility, fairness and trust (Center For Academic Integrity, 1999). It is a commitment that the members of the community will treat everyone with these characteristics promoting the highest standards of a safe and healthy environment. Individuals will not conduct themselves in any manner that might damage the reputation of, or otherwise harm the organization. Access to school premises is reserved for currently enrolled students, guests of the institution or approved visitors. Rules of Conduct include the following actions by officers of the institution:

a. Oversee behavior

b. Investigate violations and

c. Manage judgment through administrative agreement and sanctions.

Attendance at this institution is a privilege, not a right; therefore, students whose behavior may be detrimental to other members of the community may be officially warned, sanctioned through an informed process, suspended and/or dismissed from the institution. Behavior that infringes upon rights, safety, or privileges, or which impedes the educational process or the institution's right to conduct its business is prohibited. Such infractions include but are not limited the following:

Respect

- Deliberate disruptive, profane or disrespectful words, actions, violence or physical interference with the rights of faculty, staff, other students or with any institutional facilities, externship site, or with any authorized function being carried out on the premises or at any institution sponsored event or activity.
- Harassment of any member of the community based on race, national origin, ethnicity, color, creed, gender, sexual orientation; disposition, age, religion, marital or veteran status, genetic predisposition or carrier status, or any other basis protected by applicable local, state or federal laws. Engagement in self-initiated physical violence, bodily harm, or injury towards any member of the community or willful participation in a physical altercation.

Responsibility

- Failure to comply with the reasonable direction or lawful requests of officials (including, but not limited to faculty, administrators, and security personnel) or law enforcement officers acting in the performance of their duties or obey directives or orders expressed by such officials to cease and desist from any inappropriate act.

Honesty

- Students are expected to demonstrate academic integrity by completing their own work assignments and assessments. Submission of work from another person, using unauthorized notes, having someone else take an examination in a student's place, copying from another or a published document without citing sources or submitting the same paper to multiple

courses without the knowledge of the all instructors involved constitute violations of academic honesty. Plagiarism is any stealing of intellectual content and is not affected by intentionality.

Trust

- Students, staff and faculty trust that individuals will voluntarily follow the Code of Conduct as well as adhere to expectations voiced by the institution. Student expectations are provided during student orientation. Faculty and staff expectations are provided during faculty and staff orientations as well as provided on individual job descriptions. The standards of the institution are established by the residing state as well as the accreditation agency and the expectation is that the entire community trusts in them and adheres to them as part of both the Code of Conduct and the integrity of the institution.

Fairness

- Students, faculty and staff will be treated fairly based on their role within the organization. Should an exception be granted for any person in any circumstance, that exception will be well documented with both the rationale and all supporting evidence.

DRUG-FREE ENVIRONMENT

As a matter of policy, Le Cordon Bleu College of Culinary Arts prohibits the unlawful manufacture, possession, use, sale, dispensation, or distribution of controlled substances and the possession or use of alcohol by students and employees on its property and at any school activity. The only exception is authorized wine tasting within the classroom. Further information on the school's policies can be found in the Student Handbook. Any violation of these policies will result in appropriate disciplinary actions up to and including expulsion in the case of students and termination in the case of employees, even for a first offense. Violations of the law will also be referred to the appropriate law enforcement authorities. Students or employees may also be referred to abuse help centers. If such a referral is made, continued enrollment or employment will be subject to successful completion of any prescribed counseling or treatment program. Information on the school's drug-free awareness program and drug and alcohol abuse prevention program may be obtained from the President's Office.

FACILITY INFORMATION

Le Cordon Bleu College of Culinary Arts in Atlanta

The campus facilities and the equipment used comply with all federal, state and local ordinances and regulations including those related to fire safety, building safety and health. Kitchen labs are equipped with stoves, ovens, and food preparation equipment commonly found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Le Cordon Bleu College of Culinary Arts in Los Angeles

Pasadena Campus

The Le Cordon Bleu College of Culinary Arts in Los Angeles main campus in Pasadena is located at:
530 East Colorado Blvd.
Pasadena, CA 91101
Phone: (626) 229-1300

The Pasadena campus occupies over 104,000 square feet that supports the institution's population, labs and equipment. Physical resources are monitored and evaluated to stay abreast of industry standards. The Pasadena campus's facilities consist of classrooms for its specialized instructional needs as well as general purpose classrooms, 1 restaurant comprised of two service styles (quick service and full service), a prep kitchen, Learning Resources Center, and common use rooms for meetings, conferences, guest speakers etc. Classroom types include: Culinary labs, pâtisserie and baking labs, a chocolate lab, academic classrooms, and demo labs. Several classrooms are able to be combined to create large presentation and lecture spaces. Classrooms are equipped with industry current equipment directly related to the curriculum. The student will be exposed to industry standard stoves, convection ovens, fryers, commercial bakery steam injected ovens, stand mixers, commercial grills, steam kettles, commercial pots, pans and implements.

Hollywood Campus

The Hollywood branch campus of Le Cordon Bleu College of Culinary Arts in Los Angeles (Hollywood Campus) is located at:
6370 Sunset Blvd.
Hollywood, CA 90028
Phone: (323) 203-3980

The Hollywood campus occupies over 21,000 square feet that supports the institution's population, labs and equipment. Physical resources are monitored and evaluated to stay abreast of industry standards.

The Hollywood campus facilities consist of classrooms for its specialized instructional needs as well as general purpose classroom and a Learning Resource Center. Classroom types include: culinary labs, pâtisserie and baking labs, an academic classroom, and demo lab. Classrooms are equipped with industry current equipment directly related to the curriculum. The student will be exposed to industry standard stoves, convection ovens, fryers, commercial bakery steam injected ovens, stand mixers, commercial grills, steam kettles, commercial pots, pans and implements.

Le Cordon Bleu College of Culinary Arts in Las Vegas

The educational facility and administrative offices of the college are located in a convenient suburban setting, just minutes from the Las Vegas "Strip". The campus location is adjacent to major throughways and is accessible from all parts of the metro area. Housing, public transportation and nearby shopping malls allow the students to live, commute and work nearby. The campus occupies more than 55,000 square feet in a freestanding facility with ample parking.

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Le Cordon Bleu College of Culinary Arts in Miami

Le Cordon Bleu College of Culinary Arts is only twenty minutes away from the heart of Miami and from downtown Ft. Lauderdale. The Campus consists of approximately 60,000 square feet of kitchen labs and classrooms. Our labs feature industry-current commercial equipment and are designed for maximum efficiency, learning and comfort. They offer a great proving ground to replicate the kind of fast-paced environment our graduates can experience in the industry. Students will also find at this beautiful campus setting:

- Classrooms designed to facilitate learning, which consist of lecture rooms and instructional kitchens.
- Small classes encourage student/faculty interaction and students receive individual attention to help them reach their potential.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Totaling 70,000 square feet, the campus of Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul, MN is in Mendota Heights, Minnesota near the Mall of America and the Minneapolis/St. Paul International Airport. Our campus is located at:
1315 Mendota Heights Road
Mendota Heights, MN 55120

It is located near major highways and public transportation, and parking is available to college students. Kitchen labs are equipped with stoves, ovens, and food-preparation equipment found in the industry. A wide range of small wares are provided for students' use in practicing various culinary skills and techniques.

Le Cordon Bleu College of Culinary Arts in Orlando

The campus facilities and the equipment used comply with all federal, state and local ordinances and regulations including those related to fire safety, building safety and health. The campus occupies approximately 80,000 square feet, conveniently located near John Young Parkway, Sand Lake Road, I-4, and the Beachline Expressway. The campus is near public transportation lines, and parking is available to students at no charge. The campus is located close to downtown Orlando, International Drive, the Florida Mall, the Millenia Mall, all major theme parks, and the Orlando International Airport. Kitchen labs are equipped with stoves, ovens, and food preparation equipment commonly found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Le Cordon Bleu College of Culinary Arts in Portland

Le Cordon Bleu College of Culinary Arts main campus is situated in the heart of downtown Portland in the historic Galleria Building, located at:
600 SW 10th Avenue, Suite 500
Portland, OR 97205

Le Cordon Bleu College of Culinary Arts is centrally located and offers immediate access to a public transportation system. Within the main campus' approximately 39,023 square feet, including nine (9) kitchen classrooms (including two demonstration labs) and four (4) lecture rooms. Kitchen labs are equipped with food preparation equipment found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary and baking and pastry skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Le Cordon Bleu College of Culinary Arts in Sacramento

The Le Cordon Bleu College of Culinary Arts facility has the following features:

- Kitchen Labs featuring industry-current culinary equipment.
- A multi-purpose room for use in new student orientation, college and public events, on-site recruitment, lectures, and special classes.
- A student area and resource center.
- Office space for administrative and support staff.
- Ample storage space for files and supplies.

The student will be exposed to industry standard stoves, convection ovens, fryers, commercial bakery steam injected ovens, stand mixers, commercial grills, steam kettles, commercial pots, pans and implements.

All courses, with the exception of the Externship, are conducted at this location:
2540 Del Paso Road
Sacramento, CA 95834

Le Cordon Bleu College of Culinary Arts in San Francisco

Le Cordon Bleu College of Culinary Arts is located in the Potrero Hill neighborhood at 350 Rhode Island Street. All courses, with the exception of the Externship, are conducted at this location. Our campus encompasses kitchen lab classrooms, wireless high-speed lecture classrooms, computer classrooms and a fine-dining restaurant, all housed in approximately 100,000 square feet. Other distinctive features include a student/staff lounge and the library which houses an extensive stock of current culinary, hospitality and restaurant periodicals, along with texts and videos to supplement classroom and workshop instruction.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Camelback Campus

The campus is housed in a former country club setting against the beautiful backdrop that overlooks Camelback Mountain, a well-known landmark in the high-end resort destination of the Phoenix Metropolitan area. Camelback Campus houses administrative offices, numerous classrooms, and kitchens.

Skybridge Facility

The Skybridge facility is an expansion of the Camelback Main Campus. It is located in bustling Old Town Scottsdale, Arizona, minutes away from the main campus. It

provides a stunning panorama of Scottsdale's popular 5th Avenue shops and internationally acclaimed tourist district. Skybridge Campus houses administrative offices, numerous classrooms, kitchens, the main library, and Technique, and restaurant kitchen.

Le Cordon Bleu College of Culinary Arts in Seattle
The Le Cordon Bleu College of Culinary Arts facility has the following features:

- Kitchen labs featuring industry-current culinary equipment.
- A resource center.
- Office space for administrative and support staff.
- Ample storage space for files and supplies.

Le Cordon Bleu College of Culinary Arts in St. Louis
Le Cordon Bleu College of Culinary Arts is located at:
7898 Veteran's Memorial Parkway
St. Peters, MO 63376

The facility has the following features:

- Kitchen Labs featuring industry-current culinary equipment.
- A student area and resource center.
- Office space for administrative and support staff.
- Storage space for files and supplies.
- Designated conference and copy/workroom.

HOURS OF OPERATION, INSTRUCTIONAL HOURS & CLASS SCHEDULING

Le Cordon Bleu College of Culinary Arts' hours of operation are 9:00 am to 8:00 pm, Monday through Thursday and 9:00 am to 5:00 pm on Friday, unless posted otherwise. Instructional Hours of operation are from 6:00 am to 10:35 pm, Monday through Friday.

An instructional hour is defined as each scheduled 50-minute period.

All student schedules are issued at the discretion of Le Cordon Bleu College of Culinary Arts. Student work schedules must be made around assigned class hours. Courses are normally scheduled to begin six (6) week intervals. Le Cordon Bleu College of Culinary Arts reserves the right to change, delete or schedule additional courses whenever necessary. To accommodate the changing industry environment, Le Cordon Bleu College of Culinary Arts reserves the right to alter or substitute courses whenever necessary. Changes will not negatively affect currently enrolled students.

Schedule of Course Offerings
The chief academic officer or designee is responsible for developing schedules of course offerings each block and making them available to all necessary parties. Not all courses may be offered every module/block. Last minute changes to schedules are to be avoided whenever possible, but may be necessary to accommodate staffing and class size. The chief academic officer or designee is responsible for making the final decision to add, cancel, combine or split courses based on enrollment, academic effectiveness and other factors. Students will be given prompt notification of schedule changes.

CLASS SIZE

The skills needed for a particular program are reinforced with relevant instruction. Le Cordon Bleu College of Culinary Arts instructors provide supervision and guidance, which promotes confidence and support.

Laboratory Classes – Students attend laboratory classes for their program with class sizes not to exceed 40 students.

Lecture Classes – Students attend lecture classes for their program with class sizes not to exceed 50 students.

SCHOOL CLOSING INFORMATION – GENERAL INFORMATION

Scheduled school closings can be found in the academic calendar. In the event of a weather related closing, students will be notified via a global alert system. Students update their e-mail and phone numbers provided to the school.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

School Closing Information
Le Cordon Bleu College of Culinary Arts makes every effort to maintain regularly scheduled classes, however, if circumstances arise that force us to cancel classes we will utilize the school's Emergency Notification System (ENS). Students will receive a recorded message via telephone from the school indicating the cancellation of classes as well as an e-mail message. In the case of inclement weather, information about school closings can be found in the Student Handbook.

Le Cordon Bleu College of Culinary Arts in Seattle

School Closing Information
In the event of an emergency in which the school would be closed, students, faculty and staff will be notified by e-mail and text message through the Global Alert Link contact system.

Le Cordon Bleu College of Culinary Arts in St. Louis

School Closing Information
Le Cordon Bleu College of Culinary Arts makes every effort to maintain regularly scheduled classes, however, if circumstances arise that force us to cancel classes we will utilize the school's Emergency Notification System (ENS). Students will receive a recorded message via telephone from the school indicating the cancellation of classes as well as an e-mail message. In the case of inclement weather, the school closure will be reported to the local FOX television affiliate KTVI.

GRIEVANCE POLICY

Internal Grievance Policy
Many student complaints can be resolved through discussion with the appropriate instructor or staff member and the use of this grievance procedure, and we encourage students to make contact at the first indication of a problem or concern.

This section describes the steps the student should follow so that the problem can be fully and fairly investigated and addressed. The student will not be bound by any resolution unless the student agrees to accept it. If the student does not accept a proposed conclusion or resolution, then the student may pursue the matter in arbitration as provided for in the student's Enrollment Agreement. However, the student must pursue his or her claim through this grievance procedure first.

Please note that this grievance procedure is intended for problems concerning a student's recruitment, enrollment, attendance, education, financial aid assistance, or career service assistance, or the educational process or other school matters. It does not apply to student complaints or grievances regarding grades or sexual harassment, which are addressed in other sections of this catalog.

Le Cordon Bleu College of Culinary Arts and the student agree to participate in good faith in this grievance procedure. We will receive all information submitted by the student concerning a grievance in strict confidence and we and the student agree to maintain confidentiality in the grievance procedures. No reprisals of any kind will be taken by any party of interest or by any member of the Le Cordon Bleu College of Culinary Arts administration against any party involved. We will investigate all complaints or grievances fully and promptly. So long as the student pursues this grievance procedure to its conclusion, the period during which the student is pursuing this process will not count toward any statute of limitations relating to the student's claims.

Step 1 – Grievances or complaints involving an individual instructor or staff member should first be discussed with the individual involved. Grievances or complaints involving a policy or class should first be discussed with the individual enforcing that policy, the class instructor, or the Lead Instructor. Alternatively, the student may submit the complaint to the campus Director of Education.

Step 2 – If the matter is not resolved to the student's satisfaction in Step 1, the student may submit a written, dated and signed statement of the grievance or complaint and a description of the actions that have taken place thus far to the next level of authority directly or through the President.

Step 3 – If the matter is not resolved to the student's satisfaction in Step 2, the student's next step is to submit a written, dated and signed statement to the campus President. Within five (5) days of the President's receipt of the written statement, the President will arrange to preliminarily meet with the student to discuss the grievance, and the President will thereafter conduct an investigation, including providing the student with a full and fair opportunity to present evidence relevant to the matter. The President will render his/her decision in writing within ten (10) business days after concluding his/her investigation, setting out the President's findings, conclusions, and reasoning. The President's decision will be final. The student's written complaint, together with the President's decision, will become a permanent part of the files of the parties involved.

GENERAL

This grievance procedure is designed to address problems promptly and without undue delay. In order to achieve that, the student must initiate Step 1 within ten (10) business days of the incident or circumstance(s) giving rise to the complaint, and must initiate each other Step within ten (10) business days after receiving a response or if more than twenty (20) business days have passed with no response. If the student fails to take any of the steps in this procedure within the required timeframes, then the student will be deemed to have accepted the resolution last proposed by Le Cordon Bleu College of Culinary Arts. If the school fails to act within the timeframes described in this procedure, then the student may elect to forgo any further steps in the grievance procedure and choose to go directly to arbitration as provided in the student's Enrollment Agreement. The time periods set forth in these procedures can be extended by mutual consent of Le Cordon Bleu College of Culinary Arts and the student. Students may also contact the following agencies.

The Accrediting Council for Independent Colleges and Schools (ACICS)
750 First Street, NE Suite
980 Washington, DC 20002-4241
Phone: (202) 336-6780

The Accrediting Commission of Career Schools and Colleges (ACCSC)
2101 Wilson Blvd., Suite 302
Arlington, VA 22201
Phone: (703) 247-4212

The American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)
180 Center Place Way
St. Augustine, FL 32905
Phone: (904) 824-4468 or (800) 624-9458

A copy of the Commission's Complaint Form is available at the school and may be obtained by contacting the Director of Education.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco
The student may also contact the Bureau for Private Postsecondary Education
P.O. Box 980818
Sacramento, CA 95798-0818
Phone: (888) 370-7589
Fax: (916) 263-1897
www.bppe.ca.gov

Le Cordon Bleu College of Culinary Arts in Atlanta
The student may also file a complaint directly with the Nonpublic Postsecondary Education Commission at any time. The student may contact the Nonpublic Postsecondary Education Commission for further details at:
Nonpublic Postsecondary Education Commission (NPEC)
2082 East Exchange Place, Suite 220
Tucker, GA 30084
Phone: (770) 414-3300

Le Cordon Bleu College of Culinary Arts in Las Vegas
Commission on Postsecondary Education
3663 East Sunset Road, Suite 202
Las Vegas, NV 89120
Phone: (702) 486-7330
Fax: (702) 486-7340
www.cpe.state.nv.us/

For the Le Cordon Bleu campuses in: Miami, Orlando
At any time, if a student has a concern, grievance, or complaint about the institution, the student may contact:
Commission for Independent Education
Florida Department of Education
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Phone: (850) 245-3200 or (888) 224-6684
www.fldoe.org/cie/

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul
Students may also contact the:
Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5277

Wisconsin residents may contact the:
Wisconsin Educational Approval Board
30 W. Mifflin St., P.O. Box 8696
Madison, WI 53708-8986

Le Cordon Bleu College of Culinary Arts in Portland
Students aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail students may contact or file a complaint with:
Oregon Office of Degree Authorization
Oregon Student Assistance Commission
1500 Valley River Drive, #100
Eugene, OR 97401
Phone: (541) 687-7452

Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105
Olympia, WA 98504-3105
Phone: (360) 753-5662

Le Cordon Bleu College of Culinary Arts in Scottsdale
The student also may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. Please direct all inquiries to:
Arizona State Board for Private Postsecondary Education
1400 W. Washington, Room 260
Phoenix, AZ 85008
Phone: (602) 542-5709
www.azppse.gov

Le Cordon Bleu College of Culinary Arts in Seattle
Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105
Olympia, WA 98504-3105
Phone: (360) 753-5662

Le Cordon Bleu College of Culinary Arts in St. Louis
The student may also file a complaint with:
Missouri Department of Higher Education (MDHE)
3515 Amazonas Drive
Jefferson City, MO 65109
Phone: (573) 751-2361

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT NOTICE

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records.
An eligible student under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Le Cordon Bleu College of Culinary Arts receives a request for access. A student should obtain a Request to Inspect and Review Education Records form from the portal and submit to the President, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected.

   Students are not entitled to inspect and review financial records of their parents. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   A student who wishes to ask the school to amend a record should write to the President, clearly identify the part of the record the student wants changed, and specify why it should be changed.

   If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Le Cordon Bleu College of Culinary Arts discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor

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outside of Le Cordon Bleu College of Culinary Arts who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of the education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the institution.

Parental access to a student's record will be allowed by Le Cordon Bleu College of Culinary Arts without prior consent if:

a. the student has violated a law or the institution's rules or policies governing alcohol or substance abuse, if the student is under 21 years old; or

b. the information is needed to protect the health or safety of the student or other individuals in an emergency. Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Le Cordon Bleu College of Culinary Arts to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Below is a listing of the disclosures that postsecondary institutions may make without consent:

FERPA permits the disclosure of education records, without consent of the student, if the disclosure meets certain conditions found in the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose education records without obtaining prior written consent of the student in the following instances:

- To other school officials, including teachers, within Le Cordon Bleu College of Culinary Arts whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions.
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the institution's State-supported education programs. Disclosures under this provision may be made, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the school, in order to:

  a. develop, validate, or administer predictive tests;

  b. administer student aid programs; or

  c. improve instruction. To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information" may be released at the school's discretion. Le Cordon Bleu College of Culinary Arts has defined directory information as the student's name, address(es), telephone number(s), e-mail address, student IDs, birth date and place, program undertaken, dates of attendance, honors and awards, photographs and credential awarded. If a student does not want his or her directory information to be released to third parties without the student's consent, the student must present such a request in writing to the President within 45 days of the student's enrollment or by such later date as the institution may specify. Under no circumstance may the student use the right to opt out to prevent the institution from disclosing that student's name, electronic identifier, or institutional e-mail address in a class in which the student is enrolled.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules

or policies with respect to the allegation made against him or her. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of twenty-one.

REASONABLE ACCOMMODATIONS POLICY – INDIVIDUALS WITH DISABILITIES

Le Cordon Bleu College of Culinary Arts does not discriminate against individuals on the basis of physical or mental disability and is fully committed to providing reasonable accommodations, including appropriate auxiliary aids and services, to qualified individuals with a disability, unless providing such accommodations would result in an undue burden or fundamentally alter the nature of the relevant program, benefit, or service provided by Le Cordon Bleu College of Culinary Arts. To request an auxiliary aid or service please contact the Regulatory Operations Consultant or the Director of Education at the institution.

Individuals requesting an auxiliary aid or service will need to complete an Application for Auxiliary Aid. To enable Le Cordon Bleu College of Culinary Arts to timely provide an auxiliary aid or service, Le Cordon Bleu College of Culinary Arts requests that individuals complete and submit the Application for Auxiliary Aid six weeks before the first day of classes, or as soon as practicable. Disagreements regarding an appropriate auxiliary aid and alleged violations of this policy may be raised pursuant to Le Cordon Bleu College of Culinary Arts grievance procedures.

SCHOOL POLICIES

Students are expected to be familiar with the information presented in this school catalog, in any supplements and addenda to the catalog, and with all school policies. By enrolling in Le Cordon Bleu College of Culinary Arts, students agree to accept and abide by the terms stated in this catalog and all school policies. If there is any conflict between any statement in this catalog and the enrollment agreement signed by the student, the provision in the enrollment agreement controls and is binding.

RESPONSIBILITY FOR PERSONAL PROPERTY

Le Cordon Bleu College of Culinary Arts assumes no responsibility for loss or damage to personal property through fire, theft, or other causes.

TERMINATION POLICY

The Le Cordon Bleu College of Culinary Arts reserves the right to dismiss a student for any of the following reasons: failure to maintain satisfactory academic progress, failure to pay school fees and/or tuition by applicable deadlines, disruptive behavior, posing a danger to the health or welfare of students or other members of the Le Cordon Bleu College of Culinary Arts community, or failure to comply with the policies and procedures of the Le Cordon Bleu College of Culinary Arts. Any unpaid balance for tuition, fees and supplies becomes due and payable immediately upon a student's dismissal from the school. The institution will also determine if any Title IV funds need to be returned (see Financial Information section of this catalog).

UNLAWFUL HARASSMENT POLICY

Le Cordon Bleu College of Culinary Arts is committed to the policy that all members of the school's community, including its faculty, students, and staff, have the right to be free from sexual harassment by any other member of the school's community. Should a student feel that he/she has been sexually harassed; the student should immediately inform the President and/ or the Director of Education.

Sexual harassment refers to, among other things, sexual conduct that is unwelcome, offensive, or undesirable to the recipient, including unwanted sexual advances. All students and employees must be allowed to work and study in an environment free from unsolicited and unwelcome sexual overtures and advances. Unlawful sexual harassment will not be tolerated.

CATALOG ADDENDUM

See the catalog addendum for current information related to the school calendar, tuition and fees, listing of faculty, and other updates.

NOTES

THIS CATALOG IS FOR THE FOLLOWING LE CORDON BLEU CAMPUSES

Atlanta, GA
1927 Lakeside Parkway
Tucker, GA 30084
866.315.CHEF [2433]

Las Vegas, NV
1451 Center Crossing Road
Las Vegas, NV 89144
866.450.CHEF [2433]

Los Angeles, CA
PASADENA CAMPUS:
530 East Colorado Blvd.
Pasadena, CA 91101

HOLLYWOOD CAMPUS:
6370 West Sunset Blvd.
Hollywood, CA 90028
888.900.CHEF [2433]

Miami, FL
3221 Enterprise Way
Miramar, FL 33025
866.762.CHEF [2433]

Minneapolis/St. Paul, MN
1315 Mendota Heights Road
Mendota Heights, MN 55120
800.528.4575

Orlando, FL
8511 Commodity Circle
Orlando, FL 32819
866.622.CHEF [2433]

Portland, OR
600 SW 10th Avenue, Suite 500
Portland, OR 97205
888.848.3202

Sacramento, CA
2450 Del Paso Road
Sacramento, CA 95834
916.830.6220

San Francisco, CA
350 Rhode Island Street
San Francisco, CA 94103
800.229.CHEF [2433]

Scottsdale, AZ
8100 E. Camelback Road
Suite 1001
Scottsdale, AZ 85251
800.848.CHEF [2433]

Seattle, WA
360 Corporate Drive North
Tukwila, WA 98188
866.863.2580

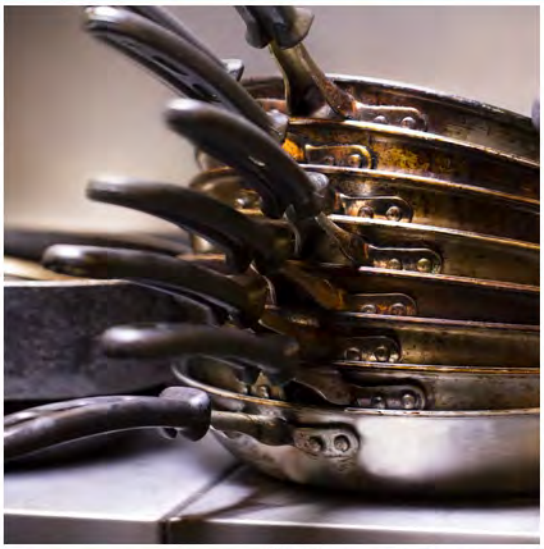
St. Louis, MO
7898 Veteran's Memorial Parkway
St. Peters, MO 63376
866.863.2061

Online
888.557.4222

LE CORDON BLEU Chefs.edu

CULINARY EDUCATOR #1* LE CORDON BLEU IN THE COUNTRY

*Le Cordon Bleu in North America had more culinary graduates in the USA than any other national network of culinary schools, for the years 2006 to 2012. Source: IPEDS.



FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

Submit this form with the Update Report (revised prior to the visit) and teaching schedules in effect at the time of the visit. List all persons (teaching faculty and administrative staff). Refer to the legends for identifying other duties assigned faculty and administrative staff duties and "Credential Level". The first line is provided as a SAMPLE.

Institution Name Le Cordon Bleu College of Culinary Arts
City, State Miramar, Fl.
ID 48561

Duties
AD = Administrative
RA = Recruitment / Admissions
FA = Financial Aid
SS = Student Services
OT = Other

Credential Level
C = Certificate
D = Diploma
OA = Occupational Associate
AA = Academic Associate
B = Bachelor
M = Master

	Select One		*Select One*				Faculty - Teaching Load			
Name (Last, First, Middle)	(F) Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	A	M	E	Non-faculty Duties or Admin Duties
SAMPLE, Sally Mae	F	02-01-1998	PT	MBA - Washington University, MO - Business	Intro to Business	B	4	0	2	AD
Avila, Carolyn	AD	10-07-2008	FT	N/A	Receptionist					OT
Bermudez, Luisa	AD	01-17-2005	FT	N/A	Career Service Advisor					SS
Boutemy, Philippe	F	04-16-2007	FT	B.E.P.- Chambre de Commerce de Paris, France- Culinary Arts C.A.P. - Chambre de Commerce de Paris, France- Culinart Arts	LCBC 240 Restaurant Rotation, LCBC 132 Culinary Foundations III	AA	5	4		
Bragado, Antonio Rico	F	11-03-2011	FT	Instituto de Educacion Cecundaria "La Rosleda",- madrid, Spain- Hospitality & Tourism	LCBC 232 Contemporary Cuisine, LCBC 122 Culinary Foundations II	AA		2.5	4	
Brid, Judy	AD	01-13-2014	FT	B.B.A. -Florida International University, Miami, Fl. Management	Admission Representative					RA

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Name (Last, First, Middle)	(F) Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	A	M	E	Non-faculty Duties or Admin Duties
Ceara, Denisse	AD	09-08-2009	FT	B.A. Rutgers University-Rutgers, NJ.- Psychology	Director of Career Services					AD
Cirone, Cynthia	F	04-08-2013	PT	M.Ed.- Troy State University, Troy, Al. -Secondary Education B.S.- Troy State University, Troy, Al.- Secretarial Education	MAC1105 College Mathematics	AA	2	2		
Coronado, Carlos	F	04-04-2011	FT	Diploma- Centro Venezolano de Capacitacion Gastronomica, Caracas, Venezuela- Culinary Arts	LCBK122 International Patisserie. Cake Formula & Assembly, LCBK232 Advanced Showpiece & Confectionary Techniques, LCBC152Baking & Pastry	AA		8	4	
Cortez, Daniela	AD	06-07-2004	FT	B.A. - American Military University, Charles Town, West Virginia - Marketing	Director of Admissions					AD
Cortez-Guerrero, Rina	AD	06-18-2012	FT	N/A	Receptionist					OT

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Delgado, Elisa	AD	02-14-2005	FT	A.S.- Broward College- Liberal Arts	Student Finance Advisor					FA
Diaz, Maria	AD	04-22-2013	FT	B.S.- Johnson & Wales University- Food & Service Manangement	Admission Representative					RA
Donato, Robert	F	04-07-2014	PT	[illegible] University, Miami, Fl. - Management B.S.- University of Phoenix, Phoenix, AZ.- Hospitality Management A.A.S.- Nassau Community	LCBC 125 Cost Control & Purchasing, LCBC215 Hospitality Supervision & Entrepreneurship	AA	2	1		
Faraone, Anthony	F	12-12-2007	FT	A.A.- American InterContinetal University, Chicago, ILL.- Business A.O.S.- Johnson & Wales, Providence, RI.- Culinary Arts	LCBC 222 Catering & Buffets	AA	4	4		

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Freeman, Melba	AD	09-11-2000	FT	B.S. - Barry University, Miami Shores, FL - Accounting	Business Office Manager					AD
Geduld, Rebecca	AD	08-07-2006	FT	B.S. - University of Florida, Gainesville, FL - Psychology	Senior Executive Admission Representative					RA
Gomez, Matthew	F	01-07-2008	PT	M.A.- Florida International University, Miami, Fl.- Latin American & Caribbean Studies B.A.- Alleghany College, Meadville, PA.- Political Science	LAH2020 History of Latin America; ENC1101 English Composition	AA	2	2	4	
Gomez, Rassiel	F	09-26-2011	FT	B.S.- University of Havanna, Havana, Cuba- Food Science A.S.- Le Cordon Bleu College of Culinary Arts, Miami, Fl.- Culinary Arts	LCBC 225 Wine & Beverage, LCBC 110 Culinary Foundations I	AA			2.5	
Gonzalez, Aneilka	AD	08-13-2008	FT	N/A	Student Liason Representative					RA

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Goodwin, Allana	AD	06-18-2009	FT	M.Ed.- American InterContinental University, Chicago, ILL.- Education	Career Service Advisor					SS
Gottleib, Ariane	AD	08-08-2006	FT	N/A	Executive Admission Representative					RA
Joseph, Bjorn	F	06-10-2014	PT	A.O.S. Le Cordon Bleu College of Culinary Arts, Atlanta, Ga. - Culinary Arts	LCBC 110 Culinary Foundations I, LCBC100 College Success, LCBC 135 Nutrition, LCBC105 Food Safety & Sanitation	AA	4		4	
Guilarte, Anthony	Tutor	07-21-2014	PT	B.A.- Florida International University, Miami, Fl.- English A.A.- Miami Dade College, Miami, Fl.- Arts & Sciences	ESL	AA	4		25	

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Kraft, Cole	F	06-02-2008	FT	B.S.- Johnson & Wales University- Miami, Fl. Culinary Arts A.S. Johnson & Wales, Miami, Fl. Baking & Pastry	LCBC 152 Baking & Pastry, LCBK232 Advanced Showpiece & Confectionary Techniques	AA		4	4	
La Cruz, Abel	F	01-06-2014	PT	IPUEC "Dulce maria Escalona", Cuba	LCBC222 Catering & Buffets	AA			4	
Larson, Millie	AD	03-21-2011	FT	N/A	Senior Admissions Representative					RA
Lazarte, Janeth	AD	08-20-2012	FT	Associate- Escuela de Hoteleria y Turismo - Hospitality Management	Admissions Representative					RA

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Levy, Shani	F	05-07-2007	FT	M.S.- Florida International University, Miami, Fl. Hospitality Management B.S.- Florida International University, Miami, Fl.- Hospitality Management A.S.- Johnson & Wales University, Miami, Fl. Baking & Pastry	LCBC 152 Baking & Pastry, LCBK212 Advanced Patisserie Techniques	AA	4	4		
Lewis, Joseph	F	04-07-2014	PT	M.A. California Southern University, Irvine, CA.- Psychology B.S.- Nyack College, Nyack,NY.- Industrial & Organizational Psychology	SYG2600 Cultural Diversity	AA		2		

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Liles, Diane	F	04-11-2005	FT	A.S.- Johnson & Wales, Miami, Fl. - Culinary Arts	LCBC105 Food Safety & Sanitation, LCBC 100 College Success, LCBC110 Culinary Foundations I, LCBC 132 Culinary Foundations III	AA		4	4	
Liptak, Larry	F	10-04-2004	FT	M.B.A.- American InterContinental University, Chicago, Ill.-Project Management & Finance B.B.A.- American InterContinental University, Chicago, ILL.- Operation Management A.O.S.- Culianry Institute of America, Hyde park, NY.- Culinary Arts	LCBC105 Food Safety & Sanitation, LCBC100 College Success, LCBC110 Culinary Foundations I, LCBC250 Externship I LCBC 255 Externship II	AA	1	2		

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Lissabet, Raquel	AD	08-04-2008	FT	A.S.- Le Cordon Bleu College of Culinary Arts, Miramar, Fl. Culinary Arts	Purchasing Coordinator					AD
Maritato, Daisy	AD	07-10-2006	FT	N/A	Executive Admissions Representative					RA
Marrero, Maritza	F	08-14-2014	PT	B.S. University of Havana, Cuba- Food Science	LCBC 135 Nutrition	AA			2	
Martin, Nicholaus	AD	05-13-2009	FT	A.S.- Le Cordon Bleu College of Culinary Arts, Miramar, Fl.- Culinary Arts	Purchasing Coordinator					OT
Mella, Jesus	AD	03-04-2008	FT	B.A. University of Phoenix- Miramar, Fl.- Business Management	Career Services Advisor					SS

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Mitchell, Miles	AD	01-03-2005	FT	M.Ed.- American InterContinental University-Schaumberg, ILL.- Curriculum & Instruction B.A,- Auburn University, Auburn, AL.- History A.O.S.- Culinary Institute of America, Hyde Park, NY- Culinary Arts	Campus Director					AD
Montilla, Jaime	F	06-24-2014	PT	B.S.- Johnson & Wales, Miami, Fl.- Food Service Management A.S.- Johnson & Wales University,Miami, FL. Baking & Pastry A.S.- Johnson & Wales, Charleston, SC. Culinary Arts	LCBC 105 Food Safety & Sanitation, LCBC100 College Success, LCBC110 Culinary Foundations I, LCBC132 Culinary Foundations III	AA	4		4	

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Orozco, Juan Carlos	AD	01-14-2013	FT	N/A	Senior Admissions Representative					RA
Padin, Reggie	F	04-28-2010	PT	M.B.A.- Carlos Albizu University, Miami, Fl.- Organizational Management M.Div.- Western Theological Seminaary, Holland,MI.- Theology B.S.- Lancaster Bible College, Lancaster, PA.-Religion	ENC1101 English Compostion, SPC2600 Public Speaking	AA			4	
Pena, Vanessa	AD	01-13-2014	FT	N/A	Admissions Representative					RA

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Quinonez, Omar	AD	07-21-2014	FT	B.B.A.- Universidad Interamericana de PR Recinto Metro, San Juan, PR.- Business Administration D.- Institute of Culinary Education, NY, NY.- Culinary Arts & Management	Receiving Clerk					OT
Ramcharran-Black, Alicia	AD	12-19-2007	FT	M.B.A.-Nova Southeastern University, Ft. Lauderdale, Fl. Management	Associate Registrar					AD
Ramdial, Simeeka	AD	09-01-2005	FT	B.B.A.- American InterContinental University - Weston, FL - Marketing	Lead Admissions Representative					RA
Reyes, Michelle	F	07-10-2014	PT	A.S.- Le Cordion Bleu College of Culinary Arts, Miramar, Fl. - Culinary Arts	LCBC 105 Food Safety & Sanitation, LCBC100 College Success, LCBC110 Culinary Foundations I	AA	4			

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Rogers, Bettye	F	09-30-2013	PT	M.S.- Nova Southeastern University, Ft. Lauderdale, Fl.- Educational Leadership B.A.- St.Thonas University, Miami, Fl.- Education/English	ENC1101 English Composition	AA	2	2		
Romero, Olga	F	01-06-2014	PT	M.S.- Nova Southeastern University, Ft. Lauderdale, Fl. - Mathematics Education B.A.- Universidad nacional de Colombia, Santa Fe de Bogota, Colombia- Economics	MAC1105 College Mathematics	AA			2	
Romero, Reinier	F	05-12-2014	FT	B.S. University of Tachira, Venezuela- Agriculture A.S.- Le Cordon Bleu College of Culinary Arts, Miami, Fl.- Culinary Arts	LCBC240 Restaurant Rotation	AA		5	5	

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Rutennis, Raymond	F	02-07-2005	FT	B.A.- Le Cordon Bleu College of Culinary Arts Online- Culinary Management A.S.- Johnson & Wales, Providence, RI. Culinary Arts	LCBC212 Cuisines Acrosss Cultures, LCBC232 Contemporary Cuisine, LCBC225 Wine & Beverage	AA	4	4		
Sacharow, Barry	F	09-17-2007	PT	M.S.- Nova Southeastern University, Ft. Lauderdale, Fl.- Education Social Studies B.S.- Nova Southeastern University, Davie, Fl.- Administrative Studies	SPC2600 Public Speaking,	AA	2	2		

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Shehadeh, Said	F	05-27-2004	FT	M.S.- Florida International University, Miami, Fl.- Hospitality Management B.S.- Florida International University, Miami, Fl.- Hospitality Management A.A.- Miami Dade College, Miami, Fl.- Hospitality Administration	LCBC122 Culinary Foundations II	AA	4	4		
Syka, Patrick	F	07-07-2008	FT	B.T.S.- Ecole Hoteliere de Paris, France- Culinary Production B.T.H.- Ecole Hoteliere de Paris, France- Hospitality	LCBC232 Contemporary Cuisines, LCBC225 Wine & Beverage	AA		4	4	
Torres, Michell	F	01-14-2008	FT	A.S.- Le Cordon Bleu College of Culinary Arts, Miramar, Fl.- Culinary Arts	LCBC 122 Culinary Foundations II, LCBC 132 Culinary Foundations III	AA		4	4	

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Vazquez, Nancy	AD	10-27-2010	FT	B.B.A. - American InterContinental University, Weston, FL - Entrepreneurship	Admissions Representative					RA
Villaparedes, Juan	F	04-01-2008	FT	A.S.- Technical Institute of Marketing, Caracas,Venezuela- Marketing	LCBK112 Baking Principles andd Viennoiserie, LCBK102 Introduction to Patissserie and Baking	AA		4	4	

ACICS PROGRAM UPDATE FORM

1. What is the current number of students enrolled? 685

2. List the enrollment in each program by full-time and part-time status and by day and evening. Use additional pages if necessary.

Name of Program	Total Enrollment	Full-time	Part-time	Day	Evening
Associate in Science Degree in Le Cordon Bleu Culinary Arts	462	462	0	284	178
Associate in Science Degree in Le Cordon Bleu Patisserie and Baking	127	127	0	89	38
Diploma Program in Le Cordon Bleu Culinary Arts	94	94	0	44	50
Diploma Program in Le Cordon Bleu Patisserie and Baking	2	2	0	1	1

Le Cordon Bleu College of Culinary Arts

8-18-2014 to 9-14-2014

Program	Shift	Course Code	Start	End	Teacher	Room	Reg
AS IN CUL ENGLISH	A	LCBC105-Sanitation	6:00:00 AM	8:15:00 AM	B.Joseph/Liptak	176	11
		LCBC100-College Success	8:25:00 AM	9:25:00 AM		176	10
		LCBC110S-Foundations I	6:00:00 AM	9:45:00 AM		112	11
AS IN CUL ENGLISH & DIPLOMA	C	LCBC105-Sanitation	10:00:00 AM	12:15:00 PM	Liles	176	28
		LCBC 100-College Success	12:25:00 AM	1:25:00 PM		176	19
		LCBC110-Foundations I	10:00:00 AM	1:45:00 PM		112	28
AS IN P&B ENGLISH	D	LCBC110-Foundations I	10:00:00 AM	1:45:00 PM	M.Reyes	112	15
		LCBC105-Sanitation	10:00:00 AM	12:15:00 PM		176	15
		LCBC 100-College Success	12:25:00 AM	1:25:00 PM		176	13
AS IN CUL, AS IN P&B SP & DIPLOMA SP	G SP	LCBC105S-Sanitation	7:00:00 PM	9:15:00 PM	J.Montilla	176	24
		LCBC100S-College Success	9:25:00 PM	10:25:00 PM		176	18
		LCBC110S-Foundations I	7:00PM	10:45:00 PM		112	24
AS IN CUL ENGLISH	H	LCBC110-Foundations I	7:00:00 PM	10:45:00 PM	B.Joseph/R.Gomez	112	11
		LCBC105-Sanitation	7:00:00 PM	9:15:00 PM		176	11
		LCBC100-College Success	9:25:00 PM	10:25:00 PM		176	11
AS IN CUL ENGLISH & AS IN P&B	B	LCBC122-Foundations II	6:00:00 AM	10:00:00 AM	Shehadeh	146A	17
			6:00:00 AM	9:15:00 AM		114	17
AS IN CUL ENGLISH & DIPLOMA	D	LCBC122-Foundations II	10:00:00 AM	2:00PM	Shehadeh	146A	15
			10:00AM	1:15PM		114	15
AS IN CUL SPANISH	C SP	LCBC122S-Foundations II	10:00AM	1:15PM	Torres	114	11
			10:00:00 AM	2:00PM		146A	11
AS IN CUL SPANISH & DIPLOMA	H SP	LCBC122S-Foundations II	7:00:00 PM	11:00 PM	Bragado	146A	13
			7:00:00 PM	10:15 PM		114	13
AS IN CUL ENGLISH	A	LCBC132-Foundations III	6:00:00 AM	9:15AM	J.Montilla	116	7
			6:00:00 AM	10:00AM		146B	7
AS IN CUL ENGLISH & DIPLOMA	C	LCBC132-Foundations III	10:00:00 AM	1:15PM	Boutemy	116	9
			10:00AM	2:00PM		146B	9
AS IN CUL SPANISH & DIPLOMA	G SP	LCBC132S-Foundations III	7:00:00 PM	10:15PM	Torres	116	11
			7:00:00 PM	11:00PM		146B	11
AS IN CUL ENGLISH	H	LCBC132-Foundations III	7:00:00 PM	11:00 PM	Liles	146B	11
			7:00:00 PM	10:15 PM		116	11
AS IN CUL ENGLISH	A	LCBC152 -Baking and Pastry	6:00AM	9:15AM	Levy	118	10
			6:00AM	10:00AM		120	10
AS IN CUL SPANISH & AS P&B ENG	D	LCBC152S -Baking and Pastry	10:00AM	2:00PM	Coronado	120	13
			10:00AM	1:15PM		118	13
AS IN CUL& DIPLOMA SPANISH	G SP	LCBC152S -Baking and Pastry	7:00:00 PM	10:15 PM	Kraft	118	16

			7:00:00 PM	11:00 PM		120	16
AS IN CUL ENGLISH	H	LCBC152 -Baking and Pastry	7:00PM	11:00PM	Levy	120	8
			7:00PM	10:15PM		118	8
AS IN CUL & DIPLOMA ENGLISH	C	LCBC212- Cuisine Across Cultures	10:00AM	1:15PM	Rutenis	148	18
			10:00AM	2:00PM		148	18
AS IN CUL ENGLISH	A	LCBC222 - Catering and Buffets	6:00AM	9:15AM	Faraone	150	21
			6:00AM	10:00AM			21
AS IN CUL & DIPLOMA ENGLISH	C	LCBC222 - Catering and Buffets	10:00AM	1:15PM	Faraone	150	18
			10:00AM	2:00PM			18
AS IN CUL & DIPLOMA SPANISH	H SP	LCBC222S - Catering and Buffets	7:00PM	11:00PM	La Cruz	150	14
			7:00PM	10:15PM			14
AS IN CUL ENGLISH	B	MAC1105-College Mathematics	6:00AM	7:50AM	Cirone	175	11
		SPC2600 - Public Speaking	8:00AM	9:50AM	Sacharow	175	9
AS IN CUL ENGLISH	D	MAC1105-College Mathematics	10:00AM	11:50AM	Cirone	175	11
		SPC2600 - Public Speaking	12:00PM	1:50PM	Sacharow	175	11
AS IN CUL SPANISH	G SP	SPC2600S - Public Speaking	7:00PM	9:10PM M-TH	Padin	192	17
		LCBC225S - Wine and Beverage	9:10PM	10:30PM M-TH	R.Gomez	153	17
AS IN CUL ENGLISH & AS IN P&B	B	LCBC135 - Nutrition	6:00AM	7:05AM	B.Joseph	152	27
		ENC1101 - English Comp I	7:15AM	9:05AM	Rogers	152	16
AS IN CUL SPANISH	H SP	LAH2020S - History of Latin America	7:00PM	8:50PM	M.Gomez	161	11
		LCBC135S - Nutrition	9:00PM	10:05PM	M.Marrero	161	10
AS IN CUL ENGLISH & AS IN P&B	H	LCBC135 - Nutrition	7:20PM	8:25PM	B.Joseph	157	13
		ENC1101 - English Comp I	9:15PM	11:05PM	Padin	157	11
AS IN CUL ENGLISH	C	SYG2600 - Cultural Diversity	10:00AM	11:50AM	Lewis	177	17
		LCBC125 - Cost Control & Purchasing	12:00PM	1:05PM	Donato	177	17
AS IN P & B ENGLISH	A	LCBC215 - Hospitality	6:00AM	7:50AM	Donato	161	12
		LAH2020 - History of Latin America	8:00AM	9:50AM	M. Gomez	161	7
AS IN CUL SPANISH	H SP	LCBC215S - Hospitality	7:00PM	8:50PM	Tapia	177	6
		MAC1105S-College Mathematics	9:00PM	10:50PM	O.Romero	177	6
AS IN CUL ENGLISH	A	LCBC232 - Contemporary Cuisine	6:00AM	8:30AM	Rutenis	155	15
		LCBC225 - Wine and Beverage	8:40AM	9:45AM	Rutenis	153	15
AS IN CUL SPANISH	D SP	ENC1101 - English Comp I	10:00AM	11:50AM	M.Gomez/Rogers	161	14
		LCBC232S - Contemporary Cuisine	12:00PM	2:30PM	Bragado	116/118	13
AS IN CUL ENGLISH	C	LCBC232 - Contemporary Cuisine	10:00AM	12:30PM	Syka	155	20
		LCBC225 - Wine and Beverage	12:40PM	1:45PM	Syka	153	18
AS IN CUL ENGLISH	G	LCBC232 - Contemporary Cuisine	7:00PM	10:05PMPM M-TH	Syka	155	21
		LCBC225 - Wine and Beverage	10:05PM	11:25PM M-TH	Syka	155	21
AS IN P & B SPANISH	G SP	LCBK102S- Into to Pat and Baking Tech	7:00:00 PM	10:15PM	Villaparedes	156	6
			7:00:00 PM	11:00PM			6
AS IN P & B SPANISH	D SP	LCBK112S - Baking Principles and Viennoiserie	10:00AM	2:00PM	Villaparedes	156	8

			10:00AM	1:15PM			8
AS IN P & B SPANISH	G SP	LCBK122S - Int Pat Cake Form & Assem Tech	7:00:00 PM	10:15PM	Coronado	124	9
			7:00:00 PM	11:00PM			9
AS IN P & B	C	LCBK212 - Advanced Patisserie Techniques	10:00AM	1:15PM	Levy	124	18
			10:00AM	2:00PM			18
AS IN P & B	D	LCBK232 - Adv. Show. and con. tech.	10:00AM	2:00PM	Kraft	156	4
			10:00AM	1:15PM			4
AS IN P & B SPANISH	E2	LCBK232S - Adv. Show. and con. tech.	2:15PM	5:55PM	Coronado	156	6
			2:00PM	6:40PM		156	6
AS IN CUL SPANISH	A SP	LCBC240S & LCBC240 - Restaurant	6:00AM	11:00AM	Boutemy	Rest	13
			6:00AM	11:00AM			13
AS IN CUL ENGLISH	C	LCBC240 - Restaurant	10:00AM	3:00PM	R.Romero	Rest	9
			10:00AM	3:00PM			9
AS IN CUL ENGLISH & SPANISH	G	LCBC240 & LCBC240S - Restaurant	6:00PM	11:00PM	R.Romero	Rest	23
			6:00PM	11:00PM			23
EXTERNSHIP		LCBC250 - Externship I	7:00:00 AM	12:00AM	Liptak		27
		LCBC255 - Externship II	7:00:00 AM	12:00AM	Liptak		29
		LCBK255 - Externship II	7:00:00 AM	12:00AM	Liptak		5
SKILLS LAB		Practice Session	2:00PM	6:00PM - M-FR	Bragado		

Revised 8-14-2014

ACICS Application for Accreditation – PART II

Self – Study Narrative

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

INSTITUTIONAL PROFILE

INSTITUTIONAL INFORMATION

Name: Le Cordon Bleu College of Culinary Arts

Address: 8511 Commodity Circle

Orlando, Florida 32819

ACICS ID Code: 00019776

Campus Classification: Main ☐ Additional Location ☒

If an additional location, please provide the following information:

Main Campus Name: International Academy of Design and Technology

Main Campus Address 3725 W. Grace Street Tampa, Florida 33607

Main Campus ID Code: 00011161

History of accreditation with ACICS and with other agencies:

Le Cordon Bleu College of Culinary Arts in Orlando, Florida has been institutionally accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) since 2004. In December 2004 the AS Degrees in Culinary Arts and Patisserie & Baking were granted their initial accreditation by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC). In December 2007 the diploma programs in Le Cordon Bleu Culinary Arts and Patisserie and Baking were granted their initial accredition. The grant of accreditation for all programs accredited by the ACFEFAC will expire December 31, 2014.

Brief history of the institution:

Le Cordon Bleu of North America is the largest providers of quality culinary arts education worldwide. Our network of 16 schools in the United States offers culinary students a hands-on education with faculty dedicated to providing students with the necessary skills, knowledge, support and guidance to pursue fulfilling career opportunities in the culinary arts and P&B. Le Cordon Bleu College of Culinary Arts does not guarantee employment or salary and is a member of the Career Education Corporation (NASDAQ:CECO) network of universities, colleges and schools.

In 2002, Orlando Culinary Academy (OCA) opened its doors for the inaugural class and has provided a well-rounded, foundationally strong classic French Cuisine curriculum to our students since our inception. This global brand has prepared our graduates for the current and consistently evolving world of culinary arts and hospitality.

As part of the Career Education Corporation (CEC) family, we are dedicated to building a network of career schools and colleges that are internationally recognized for the quality of their education and ability to place graduating students in positions within their chosen fields.

In 1999, Le Cordon Bleu North America arrived in the United States. Its partnership with Orlando Culinary Academy combined classical French cooking techniques with modern American technology. This union ushered in a new era of culinary arts in the United States. In the fall of 2009, Orlando Culinary Academy received official permission from the Accrediting Council for Independent Colleges and Schools, and the Florida Department of Education to officially change our name to Le Cordon Bleu College of Culinary Arts.

The college holds the Guiness Book of World's Records for the "World's Largest Crème Brulee."

The college, based upon accreditation visits by ACICS and the ACFEFAC is recognized as an "Honor Role" Institution and delivers "Exceptional Programs" respectively.

In 2010 the College was the Career Education Corporation "School of the Year" among all schools globally

The college is the only school that is involved in the EPCOT International Food & Wine Festival at the Walt Disney World Resort (past three years), and, as part of the collaborative relationship in October of 2013 had a student audition and perform a "Culinary Student Demonstration."

The college is one of only two culinary arts colleges in the United States to have a student Chapter of the Chaine des Rotisseurs. This is a french gastronomical society founded in 1248 by King Louis the IX which provides scholarships to our students.

List of recent (past three years) complaints or adverse actions and current status:

On November 14, 2012 the Florida Department of Education, Commission for Independent Education (CIE) revised the college's state of Florida accreditation status from "License By Means of Accreditation" (LBMA) to "Provisional." This was due to financial uncertaintly with the Parent Company, Career Education Corporations financial status. On January 16, 2013 the status was revised by the CIE back to LBMA

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

On November 15, 2012 Le Cordon Bleu College of Culinary Arts Orlando signed an Articulation agreement with Le Cordon Bleu College of Culinary Arts Scottsdale.

List of international activities:

All Le Cordon Bleu Schools in North America work in partnership with Le Cordon Bleu International (LCBI). LCBI sends chef instructors to UD campuses for trainings with faculty and teaching US students. US Chef Instructors visit LCBI in Ottawa, Canada to train in teaching methodologies. LCBI also assists in the recruitment of international students to the Atlanta, Chicago, Minneapolis/St. Paul, Orlando and Portland campuses. This is done through LCBI with direct recruitment from recruitment fairs and vents and through contacts via the LCBI website in the form of live chat leads and email inquiries.

Description and scope of distance education activities: Hybrid ☐ Fully Online ☐

Does not apply

Participation in Federal Financial Aid Programs: Yes ☒ No ☐

INSTIUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas:

Management: none at the school level

Change of Ownership: none

Program offerings: none

Curriculum: Since the last site visit the college had ceased enrolling into the AS degrees as of January, 2011. Diploma programs were created for both Culinary Arts and Patisserie & Baking. Additionally the college offered both of these diploma programs in the Spanish Language. Due to student retention and placement challenges the programs offered in the Spanish language were discontinued as well as the Diploma in Patisserie & Baking. In October of 2012 the college began offering AS degrees in both curriculums and continues to do so with the only Diploma in Culinary Arts.

Institutional delivery: none

Other changes: none

1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria.*

MISSION AND OBJECTIVES

1.1 How was the mission developed?

The mission statement was developed through a collaberative effort involving senior management and the faculty and staff of Le Cordon Bleu College of Culinary Arts in Orlando to reflect the vision and goals of the institution. The role of the institution is to ensure that each function at Le Cordon Bleu Orlando, including the curriculum, cybrary, faculty, administration, and support services,support this missionne

1.2 State the institution's mission and supporting objectives.

The mission statement of Le Cordon Bleu Orlando is as follows:

Le Cordon Bleu College of Culinary Arts is an institution of higher learnng for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the class culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine.

To provide a creative and supportive community guided by knowledgeable chef instructors, faculty and staff. A community where you can immerse yourself in the culinary or hospitality arts in order to develop skills by watching chef demonstrations and then performing the same tasks yourself.

To provide you the opportunity to spend time in industry-equipped kitchens working alongside chef instructors and learning the skills necessary to explore your passion and pursue your goal of a career in the culinary or hospitality industry.

To introduce you to various techniques and expose you to the preperation of international cuisine throughout your training.

To provide you the theoretical foundation and technical skills that can be applied to the preperation of many cuisines.

To offer a dedicate Career Services departmet to assist you and support you in your career aspiration to help you achieve your goal of a career in the culinary arts or hospitality industry.

1.2.1 Cite where it is found in the catalog.

The mission statement is found on page six of the college's catalog.

1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

To provide a creative and supportive community guided by kowledgeable chef instructors, faculty, and staff; a community where you can immerse yourself in the culinary or hospitality arts in order to develop skills by watching chef demostrations and then performing the same tasks yourself.

To provide you the opportunity to spend time in industry-equipped kitchens working alongside chef instructors and learning the skills necessary to explore your passion and pursue your goal of a career in the culinary or hospitality industry.

To introduce you to various techniques and expose you to the preperaton of international cuisine throughout your training.

To provide you the theroetical foundation and technical skills that can be applied to the preperation of many cuisines.

To offer a dedicated Career Services department to assist you and support you in your career aspiration to help you achieve your goal of a career in the culinary or hospitality industries.

Each of these objectives targets a specific aspect of a career in the culinary or hospitality industries. Having students work side by side with their instructors facilitates individual learning and increases knowledge retention. Working in fully equipped commercial kitchens allows the student to gain knowledge in the use and versitility of various pieces of kitchen equipment. The exposure to numerous techniques allows a student to understand that techniques and methods are the underlying differences in global cuisine. The understanding of why and how some technique or method works is the single most important aspect of our culinary programs. Learning the theoretical aspects of food preperation enables the student to prepare virtually any food item. When these objectives are combined with a dedicated Career Services department the student's opportunity for long term productive employment is greatly enhanced.

1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery, and facilities of the campus?

The three programs offered by Le Cordon Bleu Orlando are:

Diploma Program in Culinary Arts

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Patisserie and Baking

Each of the three programs is delivered in a "ground school" format, that is to say that all teaching is done in the school's facility with face to face interaction among the instructors and the students. All programs are designed to allow students to maximize the amount of real cooking/baking time that is the major part of their education. The facilities have been carefully designed to match the proper equipment with the requirements of particular courses. This assures that the students' educational opportunities are maximized each and every day.

1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution's mission.

Le Cordon Bleu Orlando's faculty is the keystone of the institution's teaching success. Faculty members are assigned to teach based on their professional experience and academic credentials to support the mission of the college. All faculty members are properly credentialed for the courses they teach and participate in professional development and continuing education as a condition of employment. This assures that the material presented and pedagogy employed are germane to the industry.

Financial Resources

Le Cordon Bleu Orlando is part of the Career Education Corporation (CECO) family of colleges and schools. Because of this affiliation, Le Cordon Bleu Orlando has the financial resources to pursue its mission presently and in the future.

Capital expenditure budgets provide funds for new materials, facility improvements, and equipment. In addition, the institution prepares budgets to cover additional expenses, such as an increase in the number of employees.

Physical Plant

The campus is located at 8511 Commodity Circle, Orlando, Florida, 32819. Le Cordon Bleu Orlando occupies approximately 80,000 square feet of space in two adjacent buildings that support the institution's population, classrooms, and equipment. The institution monitors and evaluates physical resources to stay abreast of industry standards.

The educational facility and administrative offices of Le Cordon Bleu Orlando are located in a convenient suburban setting just minutes from downtown Orlando. The campus location is adjacent to major thoroughfares and is accessible from all of central Florida. Affordable housing, public transportation and nearby shopping malls allow students to live, commute and work nearby.

Administration and Management

The administration and management of Le Cordon Bleu Orlando includes an administrative staff as follows: President, Director of Education, Director of Admissions, Director of Career Services, Director of Purchasing, Business Operatins Manager, a Regional Controller and a Regional Librarian. The Educational Administration staff includes an Director of Education and three Program Chairs. The Executive Leadership Team meets on a daily basis to ensure that the institution meets the objectives of its mission. All departments receive ongoing training to enhance their professional development in order to assist the students at the school.

Educational Activities

Students learn in a supportive, challenging, and educational atmosphere. Students engage in various instructional modes that encourage self-directed learning, creative applied research, and inquiry through problem-solving activities, good citizenship, and high standards.

1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

The Campus Effectiveness Team (CET), comprised of the Executive Committee (President, Director of Education, Director of Purchasing, Business Operations Manager, Director of Career Services, and the Director of Admissions) and members of the faculy (Three Program Chairs, Associate Registrar, and rotating faculty members.), assesses the progress of all departmental functions of Le Cordon Bleu Orlando in relation to its educational mission. The CET meets on a quarterly basis to share progress and to track the achievement of institutional goals that support the mission and the needs of the community.

In addition, the academic department conducts semi annual advisory board meetings to discuss industry trends. These meetings are a vital resource for assessing the institutional effectiveness of the educational mission.

1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

Le Cordon Bleu Orlando has designed its general education offerings to foster an understanding of, and respect for, self and natural and social environments. In the student's quest for knowledge, these general studies provide critical thinking abilities, communication skills, and a comprehension of contemporary problems and issues in the world. The institution desires to graduate students who are not only experts in their chosen field but also thoughtful and conversant about the society in which they live.

Le Cordon Bleu Orlando's programs emphasize the achievement of vocational objectives and general education by offering courses in core program competencies, as well as science, humanities, mathematics, and social science. These general education courses enhance the ability of students to apply academic and occupational skills in the workplace.

The programs adhere to Le Cordon Bleu Orlando's mission, comply with programmatic accreditation by the American Culinary Federation, ACICS standards, regulations of the state of Florida and include the core competencies necessary for success in the industry. Each course encompasses appropriate instructional

procedures, texts, materials, and technology. The programs offer a well-organized sequence of subjects leading to an occupational objective.

Through these vocational objectives and general education requirements, Le Cordon Bleu Orlando graduates:

- Expand their historical, aesthetic, cultural, literary, scientific, and philosophical perspectives;
- Improve critical and analytical thinking; and
- Learn skills in finding, managing and communicating knowledge.

With Le Cordon Bleu Orlando's overall focus on career education, our programs emphasize vocational objectives and provide knowledge and experience in the career field chosen by the student. Emphasis on critical thinking skills, communication skills, and creative thinking allow for greater flexibility in the workplace.

1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

At the first CET planning meeting in January, the CET Committee reviews annually the institutional mission. Le Cordon Bleu Orlando does not anticipate any changes to its mission or supporting objectives in the near future.

INSTITUTIONAL EFFECTIVENESS

1.7 How was the campus effectiveness plan (CEP) developed?

The CET creates the Campus Effectiveness Plan (CEP). The committee members are listed in 1.4 above and represent every department on campus.

The CET meets quarterly. The first meeting of the year takes place in January, when the CET sets campus effectiveness goals for the school and for each department. The CET establishes the goals of the CEP, determines the action items necessary to achieve each goal, and documents those action items in the CEP. Data is tracked throughout the year and reported to and reviewed by the CET each quarter. The CET assesses the institution's progress toward achieving the established goals and determines any necessary adjustments to action items or goals.

1.7.1 Who is responsible for implementing and monitoring the plan?

The CET is responsible for ensuring that the CEP is implemented and monitored.

1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

Year: 2012	Rate: Placement 58.5 %	Retention: 72.9 %
	[(413+11)/(737-12)]*100	[(2,359-640)/2,359]*100
Year: 2011	Rate: Placement 70.3 %	Retention: 73.3 %
	[(338+1)/(490-8)]*100	[(2,416-576)/2416]*100
Year:2010	Rate: Placement 80.9 %	Retention: 81.4 %
	[(376+0)/(479-14)]	[(1,778-330)/1,778]*100

Explanation (if necessary)

In early 2011 the Culinary Strategic Business Unit (SBU) directed all schools to only offer diplomas in both curriculums. The first iteration in February was a 37 credit hour diploma, followed by a 38 credit hour diploma, then by May a 55 credit hour diploma. Simultaneously, as a way to strategicilly restructure the staffing at the schools, the Student Services Department which supported our students with challenges beyond academics was eliminated. Also simultaneously the SBU eliminated the Registrar, Librarian (and removed all books from the

library) and the Financial Aid department. All of these functions were centralized in Schaumburg with Regional Registrars, Regional Librarians and a Central Processing Center (CPC) for Financial Aid. On the campus the downgraded position of Associate Registrar was created working with the Regional Registrar. The new Regional Registrar had previously never been a Registrar. The result was for the May, July and August Starts we had lines of a few hundred students at the Registrar's office and the CPC processes were not organized. Students left in alarming numbers and extreme disappointment with the changees as they felt that the college had "walked away from" supporting them and the Associates degrees.

The retention rate is calculated by (A-B) ÷ A = retention % rate where:

A= total enrollment (New Starts + Beginning Enrollment + Reentries

B = withdraws

Placement rate is calculated by (PF + PR) ÷ (G – U) = placement % rate where:

PF = Placed in Field

PR = Placed in Related Field

G = Graduates and Completers

U = Unavailable for Work

1.9 How do these annual retention and placement rates compare to prior rates, if applicable, and to rates at similar institutions?

Le Cordon Bleu College of Culinary Arts Orlando				
YEAR	Current Retention Rate	Prior Retention Rate	Current Placement Rate	Prior Placement Rate
2012	72.9 %	76.2 %	58.5 %	70.3 %
2011	76.2 %	81.4 %	70.3 %	80.9 %
2010	81.4 %	78.7 %	80.9 %	81.4 %

Retention						
Year	School	State Schools	All ACICS Institutions	Urban Population 500K +	Associate Granting Schools	Bachelor Granting Schools
2011	76.2 %	72.0 %	72.0 %	70.0 %	72.0 %	NA
2010	81.4 %	72.0 %	73.0 %	74.0 %	74.0 %	NA
2009	78.7 %	74.0 %	74.0 %	77.0 %	76.0 %	NA
Placement						
Year	School	State Schools	All ACICS Institutions	Urban Population 500K +	Associate Granting Schools	Bachelor Granting Schools
2011	70.3 %	72.0 %	70.0 %	69.0 %	69.0 %	NA
2010	80.9 %	68.0 %	71.0 %	71.0 %	69.0 %	NA
2009	88.1 %	74.0 %	75.0 %	76.0 %	76.0 %	NA

1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 74% Placement: 70%

1.10.1 What factors were taken into consideration when developing these goals?

The key considerations are the return of the Associate in Science degree and the elimination of the Diploma program in Patisserie and Baking. Additionally we have discontinued offering any programs delivered in Spanish. Both of the programs offered in Spanish, Culinary and Patisserie and Baking, had extremely low completion rates. We know from past experience that the Associate in Science degree has a much higher completion rate than the diploma program. The targeted rates reflect the teach out of the selected programs in early 2013. By 2014 the college's population's retention rate should improve as the majority of students will be enrolled in the associate programs.

Retention goals are based on bo th meeting school budgets and ACICS targets year-over-year. The retention goal for 2014 is 74% with the intent of increasing this goal by 1%-1.5% annually.

The goals to improve retention efforts campus-wide as reported on the CEP are:

o Meet or beat drop budget monthly for each department.

o Target specific groups that are prone to dropping by offering additional tutoring and closer monitoring and support. This includes re-entering students, "Undrop" students and students with academic progress issues.

Placement goals are based upon market trends and those set by ACICS year over year.

Factors for consideration in making these goals include the local job market outlook, national and state unemployment rates, and employer meetings to discuss future hiring trends. The placement goal for 2013 is 70%, with the intention of improving this goal by 5% during this coming year.

The goals to improve placement efforts campus-wide as reported on the CEP are:

- Define the traits and skills needed for graduates to be employed successfully.
- Prepare and assist students in obtaining employment such as career fairs, optimal resume workshops and individual instruction, and increased use of electronic job postings.

1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

Le Cordon Bleu Orlando has developed outreach initiatives to improve retention rates. Some examples of these initiatives that have enabled the campus to improve outcomes include:

- Student organizations (Student Veterans Organization, Bleu Toque Society)

- Workshops during school vacation periods (Chocolate Basics, Opening Your Own Business, Wine and Food Paring)

- Student appreciation days

- Skills enhancement classes (offered four days per week)

The school has enhanced the offerings in the student café to provide the students with a facility wherein they can purchase a meal at a reasonable price.

Le Cordon Bleu Orlando has also developed several initiatives to improve placement rates including:

- Optimal Resume: This is a computer guided resume development program that is introduced to students during their first six weeks on campus as part of the College Successcourse, LCBC100. Students are taught how to develop a basic resume that includes their current skills and past experience. As students progress

through the program, Optimal Resume is revisited on numerous occassions so that a student has a continously updated resume. This culiminates in the final version of the student's resume that is produced as part of the externship application process.

- On-site Job Fairs: A minimum of three times per year Le Cordon Bleu Orlando hosts on-campus job fairs. The college invites 20-30 potential employers to meet with students during the day long event. Students are encouraged to meet the potential employers with a resume and a smile! Numerous students receive and complete applications and many are interviewed "on the spot."

- "Spotlight Tables" are our terminology for on-site recruiting efforts by potential employers. We make available to potential employers a location in the café area where the potential employer can meet and greet students, receive applications and conduct interviews. We average approximately 30 "Spotlight Tables" per year. This provides another means of putting together students and potential employers.

1.12 What data are utilized to evaluate the following elements:

a. Level of graduate satisfaction

The institution analyzes graduate survey responses to identify graduate concerns that the school should address. This survey askes students about their experiences at Le Cordon Bleu Orlando. In addition, Le Cordon Bleu Orlando has organized an alumni network that seeks to improve graduate relations and to enhance graduate networking opportunities within the community

b. Level of employer satisfaction

Periodically, CEC surveys employers to determine employer satisfaction. The employers provide insights about student knowledge and skills important for success in the industry. CEC tabulates and shares the results with the campus, and the Director of Career Services addresses any concerns at the campus level and establishes goals for improvement.

c. Student learning outcomes

Le Cordon Bleu Orlando performs an ongoing assessment of the knowledge and skills gained by its students. The institution evaluates the competencies for each class based on educational outcomes. This may include, but is not limited to, tests, exams, papers, reports, projects, presentations, and portfolios. The institution assesses the classroom work-product based on course objectives that the syllabus defines. All courses allow the institution an opportunity to assess the student skill set and learning outcomes.

The institution also tracks retention, placement and graduation rates on an ongoing basis using enrollment and placement data from its student database.

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

Le Cordon Bleu Orlando collects, compiles, and analyzes graduate survey responses to identify graduate concerns that the school should address. The institution also creates goals to address concerns and improve the satisfaction of graduates. The goal of Le Cordob Bleu Orlando alumni network is to improve graduate relations and to enhance graduate networking opportunities within the community.

The school has attempted on numerous occasions to create a viable alumni association, the status of the regional and local economy have made it extremly difficult to conduct alumni events that draw more than local alumni. Such events are usuallly coordinated with major food

service activity, such as the national ACF Convention or the Florida Restaurant and Lodging show.

b. Satisfaction of employers

CEC periodically surveys employers to determine employer satisfaction and provides the compiled results to the campus. CEC tabulates the results, and the Director of Career Services addresses any areas of concern at the campus level and establishes goals to increase employer satisfaction.

c. Student learning outcomes

The CET evaluates and considers the data collected (as outlined above) to determine any progress toward established student learning outcomes and goals. If the CET determines that the outcomes do not meet established goals, Le Cordon Bleu Orlando makes procedural and policy changes to meet the goals established by the CET.

1.13 How is the campus effectiveness plan evaluated?

The CET at Le Cordon Bleu Orlando tracks and measures the institution's success in fulfilling its mission. The CET also continually assesses programs offered at Le Cordon Bleu Orlando and how the institution might improve them. The institution measures campus effectiveness by analyzing student learning outcomes, retention, placement and graduation rates, and employer and graduate satisfaction.

1.13.1 What is the schedule for evaluation?

The CET meets quarterly throughout the year. At the first meeting of each subsequent year, the CET evaluates the entire CEP so as to set new campus effectiveness goals.

2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.

2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

Le Cordon Bleu College of Culinary Arts Orlando is owned by Le Cordon Bleu North America, LLC., which is wholly owned by Career Education Corporation (CEC). CEC is a Delaware corporation with principal offices located at: 231 N. Martingale Road, Schaumburg, Il 60173-2007

Phone: 847-781-3600 Fax: 847-781-3610

This information is stated on page 11 of the Le Cordon Bleu Orlando catalog.

The Executive Officers of the corporation are:

Scott W. Steffy, President and Chief Executive Officer

Colleen M. O'Sullivan, Senior Vice President and Chief Financial Officer

Members of the Board of Directors are:

David W. Devonshire, Chairman

Leslie T. Thornton, Lead Independent Director

Dennis H. Chookaszian

Patrick W. Gross

Greg L. Jackson

Thomas B. Lally

Ron D. McCray

Louis E. Caldera

Scott W. Steffy

2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?

Newly hired staff and faculty are provided with a written job description with details of their daily duties, essential functions, responsibilities, expectations, the person to whom they report, and how their performance will be measured. In addition, annual goals are established collaboratively with the employee and the supervisor. Employees sign and date their job description when they accept employment. The original, signed job description is placed in the employee's personnel file maintained by the college and copies are given to the employee and his/her immediate supervisor. Additionally, the administration provides each new employee access to ConnectEd, an intranet website which provides access to employee handbooks, benefit information, corporate policies and procedures, as well as online professional development tools. The employee's immediate supervisor is responsible for assinging and explaining specific goals to each employee. Measurements of employees' work (accomplishments, goals, and expectations) are conducted informally throughout the year by their immediate supervisor and formally biannually by the employee's immediate supervisor in conjunction with the school's president and human resources consultants

2.2.1 How is this documented?

Le Cordon Bleu Orlando documents this with a signed job description that it maintains in the employee's personnel file. The institution documents performance goals with a signed acknowledgement by the employee. The employee's personnel file includes documents pertaining to the employee's annual performance appraisal conducted by the employee's manager.

2.3 How does the administration monitor and evaluate activities of faculty and staff?

The administration at Le Cordon Bleu Orlando uses annual performance reviews, one-on-one meetings with the employee's supervisor, and regular department meetings to evaluate and monitor the activities of faculty and staff. The institution uses classroom observations and student evaluations of each class to monitor and evaluate the activities of faculty. The administration also uses faculty development forms to evaluate and document both in-service activities and professional development activities outside the institution.

2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

The professional integrity of the staff is critical to the mission of Le Cordon Bleu Orlando. To that end, the institution communicates relevant policies and procedures during new hire orientation sessions and includes this information in the employee handbook (available through ConnectEd, the employee portal system). Staff must also complete annual ethics training, in addition to other training deemed necessary by CEC.

The academic freedom of the faculty is also critical to the mission of Le Cordon Bleu Orlando. The institution has created an environment where faculty members freely draw upon their knowledge, expertise, and special skills while providing continuous feedback on course content, learning activities, assessment criteria, scheduling, and assignments for each course. By guaranteeing academic freedom, the entire Le Cordon Bleu Orlando community receives the benefit of the diverse knowledge, experience, and perspectives of its faculty. Faculty members also complete annual ethics training, in addition to other training deemed necessary by CEC.

2.5 How is the policy for ensuring academic freedom communicated to faculty?

Le Cordon Bleu Orlando's Statement of Academic Freedom is clearly outlined in the faculty handbook provided to all newly hired faculty. Le Cordon Bleu Orlando posts its faculty handbook on line as well as providing hard copies to all members of the faculty.

While faculty members are not policy decision makers, their involvement in various academic functions is vital to the overall progress and growth of the institution and to future institutional improvements and enhancements. The faculty is provided standardized course syllabi and lesson plans for each course. Standardized course descriptions, course objectives, and grading scales are employed to facilitate attainment of the school's mission. However, faculty members have the freedom and are encouraged to teach each course utilizing various methodologies and strategies as deemed most beneficial for the students. Faculty members have the opportunity to influence course syllabi, objectives, lesson plans, and grading scales via program department meetings, one on one meetings with Program Chairs and the Director of Education. Faculty members may be expected to have input and involvement in the following areas: Development, Evaluation and Revision of Educational Programs.

Faculty contribute to the development, periodic review and evaluation of the educational programs offered at the institution. The development, evaluation and revision of educational programs includes feedback and input from advisory boards, students, graduates and employers. Faculty members are encouraged to participate in brainstorming groups to keep each program healthy and effective.

Faculty members are actively engaged in the periodic review and selection of course materials including instructional equipment, textbooks, supplies and supplemental materials that support student learning outcomes.

2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

The institution maintains a student handbook available on the Student Portal that includes its grievance policies and procedures. This information is also available on page 123 of the Le Cordon Bleu Orlando catalog.

Internal Grievance Procedure:

Many student complaints can be resolved through discussion with the appropriate instructor or staff member and the use of this grievence procedure, and we encourage students to make contact at the first indication of a problem or concern.

This section describes the steps the student should follow so that the problem can be fully and fairly investigated and addressed. The student will not be bound by any resolution unless the student agrees to accept it. If the student does not accept a proposed conclusion or resolution, the student may pursue the matter in arbitration as provided for in the student's Enrollment Agreement. However, the student must pursue his or her claim through the grievence procedure first.

Please note that the grievence procedure is intended for problems concerning a student's recruitment, enrollment, attendance, education, financial aid assistance, or career services assistance, or the educational process or other school matters. It does not apply to student complaints or grievences regarding grades or sexual harassment, which are addressed in other sections of the college's catalog.

Le Cordon Bleu Orlando and the student agree to participate in good faith in this grievence procedure. The college will receive all information submitted by the student concerning a grievence in strict confidence and the college and the student agree to maintain confidentiality in the grievence procedures. No reprisals of any kind will be taken by any party of interest of by any member of the Le Cordon Bleu Orlando administration against any party involved. The college will investigate fully all complaints or prievences fully and promptly. So long as the student pursues this grievence procedure to its conclusion, the period during which the student is pursuing this process will not count toward any statute of limitations relating to the student's claims.

Step 1: Grievences or complaints involving an individual instructor or staff member should first be discussed with the individual involved. Grievences or complaints involving a policy or class shold first be discussed with the individual enforcing that policy, the class instructor, or the Program Chair. Alternatively, the student may submit the complaint to the campus Director of Education.

Step 2: If the matter is not resolved to the student's satisfaction in step one, the student may submit a written, dated and signed statement of the grievence or complaint and a description of the actions that have taken place thus far to the next level of authority directly or through the President.

Step 3: If the matter is not resolved to the student's satisfaction in step 2, the student's next step is to submit a written, dated and signed statement to the campus President. Within five (5) days of the President's receipt of the written statement, the President will arrange to preliminarily meet with the student to discuss the grievence, and the President will thereafter conduct an investigation including providing the student with a fair and full opportunity to present evidence relevant to the matter. The President will render his/her decision in writing within ten (10) business days after concluding his/her investigation, setting out the President's findings, conclusions, and reasoning. The President's decision is final. The student's written complaint, together with the President's decision, will become a permanent part of the files of the parties involved.

General Grievences:

The grievence procedure is designed to address problems promptly and without undue delay. In order to achieve that, the student must initiate Step 1 within ten (10) business days of the incident or circumstance (s) giving rise to the complaint, and must initiate each other step within ten (10) business days of receiving a response or if more than twenty (20) business days have passed with no response. If the student fails to take any of the steps in this procedure within the required time frames, the student will be deemed to have accepted the resolution last proposed by Le Cordon Bleu Orlando. If the school fails to act within the time frames described in this procedure, then the student may elect to forgo any further steps in the grievence procedure and

chose to go directly to arbitration as provided in the student's Enrollment Agreement. The time period set forth in these procedures can be extended by mutual consent of Le Cordon Bleu Orlando and the student.

Students may also contact the following agencies:

The Accrediting Council for Independent Colleges and Schools

The American Culinary Federation

The Commission for Independent Education (Florida).

The current addresses and other contact information is found on page 124 of the college's catalog.

Should employees, faculty or members of the staff have concerns or complaints, the institution requires that they discuss the issue with the immediate manager, a member of the senior management team, Human Resources or the campus Regulatory Operations Consultant. If Human Resources or Regulatory Operations determines that an investigation is necessary, CEC's Compliance and Ethics Department will conduct a prompt and objective investigation. Most employee complaints are resolved at the school level; however, if the situation is not resolved in this manner, the employee may contact Career Education Corporation's Human Resources or contact the "EthicsMatters" hotline by telephone or the website. EthicsPoint, an independent, third-party firm specializing in managing corporate ethics hotlines, operates the EthicsMatters hotline and website. This creates a separation between CEC and the person reporting the issue, providing a confidential, anonymous way to report concerns about ethical violations. CEC strictly forbids retaliation against any person who reports an ethics concern in good faith.

Additionally, the Employee Handbook (available on connectEd) includes Grievance Procedures in Policy 715. Those procedures reiterate CEC's open door policy--that employees should feel comfortable in bringing concerns or issues to the attention of any supervisor or manager without fear of reprisal or punishment.

CEC also maintains a Code of Business Conduct and Ethics Policy that pertains to individuals who work for CEC.

Grade Grievences:

Students who disagree with a grade they have received should contact the instructor to discuss their concern within 14 calendar days from the end of the course. If the student is unable to resolve the dispute with the instructor, he or she should write a letter of appeal no later than 21 calendar days from the end of the course explaining the reasons for the dispute and recommending a decision. (For the convenience of all parties involved, a form entitled "Petition for Grade Change" is available in the Associate Registrar's office. Said form can be used in place of a letter.) The Director of Education will issue a final decision to the student within five (5) business days. (See page 111 of the college catalog.)

2.7 Describe any plans for the improvement of the organization.

Le Cordon Bleu Orlando reviews annually its mission, goals, and strategies with an eye to creating, modifying, and implementing department-level action plans in support of school and corporate strategies. Presently, Le Cordon Bleu Orlando does not plan any changes to its organization.

3. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

3.1. Who is the on-site administrator and what are that person's qualifications for this position?

The President of Le Cordon Bleu Orlando is Joe Hardiman. Joe Hardiman's educational and career background has always been a part of the hospitality and food service industry. He received his Associates Degree in Hospitality Management from Paul Smith College, his Bachelor of Science in Accounting from The State University of New York at Plattsburgh and his Masters of Business Administration from Clarkson University.

His teaching career began at Paul Smith College as an instructor in the Hotel and Restaurant Management department teaching Hospitality Management, Hospitality Accounting, Food and Beverage Cost Controls, and Front Office Management courses. Along with this responsibility, Joe was the department head for the Hotel Practice Department for students enrolled in Hotel and Restaurant Management, Travel and Tourism, and Culinary Arts. Joe's was also the General Manager of the college's Hotel Saranac. This hotel was a "student operated" training hotel open to the public in Saranac Lake, NY. Joe is a Certified Hotel Administrator as designated by the American Hotel and Lodging Association and is a past member of the New York State Hospitality and Tourism Board of Directors. He spent eight years with the college before moving on to his next hospitality venture with Walt Disney Resorts.

Joe spent over twenty years at Disney in various leadership roles in theme parks food and beverage, finance, and resort operations at many Disney Resort Hotels. His career transitioned to the Director of Corporate Alliances for the Walt Disney Company, a role in which he remained for four years. He was then offered the opportunity to leave Disney and return to the world of academia.

Le Cordon Bleu Orlando opened its doors in July 2002 and in June 2004, Joe became the third president of the college. His successful educational and hospitality background would prove to be the perfect match for not only his career but for the students and programs offered at the college. During his tenure the Le Cordon Bleu programs in Hospitality Management and Patisserie and Baking were added to the college's educational offerings.

He is a member of the Board of Directors and the President-Elect of the Florida Association of Postsecondary Schools and Colleges (FAPSC). Joe is also an appointed member of the "Rules Committee" with the Florida Department of Education, Commission on Independent Education (CIE).

In 2012 Joe was an Honarary Inductee into the American Academy of Chefs (HAAC).

In July of 2013 Joe was requested by the World Association of Chefs Societies (WACS) to coordinate their competiton held for the Americas Region of the Globe to determine the best chef to represent the region at the WACS Intertational Competition in Norway in 2014.

In 2013 the ACF National President presented Joe with the "2013 ACF Cutting Edge Award" at the ACF National Convention.

3.2. How does the administration provide for continuous evaluation of the following functions:

a. Programs of study

Programs of Study:

The institution evaluates its programs of study on an ongoing basis. Ultimately, the institution's placement and retention rates drive the evaluation of each program. Student evaluations of courses take place at the completion of each term and provide a forum for student voices regarding the program of study.

Lead Instructors, Department Chairs and faculty have appropriate degrees, as well as professional credentials, in their respective fields. These individuals meet with professionals from the field in the form of advisory board panels to improve the educational program and update the curriculum.

b. Student activity programs

There are several student organizations on campus. The largest is the Student Veterans Organization (SVO). The SVO is designed to facilitate the association of veterans on campus for mutual support through educational, informational and social activities. Events such as a biannual visit by a representative of the Veterans Administration are designed to assist veterans with the resolution of any benefit or other service related issues. Other programs such as the Officer of the Day program are designed to stimulate social interaction among the veterans as a mutual support group.

The honor society of the school is the Order of the Bleu Toque. By combining rigerous academic standards and public service requirements this organization is a means of recognizing those students with outstanding academic achievement and personal inititive. Its involvement in numerous off campus activities, such as the Ronald McDonald House annual Ice Cream Social gives its members an opportunity to demonstrate their culinary skills while enhancing their social network opportunities.

Evaluation of each activity is based on the level of student participation and student feedback regarding the activities.

c. Guidance services

The institution evaluates the effectiveness of guidance services through the assessment of retention rates, tutoring, and attendance records.

d. Financial aid services

Le Cordon Bleu Orlando evaluates financial aid services annually. To meet the requirements of Title IV funds administration established by the U.S. Department of Education, Almich and Associates, an independent accounting firm, conducts and submits yearly audits of the functions in financial aid. Financial aid staff receives training throughout the year to ensure that they understand changes in federal regulations.

Career Education Corporation's Central Processing Center evaluates the financial aid documents submitted on a daily basis and awards and disburses Title IV funds based on federal regulations and CEC policy.

e. Instructional procedures

The institution monitors instructional procedures through student evaluations of faculty members. The Department Chairs examine the student evaluations and share the results with the faculty member. Le Cordon Bleu Orlando evaluates instructional methodologies through classroom observation performed by at least one faculty peer, a Department Chair, or the Director of Education. New hires are observed twice in the first year, once during their first term, and once within the following six-month period. Returning faculty members are observed a minimum of twice annually. The institution conducts annual performance reviews for all faculty members.

f. Instructional resources

Industry trends and recommendations from the various program advisory boards determine instructional resources. Instructional resources include trade publications, web site access, DVDs, magazines, and other learning and teaching material. Classroom tools, which include textbooks, software, and coursework, are evaluated through educational outcomes, course evaluations completed by students, observations, and research of educational and industry trends. The regional librarian, in collaboration

with faculty, department chairs, and others, is responsible for the evaluation and procurement of resources to support each academic program.

3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

The institution verifies degrees of professional administrative staff listed in the catalog by obtaining official transcripts. Le Cordon Bleu Orlando maintains these transcripts in the personnel files.

3.4. What records are kept relative to the following areas:

a. Financial aid activities

The school no longer has a Financial Aid Office. Financial records are maintained at the Career Education Corporation Central Processing Center.

b. Admissions

The followin is a list of records that, if applicable, will be found in every student file: Application for Admission, Application Fee Waiver Form Copy of Application Fee Receipt/Ledger Card, Enrollment Agreement, Student Disclosure Form, Student Information Record, Programmatic Disclosure, Student Information Record, High School or GED transcript, official college transcript or official evaluation of conferred college degree from approved evaluators, Wonderlic results and background check, if required.

The front desk receptionist obtains copies of all proof of graduation and all the required documents are scanned to central processing and files are audited by admissions and academic personnel.

Copeis of these documents for any student that starts school are maintained in the Registrar's office. Cancelled student's documents are kept on-site for one year and off-site for an additional five years. When the student completes the enrollment process, they receive a copy of the signed enrollment agreement for their records.

All foreign documents are sent to either Educational Perspectives or Jose Silney for evaluation. If the documents need to be translated, translation services can be requested from either of these approved transcript evaluators. there are no admissions tests that would waiver the need for an equivalent to a US high school diploma

c. Curriculum

The institution maintains a master course outline (MCO) for every course. In addition, a detailed syllabus is developed and maintained for each class, and an academic credit analysis (ACA) is maintained for each program.

The college's program curriculum and instructional outline/syllabi are developed by the collective Le Cordon Bleu faculty in consultation with Le Cordon Bleu International, CEC Culinary Division educational leadership, Program Advisory Committee and the Director of Education. Copies are maintained electronically by the Director of Education on a secure server for the academic department.

The instructional outline/syllabi are consistent for all courses offered with respect to format and required content. The curriculum is designed specifically to prepare students for employment in the international hospitality industry.

d. Guidance

Academic Advisors maintain comments on advisory meetings with students in Campus Vue. Records of Satisfactory Academic Progress advising are also kept on advisement sheets in the students' academic files.

e. Library or instructional resources

Le Cordon Bleu Orlando participates in a centralized Cybrary operated by its parent company, Career Education Corporation. The Cybrary has 24/7 access to a regional librarian for specific assistance or general assistance in the use of the multiple data bases available for student and faculty use.

The Cybrary is an internet accessible information center committed to facilitating the lifelong learning and achievement of the Career Education Community. This "virtual library" contains a collection of full-text journals, books, reference materials, links to websites relevant to each curricula area, instructional guides for using electronic library resources and much more.

The "virtual" collection is carefully selected to support the students as they advance through their program of study and include quality, full-text, peer reviewed articles from scholarly journals and ful-text electronic books. Instructional materials for studentsand faculty are designed to enhance information literacy skills.

A fulltime librarian located at corporate headquarters manages the cybrary. The librarians at the various CEC colleges and schools participate in selecting the electronic resources and website links, and help prepare the instructional materials tha are on the website.

Students at all CEC colleges have access to the Cybrary from their campus and home, if they have an internet service provider. The regional Librarian maintains an inventory of library resources that is updated as materials are acquired. The facilities/IT manager maintains an inventory of all computers ans audio visual equipment. Library materials are selected to support the curricula of the college with regular monthly acquisitions spread among all academic programs.

f. Instructional supplies and equipment

Le Cordon Bleu Orlando's Academic Department maintains records of instructional supplies and equipment needed for classroom use. According to the type of instructional supply or equipment, the Department Chairs, Director of Education, or Library aides maintain these items. The institution's facilities department maintains furniture, furnishings, and equipment. The records include inventory, as well as maintenance data.

The college relies on a Program Advisory Committee that reviews and evaluates the program on a regular basis to assure that the program and faculty meet the most current training objectives in the hospitality industry. It also seeks the input of current industry experts, former culinary colleagues and its corporate partners to insure appropriate program objectives are maintained.

The college regularly attends trade shows and business seminars that keep the management and academic staff up to date on materials and equipment and the college also subscribes to a number of trade related periodicals that also assist in its determination. Our ACF accreditation visits and PAC members also comment on our equipment during their visits.

The college consults with experts in the industry to determine that the instructional materials and equipment are sufficient in quantity, as well as keeping internal inventory records of equipment and materials. The Academic Department works closely with Admissions to insure that quantities of training materials are sufficient to meet student needs and training objectives.

The college follows current OSHA standards and uses NSF approved equipment to provide properly maintained equipment with proper safety devices for use in student programs. The college maintains equipment operations manuals that outline how the equipment is to be used safely and properly.

g. School plant

School plant records include copies of blue prints and mechanical drawings, inspection records, machine leases or contracts, disaster plans, incident reports, occupancy permits, inventories, machine leases or contracts, and maintenance and repair records.

h. Faculty and staff

Le Cordon Bleu Orlando maintains records for faculty and staff, including information regarding employment, payroll information, benefits information, pre-employment information, signed acknowledgements, training certificates, and the Data Sheet for staff and faculty members. Employment information includes items such as offer letters and performance reviews. Payroll information includes items such as tax forms, any direct deposit forms, applicable salary change forms, and any garnishment information. Benefits information might include items such as applicable tuition assistance paperwork or applicable family status change forms. The records in an employee's personnel file also depend on the types of benefits in which the employee has enrolled or is participating. The institution also maintains for staff and faculty I-9 forms, personal data forms, signed job descriptions, resumes, performance reviews, Equal Employment Opportunity forms, and veterans declaration forms.

Faculty files include transcripts for all degrees listed, a Faculty Development Plan and supporting documentation, faculty observations, and applicable certifications.

i. Student activities

Documents maintained by Le Cordon Bleu Orlando regarding student activities might include copies of fliers or promotions, sign-in sheets or participant information, photographs, articles, and the like that are related to the events.

j. Student personnel

The institution maintains employment records for student personnel that includes the following information: hiring, compensation and benefits, and work performance information.

k. Campus Accountability Reports

The institution maintains a copy of the submitted campus accountability report (CAR) and reports from its database, Campus Vue, which supports the data reported on the CAR. The institution maintains this information electronically for reference.

3.4.1 Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.

The institution organizes its student files electronically in its secure student database, CampusVue, and in hard copy format. The school maintains records in electronic format in Campus Vue, including grades, attendance, financial aid and account information, personal contact information, and materials concerning student student advisement matters. Student hard copy files are stored in alphabetical order in a designated fireproof room. Each student has an individual file folder that may contain their original enrollment agreement, academic advisement records, course schedule change documentation, internship/externship documentation, transfer and proficiency credit documentation, and copies of correspondence sent to students.

3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

Not applicable. The institution does not admit ability-to-benefit students.

3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

The procedure used to obtain evidence of high school and/or college graduation or equivalency involves the submission of transcript request forms to the institution from which records are being requested. Enrolled

students may also provide evidence of high school graduation or equivalency directly to Le Cordon Bleu Orlando. For transcripts used by the insitution to evaluate the transfer credits, Le Cordon Bleu Orlando requests that official transcripts be sent to the school. Transcripts received must be unopened at the time of delivery to the school.

3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a "diploma mill."

If the institution has reason to believe that a diploma or other proof of high school graduation is not valid or was not obtained from an entity that provides secondary school education or its equivalent, the U.S. Department of Education requires the school to review the diploma or other POG. Upon receipt of the evidence of high school and/or college graduation or equivalency certificates, the Director of Admissions reviews for legitimatcy. CEC's Regulatory Operations Academy provides training to these individuals about POG requirements. In addition, CEC maintains a Sharepoint site that houses lists of unacceptable and acceptable institutions:

- Acceptable Schools List, updated monthly at minimum
- Unacceptable Schools List, updated monthly at minimum

These lists are not all-inclusive, and those institutions not on one of these lists will be reviewed for validity. Any employee who is uncertain if a high school diploma meets the criteria for high school graduation must submit their inquiry and supporting documentation about an institution for review on Sharepoint. The acceptable and unacceptable lists are continously updated.

The Sharepoint site also houses additional POG Review Resources such as FAQ's, a POG Manual, and an institution review checklist.

Any documents from countries other than the United States will be evaluated by a third party. In these cases the documents must be received by Le Cordon Bleu College of Culinary Arts Orlando by the start date. Students who fail to provide valid proof of high school graduation will be subject to cancellation.

3.7. What grading system does the campus employ to indicate student progress?

The following is the grading system utilized by Le Cordon Bleu Orlando. It is located on page 111 of the school catalog:

Grade reports are available to students online through the student portal at the completion of each module. Course grades are based on the quality of work as shown by written tests, papers, and projects as indicated on the course syllabus. Earned quality points are calculated for each courseby multiplying the quality point value for the grade received for the course times the credit hour value of the course. For example, a 4.0 credit course with a grade of "B" would earn 12.0 quality points [credit value of course (4) times quality point value of "B" (3)]. The cumulative grade point average (CGPA) is calculated by dividing the toal earned quality points by the total credits completed.

Grade Scale

Letter code	Description	Included in Credits Earned	Included in Credits Attempted	Included in CGPA	Quality Points
A	A	Yes	Yes	Yes	4.00
B	B	Yes	Yes	Yes	3.00
C	C	Yes	Yes	Yes	2.00
D	D	Yes	Yes	Yes	1.00
F	F	No	Yes	Yes	0.00
I	Incomplete	No	Yes	No	NA
W	Withdrawn	No	Yes	No	NA
AU	Audit	No	No	No	NA
P	Pass	Yes	Yes	No	NA
TC	Tansfer	Yes	Yes	No	NA
PR	Proficiency Credit	Yes	Yes	No	NA
L	Leave of Absence	No	No	No	NA

3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

From page 109 of the college catalog, the quarter credit hour is the unit of academic measurement used by Le Cordon Bleu Orlando. A minimum of 10 lecture hours of not less than 50 minutes each plus outside reading and/or preparation; 20 laboratory hours; or 30 externship hours; or an appropriate combination of all three constitutes one quarter credit hour.

3.7.2. How does the campus ensure that a transcript is maintained for each student?

An official transcript is maintained for each student. The transcript provides a complete record of all course grades and credits earned. Le Cordon Bleu Orlando will supply official transcripts to whomever the students or graduate designates.

Transcript requests are fulfilled through Docufide, a leading company in secured transcripts. A transcript fee is assessed regardless of transcript hold status. If a student has an outstanding balance, the student s transcript will not be released. Additional information concerning transcript requests is available for students on the student portal.

An official transcript is maintained indefinitely in a live electronic file located in the institution's Campus View database. It is fully accessible in either an official or unofficial capacity. A printed official transcript, validated by the Registrar and Director of Education is maintained in the student's file upon graduation.

3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

The grading scale and catalog language are printed on the back of the student's official transcript.

3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?

Student academic files are kept in locked, fire safe room at Le Cordon Bleu Orlando. Only the Associate Registrar and other key members of management have access to the files.

Staff human resources files are housed in designated cabinets in the college's secure file room. Only authorized individuals have access to the files.

Faculty files are housed in designated cabinets in the college's secure file room. Only the Director of Education and Department Chairs have access to the files.

Financial aid files for current students are kept in the college's secure file room. Only student accounts staff have access to the files. Graduates and withdrawn student files are kept in the college's secure file room where only financial aid personnel have access to the files.

Files for students, faculty, and staff who are no longer active are maintained in a fire proof storage room for five years. After five years the files are stored off site at a secured, bonded, storage facility (Iron Mountain).

The institution maintains a state of the art fire supression system specifically designed for file rooms.

3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

CEC backs up daily (in the evening) the entire CampusVue database for all of its ground and online institutions. These full backups are saved for 2 days on disk. at which time the files are saved to tape and retained indefinitely.

In addition, there are transaction log file backups that are saved every fifteen minutes. These transaction files allow the institution to recover the CampusVue database to a specific time.

3.9. How long are student records maintained by the campus?

Le Cordon Bleu Orlando follows the corporate record retention policy for all records and maintains student transcripts indefinitely. Accordingly, Le Cordon Bleu Orlando maintains student records at the campus for a minimum of five years. Student transcripts are maintained indefinitely. For students who graduated more than five years ago, hard copies of their documents are flaggged for off-site storage with Iron Mountain.

3.10. Describe any plans for improvement in the administration.

At this time no there are no plans for "improvement in the administration." However, as the population of the school continues to increase, careful evaluation will be made of the need for any increase in the number of administrators or the roles of the members of the administration. Where it is determined to be in the best interest of the operation of the college, prudent and targeted changes will be made.

4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria.*

ADMISSIONS AND RECRUITMENT

4.1 What is the admissions policy?

Le Cordon Bleu Orlando's admissions policy is located on page 89 of the school's catalog.

"Students should apply for admission as soon as possible in order to be accepted for a specific program and start date.

All applicants are required to complete a personal interview with an admissions representative, either in person or by telephone, depending upon the distance from the school. Parents and/or significant others are encouraged to attend. This gives the applicants and their families an opportunity to see and learn about the school's equipment and facilities and to ask questions relating to the school's curriculum and career objectives. Personal interviews also enable the school administrators to determine whether an applicant is a strong candidate for enrollment into the program."

In Addition, each applicant must:

Complete an Application form

Execute all enrollment documents including the application form and enrollment agreement (if applicant is less that 18 years of age, applicable enrollments documents must also be signed by a parent or guardian)

Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence

Sign a request for high school or GED transcript (and official transcripts where applicable)

Take the Wonderlic Exam

Complete financial aid forms (is applicant wishes to apply for financial aid)

Pay the application fee [non-refundable unless applicant is denied admission or cancels application within three (3) business days of the school's receipt of the application fee]

The school reserves the right to reject applicants if the items listed above are not successfully completed.

4.1.1 Does the policy differ based on the credential awarded or program of study?

No

4.1.2 Explain how the admissions policy adheres to the institution's mission.

Le Cordon Bleu College of Culinary Arts is an institution of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine.

Le Cordon Bleu College of Culinart Arts adheres to the institution's mission by conducting personal interviews with admissions representatives either in person or by telephone, depending on the distance from the school. Parents and or significant others are encouraged to attend. This gives the student and the families an opportunity to see and learn about the school's equipment and facilities and to ask questions relating to the school's curriculum and career objectives. Personal interviews also enable school administrators to determine whether an applicant is a strong candidate for enroollment inot the program. this personal interview also helps determine the candidate's passion for the culinary and hospitality industry.

4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

Le Cordon Bleu Orlando does not admit ability-to-benefit students.

4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

An admissions file is created for each student that reflects the basis for their admission. The file contains an Application for Admission, Application Fee Waiver Form (if applicable), Copy of Application Fee Receipt/Ledger Card, Enrollment Agreement, Student Disclossure Form, Programmatic Disclossure Form, Student Information Record, High School or GED Transcript, official college transcript or official evaluation of conferred college degree from approved evaluators, Wonderlic results (if applicable), and background check results is applicable.

4.4 Describe the student recruitment program.

The student recruitment program starts with leads generated by marketing expenditures, including television commercials, internet advertising, direct mail, high school presentations, and specialty events. Prospective students then contact the institution in response to the advertising; in the case of a high school presentation, the high school student fills out an information card requesting additional information.

When the institution receives this information, an Admissions Representative contacts the prospective student to set up an appointment for a personal interview. During the interview process, the Admissions Representative gives the prospective student a tour and explains the courses and features of program(s) in which the prospective student is interested. This is an opportunity for the prospective student to decide whether to enroll and for the Admissions Representative to determine the prospective student's commitment level. If the student decides to to enroll, the prospective student then completes and signs the required admissions documents (as stated in the catalog).

Throughout the enrollment period, the institution works to keep prospective students connected to it. This effort consists of constant communication between the future student and different departments at the institution. Although the Admissions Representative remains the primary contact, student finance, program advisors, and academic staff may also communicate with the future student. The objective is to ensure that the future student completes the admission and enrollment requirements. During this process, the institution expects the future student to complete a student financial package, as well as prepare to start the chosen program of study.

4.5 Describe how admissions representatives are trained, compensated, and monitored.

Potential admissions representatives are typically screened by a CEC recruiter in Chicago after a position is approved and posted. Representatives are first interviewed by the Admissions Management Team and then by the campus president. All candidates' credentials are submitted for verification and background checks. Representatives are selected based upon their prior experience in admissions, customer service, or related fields and education.

All new representatives receive a two week on-boarding and training that program that includes computer based training, program training,catalog knowledge and script usage. Representatives are monmitored on a regular basis. Telephone observations and interview observations are conducted quarterly. These observations are

conducted by the Director of Admissions, Assistant Director of Admissions, Lead Representatives, and Senior Representatives.Additonally the Culinary SBU regional admissions leaders provide ongoing training on the use of scripts,and admission do's and don'ts, known as the Rules of the Road.

After a student is enrolled, a second interview is conducted by the Director of Admissions, Assistant Director of Admissions, Lead Representative, or Senior Representative to ensure that no unethical practices or promises have been made to potential students. Additionally, all enrollment agreements require students to sign and agree to all information found on the student disclosure form.

Admissions Representatives at Le Cordon Bleu Orlando receive ongoing training and attend product information sessions in order to maintain their knowledge about the programs offered, services, and opportunities available to students while attending the school and upon graduation. This training focuses on areas of product knowledge, proper telephone procedures, setting and confirming appointments, computer and flip chart presentations, proper interviewing techniques, enrollment procedures, follow-up activities, problem solving, and school operations. Training occurs during informal sessions with the Director of Admissions, senior representatives, or during scheduled weekly training sessions

Admissions Representatives are compensated based on experience and paid a salary/hourly wage. CEC and Le Cordon Bleu Orlando does not permit bonuses or commissions. Although an employee's performance is continually reviewed, an official performance review occurs annually. If warranted, merit increases are made at this time. Outside of the annual review, other merit adjustments during the year are made as a result of changes in position. All Admission Representatives report to a Director of Admissions and consent to periodic monitoring of the admissions process.

4.6 Describe the policies and procedures regarding incoming transfer of credit.

Students who have previously attended an accredited College or University recognized by the U.S. Department of Education may be granted transfer credit, at the sole discretion of Le Cordon Bleu Orlando. Courses taken at the previous institution must be determined by Le Cordon Bleu Orlando to be sufficiently equivalent to the courses offered at Le Cordon Bleu Orlando. In addition, Le Cordon Bleu Orlando must determine that those courses are applicable to their program of study at Le Cordon Bleu Orlando. Only courses in which the student earned a grade of "C" or above will be considered for transfer. Students seeking transfer credit are responsible for having offical transcripts forwarded to Le Cordon Bleu Orlando for review. Students may also be required to submit a school catalog. Students must petition for transfer credit with the Associate Registrar as soon as possible after admission. It is recommended that all prior coursework be submitted prior to matriculation, but no later than the end of registration for the student's first block of study. Students who receive transfer credit will have the program tuition charge pro-rated based upon the remaining number of credits the student must earn in order to graduate. The business office will make the appropriate tuition adjustment.

Transcripts from foreign institutions must be externally evaluated by the National Association of Credential Evaluation Services (NACES) or the American Association of CollegiateRegistrars and Admissions Officers (AACRAO) before evaluation by the Director of Education. Military coursework is evaluated according to the criteria of the American Council on Education (ACE). Transcripts received from non-English speaking institutions must be accompanied by a copy of course descriptions translated into English in order to be properly evaluated for credit. In cases of application for transfer credit from schools located in U.S. possessions, the transcripts will be processed as if they were domestic in origin.

4.6.1 Where are these policies and procedures published?

Le Cordon Bleu Orlando publishes its transfer of credit policies in its catalog on page 109.

4.6.2 Describe any articulation agreements with other institutions.

None

4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.

None

4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

None

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?

The Associate Registrar administers the standards of Satisfactory Academic Progress (SAP) for Le Cordon Bleu Orlando. The Associate Registrar and Director of Education, together with the SAP Advisory Committee, monitors the standards of SAP for Le Cordon Bleu Orlando. The Associate Registrar is Ms. Lauren Novak.

Ms. Novak earned her Bachelors of Arts Degree in Anthropology from the University of Florida and a Masters Degree in Anthropology from the University of Central Florida. In addition to her experience as a classroom instructor, Ms. Novak has been the Associate Registrar for three years. She has received extensive training from CEC so as to be knowledgeable in all applicable regulations and procedures. She has attended ACICS certification training.

4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

Standards: All students must maintain satisfactory academic progress in order to remain in attendance at Le Cordon Bleu Orlando. Additionally, all students receiving federal finnancial aid assistance must meet the satisfactory academic progress requirements in order to maintain eligibility to receive these funds. Satisfactory academic progress is is determined by measuring the student's cumulative grade point average (CPGA) and the student's rate of progression (ROP) toward completionof the academic program at the end of each grading period. A grading period is defined as two (2) six week modules. Both the CGPA and ROP standards must be met to be considered as making satisfactory academic progress.

Cumulative Grade Point Average Requirements: Students must meet minimum CPGA requirements at specific points throughout the program to be considered making satisfactory academic progress. Only those credits required in the student's program of study are used in the CGPS calculation. The CPGA will be reviewed at the end of each grading period after grades have been posted to determine if the student is meeting the minimum standard. Once the student reaches a new threshold, the minimum CGPA for that level must be maintained until the next level of review.

Rate of Progress (ROP): In addition to the CGPA requirements, a student must maintain the minimum ROP in order to be considered to be making satisfactory academic progress. The rate of progress percentage is calculated by dividing the credits earned by the credits attempted. Only those credits required in the student's program of study, including credits that were transferred from other approved institutions, and proficiency credits earned, are used in the ROP calculation. As with the determination of CGPA, the completion requirements will be reviewed at the end of each grading period after grades have been posted to determine if the student is progressing satisfactorily. A chart for calculating one's rate of progress in on page 112 of the college's catalog.

4.8.1 Who reviews the student's records and advises the student?

The Associate Registrar compiles and reviews the SAP reports for review by Department Chairs and the Director of Education. By letter and telephone calls, Le Cordon Bleu Orlando notifies students not meeting SAP and directs them to meet with the appropriate Department Chair. The institution places an academic hold students not meeting SAP and releases the hold after the student has completed the

academic advising process. For instances where the institution has dismissed the student but the student has appealed and obtained reinstatement, the student must meet with the Academic Advisor during the following term.

4.8.2 Who monitors probation?

The appropriate program Chair advises students placed on probation and warning. The academics team, including the Associate Registrar, Director of Education and Program Chairs monitor student progress.

4.8.3 How is attendance verified?

Each instructor reports attendance on a daily basis, and the Associate Registrar monitors these reports. If the student has not attended classes, the student's name will appear on the Last Date of Attendance (LDA) report generated by the Academic Department.

Each instructor reports attendance through the faculty portal each day. The portal electronically posts attendance to the portal and CampusVue. In addition, the instructor submits paper rosters daily. Attendance may be verified by the instructor, registrar staff, or both.

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

The institution monitors the CGPA and percentage of successful completion several times while the student attends the institution. From page 118 of the college catalog:

Students must meet the minimum CGPA requirements at specific points throughout the program in order to be considered as making satisfactory academic progress. Only those credits required in the sudent's program of study are used in the CGPA calculation. The CGPS will be reviewed at the end of each grading period after grades have been posted to determine if the student is meeting the minimum standard. Once the student reaches a new threshold, the minimum CGPA for that level must be maintained until the next level of review.

FINANCIAL RELATIONS

4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

State Grants:

These grants, administered by the Florida State Department of Higher Education, provide financial assistance to qualified students whoreside in Florida. These grants are based on the student's estimated family contribution and the availability of state funds.

José Martí Scholarship Challenge Grant Fund

The José Martí Scholarship Challenge Grant Fund is a need-based merit scholarshipthat provides financial assistance to eligible students of Hispanic origin who will attend Florida public or eligible private institutions. Applicants for undergraduate study must apply during their senior year of high school. Graduate students may apply, but priority for the scholarships is given to graduating high school seniors. The number of new awards made each year is subject to contributions from private sources and funds appropriated by the Florida Legislature.

Robert C. Byrd Honors Scholarship Program

The Robert C. Byrd Honors Scholarship Program was established by the United States Congress to provide scholarships to outstanding high school seniors who show promise of continued academic achievement. This program is offered through the U.S. Department of Education and administered by the Florida Department of

Education (FDOE), Office of Student Financial Assistance (OSFA). Program funds may be used at eligible institutions outside the state of Florida.

Florida Student Assistance Grant Program

The Florida Student Assistance Grant (FSAG) Program is a need-based grant program available to degree-seeking, resident, undergraduate students who demonstrate substantial financial need and are enrolled in participating postsecondary institutions.

• The Florida Public Student Assistance Grant is available to students who attend state universities and public community colleges.

• The Florida Private Student Assistance Grant is available to students who attend eligible private, non-profit, four-year colleges and universities.

• The Florida Postsecondary Student Assistance Grant is available to students who attend eligible degree-granting private colleges and universities not eligible under the Florida Private Student Assistance Grant.

• The Florida Public Postsecondary Career Education Student Assistance Grant is available to students who attend participating community colleges or career centers operated by district school boards. See the separate fact sheet for additional information. FSAG is a decentralized program, and each participating institution determines application procedures, deadlines, student eligibility, and award amounts.

Florida Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships to reward Florida high school graduates for high academic achievement. The Florida Bright Futures Scholarship Program is comprised of the following three awards:

• Florida Academic Scholars Award (FAS) (including Academic Top Scholars)

• Florida Medallion Scholars Award (FMS)

• Florida Gold Seal Vocational Scholars Award (GSV) Scholarships for Children and Spouses of Deceased or Disabled Veterans and Service Members.

The Scholarships for Children and Spouses of Deceased or Disabled Veterans and Service Members (CSDDV) provides scholarships for dependent children or unremarried spouses of Florida veterans or service members who died as a result of service-connected injuries, diseases, or disabilities sustained while on active duty or who have been verified by the Florida Department of Veterans' Affairs as having service-connected 100% total and permanent disabilities. This program also provides funds for dependent children whose parent is classified as a prisoner of war or missing in action by the Armed Forces of the United States or as a civilian personnel captured while serving with the consent or authorization of the United States Government during wartime service. Veterans must have been Florida residents for one year immediately preceding time of death, determination of 100% disability, or prisoner of war/missing in action classification. This program provides funds for tuition and registration fees at a public postsecondary institution or the equivalent at an eligible private postsecondary institution. Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul Minnesota State Grant. This grant program, administered by the Minnesota Office of Higher Education, provides financial assistance to qualified students who reside in Minnesota. Funding is based on availability of state funds.

BLEU GRANT

Le Cordon Bleu College of Culinary Arts and California Culinary Academy offer institutional grants to students who have unmet financial need and are enrolled in one the following programs: Certificate/ Diploma in Le Cordon Bleu Culinary Arts, Associate in Le Cordon Bleu Culinary Arts, Associate in Le Cordon Bleu Pâtisserie and Baking. Grants may range from $50 to $7,618. Students will be considered for the grant upon completion of the admissions application process and the financial aid application process, in addition to

completing a Bleu Grant Application. Applicants must provide an essay on why they are committed to completing their program. Application and essay must be submitted by the end of the add/drop period. Documentation is reviewed by the Grant Committee for approval. The BLEU Grant cannot be combined with any other Le Cordon Bleu grant or scholarship. The College makes available a limited amount of money each year for such grants. Once it is determined that available funding is exhausted, grants will not be available to otherwise eligible students. If a student receives supplemental funding after the BLEU Grant has been awarded, it may be reduced based off of need calculations. For 2013, $10,033,547 has been budgeted for the BLEU Grant.

BLEU Grant, Orlando

Grant Range		Grant Budget
Le Cordon Bleu Culinary Arts (AS and Diploma) and		
Le Cordon Bleu Pâtisserie and Baking (AS and Diploma)	50 - 3,534	$575,000

Le Cordon Bleu Military Grant

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Military Grant** for our Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of $2,000 to be applied toward tuition costs. To be eligible for the grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their military status via a current Leave and Earnings Statement , or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

• Qualifying candidates are Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military.

• Candidates must apply and be accepted for admission to be eligible to receive the grant.

• The grant is used exclusively towards current program charges.

• The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.

• All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.

• All of the conditions must be fulfilled before the grant can be disbursed.

• The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships.

• Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2013 year. These grants are awarded on a first come, first serve basis. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

Le Cordon Bleu Veteran Grant

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Veterans' Grant** for our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the

amount of $2,000 to be applied toward tuition costs. To be eligible for the grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

• Qualifying candidates are Veterans of the U.S. Military who have a discharge status other than dishonorable.

• Candidates must apply and be accepted for admission to be eligible to receive the grant.

• The Le Cordon Bleu Veteran Grant is used exclusively towards current program charges.

• The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.

• All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.

• The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships.

• Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2013 year. These grants are awarded on a first come, first serve basis. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

LE CORDON BLEU VETERAN SPOUSES GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Veteran Spouses Grant** for spouses of our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of $2,000 to be applied toward tuition costs. To be eligible for the Le Cordon Bleu Veteran Spouses Grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their spouse's veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

• Qualifying candidates are spouses of Veterans of the U.S. military.

• Candidates must apply and be accepted for admission to be eligible to receive the grant.

• Candidates selected for membership verification must provide documentation before the grant is applied. Those that are not able to provide documentation will also be required to pay the application fee.

• The Le Cordon Bleu Veteran Spouse's Grant is used exclusively towards current program charges.

• The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.

• All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.

• All of the conditions must be fulfilled before the grant can be disbursed.

• The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships.

• Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the

2013 year. These grants are awarded on a first come, first serve basis. If funding for grants are

exhausted, otherwise eligible candidates may not be awarded.

Veterans' Educational Benefits

Le Cordon Bleu College of Culinary Arts and California Culinary Academy are approved by the applicable State Approving Agency for Veterans Affairs and participates in many Veterans' Educational Benefit programs. Students interested in Veterans' Educational Benefits should contact either the campus certifying official or the Financial Aid Department. Veterans who are unsure of their benefit eligibility or have additional eligibility questions should contact the Veterans Administration at (800)827-1000, or (888)GI Bill-1 [(888)442-4551], or go to http://www.gibill.va.gov/. Eligible students must maintain satisfactory academic progress and all applicable eligibility requirements to continue receiving Veterans' Educational Benefits.

Yellow Ribbon Grant

In accordance with the VA-Yellow Ribbon Program, a provision of the Post-9/11 Veterans Educational Assistance Act of 2008, Le Cordon Bleu College of Culinary Arts Orlando has established a Yellow Ribbon Grant. Eligibility and amounts are determined on an annual basis and are subject to change. To be eligible for the grant and waived application fee, a candidate must be acceptedfor admission to Le Cordon Bleu College of

Culinary Arts Orlando, be eligible for Chapter 33 Post 9/11 veterans benefits at the 100% rate, as determined by the Department of Veterans Affairs, complete the appropriate Le Cordon Bleu College of Culinary Arts attestation form and allow for the verification of their Chapter 33 Post-9/11 eligibility via a DD-214 Member-4, Certificate of Eligibility or comparable government document. The conditions are as follows:

• Candidates must be either an eligible Veteran or a Dependent of an eligible Veteran who meets the Chapter 33 Post-9/11 GI Bill Transferability requirements (www.gibill.va.gov).

• Candidates must apply and be accepted for admission to Le Cordon Bleu College of Culinary Arts Orlando to be eligible.

• The Yellow Ribbon Grants are applied as a credit to the student's account and no cash payments will be awarded to the student.

• The Yellow Ribbon Grant is used exclusively towards prior or current program charges

• The Yellow Ribbon grant is awarded for each period in the program that the student is determined eligible and where the grant is needed.

• The Yellow Ribbon Grant is non-transferrable and non-substitutable and cannot be combined with any other institutional grant at Le Cordon Bleu College of Culinary Arts Orlando.

Le Cordon Bleu College of Culinary Arts Orlando is committed to assisting military students in determining the best options available to them. To receive additional information on veteran's educational benefits eligibility, please contact the Veterans Administration at 1-800-827-1000 or 1-888-GI Bill-1(1-888-442-4551). You may also visit the VA website at http://www.gibill.va.gov/.

Le Cordon Bleu Scholarships

All applicants of the following scholarships must be enrolled full-time.

Alumni Referral Scholarship Le Cordon Bleu offers Alumni Referral Scholarships to students who submit a letter of recommendation from an alumnus of Le Cordon Bleu. Applicants must have exhausted all federal and state funding and have an outstanding tuition balance. Each start date, a maximum of three students at each applicable institution will be offered $500 scholarships for their first academic year. Students will be considered

for the Le Cordon Bleu Alumni Referral Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted both the Le Cordon Bleu Alumni Referral Scholarship application and their recommendation letter. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as quality of recommendation. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/ or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of 20 first-year scholarships will be awarded at each applicable institution totaling $10,000 in Le Cordon Bleu Alumni ReferralScholarships.

Best of the Best Scholarship

Le Cordon Bleu offers Best of the Best Scholarships to students who graduate high school or college with a GPA of 3.5 or higher. Students must have exhausted all federal and state funding and have an outstanding tuition balance. Each start date, a maximum of three students at each applicable institution will be offered up to $2,500 scholarships for their first academic year. Students will be considered for the Best of the Best Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted the Best of the Best Scholarship application and their high school/college transcript. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as academic achievement. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog and maintain a GPA of 3.2 to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received.

Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of 10 first-year scholarships at each applicable institution will be awarded totaling $25,000 in Le Cordon Bleu Best of the Best Scholarships.

Foundations Scholarship

Le Cordon Bleu offers Foundations Scholarships to students who complete a 500-700 wordprocessed essay on the topic of, "What drives your passion for the food-service industry?" Students must have exhausted all federal and state funding and have an outstanding tuition balance. In both the April and the November start date, a maximum of two students at each applicable institution will be offered $500 scholarships for their first academic year. Students will be considered for the Foundations Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted both the Foundations Scholarship application and the required essay. Applications are due by the end of the add/ drop period for each start date and awards will be based on financial need as well as quality of essay. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship.

Le Cordon Bleu makes available a limited amount of money each year for such scholarships. Once the available funding is exhausted, scholarships will not be awarded to otherwise eligible students. For 2013, a maximum of four first-year scholarships at each applicable institution will be awarded totaling $2,000 in Le Cordon Bleu Foundations Scholarships.

Member Scholarship

Le Cordon Bleu offers Member Scholarships to students who are members in a national student organization (SkillsUSA, ProStart, and FCCLA). Students must have exhausted all federal and state funding and have an outstanding tuition balance. In 2013, a maximum of two students at each applicable institution will be offered up to $2,000 scholarships for their first academic year. Students will be considered for the Member Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student

Aid (FAFSA) on file, and have submitted the Member Scholarship application and supporting documentation of membership. Applications are due by the end of the add/ drop period for each start date; awards will be based on financial need as well as membership. Member Scholarships cannot be combined with any other National Student Organization Competition Scholarship. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship.

Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/ or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of two scholarships at each applicable institution will be awarded totaling $4,000 in Le Cordon Bleu Member Scholarships.

Officer Scholarship

Le Cordon Bleu offers Officer Scholarships to students who are members in a national student organization and are also an officer of SkillsUSA or FCCLA. Students must have exhausted all federal and state funding and have an outstanding tuition balance. In 2013, a maximum of two students at each applicable institution will be offered $500 scholarships for their first academic year. Students will be considered for the Officer Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted the Officer Scholarship application and supporting documentation of membership.

Applications are due by the end of the add/ drop period for each start date; awards will be based on financial need as well as membership. Officer Scholarship cannot be combined with any other National Student Organization Competition Scholarship. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/ or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of two scholarships at each applicable institution will be awarded totaling $1,000 in Le Cordon Bleu Officer Scholarships.

SAT /ACT Accomplishment Scholarship

Le Cordon Bleu offers SAT/ACT Accomplishment Scholarships to students with SAT scores of 550 or better in Math and 550 or better in Critical Reading or ACT scores of 20 or better in Math and 20 or better in English. Each start date, a maximum of three students at each applicable institution will be offered $1,000 scholarships for their first academic year. Students will be considered for the SAT/ACT Accomplishment Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted the Scholarship application and the required official SAT/ACT transcripts.

Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as SAT/ACT scores. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of 10 first year scholarships at each applicable institution will be awarded totaling $10,000 in Le Cordon Bleu SAT/ ACT Scholarships.

Student Leader Scholarship

Le Cordon Bleu offers Student Leader Scholarships to students who graduate high school or college with a GPA of 3.2 or higher. Each start date, a maximum of three students at each applicable institution will be offered $1,000 scholarships for the student's first academic year. Students will be considered for the Student Leader Scholarship once they have completed the admissions application process, have a valid Free Application for

Federal Student Aid (FAFSA) on file, and have submitted both the Student Leader Scholarship application and their high school/collegetranscript.

Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as academic achievement. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog and maintain a GPA of 3.2 to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of 10 first-year scholarships will be awarded at each applicable institution totaling $10,000 in Le Cordon Bleu Student Leader Scholarships.

Urban Leader Scholarship

Le Cordon Bleu offers Urban Leader Scholarships to students who graduated high school or college with a GPA of 3.0 or higher, who live in the larger urban city areas* and whose parents received no postsecondary academic training. Each start date, a maximum of three students at each applicable institution will be offered $1,000 scholarships for their first academic year. Students will be considered for the Urban Leader Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted the Scholarship application and supporting documents.

Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as academic achievement and commitment to service and leadership. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog and maintain a GPA of 3.0 to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/ or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of 10 first-year scholarships at each applicable institution will be awarded totaling $10,000 in Le Cordon Bleu Urban Leader Scholarships. *Contact the financial aid office to inquire about the urban city areas.

Le Cordon Bleu Scholarships for Careers through Culinary Arts Programs (C-CA P)

Le Cordon Bleu awards four (4) Full-Tuition Scholarships for the Associates Degree and four (4) Full-Tuition Scholarships for the Certificate / Diploma Program ranging from $17,200-$36,200 to the designated winning students of the six regional C-CAP competitions. The scholarship recipient must complete the standard admission process, apply and be accepted in the Le Cordon Bleu Culinary Arts or Le Cordon Bleu Patisserie and Baking Associate or Certificate programs at the Le Cordon Bleu campus of their choice and according to the program offering at the school of enrollment. Students must enroll within one year of the C-CAP competition or the scholarship award is forfeited. The student must also maintain a 3.0 GPA and have less than 100 hours of absences during the course of the program to retain eligibility for the scholarship. The total 2013 budget amount for the Le Cordon Bleu Scholarship for Careers through Culinary Arts Programs is $144,800.

ProStart High School Scholarship

Le Cordon Bleu offers the ProStart High School Scholarship to high school graduates who have successfully completed Level 1 (Junior Year, High school) and Level 2 (Senior Year, High school) of the ProStart curriculum. A onetime scholarship will be applied to the student's account based on the value of Culinary Foundations I. The value of the scholarship will be credited to the student's account prior to the student starting classes at Le Cordon Bleu. In the event of a student failing Culinary Foundations I the student is responsible for the cost of retaking the class. Each start date, eligible students will be offered a scholarship within the range of $1,353 and $1,397 which is the equivalent cost of Culinary Foundation I in the 2013 academic year. The deadline for application is the day prior to the start of classes each term. Once it is determined that available funding is exhausted, scholarships will not be awarded to otherwise eligible students. For 2013, $139,700 has been budgeted at each applicable institution for ProStart high school scholarships.

Le Cordon Bleu offers the Le Cordon Bleu ProStart Collegiate Passport Scholarship to high school graduates who have successfully completed Level 1 (Junior Year, High school) and Level 2 (Senior Year, High school) of the ProStart curriculum. In addition, students are required to complete 400 externship hours approved by ProStart which will entitle them to the ProStart National Certificate of Achievement (COA). The COA must be presented at the time of application for the Le Cordon Bleu ProStart Collegiate Passport Scholarship. A onetime scholarship will be applied to the student's account based on the value of Culinary Foundations I. In addition the student will be given a Le Cordon Bleu Knife Kit. The value of the scholarship will be credited to the student's account prior to the student starting classes at Le Cordon Bleu. In the event of a student failing Culinary Foundations I the student is responsible for the cost of retaking the class. Each start date, eligible students will be offered a scholarship within the range of $1,353 and $1,397 which is the equivalent cost of Culinary Foundation I, in the 2013 academic year. The deadline for application is the day prior to the start of classes each term. Once it is determined that available funding is exhausted, scholarships will not be awarded to otherwise eligible students. For 2013, $139,700 has been budgeted at each applicable institution forLe Cordon Bleu ProStart Collegiate PassportScholarships.

Le Cordon Bleu Scholarship Competitions

These scholarships are awarded at state and national competitions. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice even if the competition was hosted at another Le Cordon Bleu campus in North America. (To retain culinary scholarships, students must enroll within one year.) ProStart students typically compete in teams of five. All five team members are awarded a scholarship in a predetermined amount.

At the state level, the scholarship awarded is:

First Place $6,000

Second Place $3,000

Third Place $1,500

At the National competition, the scholarshipaward is:

First Place Full Tuition Scholarship (covering the

cost of tuition, books, uniform and a knife kit)

Second Place $10,000

Third Place $7,500

Le Cordon Bleu does not provide culinary scholarships for competitors who finish fourth or fifth despite some ProStart recognition at that level. Also, note that ProStart students who do not compete are not eligible for these culinary scholarships. There is no application beyond meeting the eligibility requirements.

Le Cordon Bleu Scholarships for Family, Career and Community Leaders of America (FCCLA) Students

These scholarships are awarded at the national competition. Le Cordon Bleu does not provide scholarships to FCCLA students competing at the state level. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice even if the competition was hosted at another Le Cordon Bleu campus across the country. The scholarship is for an Associates or Certificate/Diploma, according to the program offering at the school of enrollment.

National competitors will be awarded:

First Place:

Full Tuition Scholarship (Including cost of tuition, books, uniforms, and a knife kit.)

Titanium Savory Chef I, II and III

There are six (6) Titanium Competitions per year, two (2) individual and four (4) team competitions. Each event will pick the top three competitors to receive a non-cash scholarship award.

Criteria:

• Points will be awarded on the presentation, taste, appropriate sauces, seasoning, creativity, knife cuts, organization, timing, and sanitation.

• Each of the competitors, either individual or team, will receive one market basket with various ingredients (starches, fruits, chocolates, dairy, cheese, vegetables, nuts and protein). The secret ingredient will not be revealed until the last minute.

• Each competitor is required to do two amuses, one starter and one entrée.

• Two classic knife cuts will be required for each of the competitions.

• Each competitor, either individual or team, will have 30 minutes to get their station prepared.

• Cooking begins 30 minutes after the "market basket" is revealed.

• Each competitor, either individual or team, has 1 ¾ hours to complete two amuses, knife cuts, starter, and entree the "secret market basket item" (usually a protein).

• Points will be deducted for sanitation violations.

• The kitchen where the competition is held must be cleaned and inspected by a Chef Instructor before the winners will be announced.

Award:

Each member of the first-place team wins $1,000 non-cash tuition scholarship.

Each member of the second place team wins $750 non-cash tuition scholarship.

Each member of the third place team wins $500 non-cash tuition scholarship.

Baking and Pastry Competitions

There are four baking and pastry oriented competitions per year, all are individually based competitions. Each event will pick the top three competitors to receive a non-cash scholarship award.

Criteria:

• Points will be awarded on the presentation,taste, appropriate sauces, flavor, creativity, knife cuts, organization, timing, and sanitation.

• Depending on the theme of the competition, each of the competitors will receive one market basket with various ingredients (starches, fruits, chocolates, dairy, nuts, etc.). The secret ingredient will not be revealed until the last minute. Some competitions will allow product to be brought from an outside source. Please review individual competition guidelines for rules.

• Each competitor, either individual or team, will have 30 minutes to get their station prepared.

• Each competition has a set time to complete the required dessert.

• Points will be deducted for sanitation violations.

• The kitchen where the competition is held must be cleaned and inspected by a Chef Instructor before the winners will be announced.

Award:

Each member of the first-place team wins $1,000 non-cash tuition scholarship.

Each member of the second place team wins $750 non-cash tuition scholarship.

Each member of the third place team wins $500 non-cash tuition scholarship.

4.10 What evidence does the campus have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

All tuitions, fees and other charges are recorded and verifiable on the students' ledger cards.The date of the posting of the charges aligns with the tuition and fee schedule in effect at the time of the posting.

4.11 What are the refund policies and procedures?

After the last day of the add/drop period for each payment period, as stated on the academic calendar, no refunds or adjustments will be made to a student's account who drops individual classes but is otherwise enrolled at Le Cordon Bleu Orlando. Refunds are made for a student who withdraws or is withdrawn from the College prior to the completetion of his/her program and is based on the tuition billed for the payment period in which the student withdraws. Payment periods vary in length from 6 to 18 weeks / 4 payment periods per program. Refunds will be based on the total charge incurred by the student at the time of withdrawal, not the amount the student has actually paid. Tuition and fees attributable to any payment period beyond the payment period of withdrawal will be refunded in full. Any books, equipment and/or uniforms that have been issued are non-refundable.

When a student withdraws from the institution, he/she must complete a withdrawal form with the Director of Education. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an offical withdrawal or date of determination of withdrawal by the institution.

I understand that if I withdraw or am withdrawn prior to the end of the payment period, I am subjectto the Return of Title IV Funds policy noted below which may increase my balance due to the college. If there is a balance due to the college after all Title IV funds have been returned, this balance will be due immediately, unlessa cash payment agreement for this balance has been approved by the college

Credit balances due to the student of less than $5.00 (after all refunds have been made) will not be refunded to the student/lender unless requested by the student. There are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the college and thenlater withdraws. In addition, there are no refunds on books or supplies provided to the student, or fees charged for any student who starts classes at the college and then is later dismissed for any reason.

First Time Undergraduate Student - 21 Day Student Readiness Opportunity

Calendar day 1 to 21: 100% tuttion refund. the student will be responsible for all applicable admissions and registration fees, any charges for supplies or uniforms issued to the student, as well as any fines associated with outstanding library obligations or equipment breakage or damage.

Calendar day 22 and beyond: Refund is calculated based on the formula below for continuing or returning students.

If withdrawal occurs within:	% of refund
Week 1 - 2	100%
Week 3- 4	75%
Week 5 - 6	50%
Week 7 - 8	25%

Week 9 - 12 20%

Return of Title IV Funds

A recipient of federal Title IV financial aid who withdraws or is dismissed from school during a payment period or period of enrollment in which the student began attendance will have the amount of Title IV funds they did not earn calculated according to federal regulations. This calculation will be based on the student's last date of attendance and the date the school determines that the student has withdrawn from school (see withdrawal policy), or the date of dismissal for a student who is dismissed by the institution.

The period of time in which Title IV financial aid is earned for a payment period or period of enrollment is the number of calendar days the student has been enrolled for the payment period or period of enrollment up to the day the student withdrew, divided by the total calendar days in the payment period or period of enrollment. The percentage is multiplied by the amount of Title IV financial aid for the payment period or period of enrollment for which the Title IV financial aid was awarded to determine the amount of Title IV financial aid earned. The amount of Title IV financial aid that has not been earned for the payment period or period of enrollment, and must be returned, is the complement of the amount earned. The amount of Title IV financial aid earned and the amount of the Title IV financial aid not earned will be calculated based on the amount of Title IV financial aid that was disbursed for the payment period or period of enrollment upon which the calculation was based. A student will have earned 100% of the Title IV financial aid disbursed for the payment period or period of enrollment if the student withdrew after completing more than 60% of the payment period or period of enrollment.

The US Department of Education regulations indicate that it is not sufficient for a student to simply log in to an on-line class to demonstrate "academic attendance and thus trigger either initial attendance and financial aid eligibility or an LDA (Last Date of Attendance) for purposes of R2T4 (Return of Title IV Aid) calculations. On-line programs must use very specific means to document that a student participated in class or was otherwise engaged in an academicallyrelated activity, such as; submit an assignment, take a quiz, contribute to an on-line discussion and in some cases post to an on-line gallery. For R2T4 purposes in a term based program with modules, a student is considered to have withdrawn, IF they do not complete all of the days they were scheduled to complete in the payment period or period of enrollment. The R2T4 calculation is required for all students who have ceased attendance; other than those on an approved LOA, or those who have attested to an expected return to a future module within the same term.

Schools are required to determine Title IV funds that must be refunded based upon the percentage of the payment period completed prior to withdrawing. Title IV funds must be returned to the program based upon a tuition refund or if the student received an overpayment based upon costs not incurred but for which Title IV was received.

Once the amount of Title IV financial aid that was not earned has been calculated, federal regulations require that the school return Title IV funds disbursed for the payment period or period of enrollment and used for institutional costs in the following order:

1. Loans
   a. Unsubsidized Federal Direct Stafford Loans.
   b. Subsidized Federal Direct Stafford Loans.
   c. Federal Direct PLUS loans received on behalf of the student.
2. Federal Pell Grants.
3. Federal SEOG.
4. Other grants or loan assistance authorized by Title IV of the HEA.

If the amount of unearned Title IV financial aid disbursed exceeds the amount that is returned by the school, then the student (or parent, if a Federal Parent-PLUS Loan) must return or repay, as appropriate, the remaining grant and loan funds. The student (or parent, if a Federal Parent-PLUS Loan) will be notified of the amount that must be returned or paid back, as appropriate.

4.12 What are the qualifications of the financial aid officer?

The Student Aid Solutions (SAS) team, formerly known as the Centralized Processing Center (CPC) team, under the direction of Bradlee Blackmore, Director Student Finance, and they are responsible for all financial aid activities for the Le Cordon Bleu Orlando campus. As a means to stay current with the changes to financial aid programs and the overall rules and regulations, Bradlee and his managers and staff attend mandatory training sessions and work in collaboration (yet with clearly defined duties that do not overlap) with the school Admissions team. Training sessions for Bradlee and his team include those administered by the Department of Education , affiliates of the Department of Education , and the corporate Student Finance Training Team. As an additional means, financial aid officers work closely and meet with other campus departments necessary to insure consistency in the administration of Title IV Funds.

4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

Financial Aid Advisors receive training in governmental regulations, institutional policies, and procedures shortly after hiring. In addition, Financial Aid Advisors are trained regularly to ensure that they are up to date on new rules and regulations, changes to business processes, and professional development activities. The Campus Business Operations Manager participates in weekly training and teleconference sessions provided by CEC. Information is disseminated to Financial Aid staff in the via email, one-on-one interaction, and during weekly staff meetings. Student financial services conducts special web-based training.

4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations.

All students must complete an entrance and exit interview. In addition, Financial Aid Advisors counsel students on responsible borrowing activities and require that all students make an active selection in the event that they choose to receive loan funds in excess of direct costs (such as tuition, fees, and books). Financial Aid Advisors also provide students with access to a robust financial literacy portal, including repayment calculators, modules on managing finances, loan repayment, and general financial literacy. Students can create a unique profile that tracks their progress and allows them to customize their experience. After leaving our institution, students have access to our dedicated HELP Team which provides ongoing support to students during their grace period and loan repayment.

4.13.1 What is the cohort default rate for the last three years?

Year: 2010 Rate: 17.0

Year: 2009 Rate: 14.9

Year: 2008 Rate: 8.2

4.14 If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.

Not applicable.

STUDENT SERVICES

4.15 Describe how the campus provides orientation for new students.

Le Cordon Bleu Orlando holds a mandatory new student orientation approximately one week before the start of each new session. All new students, including those who may have attended other colleges, must attend this orientation, and the institution offers "make-up" sessions and individual orientation sessions for those who

cannot attend the original session. During orientation, the students hear from the Campus President, the Director of Education, the Director of Admissions, the Director of Career Services and receive a brief explanation of each department's responsibilities. Students also receive an overview of available student services and complete any final required paperwork necessary to begin their programs of study.

New students are issued uniforms and books on orientation day. Student with unaddressed individual needs have an oppportunity to meet with the appropriate department to resolve any issues.

4.16 Describe all academic and personal counseling services offered.

Le Cordon Bleu Orlando does not offer personal counseling services to students but refers students experiencing personal difficulties to various organizations within the community. The academic department does advise students about housing, transportation, learning or disabilities.

4.16.1 What are the qualifications of the staff responsible for the counseling program(s)?

Does not apply

4.17 Describe the retention program.

Retention is a critical priority at Le Cordon Bleu Orlando. The institution monitors student attendance on a daily basis. Students missing a class are contacted by the class instructor on the day of their ansence. Students missing (2) successive classes are contacted by a designated representative of the academic department's attendance team. This team works closely to ensure that students return to class.

The Director of Education holds weekly retention meetings (Student Success) to discuss effective retention strategies and techniques with team members, including representatives from the administration, student accounts, admissions, and academics. Le Cordon BLeu Orlando also provides students with services such as academic advising and tutoring.

During these meetings, the committee reviews attendance reports for at-risk students. Le Cordon Bleu Orlando also requires a member of the attendance team to contact at-risk students on a weekly basis. Specific groups such as re-entering students, students with CGPA less than 2.0 and other very high risk students receive special attention. Retention improvement strategies are also discussed and created during these meetings.

4.18 Describe employment services offered to students.

The Career Services staff at Le Cordon Bleu Orlando serves as a liaison for employers, students, and graduates and works to develop a broad range of employment opportunities in, near, and surrounding the central Florida area. The institution encourages students to work closely with Career Services to develop job search strategies prior to graduation. Career Services also assists students with general part-time and full-time employment while they pursue their studies.

As the student approaches graduation, Career Services assists students in obtaining a position in their field. The Career Services department provides several different workshops on subjects such as resume writing, interviewing skills and networking throughout the year.

Graduates fill both entry-level and occasionally advanced positions based on their skill set and employment opportunities. All graduates complete a career services file comprised of exit interviews, waiver of employment assistance (if applicable), release of information, and a marketable resume.

Career Services conducts graduate and employer surveys and uses the information to analyze graduate and employer satisfaction while suggesting improvements aimed at student skills and the quality of education. This information forms part of the CEP.

Students enrolled at Le Cordon Bleu Orlando have access to a weekly listing of part-time employment opportunities titled "Hot Jobs" available on the Student Portal. Employers also visit the institution during campus career fairs, employment seminars, and virtual career fairs that occur online.

4.18.1 Describe how placement verification is documented.

Career Services verifies employment placement results. Graduate placement results are tracked in CampusVue, ensuring the ready availability of the data for review and disclosure.

4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.

Career Services Survey Process

Graduate Surveys

2012 & 2013

- Beginning in 2012, we conducted two data collection periods on the graduate experience per year instead on one (prior to that).
- By splitting the study in two, we were able to contact graduates closer to their graduation date, in hopes of seeing a positive impact on response due to recency. This proved true. Graduates will not be contacted any earlier than a minimum of 90 days from their grad date.
- In 2013; Wave 1 launched in April for Graduates between July 1 - December 31, 2012 and closed on May 9th.
- Wave 2 launched on Sep 16th for Graduates between Jan 1 - Mar 31, 2013. Survey closes 10/4/13.
- Beginning in Q4, we are transitioning to the quarterly survey process.
- Wave 3 will be a transition survey to close the gap between the semi-annual and quarterly surveys.
- Wave 3 will occur in Q4 (early November) for Graduates between April 1 - June 30, 2013.
- Following Wave 3 (late Q4), a full report for 2012-2013 will be generated.

2014

- We will be conducting quarterly surveys for all graduates.
- Results will provide a separate summary for those placed versus those not yet placed graduates, whereas previously the results of the two groups were combined.

Employer Surveys

- Employer surveys have been conducted once per year historically. We will continue this process moving forward.
- We did not conduct an employer survey in 2012, but launched a "catch up" survey in April of 2013 for employers of the 2011-2012 cohorts.
- The employer survey launch for the 2012-2013 cohorts launches on Monday, 10/7.

4.20 Describe the programs of extracurricular activities, if any.

Le Cordon Bleu Orlando hosts activities throughout the year coordinated by Career Services or Academics. Activities such as demonstrations by guest chefs, American Culinary Federation local chapter activities, and sundry other activities designed to increase morale occur throughout the year. Students are also encouraged to participate in various student clubs and organizations, including such clubs as the Student Veterans Organization or the Blue Toque Society.

4.21 Describe any areas needing improvement in the area of relations with students.

Le Cordon Bleu Orlando consistently encourages ways to improve customer service and its relationship with students. Examples of our future commitment to our students include student events, the use of a student

services resource coordinator, improvements in the registration process, postings of student work, and increased participation in local and national contests.

Le Cordon Bleu Orlando has an events committee that meets regularly and that plays an integral part in improving relations with students.

5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce

measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations, and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200, and 3-6-400 of the *Accreditation Criteria*.

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

Le Cordon Bleu Orlando has developed its educational programs to provide entry-level skills for employment in fields that show growth potential for graduates. In coordination with other CEC institutions teaching the same or similar programs and courses, programs were developed through research of current industry standards, advisory committee input, solicited industry comment, and faculty advice.

The institution's mission is from page 6 of the catalog: Le Cordon Bleu College of Culinary Arts is an institution of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine.

The institution's mission drives the development of its educational programs. Using the standards of the American Culinary Federation, Le Cordon Bleu has detemined the competencies required of persons desiring to gain entry level positions in the culinary field. Le Cordon Bleu's programs include the teaching of all the required competencies thereby enabling students that complete an Le Cordon Bleu program to have acquired and refined the necessary competencies needed to be successful in the culinary industry. Programs are reviewed on an ongoing basis to assure that all programs meet the expectations of the American Culinary Federation, industry professionals on Le Cordon Bleu's Advisory Board, and that the programs target occupations that offer growth potential for graduates.

5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).

Diploma Program in Le Cordon Bleu Culinary Arts

The Diploma in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in basic and fundamental concepts of the culinary profession and build to more advanced topics as the program progresses. The program features lecture and laboratory formats. The program concludes with an externship experience that gives students a chance to practice skills taught throughout the course of their studies. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.

• Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter credits, 940 contact hours, and 12 months of instruction. Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts cannot guarantee employment or salary.

Core Curriculum Requirements

Course Code	Course Title	Credits
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC132	Culinary Foundations III	7.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC222	Catering and Buffets	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Quarter Credits Required for Graduation		55 .0

Associate in Science Degree in Le Cordon Bleu Culinary Arts

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

• Demonstrate professional-level cooking techniques.

• Demonstrate sanitation principles as they apply to the professional kitchen.

• Demonstrate professionalism appropriate to the hospitality industry.

• Apply basic management principles to the demands of a hospitality business.

• Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Rounds man and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation

but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

Course Code	Course Title	Credits
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		82.0

General Education Requirements

Course Code	Course Title	Credits
GEN112	College English	5.0

GEN122	Verbal Communications	5.0
GEN132	College Mathematics	5.0
GEN142	Introduction to Psychology	5.0
GEN152	Environmental Science	5.0
Total Required General Education Credits		25.0
Total Quarter Credits Required for Graduation		107.0

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

Course Code	Course Title	Credits
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC 125	Cost Control and Purchasing	3.0
LCBC 135	Nutrition	3.0
LCBC 215	Hospitality Supervision and Entrepreneurship	5.0
LCBK 102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		81.0

General Education Requirements

Course Code	Course Title	Credits
GEN112	College English	5.0
GEN122	Verbal Communications	5.0
GEN132	College Mathematics	5.0
GEN142	Introduction to Psychology	5.0
GEN152	Environmental Science	5.0
Total Required General Education Credits		25.0
Total Quarter Credits Required for Graduation		106.0

The method delivery of individual courses depends on course objectives and the nature of the performance outcomes. Most programs have incorporated multiple delivery mediums, including lecture and laboratory time.

5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:

5.2.1 Overall administration of all academic programs.

The person responsible for the oversight of all academic programs and faculty is the Director of Education, William Mather.

Chef Mather holds a BA in Economics and a MA in Human Resources and Organizational Development. He has over forty -five years experience in the food service industry in various venues.

Having worked with so many types of food service operations, including the ownership and operation of a commercial bakery, he is able to bring an experienced and practial perspective to Le Cordon Bleu's programs. This experience, combined with previous academic administration experience (The Hotel School at Cornell University) enables Chef Mather to direct the day to day academic operations of the college in an orderly and exciting manner.

5.2.2 Administration of each academic program offered.

Program:	Department Chair
Culinary Arts, Diploma	Michele Noble, Richard Barth
Culinary Arts, AS	Michele Noble, Richard Barth
Patisserie & Baking, AS	Andrea Zelen

5.3 Describe the role of the faculty, administration, and others in establishing the educational programs.

The faculty, administration and advisory boards collaborate to establish and maintain the educational objectives at Le Cordon Bleu.

The institution also consults with Career Education Corporation academic administration leadership for support. The Director of Education works with the Program Chairs and other academic support personnel on program development and refinement. The Program Chairs work with faculty to develop coursework and ensure that the faculty members are qualified for the individual courses that they are scheduled to teach.

The education programs at Le Cordon Bleu College of Culinary Arts are developed collaboratively among Career Education Corporation, the Culinary Strategic Business Unit, the faculty members, and the administration. Each stakeholder plays key roles in the development of the programs at Le Cordon Bleu. Career Education Corporation is responsible for a global mission and provides the necessary capital to realize that mission. The SBU provides expertise, background analysis, and oversight. The administration identifies local needs and coordinates regulatory compliance as well as providing the management and leadership to the faculty who are responsible for writing curriculum and developing the details such as the Master Course Outlines and syllabi for the program. Faculty members also serve on curriculum committees for continous program improvement.

5.4 Describe how the educational programs reflect the needs of the students and the community.

The needs of the students and community are met by providing industry current curricula and support services with vocational courses, and where necessary, general education courses. This provides for well-rounded instruction. Programs provide the means to secure meaningful employment in the career field of choice, but also foster the understanding of and respect for oneself as well as the community. We also utilize the advice of the advisory boards to meet the needs of the students and the community.

5.5 How are provisions made for individual educational differences among students?

As individual student learning styles are recognized, instructors adapt and respond to student needs through personalized student attention and professional expertise. Students benefit from lecture, demonstrations, and hands-on learning experiences. Diverse student clubs provide students the opportunity to collaborate in areas of shared interest. The institution works with students requiring special accommodations to provide the necessary resources required by approved accommodation plans.

5.6 How are the community resources utilized to enrich the programs?

Le Cordon Bleu Orlando uses community resources in a number of ways:

- Field trips that allow students to see first hand what they are learning in class;
- Guest speakers who address the students and share information about their job and the industry;

- Job fairs that bring employers to the campus;
- Community outreach efforts that provide opportunities for students to use their skills and talents to support the community;
- Externships that allow students to practice competencies and to gain experience in their chosen field;
- Student clubs that provide students with the opportunity to network with their fellow classmates and industry professionals, as well as to develop specialized skills; and
- Advisory boards that include members of the community, that provide insights about skills necessary for graduates, and that help assess the curriculum in their program area.

5.6.1 Describe how the utilization of these resources is documented.

The institution documents the use of community resources through various field trips, guest speakers, and community outreach events organized by program based on participation.

5.7 Describe the policy on the responsibility and authority of faculty in academic governance.

Faculty members work closely and consistently with students, and their role in academic governance is vital. It is important that faculty members are engaged in academic affairs, not just teaching activities. Faculty members have a responsibility for academic leadership that includes policy review and implementation. Although faculty members are not policy decision-makers, their involvement in various academic functions is vital to the overall progress and growth of the institution and to future institutional improvements and enhancements. Depending on needs, the institution may elect to have full-time faculty designated as committee chairs or to serve as committee members, while adjunct faculty may be assigned specific tasks or project work for one term at a time. While the institutional structure and forum may vary, Le Cordon Bleu Orlando expects faculty members to have input and involvement in the following areas:

Development, Evaluation and Revision of Educational Programs

•Faculty contribute to the development, periodic review and revision, and evaluation of the educational programs offered at Le Cordon Bleu Orlando. The development, review, revision, and evaluation of educational programs should also include feedback from advisory boards, students, graduates, and employers. So as to promote robust and effective programs, faculty members are encouraged to participate in program reviews and curriculum discussions.

Advising in the Selection of Course Materials, Instructional Equipment, Texts, and Supplemental Materials

•Faculty members are actively engaged in the periodic review and selection of course materials, including instructional equipment, textbooks, supplies, and supplemental materials that support student learning outcomes. This objective may be accomplished as part of the curriculum evaluation process or, more formally, through a separate committee. Additionally, based on program growth and student learning needs, faculty members provide feedback to the Regional Librarian/Learning Resource Coordinator on the maintenance and growth of the library.

Faculty Development

•Faculty development ensures that all faculty members (including adjunct faculty) stay current about teaching methodologies and enhance their professional expertise. All faculty members (including adjunct faculty) must be fully involved with all available internal and external development initiatives and activities. Faculty members meet annually with their supervisors to identify and outline ongoing development activities designed to enhance their expertise. In identifying development opportunities, Le Coedon Bleu Orlando takes into consideration a faculty member's training, educational background, and related work experience. Based on the academic background and experience of each faculty member, development plans include an appropriate mix of in-service training, professional growth activities or both.

Assessment of Student Learning and Outcomes

•The assessment of student learning is vital to the success of the academic programs at the institution. Faculty members comment on assessment tools and review learning data to determine levels of expectations, as well as possible changes in the course outcomes, delivery or assessment tools. The institution expects faculty members to act as partners with other members of the campus community in assessing student success and responding to areas of concern.

Institutional Effectiveness Planning

•The faculty members assist in the development and assessment of the institutional effectiveness of the institution. The institution uses faculty input for strategic planning and budgeting as they relate to academic operations, new program needs, student learning outcomes, learning resources, and faculty development.

Regardless of the forum, Le Cordon Bleu Orlando expects designated faculty members to review their assigned areas on an ongoing basis; the institution also expects faculty members to document and discuss outcomes and actions with their academic leader, committee chair or both. Faculty governance plays a critical role in achieving quality student outcomes and ongoing institutional improvement.

5.7.1 How was the academic governance policy communicated to the faculty?

The Faculty Governance Policy is included in the Faculty Handbook, which Le Cordon Bleu Orlando provides to faculty during new hire orientation sessions. The Policy is revisited regularly.

5.8 Is there a detailed syllabus on file for each course?

Le Cordon BLeu Orlando maintains on file a detailed syllabus for each course offered at the institution.

5.8.1 How are syllabi developed?

Depending upon the course and need, the institution develops syllabi through the input of subject matter experts (SMEs), instructional designers, curriculum development specialists, distance learning specialists, publisher support services, and/or other third-party resources. Syllabi support an overall program or curriculum designed to meet various employment, certification, accreditation, and educational needs. During curriculum action group (CAG) meetings, standard syllabi templates are reviewed, with additional updates after discussion by the CAG. Depending upon course delivery or student needs, either the institution or faculty member may update an individual syllabus.

5.8.2 How often are the syllabi revised?

Syllabi are reviewed and revised approximately every two years, although updates to syllabi may be made on an as needed basis in support of changes to textbooks, resources, accreditation standards, and/or other program or course delivery requirements..

5.8.3 Describe the process for revising syllabi.

In addition to advisory board and faculty meetings, CAGs assess common program standards, resources, and metrics and recommend changes for proposed curriculum and syllabi changes. Through the use of systematic checklists, subject matter experts (SMEs), graduate and employer surveys, class evaluations, and committee work, LCB Orlando evaluates program performance and effectiveness and incorporates that analysis into the syllabus development process. Additionally, individual faculty members provide recommendations about textbooks and proposed curriculum updates through the institution's internal Curriculum SharePoint site. Once all feedback and recommendations have been received, instructional designers assist with the development of standard syllabi in conjunction with SMEs and curriculum development specialists. Depending on the nature of the course, this process may also include input from distance learning specialists, publisher support services, or other third-

party resources. The standard syllabi are then made available for additional review, feedback, and revision.

5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

The institution develops out-of-class assignments in conjunction with in-class work as part of the overall course, which is designed to support a combination of teaching strategies and learning styles. Out-of-class work is generally listed in the topical outline and method of evaluation sections of each syllabus. Out-of-class work often includes a variety of activities, such as reading assignments, chapter review questions, research or case studies, workbook and homework assignments, problem-solving activities and critical thinking and practice exercises, reports or written assignments, interactive media or software, or other work. This work varies according to specific course needs. Students are provided with an estimate of the amount of time-on-task expected to complete each learning activity, although the estimated time may vary based upon a student's previous knowledge, learning style and ability, course difficulty, personal motivation, or other factors. Out-of-class work is assessed as part of the overall course grade recorded in the instructor's grade book. The method of evaluation for out-of-class work may vary depending on the intended learning objectives and type of activity completed; however, such evaluations arebased upon some tangible means of assessment.

5.9 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the campus and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.

Le Cordon Bleu Orlando offers externships/internships in the following programs:

Program Name	Person Responsible
Assoc. in Culinary arts	Career Services Department
Assoc. in Patisserie & Baking	Career Services Department
Diploma in Culinary Arts	Career Services Department

The institution and the externship site sign an agreement that outlines the arrangements of the externship with the site. The agreement outlines the duties of the student, the Externship Coordinator, and the site supervisor, as well as the criteria for evaluating the student and assessment instruments.

Career Services personnel work with each student to identify and assess potential externship locations. They provide guidence and skill development in resume construction, interviewing and employability skills in order to enhance the students' ability to find paid employment that will serve as an externship site.

5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

Le Cordon Bleu Orlando uses advisory boards for input on the curriculum, equipment, and outcomes for each of the institution's programs. The institution collects input from alumni surveys, feedback from employers where graduates are working, and faculty members that teach the courses. The institution analyzes industry trends, including advancements in technology, software, equipment, and resources. Department Chairs or key faculty coordinate and write proposed curriculum changes and present the changes to the faculty and advisory boards for discussion.

5.10.1 If advisory boards are utilized, list board members and their qualifications.

Le Cordon Bleu College of Culinary Arts Orlando Program Advisory Committee

Cheryl R. King

A leader in food and beverage hospitality services for over 30 years, Cheryl King has successfully provided leadership in every aspect of food service. Her work history includes service with several of the nation's top leaders in the food and beverage management including Walt Disneyworld, Levy Restaurants and Centerplate.

Executive Chef Sean Woods, CEC

The Ritz-Carlton Orlando,

Grande Lakes

Chef Sean Woods brings more than 20 years of culinary experience to his position as Executive Chef at The Ritz-Carlton Orlando, Grande Lakes. He is responsible for overseeing all the culinary operations of the 584-room Ritz-Carlton, with its four restaurants as well as extensive banquet facilities.

Chef Christopher Murray

Executive Chef Orlando Lutheran Towers

Chef Christopher Robb Murray is a Graduate of Pennsylvania State University and Culinary Institute of America in Hyde Park, New York. After several years with Morgan Run Resort and Spa, Christopher relocated to Orlando and became Executive Sous Chef for the Americrown Corporation and handles VIP Operations for NASCAR. Currently he is with the Orlando Lutheran Towers.

Chef Reimund Pitz, CEC, CCE, AAC

Owner, executive Chef La Coq au Vin

For 20 years, Chef Pitz served as area Chef served as area Chef, Sous Chef, Chef de Cuisine, and Executive Chef at Walt Disney World/MGM Studios theme park. In 1998 he accepted the position of Executive Chef at the Country Club of Orlando and he is now Owner and Executive Chef of La Coq au Vin in Downtown Orlando. He is a past national President of the American Culinary Foundation (ACF), Global Scheduling Chairman for the World Association Chefs Societies (WACS). He is also a Culinary Olympic Gold Medal winner and holder of a "Perfect Score."

Chef Joe Alfano, CEC

Executive Chef, City Walk

Joe Alfano is originally from Boston, Massachusetts, where he last worked at the Omni Parker House Hotel. A member of ACF/CFC since 1992, Joe is currently serving as our chapter's Communication Chair Person, which includes coordinating all of the information found on the chapter's website.

Chef Andreas Priosl

Executive Pastry Chef Isleworth Country Club

Andreas Proisl has over 25 years of high achievement experience in the pastry field. Skilled in specialty European pastries, classic Viennese desserts, breakfast and French- style pastries, cakes, tortes, and chocolate and sugar shoe pieces. He also creates the majority of the custom wedding cakes and specialty desserts for events at the Isleworth Clubhouse. He is a past National American Culinary Federation Pastry "Chef of the Year"

Chef Steven Jayson, CEC

Executive Chef Universal Resort Group

Chef Steven Jayson is the Executive Chef of Universal Resort Group worldwide with an excess of 25 years of experience in the culinary field. He graduated from Culinary Institute of America in 1974 and

before coming to Universal spent 10 years at the Hyatt Hotel Corporation. He has been an active member of the ACF for over 20 years and the Central Florida chapter for 14 years.

Chef Peter Olsacher, CEC

Executive Chef/Culinary Director for R&D

Darden Corporation / Bahamas Breeze

Chef Olsacher joined Bahamas Breeze, the largest Caribbean-inspired restaurant company in the United States, in 1997 and as the Executive Chef/Culinary Director for research and development is responsible for the development of new menu items and improvements to the core menu. He also manages culinary related vendor agency relationships.

Don Roberts

Retired Food & Beverage Executive with the World Disney World Resort in Orlando and the Disneyland Resort in Paris. Retired Controller for Bertucci's Italian Restaurants

5.11 How was the length of each program determined?

Le Cordon Bleu Orlando determines program lengths by the complexity of the subject matter, employability, student needs, state and accreditor requirements, and comparison to similar programs offered at competitive institutions.

5.12 Do any programs include training by a third party? If so, please explain.

Not applicable. None of the programs at Le Cordon Bleu Orlando include instruction by a third party.

5.13 Is licensure or other certification required for persons employed in any program areas offered?

Yes ☐ No ☒

5.13.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.

Le Cordon Bleu Orlando does not offer any programs in which licensure or certification is required for employment in the program area.

5.13.2 Describe any applicable examinations and the pass rate on each of these exams.

Does not apply

5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)

Does not apply

5.14.1 Explain the current status in holding such accreditation.

Does not apply

5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?

Does not apply

5.15 How are appropriate course sequencing and prerequisites determined?

The institution establishes course sequencing and prerequisites during the program's initial development. Course sequencing and prerequisites are determined by the necessary learning curve for the program, the skill sets needed to advance to increasingly complex subject matter, and the relationships between the different concepts presented during the course, including advances in technology skills.

5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

The curriculum is structured so that the skills are taught from basic to advanced as a student progresses through the program of study.

5.16 How is the need for curriculum changes determined?

Program Advisory Committee meetings, faculty input, and student outcomes determine the need for recommandations for curriculum changes.

5.16.1 How are faculty members involved in curriculum evaluation and revision?

Faculty members are involved in curriculum evaluation and revision through participation in advisory boards and the CET. Faculty members may also make recommendations to the academic administration.

5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?

The institution conducts graduate and employer surveys to assist in the institution evaluation and assessment of a program's curriculum. The institution's demonstrates the use of these surveys in the minutes of its CEP committee meetings, as well as the CEP.

5.17 What curriculum changes have been made during the last three years?

Le Cordon Bleu College of Culinary Arts Orlando summarizes the curriculum changes during the past 3 years:

Diploma in Le Cordon Bleu Culinary Arts
There was a series of iteration of Diploma programs implemented as a reaction to the proposed Gainful Employment. We are currently offering a 55 Credit hour version
Diploma in Le Cordon Bleu Patisserie and Baking
There was a series of iteration of diploma programs implemented as a reaction to the proposed Gainful Employment. It was determined that this program had challenges with retention and placement as students simply wanted to learn the skills, many already were fully employed and had no desire to complete an externship, and, if they did, they had no intention of changing careers immediately. Therefore this program was discontinued in 2013.
Associates in Science in Le Cordon Bleu Culinary Arts
After the January 2011 Start the college discontinued offering this degree, again based upon the specter of Gainful Employment that was upon our educational sector. The college began offering the degree again as of October in 2012.
Associate in Science in Le Cordon Bleu Patisserie and Baking
After the January 2011 Start the college discontinued offering this degree, again based upon the specter of Gainful Employment that was upon our educational sector. The college began offering the degree again as of October in 2012

5.17.1 What changes are contemplated for the next three years?

Le Cordon Bleu College of Culinary Arts Orlando anticipates the following changes to it curricculum over the next three years.

Diploma in Le Cordon Bleu Culinary Arts
No changes contemplated at this time
Associate in Science in Le Cordon Bleu Culinary Arts
No Changes Contemplated at this time.
Associates in Science in Le Cordon Bleu Patisserie and Baking
No changes contemplated at this time.

5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?

Courses use lecture, lab, or practicum-based delivery. The lecture classes meet at least 10 contact hours per quarter credit, the lab (studio) classes meet 20 contact hours per quarter credit, and the externship classes meet 30 hours per quarter credit. The institution considers the course delivery that most appropriately meets required course outcomes and objectives when allocating lab and lecture contact hours during rogram development.

5.18.1 How does the campus monitor the number of contact hours completed for each course?

The institution monitors contact hours through scheduling, classroom observation, and attendance posting.

5.19 What are the procedures for developing the application of the U.S. Department of Education's definition of a credit hour (as required in Section 2-2-503 of the *Accreditation Criteria*)?

The institution awards quarter credit hours to reflect the successful completion of pre-determined course learning objectives and requirements. A quarter credit hour represents an institutionally established equivalency of work or learning corresponding to intended learning outcomes and verified by evidence of student achievement. The institution has established equivalencies that reasonably approximate expected learning outcomes resulting from the following time commitments.

One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 10-12 weeks, or the equivalent amount of work over a different amount of time; or

At least an equivalent amount of work as required in the preceding paragraph of this definition for other academic activities as established by the institution including ladoratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

5.19.1 Where are the procedures published?

The institution publishes its Credit Hour Policy on page 109 of its catalog.

5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?

The campus sequences courses within each program. Based upon the progression needed to build upon skill levels, such a sequence ensures the completion of necessary prerequisite coursework. The institution schedules courses to accommodate students and to ensure classes maintain a proper student-instructor ratio.

5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.

Proficiency credit, recorded as "PR" on the transcript, may be granted in certain core courses if the student has completed previous coursework at another Le Cordon Bleu International location at the sole discretion of Le Cordon Bleu Orlando. Courses taken at the previous institution must be determmined by Le Cordon Bleu Orlando to be sufficiently equivalent to courses offered at Le Cordon Bleu Orlando. Students should submit documentation of previous coursework to the Associate Registrar for evaluation prior to the end of the first academic module.

National Proficiency Exams: Proficiency credit, recorded as "PR" on the transcript, for certain courses may be granted to students who achieve acceptable scores on specific nationally recognized exams such as CLEP, Advanced Placement (AP), and DANTES. The American Council on Education (ACE) recommendations are used when awarding CLEP or DANTES credit. Credit for AP coursework is based solely upon the student's performance on the national examination administered by the College Board. A score of three (3) or better on the AP examination is required for proficiency credit.

INSTRUCTION AND FACULTY

In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300, and 3-6-500 of the *Accreditation Criteria.*

5.22 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.

Classrooms are designed to facilitate learning and consist of patisserie and culinary lecture rooms and patisserie and culinary labs. The labs are furnished with commercial grade cooking wquipment and small wares, which meet the standards set forth in the agreement with Le Cordon Bleu International, in sufficient quantities to provide hands-on cooking opportunities for each student. The equipment is maintained through regurarly scheduled preventative maintenance by the facility staff or through factory authorized service agents.

Instructors utilize sources such as the internet, trade publications, video presentations, and flat screen monitors to convey pertinent data during classroom lecture and demonstrations. Students prepare specific items according to the course syllabus, using commercial grade equipment under the supervision of the institution's instructors.

Instructors are highly visible and accessible to the students throughout daily production. During daily production, instructors are engaged in observing techniques and suggesting improvements in the students' work. Finished product is assessed for quality and awarded a numerical grade. Detailed ribrics are employed to assure equitable grading.

5.23 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

The institution evaluates instructional procedures and materials to determine their effectiveness based upon the skills learned by the students demonstrated through their homework, quizzes, exams, and projects. Program advisory boards, program faculty, and students evaluate these instructional procedures and materials.

5.24 Describe how the campus ensures that students have access to appropriate learning materials (e.g., textbooks, laboratory equipment).

In addition to faculty evaluation of textbooks and course materials and equipment, the program advisory boards review the learning materials of the institution's programs to ensure that they are relevant and appropriate in supporting instruction to meet industry standards.

5.25 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

CEC maintains original software license and documentation at its offices, and the institution retains updated software inventories and summary of licenses. All computers are set with restricted privileges so as to ensure only authorized personnel may install software.

Le Cordon Bleu Orlando posts copyright laws at copiers throughout the buildings. Video recordings located in the school library are logged on Swank, a third-party company that provides licenses for the use of video and audio recordings in classroom settings. The student handbook also explains the copyright policy.

5.26 Who is responsible for faculty orientation?

Le Cordon Bleu Orlando assists all new faculty members with the on-boarding process conducted through RedCarpet, an electronic on-boarding software application. During this on-boarding process, the new hire completes all pertinent paperwork. The Director of Educaton and the Department Chairs are responsible for additional orientation of new faculty.

5.26.1 Describe the orientation of the faculty to the campus.

All employees have access to ConnectEd, the CEC intranet website containing all pertinent information about the company; additional Human Resources forms, the Employee Handbook, and training resources are located under the Human Resources tab. CEC provides mandatory ethics training during the first 60 days of employment. Additionally, new faculty members are taken on a total facility tour by the appropriate Department Chair and are introduced to all members of the administration and other support staff on the same schedule as the new faculty member. The new instructor is also partnered with a faculty member so as to have an immediate "go to" person for sundry small questions that may arise. The appropriate Department Chair is respnsible for establishing and maintaing daily interaction with the new instructor during the instructor's first teaching module.

5.27 How does the administration determine the qualifications of a faculty member to teach a particular course?

During the hiring process, the Director of Education carefully examines an applicants' qualifications, which include (at a minimum) a resume, transcript, certifications, references, client list, and portfolio.

During the review process, the institution determines qualifications by:

A. Academic degree and major

B. Professional qualifications and experience

C. Professional certifications

D. Post-secondary professional growth evidence

5.27.1 Describe qualifications of non-degreed teachers for the subjects they teach.

Non-degreed faculty members must have work experience or training appropriate to the area in which they teach. The institution documents qualifications in a number of ways, including background checks, certificates of training, letters of recommendation, and resumes.

5.27.2 How are the qualifications documented?

The institution maintains official transcripts, employee data sheets, and resumes in a fireproof file cabinet. Additionally, the institution publishes full-time faculty credentials in its catalog addendum.

5.28 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.

The institution requests official transcripts during the hiring process. Upon receipt, the school files the transcripts in the permanent faculty files.

5.28.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).

The following faculty members official transcripts are not on file:

Certified Master Chef Klaus Friedenreich. Records from his education in Germany are not available due to previous political division of the country. It is worth mentioning here that as a portion of the American Culinary Federation National Convention Chef Klaus was presented with the "2013 Hermann G. Rusch Award" for a lifetime of achievemnent in all aspects of the world of culinary arts.

New members of the faculty must provide official transcripts by the end of first term in which they teach.

5.29 In what ways does the campus evaluate instruction?

The appropriate Department Chair reviews the job description with the faculty members, creates performance goals, and clarifies expectations about outcomes. Additionally, Le Cordon Bleu Orlando uses the following methods to evaluate instruction methods:

•Faculty observations performed by school administrators

•Student teacher course evaluations

Student Success rates (grades)

5.29.1 What systematic processes are in place to enhance and promote teaching effectiveness?

The following items promote continuous improvement in teaching:

- Faculty and staff in-service trainings
- Professional development courses
- Instructor master classes
- Release time and tuition reimbursement

All faculty members also maintain annual faculty development plans that chronicle professional growth in important areas, such as attendance at meetings of professional organizations, seminar workshops, and trade shows or the completion of certifications.

5.30 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?

For new faculty members, the Director of Education ensures the completion of plans and their placement in the faculty files within 30 days of employment. The plan is developed with the assistance of the appropriate Department Chair and tailored to the faculty member's professional growth goals. Each faculty member reviews the plan throughout the year alone and together with the supervisor; these efforts allow for modifications as new opportunities arise and also track completion. Annual faculty development plans are updated during the CEC performance appraisal process. The faculty member and supervisor sign the plans.

5.30.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?

Le Cordon Bleu Orlando assists in the development of the plan with the assistance of the Director of Educaton and the appropriate Department Chair. The plan is tailored to the faculty member's professional growth goals, current professional experience, and level of education.

5.30.2 How is the plan implemented?

Faculty are responsible for the implementation of the plan. Certificates, receipts, badges, and copies of transcripts are acceptable forms of professional development documentation to demonstrate completion. Faculty files store these documents.

5.30.3 How often is the plan reviewed?

The institution periodically reviews development plans with the faculty to ensure they are on track to meet their professional development goals. These plans are formally reviewed during mid-year and end of year performance appraisals.

5.31 Describe how the campus ensures that all faculty complete development plans.

For new faculty members, the Director of Education has the responsibility to ensure that plans are completed and placed within the faculty files within 30 days of employment. Annual faculty development plans are updated during the company-wide performance appraisal process and signed by the faculty member and his/her supervisor.

5.31.1 How are the activities documented by the campus?

Faculty must document the completion of their activities included in their faculty file. Acceptable forms of professional development documentation that demonstrate completion include certificates, receipts, badges, or copies of transcripts. These documents are stored in each faculty file.

5.32 Describe the program of in-service training for the improvement of instruction and curriculum.

The institution provides in-service training designed to enhance professional growth and to improve instruction and curriculum. All faculty members may attend these sessions. Participation is documented at the close of the training. A sign in/out sheet is used to document attendance at each trainng event. A certificate is then generated and placed in the employee's individual file to document participation.

5.32.1 List the schedule for the next 12 months.

The remaining 2013 in-service schedule is as follows: 11/7/13, and 11/8/13.

The 2014 in-service schedule is as follows:

2/15/14, 3/28/14, 3/29/14, 5/16/14, 5/17/14, 6/28/14, 8/15/14, 8/16/14, 9/27/14, 11/7/14, and 11/8/14.

Topics have not yet been determined.

5.33 Describe how the administration documents professional growth for full- and part-time faculty members.

The administration uses faculty development plan summary forms to demonstrate professional growth. Each faculty member discusses and document a professional growth plan for the calendar year with the appropriate Department Chair. These plans list opportunities for training, professional memberships, community involvement, additional certifications, and formal classes. Faculty files include this documentation, as well as evidence of completion of professional growth.

5.34 Describe the frequency, content, and documentation of faculty meetings.

Faculty meetings are scheduled ten to eleven times per year during in-service. The Director of Education, with the assistance of the Department Chairs determine the agenda and content of the meetings, and records and maintains meeting minutes. Le Cordon Bleu Orlando makes meeting minutes available for those faculty members not present at the meeting.

5.35 Describe the plans for ongoing improvement in curriculum and faculty.

The following elements determine ongoing improvement in curriculum and faculty:

- o Faculty observations performed by school administrators
- o Student teacher course evaluations
- o Program Advisory Committee meetings and industry partner demands and feedback
- o Faculty and staff in-service trainings
- o Professional development courses
- o Online course available through the company intranet, ConnectEd
- o Release time and tuition reimbursement

5.36 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?

Full-time and part-time instructors teach no more than five classes per term with no more than three preparations each term.

The normal teaching load for full-time and part-time faculty is 30 hours per week. Faculty will teach no more than three field or subject preparations.

5.37 What is the student-teacher ratio, for each program area, at the campus?

The overall student/teacher ratio at Le Cordon Bleu Orlando is: 19.9

Culinary Arts Diploma and Associate are comingled: 28.5

Patisserie and Baking; 19.3

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS

5.38 Describe how the general education courses offered by the campus contribute to the development of the student.

Le Cordon Bleu Orlando's general education courses are designed to foster the understanding of, and respect for, self as well as the natural and social environment. Students have the opportunity to learn to evaluate, analyze, and synthesize information in order to develop critical thinking and problem-solving skills in a career environment. The courses are developed in response to industry demands and current trends.

5.38.1 Cite examples:

College English: This course emphasizes the ability to write clearly and effectively by applying composition principles to a variety of writing modes. An example is the development of a restaurant review which students complete in the third week of the class.

Verbal Communications: This course presents principles and theories of effective speech communication. The intent is to enable the student to speak effectively in front of both large and small groups as a chef might need to do during his/her career.

College Mathematics: This course investigates topics in mathematics as a means of developing a student's thinking process as it relates to the precise and logical nature of mathematics. This enables the student to understand ratios, such as those used in recipe development, as well as graphs and percentages as are often used in the presentation and interpretation of financial performance.

Introduction to Psychology: This course examines the biological and mental processes that are related to human behavior and animal behavior. The students learns about fundamental human traits that have significant impact on one's own behavior as well as employees and customers.

Environmental Science: This course evaluates the effects of humans on the earth's ecosystem. Discussions about the waste stream and the impact of food service management on the waste stream

and the cost of disposal helps to establish a resource conservation mindset that proves useful to students in their careers.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.39 Describe how part-time faculty are utilized by the campus.

Le Cordon Bleu Orlando is a vibrant institution focused on providing career education for students. Adjunct faculty members add to the diversity and professionalism of the teaching faculty and play a vital role in fulfilling the mission of the institution. Adjunct faculty members teach those classes for which they they are academically qualified.

5.39.1 What percentage of the faculty is part-time?

40 % of the faculty members at Le Cordon Bleu Orlando are part-time.

5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.

Le Cordon Bleu Orlando evaluates instruction using the following methods:

- Faculty observations performed by school administrators
- Student teacher course evaluations

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.40 What percent of those subjects which are part of academic associate's, bachelor's, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?

Eighty-nine percent (89%) of the faculty teaching general education courses holds a masters degree at a minimum. (The one without a masters degree was grandfathered in when ACICS revised its requirements in 2010. One hundred percent (100 %) of core program courses are taught by faculty members holding a graduate degree or bachelor's degree.

5.40.1 Describe the efforts to recruit and retain qualified faculty members.

Faculty recruitment and retention efforts include the following: referrals from current successful faculty; competitive salary and meritorious performance reviews; faculty development support; access to industry standard facilities and equipment for instruction purposes; and promotion of a collegial working environment.

5.41 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

The institution assigns faculty members to teaching assignments based on the following evidence:

- Official transcripts that document degree received
- Professional licensure
- Faculty resume
- Exceptional industry related experience

5.41.1 If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?

Does not apply

5.42 Describe how the campus ensures that there is sufficient enrollment in the second year of a two-year program or upper division courses in baccalaureate degree programs.

Does not apply

MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

5.43 Describe the oversight committee who has the responsibility for developing, modifying, and maintaining each graduate program.

Does not apply

5.43.1 How often does the committee meet?

Does not apply

5.43.2 What documentation does the campus maintain to evidence the role of this committee in the development of the program(s)?

Does not apply

DOCTORAL DEGREE INSTITUTIONS

5.44 What evidence is available to demonstrate that the members of the faculty are experts in their field of study in which they are assigned to teach?

Does not apply

5.45 Describe how the campus encourages its faculty to engage in practical or scholarly research and to publish in professional journals.

Does not apply

5.46 Explain how the core full- and part-time faculty is effective in ensuring the sound direction and development of its doctoral degree program(s). Does not apply

6. EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty, and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

6.1 Describe how the buildings, classrooms, equipment, furniture, and surroundings meet the needs of the campus in size and scope.

Facility:

The 80,000 square foot facility is comprised of 13 commercial kitchens (labs), 9 classrooms, 2 computer centers, a 72 seat restaurant with its own kitchen, a student café/lounge, faculty work area/lounge, numerous academic and admininstrative offices, and a cybrary.

Equipment:

Classrooms and Labs are typically equipped with a flat screen monitor(s) that are connected to the desk top computer located in each room. Labs also have an audio system and pan/tilt/zoom cameras for enhancing the ability to view a demonstration "close up.") Each room or kitchen is equipped with the necessary smallwares required for the course along with the proper haevy equipment such as stoves, ovens, fryers, etc required for the particular course. Classrooms also have additional video equipment that may be needed for a particular course. The main computer center has 42 computers for student use and the Cybergalley computer center has an additional 10 computers for student use..

6.1.1 Describe how the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

The exterior and interior surroundings are safe, properly maintained, and comply with local, state and federal building, safety, and health codes, as evidenced by the institution's most recent inspection certificates and certificate of occupancy.

6.2 Does the campus utilize a campus addition or additional space?

Yes ☐ No ☒

6.2.1 If yes, describe these locations.

Does not apply

6.3 Describe any plans to improve the physical plant and equipment.

Le Cordon Bleu Orlando utilizes a company designed replacement program for its computers, softeware, and electronic equipment. As the schedule requires, electronic equipment is replaced. At this time there are no major changes or renovations planned for the facility.

7. PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria.*

7.1 Describe how the catalog reflects the educational programs, operations, and services.

The catalog and addendum of Le Cordon Bleu Orlando communicate its mission and goals and provide general information concerning administration, educational programs, course descriptions, policies, procedures, services, and physical facilities. The catalog also contains the following information:

- A description and listing of learning objectives and curriculum requirements of each current program (with course descriptions providing the required credit hours, prerequisites, and learning objectives);
- General institution and department-specific policies and procedures about the academic, admissions, student services, financial aid, learning resource center, and career services departments.

7.1.1 How often is the catalog published?

The catalog is published annually. The addendum containing the academic calendar, faculty listing, and the tuition and fees schedule is updated between publications.

7.2 How does the campus ensure that all enrolled students receive a copy of the campus catalog?

Any individual who requests the catalog receives a copy of the institution's catalog. The institution provides prospective students with a copy of the catalog during the interview and enrollment process, and they acknowledge receipt on their Enrollment Agreements. The school may provide a copy of the catalog personally, via email, U.S. mail, or through the Le Cordon Bleu Orlando website. Admissions representatives provide an overview of the catalog during the enrollment slideshow and use the catalog as a source of information provided to prospective students.

7.2.1 What other publications are provided to enrolled students?

The institution's enrollment process uses program slicks detailing the courses for each program, and the institution provides scholarship and scholarship event information to students upon enrollment. Le Cordon Bleu Orlando also provides program-specific information during new student orientation.

7.3 Describe the advertising and promotional literature.

The compliance department approves advertising and marketing materials prior to distribution to ensure compliance with federal, state, and regulatory requirements. The institution participates in direct mail, television, internet, and e-mail advertising. The advertising and promotional literature of Le Cordon Bleu Orlando, as well as its website, accurately reflects the dignity, integrity, and commitment of Le Cordon Bleu Orlando to its educational mission.

Television advertising in select markets.

- Collateral Marketing Materials*: Program slicks (campus specific), general brochure (campus specific), interactive DVDs (divisional), career guide (divisional).
- Direct Mail*: Campus specific or event specific survey letters and postcards.
- Newspaper*: Display advertisements. This option is not used often. Advertisements are not placed in traditional newspapers but rather alternative papers.

- Yellow Pages*: Display and line advertisements. This is campus specific.
- High School: Presentations. This is regional specific.
- Career Fairs: Fairs are campus based predominantly.

*The institution has access to all print materials, which are archived, it can provide hard copies upon request.]

7.4 Describe any plans for changes in publications.

The institution adds approved programs to the current offerings as they become available, and it will incorporate into the new publication any information currently contained in the catalog addendum. Other disclosure documents, including graduate and placement numbers, are updated as required by federal, state, and accrediting agencies.

7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

Each course possesses a unique course code. Core course codes consist of four letter characters followed by three numbers, while general education course codes consist of five letter characters followed by three numbers. The letters identify the course by discipline, and the numbers identify the level of difficulty of the course. Courses with a code 100-199 represent entry-level college courses traditionally taught to first year students. Courses with codes of 200-299 represent a level of difficulty beyond entry-level, but do not exceed a level of difficulty beyond that associated with an associate degree. Students may take courses beyond their level of advancement in the program provided the appropriate prerequisites have been satisfied.

7.5.1 How does the catalog explain the course numbering system?

The course numbering system is described on page 24 of the institution's catalog.

Le Cordon Bleu College of Culinary Arts uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course.

Courses numbered 100-199 are generally taken during a student's first academic year. Courses numbered 200-299 are generally taken during a student's second academic year. Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Director of Education. The unit of credit is the semester/quarter credit hour.

7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

The institution's catalog clearly identifies general education courses. The general education course descriptions include course numbers, course titles, and credits earned for each course. Within the course descriptions section of the catalog, the general education course descriptions also identify the course number, course name, credit, and prerequisite needed.

7.7 Describe the published performance information concerning student achievement.

The campus publishes infromation regarding on time completion rates, employment rates, graduation rates, campus tuition and fees.

Each section describes the following:

On Time Completion Rates

This section provides the percentage of all students who completed their program and who reached completion within the normal time period.

Graduation Rate

This section provides the percentage of first-time and full-time starting undergraduate students who completed their program within 150% of the normal time period.

Employment Rate

This section provides the employment rate(s) for the program, calculated under any required accrediting and/or state agency methodologies as well as the method used by the campus. Explanations of calculation methodologies for all rates presented are provided.

The tuition and fees section includes both direct and indirect costs:

Direct costs include an average of the tuition, fees, books and supplies incurred over the length of the program.

7.7.1 Where is the campus performance achievement information published?

http://www.chefs.edu/Disclosures?campus=Orlando

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the library or learning resource center is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The library or learning resource center should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business and technical world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400, and 3-6-700 of the *Accreditation Criteria*.

FOR ALL INSTITUTIONS

8.1 Explain how the instructional resources serve the needs of the educational programs.

The Cybrary provides continuous student and faculty access to library resources. Managed by a qualified Regional Librian, Laura Rice with a Master of Library Services (MLS) from the American Libriarian Association who is located at CEC's campus support center. The carefully selected digital collection supports students as they advance through their programs of study. The collection includes quality, full-text, peer-reviewed articles from scholarly journals and full-text electronic books. The selection of Cybrary resources is done in collaboration with faculty, regional librarians, and local librarians across CEC. Regional Librarians engage with faculty at the campuses to identify the specific resources needed to support the curriculum offered at each campus.

8.1.1 Describe any contracts or agreements with outside libraries or resource centers.

The library does not currently maintain formal contracts or agreements with other libraries or resource centers.

8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)

Students have access to the Cybrary – a digital library available from their campus locations, as well as from home. Password protected access to the Cybrary is available through the school's student portal. The current full-text electronic books and e-journals available through the Cybrary include:

Culinary program: 8 online databases

Pastry program: 8 online databases

Number of titles and/or online collections related to general education courses taught:

General studies: 17 online databases

While a physical collection does not exist on the campus, included in many of our Cybrary research databases are more than 7,000 full-text journals related to business, math, psychology, history, current events and a myriad of topics applicable to assignments for each program.

Description of online holdings of the campus with list of full text databases:

Students have access to the Cybrary – a digital library available from their campus locations, as well as from home. Password protected access to the Cybrary is available through the school's student portal. The current full-text electronic books and e-journal databases available through the Cybrary include:

Academic Search Premier (Ebsco): Academic Search Premier, the world's largest scholarly, multi-disciplinary, full text article collection designed specifically for academic institutions. This scholarly collection provides full text journal coverage for nearly all academic areas of study.

Chronicle of Higher Education (Chronicle of Higher Education): Chronicle of Higher Education covers news, information and jobs for college and university faculty members and administrators.

Credo Reference (Credo): Need a definition? Credo Reference is the world's largest online reference service, offering access to over 600 encyclopedias, dictionaries and reference books from over 80 of the world's leading publishers.

Culinary Arts (Gale): The Culinary Arts Collection includes 250 of the major cooking and nutrition magazines from 1980 to present, as well as almost 20 reference titles from Delmar. The Collection provides researchers with thousands of searchable recipes, restaurant reviews, industry information and practical instruction, including creating baked goods, preparing popular recipes, managing weight, choosing the right wine, gaining catering experience, preparing fast meals and practical advice on opening a restaurant.

Ebook Collection: (Ebsco) E-Book Collection is a multi-disciplinary collection of e-books. The collection includes scholarly and reference materials and classic works of literature that are in the public domain.

Eric: ERIC, the Educational Resource Information Center, provides access to education literature and resources. This collection provides access to information from journals included in the Current Index of Journals in Education and Resources in Education Index.

Food Science Source: Valuable resource for information on the food industry. This collection covers more than 1400 publications, including journals, monographs, and magazine and trade publications. Also includes more than 1000 key food industry and market reports.

GreenFILE (Ebsco): GreenFILE offers well-researched information covering all aspects of human impact to the environment. Its collection of scholarly, government and general-interest titles includes content on global warming, green building, pollution, sustainable agriculture, renewable energy, recycling, and more. This database provides indexing and abstracts for more than 384,000 records, as well as Open Access full text for more than 4,700 records.

Hoover's Pro: A database of over 14,000 capsules offers profiles of individual companies, with links to news, lists, stock quotes and 4,000 full profiles. Searchable by company name, individual surnames, keywords, and ticker symbols. Full Text.

Hospitality and Tourism Complete (Ebsco): Hospitality & Tourism Complete covers scholarly research and industry news relating to all areas of hospitality and tourism. This collection contains more than 828,000 records, with coverage dating as far back as 1965. There is full text for more than 490 publications, including periodicals, company & country reports, and books.

IEEE/Xplore: IEEE Xplore provides more than 3 million full text documents in technology and engineering. Resources include top-cited journals, eBooks and conference proceedings.

Library Information Science & Technology (Ebsco): Library, Information Science & Technology Abstracts (LISTA) indexes more than 560 core journals, nearly 50 priority journals, and nearly 125 selective journals; plus books, research reports and proceedings. Subject coverage includes librarianship, classification, cataloging, bibliometrics, online information retrieval, information management and more. Coverage in the database extends back as far as the mid-1960s.

MasterFILE Premier (Ebsco): MasterFILE Premier contains full text for more than 1,900 periodicals covering general reference, business, health, education, general science, multicultural issues and much more.

Newstand (Proquest): Proquest Newstand offers access to full text of over 1300 newspapers. The collection includes national newspapers including Chicago Tribune, New York Times, Washington Post, Wall Street Journal and Christian Science Monitor.

Opposing Viewpoints In Context (Gale Cengage): Opposing Viewpoints In Context covers today's hottest social issues, from Terrorism to Endangered Species, Stem Cell Research to Gun Control. The database brings

together all the information that's needed to fully understand an issue: pro and con viewpoint articles, reference articles that provide context, full-text magazines, academic journals, and newspapers, primary source documents, government and organizational statistics, multimedia, including images and podcasts, links to selected web sites, and more!

Regional Business News (Ebsco): Regional Business News provides full text for more than 80 regional US and Canadian business publications.

Safari Books Online (Proquest): Safari Books Online covers E-books in Business and Technology. This collection covers over 7,000 e-books and covers the technologies most essential to users including certification, enterprise computing, Java, Linux/Unix, Web development, Windows, Microsoft Office, XML, and more. Safari also gives you access to hundreds of books about business, management and marketing. You can search hundreds of books simultaneously online, saving time and quickly finding the information you need.

8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.

The Regional Librarians work with faculty to select current and relevant materials that support the curriculum offered by the institution. The Regional Librarians strive for balance across areas of instruction and formats of educational materials. Requests and recommendations for materials are solicited and submitted in writing or via email. New materials are acquired in anticipation of emerging classes. Furthermore, the Regional Librarians review all course syllabi and project assignments to ensure that the library resources sufficiently support instructional delivery.

The Regional Librarians serve as a liaison between campus-based faculty and the shared library services located at CEC's campus support center. These individuals work closely with the Dean of Library Services to develop electronic library collections.

8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.

Does not apply

8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?

The Regional Librarians work with faculty to select current and relevant materials that support the curriculum offered by each school. The Regional Librarians strive for balance across areas of instruction and formats of educational materials. Requests and recommendations for materials are solicited and submitted in writing or via email. New materials are acquired in anticipation of emerging classes. Furthermore, the Regional Librarians review all course syllabi and project assignments to ensure that the library resources are sufficient to support instructional delivery.

The Regional Librarians serve as a liaison between campus-based faculty and the shared library services located at the corporate campus support center. They work closely with the Vice President for Academic Affairs for the Culinary Education Group (CEG) to develop electronic library collections

8.6 What is the budget for instructional resources (excluding personnel allocations)?

The cost to the campus is $11,137.

8.6.1 How is the budget determined?

Developed by the team of Regional Librarians

8.7 Describe the assessment strategy for library resources and information services.

Does not apply

8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.

Librarians provide regular workshops and training to students and faculty. This training demonstrates the resources, their availability, procedures for access to the library, and use of these resources.

This training is done for all new students during their first week on campus. Refresher sessions are offered on a one-on-one basis as requested by a student.

8.9 Describe the facility where library and instructional resources are held.

The institution's library occupies a space approximately 1360 square feet located in building 100.The area contains 9 study tables with seating for 34 people, and staff work space. There are 44 Internet-ready computers, (set in cubicles of various arrangements to facilitate individual and group projects) two laser printers, and a photocopier and document scanner available for use. Current students and staff may also access the institution's wireless network in the library.

8.10 Describe any plans for improving instructional resources.

The Regional Librarians serve as a liaison between campus-based faculty and the shared library services located at the CEC campus support center. They work closely with the Vice President for Academic Affairs with the Culinary Education Group to develop electronic library collections. The Regional Librarians engage with faculty at the campuses to identify the specific resources needed to support the curriculum offered at each campus.

Similarly, the Regional Librarians strive for balance across areas of instruction and formats of educational materials. Requests and recommendations for materials are solicited and submitted in writing or via email. New materials are acquired in anticipation of emerging classes. Furthermore, the regional librarians review all course syllabi and project assignments to ensure that the library resources are sufficient to support instructional delivery.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.

Student workers staff the institution's Cybrary to assist students. For research and reference support, the student staff guides students to shared services online reference support. A full-time Regional Librarian provides knowledge acquisition support for the student Cybrary staff..

8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.

Student workers have step-by-step instruction manuals for all functions of the cybrary, including how to find online library resources. Student workers also receive training at the time of hire and periodically as new systems and resources are developed.

8.12 Explain how the instructional resources serve the needs of the educational programs.

The institution has a Cybrary, an extensive collection of electronic resources to support student learning. This digital cybrary contains a collection of full-text journals, books, and reference materials. The cybrary does not currently maintain formal contracts or agreements with other libraries or resource centers.

8.12.1 How does the campus determine which reference works are acquired?

The Cybrary provides continuous student and faculty access to library resources. Managed by a qualified Regional Librarian located at the CEC campus support center, the digital collection is carefully selected to support students as they advance through their program of study and includes quality, full-text, peer-reviewed articles from scholarly journals and full-text electronic books. Faculty

and Regional Librarians collaborate to select resources for the Cybrary. Regional Librarians engage with faculty at the campuses to identify the specific resources needed to support the curriculum offered at each campus.

8.13 What percentage of total tuition revenue is spent for library acquisitions?

The total Cybrary cost for this campus is $11,137 according to the regional Librarian..

8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?

During the past three years, the library's acquisition budget has remained stable.

8.14.1 Explain.

The centralized control of library acquisitions has been positive in that it has provided our library with annual improvements that are carefully selected to maximize student utilization.

8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.

Does not apply

8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?

The institution offers students a variety of information technology resources. Students have access to computers in the library and in computer lab classrooms for research projects, writing assignments, and general use. Additionally, the institution provides WiFi access for students on campus. Online research resources are readily available through the institution's online library, the Cybrary, which is accessible on campus as well as at home. The Cybrary contains thousands of full-text journals, newspapers, and electronic books.

Students have the opportunity to use the student web-based portal for current information about courses, grades, and attendance. In many cases, faculty also post supplemental course materials and course syllabi to support student learning. Students can also download the academic support calendar that details, tutoring and career services workshops offered throughout the cycle. The portal also serves as an additional gateway to the Cybrary and ongoing academic support activities.

As an example, through the Cybrary holdings, students in the Hospitality Supervision course have access to a vast array of design and staffing information, building code requirements, labor law guidelines, interior design information, space utilization tables and a vast amount of related information that enables the student to successfully complete the requirements of the course.

8.17 Describe the physical and online library resources, including information about the

8.17.1 Total number of physical volumes

Does not apply

8.17.2 Total number of online collections available

17 online databases

8.17.3 Number of titles and/or online collections related to each program offering

Culinary Programs: 8 online databases

Patisserie and Baking: 8 online data bases

8.17.4 Number of titles and/or online collections related to general education courses taught

In excess of 5 million

8.17.5 Number of program-related periodicals to which the institution currently subscribes

Culinary Arts (Gale): The Culinary Arts Collection includes 250 of the major cooking and nutrition magazines from 1980 to present, as well as almost 20 reference titles from Delmar. The Collection provides researchers with thousands of searchable recipes, restaurant reviews, industry information and practical instruction, including creating baked goods, preparing popular recipes, managing weight, choosing the right wine, gaining catering experience, preparing fast meals and practical advice on opening a restaurant.

8.17.6 Number of other periodicals available

Food Science Source: Valuable resource for information on the food industry. This collection covers more than 1400 publications, including journals, monographs, and magazine and trade publications. Also includes more than 1000 key food industry and market reports.

8.18 Describe the library's procedures regarding student borrowing and return of materials.

At present, the library's core collection is non-circulating for students.

8.19 Describe how online resources, if any, are made available to students.

The institution offers students a variety of information technology resources. Students have access to computers in the cybrary and in computer lab classrooms for research projects, writing assignments, and general use. Additionally, the institution provides WiFi access for students on campus. Online research resources are readily available through the ithe Cybrary, which is accessible on campus and at home. The cybrary contains thousands of full-text journals, newspapers, and electronic books.

Students have the opportunity to use the student web-based portal for current information about courses, grades, and attendance. In many cases, faculty also post supplemental course materials and course syllabi to support student learning. Students can also download the academic support calendar that details tutoring and career services workshops offered throughout the cycle. The portal also serves as an additional gateway to the Cybrary and ongoing academic support activities.

8.20 Describe how the campus monitors student usage of the library and instructional resources?

For electronic databases, the Regional Librarian manages the Cybrary. The Regional Librarian has worked with each vendor and established unique urls for all of the electronic resources for the institution; these unique links are installed on the student portal. During the second week of each month, the Regional Librarian pulls usage data for electronic resources for analysis and assembly and distribution to the Director of Education.

For reference support, librarians track usage by reference transactions done in person, email, and online chats.]

8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:

a. faculty

When evaluating new materials for purchase, the Regional Librarian consults faculty and library usage records. The Regional Librarian does this on an ongoing basis with requests for recommendations in person, in writing or via email. The Regional Librarian regularly alerts faculty of new materials that are added to the collection and compiles a usage report that tracks collection usage, library services, and patron numbers. Most importantly, for collection development purposes, all books and periodicals that are used in the library are tallied and usage patterns are monitored; the Regional Librarian uses this data when making purchasing decisions.

b. appropriate national professional organizations and societies, and

The Regional Librarian maintains professional membership through the American Libraries Association (ALA), referring to its recommendations for materials, resources and services.

c. a nationally recognized list (or lists) of online collections, books, and periodicals?

Lastly, a portion of the cybrary's yearly book budget is set aside to purchase specialized industry-standard books, the associations or method of determination should be placed here, such as the Food Science Source: Valuable resource for information on the food industry. This collection covers more than 1400 publications, including journals, monographs, and magazine and trade publications. Also includes more than 1000 key food industry and market reports.

8.22 Describe any plans for improving the library.

At present, no changes are anticipated.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

8.23 How does the professionally trained individual maintain his/her professional awareness?

Regional librarians are active members of the American Library Association (ALA) and hold memberships in several of the subchapters within the ALA.

8.24 How many hours a week does the professionally trained individual personally supervise the library?

The Regional Librarian remotely oversees the library operations approximately 40 hours per week The Regional Librarian is responsible for the oversight and management of the cybrary and is the primary resource for library patrons. Student workers are also employed in the cybrary to assist students with the use of the library resources, to help supervise and maintain the library, to provide administrative support for the Director of Education, and to serve as peer-tutors. The Director of Education or a Department Chair trains all student workers on cyibrary policies and procedures. Student workers work in the cybrary throughout thecyibrary's open hours; they can up to 20 hours per week per student. In order to work in the cybrary, student workers must have satisfactory attendance and a minimum 3.00 GPA. [Modify as necessary.]

8.25 Describe the information technology available in the library. List web-based research and information literacy resources currently used by students and faculty.

The cybrary provides 44 computers for student and faculty use. This use includes internet access, as well as software required for various programs such as Microsoft Excel, Powerpoint, and Word]. Additionally, wireless internet is available for laptop users, and there is a scanner/copier and two printers for student use in the library.

The regional Librarian develops information literacy guidelines for use by the institution; they are adapted from ACRL information literacy guidelines.

8.26 What system is used to catalog library titles?

Does not apply

8.27 Describe how library resources are made available to students. (List the hours during which the library is open.)

The cybrary is opened from 7:00 am through 10:00 pm, Monday through Friday. During these hours, the following additional activities occur: tutoring sessions, test taking, class sessions for academics and research projects, and the like.

Students and faculty at Le Cordon Bleu Orlando also have access to the Cybrary from their campus locations and from home. Password protected access to the Cybrary is available through the school's student and faculty portals.

8.28 Describe the interlibrary loan or other outside resource agreements, if applicable.

The library does not currently maintain formal contracts or agreements with other libraries or resource centers. Le Cordon Bleu Orlando encourages users to use (and shows them how to use) their local public library systems for items, not available for check-out, through the institution's library.

The Cybrary also has an extensive collection of electronic resources to support student learning. This digital library contains a collection of full-text journals, books, reference materials, and links to web sites relevant to each curricular area. Additionally, instructional guides for using electronic library resources are accessible.

8.29 What evidence indicates that the library collection (on-site and online) includes up-to-date holdings which are pertinent to the various subject fields and are responsive to the needs of individual courses?

The Regional Librarians work in conjunction with faculty to select current and relevant materials that support the curriculum offered by the institution. The Regional Librarians strive for balance across areas of instruction and formats of educational materials. Requests and recommendations for materials are solicited and submitted in writing or via email, and new materials are acquired in anticipation of emerging classes. Furthermore, the Regional Librarians review all course syllabi and project assignments to ensure that the library resources are sufficient to support instructional delivery. The Cybrary also provides students and faculty with an extensive collection of electronic resources to support student learning.

FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

8.30 Describe how the library holdings exceed the requirements of the average student in order to encourage the intellectual development of all students and to enrich the professional development of the faculty.

Does not apply

8.31 Describe the library resources the campus provides to support a better understanding of scholarly research at the graduate level.

DOES NOT APPLY

SELF-STUDY QUESTIONS SUPPLEMENT

9. DISTANCE EDUCATION AND OTHER FORMS OF NONTRADITIONAL EDUCATION

For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used.

In addition to the self-study questions on the previous pages, institutions that offer distance education and other forms of nontraditional education must answer the questions below. In responding to the following questions, please consult Appendix H, Principles and Guidelines for Nontraditional Education of the *Accreditation Criteria.*

INSTITUTIONAL READINESS

9.1 List the course(s)/program(s) approved by ACICS for delivery through distance education and/or self-paced.

Le Cordon Bleu Orlando does not engage in distance education.

9.1.1 Indicate the percentage that each program is available for distance education and/or self-paced instruction.

Does not apply

9.2 Describe the method(s) used to deliver the distance education and/or self-paced course(s)/program(s).

Does not apply

Instructional Delivery Methods Used	
Online Lecture	Online drill and practice
Threaded discussion	Research
Collaborative Learning	Case study
Multimedia presentation	Problem Solving
Text presentation	Simulations

9.2.1 Indicate any other institution or entities that are involved in the delivery of distance education for students at the campus.

[Does not apply

9.2.2 If distance education is provided under a consortium agreement, provide the name of the Host institution and the relationship with this institution or entity. Include the percentage of the program offered by the Host institution or entity.

Does not apply

9.3 Describe how the Campus Effectiveness Plan incorporates distance education as a mode of delivery

Does not apply

9.3.1 What data is the campus collecting to assess student and faculty satisfaction with distance education and/or self-paced instruction?

Does not apply

9.4 Who oversees the distance education and/or self-paced course/program curriculum?

[Does not apply

9.4.1 What are this individual's qualifications?

Does not apply

9.4.2 Who is responsible for course/program evaluation for nontraditional education mode of delivery?

Does not apply

ADMISSIONS REQUIREMENTS AND ENROLLMENT

9.5 What are the admission requirements for students taking distance education coursework? (If there are any differences from the residential admissions policy, explain.)

Does not apply

9.6 How does the campus make it clear in writing at the time of enrollment:

9.6.1 How the student's identity will be verified throughout the course and program?

Does not apply

9.6.2 How the student's privacy will be protected in the identity verification process?

Does not apply

9.8 Describe the orientation program for distance education and/or self-paced students.

Does not apply

CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY

9.9 Describe how interaction between faculty and students takes place.

Does not apply

9.10 Describe how interaction among students takes place.

Does not apply

9.11 What is the student-teacher ratio for distance education courses?

Does not apply

9.11.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

Does not apply

FACULTY AND INSTRUCTIONAL SUPPORT

9.12 Describe the faculty training program to prepare faculty to teach self-paced courses or in a distance education environment.

Does not apply

9.13 Identify the educational resources and technology available to faculty on campus and on-line.

Does not apply

9.14 Identify the platform used to deliver instruction.

Does not apply

RESOURCES AND EQUIPMENT

9.15 What is the budget allocated to distance education delivery?

Does not apply

9.16 Describe the instructional resources, equipment, and library resources available to students on-line and residentially.

Does not apply

STUDENTS AND STUDENT SERVICES

9.17 Describe the student services available to students taking coursework on-line.

Does not apply

STUDENT EVALUATION AND PROGRAM ASSESSMENT

9.19 How are students taking self-paced and/or distance education courses evaluated?

Does not apply

9.20 How is retention monitored?

Does not apply

9.21 Describe the placement services that are available.

Does not apply

9.22 Describe how student, faculty, and employer satisfaction are identified.

Does not apply

Syllabus content was easily understood.
Course material was presented in an organized, logical way.
The assignments contributed to my learning.
Course materials, including textbook/s, were appropriate for the course.
I learned what I expected to in this course.
I would recommend this course to other students.
The instructor provided constructive feedback that was helpful to me.
The instructor clearly communicated expectations.
The instructor knew the subject matter well.
The instructor showed all students respect.
The instructor was accessible outside of class.
I would recommend this instructor to other students.
The course website was easy to navigate.
The course provided adequate opportunity for me to interact with other students in the class.
Interaction with the instructor was beneficial to my learning.

The technical requirements for participation in this course were adequate.
The technical support was adequate.
Based on my experience in this course, I would take another hybrid or online course.

Faculty are also asked to complete an evaluation at the end of every course to asses satisfaction with students, staff, platform, content and tech support. Results of these assessments are compiled by the Online Support Staff and provided to the academic administration each quarter during the Distance Education Consortium Effectiveness Plan Meeting. The results of these assessments are used for continuous quality improvement of online courses and support services

Faculty Assessment questions include:

The students responded well course goals and objectives.
A majority of the students completed assignments by assignment due date.
There was a high level of quality interaction among the students.
Discussions successfully examined course content.
Students found the course challenging.
Students were adequately prepared for this course.
Students had adequate technology skills.
A friendly, social online environment was created which promoted student learning.
Students were comfortable with learning online.
I was pleased with student performance levels.
Students were responsive to feedback.
Do you have any other comments regarding the students?
The Online Instructional Specialist responded quickly to my needs and issues.
The CeCore system was easy to use in communicating with students.
I understood the technical requirements of teaching the course.
Teaching the online course was a fulfilling professional experience.
The CeCore system facilitated greater course interaction.
Technical support available met my online needs.
I requested students to use the library for research purposes.
The Online Advocates were responsive and helpful regarding student issues.

9.23. How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?

Does not apply

9.24 How are equivalent out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

Does not apply

PUBLICATIONS

9.25 Do the statements in the catalog, Web site, and, when appropriate, in advertising and promotional materials meet requirements for institutions offering coursework through distance education?

Does not apply

9.26 Describe the information given in the catalog regarding nontraditional education, if applicable, including mode of delivery, admissions requirements, tests to determine access, resources offered to nontraditional education students, and any special costs for the students associated with nontraditional education.

Does not apply

ACICS Application for Accreditation– PART II

Future Plans for the Institution

Please provide an explanation of the future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions and graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other plans.

FUTURE PLANS FOR LE CORDON BLEU COLLEGE OF CULINARY ARTS – ORLANDO, FL

As it currently stands the plans for the institution are fairly straightforward for the next year. We have resumed offering the degrees which we were so successful with prior to the whole "Gainful Employment" debacle. They are both Associate in Science (AS) degrees from Le Cordon Bleu; one in Culinary Arts and the other is in Patisserie & Baking. The college also offers a Diploma in Le Cordon Bleu Culinary Arts. We will focus on successful execution of each class in the programs and insure a high level of student learning and satisfaction with the programs. Simultaneously we will focus on population management to insure a highly successful graduation rate; and then placement success for our graduates.

During the past 3 years we have modified 5 of our Academic classrooms to accommodate basic culinary arts presentations and provide us with greater flexibility for instructions. We will not need to make any additional modifications to our existing kitchens or classrooms.

From a interior facilities perspective we will be resurfacing the epoxy flooring in our kitchens and replacing much of the carpeting in the college. We will be increasing the frequency of major air conditioning replacement on the colleges 43 rooftop units.

Our Director of Education, for the past 3 years referred to as the Executive Chef, will be leading a team of 3 Lead Instructors (department chairs), 2 for culinary arts and 1 for Patisserie & Baking.

Since January of this year we have enrolled approximately 70 % of our students into our AS degrees, with a 21 month duration, which will result in our student population slowly increasing to over 1,000 students during the next year. Accordingly we will be increasing our faculty proportionally to accommodate maintaining our student to faculty ratio. This increase in faculty will be a blend of full time faculty and adjunct faculty members.

We have increased the size of the Admissions Leadership team with the addition of a Assistant Director of Admissions (ADOA) to facilitate the "stitch in" process to maintain and improve our "show rate" on starts. We have seen improvement in this metric immediately with this staff addition.

Our "Joseph Amendola" Cybrary holdings are maintained by our Regional Librarians; holdings and resource materials are constantly being updated. Our curriculum requires the utilization of the Cybrary for all classes.

Le Cordon Bleu College of Culinary Arts
8511 Commodity Circle Orlando, FL 32819

Campus Effectiveness Plan/CEP 2013/2014

Last Updated – 10/28/2013

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Introduction

a) General Statement

Le Cordon Bleu of North America is the largest providers of quality culinary arts education worldwide. Our network of 16 schools in the United States offers culinary students a hands-on education with faculty dedicated to providing students with the necessary skills, knowledge, support and guidance to pursue fulfilling career opportunities in the culinary arts and P&B. Le Cordon Bleu College of Culinary Arts does not guarantee employment or salary and is a member of the Career Education Corporation (NASDAQ:CECO) network of universities, colleges and schools.

In 1999 Le Cordon Bleu North America partnered with Career Education Corporation to develop Le Cordon Bleu branded schools in the United States. In 2002, Orlando Culinary Academy (OCA) opened its doors for the inaugural class and has provided a well-rounded, foundationally strong classic French Cuisine curriculum to our students since our inception. This global brand has prepared our graduates for the current and consistently evolving world of culinary arts and hospitality.

In order to accomplish continuous improvement and to keep current with the foodservice industry, the College formed a Campus Effectiveness Team (CET). This team develops and monitors the CEP. The College relies on this CEP to learn from its performance, and gauge future plans of improvement in areas such as materials and curricula, student satisfaction, staff and faculty development, instructional methods, student services, management and facilities.

As part of the Career Education Corporation (CEC) family, we are dedicated to building a network of career schools and colleges that are internationally recognized for the quality of their education and ability to place graduating students in positions within their chosen fields.

i) Statement of Institutional Mission

Le Cordon Bleu College of Culinary Arts is an institution of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu with modern technology and innovation in global cuisine.

ii) Description of CEP and Mission

The purpose of the Campus Effectiveness Plan (CEP) is to identify accountability, opportunities for improvement, and insure that as a culture of the school we always seek continuous improvement. The College regularly acts on the evaluation results. Conclusions may influence budget planning, professional development, staff development, and curricular reform. Recommendations for action are presented to the leadership team, faculty members, Culinary Arts Strategic Business Unit, and the Program Advisory Committee.

The College relies on this CEP to learn from its performance, and gauge future plans of improvement in areas such as management, facilities, student services, instructional methods, staff and faculty development, and materials and curricula. The CEP is reviewed on a regular basis in senior management meetings. The Campus assessment and improvement activities include a written and comprehensive plan that examines school operations and sets forth specific short term- and long-range (up to three years) goals for improvement with measurable benchmarks and timelines for implementation.

The six focal points of the plan are:

1. Student retention rates
2. Student placement rates
3. Level of graduate satisfaction
4. Level of employer satisfaction
5. Student learning outcomes
6. Graduation rates

This plan is reviewed quarterly to update and adjust the goals accordingly.

Le Cordon Bleu College of Culinary Arts has established the CET with representation from various College departments (see the CET list below) which is scheduled to meet four times per year. The team reviews the methods used to measure educational outcomes of the College and the outcomes of those methods.

The purpose of the CET is to:

- Provide a blueprint for tracking and measuring the institution's success in fulfilling its mission through surveys, identification of trends, placement data, retention data, attendance reports, graduate surveys, advisory committees, and employer surveys.
- Serve as a tool to represent the historical, present, and future plan of action to reach both the short term and long term goals of the college's stated mission and objectives.
- Effectively evaluate the progress and effectiveness in the areas of student retention, student placement, graduate satisfaction, employer satisfaction and student learning outcomes.
- Perform as a seamless team to work towards continual improvement in our education and services provided for students.
- Focus on all areas of the school to increase efficiency

CET includes:

- President: Joe Hardiman
- Director of Education: William Mather
- Director of Career Services: Natalie Schaible
- Business Operations Manager: Laura Harrelson

- Director of Procurement: Rhonda Kemp
- Regulatory Operations Consultant: Tom Kelly
- Lead Instructors: Richard Barth, Michelle Noble, Andrea Zelen
- Associate Registrar: Lauren Novak
- Director of Admissions: Shawn Wenner
- Assistant Director of Admissions- Nathan Ferkovich

iii) Short-Term Objectives for the CEP

- Offer a culinary education that emphasizes both mastery of classic techniques and modern application
- Every employee consistently demonstrates exceptional customer service to all of our students and be exemplary role models
- Enroll and support students that have the desire and commitment to achieve success in school
- Achieve an overall (70%) benchmark placement rate and programmatic placement rates of (70%) by assisting our students with their career search
- Support and improve retention results through the inclusion of internal and external stakeholders
- Provide graduates with ongoing employment assistance
- Develop and expand job opportunities for graduates
- Be known and trusted in the hospitality, restaurant, culinary arts, and patisserie & baking communities as a college that offers quality education and assists students in beginning new careers
- Recognized as a community service partner
- Ensure compliance in every facet of the operations

b) The Educational Environment

The Orlando campus was established in 2002 to meet the growing demand for professionally-trained chefs and quickly gained a national reputation. The College's association with Le Cordon Bleu represents a union of the finest in European and North American culinary arts training programs available today, resulting in a world-class institution as well as a comprehensive, challenging and hands-on education. This internationally renowned Brand for culinary arts education has become synonymous with expertise, innovation, tradition, and refinement — qualities which are painstakingly nurtured by the College. Founded in Paris in 1895, Le Cordon Bleu's name traces back to a high honor bestowed upon members of the Order of the Holy Spirit by King Henry III in the 1578. The awarded medallion, called the Cross of the Holy Spirit, was suspended from a Blue Ribbon or Le Cordon Bleu. At the end of the 19th century, a recipe collection entitled "La Cuisenaire Cordon Bleu" was published to much acclaim. The collection's success prompted its publishers to open a culinary College with the Cordon Bleu designation.

The reputation of the College spread rapidly, both in France and internationally. Since then, students from throughout the world have trained in the culinary arts at Le Cordon Bleu. Le Cordon Bleu's partnership with Le Cordon Bleu North America further expands this influence.

Le Cordon Bleu College of Culinary Arts in Orlando fosters a unique multi-cultural and educational environment, encouraging the student to learn and grow in the lessons they undertake in the fundamentals of classical cooking. Located conveniently between Sand Lake Road and John Young Parkway, Le Cordon Bleu College of Culinary Arts is well placed within the industrial complex of South Park and is housed in two buildings. Building 1 occupies 60,000 square feet and is complimented by an additional 20,000 square feet in Building 2.
Building 1 is occupied by our Administrative departments; Academics, Career Services, Admissions, Joseph Amendola Cybrary, Chef Walter Myer Learning Resource Center and the Executive Offices. In addition to being our central nerve center, Building 1 boasts nine industry current kitchens and five lecture rooms as well as the Chaine de Rotisseurs Classroom.

Technique is a student-run French Inspired restaurant. Its lively atmosphere and centralized location attracts locals as well as tourists throughout the year. It gives our students an opportunity to gain real-world experience in managing all aspects of the restaurant, from cooking to purchasing to servicing the guests.

Building 2 is our latest addition to our campus and houses four industry current kitchens, an academic suite, Cyber Galley Learning Resource Hub, and four lecture rooms equipped with working industry current demonstration tables and sanitation stations.

c) Program Characteristics

Le Cordon Bleu College of Culinary Arts offers three programs.

i) Associate in Science in Le Cordon Bleu Culinary Arts

This Le Cordon Bleu Culinary Arts program is a 1550 contact hour, 107 Quarter Credit culinary arts training program and may be completed in 84 weeks, excluding holidays and breaks. The program consists of culinary laboratory courses, academic and general education courses, and concludes with an externship.

- **Program outcomes include:**
  - Demonstrate professional-level cooking techniques
  - Demonstrate sanitation principles as they apply to the professional kitchen
  - Demonstrate professionalism appropriate to the hospitality industry
  - Apply basic management principles to the demands of a hospitality business
  - Exhibit college-level reasoning skills

Upon completion of this program, a graduate should have the workforce skills appropriate for entry-level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Baker,

Roundsman, and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef and Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to aspire to chef roles through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts does not guarantee employment or salary.

ii) Associate in Science in Le Cordon Bleu Pâtisserie and Baking

This Le Cordon Bleu Pâtisserie and Baking program is a 1510 contact hour, 106 Quarter Credit program and may be completed in 84 weeks, excluding holidays and breaks. The program consists of laboratory courses, academic and general education courses, and concludes with an externship.

- **Program outcomes include:**
  - Demonstrate professional-level patisserie and baking techniques
  - Demonstrate sanitation principles as they apply to the professional kitchen
  - Demonstrate professionalism appropriate to the hospitality industry
  - Exhibit college-level reasoning skills
  - Apply basic management principles to the demands of a hospitality business
  - Exhibit college-level reasoning skills

Upon completion of this program, a graduate should have the workforce skills appropriate for entry-level positions in the baking and pastry industry. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pasty Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example, Pastry Sous Chef and Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to aspire to chef roles through the course of their careers. Even with this degree, the student must possess strong employability skills and a willingness to learn and adapt quickly in order to be considered and maintain an entry level position.

iii) Diploma in Le Cordon Bleu Culinary Arts

This Le Cordon Bleu Culinary Arts program is a 940 contact hour, 55 Quarter Credit culinary arts training program and may be completed in 48 weeks, excluding holidays and breaks. The program consists of culinary laboratory courses and concludes with an externship.

- **Program outcomes include:**
  - Demonstrate professional-level cooking techniques
  - Demonstrate sanitation principles as they apply to the professional kitchen
  - Demonstrate professionalism appropriate to the hospitality industry

Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary industry at an entry level. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef

and Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts does not guarantee employment or salary.

iv) Program Review

Each program is reviewed and, if necessary, updated to meet industry and Le Cordon Bleu standards. Faculty, Lead Instructors, Director of Education, President, and the Program Advisory Committee members review program syllabi, individual course descriptions, equipment, and the learning resources to determine if the following have relevance to the College's mission and in achieving its goals:

d) Student retention rates
e) Student placement rates
f) Employer satisfaction
g) Graduate satisfaction
h) Student learning outcomes
i) Graduation rates

v) Future Goals

Le Cordon Bleu College of Culinary Arts and management staff continue to identify short and long-term goals specific to current programs. As new rules governing postsecondary education become an increasingly significant part of the educational landscape, the school has re-evaluated its educational processes. These include the addition of a corporate curriculum committee, assessment committee and increased attention to appropriate student placement.

In an effort to better align student outcomes to course objectives, the curriculum committee and the Corporate Chef are constantly evaluating the Curriculum to ensure alignment with current American Culinary Federation requirements.

vi) Curriculum Assessment

Le Cordon Bleu College of Culinary Arts reviews curriculum as an ongoing collaborative effort throughout the year. At the campus level the following is a part of the assessment:

- Survey and observation
    - Accomplished through monthly classroom observations and end-of-course student evaluations.
- Lead Instructor meetings
    - Instructors, Lead Instructors, and Director of Education meet regularly to assess and recap individual course curriculum.
- In-service days

- Faculty in-service sessions are held at a minimum eight times per year.
  - These sessions incorporate faculty training, general school communication and awards, professional development opportunities and departmental curriculum review.
  - Culinary, Pastry & Baking, and general education instructors meet during in-service meetings to discuss curriculum lesson plans, course assessments and "Best Practices."
  - Instructor feedback is collected and discussed.
- Student data
  - Learning objectives, grading, classroom activities and student retention is assessed to help identify curriculum improvement opportunities.

This information is communicated to the CEC Curriculum Committee in monthly curriculum calls. Each of these review and discussion points is used to update and improve the school's curriculum.

d) Profile of the Students and Faculty

i) Student Population

Le Cordon Bleu College of Culinary Arts, Orlando enrolled 984 full-time students for the 2011-2012 Cohort. The gender breakdown shows that 48% of the total enrolled population of the cohort was female and 52% of the population was male. The median age of students is in the mid to late 20s, with diverse ethnic backgrounds. These students must meet the challenge of working long hours from a demanding industry in today's economy and the requirements of attending long hours in the lab (kitchen) and academic classes.

Le Cordon Bleu College of Culinary Arts – Orlando student profile based upon data reported by students and includes all school statuses as of June 30, 2012:

Table 1 Student Population by Gender

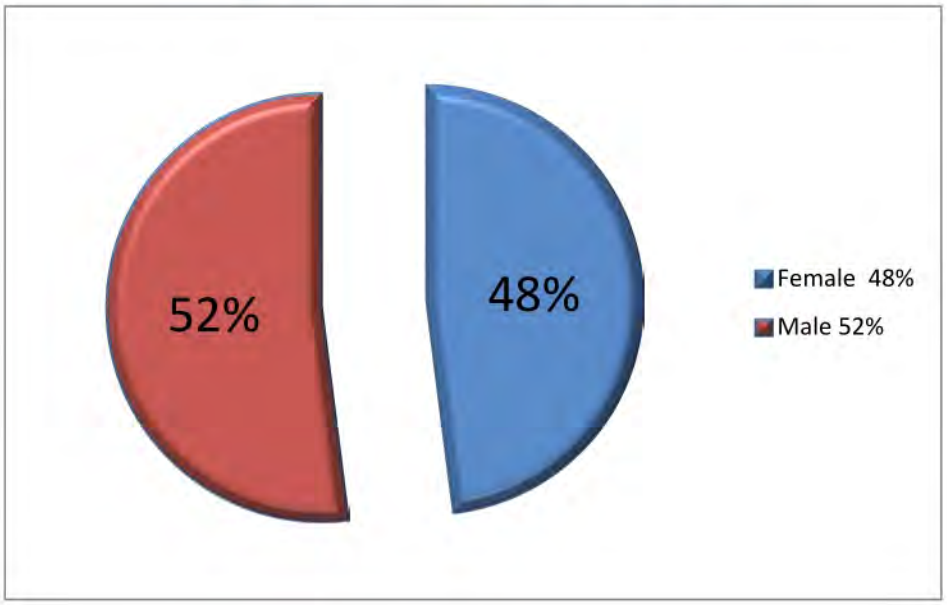


Table 2 Student Population by Ethnicity

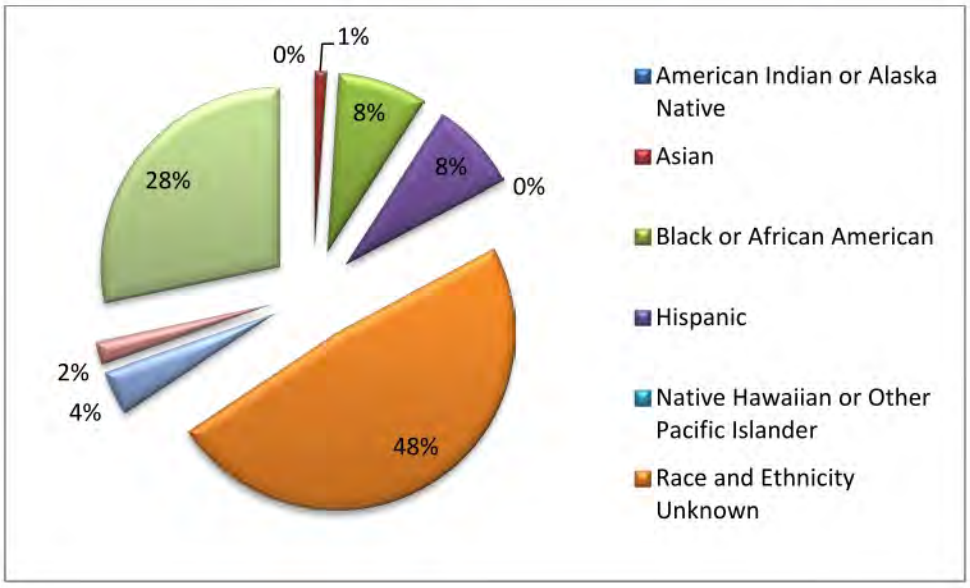


Table 3 Program Distribution

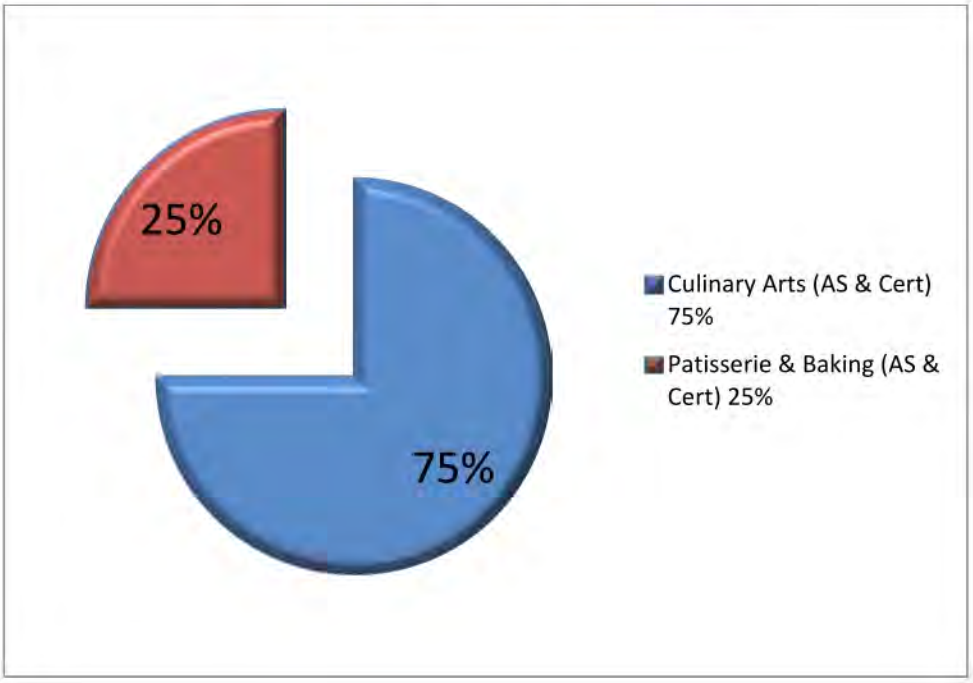
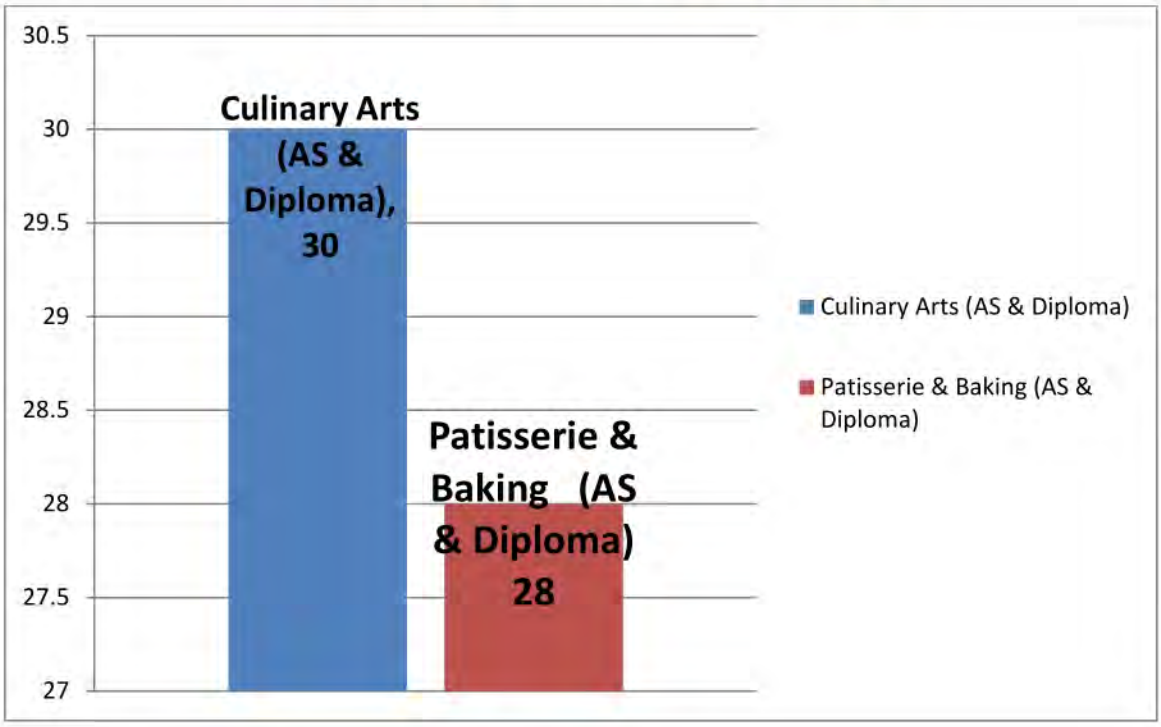


Table 4 Average Student Age by Program



ii) Faculty Population

The overall faculty at Le Cordon Bleu has had little voluntary turnover with the average faculty member teaching for five years. However, the school did take a 13% reduction in faculty due to the lower enrollment numbers for 2012 and 2013. The faculty is anchored by several Instructors with over 10 years of service.

The faculty members are chosen from throughout the United States for their industry leadership and experience in the fields of Culinary Arts and Patisserie & Baking.

The gender demographics at Le Cordon Bleu faculty is very balanced and runs parallel with the student body in terms of gender.

Table 5 Instructors per Program

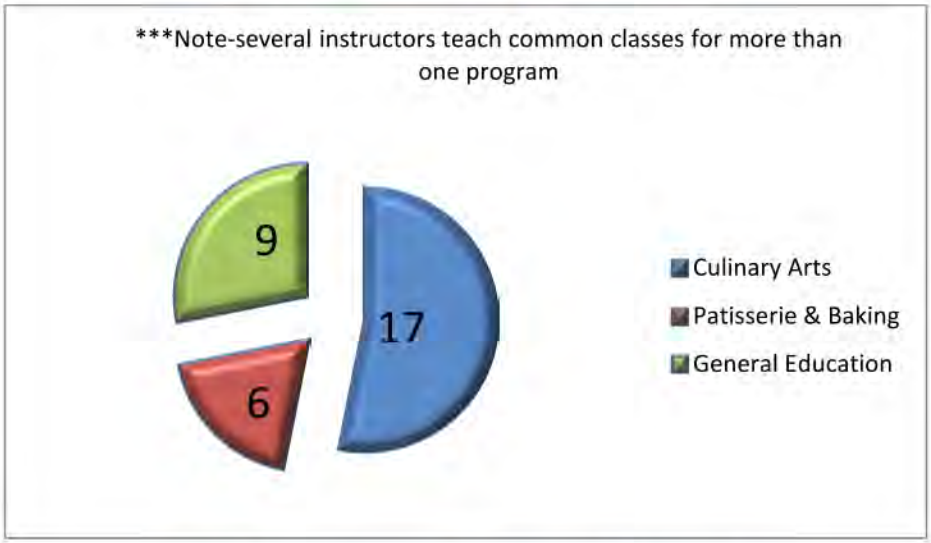
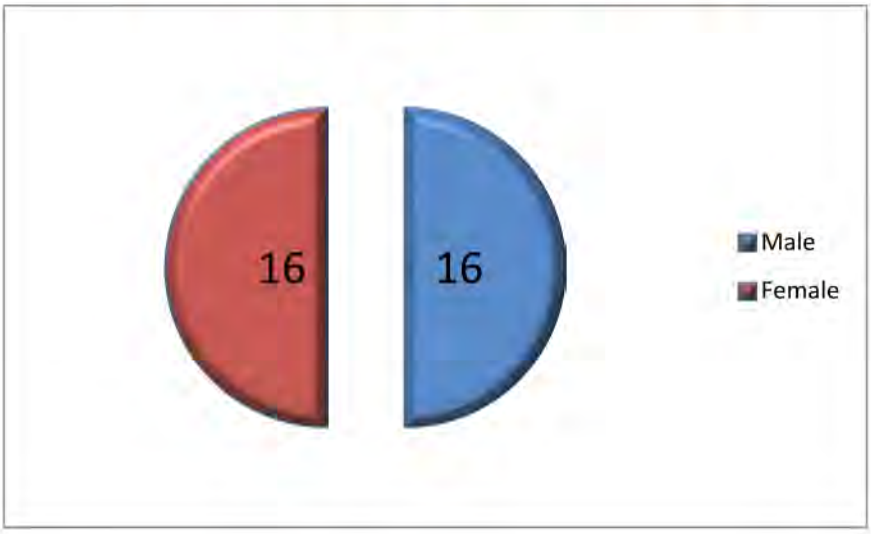


Table 6 Instructor Gender Make-up



e) CEP Assessment

The college CET uses the CEP to assess and continuously improve its educational programs and processes. It is based upon all of the required elements that comply with ACICS criteria Standards of Accreditation. In addition, Le Cordon Bleu College of Culinary Arts utilizes a variety of measurement tools for their assessment of the college's departments and its operations including:

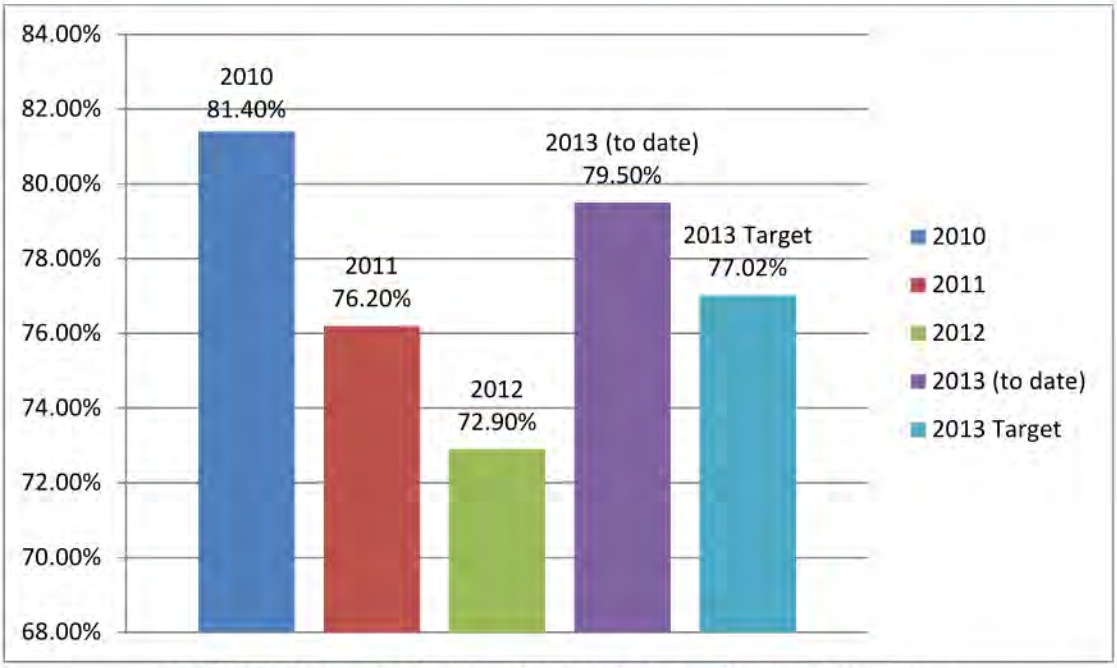
- Employee turnover rate
- XSXM Employee Survey
- Continuous qualitative check of the tone of the campus
- Open-door policy for all of the Executive Committee members
- Cup of Joe with Joe

2) Retention Activities

Students attending Le Cordon Bleu College of Culinary Arts enroll with the goal of graduation and beginning or advancing their career in the culinary industry. It is Le Cordon Bleu College of Culinary Arts' responsibility and goal to enroll and support students that have the desire and commitment to achieve success in the college.

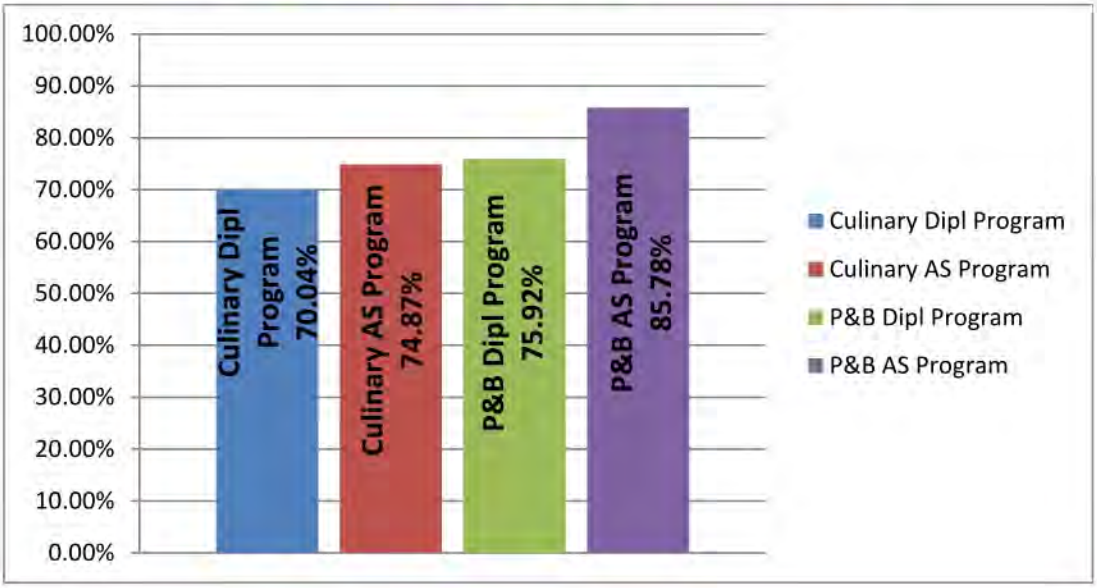
a) Results

Table 7: 2010-13 Retention Rates for Entire LCBO Student Population



2010-2012 from CAR data. 2013 data from Regional Registrar.

Table 8 Program Specific Retention Rates



The result of this success is demonstrated by the student's ability to use skills gained throughout their education to obtain and retain employment. Student retention is a key metric that measures our ability to enroll and train successful students. Daily measurement and assessment of retention allows management to address areas where students may need more support or where the program may not meet expectations. The result of continuous measurement and modification is a higher retention rate due to meeting the needs and expectations of the student population. Retention efforts begin at enrollment and continue throughout the program. All members of the faculty and staff are responsible for student retention.

Le Cordon Bleu College of Culinary Arts' benchmark for Retention Rates, based off historical data, had been set at 77.02% for 2013. Le Cordon Bleu College of Culinary Arts tracks retention on a weekly basis. These budget goals vs. actual are tracked from the school's population database. The actual is currently 78.32%. Specific program rates are stated below.

As part of a continued effort to address the decline in retention rates, the school utilizes a tracking tool in CampusVue. Specific population data is reviewed on a daily to assist with identifying areas of concern. The data on the report includes Last Date of Attendance (LDA), student drops and attrition rates.

b) Factors Affecting Retention Rates

In 2012, it was determined that the single most contributing factor to LCB's student retention was attendance. The underlying cause of absences is more difficult to analyze, as students do not often share the full extent of the reasons for failure to attend class.

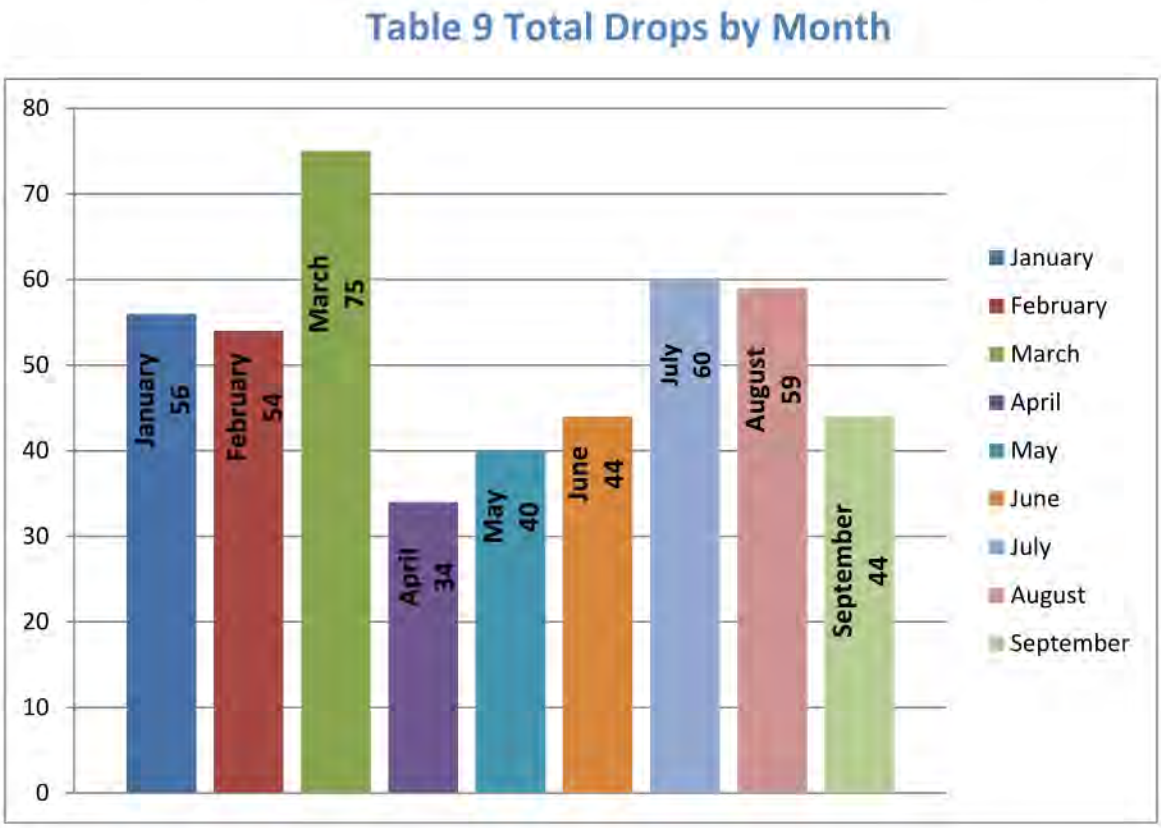
Students are held accountable for their professionalism, attendance and progress through the educational process on a consistent basis. This is accomplished through setting and enforcing expectations from orientation through graduation. At orientation students are introduced to the President, Director of Education, Lead Instructors, Student Finance and Career Services. Attendance, dress code and behavioral expectations are discussed. The Registrar meets with start students on Day 9 to inform them of academic policies including Leave of Absence and other statuses, class re-takes, attendance, and Satisfactory Academic Progress. Grades are updated on the electronic grade book on the student portal for daily for viewing by the student.

Analysis:

Outreach and awareness prior to and during breaks has increased. An overall review of these efforts has been initiated to address the efficiencies of these areas to provide appropriate student services. Various activities occur over summer and winter breaks to keep the students engaged.

Drop by Month – Table / Graphic

The Drop by Month graphic shows how many students are withdrawing from the Program each month.



c) Plans to Improve Retention Rates

In 2013, the Academic Department is working to retain students by identifying barriers to their success, and working with them to minimize these barriers. By ensuring satisfaction among its student population, Le Cordon Bleu College increases its retention rate and therefore its graduation rate. Le Cordon Bleu College of Culinary Arts is proactive in following the student through his or her program, assisting them in maintaining their attendance and grade point average.

The plan emphasizes supporting the student from the day they enroll in Le Cordon Bleu College of Culinary Arts, throughout their professional training while in school, and until they have obtained industry employment. Retention efforts are a school-wide priority. All faculty and staff are responsible for student retention.

Observations:

As of October 1, 2013, data showed that student drops were 24% under the anticipated budget.

d) Future Annual Retention Goals

The goals are to increase each program's retention rate by the following percentages; Diploma in Culinary Arts by 1% and Associate programs in Patisserie and Baking and Culinary Arts by 1%.

3) Placement Activities- Historic Placement Rates based on CAR Data

a) Results

Reporting Placement Rates (July 2011 to October 1, 2013):

Program	2010	Total Grads	Total Grads Placed
Culinary AS	89%	153	135
Culinary Diploma	80%	90	72
Patisserie and Baking AS	82%	104	85
Program	**2011**	**Total Grads**	**Total Grads Placed**
Culinary AS	78%	251	195
Culinary Diploma	65%	133	86
Patisserie and Baking AS	76%	96	73
Program	**2012**	**Total Grads**	**Total Grads Placed**
Culinary AS	74%	290	215
Culinary Diploma	51%	232	119
Patisserie and Baking AS	56%	124	70
Patisserie and Baking Diploma	34%	78	27

b) Factors Affecting Placement Rates

Le Cordon Bleu Orlando did not achieve the overall campus placement benchmark. Within the 2011-12 reporting period we experienced an unprecedented number of graduates. Our graduate population increased 51.25% over the prior year. This large increase was caused by a convergence of program graduation dates (21 month AS, 9 month and 12 month diploma programs), requiring the placement of an additional 246 graduates (69 associates, 177 diplomas). Despite the large hospitality market in Orlando, the number of graduates was more than the market could absorb. This was especially true for the Patisserie and Baking programs which saw a 110% in the number of graduates, for an industry with traditionally low turnover. This significantly diluted the overall campus placement percentage.

Placements for the diploma program delivered in Spanish language have been historically low. Since inception, the Spanish language delivery diploma programs (Culinary Arts and Patisserie & Baking) placements have lagged significantly behind the rates of their counterparts. In 2011-2012, the placement for the Spanish delivery Culinary and Patisserie & Baking diplomas subsets were 33% and 28% respectively.

Patisserie & Baking Diploma Graduates were less likely to seek employment in the field. The psychographic profile of Patisserie & Baking diploma graduates appears to differ from the Associates program students. These graduates are more likely to maintain pre-enrollment occupations. Many enroll in the program to gain Patisserie & Baking skills and are not seeking employment in the field. Their desire to attend this program as an enthusiast increases the challenge of achieving placement benchmarks when combined with the overall employment challenge in the Patisserie & Baking industry. Additionally, these graduates tend to desire employment locally within the Orlando community, limiting their employment opportunities.

c) Plans to Improve Placement Rates

Offer the best mix of educational programs to meet the market demand while satisfying ACICS accreditation requirements. This will:

- Improve campus placement percentage due to a more manageable number of graduates per reporting year.
- Increase overall placement rate percentage for the campus and Culinary Arts and Patisserie & Baking diploma programs.
- Improve campus placement percentage to meet overall campus and programmatic benchmarks as students in the longer Associates program appear to have a greater commitment and desire to work in their field of study.

The strategies needed to execute that plan include:

- Reduce the number of Associates Patisserie & Baking starts to five per year.
- Eliminate all Diploma Patisserie and Baking program offerings.

- Train the Admissions personnel on the career benefits of the 21 month Associates Culinary Arts and Patisserie and Baking programs.
- Discontinue enrollment in the Culinary Arts and Patisserie & Baking diploma programs delivered in the Spanish language and teach out the current population.
- Discontinue enrollment in the Patisserie & Baking diploma program and teach out the current population.

d) Future Annual Placement Goals

The Le Cordon Bleu Orlando total Patisserie & Baking graduate population for 2013 exceeds market employment demands. Within the 2011-12 and 2012-13 reporting periods, LCB Orlando produced twice the number of P&B graduates than we had historically:

- 2010 = 109 grads with 85.2% placed
- 2011 = 98 grads with 69.8% placed

In 2012, the number of graduates increased to 207 and remained at that level for the 2013 cohort (205). This large increase was caused by a convergence of program graduation dates (21 month AS, 9 month and 12 month diploma programs), requiring the placement of two times the graduates for two year running. Despite the large hospitality market in Orlando, the number of graduates was more than the market could absorb. This 100% increase in the number of graduates, for an industry with traditionally low turnover two years in a row, made subsequent placements for 2013 extremely challenging.

To date, Le Cordon Bleu Orlando is currently meeting its placement goals:

Outcome to date for 2012 PIP:

	2012	2013 TD	Net Change
P&B Dip	**34.62%**	**59.02%**	**+24.40**
P&B Assoc	**56.45%**	**60.4**	**+ 4.04**
All P&B	**46.86%**	**59.27%**	**+12.41**

Using the above strategies to move placement quicker through the process, we are anticipating meeting 70% ACICS placement rate on all programs. We will monitor this progress monthly to adjust our strategies accordingly.

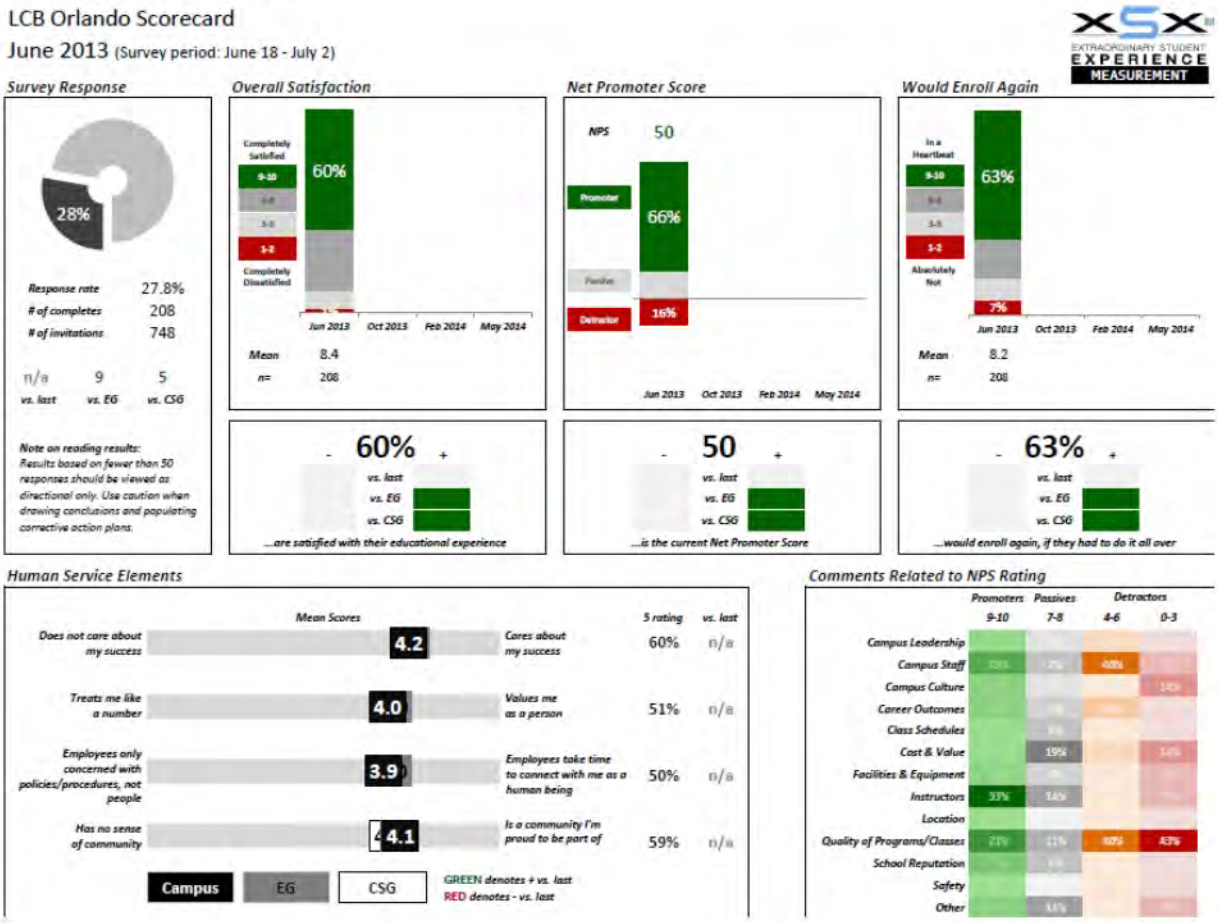
4) Student, Employer, and Graduate Satisfaction

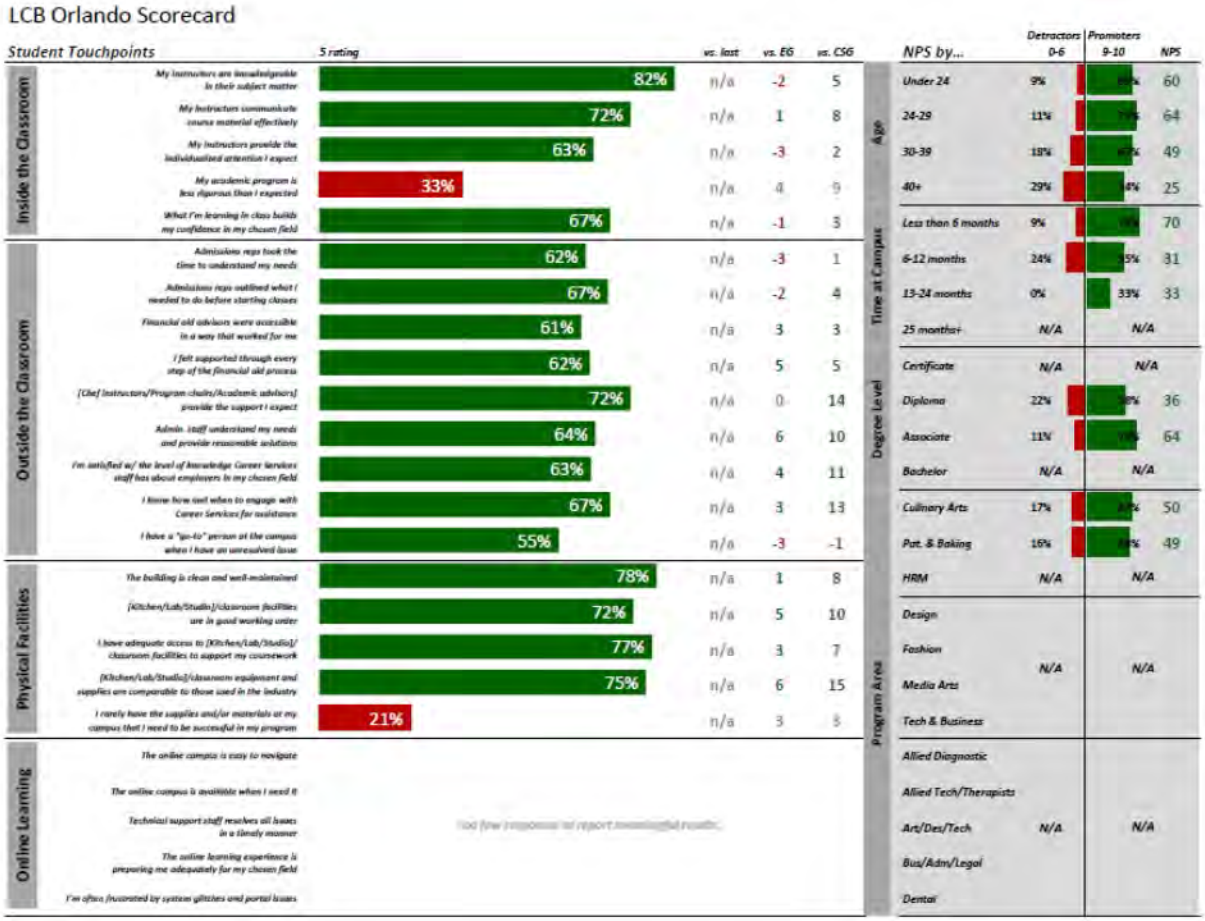
a) Methods of Determining Employer and Graduate Satisfaction

Overall satisfaction of students, graduates, and employers is imperative to the success of Le Cordon Bleu College of Culinary Arts. Methods of determining satisfaction include school surveys, corporate initiated surveys, and student feedback from emails.

b) Results of Satisfaction Surveys and Levels of Satisfaction

Student Surveys Results





Graduate Surveys

As a part of Le Cordon Bleu's ongoing process to improve student outcomes and meet accreditation standards, the Culinary SBU conducts a survey of graduates in order to track employment, understand the drivers of graduate satisfaction, and gauge interest in pursuing additional education.

The SBU conducted research in 2010 in order to set new benchmarks with which to move forward and compare results on an annual basis. This study examines students who completed their program of study at Le Cordon Bleu between July 1, 2011 and July 1, 2012.

The objectives of the research are to:

- Track graduate employment
- Track graduate satisfaction with Le Cordon Bleu schools
  - Track opinions of learning outcomes
  - Evaluate benefits at the top of the hierarchy as experienced by graduates
- Understand key drivers of graduate satisfaction
- Understand graduate interest in additional education at Le Cordon Bleu schools
- Eight in ten graduates are currently employed, 81% of whom are working in the culinary field—a slight drop from the previous graduate cohort
- Graduate satisfaction has improved, rebounding to 2010 cohort levels—as have specific ratings of the educational experience attributes
- Despite some improvement, graduates still provide lowest ratings on items relating to 'feeling prepared' and appropriate 'hands-on' time in the kitchen

Program-level results suggest the experience is fairly uniform from program to program, as are perceptual outcomes

Executive Summary

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- Despite some improvement, graduates still provide lowest ratings on items relating to 'feeling prepared' and appropriate 'hands-on' time in the kitchen
- Program-level results suggest the experience is fairly uniform from program to program, as are perceptual outcomes

Satisfaction levels improved among the most recent graduate cohorts

Graduate satisfaction levels have rebounded from previous levels, as just nearly 7 in 10 graduates are satisfied with their educational experience. Satisfaction with Career Services also saw levels increase significantly in 2012.Overall employment figures have remained unchanged. However, in-field employment is decreasing; 81% of employed graduates are working in a field related to their program of study.

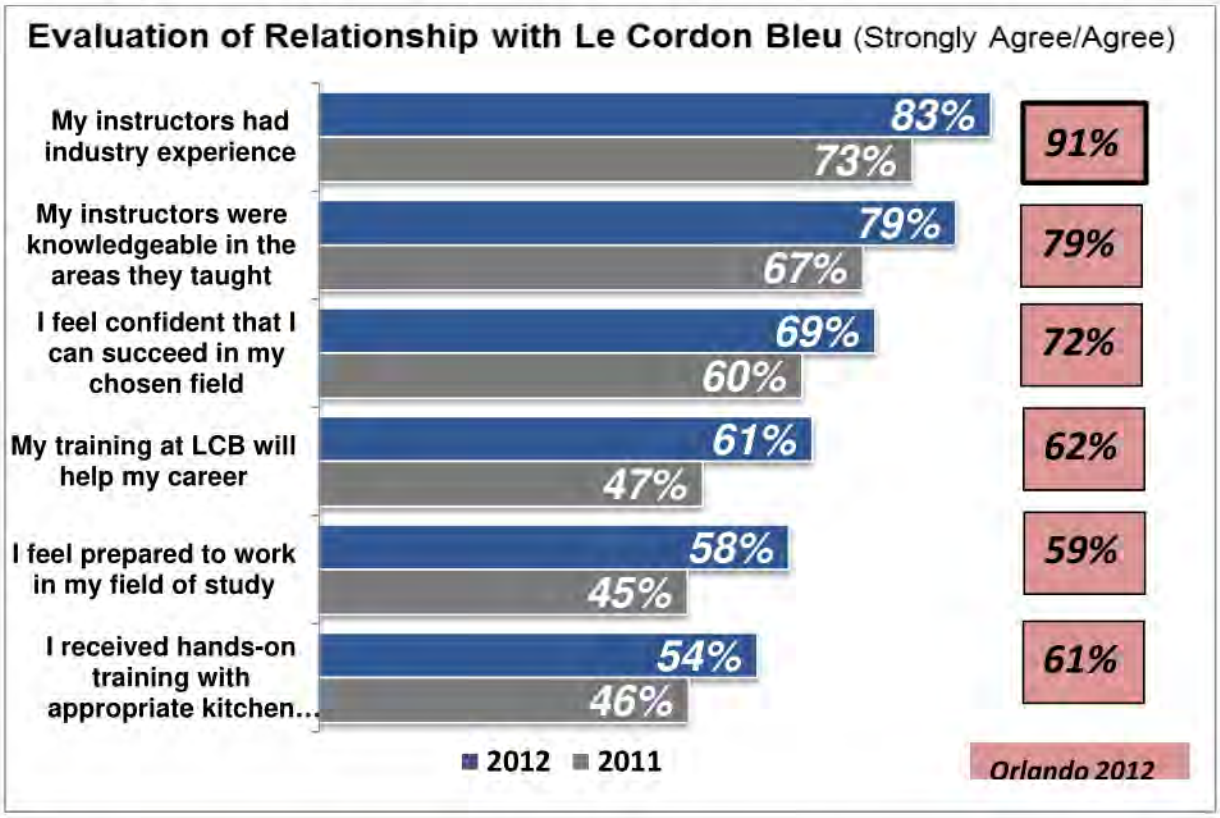
Measure		2011	2012	LCBO 2012
Overall Satisfaction with Educational Experience[1]	*Satisfied* *Dissatisfied*	59% 21%	68%↑ 15%↓	65% 16%
Overall Satisfaction with Career Services[1]	*Satisfied* *Dissatisfied*	49% 32%	57%↑ 27%↓	65% 22%
Perception of Degree in Marketplace	*Accepted* *Unaccepted*	81% 19%	85%↑ 15%↓	80% 14%
Employment Status	*Employed* *Employed in field*	80% 85%	81% 81%↓	77% 89%
Interest in Additional Education at LCB	*Interested* *Not Interested*	22% 65%	28%↑ 56%↓	26% 79%

Graduate perception of career readiness still trumps employment status

Graduates' overall satisfaction with their educational experience at Le Cordon Bleu is most strongly impacted by the training they receive—and the perception that it will impact career advancement

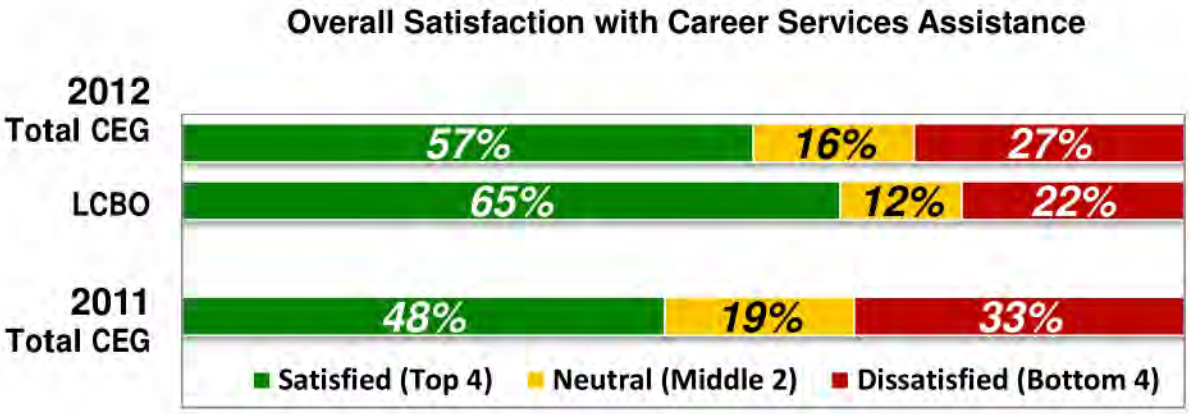
Unemployed graduates who sense they received sufficient training from qualified instructors and feel ready to work are more likely to be satisfied with Le Cordon Bleu compared to an

employed graduate who isn't ready or doesn't see an impact on career advancement. Graduates continue to be most positive about the knowledge and expertise of instructors, but concerns remain about feeling ready to work in-field. Graduate evaluations of LCB improved significantly on every measured dimension.

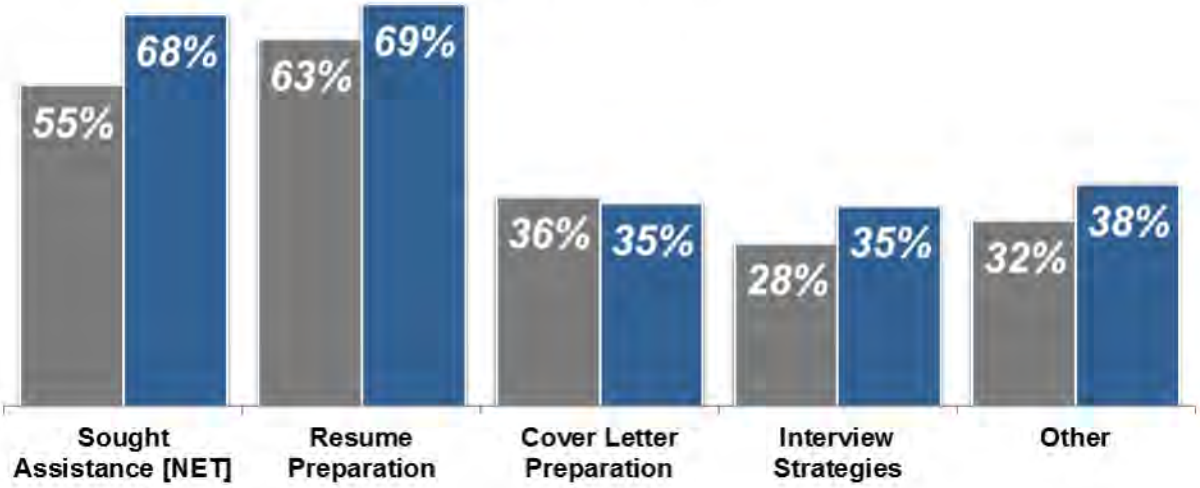


Satisfaction with Career Services:

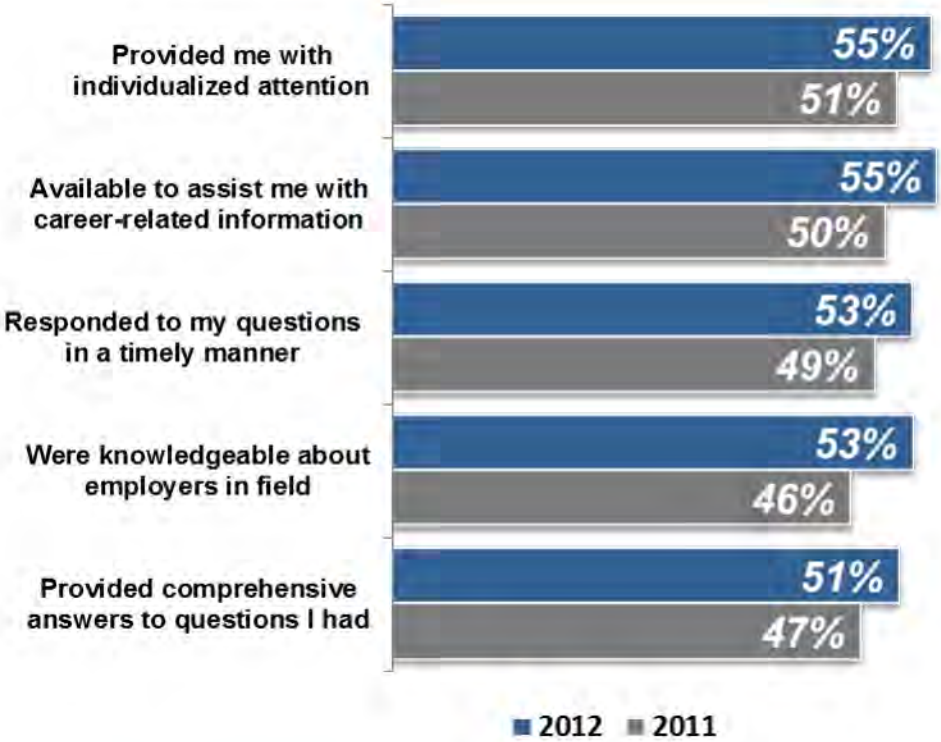
68% of all CEG graduates sought assistance from Career Services during or after their program—27% of whom were dissatisfied to some degree with their experience. Nearly 6 in 10 who received assistance are satisfied. Graduates are seeking assistance more than previous cohorts and are more satisfied with the services. However, a greater percentage of graduates from the Orlando campus were satisfied with the assistance of Career Services



Assistance with cover letters and interview strategies at a similar rate as previous graduates, although resume preparation is directionally on the rise.



Graduate evaluations of Career Services have inched up since the previous year, with a few statistically significant differences across some attributes.
Two areas most critical to overall satisfaction with Career Services—providing comprehensive answers to questions and having an extensive knowledge of employers in the Culinary field—are still among the lowest rated elements of the Career Services experience



Employer Satisfaction Surveys

As a part of Le Cordon Bleu's ongoing process to improve student outcomes and meet accreditation standards, it conducts a yearly survey of employers of the graduates for that year in order to measure their perception of the graduates' performance.
For graduates from July 2011 to June 2012, the SBU would like to conduct research among their employers in order to set new benchmarks with which to move forward as well as gain a deeper understanding of how graduate performance affects employers' propensity to hire LCB graduates.
The objectives for the study are:

- Track employer satisfaction
- Track employer perception of graduate performance
- Understand key drivers of employer satisfaction
- Understand desired services and learning outcomes

The measurement for this survey is all based on Net Promoter Score (NPS). Net Promoter Score is based on the fundamental perspective that every company's customers can be divided into three categories:

- Detractors are unhappy customers trapped in a bad relationship
- Passives are satisfied but unenthusiastic customers who can be easily wooed by the competition
- Promoters are loyal enthusiasts who keep buying from a company and urge their friends to do the same

Net Promoter Score = % of Promoters - % of Detractors

Executive Summary

Employers continue to feel positive about LCB graduates with perceptions of performance holding steady and even some directional improvement in Net Promoter Score (NPS). However, labor market forces may be impacting how well LCB graduates stand out as they are seen more often as similar to other employees versus 2011. Employers want graduates that possess the necessary job skills as well as interpersonal skills. For 2012, employers also see some aspects of leaderships as part of the job skills a graduates needs. Job skills and leadership continue to be how a graduate stands out. For 2012, Le Cordon Bleu has several opportunities it can pursue, including problem solving scenarios in the curriculum, creating team projects, and expanding on the real world work experience employers want.

Key Findings

Employers are broadly positive on LCB graduates and see them on par with performance from all employees. NPS holds steady year over year with only minor variation along with Promoters, Passives, and Detractors.

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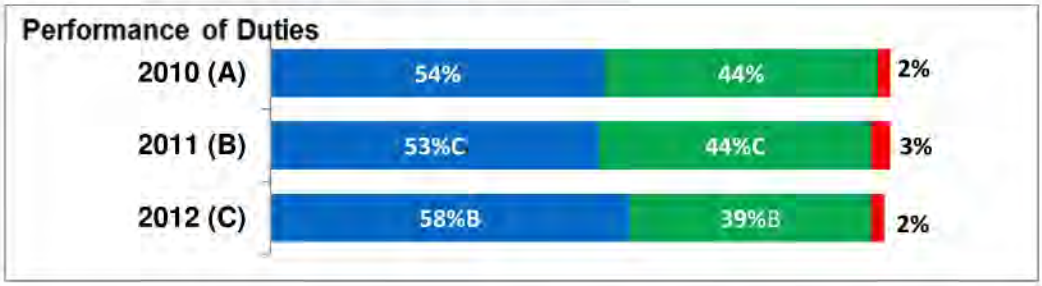
Net Promoter Scores

2012 LCBO results:

Promoter 20%. Passive 40%. Detractor 31%

Likewise, employers see LCB graduates holding steady in their skills for the 2011-2012 cohorts versus 2010-2011 cohorts. However, employers of 2012 graduates see more LCB graduates as being similar to their other employees in performance of their duties.

Comparison to Other Employees



This suggests more competition in the job market and/or a rising level of competence in culinary training by other institutions.

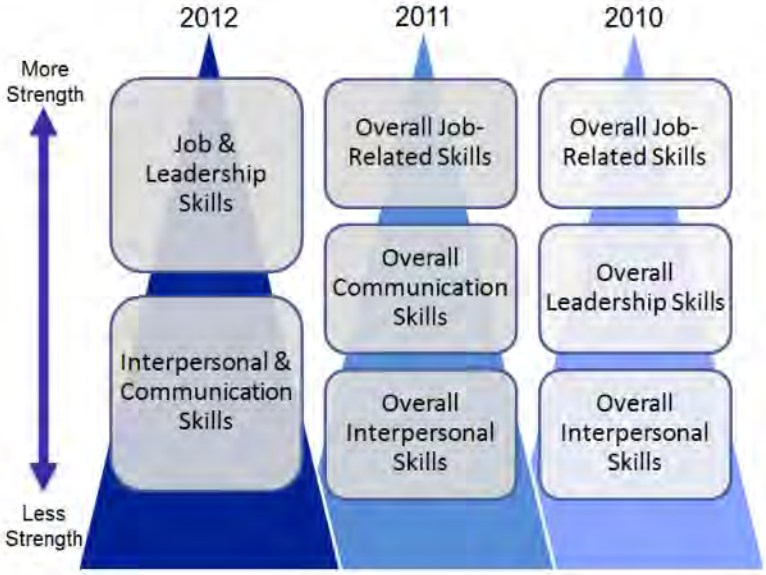
Promoters focus on how graduates perform when talking about their likelihood to hire another graduate and are generally positive in their comments.
Promoters more so than Detractors make comments that revolve around:

- Training and technical skills
- General positive comments
- Motivation and work ethic

Detractors seem to perceive the experience levels of graduates should be higher and could be the result of more graduates employed from the diploma program than in years past. Detractors also make more comments than Promoters with respect to the idea that future hiring is based on their perception of the candidates at that time.

LCB's focus on technical skills is key but soft skills are important as well as they are potential differentiators with employers. Employers want to hire graduates than can not only do their job

but also can work well with others and act as leaders. For 2012, employers see selected leadership skills as part of graduates' job skills. Communication is a part of interpersonal skills. LCB Orlando results are the statistically similar across all skill sets. "Demonstrated expertise in using and equipment" and "understanding of other cultures" are the only two skill sets with significantly higher scores.



5) Student Learning Outcomes

To support student success throughout their education and to meet or exceed requirements for optimal learning outcomes, Le Cordon Bleu College of Culinary Arts employs several strategies. Following policies as outlined in the catalog such as:

- Standards of Satisfactory Academic Progress
  - CGPA Requirements
  - Rate of Progress toward Completion Requirements
  - Maximum Time in which to Complete
  - Warning and Probation
- Graduation Requirements

We ensure students are progressing and meeting the learning outcomes that support employment post-graduation. Le Cordon Bleu College of Culinary Arts continues to follow policies and provide support to reinforce the policies in a positive learning environment.

In addition to following policies that have been set to achieve positive student outcomes, Le Cordon Bleu College also tracks and measures specific outcomes to assist in guiding the educational delivery of curriculum. These areas of measurement are based on specific skills that all foodservice individuals must have to be successful in the industry according to industry standards and advice from Advisory Board members; safety and sanitation, basic technical skills, and overall writing skills.

6) Graduation Rates

The following table reviews reported graduation rates by program from 2011 through 2012. It also identifies specific program duration and established graduation rate benchmarks. All programs exceed the established benchmark graduation rate.

Le Cordon Bleu College of Culinary Arts conducts a robust, holistic approach to improving graduation rates through their student retention efforts. The campus culture among faculty and various staff departments are student centric and work collaboratively to provide each student an opportunity for the best possible student outcome. Graduation rate data is charted below:

			2011		**2012**	
Program	Program Length in Months	Established Benchmark Graduation Rates as of 7/1/2010	Beginning Date of 12 Month Reporting Period	Grad Rate	Beginning Date of 12 Month Reporting Period	Grad Rate
Culinary Arts – AS – 21 months	21	45%	July-01	37%	July-01	55%
Patisserie & Baking - AS	21	45%	July-01	49%	July-01	61%
Culinary Arts - Diploma	12	55%	NA	NA	July-01	51%
Patisserie & Baking - Diploma	12	55%	NA	NA	July-01	53%

7) Evidence of Plan's Effectiveness

The CEP is reviewed by LCB Orlando's senior management team on a quarterly basis based upon metric performance within all departments of the school. Additionally, these metric areas are discussed in our Executive team meetings, which meet daily, Monday – Thursday. The faculty in-services provide an opportunity to engage the faculty and staff on how their contribution to daily operations impacts the plans effectiveness. This allows the campus to be in alignment as we implement our plan. The following are evidence of the plans effectiveness in key metrics.

Enrollment

- We are tracking above forecasted starts for students enrolling in the two Associate of Science Degrees.
- Based on placement data, made the hard decision to cancel programs whose outcomes presented a challenge to institutional and programmatic placement.
- The timing and number of P&B AS starts have been adjusted to deliver graduates at peak industry demand times and in numbers that can be absorbed into the industry in this market.

Education

- The Associate in Science degrees are now the focus of our programmatic offerings with updated course content that enhances engagement in the classroom
- Student retention has improved over the last year
- Graduate surveys showed improvement in students' perception of faculty knowledge and satisfaction with their education.

Placement

- Placement percentages have improved over last year in all programs and at the campus level
- The breadth and depth of employment opportunities has continued to increase to meet programmatic demands and the career desires of the students
- Employer satisfaction remains high with our graduates, seeing them as possessing both strong technical and soft skills required in the marketplace.

The recent changes to the plan have included additional data collection within all departments with the intent to glean meaningful information to assess where we have areas of opportunity to improve the overall student experience and outcomes.
It is our goal to continue to improve our learning outcomes, student experience, student retention, job placement for our graduates and enhance alumni relations.

8) Evaluation of Campus Effectiveness Plan

We will evaluate the quantitative data in December 2013 to assess the effectiveness of the current CEP. In January on 2014 once operational budgets are finalized, we will make any necessary changes to ensure that our core metrics are met.

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / cl

Inst ID: 00019776 Institution Name: Le Cordon Bleu Colleg

Program Name: **Diploma Program in Le Cordon Bleu Patisserie and Baking**

Identify the institution's unit of credit **[SELECT ONE]**			Adjust the school's credit hou	
		Clock		
	x	**Quarter**	**10**	lecture hrs
		Semester	**15**	lecture hrs

**DE = Distance Education*

				TOTALS	**325.50**	**254.50**	**360.00**
					CONTACT HOURS		
Course Number	**Course Titles**	**Gen Ed (Y/N)**	***DE (Y/N)**		**Lecture**	**Lab**	**Practicum Internship Externship**
LCBC105	Food Safety and Sanitation	N	N		30.00	-	-
LCBC110	Culinary Foundations I	N	N		30.00	20.00	-
LCBK102	Introduction to Patisserie and Baking Techniques	N	N		51.00	49.00	-
LCBK112	Baking Principles and Viennoiserie	N	N		51.00	49.00	-
LCBK122	International Patisserie, Cake Formula and Assembly	N	N		51.00	49.00	-
LCBK212	Advanced Patisserie and Chocolate Techniques	N	N		61.50	38.50	-
LCBK222	Centerpiece and Cake Decoration Techniques	N	N		51.00	49.00	-
LCBK250	Externship I	N	N		-	-	180.00
LCBK255	Externship II	N	N		-	-	180.00

FINAL ROW - If program requires more than 25 lines for course information, please use *Program with >25 courses* **template.**

lick OK. S**ee INSTRUCTIONS worksheet for detailed instructions.**

ge of Culinary Arts		
	Program Length (wks):	48.00

ır conversion ratio if different from minimums below

20	labatory hrs	**30**	practicum hrs
30	labatory hrs	**45**	practicum hrs

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.

940.00	**32.60**	**12.90**	**12.00**	**57.50**	**55.00**
	ACADEMIC CREDIT HOURS				
TOTAL clock /contact hours	**Lecture**	**Lab**	**Intern Extern**	**Total Credits Awarded**	**Adjusted Credits Awarded**
30.00	3.00	-	-	3.0	
50.00	3.00	1.00	-	4.0	
100.00	5.10	2.50	-	7.6	7.00
100.00	5.10	2.50	-	7.6	7.00
100.00	5.10	2.50	-	7.6	7.00
100.00	6.20	1.90	-	8.1	8.00
100.00	5.10	2.50	-	7.6	7.00
180.00	-	-	6.00	6.0	
180.00	-	-	6.00	6.0	

American Culinary Federation
Education Foundation

August 27, 2012

Le Cordon Bleu College of Culinary Arts
Attn: Bill Mather
8511 Commodity Circle
Orlando, FL 32819

Dear Mr. Mather:

This letter is to confirm the ACFEF Accreditation of the AS Degree in Le Cordon Bleu Culinary Arts ,the AS Degree in Le Cordon Bleu Patisserie and Baking, the Diploma in Le Cordon Bleu Culinary Arts and the Diploma in Le Cordon Bleu Patisserie and Baking programs until 12/31/2014.

At that time a self-study will need to be submitted and an on-site visit and a team report will need to be conducted.

I suggest that you begin working on the self-study narrative and required documents approx. 1 year to 6 months prior to a scheduled date for the on-site visit.

Please don't hesitate to contact the ACFEF National office for updated documents or to ask any questions you might have.

Sincerely,

Candice Childers

Candice Childers
ACFEF Director of Accreditation

Cc: Wm. Hunt
Jessica Sanders

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 205		5/16/2014	Taken By :Chef Jennison/Smith
Number	Manufacturer	Item	Notes
1	Steel Case		
2		Grey Garbage Cans	
1		Blue Recycling Cans	
1		SM Black can	
1		Cork Board	4" Wide x3"High
1	Shorp	Celling projechor	
1		White board 16"W x4" Tall	
2	Frigidaue	70 pint Delumidifers	
1	Hp P4014N	Desk top Printer	
1	HP Key Board		
1	HP	Desktop computer	
1	dell	Computer screen	
2		Sm Dell Speaker	
1	IP Phone 7911	Phone	
1	Hp	Mouse	
1		Wooden Desk	
1	HON	4 Door Metal Cabinet	
1		3hole punch	
1	Allstreet	Desk Chain plastic	
1		SS metro Shlving 5sheel	
1	Sony	DVD VHS player	
1	Pioneen	DVD player	
1		WAll Mounted	
1		ploaic Floor riser	
1		Plate Dish Radk	
1		Classes dish rock	
1			
1		Rubber Mat	
1		SS 3compart sink	
1		Green wire Metro Shelving 4Slves	
		SS mixing Bowl 12 "Wide x5"Tall	
1		SS mixing Bowl 15 1/2"Wide x41/2"Tall	
1		Metal Can openen	
1		1 off white china plate 91/4" w	
2		White plastic Bowls1	
1		6 Leg Sstable 8" long x2"deep	
1		Speed rack 26"deep 70"Tall 20" Wide	
5		F/s Sheet pans	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 205		5/16/2014	Taken By :Chef Jennison/Smith
Number	Manufacturer	Item	Notes
1	American Range	SS 2 Comportmen Fryer 151/2"Wide x45"High	
1		SS Wok	
1	Carlysle	Ice Bin 2 door Mokile	
1	Unga	Mop Holder	
2		Mops	
1		Deck Brush	
1		squeege	
1		Mop Bucket	
2		Strew Brooms	
1		Dust Pan	
1		SSShelving 4 helves 3"W 2"deepx 7"high	3"W 2"Deep x7 high
1	Edward Dan	SS heat Lamp	
3		SS spocerd	
1		Oster Blender	
1		blender canister 6" Cup	
7		Cutting Boards	20"wide x15" long
1		Cutting Boards	2" Wide x18" long
2		Rapid contice Sticks	
2		Tables	5" long x18:Deep x 29"tall
8		Computer Tables	6"L x 2"Deep x 29" Tall
12		Black leather chairs	
36		Black Fabric chairs	
1		Wall clock	
3		71/4 W Plastic Plates	
1		10"W plastic Plates	
1		Combro 8qt	
2		Measuing Pitchers 4qt	
1		SS bain Marie 7" W 81/2" High	
1		Combro 18qt	
1		Combro 22qt	
1		Combro 8qt	
1		SS Saucepan 1610	
2		Alum. Sm Sauece pans 11/2qt	
1		Handsink	
1		Display US SS range	
		4 Burren & oven	3" W 33" deep
		SS & salamanda	6" Tall
1		Display 6 Burren & oven	3" W 33" deep 45" Tall

Major Equipment Inventory

Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 175 **Date: 5/16/2014** **Taken By :Chef Klaus**

Number	Manufacturer	Item	Notes
1	American Range	10 Burner Gas Range	1- convectionl -Regular
1		Demo Table 20 Feet long 35	Feet Wide-2 Sinks 24x24 and the range is part of the Table.
1		Three Door Lawboy Refrideratry ss	
1		Three Door storage Cabinet With one shelf	
12		SS Table 8' 22" One under Shelf 6 Legs	
1		Metro Shelf 2' Wide 4 Shelfs -3.5" Long	
1		Metro Shelf 18'Wide 5 Shelfs -2' Long	
1		Table with Back Splash 6'X22' Wide	
1		Black Cabinet with Door 3' x 18'	
1		Flower Bin with Cover	
1		Hobart 50 Mixer Romplete	
2		Smell Deep Fryers 1.5 Gal	
23		Black Stools	
3		Wood Stools	
2		3 Shelf Carts "lakeside"	
1		Wakin kolpak shared With 172	
1		Metro Shelfs 3'x2' 4 Shelf	
1		Metro Shelfs 4' x2' 4 Shelf	
1		Metro Shelfs 5"X2' 4 Shelf	
1	Hamiton Beach	Blender	
1	Hamiton Beach	Juicer	
1	Robo Comp	Food Processor	
1	LG TV	Large screen	For Power point
1	Sony TV	Large screen	
1	Samsung TV	large screen	
1	Unknown	Camera	For both TV
1		Triple sharpening spoon	
1	Krups	Spice Grinder	
1	Fridgedare	Dehumidyfier	
3		Trash Cans	Two With wheel
1		Three Compartment Sink 12"Long with Shelfs SS	
1		Shelf 6" Long ovel Sink	
1		Potrack	12" Long
1		Metro Shelf	4" Long x24"
1		Metro Shelf	6" Long x24"
1		White Board	
4		Combro	Full Size 8" Deep
2		Combro	Full Size 4" Deep
1		Combro	Perferated 6: Full Size
4		Combro	24" x 12" 8"Deep
2		Combro	24" x 11" 4 "Deep

Major Equipment Inventory

Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 175 **Date: 5/16/2014** **Taken By :Chef Klaus**

Number	Manufacturer	Item	Notes
4		Combro	6" X 6" 8" Deep
4		Combro	Cover 24"x 12"
4		Combro	2 Gal
2		Combro	4 Gal
12	Volrath	Sauce Pot 2Q	
3		Sauce Pot 6Q	
1		Sauce Pot 4Q	
1		Sautoise	3 Q
1		Sauce Pot	1.5Q
7		Sauce Pan	12"
3		Sauce Pan	10"
4		Sauce Pan	10" SS
1		Sauce Pan	Straight Side
1		Sauce Pot	4Q
1		Stock Pot	8Q
2		China Cap	8"
1		China Cap	12"
2		Chinoise	
1		Strainer Net	
1		Lid For 19"	
6		Pastry Racks	
2		Muffin Pan	
5		Racks	
3		Gal Measures	
1		2Q Measures	
17		Cutting Boards	Yellow
13		Cutting Boards	Red
14		Cutting Boards	White
2	Bon Chef	Platters	
2		Water Bath	Chocolate
1		Scale	32 oz
1		Cabine File	18 x42 4 Draw
30		Sheet Pans Fullsize	
20		Sheer Pans Half size	
3		Smell Roasting Pans	
2		Rondows SS	14" wide 8"deep
2		Rondows SS	16" Wide 3" deep
1		Colonder	17"
1		Tamis	17"
1		Rondo Aluminum	14" x 8"
2		Sauce Pots Aluminum	10 Q
2		Stock pot Aluminum	20 Q
1		Stock pot Aluminum	20 Q with Spiket
2		Stock pot Aluminum	14 Q
4		Mixing Bowls	14"

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 175 **Date: 5/16/2014** **Taken By :Chef Klaus**

Number	Manufacturer	Item	Notes
6		Mixing Bowls	9"
9		Mixing Bowls	6"
8		Mixing Bowls	10"
6		Mixing Bowls	10"
1		Mixing Bowls	9"
4		Mixing Bowls	12"
1		Hotel Pan	Half 2"
4		Hotel Pan	Half 4"
4		Hotel Pan	Half 4" Perfeated
4		Hotel Pan	Half 8"
4		Hotel Pan	Six 2"
4		Hotel Pan	Six 4"
4		Hotel Pan	Six 8"
5		Hotel Pan	Nine 4"
1		Hotel Pan	Full
2		Bain Marie	2 Q
5		Bain Marie	4 Q
2		Bain Marie	6Q
4		Bain Marie	8Q
1		Bain Marie Cover	
1		FishPoacher	
2		Boxgraters	
12		Extension Cords	
1		Black Cadinet	18 x42
1		Tool Box	
13		Veg Peeler	
25		Whisk	
34		Ladles	
3		Spoons	
4		Tongues	
1		Rack For Cutting Baords	
1		Skimmer	
1		Computer	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 183 /Nutriti Date: 5/16/2014 **Taken By :Chef Denlinger**

Number	Manufacturer	Item	Notes
3		Slim Jim Gargage Cans	2 Blue /1Grey
1		Broom	
1		Dust Pan	
1		Towel Bin	
1		Tri Pod Easel	Classroom
1		Cork Bullintin Board	26 x34
1		Metro Shelf	90 hx 23w 5 shelves
8		SS Table	22 x36 x8 ft
1		SS Table	29 x36x8ft- Castors
1		SS Table	29 x36x5ft- Castors
23		Blue Pastic Steet Trays	
1		Podium	
1		Black Three Drawer Filing Cabinet	
1	Rioch	Rioch Printer	
1		4 Drawer tan filling cabinet	
3	Escale	Blue Digital Scale	
1		2# Spring Scale	
12		Black Chairs Plastic	
4		Tri Pod Easel	Claset
4		copper Saute Pans	12 ea Clooset
1		copper Saute Pans	4qt Closet
2		copper Saute Lids	8" Closet
1		copper Saute Lids	4" Closet
1		Bag Of Assorted demo Tools	Tools Closet
1		Portable Roparc bunc	Closet
2		Red cuttintg baord	Closet
2		SS Saute Pans 12"	Closet
1		Papper Grinder	Closet
1		Metro Shelf	Closet
2	Pyrey	1qt Measemy Cup	Closet
7		SS bowe 3qt	Closet
3		Spoons 2 wooden 1 plastic	Closet
1		Non Stick Saute Pan	Closet
2		SS Saute Pan 12"	Closet
2		Melamine Plates	Closet

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 183 /Nutriti **Date: 5/16/2014** **Taken By :Chef Denlinger**

Number	Manufacturer	Item	Notes
2	Dell	Computer Speakes	
	Panosonic	Sharpener Electionc	
1	HP	CPU Serial	#MXL94501V2
1	Cesco	Baic Furetion Phone	
1	HP	Flat Screen Montion	
1	Logtech	Wireless Keyboard	
1	Logtech	Wireless Mousee	
1		Computaer Desk	
1		Big Comfy Rolling Desk chain	
1		Padded Chain	
1		Pap towel Disperse	
1		Handsink	
1		Small 3 Comantment Sink	
1		Red Sani Backet	
1		MSDS Binder	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: Cybrary **Date: 5/16/2014** **Taken By :K . Vossenberg**

Number	Manufacturer	Item	Notes
1	Metro	Wire Rock 36"x12"	Shelvs For Bottes
58	CAC	9"Chira Plates	
10	American Metal crafters	Square Wie Bread Basket	
4	American Metal crafters	SS Water Pitchers	
48	Table Craft	Eiffel Tower S+P Shakers	
1		SS wire Bucket	
5	Hall	Triangular Condiment Plate	
22	Libby	2 oz Port Tasting Glass	
55	Libby	Embassy Martini Glass	9 1/4 oz
24	Libby	Excalibir Martini Glass	10oz
43	Libby	Parfait Glass	6" tall
201	Libby	Gibratter Glass	12 oz
35	Libby	Beverage Tumbler	11 oz
42	Luigi Barnioli	Riserva Bordeaux	25 3/4 oz
18	Luigi Barnioli	Nobile Borgogne	24 3/4 oz
39	Luigi Barnioli	Mini Collins glass	7 oz
65	Luigi Barnioli	collins Glass	10 oz
157	Luigi Barnioli	Rocks Glass	8 oz
36	Libby	Citation #8468 6.5 oz	Belongs in the wine class
12		Ballon Wine Glass Flattop -7	
8		Traditonal Pint Glass	
138		English Pub Glass ? Pint	
107		Sparking Wine Flute Glasses	
51		Glass Rack	
4		Glass Rack Dolly	
8		Linen Table Cloths-120"	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 185 **Date: 5/16/2014** **Taken By :Chef Restifo**

Number	Manufacturer	Item	Notes
23		Tables	Black Base ,Dark Brown Tops.
27		Chairs	Black Base ,Dark Brown Tops.
1	MSDS	Right To Know info	
2		Trash Can	Large Gray
1		Trash Can	Small Black
1		Recycle	Blue
1		Screen Electric	Large Gray
1		White Board	Large
1		Desk Instructor	
1		Desk Chair	With Wheels
1		Bookcase	5 Shelves
1		Podium	
116	Libbey	Tasting Glasses	6.5 oz
1		Metro Shelving	Green ,3 Shelves,No Wheels
1	HP	Printer	Laser Jet 1022
1	Cisco	Phone	
1	Atlas	receiver	
1	HP	Computer	monitor ,keyboard ,mouse #mxL94501YB
1	Jean Lenoir	Lez Nez du Vin	Wine Aroma Kit
5		Wine Glass Racks for Smell Tasting Glasses	
1		Projector	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: Cybrary		Date: 5/16/2014	Taken By : Prof Kruczek
Number	Manufacturer	Item	Notes
1	Ricoh	Copier	
1		9 1/3 x21/2	Computer on the top Broken Door
1	Quartets	Paper Cutter	
2		Hole Punch	
2		Staplers	
1		Tape Dis panzer	
1		Pen Holder	
1		Display for Flyers	
2		PR Scissors	
6		Drawer Organizers	
1		5 Compartment File holder	
1		Entry / Exit Counter	Broken
1	Kensington	Keyboard	In Cabinet
1	HP	Keyboard	In Cabinet
2		Containers For Cleaning Supplies	In Cabinet
1		Blue High Back Chair	Office
1		Avocado H high Back chair	Office
1		3 section- 5 shelve Bookcase -Metal	
6		Note Holder	
31		3"x6" Tables	
1		Green Cushioned chairs	
1		Easel Stand	
3		Corkboard	
1		posters	
1		Blue Rolling Book cart	
1		2 Section 3 Shelve Book case Metal	With Wooden top Shlf loose
1		Display Case	
5		Plants in contaners	
1		green Office Chair	
1		Desk -2 Drawers	
1	HP	Mouce	In Desk
1	Dell	Mouce	In Desk
1	Logitech	Camera Computer	In Desk
1	Xacto	Pencil Sharpener	
2	Persona E30E	ID Printern	By Fargo
1	Fargo	Card Printern Clening	Kit in Desk -Unopened
1		Metal Bin Wine -18-11-"	
1	HP	Computer	On Desk

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: Cybrary | Date: 5/16/2014 | Taken By : Prof Kruczek

Number	Manufacturer	Item	Notes
1	HP	Computer	On Desk
1	Dell	Monitor	On Desk
2	HP	LE 1901W	On Desk
1	HP	Mouse	On Desk
13		Student Dest	Madules
4	HP	LE 1901W	Monitor
1	Dell	Mouse	
12	HP	Mouse	
1	HP	Computer	MXL1381HDx
1	HP	Computer	MXL1381HF0
1	HP	Computer	MXL1381HH6
1	HP	Computer	LRC-38(NO SN)
1	HP	Computer	LRC-39 (NO SN)
1	HP	Computer	2UAD240017
1	HP	Computer	LRC-41
1	HP	Computer	MXL1381HF5
1	HP	Computer	MXL1381HH9
1	HP	Computer	MXL1381HDZ
1	HP	Computer	MXL1381HH2
1	HP	Computer	MXL1381HGW
1	HP	Computer	MXL1381HH4
1		Large biloue gard.com	(recycling)
2		Black 21/3 fl	
1		2 1/2 ft Plant Stand	
1		Planter with artificial plants	
7		Placks	
11		Picturess	
1		stand to Display Booklet	In display case
1		Plate & Stand	In display case
1		In Found oil Bottle	In display case
1		Menu disoplay	In display case
1		Metal	In display case
2		Awards	In display case
1		Hat	In display case
1	Balkin	Surge Master Surge Protector	7 Pluy White
4	Tripp-lite	Surge Protector	6 Puling White
1		Grey Extension cord	Behing low Shelves
1		2 1/2Section Cord Concealer	
2	Tripp- Lite	Black Surge Protector W. Cable Protector -7 plug -Wgfi	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: Cybrary **Date: 5/16/2014** **Taken By : Prof Kruczek**

Number	Manufacturer	Item	Notes
		Orland Weekly Display Rack	
1		Display Rack	
1		Router	
1		3"Cord Hider	
1		Surge Protectar	
1		Surge Protectar	
5		Pens	
4		Penicls	
2		Staple Removers	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

hen/Bldg 2 Computer Stati | Date: 5/16/2014 | Taken By :Chef Viola/Kruczek

Number	Manufacturer	Item	Notes
1		Blue Recycle can	
2		Gray Trash Can	
1	Hp	HP "How to Clear Jam " Print out on wall	
5		Clear Puch Pin	On the wall lby the printers
1		Black Frane w /"stop On Wall by Printers Losing point poster"	
1		Counter Top /Built -IN	Pinters on top
1		B+W Printer W/	Cndy271971
		Cable /Power cord	CG-PRINTER 01.10.82.75.7
1		Set blue Cables	W/Priters
1		Set black Cables	W/Priters
1	HP	B+W Printer	CG-PRINTER 02.S7439 10.82.75.8
2	HP/zeno	Ink Cartndges	CC3 64A
1	HP	Computer Unit Keyborad	CG-06
		Mouse /Power Cable	2UA013017W
		Monitor /Power Lock	
1	HP	Monitor -CG -07	2UA01301C
1	HP	Monitor -CG- 08	2UA03015H
1	HP	Monitor -CG- 09	2UA0130178
1		Counter Top Built - In	Computer Sit on Counter
5		Black Framed Photos	Maps World
4		Electrical Boxes	W/ Sign
1		Red 2 one Attendance Poster	
1		Firic Exit	On Pillar
1		HowTo Log in Sign	On will on by the copputer
		Counter Support	# red tag -under countesouned Support is Broken
13			
2			
3			
1	HP	Computer	sn.2ua013016q
1	HP	Computer	2UA0130173
1	HP	Computer	2UA013065
1	HP	Computer	2UA013015M
1	HP	Computer	2UA013015L
	HP	Computer	2UA0130186
1	HP	Computer # CG-11	Serial # Removed
1	HP	Computer	2UA013015X (Each Computer MonitorKey Board +Mouse
1		Spanish Poster	
		Kitchen: Cybrary RM 2	
29		Chairs	
9		Chairs	
1		48" Metal desk 6 Drawers -2B/W Printers siton Top	
1		Mouse W/cable	Inside Metal Desk
3		Gray ble units	Inside Metal Desk

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

:hen/Bldg 2 Computer Stati | Date: 5/16/2014 | Taken By :Chef Viola/Kruczek

Number	Manufacturer	Item	Notes
1		Clear Plastic Wall File Organizer	
1		Black metal drawer Separater	
1		Blue Recycle Bin	
1		Round metal Trash Bin	
3		Sm Black Trash Bins	
1		Faux wood top console Table	
7		Cubicle Units/ Walls	
30		Cubicle desk Units/ Walls	
1	HP	B+W Printer W/	HPLASER JET 1
		Power Cord +Blue	10.82.75.10
1	HP	B+W Printer W/ Power Cord + Blue Ca	HPLASER JET 2
			10.82.75.15 /CNDX 129235 /
	HP	Computer Unit W/ Monitor ,power Cables Mouse, Keyboard	2UA(I&!IJD/ No LRC Sticker
1	HP	Mouse LRC-02	MXL9241Jgm
1	HP	Mouse LRC-03	MXL9241CKR
1	HP	Mouse LRC-04	MXL9241JG4
1	HP	Mouse LRC-05	MXL9241JG9
1	HP	Mouse LRC-06	MXL9241CMJ
1	HP	Mouse LRC-07	2UA9260X8Y
1	HP	Mouse LRC-08	MXL9241CKN
1	HP	Mouse LRC-09	MXL9241CK2
1	HP	Mouse LRC-10	MXL9130NQR
1	HP	Mouse LRC-11	MXL9241JG1
1	HP	Mouse LRC-12	2UA9260X96
1	HP	Mouse LRC-13	2UAP260X8L
1	HP	Mouse LRC-14	MXL9241CKS
1	HP	Mouse LRC-15	2UA9260X9Q
1	HP	Mouse LRC-16	MXL9241CKY
1	HP	Mouse LRC-17	2UA9260X821
1	HP	Mouse LRC-18	MXL924IJG2
1	HP	Mouse LRC-19	24A9260X88
1	HP	Mouse LRC-20	MXL9241JGQ
1	HP	Mouse LRC-21	MXL9241CM1
1	HP	Mouse LRC-22	MXL9241JGF
1	HP	Mouse LRC-23	MXL9241CKP
1	HP	Mouse LRC-24	MXL9241JG5
1	HP	Mouse LRC-25	24A920X83
1	HP	Mouse LRC-26	MXL9241CQJ
1	HP	Mouse LRC-27	MXL9241CKW
1	HP	Mouse LRC-28	MXL9241CLV
1	HP	Mouse LRC-29	24A9260X93
1	HP	Mouse LRC-30	2UA9260X87
1	HP	Mouse LRC-31	MXL9241CLO

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

:hen/Bldg 2 Computer Stati **Date: 5/16/2014** **Taken By :Chef Viola/Kruczek**

Number	Manufacturer	Item	Notes
1	HP	Mouse LRC-32	24A9260X8K
1	HP	Mouse LRC-33	MXL9241CMP
1	HP	Mouse LRC-34	MXL9241JG8
17	Interex	power/network boxes	
4		upper shelving units on cubicle stations	
2		5' wood tables	glass top 37 misc. historic
			documents under glass
1		frame wood table	3'x4'
5		2'x2' frame wood computer tables w/keyword drawer	
2		42" flat screen tv	mounted ceiling brackets
		w/power cable and mouned brakets	
11		Misc. photo frames	wall-mounted w/historic photos
14		"living in he cybrany"	signs posted across cybrany
16		All power points..."	signs posted across cybrany
3		"no food or drinks" signs	posted across cybrany
1		"request transcripts" sign	
1		"login" sign	
1		wood/glass display case w/ Paul Bocouse photo,menu memorabilia	
		1 bottom drawer	2 Framed Menu -1 Framed Photo-1 Book ,1 Flowers/ Basket-1ChefLe Normand" box-1 plexiglass Display HolderBottom Drawer Holds Recipe Archives If Of Signfigance Suggest Moving Someplace Safe.-Walter Meyer Archives ,10 Note book

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

ı/ Classroom: 172 **Taken By :Chef NASRALLAH**

Number	Manufacturer	Item	Notes
1	Figidaire	Dehumidfier	70 pint
1	Brass Staninleo dosign	87" Stainless count W/ cabinetW/ reachin coolers	
1		81 "Stainless W/cabinets (3)	
1	Merco Savory	30 X48 footed hot table	Serial # D1088018cx
1	Amana	Microwave 1000 watts	RCS10 DA
1	Atlas Learn	Wireless Micophone w/Charger	
2	Kitchenaid	Classic mixer comlete W / attachments	
1	Globe	6qt Mixter Copmlete W/ attachments	
1	Raburn	Right pins W/information	
5	Ribbirmaid	Garbage cans	
6		Rolling pins W/ handles	
2	Thocpe	Large Rolling Piins W/Handles	
4	Thocpe	Large Rolling Piins W/BrakenHandles	
1	Samsong	Remote for camera	
1	sony	Remote for camera	
1	sharp	3 Hole Punch	
1		Tape Dispenser	
1		144" Metro shelf -white	
2		Black 2 Door metal cabinet	
1			
3	Cambro	12x29 bins W/clear lids	
2		Floding Chairs	
1		Plue Chairs	
11		Stools	
1		Wire bag hadder for towels	
1	Cambro	18x26 Rectangular insert	
3	Cambro	18x26 Rectangular W/lids	
1	Cambro	2qt Square W/ lid	
1	Cambro	6qt Square W/ red Lids	
1	Cambro	1qt Round Container	
2	Cambro	4qt Sguare Countainer	
2		Insent for hotel pan	13x10
2	Cambro	12x17 Rectangular	
19		Full sheet pans	
1		Hotel Pan 12x21	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

ı/ Classroom: 172 — Taken By :Chef NASRALLAH

Number	Manufacturer	Item	Notes
1		Hotel Pan 10x13	
17		1/2Sheet Pans	
2	Cres Cor	Sliver Cabinet W/selves For Sheetpans	
2		Speed Racks 8 Shelves	35" high
2		Speed Racks 20 Shelves	72" high
1		Speed Racks 18 Shelves	68" high
1		Speed Racks 20 Shelves	69" high
1		5 Drawer File Cabinet	
2		SS Cages 62x58	
1		Green Metro Shelving shelvers	5 Shelves
11		Hand Pumps for Suger	
6		Hairdriers For suger	
2		Superducks for suger	
16		Suger Cages W/ Lamps	
1	Power Block	Extension Cord -Orange	
1	Mr Induction	Induction Bioner	
3	Cadco	Burners	
20	Atcco	Turn Tables	
2		2 step step Stool Folding	
1	Quartet	White Board 45x69	
2	Eaglke Group	96x24 SS Tables	6 Lags
6		96x24 SS Tables	6 Lags
3		Marbles Foc tables	96x22 (1 is broken)
2		Globc Mixers 20qt W/all Attachments	
1	John Boos & Comp.	48x 30 x24 Stort SS table W/castors4 Lags	
	Brass Stinless Designs	72 x30 SSTAbles W/ Back Splash 4 lags	
	RT Fabricatabco	84x30 SS Tables W/ back splash 6Lags	
1	Vulcan	2 Oven,0 Burner Range W/ Side Table & Open Cabinet	
1		2 Compart ment Sink Wcounter & shelving	
1		60X36 Msrble on conter Table	
1	HP Compaq	Computer	
2	Samsung	Monitor 31 x49	
1	Sharp	Monitor 45 X28	
1		Camera -Sony For Monitors	
1		Camera	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

ı/ Classroom: 172 **Taken By :Chef NASRALLAH**

Number	Manufacturer	Item	Notes
1	Rubbermaiel	Dolly For Trashcan	
8		Spirit Lamps	
2		Scoops For Bins	
6		Extension Cord (ceiling)	1 Short out
1		Framed Color Wheel	
1		Wall Clock	
11	Ateco	Piping Tip Sets	
30	Wilton	Gumpaste Tool Sets	
8	Wilton	GumpasteFlower Cutter SetsTool Sets	(incomplete)
2	Wilton	Plastic Fondant Rollers	
8		Wire Cutters	
7		Needle No se Wire Cutter	
4		Digital Scales	
6		Pizza Cutters	
6		Sissors	
13		Whisks	
19		Scoops	
9		banch Scrapers	
1		Pastry Brush	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 205		5/16/2014	Taken By :Chef Jennison/Smith
Number	Manufacturer	Item	Notes
1	Steel Case		
2		Grey Garbage Cans	
1		Blue Recycling Cans	
1		SM Black can	
1		Cork Board	4" Wide x3"High
1	Sharp	Celling projechor	
1		White board 16"W x4" Tall	
2	Frigidaue	70 pint Delumidifers	
1	Hp P4014N	Desk top Printer	
1	HP Key Board		
1	HP	Desktop computer	
1	dell	Computer screen	
2		Sm Dell Speaker	
1	IP Phone 7911	Phone	
1	Hp	Mouse	
1		Wooden Desk	
1	HON	4 Door Metal Cabinet	
1		3hole punch	
1	Allstreet	Desk Chain plastic	
1		SS metro Shlving 5sheel	
1	Sony	DVD VHS player	
1	Pioneen	DVD player	
1		WAll Mounted	
1		ploaic Floor riser	
1		Plate Dish Radk	
1		Classes dish rock	
1		Rubber Mat	
1		SS 3compart sink	
1		Green wire Metro Shelving 4Slves	
		SS mixing Bowl 12 "Wide x5"Tall	
1		SS mixing Bowl 15 1/2"Wide x41/2"Tall	
1		Metal Can openen	
1		1 off white china plate 91/4" w	
2		White plastic Bowls1	
1		6 Leg Sstable 8" long x2"deep	
1		Speed rack 26"deep 70"Tall 20" Wide	
5		F/s Sheet pans	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 205		5/16/2014	Taken By :Chef Jennison/Smith
Number	Manufacturer	Item	Notes
1	American Range	SS 2 Comportmen Fryer 151/2"Wide x45"High	
1		SS Wok	
1	Carlysle	Ice Bin 2 door Mokile	
1	Unga	Mop Holder	
2		Mops	
1		Deck Brush	
1		squeege	
1		Mop Bucket	
2		Strew Brooms	
1		Dust Pan	
1		SSShelving 4 helves 3"W 2"deepx 7"high	3"W 2"Deep x7 high
1	Edward Dan	SS heat Lamp	
3		SS spocerd	
1		Oster Blender	
1		blender canister 6" Cup	
7		Cutting Boards	20"wide x15" long
1		Cutting Boards	2" Wide x18" long
2		Rapid contice Sticks	
2		Tables	5" long x18:Deep x 29"tall
8		Computer Tables	6"L x 2"Deep x 29" Tall
12		Black leather chairs	
36		Black Fabric chairs	
1		Wall clock	
3		71/4 W Plastic Plates	
1		10"W plastic Plates	
1		Combro 8qt	
2		Measuing Pitchers 4qt	
1		SS bain Marie 7" W 81/2" High	
1		Combro 18qt	
1		Combro 22qt	
1		Combro 8qt	
1		SS Saucepan 1610	
2		Alum. Sm Sauece pans 11/2qt	
1		Handsink	
1		Display US SS range	
		4 Burren & oven	3" W 33" deep
		SS & safamanda	6" Tall
1		Display 6 Burren & oven	3" W 33" deep 45" Tall
43	Vecta	Red Material Chairs	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 205 | **5/16/2014** | **Taken By :Chef Jennison/Smith**

Number	Manufacturer	Item	Notes
17		Tablcr 5" L x18" W	
1		Wooden Desk 66" I. x 30 "Wx29" High	
1	Shemax Enterprises	Black Leather Desk Vhair	
1		SS Table x 3" High 6 legs	
		Formical/ Metal Podium	
1		Will Clock	
1		Retractable Projector Screen 8" W x 62"High	
1	Mitsubishi	Celling Mounted Proyector	
1		SS Metro Shelving 4Levels 53" Wide X18" deep x 87" High	
1	Vollrath	SS Sauce Pan 8" W x 4" Deep	
1		Plashic Lexan Cambro 4.7 5 Gallon	
2	Iwatani	Portabll gas Barners	
1	Advanced Tabsco	3 Compartment SS Dish Sink (Botted to Will 90"Wx38"Tall	
1	Krowne	SS Hand Sink 16"W x 15"Deep	
1	Tork	PaperTowel Dispenser	
1		Black File Cabine 5shdies 80" tall 24" deep 3" W	
1	Cisco 7911	Black Phone (in File Cabinet)	
2		Black paper File Holders On desk	
2		Meal BookEnds (on Desk)	
1	Hpmx19450LVL	Desk Computer	
1	Elmes	Desk pencil Sharpener	
1	Model 18	Elec, Pencil Sharpener	
1	Hp	Computer Screen	
1	Logitech	Computer Key Borad	
1	Ipcisco 7962	Desk Phone	
1	Logitech M310	Computer Mouse	
1		White Borad 16"W 4" Tall	
1		Carkboard 3" L 2" Tall	
2		Architectural Acoustic Boxes	
1	IPA 752 Peary	Acoustic Box	
1	Sony	DVD VHS Player	
1	Crelron CP2	Control proessor	
1	Pioneer	DVD Player	
1		Black Stool	
1	Grey	Fll Size Trash Can	
1	Blue	Recycling Bin	

Major Equipment Inventory

Le Cordon Bleu College of Culinary Arts- Orlando

assroom: Wine/ Storage Room		Date: 5/16/2014	Taken By :Chef Restifo
Number	Manufacturer	Item	Notes
4		Metro Shelving	4 Raeks ,Large 58"Across
1		Metro Shelving	8 Racks,Small 35" Across
1		Metro Shelving	Green Small 28 "Across 3Shelves
1		Black Cabinet	6 shelves 36 "Capit across
1	Capitol	Black Shelving	Used For fountain Syrup 6 Shelves 27"Across
1	Capitol	Black Shelving	Used For fountain Syrup 4Shelves 27"Across
Bar			
4	Perlick	Sinks	
2	Perlick	Ice Wells	
3	Perlick	Glass Rack Holaer	
2	Perlick	Bar Cooler	
1		Cabinet	
1		Cabinet ,Large	
1		Projector	
40	Libbey	Wine Glasses	
1	Cma	Dish machine	
14		Cpgnac Glasses	
64	Libbey	Cibraltor Glass	
22		Pub Glases	
17		Water Glasses	
7		Various Wine Glass	
		Racks	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 188		Date: 5/16/2014	Taken By : Prof Puerto
Number	**Manufacturer**	**Item**	**Notes**
6		Tables	Calla psable 8"x3"
1		Rolling Cart (tv)	
1		TV	CRT(Nat a Flet)
1	Samsang	VCR / DVD	
2		VHS Tapes	LCB Preuve
1		DVD	
14		Tablers	2"x5"
2		Tablers	1.5 5
1		White Board	10" x" double Sides
30		Student Chair	Plastic ,black
1		Rolling Chair	Plastic ,black
1		Clock	
1	Samsang	TV	46" Hat
30		Tape Dis pensers	
1		Stapler	
1		Glass Jar	
1		HP computer	MXL 9450152
1		Dell Moniter	
1		Telephone	
1		Power Surge Strp	
1		Priter HP	
1		Podium	Gray
1		Trash Bin	3" High Gray
1		Recycle Bin	3"Hight Blue
21		Plastic Rolling Draner	2.5 High 4big Drawers
1		Plastic Rolling Draner	2.5 High 3big Drawers
1		Filins Cabinet	Metal 4"
1		3 hole punch	
1		wooden Book Shelf	51/2 "x3" 4 Shelves
1		Bread Poster	
1		Right to Know Safty Note Book	
4		Scissors	
1		Electric Pencil Sharpener	
n/ Classroom: 187			
7		Bulletin boards	5'x4'
21		students tables	5'x1.5'
1		wooden desks	Instrunctor desk
1		Rolling whiteboard	Doublesided 10'x4'
1		Rolling whiteboard	doublesided 5'x4'

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 188		Date: 5/16/2014	Taken By : Prof Puerto
Number	**Manufacturer**	**Item**	**Notes**
1		Trash bin	3' high gray
1		sm Trash bins	1' high black
1		recycle bin	3' high blue
42		students chairs	plastic , black
1		Rolling chair	cushioned
1		metal wire shelfs	4 shelves, 4' wide
1		Venn diagram poster	
1		metal file cabinet	4 drawers, 4'wide
1		Podium	
1		Wall clock	
1		staple	
1		tape dispenser	
1		samsung tv	42" with remote
1		Ricoh printer	
1		Pc, Hp	serial MXL9430CTB
2		telephone	
1		Ricoh printer cartridges	
1		small file box	Beige, 1' high
1		3 hole puncher	
1		electric penicil sharpener	
1		metal inbox	rock for holding paper on desk
1		right toknov info notebook	
1		powersurge strip	
1		laser pointer	wireless presater
n/ Classroom: 186			
4		Networking EXPO Banners	In Closet
1 Boxes		Le cordon Bleu medals	In Closet
		Le cordon Bleu Recycle Bags	In Closet
5 Boxes		Le Cordon Bleu Graduation Cords	In Closet
		Sign Stand	3x2 FT -IN Closet
1	Toshibu	Pc Monitor	In Closet
16		LCBDiploma Holder	In Closet
1		Gdd-Table Cloth	In Closet
9		Whic -Table Cloth	In Closet
1		Collapsable Table	8x2 ft
2 Boxes		LCB Blue Cravat	In Closet
1 Box		Gradustion Decoration	In Closet
2		Paster Stand ripod	In Closet
1		Coat Rack	5ft
6 Boxes		Chef Hats	In Closet

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 188		Date: 5/16/2014	Taken By : Prof Puerto
Number	Manufacturer	Item	Notes
12		Stand	In Closet
1		Plastic Starage Box	In Closet
1		Cap &Gown	In Closet
2		LCB A pron	In Closet
		Wooden Book Shelf	In Closet
33		Student Chairs	5" Tall
1		Rolling Chairs	Plastic
1		Rolling Chairs	Cushion
1		Safety NoteBook	
15		Tables	
		Wooden Desk	
1	Samsung	TV W/ Remote	46"
1		White Board -(rolling)	10 Ft
1		Metal file Cabinet	4 Draws
1		Pobium	
1	HP	Pc	MXL94501T7
1		3 Hole Punch	
1		Stapler	
1		Tupe Dispenser	
1		Electric Pencil Sharpener	
1	HP -P1505n	Printer	
1	Dell	Monitor	
1		Wireless Keyboard	
1		Wireless Mouse	
1		Recycle Container	3ft
1		Trash Can	3ft
1		Trash Can	Small
1		Telephone	
2		Herb Posters	
1		Clock	
1		power Surge strip	
2			
1			
1			

Major Equipment Inventory

Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 184		Date: 5/16/2014	Taken By :Chef Cathy Wawrzaszlk
Number	Manufacturer	Item	Notes
1	Hp	computer cpu	#439113-001
16		Tables	2'x5'
37		chairs	black, plastic
1		desk chair, wheeled	black, plastic
1		desk chair, wheeled	blue fabric
1	HP	computer monitor	desktop
1	HP	printer: S7434	laser jet p4014n
2		black file cabinet	5 drawer
2		book shelves 57"+65"	4 shelves each
2	Taylor	Digital Scale Measuring cups	
6		Digital Scales	White
6	Office Max	Calcutators	
1		file folder holder	6 compartment
1	Samsung	Tv monitor w/remote	wall-mounted
1		6' ss table w/shelf	4 leg w/casters
3		sheetpans	full
1	Don	Scale	
1		3 compartment sink	
1		hand sink	
1		Right-to-know info	
5		cutting boards	
1		small blue tray	
5		10" white plates	
2		9" white bowls	
2		7" white plates	
1		2 1/2 scuffle cup	
3		sanitation bucket	green
1		whiteboard w/casters	4'x6'
12		whiteboards	2'x4'
1		wooden stool	
1		cork board	2'x3'
2		brooms	yellow
1		dustpan w/ handle	
3	Learning Resources	Algebra Balance scales	
2	X-Acto	Pemcil sharpners	
1		SS 13" bowl	
1	Taylor	meat Thermometer	
1		Remote Controll Laser Pointer	
1	Office Depot	3 Hole Punch	Silver
1	Swingline	Stapler	Red
2		Tape Dispensers	black
1	Logiech	Key board	
1	Logiech	Mounu Covers	
1	Cisco	Telephone	
28		Menu Covers	Technique (Closet)
14		Wine List Covers	Technique (Closet)

Major Equipment Inventory

Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 184		Date: 5/16/2014	Taken By :Chef Cathy Wawrzaszlk
Number	Manufacturer	Item	Notes
5	"Ball"	Guest Check Covers	Technique (Closet)
37	"Ball"	Salad Forks	Technique (Closet)
16	"Ball"	Tablespoons	Technique (Closet)
24	"Ball"	Teaspoons	Technique (Closet)
11	"Ball"	Iced Tea Spoons	Technique (Closet)
86	"Ball"	Butter Knives	Technique (Closet)
18	"Ball"	Dinner Forks	Technique (Closet)
136	"Ball"	Steak Knives	Technique (Closet)
275	Curvy	Dinner Forks	Technique (Closet)
110	Curvy	Teaspoons	Technique (Closet)
132	Curvy	Knives	Technique (Closet)
13		Water Glasses	Closet
8		1qt Mason Jars	Closet
1		SS Metro Shelf	24 X42x84 Closet
4		Set of Nesting Baskets	Closet
2		Speaker Stands	Closet
1		Microphone stand	Closet
3		Speaker	Closet
		Various Cables& Extention Cords	Closet
		Sound Board	Closet
1		desk 4 Drawer	Closet
1		Half Sheet pan	Closet
1		Misc Screws ETC	Closet
1		Faucet	Closet

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 158		Date: 5/16/2014	Taken By :Chef Seltzer
Number	Manufacturer	Item	Notes
1	Metro	24x72x shelf Back	Green
1	Met ro/Dan	Ice BinPartable	
1	Bvnn	3 Burner Coffee Brewer	Vps
3	BloomField	Coffee Caranfes	
2		Wicker Baskets 9"	
1	Delfield	24 x144" S/S Table W/Shelf	
1	Oneioa	S/S Coffee Pitcner	
1		32 ozBain Marie	
	Cambro	18"x26x4 Lexan	
	Cambro	18"x26x4 Lexan	
1	Waring	Blender Cannister	
1		1.5 Qt S/S Saucepan	
1		s/s 1/9 pan	
		Folding Alum Chair	
10		18x26 Alum Sheet Pan	
		S/S 6" 1/2 Pan	
		S/S 62" 1/2 Pan	
		Black Stool	
		9 Roy Garbage Can	
		Wire Rack For Towels	
1		9 roy garbage can	
1		Wire Rack For Towels	
5		30x96" S/S Tables w/shelf	
1		56x96 S/S Tables W/shelf	
1		S/S scoiteo spoons 14"	
1	Cisco	Telephone	
1	Dell	Dell mouse	
1	Dell	Key board	
1	Dell	Monitor	
1	HP Compag	Computer	2UA9340140
1		Computer Speaker Set	
1		4 Comp Letter Holder	
1		Swivel Chair	
1		12" S/S Saute Pan	
2		6" Tefcon Saute Pan	
1		S/S Whine Bucket	
		30x96" S/S Tables w/splash	
1		White Board Permanct	
1		Right to know station	
2		Corn broom	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 158 **Date: 5/16/2014** **Taken By :Chef Seitzer**

Number	Manufacturer	Item	Notes
2		Dust pans	
21		Plastic Chairs	
	Rubbermaid	Garbage can dolly	
1		Cutting boards	yellow
1		Mirror 24x32"	
4		30x96" bullaose 5/5 table w/shelf	
2		30x96" 5/5 Table w/shelf	
1	Fridgidaire	Dehumidifer	
1	Rubbermaid	Bus cart 26x44"	
1	Panasonic	Tv monitor	
1	Emerson	VHS player	
1	Metro	24x72" rack 5 shelf	green
1		24" rouund chafer set complete	
5		4" full hotel pans	
11		12x20" wire chafer rackx base	
4		5/5 chafer base	
2	Rubbermaid	18x30" ingredient bin w/lids	
2		30x96" 5/5 table w/shelf+splash 24" tall	
4		12x96" 5/5 wall shelf	
1		24" Round mirror	
1		16x24"Cooking rack	
4		Vase tall	
1		Vase round	
1		Wire fruit basket	
2		Griner attachment set	
1	Berkel	Griner motor base	
1		Portable electric deep fryer	
1	Varimixer	w20 stand mixer-no bowl or parts	
1		5/5 4 tier dessert stand	
2		Ceramic vase	
1		24" 5/5 Tray round w/2" sides	
3		32oz Branoy snifters	
1		2 Bay prep sink 96"	
2		96" wall shelf 5/5	
1	Delfield	2 Door Refrigerator	
1		5/5 Hand Sink	
1	Jade	gas Grill w/shelf	24x26"
2	US Range	6 Burner Range w/oven	
1	US Range	Griddle36" w/oven	
1	US Range	Salamender	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 158 **Date: 5/16/2014** **Taken By :Chef Seltzer**

Number	Manufacturer	Item	Notes
1	American Range	6 Burner Range w/oven	
2	Garland	Convection oven	
1	Delfield	1000 watt Refrigeruter	
2	Exptiveaire	5/5 Exhaust hood 108"	
12		5/5 hood filters	
1		72"x30" 5/5 tablew/splash	
2	Globe	Meat slicer 12"	
2	Rondo	Dough Sneeter	
1		Overhead Door	
1	Sharp	Flat HD Monitor	
4		Ext.cord Reels w/cord	
1		Video camera w/remote	
1		Video projector	
1		Rectactable Movie screen	
1	Kol pak	Walk in cooler 5/5 door complete 12'x8'x6'	
4	Metro	24"x54" wire shelf 5 shelf	
1	Metro	24"x40" wire shelf 5 shelf	
7	Carlisle	Plastic 1/3 chill pans	
3	Carlisle	Plastic 1/2 chill pans	
4	Carlisle	Plastic 1/6 chill pans	
1	Cambro	8ft Plastic storage container w/lid	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 171 | **Date: 5/16/2014** | **Taken By :Chef Brassil**

Number	Manufacturer	Item	Notes
8		Corp Rolls	
2	Sony	Flat Screens 42"	
1	LG	Flat Screens 55"	
1		Projection Screen 5"	
9		Red Clttin Borad	
1		Yellow Clttin Borad	
1		Green Clttin Borad	
19		White Clttin Borad	
1		Cq	
1			
1			
1	LCB		
41	Carlisle	10" plates	
3	Carlisle	7" plates	
3	Carlisle	Salad Bowls	
3	Get	Soup Bowls	
2	Homer Laughlin	Soup Bowls	
5	Nomer Laughlin	10" plates	
1	Folt	Squnne Plate 11x11"	
1	Folt	Squnne Plate 9"x11"	
2		2L Mersuer Pitchen	metel
2		2L Mersuer Pitchen	plastic
1	Bain-o-mate	64oz Measure pitcher	plastic
1		Aalel Food Pan	
2		10" Cake Pan	3" Deep
1		6" Cake Pan	2" Deep
1	Rondo	16" Round pan	
5		3 Gallon Baine Marie	
2		2 Gallon Baine Marie	
1		2Qt Barine Marie	
1	Camisro	26"+18+x6 Tub	plastic W/lid
1	Brass SS	3 Compartment 7 inch	
1		Bread Basket	
1		Food Mill	
1		1/3 Hotel pan	
1		1/4 Hotel pan	
1	Edland	Can opened	
1		LCB poster	Essential Knife Cuts
1	Eco Lab	propper Handwashing min	
1	Eco Lab	Hand washing procedures	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 209 **Date: 5/16/2014** **Taken By :Chef Heydel**

Number	Manufacturer	Item	Notes
1	John Boos	108x34" 6 leg	SS table/back splash
1	John Boos48x27" 4 leg		SS table/2 drawers
1	Unknown	84x24 6 legs/ 1 shelf	SS table
1	John Boos	34x18" 4 legs/ 1 shelf	SS table
2	Unknown	Hand Sink	SS
10	Unknown	72x48" 4 legs/1 shelf	SS table
1	Unknown	Addis Cabnet	
1	N/A	MSDS right to know	
2	Toric	Paper Dispenser	
4	Us Range	10 Burnners/2 convection oven/ss	
4	Vulan	6 Burnners/2 standard/ ss	
4	Sunfire	Convection ovens/ double deck/ss	
2	Imperial	work Burnners	SS
2	Frymaster	Deep Fryer	SS
3	Unknown	Fryer Basket	
2	Us Range	Gas Grill	SS
2	John Boos	34x18" 4 legs/ 1 shelf	SS table/back splash
4	John Boos	34x12"/1 shelf/4 legs	SS table/back splash
6	Unknown	72x14/wall shelf	SS
2	Unknown	72x20/wall shelf	SS
2	John Boos	72x34/Build in sinks/4legs/SS/table	
2	Delfield	3 Door reach in	Refrierator/SS
1	cold tech	2 Door reach in	Freezer/SS
1	Delfield	2 Door reach in	Refrierator/SS
1	Delfield	2 Door/Rollin cart	Refrierator/SS
1	Gemini	2 Doors/Proofer	SS
1	Gemini	Rotating oven	SS
2	John Boos	4 Sinks compartments SS	
2	Metra	3 ft Metra shelves/4 shelves/ss	
1	Unknown	3 ft Metra shelves/5 shelves	
1	Metro	6ft metro shelf/ 4 shelves	
2	Unknown	Double door/ rolling cage	
14	Lounge Pro	Extension cord ceiling mounted	yellow
1	Unknown	Mop Sink	
2	Pioneer	Flat screen tv	one not working
1	Unknown	ceiling mounted camera	High def.
1	John Boos	48x32" double doors/ss/cabinet(wall)	
1	Unknown	Office Chair	
20	Unknown	Black Stools	
1	Dell/ HP	Computer	HP serial#mxl2131v0m6

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 209		Date: 5/16/2014	Taken By :Chef Heydel
1	Zeno	Printer	office solution 57476
12	Unknown	Gray Garbage can	
1	Unknown	Recycle Bin	
2	Unknown	Mop Bucket	
4	Unknown	Dust Pan	
5	Unknown	Squggy	
6	Unknown	Broom	
6	Unknown	Deck Brush	
1	Unknown	Garden hose/Dispenser set	Blue
3	Unknown	Detangent Rack	(pvc)
1	Don	Rolling ice-bin	
3	Unknown	Rolling bin	(white)
2	Panasonic	Rice Cooker	
2	Tiger	Rice Cooker	
2	Krups	Spice Grinder	
1	Vitamix	XL (big Daddy)	(Full Blender+lid
1	Vitamix	Drink Machine	Complete
65	Vollrath	Sauce Pot small	7 in/3.5 deep
26	Vollrath	Sauce pan small	8.5"/2" deep
7	Centuner	Saute pan	12.5" diameter
10	Unknown	Sauce pan small	7"diameter/3.5 deep
2	Centuner	Saute pan	12.5 diameter
5	Unknown	Saute pan	10.5 diameter
22	Cambro	8qt+lids	
8	Cambro	20qt+lids	
22	Cambro	2qt+lids	
10	Cambro	4qt+lids	
3	Unknown	Complete food mill	
14	Unknown	Box Gratter	
10	Unknown	Mesuring cups	
25	Unknown	Pints Deli Cups	
10		Small mixing ball	
6		Large china cap	SS
18	Vleen Pail	Red Saulatue Bucket	
18	Vleen PailGreen Buckets		
10		Cast aprons	
1	Cleveland	tip Skillet	SS
1	Unknown	Deep Fan	SS
3	Unknown	Colanders (Large)	Alumium
5	Unknown	Medium Sifter	
3	Unknown	China Cup	Alumium

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 209		Date: 5/16/2014	Taken By :Chef Heydel
12	Unknown	Large Mixing Bowl	SS/16" dia
15	Unknown	Medium Mixing Bowl	SS/14" dia
10	Unknown	4" 1/2 hotel pan	SS
6	Unknown	4" full hotel pan	SS
1	Taylor	lb scale	SS
1	Sysco	Oz scale	SS
10	Cambro	5 Gallon(lexon)+lid	
10	Cambro	13 Gallon(lexon)+lid	
4	Cambro	22 Gallon(lexon)+lid	
12	Cambro	Perfect unsets	18x26"x5.5
10	Cambro	Lexon 1.75Gal	12x18"3.5
15	Cambro	lexon 4.75Gal	12x18x9"
10	Cambro	2 Qt+lid	
50	Unknown	1/2 sheet pans	Alumium
20	Unknown	Full sheet pan	Alumium
5	Unknown	Roasting Pan	Alumium 21x7 deep
1	Unknown	Large Pouder	Aluminum 20 dia 5.5 dee
1	Unknown	Salad Spinner	Large(orange)
40	Prolon	9"dia white plate	
20	GET	Small melamine Bowl	White4.5dia
20	GET	Small Soup Bowl	white 9" dia
10	Royal dean	Large Bowl	12" Dia
35	Winco	Tongs(pair)	
35	Winco	Wire Whisk	
35	Unknown	Peelers Black	
12	Unknown	Meat Mallet	
45	Unknown	Spoons Metal	
45	Unknown	spotted spoon	
45	Unknown	202 laddles	
1	Cisco	Black phone	
1	White Broad	Large	on wheels
8	Unknown	red cutting Boards	
7	Unknown	yellow cutting Boards	
5	Unknown	Green cutting Boards	
32	Unknown	white cutting Boards	
1	Sharp	Wall clock	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 159 **Date: 5/16/2014** **Taken By :Chef Wessman/Manzo**

Number	Manufacturer	Item	Notes
1	Boos Black	6x24x30	Nicely oiled
1	unknown	8x4"/SS table	6 legs
1	unknown	3 drawer desk	4 legs
2	unknown	Office Chair	red on wheels
1	Hp Laser Jet	Rm-159 Printer	serial# 57495
1	HP Computer	W/montior+keyboard	serial# 2Va02400SK
2	unknown	Wire cage w/locking doors	
1	Boston	pencil sharpener	
1	Metro	7" shelf with wire rack	
1	unknown	SS table 4x6 ft	
1	unknown	Wire Rack	with a linen bag
3		Slim jim Gary Garbage Can W/ Trolley	
2		Flour Bin (No lid)	
1	Cintas	First Aid Station	
1		Dry Erase Board 47x64	
1		7 ft wide Projector Screen	
1	Mitsubishi	Projector	
4		Yellow Extension Cords	
1	HI-DEF	Camera	
1	Sharp	Aquos TV 47"	
1	MSDS	Right to Know Book	
1		SS Wall Faucet	
1		SS Hard Wash Sink	
1		Paper Towel Dispenser	
10		SS 2x7 Table 4 Legs	
2		Grill Brush (Broken Hangle)	
1		Chit Wood Jack Range Grill	
4		US Rangt Six Burner CAonvection oven	
1	US Rang Conuection oven With Salamander & Griddle tep		
1		46x11 Wire Shelf over Desk	
2		94x 12 SS Shelf	
1		96 x3 SS table W / 22x22 Vegetable Sink	
2		Berkel 927-A 51248 Sicer	
1		Spice Grinoer	
9		SS zinc full Hotel Pans	
-6		1 Watan	rtable Gas Burner (Commplete No G/
-2		crepe pan	
-3		Food Mill	
-2		Food Mill Fine DIE	
-3		Food Mill Fine DIE	
-22		NON Stick Egg pan 8"	Poor Condition
-1		NON Stick Egg pan 8"	No longer NON Sitck
1		Elctric Juicer	
-1		Spice grinder	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 159		Date: 5/16/2014	Taken By :Chef Wessman/Manzo
Number	Manufacturer	Item	Notes
1		Gallon Cntainer Varnos Cutters	
1		Sausahte Stuffel Tool Large Diameter	
-1		6x6x6 Cube Bowl	
-1		1/6 pan 2"SS	
-1		cambeo 2Qt	
-15		ladle 2oc	
		spoon soild	
		spoon slomo	
		vegetable peeler swivel	
		pizza wheel	
		thong SS	
		cake cuter	
		ice cream scoop	
		ruber spatula	
		metal spatula	
		sevring spoon	
		sevring spoon	
		varied old silver ware	
		thongs	
		service spoon (large)	
		service spoon(small)	
		ladle 6oc	
		ladle 2oc	
		servent fork	
		salad thong	
		salad thong clam	
		passry brush	
		bowl scrapper	
GM 159.1 Walk In			
2		metro shelving Grffin 6x2x86" 4 Shelves	
2		metro shelving Grffin 40x24x86 4 Shelves	
1		metro shelving Grffin 48x24x86 4 Shelves	
1		metro Slelving Grffin 53x24x75 4 Shelves	
		lexan 12x1x4	I
		Cambro 12Q W/ Lid	I
		Cambro 4Q W/ Lid	III
2		12x 96 SS Shelf	
1	Rubbermaid	Lug (Plastic Ding Chemicals are Stored on)	
2		Glass 12oz	
13		Bluf Coffee Cup	
8		Bowl Blue 6oz	
3		Savche Blue	
4	Double SS Veg Sink With Side Continers & Back Soon 92 x30		
1		Twelve " wall Clock	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 159 | Date: 5/16/2014 | Taken By :Chef Wessman/Manzo

Number	Manufacturer	Item	Notes
		Gm 159.2 Walk In	
2		Metro Shelving Grffn 52x 24x 86 5 Shelves	
2		Metro Shelving Grffn 41x 24 x74 4 Shelves	
1		Sweet Tray Full	
1		Lexan 8x24 x 12	
1		12Lexan 4x 24 x	
1		Lexan 17 x 24 x 4	
1		SS Bowl 12"	
		Lexan 12x 18x 4	
		Lexan Lid 12 x18	
		Sweet Tray Full	
		Lexan 12x 18x 8	
22		White Tearen E arthen Warf W lid	
11		Extra Lids	
		buffet small walk in front wall 159	
		small bowls	
		tea pot	
		cup	
		pullman loop pan	
		large bowl	
		base(oval stand/ riser)	
		basket black wire	
		waffle maker rand	
		large bain marie insert 1.5g	
		salmon pocher 2 w/lids 1 with no lid	
		oval tray	
		clerifying dish insert round	
		white trays (large) 12 x 21	
		white trays (small) 10 x 20	
		brin marie Insert	
		Rolling Pin	
		White Split Serving Dish	
		oval shallon platter	
		wooden bowl	
		serving plater SS	
		IN terrine mold V&U shape	
36		shallon white square plate/bowl	
		white cube bowl 6x6 x 6	
		2in half hotel pan (length wise)	
6		Pete en croute pan 2 x 12	
8		Pete en croute pan 2 x 20	
1		Pete en croute pan 3 1/2 x14	
		Assorted 2x20 sides no Bottom 7Ea	
		Assorted 2x10 sides no Bottom 2Ea	
		Russy Tibal Molds 12Ea	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 159 | Date: 5/16/2014 | Taken By :Chef Wessman/Manzo

Number	Manufacturer	Item	Notes
22		mixing bowls	
2		cheese graters	
1		quart measure	
2		pint measure	
2		2q combo steel	
2		1q combo steel	
3		1gal combo steel	
2		colunder steamer	
5		large stock pot	
3		salad spinner	
1		large stock pot w/spigot	
14		pots	
2		china cup	
19		1/2 sheet pan	
45		full sheet pan	
4		y cutting boards	
12		g cutting boards	
7		r cutting boards	
9		w cutting boards	
34		lg plates(china)	
12		md plates (china)	
21		sm plates(china)	
3		oval plates	
3		lg bowls (china) soup	
16		md bowls (soup)	
9		sm soop bowls	
1		ramekima	
32		lids (plastic) & deli cups	
5		chaffing dish lids	
14		blue plastic lids	
9		red plastic lids	
4		greeen plastic lids	
1		round combo lids	
14		chafing lids	
20		100 hotel pans	
20		200 hotel pans	
11		300 hotel pans	
2		400 hotel pan	
2		stock pot (large)	
10		hotel pan	
19		small wire racks	
11		big wire racks	
12		sauce pan lids	
12	18qt	cambro	
12	22qt	cambro	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 159 | Date: 5/16/2014 | Taken By :Chef Wessman/Manzo

Number	Manufacturer	Item	Notes
1	12qt	cambro	
4	8qt	cambro	
7	5qt	cambro	
2		plastic circle lids	
11		sauce lids	
6		1/3 chaping (hotel pans)	
2	perfunated	chaping(hotel pans)	
14	perfunated	1/4 hotel (200) pans	
11	perfunated	hotel (chaping) 200 pans	
13		a's (plastic containers)	
15		c's (plastic containers)	
4		b's (plastic containers)	
21		a's lids	
19		c's lids	
5		22qt combo	
1		18qt combo	
7		large shute pan	
7		mid shute pan	
17		small shute pan	
2		map	
2		broms	
3		dock brushes	
4		scruggies	
2		map buckets	
2		dust pan	
5	blue	chair	
3	red	chair	
6	green	chair	
4	black	chair	
4	black	brunches (stolls)	
1	hoshizaki	ice machine/follet	
1	carlisle	gray ice combo	
1	don	gavel (white)	
1		spider spoon	
10	stainless steel	pot handle hangers	
2	shalving 41/75ft	metro wire 5 shalving racks	
1	shalving 54/75ft	metro wire 4 shalving racks	
2	green shalving 70/7.5ft	metro wire 4 shalving racks	
1	green shalving 3.0/7.5ft	metro wire 4 shalving racks	
1	sink	hand washing sink	
1	tonk	paper towel tonk	
1	nk/pot spun 3 comprt sir	sink/3 comp wash sink	
1	brow	brow chair	
8		sanitizer bucket/small	
6		floor sipter	

Major Equipment Inventory

Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 159 **Date: 5/16/2014** **Taken By :Chef Wessman/Manzo**

Number	Manufacturer	Item	Notes
2		ice scooper/ small plastice	
9	stainless steel	cutting boards rack	
25		Mirrors /Small,Med /Lg	
1	shalving 4.1/7.5ft	Metro /Green W/2 ss shelfving 2 Green Shelfving	
12		Floral Arrangements	
3		Kitchen Aid Mixers	
3	palooze,don,edond	Scales Pontion Cpufrolerse	
1		Lange Scale	
1		scales Bowl	
3		Rob Coupe /Complete	
2		Bobot Coupe Bowls	
12		manbee Slate /Sm,Md,Lg	
12		Shaffing Racks	
2		Toasters	
1		Toasters oven	
1	perfect flume	Smoker inogas Tank	
1	le smoker	Smoker	
2	1 proctersilex/ 1 wepps	Waffes Maker Iron	
16		Bricks	
4		Small Serving Trays	
6		Lg Serving Trays	
2		LG Wood Bowls	
2		White Ceramic Bowls	
1		Brass Candee lalders	
4		glass Candle Hloder	
4		squere Naplan Holders	
2		Antificial Ppants Arangments	
4		Rctangular Napkin holders	
5		Oval Stands	
1		Straw Basket	
2		Straw BasKet Small	
1		Silve Napkin Holders	
2		Rolling Pin	
2		Peant Holders (carge)	
2		Straw Candpp Holders	
3		Wood Boards	
4		Hot Lamps	
4		Round Flounstands	
8		Blue Bowls /Tea Bowls	
11		Blue Cups	
7		Blue Saucers	
5		Plastic Salad Platers	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 214 **Date: 5/16/2014** **Taken By :Chef lizk L/Patrick R**

Number	Manufacturer	Item	Notes
10	SS	Tables w/ bottom self	6'x4'x34"
1	SS	Tables w/ shelf	5'x2'x2"
1	SS	Table Boos w/back splash	9'x3'
1	Edlund	Can opener	
1	SS	Table w/ 2 draws	4'x2'
1	SS	Boos 2 door cabinet	14x2'x4'
1		computer chair	
1	HP	Computer	MXL9450IVW
1	HP	1022 Printer	
1		Phone 7911	
1		Pencil shapener	
1	IT	Computer Screen w/ keyboard	
1	LG	TV's 52" screen	serial# FZLG50DC-UA
1		White Board w/ wheels	
1	Sony	52" tv	serial#9068010
2	Camera	Broken	
12		Hanging outlets	
2		Hand sink	
2	Vegetable	sink tables	6'x'8'
4	SS	Sheves	1x6"
2	SS	Shelf	1 1/2x6"
2	SS	4 compartment sink w/ backsplash 14x2 1/2'	
2	SS	shelving	6'x1'
4	SS	over hanging pot rack 6'x1'	
4	SS	Line tables w/shelves 3x1'	
2	Deerfield	3 door refrig	6000 XL
1	Deerfield	2 door rolling refrig	Neriman
1	TRUE	Freezer 1 door	
1	Deerfield	2 door rolling refrig	6000 XL
1	SS	4 ftx 2 ft table	2'6" table
1	Tippertie	Model TH2400	Stapler
1	Stock	Bagger	
1	Cleveland	Tilt Skillet	Model KE95586-2-B
2	Sunfire	Convection ovens	
2		Grill	2'x32'
2	Endois	Fryolator	serial#0410HA0078
4	Us Range	Ranges Double oven 10 Burner	
6	Vulcan	singles oven	6 Burner
1	clevland	Steam jackeled kettle	serial# WT170102F-01

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 214 **Date: 5/16/2014** **Taken By :Chef lizk L/Patrick R**

Number	Manufacturer	Item	Notes
2	Metro shelving	4 levels	74x71' green
1	unknown	4 levels	74x72' green
1	Metro shelving	5 levels green	86x53x15"
2	Metro shelving	SS cages w/ locks	62"x58"x18"
82	Vollrath	2 qt sauce pan	single handled
5	hamilton Beach	Blender	
90	unknown	sheet tray full	
41	unknown	sheet tray half	
5	unknown	Saute pans	single handle 6"
6	2 1/2 qt SS	Coquettes	2 handled sauce pot
2	4 qt SS	Single handle pot	
3	Aluminum	8" saute pans	
3	Aluminum	1 qt Sauce pans	
2	SS	9" saute Pans	
1		10"saute pan	
1	Aluminum	4 qt pot	
1	SS	7" sauce pot	
1	SS	8 qt pot w/handle	
2	unknown	10" saute pots	work pots
3	unknown	4qt SS one handle sauce pots	
2	Aluminum	10" saute pans	
2	SS	6" Lids	
8	SS	13" china caps	
2	SS	10" china caps	
7	SS	6" china caps	
2	Aluminum	12" china caps	
6	SS	10" strainers	
1	SS	6" strainer	
1	SS	18" tamis	
1	SS	3 gal pot	
3	SS	10"x4"x4" box grater	
2	SS	6'x2x3' box grater	
4	full	Robo coupe	
1	just bottom	Robo coupe	
1	Plastic lid	Robo coupe	
6	full polly	food Mills	
3	Aluminum	5 gal stock pot	
7	Aluminum	2 1/2 gal stock pots	
6	unknown	cooling racks wire	8'x10'
4	unknown	spiders square	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 214 **Date: 5/16/2014** **Taken By :Chef lizk L/Patrick R**

Number	Manufacturer	Item	Notes
2	unknown	cooling racks wire	8'x8
1	Taylor	Pound Scale box	
2	Edward Don	oz scale box	
2	Aluminum	15 gal stock pot	
3	SS	20 gal stock pot	
13	green	Cutting Boards	20'x15'
7	yellow	Cutting Boards	20'x15'
4	Red	Cutting Boards	20'x15'
2	White	Cutting Boards	25'x20'
35	SS	3 qt Bowls	
3	SS	1 qt Bowls	
15	SS	4 qt Bowls	
19	SS	6 qt Bowls	
18	SS	8 qt Bowls	
4	SS	4 gal Bowls	
1	SS	3 1/2 qt Bowl	
1	SS	2" perforauted hotel pan	
1	SS	8" perforauted hotel pan	
1	SS	4" perforauted hotel pan	
2	SS	8" deep hotel pans	
1	SS	2" Hotel pans	
3	SS	1/9" pans	
2	SS	1/2 4"hotel pans perforated	
1	SS	2" 1/3 pan	
1	SS	4" 1/2 hotel pan	
36	white	plastic Bowl Plates Melomine	
6	Plastic	Cambros 8qt	
3	Cambro	5qt	
2	Cambro	square 18qt plastic	
6	unknown	cooling racks wire	18'x12'
1	SS	4" 1/8 hotel pan	
75	Plastic	10" Melonine plates	
8	Melomine	14oz Bowls	
36	unknown	6" underliner plates	
10	Melomine	6" Plates	
18	Dudson	10" fine china	
13	Dudson	8" fine china	
5	Dudson	Oval 12" plates	
1	unknown	roasting pan	20x5" Alumenium
3	Aluminum	15" collander	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 214 **Date: 5/16/2014** **Taken By :Chef lizk L/Patrick R**

Number	Manufacturer	Item	Notes
2	Aluminum	20"x2"x8" roasting pan	
1	Aluminum	20'x4'x2'	roasting pan
4	Cambro	26'x17x14 pan	
3	Cambro	26'x17x9' pan	
12	Cambro	1.75 gal container	
4	Cambro	1.75 gal container lids	
3	Baine Marie	2 gal ss	
2	Baine Marie	1 1/2 gal	
2	unknown	2qt measuring cup	
6	unknown	scoops for bin	
5	unknown	flour bins	white
2	unknown	carts	grey
1	Krups	spice grinder	
14	Cambro	lids	Blue
20	Cambro	lids	red
1	Cambro	lids	green
13	unknown	perforated plate combo	26'x18x6'
5	Cambro	clear plastic	26'x18'x4'
6	Cambro	lids	26'x18'x4'
1	unknown	recycle bin	Blue
11	unknown	garbage can	grey

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 168		Date: 5/16/2014	Taken By :Chef Enrique J.Diaz
Number	Manufacturer	Item	Notes
1	Unknown	Emergency Evacuation sign	8.5'x11'
1	Unknown	Right to know rack	14'x20'
1	Unknown	Employer hand wash sign	3'x9'
1	Unknown	Material safety data booklet	
1	Tork	Paper towel dispenser	
1	Ecolab	AntiBacterial Foam dispenser	
1	Unknown	Hand+Nail Brush	2.5'x5'
1	Advance-tabco	Hand sink 7-ps-62	
1	Rubbermaid	Recycling bin	Blue
1	Unknown	towel wire rack	
3	Unknown	Plastic Trash can	Gray 11'x20'x30'
1	Unknown	Plastic Trash can	Brown 11'x20'30'
2	Rubbermaid	Trash can rolling cart	
1	Rubbermaid	25.5'x40'x32'	Plastic Push Cart
3	Cambro	IB27 slide lid flour bin	12.5'x29'x28'
1	Rubbermaid	Flour Bin	12.5'x30'x28'
1	Rubbermaid	Flour Bin	18'x30'x28'
7	Globe	8qt Mixer	
1	Globe	8qt Mixer	No bowl
2	Kitchen Aid	4.5qt classic Mixer	
1	Gemini	Proofer box	Stamboo steel
1	Bakers Pride	3 Compartment pizza oven	
1	Us Range	2 Convection oven stack oven	
1	Kolpak	Walk-in cooler	
1	Winholt	26'x20.5'x68' speed rack	
1	Unknown	speed rack	26'x20.5x70'
1	Winholt	speed rack	26'x20.5x43'
1	Unknown	speed rack	26'x20.5'x64'
1	New Age Ind.	speed rack	26'x20.5'x70'
1	Metro	Apoxy shelving	24'x4'x86'
1	Metro	Apoxy shelving	24'x60x86'
1	Metro	Apoxy shelving	24'x30'x86'
1	Metro	Silver Shelving	24'x42'x75'
1	Metro	Apoxy shelving	24'x42'x75'
2	Metro	Caged Shelving	25'x62x67'
1	Trqulsen	2 Door low-boy Refrigator	
1	Unknown	SS/Table w/2 sinks+lids	36'x168'(14ft)x37'
1	Unknown	Marmol/white	30.5'x1.25'x60.5
1	Unknown	SS/Table	30'x96x36

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 168		Date: 5/16/2014	Taken By :Chef Enrique J.Diaz
Number	Manufacturer	Item	Notes
1	Unknown	SS/Table	24'x96x35'
8	Unknown	SS/Table	22'x96x36'
1	Unknown	SS/Table	24'x96'36'
1	Unknown	SS/Table	30'x60'x35'
1	sharp	50' Flat screen tv	
2	Sony	38'.5' Flat screen tv	
1	HP	Compaq computer	2UA013017K
4	Cadco,Ltd	Electric counter top stove	
1	Robot Coupe	Food Processor	
11	Unknown	2.25'x15' Rolling Pin	
3	Unknown	3.5'x15' Rolling pin	
1	sharp	1000 w/R-2ILC Microwave	
1	Musso	1qt Ice cream maker	
1	Quarlet	Roll Down Projector	
7	Luma Pro	Ceiling Retriovable electrial extension cords	
1	Unknown	Ceiling Camera	White tube
1	Unknown	ceiling camera	Black plastic
1	Unknown	72'x46' White Board	
1	sharp	Wall Clock	
1	Cinias	First Aid Station	
4	Unknown	17'x4' Tamis	
3	Rubbermaid	Clear Plastic sc oop	#2884
1	Sunnex	Clear Plastic sc oop	64 oz
16	Taylor	Balance Scale	
21	Unknown	Sheet pan Full	
4	Unknown	Sheet pan half	
5	Unknown	Full Roasting shelf rack	
33	Unknown	Tart Pan	13.75'x1'x4.25'
22	Unknown	Madoline pan	5'x15.5'
73	Unknown	Brioche cup 3'	
5	Unknown	Octagon Molds	
54	Unknown	Pastry tins	Triangles
2	Unknown	Channel pan	Wavy
14	Flexy Pan	Flexy mat	Bomb
10	Flexy Pan	Flexy mat	Cupcake 3'
22	Unknown	Tart Pan round	9.5' Dia
19	Unknown	Tart Pan round	12.5' Dia
2	Unknown	Tart Pan round	11' Dia
12	Unknown	Tart Pan round	8' Dia
10	Unknown	Tart Pan round	4.75' Dia

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 168		Date: 5/16/2014	Taken By :Chef Enrique J.Diaz
Number	Manufacturer	Item	Notes
4	Unknown	Tart Pan round	4.50' Dia
4	Unknown	Tart Pan round	4' Dia
18	Unknown	Madoline pan	7.75'x14'
2	Unknown	Madoline pan	7.75'x15.5'
29	Unknown	Brioche cup	1.75'
1	Unknown	Brioche cup	2.5'
11	Unknown	Brioche cup	3.25'
24	Unknown	Barguettes	3.25'
14	Unknown	Barguettes	3.25'
2	Unknown	Channel pan Flat	
1	Flexy Pan	Flexy mat	2' Cupcake
1	Flexy Pan	Flexy mat	2.5' cupcake
1	Elastonovle	Flexy mat	1.75' cupcake
2	Elastonovle	Flexy mat	2.75'cupcake
1	Elastonovle	Flexy mat	2'x4' Rectangle shape
1	Unknown	Flexy mat	3' Boioche cup
1	Unknown	Flexy mat	Pyramid
1	Unknown	Flexy mat	Savarin
1	Unknown	Metal Cupcake mold tray 3.5'	
1	Unknown	Metal Cupcake mold tray 2.75'	
16	Unknown	Ballon Whisks	
1	Lexon	26'x18'x6'	lexon wiyh lids
1	Cambro	1.5qtw/lid	
1	Cambro	4qt w/lids	
16	Krveger	Stools	
9	unkown	7.5 Saute pans	
1	Cambro	green lid	
1	Bernzomatic	Torch	
1	Unknown	Triangle 'pyramid'	
1	unknown	Flor bin and making bread	
1	makita	chainsaw 12'	
2	Unknown	Iron skillet	9'

Major Equipment Inventory

Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 210 Date: 5/16/2014 Taken By :Chef Lynae Gurnsey

Number	Manufacturer	Item	Notes
1	HP	Laser Jet Printer-4250	
1	Atlas	Microphone receiver	serial# SNCu652820611
1	dell	desktop computer	Serial# MVL94501TQ
1	unknown	Desk + 8 Drawer	5'x30'x29'
1	Cisco	Phone	
1	Hon	Filing Cabinet	5/drawer 5x15x2
1	unknown	Desk Chair	
1	unknown	Prep Table/ss	6'x30'x34'/4 legs bottom shelf
1	NSF	Can Opener	
1	unknown	White Board	3'x46x'1/2'
1	unknown	Plastic Adjutable	table/2 legs/5'x2'
1	unknown	SS prep table	8'x30'
1	Kobalt	Tool Box	Grey/Blue
3	unknown	Whisk/SS	
10	unknown	Slotted Spoon/SS	
11	unknown	Solid Spoon/SS	
9	unknown	2' oz Label/SS	
5	unknown	Tongs	
8	unknown	Vegetable peeler	
8	unknown	Stools-Black	2' high
2	unknown	Stool-wooden	29.5' High
3	unknown	Mops	
2	unknown	mop Bucket/yellow	
1	unknown	wringer for mop	
3	unknown	Deck Brushes	14"
1	unknown	Deck Brushes	2"
3	unknown	Squeegies	
2	unknown	Dust pans w/handles	
7	unknown	Utility Sink	For mop water
1	Metro	Cage/green	68'x25'x5'
3	unknown	Rolling pins	Wood w/handle
1	unknown	Rolling pins	No Handles
3	Don	oz scale	broken
1	Edland	oz scale	
2	Taylor	oz scale	
2	Pelouze	oz scale	
1	unknown	Bottle Brush	
184	unknown	Sauter 6"	China
6	unknown	Soup Bowls	5'/5' plastic
5	unknown	Soup Bowls	4.5" Plastic

Major Equipment Inventory

Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 210 Date: 5/16/2014 Taken By :Chef Lynae Gurnsey

Number	Manufacturer	Item	Notes
29	unknown	Soup Bowls	9" plastic rimmed
1	unknown	Oval Plates	15.5" Plastic
9	unknown	Oval Plates	11.5 China
15	unknown	Round Plate	10" Plastic
6	unknown	Oval Plates	13" China
2	unknown	Oval Plates	11" Plastic
1	Metro	Cages SS	Green 50"x25"
1	Metro	Case SS	62"x25"65"
20	Vollrath	5.5" sauepan	3.5" deepx7.5"w
2	unknown	5.5 sauepan	6.5"x4.5" deep
3	unknown	SS Sauepan	7"x3" deep
5	unknown	SS Sauepan	8.5"x3" deep
10	unknown	SS Sauepan	9"x4" deep
4	unknown	SS Sauepan	10"x5.5" deep
6	unknown	Saute Pan	Aluinium 10.5"
6	unknown	Egg pans	8.5"
6	unknown	SS Saute pot	8"x4" deep
9	unknown	SS Saute pot	8.5"
7	unknown	SS lids	8.5"
1	unknown	Saute Pans	11"x4" deep
1	unknown	Stock pot	Aluinium 10.5"x6.5"
1	unknown	Stock pot	Aluinium 12.5"x7.5"
7	unknown	Sauce Pan	9"x4.5" deep
1	unknown	Stock pot	10"x6.5" deep
2	unknown	Stock pot	10.5"x9" deep
1	unknown	Wok	14"
1	unknown	SS Sauce Pan	9.5"x6" deep
1	unknown	Rondo/SS	14.5"x6" deep
1	Cleveland	steam jacket kettle	
2	U.s Range	Convection oven	6 Burners
1	Jade Range	Grill	
2	Vulan	Range 6 burner	
5	unknown	Grey garbage can	
1	unknown	Blue Recycle can	
1	Vitamix	Blender 24c	
1	Vitamix	Blender 8c	
1	Hamiton Beach	Blender Base	Missing cup
1	Vitamix	64 oz Blender	NO BASE
1	Robot Coupe	3Qt	Complete
1	Robot Coupe	3Qt	Base W/lid Dely

Major Equipment Inventory

Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 210 Date: 5/16/2014 Taken By :Chef Lynae Gurnsey

Number	Manufacturer	Item	Notes
1	Kitchen Aid	5Qt	W/all Attachmants
1	John Boos	Hand Sink	
2	Brass	SS Prep Table 8"x 30"	W/Vegetable Sink ^ legs w/a bttom Shelf
4		8"x 1" Shelf-SS	
8		SS Prep Table 8"x 56"x36" 6 Legs - w/ Shelf	
2	LG	Falt Screen TV	Srial # 912 RMJF240948
3	Delfield	6000 XL Refrigerator -SS	2 Door (6" 3" H x32.5" x50"
1	Delfield	Freezer	2 Door (6" 3" H x32.5" x50"
5	John Boos	Prep Table/ss	2 leg 36"x 34"H x 18"w
2		3 Compartment Dish Sink	W/cabinent -8` 8 "L x37"w
2		Dish Sprayer Aems	SS Attached to Sink
1	Hoshizak	Ice Machine	Serial # PG3052L
1	Dean	Deep Fat Fryer	Serial #1007MA0657
1	Imperial	Wok Burner	W/Pan (2" Diametn wok)
1	John Boos	SS Perp Table	3" x 1" Wx 34" H
1	US Range	SS Perp Table	38.5"Lx 18" Wx3"4
1	Chitwood	SS Ggrill -W casters	W/timber Box And 2 door
1		SS Perp Table	5"Lx 2" Wx 34"H
3	Vulcan	Gas Range (Single Oven)	6 Burners (conventiral)
2	US Range	Gas Range (Double Oven)	W/flat Top Griddle & Salamander
1	Cambro	Flour Bin	29"Lx 1"Wx27.5"H
2	Rubber Maid	Flour Bin	29"Lx 1"Wx27.5"H
1	Don	Ice Bin On Wheels	125# Capacity
2		Stock Pot Alum	
2		Stock Pot Alum	
8		Retractable Electrical cord	
1		Stock Pot Alum	10 Qt
2		Stock Pot Alum	14Qt
150		Fill Sice Sheet Pan	Alum
8		Fill Hotel Pan Rack	
1		Fill Sheet Pan Rack	
1		1/2 Sheet Rack	
1		LiquiD Volume ,measuring C	4Qt
1		Box Graten	
3		Food Mills	
1		Food mill	
2		Muffin Tin Pans	
2		Chinoise	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 210 Date: 5/16/2014 Taken By :Chef Lynae Gurnsey

Number	Manufacturer	Item	Notes
3		XL China Cap	
2		Sm China Cap	
5		SS 1/6 Pans	
1		Spyder	
1		2" Full Perf Hotel Pan	
2		4" Full Hotel Pans	
1		3" Deep Roasting Plaque	
1		5' Deep Roating Plaque	
1		Saled Spinner	Qiange W/lid
4		SS Mixing Bowls	18"
4		SS Mixing Bowls	9.5"
1		SS Mixing Bowls	8"
1		SS Mixing Bowls	10"
1		SS Mixing Bowls	14"
5		SS Mixing Bowls	12"
1		SS Mixing Bowls	13"
1		5 Gal Cambro	
6		2 Gal Cambro	
2		4 Gal Cambro	
16		Blue Plastic Cambro	5 Gallon
31		Red Plastic Cambro	2 Gallon
2		Green Plastic Cambro	2/4 Qt
2		Cambro	1.75 Gallon
6		Cambro Lids	1.75 Gallon
4		Cambro	22 Gallon
3		Cambro	13 Gallon
33		Plates 10"	China
21		Plates 10"	Plastic
4		Plates 11"	China
14		Plates 9"	China
1	Berkel	Elec Meat Slicer	
3		Muffin Fleximat	
1		Metro Shelving	
1		Bain marie SS	9" Wide 8"Deep
2		Bus tubs SS	
1		Griddle Scrapa	
8		Combro	4Qt
25		Cutting Boards	
1		Combro	5 gal
2		Stock Pot Alum	16" 17.5 Deep

Major Equipment Inventory

Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 210 Date: 5/16/2014 Taken By :Chef Lynae Gurnsey

Number	Manufacturer	Item	Notes
2		Stock Pot Alum	15" 16 Deep
1		Stock Pot	12" 7.5 Deep
1		Stock Pot	10" 6.5 Deep
1		Spigot Marmito	12.5"7.5 Deep
2		Stock Pot	13"deep17.5"
6		Combro	10"

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 160 **Date: 5/16/2014** **Taken By :Chef Markussen**

Number	Manufacturer	Item	Notes
3		Metro Cage (4"x2")	
1		Hand Sink	
1		MSDS Right to know	
1		3 Compartments Sink	
1		2 Compartment Sink	
1		4 Compartment Sink	
10		Garbage cans	
8		5"x 18" Metro Shelves	
1		Rolling Ice bin	
2		Black Stools	
3		Chairs	2 w/ broken arms
2	Samsung	Flat Screen LED TV	
6		Yellow Ext. Card Reels	
1		Blue Recycle Bin	
3		96x24 SS Table	2 w/back splash
1		60x20 SS Table	w/back splash
1		48"x30" SS Table	
3		White Rolling Flour bin	
1	Delfield	2 Door Reach in Cooler	
1	Delfield	2 Door Freezer	
1	TRUE	1 Door Reach in Cooler	
1	Gemini	Proof Box	
1	Gemini	Rotary Baking Oven	w/doors
1	Cross cor	Speed Tram	
7	U.S Range	6 Burner range (oven	
4	U.S Range	10 Burner range(oven	
2	Dean	Deep fryer	
4	U.S Range	Spacer Cabinet	
1	Cleveland	Tilt Skillet	
1	Cook Shack	Electric smoker	
1		Rolling white board	
1		wall mounted White board	
1		Steam mounted Camera	
1		Ceiling mounted Camera	
1		Desk	
1		Captain Chair	
1	HP	2200 DTN Printer	
1	DELL	monitor	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 160 **Date: 5/16/2014** **Taken By :Chef Markussen**

Number	Manufacturer	Item	Notes
1	HP (COMPAQ)	082FD005 COM	
1	CISCO	PHONE	
1	PACO JET	PACO JFT	COMPLETELY ASSEMBLED
1	KOCH	Vacume Sealer	
2	GLOB	Mixer	
1	BOOS	Butcher block	
	SYSCO	ounce scale	
	KITCHEN AID	4qt mixer	White
1	KITCHEN AID	Professional 5 4qt	blue
6	COMBRO	13 gallon food box	
3	COMBRO	5 gallon food box	
2	COMBRO	1.7 gallon food box	
1	COMBRO	3gallon food box	
1	COMBRO	4.75 gallon food box	
4	COMBRO	1/2 food box lids	
14	CARLISLE	Café troy	brown
3	COMBRO	8qt	
2	COMBRO	4qt	
1	COMBRO	3 gallon	round
7	COMBRO	18qt	
4	COMBRO	22qt	
		Bus tub	
13		Cuttin Board racks	
8		Rolling pins	no handel
1	COMBRO	Salad spinner	orange
49		Full sheet pan	
16		Half sheet pan	
17		Medium Cutting board	2 yellow
9		Small Cutting board	
4		Large Cutting board	
15		Glazzing rack full sheet	
4		Glazzing rack half sheet	
5		Glazzing rack hotel pan	
7		China cups medium	
2		china cups large	
1		fine mesh strainer dome	
2		Mixing Bowl 8"	
5		Mixing Bowl 12"	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 160 **Date: 5/16/2014** **Taken By :Chef Markussen**

Number	Manufacturer	Item	Notes
5		Mixing Bowl 14"	
3		Mixing Bowl 1"	
27		Mixing Bowl 20"	
21	Volrath	SS Small Saute 8"	
4	Volrath	SS Saute10"	
7	Volrath	SS Saute 12"	
7	Volrath	SS Saute pan 1qt	
12	Volrath	SS Sauce Pan	1.5qt
10	Volrath	SS 2 Handle Sauce Pan	2qt
8	Volrath	SS Sauce Pan	2qt
4	Volrath	SS Sauce Pan	1 Gal
1	Cambro	Rolling Bin	
31	Folt	6"Squsre	
30	Folt	Slant Bowl	
12	Folt	Coffee Under liner	oval
13	Folt	Coffee cup	
1		SS Water Pider	
1	Folt	tea Pot	
4	Folt	tea Pot Lids	
		4 ozCreme Brule	
43	Folt	10" Sq	
29	Folt	12"oval	
31	Folt	6oz square soup bowl	
44	Folt	12" square	
30	Folt	Rectangle	
76	Folt	1oz Square remekies	
27		Red Placemats	
70	Bach	11.5oz rock glass	
8#		Salad Fork	9=1o7
8#		Enter Fork	6=15oz
26.5#		Knife	4=19oz
4#		Spoon	11=15oz
13#		Knife(flat Handle	5=17oz
5		robo coup	
2		Box Grater	
1		Mondolia	
1		Blendtek blender	
2	Wearing	Blender	
1		Blender Base	
8		ounce scale	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 160 **Date: 5/16/2014** **Taken By :Chef Markussen**

Number	Manufacturer	Item	Notes
1		Tri Glove	
1	Hamilton Beach	Juicer	
1		Spice Grinder	
1		rotary Maudolin	
4		Food Mill	
1		pasta strainer	
1		Bone saw	
1	Volrath	Volrath Vac saler	
1	Volrath	Sous vide Circulater	
1	Waring	Immersion Blender	
6		Solid Spon	
8		Slotted Spoon	
3		Exoglass spoon	
5		Wisk	
5		Tongs	
4		2oz Ladle	
1		.5 Portion Scoop	
5		Fish Spatula	
1		Peeler	
1		Measuring cup set	
1		Bench Scraper	
1		Pasta Machine	Broken
7		Tongs	
4		Salad Tongs	
5		Bowl Scraper	
1		Cake Comb	
3		Star Tip Set	
13		Bench Scraper	
1		Candy Thermometer	
32		Straght cake Spatula	
18		Steel	
7		2 Cup Volume Measure	
7		Veg Peeler	
6		1 Cup Volume Measure	
1		4 cup Volume Measure	
19		Slotted Spoon	
9		Soild Spoon	
8		Offset Spatula	
10		Fish Spatula	
1		Melon Baller	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 160 **Date: 5/16/2014** **Taken By :Chef Markussen**

Number	Manufacturer	Item	Notes
2		Meat Mallet	
23		2oz Ladel	
1		Spatula	
19		Pizza Cutters	
1		100 Portion Scoop	
1		Salad Tongs	
2		Veg Peeler	
2		Teaspoons	
3		Probe Thermometer	
7		Filet Knives	
3		Carving Knives	
8		Sets Measuring Spoons	
20		Assorted Measuring spoons	
43		Assorted Measuring spoons	
38		Whisks	
13		Heat resistant spoons	
12		Wood Spoons	
8		Plastic Spoon	
8		White Plastic Spoon	
1		Box Grater	
1		Food Mill	
8		Onion Soup Bowls	
25		Paring Knife	
26		Chef Knife	
13		Serated Knife	
1		Tami(drum sieve)	
2		2qt Volume Measure	Metal
1		2 qt Volume Measure	Plastic
1		4 qt volume Measure	Metal
1		4 qt volume Measure	Plastic
5		4x3 muffin tin	
4		3 gallon rondo	
1		2 gallon stock pot	
1		3 gallon stock pot	
1		7.5 gallon stock pot	
1		4 gallon rondo	
4		SS 2 gallon brain marie	
3		SS 3 gallon brain marie	
2		SS 1 qt brain marie	
2		SS 2 qt brain marie	

Major Equipment Inventory
Le Cordon Bleu College of Culinary Arts- Orlando

Kitchen/ Classroom: 160 **Date: 5/16/2014** **Taken By :Chef Markussen**

Number	Manufacturer	Item	Notes
2		colandrs	
1		6"deep roasting pan	
4		perfered 2"full hotel	
2		2" full hotel	
8		4" full hotel	
3		6" full hotel	
1		perforted full hotel	
52		1/4 hotel pan 4"	
5		1/4 hotel pan 2"	
1		1/6 hotel pan 4"	
1		1/6 hotel pan 6"	
1		1/2 hotel pan 2"	
1		1/2 hotel pan 2"	
4		1/2 hotel pan 6"	
1		perfered 1/2 hotel pan	14"
1		chinois	

and ADMINISTRATIVE STAFF SUMMARY FORM

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SAMPLE, Sally Mae	F	02-01-1998	PT	**MBA - Washington University, MO - Business**	Intro to Business	B	4	0	2	AD
Abed, Stephanie	F	09-30-2013	PT	MA - Education Administration and Supervision, University of Phoenix; BA - Special Ed: Teach Eng 2nd Language	GEN 112 College English	M		4	4	
Andre, Eric	F	10-31-2002	FT	BS - Business Administration, Western Governors University; BS Culinary Arts, Breyer State University	LCBC 222 Catering and Buffets	B	4	4		

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Andriaccio, Emily	F	04-30-2014	PT	MA - Counseling Psychology, Adler School of Professional Psychology; BA, Psychology, Washington and Jefferson College	GEN 142 Introduction to Psychology; LCBC215 Hospitality Supervision and Entrepreneurship	M			4	
Barth, Richard	F	07-07-2014	PT	BS - Culinary Arts, Breyer State University	LCBC 110 Culinary Foundations I	B			4	
Bethel, Sarah	F	06-09-2009	FT	M.Ed., American Intercontinental University; BA, Culinary Management, Le Cordon Bleu College of Culinary Arts Online; AAS, Patisserie & Baking, Le Cordon Bleu College of Culinary Arts Orlando	LCBK 232 Advanced Showpiece and Confectionary Techniques	M		4	4	

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Brassil, Thomas	F	05-17-2010	FT	BS - Communications, Rhode Island College	LOA	B				
Clare, Roberta	F	01-05-2009	FT	BA - General Studies, Aurora University - George Willams College, Apprenticeship - American Culinary Federation	LCBC215 Hospitality Supervision and Entrepreneurship; LCBC 250 Externship I; LCBC 255 Externship II	B	4	4		
Cleare, Christopher	F	06-09-2003	FT	BA - Culinary Management, Le Cordon Bleu College of Culinary Arts Online; AS, Culinary Arts, The Art Institute of Fort Lauderdale	LCBC 125 Cost Control & Purchasing	B		4	4	

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Denlinger, Jennifer	F	04-07-2003	FT	M.Ed., American Intercontinental University; BS - Hospitality Management, University of Central Florida; AA General Education St. Petersburg Junior College	LCBC 212 Cuisine Across Cultures; LCBC215 Hospitality Supervision and Entrepreneurship;	M		4	4	
Diaz, Enrique	F	03-12-2009	FT	MBA - American Intercontinental University; BS - Business Management, University of Phoenix	LCBC 240 Restaurant Rotation	M		4	4	
Eaddy, Samantha	F	07-18-2003	PT	MBA - Webster University; BA - Communication, Florida Atlantic University	GEN 122 Verbal Communications	M	4			

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Friedenreich, Klaus	F	08-17-2009	PT	Demonstrable current exceptional professional level experience in the field of culinary arts including a Certified Master Chef designation by the American Culinary Federation	LCBC 110 Culinary Foundations I	C/AA	4			

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Gurnsey, Lynae	F	06-09-2003	FT	BS - Hospitality Management, University of Central Florida; AAS - General Technology Culinary Arts; AA - Data Processing, Miami Dade Community College	LOA	B				
Heydel, Lionel	F	07-09-2007	FT	BA - Business Administration, American Intercontinental University Online; AS - Business Administration	LCBC 122 Culinary Foundations II	B	4	4		

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Hosford, Jeff	F	06-16-2014	PT	BS - Business Administration, Penn State University	LCBC 122 Culinary Foundations II	B			4	
Jeffries, Joseph	F	08-23-2004	FT	BS - Business Management, University of Phoenix; Diploma - Culinary Arts, Culinary School of Washington DC	LCBK 122 International Patisserie Cake Formula and Assembly	B		4	4	
Kruczek, Hanna	F	01-18-2005	PT	PhD - Computer Science, University of Illinois at Urbana Champaign; MA - Mathematics, University of Illinois at Urbana Champaign	GEN 132 College Mathmatics	PHD			4	

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Kublasingh, Elizabeth	F	02-17-2014	PT	BS - Food and Nutrition, State University of New York; AOS - Culinary Arts, Culinary Institute of America	LCBC 122 Culinary Foundations II; LCBC135 Nutrition	B		4	1	
Manzo, Luiz	F	04-08-2013	FT	AOS - Culinary Arts, Le Cordon Bleu College of Culinary Arts San Francisco - California Culinary Academy	LCBC 110Culinary Foundations I; LCBC 222 Catering and Buffets	OA		4	4	
Markussen, Christian	F	09-27-2002	FT	BS - Business Management, University of Phoenix; AOS - Culinary Arts, California Culinary Academy	LCBC 212 Cuisine Across Cultures	B	4	4		

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Nasrallah, Sharon	F	04-05-2010	FT	BA - Journalism, University of South Carolina; Diploma - Culinary Arts, Institute of Culinary Education	LOA	B				
Pasiecki, Victoria	F	08-14-2014	FT	BS - Business Education Food Service, Johnson & Wales University; AS - Culinary Arts, Johnson and Wales University	LCBC 152 Baking and Pastry	B	4	4		
Plate, Richard	F	04-07-2014	PT	PhD - Interdisciplinary Ecology, University of Florida; MA - English, Clemson University; BS - Chemical Engineering, Clemson University	GEN 152 Environmental Science	PHD	6			

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Restifo, Kate	F	10-23-2006	FT	MA - Counseling Psychology, Marymount University; BA - Psychology, Tulane University; AAS Culinary Arts, Orlando Culinary Academy	LCBC 225 Wine and Beverage; GEN 142 Introduction to Psychology; LCBC215 Hospitality Supervision and Entrepreneurship;	M	4	4		
Restifo, Patrick	F	08-14-2002	FT	BA - Culinary Management, Le Cordon Bleu College of Culinary Arts Online; AOS, Culinary Arts, State University of New York Schenectady	LCBC 122 Culinary Foundations II	B	4	4		

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Seltzer, Robert	F	06-01-2010	FT	M.Ed. - American Intercontinental University; BA - Hotel & Restaurant Management, Michigan State University	LCBC 240 Restaurant Rotation	M	4	4		
Smith, Janet	F	12-23-2002	FT	BHS - Health Administration, Florida Atlantic University; AAS - Health Info Technology / Medical Records, Alfred State College; AS - Culinary Arts, New England Institute of Technology	LCBC 105 Food Safety and Sanitation; LCBC100 College Success and Career Portfolio	B	4	4		

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Smith, Shelley	F	09-03-2013	PT	MPH - University of South Florida; BS - Resource Development (Food Science and Nutrition), University of Rhode Island	LCBC 135 Nutrition, LCBC 105 Food Safety and Sanitation; LCBC100 College Success and Career Portfolio	M		4		
Sookdeo, Cherri	F	08-04-2014	PT	MA&S - University of Central Florida, Higher Educational Leadership with Biology focus, BS - SUNY Stony Brook University, Geology	GEN 152 Environmental Science	M			4	
Suchite, Cesar	F	03-14-2005	FT	AS - Culinary Arts, Art Institute of Fort Lauderdale	LCBC 132 Culinary Foundations III; LCBC 222 Catering and Buffets	C/AA		4	4	

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Viola, Dawn	F	04-10-2006	PT	BFA - Visual Design, University of Massachusetts Dartmouth	LCBC 135 Nutrition, LCBC 105 Food Safety and Sanitation; LCBC100 College Success and Career Portfolio	B			4	
Vossenberg, Peter	F	04-21-2003	FT	M.Ed. - Educational Leadership, American Intercontinental University, BS - General Hospitality Management, Florida International University; AOS - Culinary Arts, Culinary Institute of America	LCBC 132 Culinary Foundations III	M	4	4		

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Wawrzaszek, Cathy	F	02-18-2013	FT	MS - Management, National Louis University; BS - Computer Science, State University of New York Rome; AAS - Fulton Montgomery Community College	GEN 132 College Mathmatics; LCBC 125 Cost Control and Purchasing	M	4	4		

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Wessman, Elizabeth	F	07-06-2009	FT	BA - Social Sciences, Florida State University; AAS Culinary Arts, Orlando Culinary Academy	LCBC 232 Contemporary Cuisine	B	4	4		

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Wessman, Jimmy	F	10-20-2003	FT	BA - Culinary Management, Le Cordon Bleu College of Culinary Arts Online; AOS - Culinary Arts, Culinary Institute of America; AS - Individual Studies Business, Ulster County Community College	LCBC 110 Culinary Foundations I; LCBC 222 Catering and Buffets	B	4	4		
Alverez, Melanie	AD	11-12-2007	FT	BA, American Intercontinental University (Business)	Student Finance Advisor	B				RA
Beredo, Rodel	AD	9/12/2011	FT	BS, 2009, University of South Florida (Sociology)	Sr. Admissions Rep	B				RA

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Bertalon, Meredith	AD	2/6/2012	FT	BA, 2008, Indiana University, (History)	Admissions Rep	B				RA
Bosch, Faye	AD	1/9/2007	FT	AS 2311 American Intercontinental University (Business), AS 1993 Seminole State College (Liberal Arts)	Career Services Advisor	AA				AD

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Bosch, Victor	AD	10/13/2010	FT	BS, 1998 Interamerican University of P7uerto Rico (Marketing)	Procurement Coord	B				AD
Burnard, Brena	AD	10/3/2011	FT	BA, 2009, Eastern Washing University, (Arts and Sciences)	Sr. Admissions Rep	B				RA
Castillo, Beatriz	AD	7/19/2010	FT	MA 2002 Webster University (Counseling), BS 1999 Universidad Antonio Narino (Psychology), BA 1996 Universidad Del Quindio (Early Childhood Education)	Career Services Advisor	M				AD
Diaz Alvarado, Monica	AD	8/3/2009	FT	BS University of Puerto Rico (Office Systems)	Assoc Financial Aid Advisor	B				AD

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Doughman, Janet	AD	3/22/2004	FT	BA, 1990, Xavier University (French)	Sr Exec Admissions Rep	B				RA
Farr, Lamar	AD	03-03-2014	FT	MBA 2006, Baker College (Finance), BBA 1996, Coker College (Sociology/Criminology)	Florida Market President	M				AD
Ferkovich, Nate	AD	7/29/2013	FT	BA 1994 Appalachian State (Social Work)	Associate Dir. Admissions	B				RA
Figueroa, Kevin	AD	4/22/2013	FT	NA	Sr. Admissions Rep					RA
Goldfarb, Judy	AD	06-24-2014	FT	BA 1979, Chamberlin School of Design and Management (Design)	Business Office Manager	B				AD
Guzman, Jasmin	AD	3/31/2009	FT	MBA, Colorado Technical University	Sr Exec Admissions Rep	M				RA
Johnson, Sandra	AD	1/31/2005	FT	NA	Receptionist					RA

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Institution Name Le Cordon Bleu Orlando
City, State Orlando, FL
ID #00019776

Duties
AD = Administrative
RA = Recruitment / Admissions
FA = Financial Aid
SS = Student Services
OT = Other

Credential Level
C = Certificate
D = Diploma
OA = Occupational Associat
AA = Academic Associate
B = Bachelor
M = Master

	Select One		*Select One*				Faculty - Teaching Load			
Name (Last, First, Middle)	Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	A	M	E	Non-faculty Duties or Admin Duties
Laberge, Angela	AD	4/26/2004	FT	AA 2010 American Intercontinental University (Business)	Receptionist	AA				RA
Lauren Novak	AD	01-03-2011	FT	MA 2010 University Central Florida (Anthropology), BA 2007 University Florida (Anthropology)	Associate Registrar	M				AD
Mangual Castro, Jonatha	AD	4/2/2012	FT	NA	Exec Admissions Rep					RA
Martinez, Joanne	AD	2/11/2013	FT	BS, 2008, University of Central Florida (Marketing)	Sr. Admissions Rep	B				RA
Matos Velazquez, Jose	AD	8/1/2011	FT	MBA, 2003, BS University of Puerto Rico (Finance)	Career Services Advisor	M				AD
Mesimer, Matthew	AD	7/7/2014	FT	AS, 2014, Everest, (Business/Accounting)	Sr. Admissions Rep	AA				RA

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	Select One		*Select One*							
Name (Last, First, Middle)	Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	Faculty - Teaching Load A	M	E	Non-faculty Duties or Admin Duties
Monroe, Taryn	AD	8/19/2013	FT	BS, 2005, Howard University (Health Science)	Admissions Rep	B				RA
Morales Rivera, Jonathar	AD	7/27/2010	FT	AS 2012 Orlando Culinary Academy (Culinary Arts)	Receiving Clerk	AA				RA
Noble, Michelle	AD	06-12-2002	FT	M.Ed. - Instructional Technology, American Intercontinental University; BS - Business Education Food Service, Johnson & Wales University; AS - Culinary Arts, Johnson and Wales University	Lead Instructor	M				AD
Noureddine, Sara	AD	9/24/2012	FT	AS, 2012, Colorado Technical University	Sr. Admissions Rep	AA				RA

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	Select One		*Select One*				Faculty - Teaching Load			
Name (Last, First, Middle)	Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	A	M	E	Non-faculty Duties or Admin Duties
Ramirez Pinzon, Alejand	AD	11/15/2011	FT	BA, 2013, University of Turabo, Management	Admissions Rep	B				RA
Rhonda Kemp	AD	04-21-2003	FT	AS 2003, Orlando Culinary Academy (Culinary Arts)	Director of Purchasing and Facilities	AA				AD
Ruiz, Lissette	AD	7/9/2007	FT	AS, Orlando Culinary Academy (Culinary Arts)	Receiving Clerk	AA				AD
Schaible, Natalie	AD	07-10-2006	FT	MBA 1981 Virginia Tech (Marketing), BS 1978 Cornell University (Nutrition and Foods), AS 1976 Jamestown Community College (Chemistry)	Campus Director of Career Services	M				AD

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	Select One		*Select One*				Faculty - Teaching Load			
Name (Last, First, Middle)	Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	A	M	E	Non-faculty Duties or Admin Duties
Velazquez Hernandez, K	AD	2/24/2010	FT	MA, 2012 Sacred Heart University (Communications), MFA 2010 Full Sail University (Media Design), BA 2002 Sacred Heart University (Communications)	Career Services Advisor	M				AD
Vossenberg, Kathleen	AD	09-27-2004	FT	M.Ed. - Educational Leadership, American Intercontinental University, BS - Financial Accounting and Business Administration, Illinois State University; AAS - Culinary Arts, Illinois Institute of Art at Chicago	Lead Instructor	M				AD
Welch, Michael	AD	4/18/2005	FT	BA, Kaplan University	Sr Exec Admissions Rep	B				RA

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	Select One		*Select One*				Faculty - Teaching Load			
Name (Last, First, Middle)	Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	A	M	E	Non-faculty Duties or Admin Duties
Wenner, Shawn	AD	04-18-2005	FT	MBA 2012 American Inter Continental University (Management), BBA 2011 American Inter Continental University (Management)	Director of Admissions	M				AD
Woods, Michael	AD	9/7/2011	FT	NA	Admissions Rep					RA

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	Select One		*Select One*				Faculty - Teaching Load			
Name (Last, First, Middle)	Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	A	M	E	Non-faculty Duties or Admin Duties
Zelen, Andrea	AD	09-05-2006	FT	M.Ed. - American Intercontinental University; BA - Culinary Management, Le Cordon Bleu College of Culinary Arts Online, AOS - Culinary Arts, Culinary Institute of America	Lead Instructor	M				AD

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ACICS PROGRAM UPDATE FORM

1. What is the current number of students enrolled? 821

2. List the enrollment in each program by full-time and part-time status and by day and evening. Use additional pages if necessary.

Name of Program	Total Enrollment	Full-time	Part-time	Day	Evening
Associate in Science Degree in Le Cordon Bleu Culinary Arts	530	530	0	446	84
Associate in Science Degree in Le Cordon Bleu Patisserie and Baking	200	200	0	112	88
Diploma Program in Le Cordon Bleu Culinary Arts	91	91	0	73	18
Diploma Program in Le Cordon Bleu Patiserrie and Baking	0	0	0	0	0
	ED00002955				

Code		Section	RegStudents	StartTime	EndTime	RoomNumber	TeacherDescrip	
Café				6:00 AM	9:00 AM	155	Robert Seltzer	
Café / SMU				2:00 PM	5:00 PM	155	Enrique Diaz	
GEN112	English	E1	1	3:00 PM	4:50 PM	186	Stephanie Abed	
GEN112	English	E2	3	3:00 PM	4:50 PM	186	Stephanie Abed	
GEN112	English	G1	4	6:00 PM	7:50 PM	186	Stephanie Abed	
GEN112	English	G2	13	6:00 PM	7:50 PM	186	Stephanie Abed	
GEN122	Verbal Comm	A1	0	9:15 AM	11:05 AM	188	Samantha Eaddy	
GEN122	Verbal Comm	A2	10	9:15 AM	11:05 AM	188	Samantha Eaddy	
GEN122	Verbal Comm	C1	5	11:15 AM	1:05 PM	188	Samantha Eaddy	
GEN122	Verbal Comm	C2	12	11:15 AM	1:05 PM	188	Samantha Eaddy	
GEN122	Verbal Comm	E1	1	2:00 PM	3:50 PM	188	Samantha Eaddy	
GEN122	Verbal Comm	E2	10	2:00 PM	3:50 PM	188	Samantha Eaddy	
GEN122	Verbal Comm	G1	3	6:00 PM	7:50 PM	188	Samantha Eaddy	
GEN122	Verbal Comm	G2	15	6:00 PM	7:50 PM	188	Samantha Eaddy	
GEN132	Math	A1	2	7:15 AM	9:05 AM	184	Cathy Wawrzaszek	
GEN132	Math	A2	9	7:15 AM	9:05 AM	184	Cathy Wawrzaszek	
GEN132	Math	C1	4	1:15 PM	3:05 PM	184	Cathy Wawrzaszek	
GEN132	Math	C2	13	1:15 PM	3:05 PM	184	Cathy Wawrzaszek	
GEN132	Math	E1	1	4:00 PM	5:50 PM	184	Hanna Kruczek	
GEN132	Math	E2	11	4:00 PM	5:50 PM	184	Hanna Kruczek	
GEN132	Math	G1	3	8:00 PM	9:50 PM	184	Hanna Kruczek	
GEN132	Math	G2	15	8:00 PM	9:50 PM	184	Hanna Kruczek	
GEN142	Psychology	A1	3	7:15 AM	9:05 AM	185	Kathryn Restifo	
GEN142	Psychology	A2	24	7:15 AM	9:05 AM	185	Kathryn Restifo	
GEN142	Psychology	C1	4	11:15 AM	1:05 PM	185	Kathryn Restifo	
GEN142	Psychology	C2	21	11:15 AM	1:05 PM	185	Kathryn Restifo	
GEN142	Psychology	G1	5	6:00 PM	7:50 PM	185	Emily Andriaccio	
GEN142	Psychology	G2	6	6:00 PM	7:50 PM	185	Emily Andriaccio	

Code		Section	RegStudents	StartTime	EndTime	RoomNumber	TeacherDescrip	
GEN152	Science	A1	2	9:00 AM	10:50 AM	187	Richard Plate	
GEN152	Science	A2	23	9:00 AM	10:50 AM	187	Richard Plate	
GEN152	Science	C2	17	11:15 AM	1:05 PM	187	Richard Plate	
GEN152	Science	E1	9	2:00 PM	3:50 PM	187	Richard Plate	
GEN152	Science	E2	14	2:00 PM	3:50 PM	187	Richard Plate	
GEN152	Science	G1	14	6:00 PM	7:50 PM	187	Cherri Sookdeo	
GEN152	Science	G2	12	6:00 PM	7:50 PM	187	Cherri Sookdeo	
LCBC100	Coll Success	A1	23	10:00 AM	11:00 AM	205	Janet Smith	
LCBC100	Coll Success	A2	2	10:00 AM	11:00 AM	205	Janet Smith	
LCBC100	Coll Success	B1	20	10:00 AM	11:00 AM	205	Janet Smith	
LCBC100	Coll Success	C1	17	1:45 PM	2:45 PM	128	Janet Smith	
LCBC100	Coll Success	C2	1	1:45 PM	2:45 PM	128	Janet Smith	
LCBC100	Coll Success	D1	13	1:45 PM	2:45 PM	128	Janet Smith	
LCBC100	Coll Success	F1	21	4:45 PM	5:45 PM	205	Dawn Viola	
LCBC100	Coll Success	F2	1	4:45 PM	5:45 PM	205	Dawn Viola	
LCBC100	Coll Success	H1	28	8:45 PM	9:45 PM	205	Dawn Viola	
LCBC100	Coll Success	H2	2	8:45 PM	9:45 PM	205	Dawn Viola	
LCBC105	Sanitation	A1	20	7:15 AM	9:30 AM	205	Janet Smith	
LCBC105	Sanitation	A2	6	7:15 AM	9:30 AM	205	Janet Smith	
LCBC105	Sanitation	B1	23	7:15 AM	9:30 AM	205	Janet Smith	
LCBC105	Sanitation	C1	16	11:15 AM	1:30 PM	205	Shelly Smith	
LCBC105	Sanitation	D1	17	11:15 AM	1:30 PM	205	Shelly Smith	
LCBC105	Sanitation	F1	18	2:00 PM	4:15 PM	205	Dawn Viola	
LCBC105	Sanitation	H1	30	6:00 PM	8:15 PM	205	Dawn Viola	
LCBC105	Sanitation	H2	1	6:00 PM	8:15 PM	205	Dawn Viola	
LCBC110	Cul Found I	A1	20	7:15 AM	10:50 AM	175	Klaus Friedenreich	
LCBC110	Cul Found I	A2	3	7:15 AM	10:50 AM	175	Klaus Friedenreich	
LCBC110	Cul Found I	B1	24	7:15 AM	10:50 AM	175	Jimmy Wessman	
LCBC110	Cul Found I	C1	17	11:15 AM	2:50 PM	175	Klaus Friedenreich	
LCBC110	Cul Found I	D1	17	11:15 AM	2:50 PM	175	Jimmy Wessman	
LCBC110	Cul Found I	F1	18	2:00 PM	5:35 PM	171	Luiz Manzo	
LCBC110	Cul Found I	H1	30	6:00 PM	9:35 PM	175	Richard Barth	
LCBC110	Cul Found I	H2	1	6:00 PM	9:35 PM	175	Richard Barth	

Code		Section	RegStudents	StartTime	EndTime	RoomNumber	TeacherDescrip	
LCBC122	Cul Found II	A1	3	7:15 AM	10:30 AM	201	Patrick Restifo	
LCBC122	Cul Found II				11:15 AM	214	Patrick Restifo	
LCBC122	Cul Found II	A2	16	7:15 AM	10:30 AM	201	Patrick Restifo	
LCBC122	Cul Found II				11:15 AM	214	Patrick Restifo	
LCBC122	Cul Found II	B2	15	7:15 AM	10:30 AM	201	Lionel Heydel	
LCBC122	Cul Found II				11:15 AM	214	Lionel Heydel	
LCBC122	Cul Found II	C1	3	11:15 AM	2:30 PM	201	Patrick Restifo	
LCBC122	Cul Found II				3:15 PM	214	Patrick Restifo	
LCBC122	Cul Found II	C2	12	11:15 AM	2:30 PM	201	Patrick Restifo	
LCBC122	Cul Found II				3:15 PM	214	Patrick Restifo	
LCBC122	Cul Found II	D2	17	11:15 AM	2:30 PM	201	Lionel Heydel	
LCBC122	Cul Found II				3:15 PM	214	Lionel Heydel	
LCBC122	Cul Found II	E2	19	2:00 PM	5:15 PM	210	Elizabeth Kublalsingh	
LCBC122	Cul Found II				6:00 PM	210	Elizabeth Kublalsingh	
LCBC122	Cul Found II	G1	1	6:00 PM	9:15 PM	201	Jeffrey Hosford	*Barth, Richard
LCBC122	Cul Found II				10:00 PM	214	Jeffrey Hosford	*Barth, Richard
LCBC122	Cul Found II	G2	17	6:00 PM	9:15 PM	201	Jeffrey Hosford	*Barth, Richard
LCBC122	Cul Found II				10:00 PM	214	Jeffrey Hosford	*Barth, Richard
LCBC125	Cost Control	A1	3	9:15 AM	10:20 AM	184	Cathy Wawrzaszek	
LCBC125	Cost Control	A2	13	9:15 AM	10:20 AM	184	Cathy Wawrzaszek	
LCBC125	Cost Control	C1	3	1:15 PM	2:20 PM	186	Christopher Cleare	
LCBC125	Cost Control	C2	12	1:15 PM	2:20 PM	186	Christopher Cleare	
LCBC125	Cost Control	G1	4	8:00 PM	9:05 PM	185	Christopher Cleare	
LCBC125	Cost Control	G2	6	8:00 PM	9:05 PM	185	Christopher Cleare	
LCBC132	Cul Found III	A1	18	7:15 AM	10:30 AM	204	Peter Vossenberg	
LCBC132	Cul Found III				11:15 AM	213	Peter Vossenberg	
LCBC132	Cul Found III	A2	2	7:15 AM	10:30 AM	204	Peter Vossenberg	
LCBC132	Cul Found III				11:15 AM	213	Peter Vossenberg	
LCBC132	Cul Found III	C1	16	11:15 AM	2:30 PM	204	Peter Vossenberg	
LCBC132	Cul Found III				3:15 PM	213	Peter Vossenberg	
LCBC132	Cul Found III	G1	12	6:00 PM	9:15 PM	204	Cesar Suchite	
LCBC132	Cul Found III				10:00 PM	213	Cesar Suchite	
LCBC132	Cul Found III				10:00 PM	213	Cesar Suchite	

Code		Section	RegStudents	StartTime	EndTime	RoomNumber	TeacherDescrip	
LCBC135	Nutrition	A2	14	9:15 AM	10:20 AM	183	Shelly Smith	
LCBC135	Nutrition	C1	4	1:45 PM	2:50 PM	183	Shelly Smith	
LCBC135	Nutrition	C2	15	1:45 PM	2:50 PM	183	Shelly Smith	
LCBC135	Nutrition	G1	5	8:00 PM	9:05 PM	183	Elizabeth Kublalsingh	
LCBC135	Nutrition	G2	12	8:00 PM	9:05 PM	183	Elizabeth Kublalsingh	
LCBC152	Baking & Pastry	A1	11	7:15 AM	10:30 AM	167	Victoria Pasiecki	
LCBC152	Baking & Pastry				11:15 AM	167	Victoria Pasiecki	
LCBC152	Baking & Pastry	A2	8	7:15 AM	10:30 AM	167	Victoria Pasiecki	
LCBC152	Baking & Pastry				11:15 AM	167	Victoria Pasiecki	
LCBC152	Baking & Pastry	C1	21	11:15 AM	2:30 PM	167	Victoria Pasiecki	
LCBC152	Baking & Pastry				3:15 PM	167	Victoria Pasiecki	
LCBC152	Baking & Pastry	C2	4	11:15 AM	2:30 PM	167	Victoria Pasiecki	
LCBC152	Baking & Pastry				3:15 PM	167	Victoria Pasiecki	
LCBC212	Across Cultures	A1	22	7:15 AM	10:30 AM	206	Christian Markussen	
LCBC212	Across Cultures				11:15 AM	209	Christian Markussen	
LCBC212	Across Cultures	A2	10	7:15 AM	10:30 AM	206	Christian Markussen	
LCBC212	Across Cultures				11:15 AM	209	Christian Markussen	
LCBC212	Across Cultures	C1	15	11:15 AM	2:30 PM	206	Christian Markussen	
LCBC212	Across Cultures				3:15 PM	209	Christian Markussen	
LCBC212	Across Cultures	C2	3	11:15 AM	2:30 PM	206	Christian Markussen	
LCBC212	Across Cultures				3:15 PM	209	Christian Markussen	
LCBC212	Across Cultures	G1	11	6:00 PM	9:15 PM	206	Jennifer Denlinger	
LCBC212	Across Cultures				10:00 PM	209	Jennifer Denlinger	
LCBC215	Supervision	A1	2	7:00 AM	8:50 AM	187	Roberta Clare	
LCBC215	Supervision	A2	23	7:00 AM	8:50 AM	187	Roberta Clare	
LCBC215	Supervision	C1	3	1:15 PM	3:05 PM	185	Kathryn Restifo	
LCBC215	Supervision	C2	15	1:15 PM	3:05 PM	185	Kathryn Restifo	
LCBC215	Supervision	E1	11	4:00 PM	5:50 PM	187	Jennifer Denlinger	
LCBC215	Supervision	E2	14	4:00 PM	5:50 PM	187	Jennifer Denlinger	
LCBC215	Supervision	G1	12	8:10 PM	10:00 PM	187	Emily Andriaccio	
LCBC215	Supervision	G2	11	8:10 PM	10:00 PM	187	Emily Andriaccio	

Code		Section	RegStudents	StartTime	EndTime	RoomNumber	TeacherDescrip	
LCBC222	Catering & Buffet	A1	15	7:15 AM	10:30 AM	159	Jimmy Wessman	*Andre, Eric
LCBC222	Catering & Buffet				11:15 AM	159	Jimmy Wessman	*Andre, Eric
LCBC222	Catering & Buffet	A2	8	7:15 AM	10:30 AM	159	Jimmy Wessman	*Andre, Eric
LCBC222	Catering & Buffet				11:15 AM	159	Jimmy Wessman	*Andre, Eric
LCBC222	Catering & Buffet	C1	11	11:15 AM	2:30 PM	159	Eric Andre	*Wessman, Jimmy
LCBC222	Catering & Buffet				3:15 PM	159	Eric Andre	*Wessman, Jimmy
LCBC222	Catering & Buffet	C2	8	11:15 AM	2:30 PM	159	Eric Andre	*Wessman, Jimmy
LCBC222	Catering & Buffet				3:15 PM	159	Eric Andre	*Wessman, Jimmy
LCBC222	Catering & Buffet	D1	15	11:15 AM	2:30 PM	158	Cesar Suchite	*Andre, Eric
LCBC222	Catering & Buffet				3:15 PM	158	Cesar Suchite	*Andre, Eric
LCBC222	Catering & Buffet	G1	9	6:00 PM	9:15 PM	159	Luiz Manzo	
LCBC222	Catering & Buffet				10:00 PM	159	Luiz Manzo	
LCBC222	Catering & Buffet	G2	0	6:00 PM	9:15 PM	159	Luiz Manzo	
LCBC222	Catering & Buffet				10:00 PM	159	Luiz Manzo	
LCBC225	Wine & Beverage	A1	16	10:00 AM	11:05 AM	185	Kathryn Restifo	
LCBC225	Wine & Beverage	A2	6	10:00 AM	11:05 AM	185	Kathryn Restifo	
LCBC232	Contemporary	A1	14	7:15 AM	9:45 AM	210	Elizabeth McAfee	
LCBC232	Contemporary	A2	4	7:15 AM	9:45 AM	210	Elizabeth McAfee	
LCBC232	Contemporary	C1	3	11:15 AM	1:45 PM	210	Elizabeth McAfee	
LCBC232	Contemporary	C2	3	11:15 AM	1:45 PM	210	Elizabeth McAfee	
LCBC240	Rest. Rotation	A1	6	8:30 AM	1:30 PM	155	Robert Seltzer	
LCBC240	Rest. Rotation	A2	14	9:00 AM	2:00 PM	155	Robert Seltzer	
LCBC240	Rest. Rotation	G2	5	5:00 PM	10:00 PM	155	Enrique Diaz	
LCBC250	Externship	A1	11	7:00 AM	1:00 PM	office	Roberta Clare	
LCBC250	Externship	A2	2	7:00 AM	1:00 PM	office	Roberta Clare	
LCBC255	Externship	A1	4	7:00 AM	1:00 PM	office	Roberta Clare	
LCBC255	Externship	A2	18	7:00 AM	1:00 PM	office	Roberta Clare	

Code		Section	RegStudents	StartTime	EndTime	RoomNumber	TeacherDescrip	
LCBK122	Cake Assembly	E1	9	2:00 PM	5:15 PM	166	Joseph Jeffries	
LCBK122	Cake Assembly				6:00 PM	166	Joseph Jeffries	
LCBK122	Cake Assembly	E2	2	2:00 PM	5:15 PM	166	Joseph Jeffries	
LCBK122	Cake Assembly				6:00 PM	166	Joseph Jeffries	
LCBK122	Cake Assembly	G1	12	6:00 PM	9:15 PM	166	Joseph Jeffries	
LCBK122	Cake Assembly				10:00 PM	166	Joseph Jeffries	
LCBK122	Cake Assembly	G2	6	6:00 PM	9:15 PM	166	Joseph Jeffries	
LCBK122	Cake Assembly				10:00 PM	166	Joseph Jeffries	
LCBK232	Showpieces	E1	3	2:00 PM	5:15 PM	172	Sarah Bethel	
LCBK232	Showpieces				6:00 PM	172	Sarah Bethel	
LCBK232	Showpieces	E2	3	2:00 PM	5:15 PM	172	Sarah Bethel	
LCBK232	Showpieces				6:00 PM	172	Sarah Bethel	
LCBK232	Showpieces	G1	2	6:00 PM	9:15 PM	172	Sarah Bethel	
LCBK232	Showpieces				10:00 PM	172	Sarah Bethel	
LCBK232	Showpieces	G2	10	6:00 PM	9:15 PM	172	Sarah Bethel	
LCBK232	Showpieces				10:00 PM	172	Sarah Bethel	
LCBK250	Externship	A2	4	7:00 AM	1:00 PM	office	Roberta Clare	
LCBK255	Externship	A1	1	7:00 AM	1:00 PM	office	Roberta Clare	
LCBK255	Externship	A2	5	7:00 AM	1:00 PM	office	Roberta Clare	

ACICS Application for Accreditation – PART II

Self – Study Narrative

Revised: October 1st, 2014

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

INSTITUTIONAL PROFILE

INSTITUTIONAL INFORMATION

Name: Le Cordon Bleu College of Culinary Arts

Address: 350 Rhode Island Street

ACICS ID Code: 00048280

Campus Classification: Main ☒ Additional Location ☐

If an additional location, please provide the following information:

Main Campus Name:

Main Campus Address

Main Campus ID Code: 00048280

History of accreditation with ACICS and with other agencies:

ACICS granted the institution's initial accreditation on August 12, 2011. The Accrediting Commission of Career Schools and Colleges (ACCSC) renewed its institutional accreditation of LCB (LCB San Francisco) in 2011. In April 2011, the American Culinary Federation Education Foundation Accrediting Commission accredited the institution's Associate of Occupational Studies (AOS) in Le Cordon Bleu Culinary Arts and Certificate in Le Cordon Bleu Culinary Arts programs.

Brief history of the institution:

LCB San Francisco, originally California Culinary Academy (CCA), was founded in San Francisco in 1977 as a professional training school for aspiring chefs and was one of the first such schools in the western United States. When enrollment grew quickly from 20 students to more than 200, demand for larger accommodations required a move to the historic California Hall at 625 Polk Street, San Francisco, California. In 1982, the Academy received its initial grant of accreditation from NATTS, now ACCSC. In 1994, CCA expanded its usage of this location by adding several kitchens. Further expansion in 1997 included the purchase of dormitory space and new facilities for Admissions and Financial Aid offices at the 625 Polk Street facility. With growth, CCA expanded the facility further and moved all administrative offices into different locations: 555 Polk held the Enrollment Center, which included the Admissions, Tuition Planning, Student Management, and Student Finance offices; and 710 Van Ness held the Administrative offices housing Student Services, Accounting, and most Senior Management/President offices. In 2004, classes opened at then CCA's satellite location at 350 Rhode Island Street, San Francisco. In 2007, in an effort to consolidate campuses and services to students, CCA converted 350 Rhode Island to the main campus and eventually moved all classes, staff, and faculty to this current location. As CCA was no longer located near the dormitories, CCA closed them in 2008. In May of 2013, CCA officially changed its name to Le Cordon Bleu College of Culinary Arts San Francisco.

List of recent (past three years) complaints or adverse actions and current status:

LCB San Francisco, Career Education (CEC), and several of its institutions are subject to a variety of legal actions. The institution is, or was, a party to the following legal proceedings that are outside the scope of

ordinary routine litigation incidental to our mission of educating students in the culinary arts and related fields:

Abarca v. California Culinary Academy, Inc., et al. (filed June 3, 2011; 115 plaintiffs); *Andrade, et al. v. California Culinary Academy, Inc., et al* (filed June 15, 2011; 31 plaintiffs); *Aprieto, et al. v. California Culinary Academy* (filed August 12, 2011; five plaintiffs); *Coleman, et al. v. California Culinary Academy* (filed January 18, 2013; two plaintiffs). These four actions are pending in the San Francisco County Superior Court and generally allege: fraud, constructive fraud, violation of the California Unfair Competition Law, violation of the California Consumer Legal Remedies Act, and breach of contract and violation of the repealed California Education Code. Plaintiffs contend that California Culinary Academy ("CCA") made a variety of misrepresentations to them, primarily oral, during the admissions process. The alleged misrepresentations relate generally to the school's reputation, the value of the education, the competitiveness of the admissions process, and the students' employment prospects upon graduation, including the accuracy of statistics published by CCA. The plaintiffs in these actions seek damages, including consequential damages, punitive damages and attorneys' fees.

All of the plaintiffs in these four actions either opted out of or did not fit the class definition in a previously settled class action captioned *Amador, et al. v. California Culinary Academy and Career Education Corporation; Adams, et al. v. California Culinary Academy and Career Education Corporation.* None of these four actions is being prosecuted as a class action. All of these cases have been deemed related and have been transferred to the same judge who handled the *Amador* case.

The parties participated in a mediation session on April 2, 2014. At that time, there were 79 individual plaintiffs remaining who had not previously settled or dismissed their claims. At the mediation, the Company agreed to settle with 77 of the remaining plaintiffs. Since the mediation, three additional plaintiffs have dropped out of the settlement, and one of those claims has been settled for an immaterial amount. The Company has agreed to pay approximately $2.2 million, plus an as yet undetermined amount of attorneys' fees to settle the claims of 74 plaintiffs. Because of the many questions of fact and law that may arise in the future with respect to the two remaining cases, the outcome in those cases is uncertain. Accordingly, we have not recognized any future liability associated with these actions.

Enea, et al. v. Career Education Corporation, California Culinary Academy, Inc., SLM Corporation, and Sallie Mae, Inc. Plaintiffs filed this putative class action in the Superior Court State of California, County of San Francisco, on or about June 27, 2013. Plaintiffs allege that CCA materially misrepresented the placement rates of its graduates, falsely stated that admission to the culinary school was competitive and that the school had an excellent reputation among restaurants and other food service providers, represented that the culinary schools were well-regarded institutions producing skilled graduates who employers eagerly hired, and lied by telling students that the school provided graduates with career placement services for life. The plaintiffs or putative class members co-signed the loans for students to attend CCA, some of whom were Amador class members. Plaintiffs seek restitution, damages, civil penalties and attorneys' fees. The litigation is pending. Because of the many questions of fact and law that may arise in the future, the outcome of this legal proceeding is uncertain at this point. Based on information available to us at present, we cannot reasonably estimate a range of potential loss, if any, for this action because, among other things, our potential liability depends on whether a class is certified and, if so, the composition and size of any such class, as well as on an assessment of the appropriate measure of damages if we were to be found liable. Accordingly, we have not recognized any liability associated with this action.

Surrett, et al. v. Western Culinary Institute, Ltd. and Career Education Corporation. On March 5, 2008, a complaint was filed in Portland, Oregon in the Circuit Court of the State of Oregon in and for Multnomah

County naming Western Culinary Institute, Ltd. and CEC as defendants. Plaintiffs filed the complaint individually and as a putative class action and alleged two claims for equitable relief: violation of Oregon's Unlawful Trade Practices Act ("UTPA") and unjust enrichment. Plaintiffs filed an amended complaint on April 10, 2008, which added two claims for money damages: fraud and breach of contract. Plaintiffs allege that Western Culinary Institute, Ltd. ("WCI") made a variety of misrepresentations to them, relating generally to WCI's placement statistics, students' employment prospects upon graduation from WCI, the value and quality of an education at WCI, and the amount of tuition students could expect to pay as compared to salaries they could expect to earn after graduation. This litigation is pending. Because of the many questions of fact and law that have already arisen and that may arise in the future, the outcome of this legal proceeding is uncertain at this point. Based on information available to us at present, we cannot reasonably estimate a range of potential loss, if any, for this action because of the inherent difficulty in assessing the appropriate measure of damages and the number of class members who might be entitled to recover damages, if we were to be found liable. Accordingly, we have not recognized any liability associated with this action.

Vasquez, et al. v. California School of Culinary Arts, Inc. and Career Education Corporation. On June 23, 2008, a putative class action lawsuit was filed in the Los Angeles County Superior Court entitled *Daniel Vasquez and Cherish Herndon v. California School of Culinary Arts, Inc. and Career Education Corporation.* The plaintiffs allege causes of action for fraud, constructive fraud, violation of the California Unfair Competition Law and violation of the California Consumer Legal Remedies Act. The plaintiffs allege improper conduct in connection with the admissions process during the alleged class period. The alleged class is defined as including "all persons who purchased educational services from California School of Culinary Arts, Inc. ("CSCA"), or graduated from CSCA, within the limitations periods applicable to the alleged causes of action (including, without limitation, the period following the filing of the action)." This litigation is pending. Plaintiffs' counsel have filed eight separate but related "multiple plaintiff actions" originally involving a total of approximately 1,000 former students entitled *Banks, et al. v. California School of Culinary Arts; Abrica v. California School of Culinary Arts; Aguilar, et al. v. California School of Culinary Arts; Alday v. California School of Culinary Arts; Ackerman, et al. v. California School of Culinary Arts; Arechiga, et al. v. California School of Culinary Arts; Anderson, et al. v. California School of Culinary Arts;* and *Allen v. California School* of Culinary Arts. All eight cases are pending in the Los Angeles County Superior Court and the allegations in these cases are essentially the same as those asserted in the Vasquez class action case. The individual plaintiffs in these cases seek compensatory and punitive damages, disgorgement and restitution of tuition monies received, attorneys' fees, costs and injunctive relief. All of these cases have been deemed related to the Vasquez class action and therefore are pending before the same judge who is presiding over the Vasquez case.

On June 15, 2012, pursuant to a stipulation by the parties, the plaintiffs filed a consolidated amended complaint in the Vasquez action consolidating all eight of the separate actions referenced above. The complaint was thereafter amended to add additional plaintiffs. As a result of these amendments, there were at one time approximately 1,438 plaintiffs, the majority of whom enrolled between 2003 and 2008 (about 10 of the plaintiffs enrolled in 2009 and 2010).

On June 22, 2012, defendants filed motions to compel arbitration of plaintiffs' claims. On August 10, 2012, the Court granted the motions with respect to approximately 54 plaintiffs. Nine arbitration demands were filed before the American Arbitration Association, one of which was tried to a final award and eight of which were settled. The remaining plaintiffs' claims were settled prior to arbitration demands being filed. The total liability for all of these claims was an immaterial amount. Following the resolution of these claims, other settlements, and the voluntary dismissal of certain claims, there are approximately 1,047 remaining plaintiffs in the consolidated action.

The Company and plaintiffs' counsel have executed an agreement regarding the framework for individual settlements with approximately 950 of the remaining individual plaintiffs. Pursuant to this settlement arrangement, defendants paid $17.5 million to fund the individual plaintiff settlements, attorneys' fees and administrative costs of the settlement, subject to certain excluded costs which defendants will be separately responsible for. The settlement amounts for each individual plaintiff have been determined by a third party. If any plaintiff decides not to accept the settlement, then the amount allocated to that plaintiff will be returned to defendants. Defendants have the right not to proceed with the settlement if a specified number of plaintiffs do not accept the settlement. Defendants' ultimate liability pursuant to the settlement is estimated to be $15.5 million to $17.5 million; however, defendants do not have a reasonable basis to estimate where in that range the liability is likely to be.

Approximately 97 of the remaining plaintiffs are not within the purview of the settlement arrangement described in the preceding paragraph. Because these plaintiffs have not cooperated with their counsel, their claims have been or will be dismissed by the Court, without prejudice. Any liability to these plaintiffs is expected to be an immaterial amount.

In addition to the foregoing litigation proceedings that expressly name the institution (or its predecessor), other investigations and matters are pending against CEC, its other institutions, or both that may be of interest to the agency's evaluation team. For matters deemed to be material, CEC (Company) has disclosed such information in its annual filing to the Securities and Exchange Commission (SEC) (Form 10-K), following the completion of each quarter (Form 10-Q), and occasionally by interim disclosures following the occurrence of unscheduled events (Form 8-K). LCB San Francisco excerpts additional information below from the CEC Form 10-Q for the quarter ended June 30, 2014, that CEC filed on August 7, 2014, with the SEC (as of October 31, 2014, CEC's last publicly available Form 10-Q):

Other Litigation

In addition to the legal proceedings and other matters described above, we are also occasionally subject to a variety of other claims, suits and investigations that arise from time to time out of the conduct of our business, including, but not limited to, claims involving students or graduates and routine employment matters. Although we currently think that such claims, individually or in aggregate, will not have a material adverse impact on our financial position, cash flows or results of operations, these other matters are subject to inherent uncertainties, and management's view of these matters may change in the future.

State Investigations

The Attorney General of Connecticut is serving as the point of contact for inquiries received from the attorneys general of the following 16 states: Arkansas, Arizona, Connecticut, Idaho, Iowa, Kentucky, Missouri, Nebraska, North Carolina, Oregon, Pennsylvania, Washington (January 24, 2014); Illinois (December 9, 2011); Tennessee (February 7, 2014), Hawaii (May 28, 2014) and New Mexico (May 2014). In addition, the Company has received inquiries from the Attorneys General of Florida (November 5, 2010), Massachusetts (September 27, 2012) and Colorado (August 27, 2013). The inquiries are civil investigative demands or subpoenas which relate to the investigation by the attorneys general of whether the Company and its schools have complied with certain state consumer protection laws, and generally focus on the Company's practices relating to the recruitment of students, graduate placement statistics, graduate certification and licensing results and student lending activities, among other matters. Depending on the state, the documents and information sought by the attorneys general in connection with their investigations cover time periods as early as 2006 to the present. The Company intends to cooperate with the states involved with a view towards resolving these inquiries as promptly as possible.

We cannot predict the scope, duration or outcome of these attorney general investigations. At the conclusion of any of these matters, the Company or certain of its schools may be subject to claims of failure to comply with state laws or regulations and may be required to pay significant financial penalties and/or curtail or modify their operations. Other state attorneys general may also initiate inquiries into the Company or its schools. If any of the foregoing occurs, our business, reputation, financial position, cash flows and results of operations could be materially adversely affected. Based on information available to us at present, we cannot reasonably estimate a range of potential monetary or non-monetary impact these investigations might have on the Company because it is uncertain what remedies, if any, these regulators might ultimately seek in connection with these investigations.

SEC Inquiry

During the second quarter of 2012, the Company was advised by the Chicago Regional Office of the Securities and Exchange Commission ("SEC") that it was conducting an inquiry pertaining to our previously reported 2011 investigation and review of student placement rate determination practices and related matters. We cooperated fully with the inquiry. On June 26, 2014, the SEC notified the Company that it had concluded its investigation and was not recommending any action against the Company.

Regulatory Matters

ED Inquiry and HCM1 Status

In December 2011, the U.S. Department of Education ("ED") advised the Company that it is conducting an inquiry concerning possible violations of ED misrepresentation regulations related to placement rates reported by certain of the Company's institutions to accrediting bodies, students and potential students. This inquiry stems from the Company's self-reporting to ED of its internal investigation into student placement determination practices at the Company's Health Education segment campuses and review of placement determination practices at all of the Company's other domestic campuses in 2011. The Company has been cooperating with ED in connection with this inquiry. If ED determines that the Company or any of its institutions violated ED misrepresentation regulations with regard to the publication or reporting of placement rates or other disclosures to students or prospective students or finds any other basis in the materials we are providing, ED may revoke, limit, suspend, delay or deny the institution's or all of the Company's institutions Title IV eligibility, or impose fines.

In December 2011, ED also moved all of the Company's institutions from the "advance" method of payment of Title IV Program funds to cash monitoring status (referred to as Heightened Cash Monitoring 1, or HCM1, status). Although the Company's prior practices substantially conformed to the requirements of this more restrictive method of drawing down students' Title IV Program funds, if ED finds violations of the HEA or related regulations, ED may impose monetary or program level sanctions, impose some period of delay in the Company's receipt of Title IV funds or transfer the Company's schools to the "reimbursement" or Heightened Cash Monitoring 2 ("HCM2") methods of payment of Title IV Program funds. While on HCM2 status, an institution must disburse its own funds to students, document the students' eligibility for Title IV Program funds and comply with certain waiting period requirements before receiving such funds from ED, which results in a significant delay in receiving those funds. The process of re-establishing a regular schedule of cash receipts for the Title IV Program funds if ED places our schools on "reimbursement" or HCM2 payment status could take several months, and would require us to fund ongoing operations substantially out of existing cash balances. If our existing cash balances are insufficient to sustain us through this transition period, we would need to pursue other sources of liquidity, which may not be available or may be costly.

OIG Audit

Our schools and universities are also subject to periodic audits by various regulatory bodies, including the U.S. Department of Education's Office of Inspector General ("OIG"). The OIG audit services division commenced a compliance audit of CTU in June 2010, covering the period July 5, 2009 to May 16, 2010, to determine whether CTU had policies and procedures to ensure that CTU administered Title IV Program and other federal program funds in accordance with applicable federal law and regulation. On January 13, 2012, the OIG issued a draft report identifying three findings, including one regarding the documentation of attendance of students enrolled in online programs and one regarding the calculation of returns of Title IV Program funds arising from student withdrawals without official notice to the institution. CTU submitted a written response to the OIG, contesting these findings, on March 2, 2012. CTU disagreed with the OIG's proposed determination of what constitutes appropriate documentation or verification of online academic activity during the time period covered by the audit. CTU's response asserted that this finding was based on the retroactive application of standards adopted as part of the program integrity regulations that first went into effect on July 1, 2011. The OIG final report, along with CTU's response to the draft report, was forwarded to ED's Office of Federal Student Aid on September 21, 2012. On October 24, 2012, CTU provided a further response challenging the findings of the report directly to ED's Office of Federal Student Aid. As a result of ED's review of these materials, on January 31, 2013, CTU received a request from ED that it perform two file reviews to determine potential liability on two discrete issues associated with one of the above findings. The first file review relates to any potential aid awarded to students who engaged in virtual classroom attendance activities prior to the official start date of a course and for which no further attendance was registered during the official class term. The second file review relates to students that were awarded and paid Pell funds for enrollment in two concurrent courses, while only registering attendance in one of the two courses. The Company completed these file reviews and provided supporting documentation to ED on April 10, 2013. As of June 30, 2014, the Company has a $0.8 million reserve recorded related to this matter.

The entire CEC 10-Q document is available on the SEC website or by contacting LCB San Francisco's campus director.

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

LCB San Francisco has an articulation agreement with LCB Scottsdale.

List of international activities:

N/A

Description and scope of distance education activities: Hybrid ☐ Fully Online ☐

N/A

Participation in Federal Financial Aid Programs: Yes ☒ No ☐

INSTIUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas:

Management: Since the last institutional review, the institution has made several major changes in management. In October 2014, Lisa K. Wilson was appointed Campus Director, replacing Kimberly Velasquez, who had become a Market Director supervising operations at the institution and LCB in Sacramento. Additionally, since the last review, the institution has appointed Chef Richard Jensen has Director of Education and Brent Wallace as the Director of Admissions. Finally, Rebecca Woods became the new Regional Business Operations Manager (with responsibility for LCB Sacramento, as well as the institution), and Lore Oehmichen assumed the Regional Director of Procurement (overseeing not only the institution but also LCB Sacramento and LCB in Los Angeles).

Change of Ownership: N/A

Program offerings: In February 2014, LCB San Francisco added the Associate of Occupational Studies (AOS) degree in Le Cordon Bleu Patisserie & Baking.

Curriculum: In 2011, the school expanded its Certificate programs in LCB Culinary Arts and Patisserie and Baking from a 9-month program, extending it to a 12 month (48-week) program. The campus taught out the AOS in Hospitality and Restaurant Management program in 2011.

Institutional delivery:

Other changes: N/A

1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria.*

MISSION AND OBJECTIVES

1.1 How was the mission developed?

The leadership team of Le Cordon Bleu North America, in conjunction with the employees of LCB San Francisco, developed the mission to reflect the vision and goals of the institution. The role of the institution is to ensure that each function at LCB San Francisco, including the curriculum, library, faculty, administration, and support services, supports this mission.

1.2 State the institution's mission and supporting objectives.

Mission: Le Cordon Bleu Colleges of Culinary Arts is an institution of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine.

The LCB San Francisco objectives are:

- To provide a creative and supportive community guided by knowledgeable chef instructors, faculty and staff; a community where you can immerse yourself in the culinary or hospitality arts in order to develop skills by watching chef demonstrations and then perform the same tasks yourself

- To provide you the opportunity to spend time in industry-equipped kitchens working alongside chef instructors and learning the skills necessary to explore your passion and pursue your goal of a career in the culinary or hospitality industry.

- To introduce you to various techniques and expose you to the preparation of international cuisine throughout your training.

- To provide you the theoretical foundation and technical ksills that can be applied to the preparation of many cuisines.

- To offer a dedicated Career Services department to assist you and support you in your career aspiration to help you achieve your goal of a career in the culinary or hospitality industries.

1.2.1 Cite where it is found in the catalog.

The institution's mission and supporting objectives are stated on page six of the LCB San Francisco 2014-2015 catalog.

1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

LCB San Francisco provides a creative and supportive community guided by knowledgeable chef instructors, faculty and staff. Students learn culinary skills and explore their culinary passions in professionally equipped kitchens working alongside experienced chef instructors.

The faculty is the driving force behind the implementation of the institution's stated mission. Through delivery of the curriculum that meets stated course and learning outcomes, the faculty is responsible for the implementation of the school's mission. The faculty is also involved in many student-centered activities such as clubs, community events, and scholarship competitions that support the overall mission of the college.

LCB San Francisco provides adequate facilities and equipment to meet the college's educational objectives. All classrooms include professional instructional supplies and equipment in sufficient quantities for class size and appropriate for the curriculum. Classrooms are equipped with audio visual equipment to enhance the learning environment and students have access to library based resources. All classrooms and offices are housed in approximately 75,295 square feet.

Trained chefs with industry experience efficiently manage the school's career services. Their network of diverse employers are able to assist in achieving program outcomes for our students through the externship courses and to introduce the students to job opportunities for entry level employment.

1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery, and facilities of the campus?

CERTIFICATE PROGRAM in Le Cordon Bleu Culinary Arts

The Certificate in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in basic and fundamental concepts of the culinary profession and build to more advanced topics as the program progresses. The program features lecture and laboratory formats. The program concludes with an externship experience that gives students a chance to practice skills taught throughout the course of their studies. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

• Demonstrate professional-level cooking techniques.

• Demonstrate sanitation principles as they apply to the

professional kitchen.

• Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter-credits, 940 contact hours, and

12 months of instruction.

Upon completion of the program, each graduate posesses the skills to begin his or her career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in the published placement rates for calendar year 2012 include the following with positions obtained most frequently following graduation listed first, and those obtained least frequently listed last: Line Cook, Cook, Pantry Cook, Lead Line Cook, Cook II, Prep Cook, Chef, Roundsman, Cook III, Garde Manger, Grill Cook, Baker, Production Cook, Salumiere, Sous Chef, Kitchen Supervisor, Banquet Cook, Jr. Sous Chef, Assistant Manager, and Kitchen

Assistant. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. Theseplacements are examples of potential jobs; they are not a representation that these outcomes are more probable than others. LCB San Francisco cannot guarantee employment or salary.

CERTIFICATE PROGRAM in Le Cordon Bleu Pâtisserie and Baking

LCB San Francisco offers an intensive program for those interested in a professional baking career. The program includes hands-on teaching of fundamental baking skills and the theoretical knowledge that forms basic competency in the field. The Certificate in Le Cordon Bleu Pâtisserie and Baking offers a comprehensive course of study in the fundamentals, and exposes students to the different styles of the school's chef-instructors, a wide variety of industry-current equipment, and various facets of the foodservice industries.

Possible outcomes include:

• Demonstrate professional-level pâtisserie and baking techniques.

• Demonstrate sanitation principles as they apply to the professional kitchen.

• Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter-credits, 940 contact hours and 12 months of instruction and concludes with an externship. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. Upon completion of the program, each graduate posesses the skills to begin his or her career in the culinary and/or hospitality industries at an entry level. Jobs counted as successful placements in the published placement rates for calendar year 2012 include the following, , with positions obtained most frequently listed first, and those obtained least frequently listed last: Baker, Pastry Cook, Bakery Assistant, Cake Decorator, Pastry Assistant, Head Baker, Assistant Pastry Chef, Pastry Line Cook, Morning Production Baker, Pastry Chef, Pastry Cook 4, and Dessert Plater. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. These placements are examples of potential jobs; they are not a representation that these outcomes are more probable than others. LCB San Francisco cannot guarantee employment or salary.

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE in Le Cordon Bleu Culinary Arts

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

• Demonstrate professional-level cooking techniques.

• Demonstrate sanitation principles as they apply to the professional kitchen.

• Demonstrate professionalism appropriate to the hospitality industry.

• Apply basic management principles to the demands of a hospitality business.

• Exhibit college-level reasoning skills.

Upon completion of the program the graduate posesses the skills needed to begin his or her career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in LCBLCB San Francisco's published placement rates for calendar year 2011 include the following, , with positions obtained following graduation most frequently listed first, and those obtained least frequently listed last: Line Cook,

Prep Cook, Sous Chef, Cook, Chef, Cook l, Assistant Cook, Baker/Rounds Cook, Butcher, Café Cook, Cook A, Cook ll, Cook IV – Casual Dining, Cook – Main Kitchen, Cooking Teacher, Culinary Coordinator, Day Cook, Head Chef/Kitchen Manager, Head Cook, Kitchen Manager, Line Chef, Poissonnier, Prep Chef, Quality Assurance Coordinatorand Roundsman/Chef de Partie. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. These placements are examples of potential jobs;they are not a representation that these outcomes are more probable than others. LCB San Francisco cannot guarantee employment or salary.

The Associate of Occupational Studies in Le Cordon Culinary Arts program has recently undergone some changes, and as a result there is no current placement data available. Information regarding general salary and placement statistics may be available from government sources or from the institution, but is not equivalent to actual performance data. A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program is designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in a avariety of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any LCB institution who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the AOS in Le Cordon Bleu Culinary Arts program.

Total Quarter Credits Required for Graduation 107.0

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE in Le Cordon Bleu Pâtisserie and Baking

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an AOS degree. The program consists of Pâtisserie and Baking laboratory, restaurant management, and general education courses.

Program outcomes include:

• Demonstrate professional-level Pâtisserie and baking techniques.

• Demonstrate sanitation principles as they apply to the

professional kitchen.

• Demonstrate professionalism appropriate to the hospitality industry.

• Exhibit college-level reasoning skills.

• Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate posesses the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef or Executive Pastry Chef). Graduates should not expect to become chefs upon graduation butare encouraged to work toward becoming a chef through the course of their careers. These placments are examples of potential jobs;they are not a representation that these outcomes are more probable than others. LCB San Francisco cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program is designed to represent a complete, well rounded curriculum that

provides a foundation for students to enter the foodservice industry in a variety of of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any LCB San Francisco who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the AOS in Le Cordon Bleu Patisserie and Baking program.

The objectives listed above are reasonable for the campus because they relate directly to the institution's mission, which is to prepare graduates to enter the professional culinary or patisserie and baking arts field through a series of theoretical and practical exercises, as well as interaction with industry culinary and patisserie and baking professionals.

To this end, the school hires qualified and competent faculty for its programs. In addition, the institution further supports the objectives of fostering academic excellence and providing theoretical and practical training and using industry-standard curricula and technologies by employing a variety of delivery methods and learning experiences. LCB San Francisco administers programs through a variety of delivery modes, which incude lectures, demonstrations, interactive discussions, theory exercises, focused practical exercises, and externships.

1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution's mission.

Faculty

LCB San Francisco's faculty is the keystone of the institution's teaching. Faculty members are assigned to teach based on their professional experience and academic credentials and they provide quality career education that fuses the classic culinary curriculum of Le Cordon Bleu with modern technology and innovation in global cuisine.

Financial Resources

LCB San Francisco is part of the CEC family of colleges and schools. Because of this affiliation, the institution has the financial resources to pursue its mission.

Capital expenditure budgets provide funds for new materials, facility improvements, and equipment. In addition, the institution prepares budgets to cover additional expenses, such as an increase in the number of employees.

Physical Plant

LCB San Francisco is located in the Potrero Hill Neighborhood at 350 Rhode Island Street. With exception of the Externship coure, the school conducts all courses at this location. Our campus encompasses kitchen lab classrooms, wireless high-speed lecture classrooms, computer classrooms and a fine-dining restaurant, all housed in approximately 75,295 square feet. Other distinctive features include a student/staff lounge and the library that houses an extensive stock of current culinary, hospitality and restaurant books, along with periodicals and videos to supplement classroom and workshop instruction.

Administration and Management

The administration and management of LCB San Francisco includes:

Name	Position
Lisa Wilson	Campus Director
Chef Richard Jensen	Director of Education
Chef Tim Grable	Lead Instructor, Patisserie and Baking
Chef Amy Toder	Lead Instructor, Culinary Arts
Rebecca Woods	Regional Business Operations Manager

Lore Oehmichen	Regional Director of Procurement
Brent Wallace	Director of Admissions
Kimberly Velasquez	Market Director
Lilibeth Chapman	Associate Registrar
Sharon Tani, MLIS	Regional Librarian
Chef Tim Grable	ADA/Section 504 Coordinator
Chef Tim Grable	Title IX Coordinator

The key management team of the institution meets on a weekly basis to ensure that the institution meets the objectives of its mission. All departments receive ongoing training to enhance their professional development.

Educational Activities

Students learn in a supportive and challenging educational atmosphere. Instructors engage students through various instructional methods that encourage self-directed learning, creative applied research, and inquiry through problem-solving activities, good citizenship, and high standards.

1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

The Campus Effectiveness Team (CET), composed of Lisa Wilson, Kimberly Velasquez, Brent Wallace, Chef Richard Jensen, and Lead Instructors Chef Tim Grable and Chef Amy Toder, assesses the progress of all departmental functions of the school in relation to its educational mission. The CET meets on a quarterly basis to share progress and to track the achievement of institutional goals that support the mission and the needs of the community.

In addition, the school conducts quarterly program advisory board meetings to discuss industry trends. These meetings are a vital resource for assessing the institutional effectiveness of the educational mission.

1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

LCB San Francisco has designed its general education offerings to foster an understanding of, and respect for, self and natural and social environments. In the student's quest for knowledge, these general studies promote the development of critical thinking abilities, communication skills, and a comprehension of contemporary problems and issues in the world. The institution works to graduate students who are experts in their chosen field, as well as thoughtful and conversant regarding the society in which they live.

LCB San Francisco programs emphasize the achievement of vocational objectives and general education by offering courses in core program competencies, such as Fundamentals of Oral Communication, Written Communication, and Psychology. These general education courses enhance the ability of students to apply academic and occupational skills in the workplace.

The programs adhere to LCB San Francisco's mission and comply with the criteria of ACICS, the Bureau of Private Postsecondary Education (BPPE), the Accrediting Commission fo Career Schools and Colleges (ACCSC), and (with relevance to programmatic accreditation) the American Culinary Federaton Education Founation (ACFEF). Upon completion of these programs, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries and necessary for success in the industry. Each course encompasses appropriate instruction procedures, texts, materials, and technology. The programs offer a well-organized sequence of subjects leading to an occupational objective.

Through these vocational objectives and general education requirements, LCB San Francisco graduates:

- Expand their historical, aesthetic, cultural, literary, scientific, and philosophical perspectives;

- Improve critical and analytical thinking; and
- Learn skills in finding, managing and communicating knowledge.

With the college's overall focus on career education, our programs emphasize vocational objectives and provide knowledge and experience in the career field chosen by the student. Emphasis on critical thinking skills, communication skills, and creative thinking allow for greater flexibility in the workplace.

1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

The institution does not anticipate any changes to its mission or supporting objectives in the near future. The CET reviews the institutional mission annually every March.

INSTITUTIONAL EFFECTIVENESS

1.7 How was the campus effectiveness plan (CEP) developed?

The CET creates the Campus Effectiveness Plan (CEP). The committee members are listed in 1.4 above and represent every department on campus.

The CET meets on a quarterly basis, meeting for the first time in March of 2014. The CET set campus effectiveness goals for the school and for each department during that meeting. The CET establishes the goals of the CEP, determines the action items necessary to achieve each goal, and documents those action items in the CEP. Data is tracked throughout the year and reported to and reviewed by the CET each quarter. The CET assesses the institution's progress toward achieving the established goals and determines any necessary adjustments to action items or goals.

1.7.1 Who is responsible for implementing and monitoring the plan?

The CET is responsible for ensuring the implementation and monitoring of the CEP.

1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

		Retention	Placement
Year:2011	Rate:	Not reported	Not reported
Year:2012	Rate:	78.2%	62.9%
Year:2013	Rate:	82%	71.08%

Explanation (if necessary)

The retention rate is calculated by (A-B) ÷ A = retention % rate where:

A= total enrollment (New Starts + Beginning Enrollment + Reentries

B = withdraws

Placement rate is calculated by (PF + PR) ÷ (G – U) = placement % rate where:

PF = Placed in Field

PR = Placed in Related Field

G = Graduates and Completers

U = Unavailable for Work

1.9 How do these annual retention and placement rates compare to prior rates, if applicable, and to rates at similar institutions?

The 2012 ACICS Key Operating Statistics for Retention Rates and Placement Data and the 2012 ACICS Campus Annual Report are used to compare LCB San Francisco with institutions located within the same state, areas with similar population, and those offering the same level of degree. The comparison is as follows:

LCB San Francisco				
YEAR	Current Retention Rate	Prior Retention Rate	Current Placement Rate	Prior Placement Rate
2013	82%	78.2%	72%	62.9%
2012	78.2%	N/A	62.9%	N/A
2011	N/A		N/A	

Retention					
Year	School	State Schools	All ACICS Institutions	Associate Granting Schools	Bachelor Granting Schools
2013	82%	80%	73%	73%	70%
2012	78.2%	80%	73%	74%	70%
2011	N/A	79%	72%	72%	68%
Placement					
Year	School	State Schools	All ACICS Institutions	Associate Granting Schools	Bachelor Granting Schools
2013	72%	75%	72%	76%	72%
2012	62.9%	71%	66%	72%	63%
2011	N/A	73%	70%	74%	70%

1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 83%% Placement: 73%

1.10.1 What factors were taken into consideration when developing these goals?

Retention goals are based on both meeting school budgets and ACICS targets year-over-year. The retention goal for 2014 is 83%%, with the intent of increasing this goal by 1%-1.5% annually.

The goals to improve retention efforts campus-wide as reported on the CEP are as follows:

- Meet or exceed drop budget monthly for each department.
- Improve registration rates for each department.

Placement goals are based on market trends for the San Francisco Bay Area and those set by ACICS year over year.

Factors for consideration in establishing these goals include the local job market outlook, national and state unemployment rates, and employer meetings to discuss future hiring trends. The placement goal for 2014 is 70%, with the intention of improving this goal by 3% during this coming year.

The goals to improve placement efforts campus-wide as reported on the CEP are as follows:

- Conduct four career expos per year (March 10, June 16, September 15 and December 1, 2014

- Feature a minimum of 12 employer spotlights by the end of 2014

- Engaging new externship sites that are enthusiastic

- Adding new job leads into the Talisma/Campus Vue databases as well as Le Cordon Bleu Optimal Resume providing electronic resources to graduates seeking employment.

- Continue the Career Services touch point presentations to students to bolster their professional development and preparedness to enter the job market

1.11Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

LCB San Francisco utilizes an early response and daily attendance monitoring process to support student retention efforts. By increasing active participation with the school, students are increasingly engaged, focused, and more likely to remain in school.

LCB San Francisco has developed new outreach initiatives to improve retention rates. Some examples of these initiatives that have enabled the campus to (maintain and/or improve outcomes include:

- Extracurricular activities (field trips and on-campus demonstrations)

- Student organizations, such as the Iron Toques, the ACF Hot Food Team, Fermentation, and Molecular Gastronomy clubs

- Workshops, such as skills enhancement seminars

- Student appreciation days

- Faculty Stitch system to provide feedback from all campus disciplines regarding a student's peformance and the use of a common mail box ("LCB - SF- Retention") as a "Blinker" system alerting management and faculity to student anomolies.

Career Education Early Response Survey (CEER) and daily attendance monitoring support student retention efforts, which increase student participation with the school, and assists students in keeping engaged, focused, and more likely to remain enrolled in the college.

LCB San Francisco has also developed several initiatives to improve placement rates including:

- Instruction on the use of and features that the Le Cordon Bleu Optimal Resume resource can provide for students (e.g., building out portfolios, resumes, and websites to electronically showcase the students talents).

- On-site Job Fairs - the school conducts four quarterly Career Expos per year to bring employers to campus to meet and greet the students and alumni as they seek to fill open positions and for current students to use as a resource when looking for externship course training sites.

- Talisma -total customer relationship management allows Career Services Advisors to help our student customers by not delaying reponses to queries and by helping to find solutions at a quicker pace.

- Career Services brings employers to campus and features them as an "Employer Spotlight".

- Expansion in 2013 of a Career Clinic every six weeks for students who have completed externships to meet and to share in their experience with each other, the Chefs, and Career Services.

1.11 What data are utilized to evaluate the following elements:

a. Level of graduate satisfaction

The institution analyzes graduate survey responses to identify graduate concerns that the school should address. This survey asks students about their experiences at LCB San Francisco.

b. Level of employer satisfaction

Periodically, CEC surveys employers to determine satisfaction with graduates in their employment. The employers provide insights regarding graduate knowledge and skills important for success in the industry. CEC tabulates and shares the results with the campus, and the Director of Career Services addresses any concerns at the campus level and establishes goals for improvement.

c. Student learning outcomes

LCB San Francisco performs an ongoing assessment of the knowledge and skills gained by its students. The institution evaluates the competencies for each class based on educational outcomes. This may include, but is not limited to, tests, examinations, papers, reports, projects, presentations, and portfolios. The institution assesses the classroom work product based on course objectives defined in the syllabus. All courses allow the institution an opportunity to assess the student skill sets and learning outcomes.

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

In 2013, graduates received a survey to guage their overall satisfaction based on 24 questions and criteria. Overall, given a total sample size of 70 participants, 67.1% of the graduates answered that they were satisfied with their educational experience at LCB San Francisco (then known as California Culinary Academy).

b. Satisfaction of employers

CEC periodically surveys employers to determine satisfaction with employed graduates and provides the compiled results to the campus. CEC tabulates the results, and the Director of Career Services addresses any areas of concern at the campus level and establishes goals to increase employer satisfaction. In October of 2013 the methodology used to collect information was a survey emailed to the employers. The survey was sent to 480 employers of which we received 50 responses resulting in a 10.4% response rate. LCBSF strives for a minimum response rate of 25% and a satisfaction rate of 65%. The answers to the 20 questions were tallied and interpreted through percentages of agree or disagree.

c. Student learning outcomes

Data is collected quarterly in the CEP to determine progress toward established student learning outcomes and goals. This data includes NEHA pass rates, End of Course Class Surveys, grade distribution, and course pass rates. The data is evaluated, analyzed, and reviewed at CEP meetingsand. If the team determines that the outcomes do not meet established goals, LCB San Francisco will make procedural and policy changes to meet the established goals.

1.12 How is the campus effectiveness plan evaluated?

The CET at LCB San Francisco tracks and measures the institution's success in fulfilling its mission. The CET also continually assesses programs and how the institution might improve them. The institution measures campus effectiveness by analyzing student learning outcomes, retention, placement, and graduation rates, as well as employer and graduate satisfaction.

1.13.1 What is the schedule for evaluation?

The campus executive team meets quarterly. At the first meeting of each subsequent year, the CET evaluates the entire CEP to set new campus effectiveness goals.

2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria.*

2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

LCB San Francisco is owned by California Culinary Academy, LLC, which is ultimately wholly owned by Career Education Corporation. Executive Officers/Board of Directors for all campuses are:

The Executive Officers of Career Education Corportion are:

Scott W. Steffy, President and Chief Executive Officer

Reid Simpson, Senior Vice President, Chief Financial Officer and Treasurer

Members of the CEC Board of Directors are:

Ron D. McCrary, Chairman

Louis E. Caldera

Dennis H. Chookaszian

Patrick W. Gross

Greg L. Jackson

Thomas B. Lally

Scott W. Steffey

Leslie T. Thornton

This information is stated on page 11 of the LCB San Francisco catalog.

2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?

When the institution hires a member of the faculty or a staff member, it provides that individual with a written job description that provides details outlining the individual's daily duties, essential functions, responsibilities, LCB San Francisco's expectations for the particular position, the identity of the person to whom the hire reports, and how the institution will measure performance. In addition, working with his or her supervisor, the employee sets annual goals.

2.2.1 How is this documented?

LCB San Francisco documents this with a signed job description that it maintains in the employee's personnel file. The institution documents performance goals with a signed acknowledgement by the employee. The employee's personnel file includes documents pertaining to the employee's annual performance appraisal, which is conducted by the employee's manager.

2.3 How does the administration monitor and evaluate activities of faculty and staff?

The administration at LCB San Francisco uses annual performance reviews, one-on-one meetings with the employee's supervisor, and regular department meetings to evaluate and monitor the activities of faculty and staff. The institution uses classroom observations and student evaluations of each class to monitor and evaluate faculty activity and performance. The administration also uses faculty development forms to evaluate and document both in-service activities and professional development activities for faculty and staff outside the institution.

2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

The professional integrity of the staff is critical to the mission of the college. To that end, the institution communicates relevant policies and procedures during new hire orientation sessions and includes this information in the employee handbook (available through ConnectEd, the employee portal system). Staff must also complete annual ethics training, in addition to other training deemed necessary by CEC.

The academic freedom of the faculty is also critical to the mission of the institution, which has created an environment in which faculty members freely draw on their knowledge, expertise, and special skills while providing continuous feedback on course content, learning activities, assessment criteria, scheduling, and assignments for each course. By guaranteeing academic freedom, the entire campus community receives the benefit of the diverse knowledge, experience, and perspectives of its faculty. Faculty members also complete annual ethics training, in addition to other training deemed necessary by CEC.

2.5 How is the policy for ensuring academic freedom communicated to faculty?

The college's academic freedom statement is available for all employees and faculty to review on the company intranet. Academic freedom for faculty members is fostered and supported by the college's administration through a full commitment to the values of freedom of inquiry in support of the college's educational mission and reviewed annually at faculty or in-service meetings

2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

This student policy is available on page 89 of the LCB San Francisco catalog and states as follows:

Internal Grievance Procedure: Internal Grievance Policy

Many student complaints can be resolved through discussion with the appropriate instructor or staff member and the use of this grievance procedure, and we encourage students to make contact at the first indication of a problem or concern.School to insert grievance policy directly from school catalog. This section describes the steps the student should follow so that the problem can be fully and fairly investigated and addressed. The student will not be bound by any resolution unless the student agrees to accept it. If the student does not accept a proposed conclusion or resolution, then the student may pursue the matter in arbitration as provided for in the

student's Enrollment Agreement. However, the student must pursue his or her claim through this grievance procedure first. Please note that this grievance procedure is intended for problems concerning a student's recruitment, enrollment, attendance, education, financial aid assistance, or career service assistance, or the educational process or other school matters. It does not apply to student complaints or grievances regarding grades or sexual harassment, which are addressed in other sections of this catalog. LCB San Francisco and the student agree to participate in good faith in this grievance procedure. We will receive all information submitted by the student concerning a grievance in strict confidence and we and the student agree to maintain confidentiality in the grievance procedures. No reprisals of any kind will be taken by any party of interest or by any member of the LCB San Francisco administration against any party involved. We will investigate all complaints or grievances fully and promptly. So long as the student pursues this grievance procedure to its conclusion, the period during which the student is pursuing this process will not count toward any statute of limitations relating to the student's claims. Step 1 – Grievances or complaints involving an individual instructor or staff member should first be discussed with the individual involved. Grievances or complaints involving a policy or class should first be discussed with the individual enforcing that policy, the class instructor, or the Lead Instructor. Alternatively, the student may submit the complaint to the campus Director of Education.

Step 2 – If the matter is not resolved to the student's satisfaction in Step 1, the student may submit a written, dated and signed statement of the grievance or complaint and a description of the actions that have taken place thus far to the next level of authority directly or through the President. Step 3 – If the matter is not resolved to the student's satisfaction in Step 2, the student's next step is to submit a written, dated and signed statement to the campus President. Within five (5) days of the President's receipt of the written statement, the President will arrange to preliminarily meet with the student to discuss the grievance, and the President will thereafter conduct an investigation, including providing the student with a full and fair opportunity to present evidence relevant to the matter. The President will render his/her decision in writing within ten (10) business days after concluding is/her investigation, setting out the President's findings, conclusions, and reasoning. The President's decision will be final. The student's written complaint, together with the President's decision, will become a permanent part of the files of the parties involved.

GENERAL

This grievance procedure is designed to address problems promptly and without undue delay. In order to achieve that, the student must initiate Step 1 within ten (10) business days of the incident or circumstance(s) giving rise to the complaint, and must initiate each other Step within ten (10) business days after receiving a

response or if more than twenty (20) business days have passed with no response. If the student fails to take any of the steps in this procedure within the required timeframes, then the student will be deemed to have accepted the resolution last proposed by LCB San Francisco. If the school fails to act within the timeframes described in this procedure, then the student may elect to forgo any further steps in the grievance procedure and choose to go directly to arbitration as provided in the student's Enrollment Agreement. The time periods set forth in these procedures can be extended by mutual consent of LCB San Francisco and the student. Students may also contact the following agencies.

The Accrediting Council for Independent Colleges and Schools (ACICS)

750 First Street, NE Suite

980 Washington, DC 20002-4241

Phone: (202) 336-6780

The Accrediting Commission of Career Schools and Colleges (ACCSC)

2101 Wilson Blvd., Suite 302

Arlington, VA 22201

Phone: (703) 247-4212

The American Culinary Federation Education Foundation Accrediting

Commission (ACFEFAC)

180 Center Place Way

St. Augustine, FL 32905

Phone: (904) 824-4468 or (800) 624-9458

A copy of the Commission's Complaint Form is available at the school and may be obtained by contacting the Director of Education.

The student may also contact the Bureau for Private Postsecondary Education

P.O. Box 980818

Sacramento, CA 95798-0818

Phone: (888) 370-7589

Fax: (916) 263-1897

www.bppe.ca.gov

Grade Appeal: As found on page 78 of the LCB San Francisco catalog, "A student who disagrees with a grade he or she has received should contact the course Instructor immediately to discuss the concern. If the dispute is unresolved, the student must submit a written appeal within 14 calendar days from the end of the grading period to the campus Director of Education. The student's appeal must include the reason he or she is appealing the grade and must be signed and dated. The student must also provide documentation upporting the appeal (if applicable) with the written request. A decision regarding the appeal will be made within five business days of receipt. Students will be notified in writing of the decision.School to insert grievance policy directly from school catalog.

Should employees, faculty, or members of the staff have concerns or complaints, the institution requires that they discuss the issue with their immediate manager, a member of the senior management team, Human Resources, or the campus Regulatory Operations Consultant. If Human Resources or Regulatory Operations determines that an investigation is necessary, CEC's Compliance and Ethics Department will conduct a prompt and objective investigation. Most employee complaints are resolved at the school level; however, if the situation is not resolved in this manner, the employee may contact Career Education Corporation's Human Resources or contact the "EthicsMatters" hotline by telephone or the website. EthicsPoint, an independent, third-party firm specializing in managing corporate ethics hotlines, operates the EthicsMatters hotline and website. This creates a separation between CEC and the person reporting the issue, providing a confidential, anonymous way to report concerns about ethical violations. CEC strictly forbids retaliation against any person who reports an ethics concern in good faith.

Additionally, the Employee Handbook (available on connectEd) includes Grievance Procedures in Policy 715. Those procedures reiterate CEC's open door policy--that employees should feel comfortable in bringing concerns or issues to the attention of any supervisor or manager without fear of reprisal or punishment.

CEC also maintains a Code of Business Conduct and Ethics Policy that pertains to individuals who work for CEC.

2.7 Describe any plans for the improvement of the organization.

LCB San Francisco reviews annually its mission, goals, and strategies with an eye to creating, modifying, and implementing department-level action plans in support of school and corporate strategies. Presently, the college does not plan any changes to its organization.

3. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

3.1. Who is the on-site administrator and what are that person's qualifications for this position?

The on-site administrator is the Campus Director, Lisa K. Wilson. Ms. Wilson is a seven year tenured staff member at LCB San Francisco and brings a wealth of experience to the school, having served as a cook, executive chef, director of operations, general manager, and Director of Career Services. She holds her Bachelors in management from the University of Phoenix and is currently enrolled in its Masters in Business Administration program (with a specialty in Operations Management). She expects to graduate in May 2015.

3.2. How does the administration provide for continuous evaluation of the following functions:

a. Programs of study

The institution evaluates its programs of study on an ongoing basis. Ultimately, the institution's placement and retention rates drive the evaluation of each program. Student evaluations of courses take place at the completion of each term and provide a forum for student voices regarding the program of study.

Lead Chef Instructors and faculty have appropriate degrees, as well as professional credentials, in their respective fields. These individuals meet with professionals from the field in the form of advisory board panels to improve the educational program and update the curriculum.

b. Student activity programs

The current on-campus clubs are:

The Iron Toques, which participate in charitable/fundraiser events assisting Bay Area chefs to prepare for large meal service events.

ACF Hot Food Team, which learns how to compete in food competitions and prepares to enter into the various food competitions held by the American Culinary Federation.

Molecular Gastronomy Club, which studies the effect of science applications to food the physical and chemical transformations.

Fermentation Club, which studies the effects of fermentation on liquids and foods.

Student Board, which advocatesfor students to faculty and staff.

Evaluation of each activity is based on the level of student participation and student feedback regarding the activities.

c. Guidance services

The institution evaluates the effectiveness of guidance services through the assessment of retention rates, tutoring, and attendance records.

d. Financial aid services

LCB San Francisco evaluates financial aid services annually. To meet the requirements of Title IV funds administration established by the U.S. Department of Education, the institution engages an independent auditor to conduct an annual audit of the school's compliance with the laws and regulations applicable to the Federal Student Aid (FSA) programs offered on campus. Additionally, Financial Aid staff receives training throughout the year to ensure that they understand changes in federal regulations.

e. Instructional procedures

The institution monitors instructional procedures through student evaluations of individual faculty member each term. The program and department chairs examine the student evaluations and share the results with faculty members. LCB San Francisco evaluates the effectiveness of instructional methodologies through classroom observation performed by at least one faculty peer, a program or department chair, or the Director of Education. New hires are observed twice in the first year--during their first term and within the following six-month period. Returning faculty members are observed annually. The institution conducts mid-year and annual performance reviews for all faculty members.

f. Instructional resources

Industry trends and recommendations from the various program advisory boards determine allocation of instructional resources. These resources include trade publications, web site access, DVDs, magazines, and other learning and teaching material. Classroom tools, which include textbooks, software, and coursework, are evaluated through educational outcomes, course evaluations completed by students, classroom observations, and research of educational and industry trends. The Regional Librarian, in collaboration with faculty, Lead Chef Instructors , and other librarians, is responsible for the evaluation and procurement of resources to support each academic program.

3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

The institution verifies degrees of professional administrative staff listed in the catalog by obtaining official transcripts. LCB San Francisco maintains these transcripts in the personnel file.

3.4. What records are kept relative to the following areas:

a. Financial aid activities

The financial aid office maintains financial aid documents electronically. These documents include FAFSA results, entrance counseling, exit counseling, authorization forms, verification documents, award letters, loan documents, and payment plans. To track the students' progress in CampusVue (the institution's student database system), the financial aid office also maintains records of all comments and contacts arising from communication with each student.

b. Admissions

Admissions maintains records that are scanned and attached to each student's record electronically through Image Now, as well as through the Adm and Campus Vue student management databases.

c. Curriculum

The institution maintains a master course outline (MCO) for every course. In addition, the institution maintains a detailed syllabus for each class and an academic credit analysis (ACA) for each program.

d. Guidance

Academic Advisors maintain comments on advisory meetings with students in Campus Vue. Records of Satisfactory Academic Progress advising are also kept on advisement sheets in the students' academic files.

e. Library or instructional resources

The Regional Librarian maintains computerized records of all library materials and references and is made available to students through the CEC Cybrary web-based resource.

f. Instructional supplies and equipment

The Education Department maintains records of instructional supplies and equipment needed for classroom use. According to the type of instructional supply or equipment, the program or department chairs, director of education, or made available on the CEC Cybrary website. The institution's facilities department maintains furniture, furnishings, and equipment. The records include inventory, as well as maintenance data.

g. School plant

School plant records include copies of blueprints and mechanical drawings, inspection records, machine leases or contracts, disaster plans, incident reports, occupancy permits, inventories, machine leases or contracts, and maintenance and repair records.

h. Faculty and staff

The college maintains records for faculty and staff, including information regarding employment, payroll information, benefits information, pre-employment information, signed acknowledgements, training certificates, and the Data Sheet for Staff and Faculty Members. Employment information includes items such as offer letters and performance reviews. Payroll information includes items such as tax forms, any direct deposit forms, applicable salary change forms, and any garnishment information. Benefits information might include items such as applicable tuition assistance paperwork or applicable family status change forms. The records in an employee's personnel file also depend on the types of benefits in which the employee has enrolled or is participating. The institution also maintains for staff and faculty I-9 forms, personal data forms, signed job descriptions, resumes, performance reviews, Equal Employment Opportunity forms, and veterans declaration forms.

Faculty files include transcripts for all degrees listed, a Faculty Development Plan and supporting documentation, faculty observations, and applicable certifications.

i. Student activities

Documents maintained by the institution regarding student activities might include copies of fliers or promotions, sign-in sheets or participant information, photographs, articles, and the like related to the events.

j. Student personnel

The institution maintains employment records for student personnel that include the following information: hiring, compensation and benefits, and work performance information.

k. Campus Accountability Reports

The institution maintains a copy of the submitted campus accountability report (CAR) and reports from its database, CampusVue, which support the data reported on the CAR. The institution maintains this information electronically for reference.

3.4.1 Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.

The institution organizes its student files electronically in the its secure student database, CampusVue, and in hard copy format. The school maintains records in electronic format in Campus Vue, including grades, attendance, financial aid and account information, personal contact information, and materials concerning student student advisement matters. Student hard copy files are stored in alphabetical order in fire-proof file cabinets. Each student has an individual file folder that may contain their original enrollment agreement, academic advisement records (for students on Satisfactory Academic Progress), course schedule change documentation, externship documentation, transfer and proficiency credit documentation, and copies of correspondence sent to students.

3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

This is not applicable. The institution does not admit ability-to-benefit students.

3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

The procedure used to obtain evidence of high school and/or college graduation or equivalency involves the submission of transcript request forms to the institution holding the records. Enrolled students may also provide evidence of high school graduation or equivalency directly to LCB San Francisco. For transcripts used by the insitution to evaluate transfer credits, LCB San Francisco requests that official transcripts be sent to the school.

3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a "diploma mill."

If the institution has reason to believe that a diploma or other proof of high school graduation is not valid or was not obtained from an entity that provides secondary school education or its equivalent, the U.S. Department of Education requires the school to review the diploma or other proof of graduation (POG). On receipt of the evidence of high school and/or college graduation or equivalency certificates, the Associate Registrar reviews these for legitimatcy. CEC's Regulatory Operations Academy provides training regarding POG requirements to campus staff. In addition, CEC maintains a Sharepoint site that houses lists of unacceptable and acceptable institutions:

- Acceptable Schools List
- Unacceptable Schools List

These lists are not all-inclusive, and institutions not on one of these lists will be reviewed for validity. Any employee who is uncertain whether a high school diploma meets the criteria for high school graduation must submit an inquiry and supporting documentation regarding an institution for review and evaluation by the CEC POG committee.

The Sharepoint site also houses additional POG Review Resources, such as FAQ's, a POG Manual, and an institution review checklist.

3.7. What grading system does the campus employ to indicate student progress?

Letter Code	Description	Included in Credits Earned	Included in Credits Attempted	Included in CGPA	Quality Points
A	A	Yes	Yes	Yes	4.00
B	B	Yes	Yes	Yes	3.00
C	C	Yes	Yes	Yes	2.00
D	C	Yes	Yes	Yes	1.00
F	F	Yes	Yes	Yes	0.00
I	Incomplete	No	Yes	No	n/a
W	Withdrawn	No	Yes	No	n/a
AU	Audit	No	No	No	n/a
P	Pass	Yes	Yes	No	n/a
TC	Transfer	Yes	Yes	No	n/a
PR	Proficiency Credit	Yes	Yes	No	n/a
L	Leave of Absence	No	NO	No	n/a

The above chart shows the grading system that is located on page 77 of the school catalog:

GRADING SYSTEM

Grade reports are available to students online through the Student Portal at the completion of each module. Course grades are based on the quality of work as shown by written tests, laboratory work, papers, and projects as indicated on the course syllabus. Earned quality points are calculated for each course by multiplying the quality point value for the grade received for the course times the credit hour value of the course. For example, a 4.0 credit course with a grade of 'B' would earn 12.0 quality points (credit value of course (4) times quality point value of 'B' (3)). The Cumulative Grade Point Average (CGPA) is calculated by dividing the total earned quality points by the total credits ompleted.

APPLICATION OF GRADES AND CREDITS

The grade chart above describes the impact of each grade on the student's academic progress. For calculating rate of progress, grades of 'F' (failure) and, 'W' (withdrawn are counted as hours attempted, but are not counted as hours successfully completed). Students who wish to withdraw from a course at any time need to fill out a Course Withdrawal Form available in the Registrar's office. Courses the student officially drops before the third course meeting will have no record of the course on their transcript. A 'W' Grade indicates that a student has been withdrawn from a course. Students who withdraw from a course during the add/drop period will be unregistered from the course. Students who withdraw from a course after the add/drop period but before the last calendar week of the scheduled course will receive a grade of 'W'. Students who withdraw during the last scheduled calendar week of the class, and have a date of attendance (LDA) for the class during the last calendar week of the scheduled course, will receive the grade earned calculated as a final grade. A Course Withdrawal Form or Withdrawal Routing Spreadsheet is completed by campus officials when awarding 'W' Grades. 'W' Grades are also awarded when students do not complete externship courses withina school's designated grading period; when students do not successfully meet course attendance requirements; and when students do not return to school from a leave of absence. Please refer to the individual Externship Management, Attendance, and Leave Of Absence policies for details. The student must repeat any required course in which a grade of 'F' or 'W' is received. Students will only be allowed to repeat courses in which they received a 'D' or below, if their CGPA is <2.0 before going out on Externship or <2.0 by the time they complete the program and cannot graduate, or with Director of Education Approval. In the case of a 'D' or 'F', the better of the two grades is calculated into the CGPA. The lower grade will include a double asterisk indicating that the course has been repeated. Both original and repeated credits will be counted as attempted credits in rate of progress calculations. Federal financial aid may only be used for one repeat of a previously passed course.

A fee will be charged to repeat a class (see addendum for details).

To receive an Incomplete ('I') grade, the student must petition the course Instructor to receive an extension to complete the required coursework. The Instructor must approve the request within three business days of the student's written request, but no later than the last day of class. The student must be satisfactorily passing the course at the time of petition. Should a student fail to complete the unfulfilled coursework requirements within 14 calendar days from the start of the subsequent grading period, the Incomplete grade will be converted to the grade the student earned in the class, inclusive of '0' points for the incomplete work.

A student who disagrees with a grade he or she has received should contact the course Instructor immediately to discuss the concern. If the dispute is unresolved, the student must submit a written appeal within 14 calendar days from the end of the grading period to the campus Director of Education. The student's appeal must include the reason he or she is appealing the grade and must be signed and dated. The student must also provide documentation supporting the appeal (if applicable) with the written request. A decision regarding the appeal will be made within five business days of receipt. Students will be notified in writing of the decision. 'TC' and 'PR' credits are included in the maximum timeframe in which to complete and the rate of progress calculation, but are not counted in the CGPA.

PROFICIENCY CREDIT

Proficiency credit, recorded as 'PR' on the transcript, may be granted in certain core courses if the student has completed previous coursework at another Le Cordon Bleu North America or International location at the sole discretion of LCB San Francisco. PR Credit is also granted for College Success if

student completed and associate degree or higher at an accredited postsecondary institution. Courses taken at the previous institution must be determined by LCB San Francisco to be sufficiently equivalent to courses offered at LCB San Francisco. Students should submit documentation of previous coursework to the Associate Registrar for evaluation prior to the end of the first academic module.

National Proficiency Exams

Proficiency credit, recorded as 'PR' on the transcript, for certain courses may be granted to students who achieve acceptable scores on specific nationally recognized exams such as CLEP, Advanced Placement (AP), and DANTES. The American Council on Education (ACE) recommendations are used when awarding CLEP or DANTES credit. Credit for AP coursework is based solely upon the student's performance on the national examination administered by the College Board. A score of three (3) or better on the AP examination is required for proficiency credit.

3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

The quarter credit hour is the unit of academic measurement used by LCB San Francisco. A minimum of 10 lecture hours of not less than 50 minutes each plus outside reading and/or preparation; 20 laboratory hours; or 30 externship hours; or an appropriate combination of all three constitutes one quarter credit hour.

3.7.2. How does the campus ensure that a transcript is maintained for each student?

The campus maintains indefinitely an official transcript in a live electronic file located in the institution's Campus Vue database. The school may obtain either an official or an unofficial transcript from this database. A printed official transcript is maintained in each student's file upon graduation.

3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

The back of the student's official transcript includes the grading scale and catalog language.

3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?

Student academic files are kept in locked, fire-safe filing cabinets at in the second floor file room. OnlyAssociate Registrar and other key members of management have access to student files.

Staff human resources files are housed on the fourth floor in a fire-safe room and in fire-safe filing cabines. Only authorized individuals have access to these files.

Faculty files are housed in locked, fire-safe cabinets on the fourth floor in a fire-safe room and fire-rated filing cabinets. Only the Director of Education, Lead Instructors, and Campus Director have access to these files.

Financial aid files for former students are kept in locked file cabinets in the second floor fire-safe file room. Only the Business Operations Manager, Financial Aid Representatives, and Campus President have access to the files. Current student financial aid files are maintained electronically in the CampusVue database. The database is housed at CEC and backed up on a daily basis.

Graduates and withdrawn student files are kept in a locked storage file room where only financial aid and key personnel have access to the files.

Files of students, faculty, and staff members who are no longer active are maintained at the off site file archival at Iron Mountain.

The institution maintains a sprinkler system in the event of a fire.

3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

CEC backs up daily the entire CampusVue database for all of its ground and online institutions. These full backups are saved for two days on disk and then saved on files to tape and retained indefinitely.

In addition, transaction log file backups are saved every fifteen minutes. These transaction files allow the institution to recover the CampusVue database to a specific time.

3.9. How long are student records maintained by the campus?

LCB San Francisco follows the corporate record retention policy for all records and maintains student transcripts indefinitely. The institution maintains student records for a period of five years on campus, files older than five years, and inactive files are held indefinitely at the off-site archival vendor, Iron Mountin. Student transcripts are retained indefinitely.

3.10. Describe any plans for improvement in the administration.

There are no current plans for improvement in the administration at this time.

4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria.*

ADMISSIONS AND RECRUITMENT

4.1 What is the admissions policy?

The admissions policy is located on page 56 of the Le Cordon Bleu catalog and states as follows:

Admissions Policy:

Students should apply for admissions as soon as possible in order to be accepted for a specific program and start date.

All applicants are required to complete a personal interview with an admissions representative, either in person or by telephone, depending upon the distance from the school. Parents and/or significant others are encouraged to attend. This gives applicants and their families an opportunity to see and learn about the school's equipment and facilities and to ask questions relating to the school's curriculum and career objectives. Personal interviews also enable school administrators to determine whether an applicant is a strong candidate for enrollment into the program.

In addition, each applicant must:

- Complete an Application form.

-Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age,applicableenrollment documents must also be signed by a parent or guardian).

- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence.

- Sign a request for high school or GED transcript (and official college transcripts, where applicable).

- Complete the Wonderlic Exam.

- Pay any applicable application fee (non-refundable unless applicant is denied admissions or cancels application as per the State of California cancellation policy) the school reserves the right to reject applicants if the items listed above are not successfullyl completed.

4.1.1 Does the policy differ based on the credential awarded or program of study?

No. The policy for admissions is not different based on specific program of choice.

4.1.2 Explain how the admissions policy adheres to the institution's mission.

LCB San Francisco created the admissions requirements to support our mission of fostering academic excellence and promoting student creativity through the interview and application processes. The entrance requirements ensure that each student has the best possible chance for success.

4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

Le Cordon Bleu does not admit ability-to-benefit students.

4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

Admissions documents indicating that a student has met the admission requirements include the physical file (containing the enrollment agreement), all required admission forms (as listed in the admissions requirements section of the LCB catalog), and a receipt or statement of student account documenting payment of the enrollment fee.

4.4 Describe the student recruitment program.

Students contact the institution in response to television commercials, internet advertising, direct mail, high school presentations, and specialty events. In the case of a high school presentation, the high school student fills out an information card requesting additional information.

When the institution receives this information, an admissions representative contacts the prospective student to set up an appointment for a personal interview. During the interview process, the admissions representative gives the prospective student a tour and explains the courses and features of program(s) in which the prospective student has expressed interest. This provides the prospective student with the opportunity to decide whether to enroll and for the admissions representative to determine the prospective student's commitment level. If he or she decides to enroll, the prospective student then completes and signs the required admissions documents (as listed in the catalog).

Throughout the enrollment process, the institution keeps a connection with prospective students. This effort consists of constant communication between the future student and various departments at the institution. Although the admissions representative remains the primary contact, student finance, program advisors, and academic staff may also communicate with the future student. The objective is to ensure that the future student completes the admission and enrollment requirements. During this process, LCB San Francisco expects the future student to complete materials for a student financial package, as well as to prepare for matriculation in the chosen program of study.

4.5 Describe how admissions representatives are trained, compensated, and monitored.

Admissions representatives at LCB San Francisco receive initial and ongoing training and attend product information sessions to maintain their knowledge of the programs, services, and opportunities available to students. This training focuses on areas of product knowledge, proper telephone procedures, setting and confirming appointments, computer and flip chart presentations, proper interviewing techniques, enrollment procedures, follow-up activities, problem solving, and school operations. Training occurs during informal sessions with the Director of Admissions and senior admissions representatives or during scheduled weekly training sessions.

Admissions representatives receive compensation based on experience and are paid a salary/hourly wage. CEC and LCB schools do not permit bonuses or commissions for admissions representatives. Although an employee's performance is continually reviewed, an official performance review occurs annually. If warranted, the employee receives a merit increase at this time. Outside of the annual review, other merit adjustments during the year result from a change in position. All admission representatives report to a Director of Admissions and consent to periodic monitoring of the admissions process.

Admissions representatives are monitored regularly to ensure compliance with CEC and LCB policies and procedures. The Director of Admissions conducts one (1) obversation monthly of either the first call or the interview for each admissions representative. The observations are conducted and discussed with the admissions representative within 24 hours. The Director of Admissions also speaks with each newly enrolled student to discuss their experience during the interview process and ensure that the admissions representative followed all required policies. CEC also enlists a third party company to conduct Mystery Shops of admissions

representatives to ensure that policies relating to admissions and recruitment are being followed. The results of these Mystery Shops are discussed with the Director of Admissions so that they can follow up with the admissions representative involved and provide training and guidance as necessary.

4.6 Describe the policies and procedures regarding incoming transfer of credit.

LCB San Francisco's transfer of credit policies and procedures are as follows:

Students who previously attended an accredited College or University recognized by the U.S. Department of Education may be granted transfer credit, at the sole discretion of Le Cordon Bleu College of Culinary Arts. Courses taken at the previous institution must be determined by Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. In addition, Le Cordon Bleu College of Culinary Arts must determine that those courses are applicable to their program of study at Le Cordon Bleu College of Culinary Arts. Only courses in which the student earned a grade of "C" or above will be considered for transfer. Students seeking to transfer credit are responsible for having official transcripts forwarded to Le Cordon Bleu College of Culinary Arts for review. Students may also be required to submit a school catalog. Students must petition for transfer credit with the Associate Registrar as soon as possible after admission. It is recommended that all prior coursework be submitted prior to matriculation, but no later than the end of registration for the student's first block study. Students who receive transfer credit will have the program tuition charge pro-rated based upon the remaining number of credits the student must earn in order to graduate. The Business Office will make the appropriate tuition adjustment.

4.6.1 Where are these policies and procedures published?

The institution publishes its transfer of credit policies in its catalog at page 75.

4.6.2 Describe any articulation agreements with other institutions.

LCB San Francisco has an Articulation Agreement with LCB in Scottsdale, Arizona concerning LCB San Francisco's AOS in Culinary Arts and LCB Scottsdale's Bachelor of Arts in Le Cordon Bleu Culinary Management.

4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.

The campus publishes a list of institutions with which it has established articulation agreements on page 58 of the catalog. One can view it on its website at www.chefs.edu/San-Francisco.

4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

LCB San Francisco provides notice to students of articulation agreements with other campuses through the LCB catalog and on its website at chefs.edu/San-Francisco.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?

The Associate Registrar administers the standards of SAP for LCB San Francisco. The Associate Registrar and Director of Education, together with the SAP Advisory Committee, monitor the implementation of SAP standards for the school. The Associate Registrar is Lilibeth Chapman; Ms. Chapman began her employment at California Culinary Academy (now LCB San Francisco) in November 2006 and held roles in the admissions and student services/financial areas. Ms. Chapman was promoted to the role of Associate Registrar in the fall of 2013. She received her BA in Computer Information Systems from DeVry University.

4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

On a regular basis, the institution calculates SAP through the student information system, CampusVue, using the published SAP tables. The system determines whether the student is making progress to completion. LCB San Francisco also uses reports from within CampusVue to identify the students in each SAP category.

4.8.1 Who reviews the student's records and advises the student?

The Associate Registrar compiles and reviews the SAP reports for review by Lead Instructors and the Director of Education. Through letters and telephone calls, LCB San Francisco notifies students not meeting SAP and directs them to meet with the Associate Registrar and Lead Instructor. The institution places an academic hold on students not meeting SAP and releases the hold after these students have completed the academic advising process. In instances in which the institution has dismissed the student but the student has appealed and been granted reinstatement, the student must meet with the Academic Advisor during the following term.

4.8.2 Who monitors probation?

The Director of Education, and Lead Instructors advise students placed on probation and warning. The academics team, which includes associate registrars and lead instructors, monitors student progress.

4.8.3 How is attendance verified?

Each instructor reports attendance on a daily basis, and the Associate Registrar monitors these reports. If the student has not attended classes, his or her name will appear on the Last Date of Attendance (LDA) report generated by the Associate Registrar.

Each instructor reports attendance on the online faculty portal each day. The portal electronically posts attendance to the portal and to CampusVue. In addition, the instructor submits paper rosters for weeks 1 and 2 of the term. Attendance may be verified by the instructor, or registrar staff, or both.

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

The institution monitors the cumulative GPA and percentage of successful completion several times throughout the student's tenure at the institution. The institution runs SAP every 12 weeks, and the rate of progress and term and cumulative GPA are calculated. Through the SAP process results are documented in a SAP Detail Report, which is generated by CampusVue.

FINANCIAL RELATIONS

4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

LCB San Francisco offers tuition scholarships and grant awards to assist in the pursuit of higher education. Applicants must submit a separate application for each grant or scholarship. Scholarship applications are available in the Business Office, and information regarding scholarships and grants are published in the school catalog and on the school website. Institutional scholarships and grants are also discussed with the student during the financial aid process. The following grant and scholarship opportunities are available:

1. Alumni Referral Scholarship

LCB San Francisco offers the Alumni Referral Scholarships (up to $1,000) to students who submit a letter of recommendation from an alumnus of LCB. The institution considers studentsLe Cordon Bleu Alumni Referral Scholarship once they have completed the admissions application process and have submitted both the scholarship application and their recommendation letter.

Eligibility criteria are as follows:

- Submission of an application by the end of the add/drop period for the student's enrolled start date; and
- Maintainance of Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship, which the institution awards over the length of the program.

If awarded in combination with other LCB grants or scholarships, the Alumni Referral Scholarship may not exceed the direct cost of attendance and cannot be received as cash. LCB San Francisco makes available a limited amount of money each year for the Alumni Referral Scholarship. Once awards exhaust this funding during the annual award period, these scholarships will not be available to otherwise eligible students. For 2014, the institution included $150,000 in its budget for the Alumni Referral Scholarship.

2. Best of the Best Scholarship

LCB San Francisco also offers the Best of the Best Scholarships (up to $1,500) to students who graduate high school or college with a GPA of 3.5 or higher. The institution considers students for the Best of the Best Scholarship once they have completed the admissions application process and have submitted the Best of the Best Scholarship application and their high school/college transcript.

Eligibility criteria are as follows:

- Submission of an pplication by the end of the add/drop period for the student's enrolled start date;
- Maintenance of Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship, which the institution awaards over the lengh of the program.

If awarded in combination with other LCB grants or scholarships, the Best of the Best Scholarship may not exceed the direct cost of attendance and cannot be received as cash.

LCB makes available a limited amount of money each year for the Best of the Best Scholarship. Once funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, the instution has budgeted the sum of $150,000 for the Best of the Best Scholarship.

3. Life Long Learning Scholarship

The institution awards Lifelong Learning Scholarships to LCB San Francisco graduates pursuing continued education at LCB. The scholarship will be applied against future tuition charge at LCB San Francisco as follows:

Certificate/Diploma Graduates

- Pursing additional certificate/diploma – eligible for $500
- Pursing associates degree – eligible for $1000

Associate Graduates

- Pursing additional certificate/diploma – eligible for $500
- Pursing additional associates or LCB Online bachelors degree – eligible for $1000

Eligibility criteria are as follows:

- Successfully complete and earn 18 credits in their additional program; and
- Maintenance of Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship, which is awarded and disbursed after the student successfully completes 18 credits in the additional program.

If awarded in combination with other LCB grants or scholarships, the Life Long Learning Scholarship may not exceed the direct cost of attendance and cannot be received as cash.

The institution makes available a limited amount of money each year for the Life Long Learning Scholarship, and once awards exhaust available funding, scholarships will not be available to otherwise eligible students. For 2014, the sum of $300,000 has been budgeted for the Life Long Learning Scholarship.

4. Le Cordon Bleu Tuition Reimbursement/Employer Match Scholarship

LCB San Francisco offers a matching scholarship to students whose employers participate in a tuition reimbursement program. This scholarship is available to students who enroll at the college and are receiving tuition assistance from their employer. The scholarship will match the employer assistance up to $2,500. Eligible students must present formal documentation from their employer and signed attestation paperwork confirming their employment and receipt of tuition assistance.

Conditions of the Tuition Reimbursement/Employer Match Scholarship are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Recipients must complete the standard application process and enroll in an associates or bachelors level program at the LCB institution of their choice and meet all admissions and eligibility requirements.
- Students must confirm employment and written confirmation from their employer that they are approved to receive tuition reimbursement funds for their program of enrollment. Employers must provide program information including the timing of disbursements in order for matching funds to be scheduled. Matching funds will be prorated over the length of the program only after employer funds are received.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarships will be applied towards tuition only (does not cover room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This scholarship, if awarded in combination with other LCB Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The college makes available a limited amount of money each year for the Tuition Reimbursement/Employer Match Scholarships, and once available funds are exhausted, scholarships will not be available to otherwise eligible students. For 2014, $50,000 has been budgeted for the Tuition Reimbursement/Employer Match Scholarship.

5. LCB Future Chef of America Competition Scholarship

LCB also offers The Future Chef of America Competition Scholarship. This scholarship is awarded in local-regional and national competitions.

Local/Regional Competitions

High School Seniors may submit an essay on "Why they want to pursue their education and a career in the culinary profession" and must complete all application requirements prior to the established due dates. Award levels are as follows:

1st Place – $5,000

2nd Place – $2,000

3rd Place – $1,000

All other local/regional competition participants not placing 1st, 2nd, or 3rd will receive a $500 Scholarship to be applied toward tuition at any LCB campus. National Competition

The 1st place recipient at each local/regional competition will be invited to participate in a final national competition at a LCB campus in the United States. 1st Place – Up to tuition equivalent of an Online Bachelor Degree*

2nd Place – Up to tuition equivalent of Associate degree

3rd Place – Up to tuition equivalent of Certificate/Diploma

Criteria are as follows:

- Students must enroll and begin the program of study at the Le Cordon Bleu campus of their choice within one calendar year from the date of the award. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an associates or bachelors level program at the LCB campus of his or her choice and meet all admissions and eligibility requirements.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- The scholarship covers tuition only, does not include room, board, books, fees, supplies, or other expenses, and is awarded over the length of the program
- If the recipient of a local/regional competition level scholarship competes and places in the national competition, any scholarship amount received at the local/regional competitions will be void.

* Up to tuition equivalent of associate degree for Arkansas and Minnesota residents.

6. LCB Military Grant

For Active Duty, Drilling National Guard, and Drilling Reservist Service members of the U.S. armed forces, LCB has established the LCB Military Grant in the amount of $2,000 to cover tuition costs. To be eligible for the grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their military status via a current Leave and Earnings Statement or comparable government document, and complete the LCB Application Fee Waiver form. The eligibility conditions are as follows:

Qualifying candidates are Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military.

- Candidates must serve as active duty, drilling National Guard, or drilling Reservist service members of the U.S. armed forces to apply and must be accepted for admission to be eligible to receive the grant.
- The grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded. All of the conditions must be fulfilled before the grant can be disbursed.
- The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships.
- Applications are due no later than December 31st or when funds are exhausted for the year.

Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits still qualify for a waiver of their application fee.

The LCB Military Grant, Military Spouses Grant, Veteran Grant, and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

7. LCB Veteran Grant

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Veterans' Grant** for our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of $2,000 to be applied toward tuition costs. To be eligible for the grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

• Qualifying candidates are Veterans of the U.S. Military who have a discharge status other than dishonorable.

• Candidates must apply and be accepted for admission to be eligible to receive the grant.

• The Le Cordon Bleu Veteran Grant is used exclusively towards current program charges.

• The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.

• All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.

• The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships.

• Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

8. LCB Veteran Spouses Grant

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Veteran Spouses Grant** for spouses of our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of $2,000 to be applied toward tuition costs. To be eligible for the Le Cordon Bleu Veteran Spouses Grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their spouse's veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

• Qualifying candidates are spouses of Veterans of the U.S. military.

• Candidates must apply and be accepted for admission to be eligible to receive the grant.

• Candidates selected for membership verification must provide documentation before

the grant is applied. Those that are not able to provide documentation will also be required to pay the application fee.

• The Le Cordon Bleu Veteran Spouse's Grant is used exclusively towards current program charges.

• The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.

• All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.

• All of the conditions must be fulfilled before the grant can be disbursed.

• The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships.

• Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

Careers through Culinary Arts Programs (C-CAP)

Le Cordon bleu offers Scholarships to students associated with the National C-CAP organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States. Scholarship will be applied to the students account while enrolled in a Certificate/Diploma or Associates program offering at the Le Cordon Bleu school of enrollment.

9. Competition Scholarships

Le Cordon Bleu offers the C-CAP Competition Scholarship to the designated winning students of the eight regional C-CAP competitions.

4 Full Tuition Scholarships for Certificate/Diploma program valued at $19,200 each.

4 Full Tuition Scholarships for Associates program valued at $36,200 each.

Student Member Essay Contest

$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required.

Criteria are as follows:

- Applications and supporting documentation are due by add/drop period of the start date
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of the C-Cap award Ceremony. Failure to do so will void the scholarship
- Recipients must complete the standard application process and enroll in an certificate/diploma or associates level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements
- Student must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program
- This grant, if awarded in combination with other LCB Institutional Grants or Scholarships, may not exceed the direct cost of attendance.
- Student member essay contest scholarships may not be combined with competition scholarships.
- Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $50,000 has been budgeted for the C-CAP Student Member Essay Contest .

10. National Restaurant Association Educational Foundation – ProStart™

ProStart@ High school Completion Scholarship

Le Cordon Bleu offers a ProStart™ Completion Scholarship to high school graduates who have successfully completed Level 1 and Level 2 of the ProStart™ high school curriculum. In addition Le Cordon Bleu offers a ProStart™ Collegiate Passport Scholarship to high school graduates who have successfully completed Level 1, Level 2 and 400 externship hours approved by ProStart™ which will entitle them to the ProStart™ National Certificate of Achievement (COA). The COA must be presented at the time of application for the Le Cordon Bleu ProStart™ Collegiate Passport Scholarship.

ProStart™ Level 1 & 2 Completion Scholarship - $1,500

ProStart™ Collegiate Passport Scholarship - $2,000

ProStart™ State and National Competition Scholarship

These scholarships are awarded by Le Cordon Bleu at state and national competitions. Student(s) who earn the scholarship may attend the Le Cordon Bleu United States campus of their choice. Scholarship recipients must apply and begin their program of study within one year of receiving the award. ProStart students typically compete in teams of five. All five team members are awarded a scholarship in a predetermined amount.

State level competitions, the scholarship awarded is:

First Place: $5,000 Scholarship

Second Place: $2,500 Scholarship

Third Place: $1,000 Scholarship

National competition, the scholarship award is:

First Place: Full Tuition Scholarship, up to the tuition charge for an associates degree program or equal to tuition of certificate/diploma program.

Second Place: $10,000 Scholarship

Third Place: $7,500 Scholarship

Conditions of the ProStart™ Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of the competition. Failure to do so will void the scholarship
- Recipients of the competition scholarships must complete the standard application process and meet all admissions and eligibility requirements
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program
- This scholarship, if awarded in combination with other LCB Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The College makes available a limited amount of money each year for the ProStart™ Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $100,000 has been budgeted for the ProStart™ High School Completion and Collegiate Passport Scholarships.

11. Family, Career and Community Leaders of America (FCCLA)

Le Cordon bleu offers Scholarships to students associated with the National FCCLA organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States Scholarship will be applied to the students account while enrolled in an Associates program offering at the school of enrollment.

National competition:

First Place: Full Tuition Scholarship for Associates program valued at $36,200

Student Member Essay Contest

$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required.

Conditions of the FCCLA Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year from the date of the competition. Failure to do so will void the scholarship
- Recipients must complete the standard application process and enroll in an associates level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program
- This Scholarship, if awarded in combination with other LCB Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- Student member essay contest scholarships may not be combined with competition scholarships.
- The College makes available a limited amount of money each year for the FCCLA Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $50,000 has been budgeted for the FCCLA Student Member Essay Competition.

12. Skills USA

Le Cordon bleu offers Scholarships to students associated with the National Skills USA organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States Scholarship will be applied to the students account while enrolled in an Associates or a bachelors program offering at the school of enrollment.

Student Member Essay Contest

$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required.

Conditions of the Skills USA Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date
- Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements

- Student must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program
- This grant, if awarded in combination with other LCB Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The College makes available a limited amount of money each year for the Skills USA Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $50,000 has been budgeted for the Skills USA Student Member Essay Competition Le Cordon Bleu College of Culinary Arts offers tuition scholarship and grant awards to assist in the pursuit of higher education. Applicants must submit a separate application for each grant or scholarship. Scholarship applications are available in the Business Office, and information regarding scholarships and grants are published in the school catalog and on the school website. Institutional scholarships and grants are also discussed with the student during the financial aid process.

4.10 What evidence does the campus have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

Students enrolling at LCB San Francisco must complete and sign an enrollment agreement that clearly states the tuition, fees, and other costs associated with each specific program of study. The institution's website publishes the tuition and fees in the catalog addendum and on the school website. At the time of enrollment, CampusVue automatically calculates the current rate of tuition. Through registration billing, CampusVue automatically charges active students based on a per term/credit hour or payment period, ensuring that all students are billed consistent with the current tuition rate listed on the student's enrollment agreement. The campus and centralized billing department process and review this automated billing feature to verify billing accuracy.

4.11 What are the refund policies and procedures?

After the last day of the add/drop period, no refunds or adjustments will be made to a student who drops individual classes but is otherwise enrolled at the College. Refunds will be calculated for students who withdraw or are withdrawn from the College prior to the completion of or at 60% or less of the payment period in which the student withdraws, according to the following formula:

Total days attended in the payment period divided by total days in the payment period multiplied by tuition for the term.

If the student has completed more than 60% of the total days in the payment period, no refund is due. Refunds will be calculated for a student who withdraws or is withdrawn from LCB San Francisco prior to the completion of his or her program and is based on the tuition billed for the term in which the student withdraws. If a student withdraws from individual classes during the add/drop period, tuition charged will be reversed for those individual classes which were dropped. There are no individual course refunds, partial or in full, to any student who has withdrawn past the add/drop period.

Refunds will be based on the total charge incurred by the student at the time of withdrawal, not the amount the student has actually paid. Tuition and fees attributable beyond the student's withdrawal will be refunded in full. Any books, equipment, software and/or uniforms that have been issued, as well as the Student Tuition Recovery Fund (STRF) fee, are nonrefundable. When a student withdraws from LCB San Francisco, the student must complete a student withdrawal form with the Associate Registrar. The date from which refunds

will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an official withdrawal, or date of determination of withdrawal by the institution. If the student withdraws or is withdrawn prior to the end of the payment period, he/she is subject to the Return of Title IV Funds policy noted below which may increase his/her balance due to LCB San Francisco

If there is a balance due to the institution after all Title IV funds have been returned, this balance will be due immediately, unless a cash payment agreement for this balance has been approved by the school. For the purpose of determining a refund, a student shall be deemed to have withdrawn from LCB San Francisco when any of the following occurs:

a. The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.

b. The institution terminates the student's enrollment for failure to maintain satisfactory academic progress, to abide by the rules and regulations of the school, to meet financial obligations to the College.

c. The student incurs 21 consecutive absences and does not communicate directly with the school (or meet attendance policy or leave of absence requirements as stated in LCB San Francisco's catalog) regarding the nature of those absences. In this case, the date of withdrawal shall be deemed to be the last date of recorded attendance.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If any portion of tuition was paid from the proceeds of a loan, then the refund will be sent to the lender or to the agency that guaranteed the loan, if any. Any remaining amount of refund will first be used to repay any student financial aid programs from which benefits were received, in proportion to the amount of the benefits received. Any remaining amount will be paid to the student. Refunds to loan and grant sources may create a balance due from the student to the institution. If the student has received federal student financial aid fund, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. If the student receives financial aid or Veterans' Educational Benefits or both, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

(a) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the student is entitled to reduce the balance owed on the loan.
(b) The student may not be eligible for any other federal financial aid at another institution or other government assistance until the loan is repaid.

4.12 What are the qualifications of the financial aid officer?

CEC takes a comprehensive approach to ensuring that all administrators of student financial aid remain aware of regulatory and procedural changes affecting the management of student financial aid programs. Training, communication, updates, and regulatory modifications are provided on a systematic basis to all campuses. CEC maintains a centralized Student Finance Organization to ensure the consistent interpretation and application of all financial aid guidelines. Campuses have this resource available at all times to ensure that they remain aware of all rules and regulations. Trainings, procedural updates, and review of new regulatory requirements are reviewed with all financial aid administrators on a regular basis.

In addition, the Business Operations Manager (BOM), Rebecca Woods, has over 5 years of experience working with Federal Financial Aid

The BOM attends bi-weekly student finance calls, bi-weekly campus business operations manager calls, and attends any special notice/supplemental trainings provided by CEC. In addition, the BOM interacts with the students to clearly discuss financial aid qualifications, requirements, and all aspects of funding during and after their program. Rebecca also completed the Federal Student Aid (FSA) Coach program offered through the U.S Department of Education.

4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

Financial Aid Advisors receive training in governmental regulations, institutional policies, and procedures on commencing employment at the campus. In addition, Financial Aid Advisors are trained regularly to ensure that they are up to date on new rules and regulations, changes to business processes, and professional development activities. The Campus Business Operations Manager participates in weekly training and teleconference sessions provided by CEC and Student Aid Solutions. Information is disseminated to financial aid staff via email, one-on-one interaction, and during weekly staff meetings. Student Aid Solutions conducts bi-monthly web-based training.

4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations.

All students must complete an entrance and exit interview. In addition, Financial Aid Advisors advise students on responsible borrowing activities and require that all students make an active selection in the event that they choose to receive loan funds in excess of direct costs (such as tuition, fees, and books). Financial Aid Advisors also provide students with access to a robust financial literacy portal, which includes repayment calculators, modules on managing finances, loan repayment, and general financial literacy. Students can create a unique profile that tracks their progress and allows them to customize their experience. After leaving our institution, students have access to our dedicated HELP Team, which provides ongoing support to students during their grace period and loan repayment.

4.13.1 What is the cohort default rate for the last three years?

Year: 2011 Rate: 25%

Year: 2010 Rate: 25.1%

Year: 2009 Rate: 19.7%

4.14 If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.

Not applicable.

STUDENT SERVICES

4.15 Describe how the campus provides orientation for new students.

LCB San Francisco holds a mandatory new student orientation approximately one week before the start of each new session. All new students, including those who may have attended other colleges, must attend this orientation, and the institution offers "make-up" sessions and individual orientation sessions for those who cannot attend the original session. During orientation, the students attend sessions conducted by the Campus Director, Director of Admissions, Director of Education, and Lead Instructors who offer a brief explanation through a series of break out rotations on the school's policies and procedures (drawing attention to the school catalog) as well as the student portal, career services features, and student accounts/financial aid information. The student will receive uniforms tools, books and supplies at this time. The Associate Registrar is also

available to assist students with schedule changes, to answer any questions, and to evaluate student needs and offer assistance.

4.16 Describe all academic and personal counseling services offered.

LCB San Francisco does not offer personal counseling services to students but refers students experiencing personal difficulties to various organizations within the community. The Academics department does provide information to students regarding housing, transportation, learning or other disabilities on request. The college also provides weekly academic counseling to students who are placed on Satisfactory Academic Progress (SAP). This counseling is conducted by the student's instructor, who then meets weekly with the Director of Education to discuss the student's progress and success.

4.16.1 What are the qualifications of the staff responsible for the counseling program(s)?

N/A

4.17 Describe the retention program.

Retention is a critical priority at LCB San Francisco. The institution monitors student attendance on a daily basis. Students missing two successive classes are contacted by the course instructor. The Associate Registrar holds weekly retention meetings to discuss effective retention strategies and techniques with team members. This team works closely to ensure that students return to class.

The institution also provides students with services, such as academic advising and tutoring.

LCB San Francisco also maintains an active Retention Committee consisting of the Campus Director, Market Director, Associate Registrar, Regional Business Operations Manager, Director of Education, Lead Instructors,and student aid/financial aid representatives. During these weekly meetings, the Retention Committee reviews attendance reports for at-risk students. The institution also requires the Associate Registrar, the Director of Education, or the Lead Instructors (or some combination of them) to contact at-risk students on a weekly basis. Retention improvement strategies are also discussed and created during these meetings.

4.18 Describe employment services offered to students.

The Career Services staff at LCB San Francisco serves as a liaison for employers, students, and graduates and works to develop a broad range of employment opportunities in, near, and surrounding the San Francisco Bay area. The institution encourages students to work closely with the Career Services to develop job search strategies prior to graduation. Career Services also assists students with general part-time and full-time employment while they pursue their studies.

As students approach graduation, Career Services assists them in obtaining a position in their field, andprovides several different workshops on subjects such as resume writing, interviewing skills, and networking throughout the year.

Graduates fill both entry-level and occasionally advanced positions based on their skill set and employment opportunities. All graduates complete a career services file composed of exit interviews, waiver of employment assistance (if applicable), release of information, and a marketable resume.

Career Services conducts graduate and employer surveys and uses the information to analyze graduate and employer satisfaction and to identify desired improvements in enhancing student skills and quality of education.

Students enrolled at LCB San Francisco have access to a weekly listing of part-time employment opportunities titled "Jobs du Jour" delivered electronically to alumni and those students who request the listing. Students also are able to view full and part time job postings on the LCB Optimal Resume website listed by school staff as well as by employers. Employers also visit the institution during campus career fairs, employment seminars, and online virtual career fairs.

4.18.1 Describe how placement verification is documented.

Career Services verifies employment placement results. Graduate placement results are tracked in CampusVue, ensuring the ready availability of the data for review and disclosure.

4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.

LCB San Francisco conducts graduate and employer surveys and uses the information to analyze graduate and employer satisfaction while suggesting improvements aimed at student skills and quality of education. This information forms part of the Campus Effectiveness Plan. Employment placement results are verified by the Career Services staff. Graduate placement results are tracked in the school's CampusVue system, ensuring ready review and disclosure of the data.

4.20 Describe the programs of extracurricular activities, if any.

LCB San Francisco hosts activities throughout the year coordinated by faculty, Career Services, and on-campus clubs. These activities include field trips (relating to the program of study), career expos, employer spotlights, participation in culinary competitions, fundraising activities for on-campus clubs, student appreciation days, and the like. Students are encouraged to participate in various student clubs and organizations, including the Iron Toques, the Fermentation Club, the Molecular Gastronomy Club, and the Student Board.

4.21 Describe any areas needing improvement in the area of relations with students.

LCB San Francisco consistently encourages ways to improve customer service and its relationship with students. Examples of our future commitment to our students include student events, staff to assist with student services issues/inquiries, attention to student tutoring needs, improvements in the registration process, postings of student work, and increased participation in local and national contests.

The institution's staff and faculty, work with the student leaders to improve relations with students.

5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations, and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200, and 3-6-400 of the *Accreditation Criteria.*

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

LCB San Francisco has developed its educational programs to provide entry-level skills for employment in fields that show growth potential for graduates. In coordination with other CEC institutions teaching the same or similar programs and courses, our programs are developed through research of current industry standards, advisory committee input, solicited industry comment, and faculty advice.

The institution's mission states this: " Le Cordon Bleu Colleges of Culinary Arts are institutions of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine."

The institution's mission drives the development of educational programs.

5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).

The institution's programs and program objectives are as follows:

CERTIFICATE PROGRAM in Le Cordon Bleu Culinary Arts

The Certificate in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in

basic and fundamental concepts of the culinary profession and build to more advanced topics as the program progresses. The program features lecture and laboratory formats. The program concludes with an externship experience that gives students a chance to practice skills taught throughout the course of their studies. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

• Demonstrate professional-level cooking techniques.

• Demonstrate sanitation principles as they apply to the professional kitchen.

• Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter-credits, 940 contact hours, and 12 months of instruction.

Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary or hospitality industries or both at an entry level. Listed in order from those most frequently obtained to the least, jobs that are counted as successful placements in the published placement rates for calendar year 2012 include the following: Line Cook, Cook, Pantry Cook, Lead Line Cook, Cook II, Prep Cook, Chef, Roundsman, Cook III, Garde Manger, Grill Cook, Baker, Production Cook, Salumiere, Sous Chef, Kitchen Supervisor, Banquet Cook, Jr. Sous Chef, Assistant Manager, and Kitchen Assistant. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. These are examples of certain potential jobs and do not represent whether these outcomes are more probable than others. The institution cannot guarantee employment or salary.

CERTIFICATE PROGRAM in Le Cordon Bleu Pâtisserie and Baking

LCB offers an intensive program for those interested in a professional baking career. The program includes hands-on teaching of fundamental baking skills and the theoretical knowledge that forms basic competency in the field. The Certificate in Le Cordon Bleu Pâtisserie and Baking offers a comprehensive course of study in the fundamentals and exposes students to the different styles of the school's chef-instructors, a wide variety of industry-current equipment, and various facets of the foodservice industries. Possible outcomes include:

• Demonstrate professional-level pâtisserie and baking techniques.

• Demonstrate sanitation principles as they apply to the professional kitchen.

• Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter-credits, 940 contact hours and 12 months of instruction and concludes with an externship. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary or hospitality industries at an entry level. Listed from the most frequently obtained to the least, jobs that are counted as successful placements in the published placement rates for calendar year 2012 include the following: Baker, Pastry Cook, Bakery Assistant, Cake Decorator, Pastry Assistant, Head Baker, Assistant Pastry Chef, Pastry Line Cook, Morning Production Baker, Pastry Chef, Pastry Cook 4, and Dessert Plater. The various titles of "chef" in this list generally apply to more advanced roles in a professional kitchen. These are examples of certain potential jobs and are not a representation that these outcomes are more probable than others. The institution cannot guarantee employment or salary.

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE in Le Cordon Bleu Culinary Arts

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary or hospitality industries or both at an entry level. Listed in order of the most frequently obtained to the least, jobs that are counted as successful placements in LCB San Francisco's published placement rates for calendar year 2011 include the following: Line Cook, Prep Cook, Sous Chef, Cook, Chef, Cook l, Assistant Cook, Baker/Rounds Cook, Butcher, Café Cook, Cook A, Cook ll, Cook IV – Casual Dining, Cook – Main Kitchen, Cooking Teacher, Culinary Coordinator, Day Cook, Head Chef/Kitchen Manager, Head Cook, Kitchen Manager, Line Chef, Poissonnier, Prep Chef, Quality Assurance Coordinator, and Roundsman/ Chef de Partie. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. This list of jobs provides examples of certain potential jobs and is not a representation that these outcomes are more probable than others. LCB San Francisco cannot guarantee employment or salary.

The Associate of Occupational Studies in Le Cordon Culinary Arts program has recently undergone some changes; therefore, no current placement data available. Information regarding general salary and placement statistics may be available from government sources or from the institution but is not equivalent to actual performance data. A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well-rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.A student transferring from any LCB college who has earned a grade below 2.0 in any course will need to be retake that course or an equivalent course and earn a course grade of 2.0 or higher prior to enrollment into the program.

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE in Le Cordon Bleu Pâtisserie and Baking

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of Pâtisserie and baking laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level Pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary or hospitality industries or both. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake

Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example, Pastry Sous Chef or Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. These jobs are examples of certain potential jobs, not a representation that these outcomes are more probable than others. LCB San Francisco cannot guarantee employment or salary. A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well-rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any LCB college who has earned a grade below 2.0 in any course will need to retake that course or an equivalent courseand earn a course grade of 2.0 or higher prior to enrollment into the program.

The delivery method for individual courses depends on course objectives and on the nature of the performance outcomes. Most programs have incorporated multiple delivery media, including lecture and laboratory time.

5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:

5.2.1 Overall administration of all academic programs.

The person responsible for the oversight of all academic programs and faculty is the Director of Education, Executive Chef Richard Jensen. Chef Jensen has been with LCB for over seven years and in his current role as Director of Education for the past three years. Chef Jensen holds an Associate in Occupational Studies in Culinary Arts from California Culinary Academy (now LCB San Francisco) and is currently pursuing an online Bachelor in Culinary Management at Le Cordon Bleu College of Culinary Arts in Scottsdale. He held the position of instructor for over five years prior to taking on his current role. In addition, Chef Jensen has over fifteen years of culinary and hospitality industry experience, and he has continued his professional development by attending various seminars, including leadership conferences and webinars for management, retention, and ethics.

As Director of Education, Chef Jensen manages the two Lead Instructors, each of whom has appropriate hospitality or culinary experience and education. These individuals are responsible for directly overseeing the programs of study.

5.2.2 Administration of each academic program offered.

The faculty and administration at LCB San Francisco work collaboratively with culinary academic specialists at its parent company, CEC, to develop its academic programs. Each stakeholder plays a key role in the development of programs at the school. CEC is responsible for a global mission and provides expertise, background analysis, strategic oversight, and regulatory support. The administration identifies local needs and coordinates regulatory compliance, as well as provides the management and leadership to the faculty, who are responsible for writing curriculum and developing the details.

Program	Program Administrator
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts	Amy Todor
Certificate Program in Le Cordon Bleu Culinary Arts	Amy Todor
Associate of Occupational Studies Degree in Le Cordon Bleu Patisserie & Baking	Tim Grable
Certificate Program in Le Cordon Bleu Patisserie & Baking	Tim Grable

5.3 Describe the role of the faculty, administration, and others in establishing the educational programs.

The faculty, administration, and advisory boards collaborate to establish and maintain the educational objectives at LCB San Francisco. The institution also consults with CEC academic leadership for support. The Director of Education works with program and department chairs and other academic support elements on program development and refinement. The DOE and program lead instructors work with faculty to develop coursework and to ensure that the faculty members are qualified for the individual courses that they teach.

5.4 Describe how the educational programs reflect the needs of the students and the community.

The institution meets the needs of students by providing current industry curricula and support services with core courses and general education courses. This provides for well-rounded instruction. Programs provide the means to secure meaningful employment in the career field of choice; they also foster an understanding of, and respect for, self and the community. The institution also obtains advice of the program advisory boards.

5.5 How are provisions made for individual educational differences among students?

LCB San Francisco recognizes that students have individual learning styles, and instructors adapt and respond to these styles through personalized student attention and based on their professional expertise. Students benefit from lectures, demonstrations, and hands-on learning lab experiences. Different student clubs provide students with the opportunity to collaborate in areas of shared interests. The institution also works with students who make requests (and qualify) for reasonable accommodation plans.

5.6 How are the community resources utilized to enrich the programs?

The institution uses community resources in a number of ways:

- Field trips that allow students to experience first hand concepts that they learn in class;
- Guest speakers who address the students and share information about their job and the industry;
- Job fairs that bring employers to the campus;
- Community outreach efforts that provide opportunities for students to use their skills and talents to support the community;
- Externships and internships that allow students to practice competencies and to gain experience in their chosen field;
- Student clubs that provide students with the opportunity to network with their fellow classmates and industry professionals, as well as to develop specialized skills; and
- Advisory boards that include members of the community, that provide insights about skills necessary for graduates, and that help assess the curriculum in their program area.

5.6.1 Describe how the utilization of these resources is documented.

The institution documents the use of community resources through various field trips, guest speakers, and community outreach events organized by program based on participation.

5.7 Describe the policy on the responsibility and authority of faculty in academic governance.

Faculty members work closely and consistently with students, and their role in academic governance is vital. It is important that faculty members are engaged in academic affairs, not just in teaching activities. Faculty members have a responsibility for academic leadership that includes policy review and implementation. Although faculty members are not policy decision-makers, their involvement in various academic functions is vital to the overall progress and growth of the institution and to future institutional improvements and enhancements. Depending on needs, the institution may elect to have full-time faculty designated as committee

chairs or to serve as committee members, while adjunct faculty may be assigned specific tasks or project work for one term at a time. Although the institutional structure and forum may vary, LCB San Francisco expects faculty members to have input and involvement in the following areas:

Development, Evaluation and Revision of Educational Programs

- Faculty contribute to the development, periodic review and revision, and evaluation of the educational programs offered at the college. The development, review, revision, and evaluation of educational programs should also include feedback from advisory boards, students, graduates, and employers. To promote robust and effective programs, faculty members are encouraged to participate in program reviews and curriculum discussions.

Advising in the Selection of Course Materials, Instructional Equipment, Texts, and Supplemental Materials

- Faculty members periodically review and select course materials, including instructional equipment, textbooks, supplies, and supplemental materials that support student learning outcomes. This review often occurs as part of the curriculum evaluation process or, more formally, by a separate committee. Additionally, according to program growth and student learning needs, faculty members provide feedback to the Librarian/Learning Resource Coordinator (Adapt text as appropriate to the campus) on the maintenance and growth of the library.

Faculty Development

- Faculty development ensures that all faculty members (including adjunct faculty) stay current in teaching methodologies and enhance their professional expertise. Faculty members meet annually with their supervisors to identify and to outline ongoing development activities designed to enhance their expertise. When identifying development opportunities, LCB San Francisco takes into consideration a faculty member's training, educational background, and related work experience. Based on the academic background and experience of each faculty member, development plans include an appropriate mix of in-service training and professional growth activities.

Assessment of Student Learning and Outcomes

- The assessment of student learning is vital to the success of the academic programs at the institution. Faculty members comment on assessment tools and review learning data to determine levels of expectation, as well as possible changes in the course outcomes, delivery, or assessment tools. The institution expects faculty members to act as partners with other members of the campus community in assessing student success and responding to areas of concern.

Institutional Effectiveness Planning

- Faculty members assist in the development and assessment of the institutional effectiveness of the institution. The institution uses faculty input for strategic planning and budgeting as they relate to academic operations, new program needs, student learning outcomes, learning resources, and faculty development.

Regardless of the forum, the college expects designated faculty members to review their assigned areas on an ongoing basis; the institution also expects faculty members to document and discuss outcomes and actions with their academic leader, committee chair, or both. Faculty governance plays a critical role in achieving quality student outcomes and ongoing institutional improvement.

5.7.1 How was the academic governance policy communicated to the faculty?

The Faculty Governance Policy is included in the Faculty Handbook, which the institution provides to faculty during new hire orientation sessions. The policy is revisited regularly.

5.8 Is there a detailed syllabus on file for each course?

LCB San Francisco maintains on file a detailed syllabus for each course offered at the institution.

5.8.1 How are syllabi developed?

Depending on the course and need, the institution develops syllabi through the input of subject matter experts (SMEs), instructional designers, curriculum development specialists, distance learning

specialists, publisher support services, and/or other third-party resources. Syllabi support an overall program or curriculum designed to meet various employment, certification, accreditation, and educational needs. During curriculum action group (CAG) meetings, standard syllabi templates are reviewed, with additional updates after discussion by the CAG. Depending on course delivery or student needs, either the institution or faculty member may update an individual syllabus.

5.8.2 How often are the syllabi revised?

Syllabi are reviewed and revised approximately every two years, although updates to syllabi may be made on an as needed basis in support of changes to textbooks, resources, accreditation standards, and/or other program or course delivery requirements.

5.8.3 Describe the process for revising syllabi.

In addition to advisory board and faculty meetings, CAGs assess common program standards, resources, and metrics and recommend changes for proposed curricula and syllabi changes. Through the use of systematic checklists, SMEs, graduate and employer surveys, class evaluations, and committee work, the college evaluates program performance and effectiveness and incorporates that analysis into the syllabus development process. Additionally, individual faculty members provide recommendations about textbooks and proposed curriculum updates through the institution's internal Curriculum SharePoint site. Once all feedback and recommendations have been received, instructional designers assist with the development of standard syllabi in conjunction with SMEs and curriculum development specialists. Depending on the nature of the course, this process may also include input from distance learning specialists, publisher support services, or other third-party resources. The standard syllabi are then made available for additional review, feedback, and revision.

5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

The institution develops out-of-class assignments in conjunction with in-class work as part of the overall course, which is designed to support a combination of teaching strategies and learning styles. Out-of-class work is generally listed in the topical outline and method of evaluation sections of each syllabus. Out-of-class work often includes a variety of activities, such as reading assignments, chapter review questions, research or case studies, workbook and homework assignments, problem-solving activities and critical thinking and practice exercises, reports or written assignments, interactive media or software, or other work. This work varies according to specific course needs. Students receive an estimate of the amount of time-on-task expected to complete each learning activity, although the estimated time may vary based upon a student's previous knowledge, learning style and ability, course difficulty, personal motivation, or other factors. Out-of-class work is assessed as part of the overall course grade recorded in the instructor's grade book. The method of evaluation for out-of-class work may vary depending on the intended learning objectives and type of activity completed; however, such evaluations are based on some tangible means of assessment.

5.9 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the campus and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.

LCB San Francisco features two 6-credit externship coures that are positioned as the final two courses in the Certificate and AOS degree programs.

(Please reference the table listed at the end of this section.)

The institution and the externship site sign an agreement that outlines the arrangements of the internship/externship and their sites. The agreement outlines the duties of the student, the Externship Coordinator, and the site supervisor, as well as the criteria for evaluating the student and assessment instruments.

Obtaining an Externship

• The college informs students during classroom presentations about the externships (their last 2 courses), prior to the completion of the degree or certificate. In Block 3, LCB San Francisco introduces students to the philosophy and the mechanics of the externship criteria and requirements.

• Career servics provides students with weekly job opportunity leads while the student is an active student on campus. These leads offer up-to-date local and national job opportunities. Students can use the resources and services in Career Service to contact these leads for potential employment.

• Students also receive resume design tools and resources to prepare them for applying and interviewing for jobs and externships. These tools include the Optimal Resume software resources, one-on-one career advising, and interview skills training.

• Students are responsible for obtaining their own employment and externships, following the guidelines that have been provided to them in classroom instruction, on guideline hand-outs, and during individual meetings with the students.

• The career service team continuously seeks viable business relationships with those that meet the criteria of an approved externship

• During classroom presentations and through circulars, the college explaints externship criteria to the students.

LCB San Francisco approves all externship sites prior to the start of each externship. This includes proper submission of an Extership Agreement between the site and the school, an Agreement Proxy that includes all student supervisors, and a Supervisor Data Sheet that incorporates a professional history and resume of the Externship supervisor. Once all the appropriate documentation is vetted, the student is officially approved to start their Externship course.

Students must itemize each hour of work on a weekly basis during the six-week course. They must complete both the Externship I and Externship II course requirements to pass the course, including 180 hours of documented work hours, an Externship Project, and a Supervisor Evaluation for each Externship course. The course is graded on a Pass/Fail system.

Course Description	Procedure	Person Responsible	Hours
AOS Degree in Le Cordon Bleu Culinary Arts	Externship	Chef Tim Grable - Lead Chef / Externship Coordinator	360
Certificate Program in Le Cordon Bleu Culinary Arts	Externship	Chef Tim Grable - Lead Chef / Externship Coordinator	360
AOS Degree in Le Cordon Bleu Patisserie & Baking	Externship	Chef Tim Grable - Lead Chef / Externship Coordinator	360
Certificate Program in Le Cordon Bleu Patisserie & Baking	Externship	Chef Tim Grable - Lead Chef / Externship Coordinator	360

5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

LCB San Francisco uses advisory boards for input on the curriculum, equipment, and outcomes for each of the institution's programs. The institution collects input from alumni surveys, feedback from employers where graduates are working, and faculty members that teach the courses. The institution analyzes industry trends, including advancements in technology, software, equipment, and resources. Members of the Academics Department including the Director of Education, Lead Instructors or key faculty coordinate and write proposed curriculum changes and present the changes to the faculty and advisory boards for discussion.

5.10.1 If advisory boards are utilized, list board members and their qualifications.

Following are the names and qualifications of advisory board members of the institution's Program Advisory Committee:

LCB SAN FRANCISCO ADVISORY BOARD			
NAME		**POSITION/QUALIFICATIONS**	**ESTABLISHMENT**
Anderson	Karen	Senior Program Officer PhD - General Education	Board of Population Health Institute of Medicine
Baker	Lori	Executive Pastry Chef/Co-Owner Patisserie & Baking	Baker and Banker Restaurant
Blunston	Chad	Executive Chef Culinary Arts	Claremont Hotel, Spa & Club (a Fairmont Property)
Brannon	Paula	Human Resources Manager Culinary Arts	Bi-Rite Markets
Corey	Daniel	Executive Chef Culinary Arts CCA Alumni - Culinary Arts	Intercontinental Hotel
Costa	Cecily	Gourmet Brand Specialist CCA Alumni - Culinary Arts	Bi-Rite Foodservice
Davis-Hill,	Brandy	Pastry Manager CCA Alumni - Baking and Pastry	Cakewalk Creations
Dellamonica	Patty	Executive Pastry Chef Patisserie and Baking	One Market
Eliot	Steve	Former CCA Instructor Wine & Beverage Expert	Connoisseur's Guide
Godby	Jake	Owner, Creator CCA Alumni Patisserie & Baking	Humphry Slocombe Ice Cream
Halperin	Marc	Chief Operating Officer/Culinary Director CCA Alumni - Culinary Arts/M.A. General Education	Center for Culinary Innovation

Handler	Shelly	Chef, Consultant, Author CCA Alumni (1st class) Culinary Arts	Self-Employed
Hayashi	Remi	CCA Alumni Patisserie and Baking	Munchery
Howard	Ethan	Pastry Chef Patisserie and Baking	Cavallo Point Lodge @ Murray Circle
Howse	Peggy	President & CEO Culinary Arts	All Seas Wholesale, Inc.
Huking	Richard	General Manager CCA Alumni - Culinary Arts	ARAMARK @ The Santa Clara Convention Center
LeDuc	Paula	Owner Culinary Arts	Paula LeDuc Fine Catering
Piumarta	Chona	Owner/Chef CCA Alumni/Baking & Pastry	The Pastry Cupboard
O'Neil	Ken	Owner/Chef CCA Alumni/Baking & Pastry	Cakewalk Creations
Schultz	Andrew	Hospitality Territory Manager/Pacific Central CCA Alumni/Culinary Arts	Ecolab
Shuman	Ronald	People & Culture Manager Culinary Arts	Kimpton Hotel & Restaurants
Venegas	John	Regional Director Culinary Arts	Eurest Dining Services (a division of Compass)

5.11 How was the length of each program determined?

LCB San Francisco determines program length by the complexity of the subject matter, employability, student needs, state and accreditor requirements, and comparison with similar programs offered at competitive institutions.

5.12 Do any programs include training by a third party? If so, please explain.

N/A

5.13 Is licensure or other certification required for persons employed in any program areas offered?

Yes ☐ No ☒

5.13.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.

LCB San Francisco does not offer any programs in which licensure or certification is required for employment in the program area.

5.13.2 Describe any applicable examinations and the pass rate on each of these exams.

N/A

5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)

N/A

5.14.1 Explain the current status in holding such accreditation.

N/A

5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?

N/A

5.15 How are appropriate course sequencing and prerequisites determined?

The institution establishes course sequencing and prerequisites during the program's initial development. Course sequencing and prerequisites are determined by the necessary learning curve for the program, the skill sets needed to advance to increasingly complex subject matter, and the relationships between the different concepts presented during the course, including advances in technology skills.

5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

The curriculum is structured so that the skills are taught from basic to advanced as a student progresses through the program of study.

5.16 How is the need for curriculum changes determined?

Program advisory boards, faculty input, and student outcomes determine the need for recommendations for curriculum changes.

5.16.1 How are faculty members involved in curriculum evaluation and revision?

Faculty members are involved in curriculum evaluation and revision through participation in advisory boards and the CEP. Faculty members may also make recommendations to the academic administration.

5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?

The institution conducts graduate and employer surveys to assist in the institution's evaluation and assessment of a program's curriculum. The institution's demonstrates the use of these surveys in the minutes of its CEP committee meetings, as well as in the CEP.

5.17 What curriculum changes have been made during the last three years?

The following chart outlines the curriculum changes during the last three years:

AOS in Le Cordon Bleu Culinary Arts

- Replaced LCBC170 Food Anthropology course with LCBC205 Food in History course.
- Replaced GEN153 Software Applications and GEN 163 Food Science courses with GEN142 Psychology course.
- Updated course description for GEN133 to remove industry specific language.
- Changed course number of GEN123 Hospitality Math to LCBC123 Hospitality Math as the course is now classified as an applied general education course. No change to course description.

AOS in Le Cordon Bleu Patisserie and Baking

- Added new program and began enrolling in February 2014.
- Revised total program credits from 107 to 106 in March 2014.

Certificate in Le Cordon Bleu Culinary Arts

- In 2011, the Certificate in Le Cordon Bleu Culinary Arts was changed to a 12 month (48 week) program.

Certificate in Le Cordon Bleu Patisserie and Baking

- In 2011 the Certificate in Le Cordon Bleu Patisserie and Baking was changed to a 12 month (48 week) program

5.17.1 What changes are contemplated for the next three years?

AOS in Le Cordon Bleu Culinary Arts

- Change course code and description for 4 general education classes to align with LCB NA schools.
- Reduce all externship courses from 6 credits to 5 credits.
- Decrease credits from 7 to 6 for LCBC122 (Culinary Foundations II) and LCBC132 (Culinary Foundations III) due to a change in lab/lecture hour distribution.

AOS in Le Cordon Bleu Patisserie and Baking

- Change course code and description for 4 general education classes to align with LCB NA schools
- Reduce all externship courses from 6 credits to 5 credits.
- Decrease credits from 7 to 6 for LCBC122 (Culinary Foundations II), and LCBK102 due to a change in lab/lecture hour distribution.

Certificate in Le Cordon Bleu Culinary Arts

- Reduce all externship courses from 6 credits to 5 credits.
- Decrease credits from 7 to 6 for LCBC122 (Culinary Foundations II) and LCBC132 (Culinary Foundations III) due to a change in lab/lecture hour distribution

Certificate in Le Cordon Bleu Patisserie and Baking

- Reduce all externship courses from 6 credits to 5 credits.
- Decrease credits from 7 to 6 for LCBC122 (Culinary Foundations II) and LCBK102 due to a change in lab/lecture hour distribution

5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?

The quarter credit hour is the unit of academic measurement used by the college. A minimum of 10 lecture hours of not less than 50 minutes each plus outside reading and/or preparation; 20 laboratory hours; or 30 externship hours; or an appropriate combination of all three constitutes one quarter credit hour.

The institution considers the course delivery that most appropriately meets required course outcomes and objectives when allocating lab and lecture contact hours during program development.

5.18.1 How does the campus monitor the number of contact hours completed for each course?

The institution monitors contact hours through scheduling, classroom observation, and attendance posting.

5.19 What are the procedures for developing the application of the U.S. Department of Education's definition of a credit hour (as required in Section 2-2-503 of the *Accreditation Criteria*)?

The institution awards quarter credit hours to reflect the successful completion of predetermined course learning objectives and requirements. A quarter credit hour represents an institutionally established equivalency of work or learning corresponding to intended learning outcomes and verified by evidence of student achievement. The institution has established equivalencies that reasonably approximate expected learning outcomes resulting from the following time commitments:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 10 - 12 weeks, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

5.19.1 Where are the procedures published?

The institution publishes its Definition of a Credit Hour Policy on page 75 of its catalog.

5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?

The campus sequences courses within each program. Based on the progression needed to build upon skill levels, such a sequence ensures the completion of necessary prerequisite coursework. The institution schedules courses to accommodate students and to ensure classes maintain a proper student-instructor ratio.

5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.

Proficiency credit, recorded as 'PR' on the transcript, may be granted in certain core courses if the student has completed previous coursework at another LCB location at the sole discretion of the institution. PR Credit is also granted for college success if a student completed an associate degree or higher at an accredited postsecondary institution. Courses taken at the previous institution must be determined by LCB San Francisco to be sufficiently equivalent to courses offered at the institution. Students should submit documentation of previous coursework to the Associate Registrar for evaluation prior to the end of the first academic module.

National Proficiency Exams

Proficiency credit, recorded as 'PR' on the transcript, for certain courses may be granted to students who achieve acceptable scores on specific nationally recognized exams such as CLEP, Advanced Placement (AP), and DANTES. The institution uses the American Council on Education (ACE) recommendations is used when awarding CLEP or DANTES credit. Credit for AP coursework is based solely upon the student's performance on the national examination administered by the College Board. A score of three (3) or better on the AP examination is required for proficiency credit.

INSTRUCTION AND FACULTY

In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300, and 3-6-500 of the *Accreditation Criteria.*

5.22 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.

LCB San Francisco designs classrooms to facilitate learning, including patisserie and culinary lecture rooms and labs.

All classes encourage student/faculty interaction, and students receive individual attention to help them reach their potential. Computer labs are equipped with personal computers used for instruction; the Learning Resource Center /Cybrary contains relevant online books, periodicals, articles, videos and audio textbooks geared to supplement the vocational nature of the programs, and offer a well-rounded support for the general education courses. The Internet and various indexes and catalogs are available through computer use in the Learning Resource Center.

5.23 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

The institution evaluates instructional procedures and materials to determine their effectiveness based on student skills demonstrated through homework, quizzes, exams, and projects. Program advisory boards, program faculty, and students evaluate these instructional procedures and materials.

5.24 Describe how the campus ensures that students have access to appropriate learning materials (e.g., textbooks, laboratory equipment).

In addition to faculty evaluation of textbooks and course materials and equipment, the program advisory boards review the learning materials of the institution's programs to ensure that they are relevant and appropriate in supporting instruction to meet industry standards.

5.25 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

CEC maintains original software license and documentation at its offices, and the institution retains updated software inventories and summary of licenses. All computers are set with restricted privileges so as to ensure only authorized personnel may install software.

LCB in San Francisco posts copyright laws in full sight next to the school's copier units on the second and third floors. Video recordings located in the school library are logged on Swank, a third-party company that provides licenses for the use of video and audio recordings in classroom settings. The student portal resources page (https://my.sf.chefs.edu/portal/7/pages/ResourcesLinks.aspx) also explains the copyright policy. .

5.26 Who is responsible for faculty orientation?

Career Education is responsible for the on-boarding process conducted through RedCarpet, an electronic on-boarding software application. During this on-boarding process, the new hire completes all pertinent paperwork. The Lead Instructors are responsible for additional orientation of new faculty.

5.26.1 Describe the orientation of the faculty to the campus.

The Business Operations Manager assists all new faculty members with the on-boarding process conducted through RedCarpet, an electronic on-boarding software application. During this on-boarding process, the new hire completes all pertinent paperwork.

The Lead Instructors are responsible for additional orientation of new faculty. During the orientation process new instructors receive training on posting grades, tracking student atendance, procedures relating to academic advisement, information on providing curriculum feedback and are provided with a Faculty Handbook outlining all other pertinent policies and procedures on campus.

5.27 How does the administration determine the qualifications of a faculty member to teach a particular course?

During the hiring process, the Director of Education carefully examines an applicant's qualifications, including (at a minimum) a resume, transcript, certifications, references, and portfolio. Faculty who teach in a kitchen lab environment will also need to complete a verbal and practical interview process.

During the review process, the institution determines qualifications based on the following criteria:

A. Academic degree and major;

B. Professional qualifications and experience;

C. Professional certifications; and

D. Post-secondary professional growth evidence.

5.27.1 Describe qualifications of non-degreed teachers for the subjects they teach.

Non-degreed faculty members must have work experience or training appropriate to the area in which they teach. The institution documents qualifications in a number of ways, including background checks, certificates of training, letters of recommendation, and resumes.

5.27.2 How are the qualifications documented?

The institution maintains official transcripts, employee data sheets, and resumes in a fireproof faculty file cabinet in a fire rated room on the fourth floor. Additionally, the institution publishes full-time faculty credentials in its catalog addendum.

5.28 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.

The institution requests official transcripts during the hiring process. On receipt, the school files the transcripts in the permanent faculty files.

5.28.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).

All official transcripts for all faculty members are on file. (All international transcripts have been reviewed and certified by Educational Perspectives.)

5.29 In what ways does the campus evaluate instruction?

Instructors are formally evaluated by students at least once each quarter in each course they are teaching. These evaluations are completed electronically and submitted directly to a database within MyCampus, the student and faculty portal. Courses are also "observed" on a regular basis by the Director of Education and Lead Instructors.

This cumulative data is addressed collectively each quarter in regular In-service faculty meetings and individually with each instructor, who receives summations and often personal communications from their respective Lead Instructor. The evaluations provide the basis for program modifications, andfaculty training.

Additionally, Classroom Observations and Evaluations are conducted twice a year, at minimum, by the Lead Instructors and Director of Education. The purpose of the Observations and Evaluations is to provide the instructors with input regarding their classroom facilitation. This input includes constructive suggestions for improvement and recognition of the successful techniques used by the educator.

Observations are then discussed with the instructor to highlight areas of strength and opportunity in the classroom. Instructors are encouraged to use professional development opportunities to strengthen their classroom management and teaching skills.

5.29.1 What systematic processes are in place to enhance and promote teaching effectiveness?

The following items promote continuous improvement in teaching:

- Faculty and staff in-service trainings
- Professional development courses
- Instructor master classes
- Release time and tuition reimbursement

All faculty members also maintain annual faculty development plans that chronicle professional growth in important areas, such as attendance at meetings of professional organizations, seminar workshops, trade shows, or the completion of certifications.

5.30 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?

For new faculty members, the Director of Education ensures the completion of plans and their placement in the faculty files within 30 days of employment. The plan is developed with the assistance of the Lead Instructors and tailored to the faculty member's professional growth goals. Each faculty member reviews the plans throughout the year alone and together with the supervisor; these efforts allow for modifications as new opportunities arise and also track completion of development activities. Annual faculty development plans are updated during the CEC performance appraisal process. The faculty member and supervisor sign the plan.

5.30.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?

The Lead Instructors assists the faculty member in the development of the plan. The plan is tailored to the faculty member's professional growth goals, current professional experience, and level of education.

5.30.2 How is the plan implemented?

Faculty are responsible for the implementation of the plan. Certificates, receipts, badges, and copies of transcripts are acceptable forms of professional development documentation to demonstrate completion. Faculty files store these documents.

5.30.3 How often is the plan reviewed?

The institution periodically reviews development plans with the faculty to ensure that they are on track to meet their professional development goals. These plans are formally reviewed during mid-year and end of year performance appraisals.

5.31 Describe how the campus ensures that all faculty complete development plans.

For new faculty members, the Director of Education has the responsibility to ensure that plans are completed and placed within the faculty files within 30 days of employment. Annual faculty development plans are updated during the company-wide performance appraisal process and signed by the faculty member and his or her supervisor.

5.31.1 How are the activities documented by the campus?

Faculty members must document the completion of their activities and submit this documentation to their supervisors. Acceptable forms of professional development documentation that demonstrate completion include certificates, receipts, badges, or copies of transcripts. These documents are stored in each faculty file.

5.32 Describe the program of in-service training for the improvement of instruction and curriculum.

The institution provides in-service training designed to enhance professional growth and to improve instruction and curriculum. All faculty members may attend these sessions. Participatioin is documented for each training session. For those who are unable to attend a scheduled in-service training, a copy of the in-service agenda, presentation and notes are kept on file for the faculty member to review. The faculty member will then document and sign that they have reviwed the material and that all questions/comments have noted.

5.32.1 List the schedule for the next 12 months.

The schedule for 2014 is as follows:

2014 In-service Activities Scheduled by the Institution:

Date	In-Service Topic
02/14/14*	Designing and using Portal Grade Books Student Retention
03/27/14	Faculty Instructional Development – Bias in the Classroom
03/28/14*	Faculty Product Development – Skyhill Farms Goat Cheese tour
05/15/14	First Aid Training Faculty Presentation - TBA
05/16/14*	Presentation by Dr. Conchi Faculty Presentation – TBA
06/27/14*	Managing Stress – Vinh Phan ACF Accreditation throughout the Curriculum Faculty Presentation -TBA
08/14/14	Farm Visit – Off site
08/15/14*	– Student retention update, FERPA refresher
09/26/14*	Curriculum feedback, group activity/presentations: "What is our role in student's learning?"
11/06/14	Farmer's Market Tour with Wine pairing event.
11/07/14*	Faculty Presentation -TBA

**Signifies New Student Orientation*

2015 In-service Activities Scheduled by the Institution:

Date	In-Service Topic

02/13/15*	Faculty Presentation – TBA
03/26/15	Faculty Instructional Development
03/27/15	Faculty Product Development
05/14/15	Faculty Instructional Development
05/15/15*	Faculty Product Development – Off Site
06/26/15	Faculty Presentation - TBA
08/13/15	Faculty Instructional Development
08/14/15*	Faculty Product Development– Off site
09/25/15*	Faculty Presentation – TBA
11/05/15	Faculty Instructional Development
11/06/15*	Faculty Presentation -TBA

**Signifies New Student Orientation*

5.33 Describe how the administration documents professional growth for full- and part-time faculty members.

The administration uses faculty development plan summary forms to demonstrate professional growth. Each faculty member discusses and documents a professional growth plan for the calendar year with his or her Lead Instructor. These plans list opportunities for training, professional memberships, community involvement, additional certifications, and formal classes. Faculty files include this documentation, as well as evidence of completion of professional growth.

5.34 Describe the frequency, content, and documentation of faculty meetings.

Faculty meetings are scheduled eight times per year during in-service. The Director of Education determines the agenda and content of the meetings, and the Lead Instructor records and maintains meeting minutes. LCB San Francisco uses procedures ensure the availability of meeting minutes for those faculty members not present at the meeting.

5.35 Describe the plans for ongoing improvement in curriculum and faculty.

The following elements determine ongoing improvement in curriculum and faculty:

- Faculty observations performed by school administrators
- Student/ teacher course evaluations
- Advisory board and industry partner demands and feedback
- Faculty and staff in-service trainings
- Professional development courses
- Online course available through the company intranet, ConnectEd
- Release time and tuition reimbursement

5.36 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?

Full-time and part-time instructors teach no more than five classes per term with no more than three preparations each term. Full time instructors are typically scheduled for 35 contact hours per week and paid overload pay for hours above 32 hours per week. Faculty will teach no more than three field or subject preparations.

5.37 What is the student-teacher ratio, for each program area, at the campus?

The overall student/teacher ratio at LCB San Francisco is:

Lab: 24:1

Lecture: 35:1

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS

5.38 Describe how the general education courses offered by the campus contribute to the development of the student.

LCB San Francisco's general education courses foster the understanding of, and respect for, self as well as the natural and social environment. Students have the opportunity to learn to evaluate, analyze, and synthesize information in to develop critical thinking and problem-solving skills in a career environment. The courses respond to industry demands and current trends.

5.38.1 Cite examples:

Transferring mathematical fundamentals taught as a part of college math course to a cost control process for menu development.

Use of writing fundamental skills to develop effective job resumes, reports and proposals used in the culinary and hospitality industry.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.39 Describe how part-time faculty are utilized by the campus.

LCB San Francisco is a vibrant institution focused on providing career education for students. Adjunct faculty members add to the diversity and professionalism of the teaching faculty and play a vital role in fulfilling the mission of the institution. Adjunct faculty members teach those classes for which they they are academically qualified.

5.39.1 What percentage of the faculty is part-time?

Of the 23 instrutors at the college, 10 are adjunct faculty (44%)

5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.

LCB San Francisco evaluates instruction using the following methods:

- Faculty observations performed by school administrators
- Student teacher course evaluations

o Course preparation and organization (such as punctuality, starting classes on time, and coming to class with all materials and equipment needed for the class prior to the start of the class).

o Classroom management (such as posting office hours, adhering to student uniform policy , making students feel welcomed, assuring students stay focused on their studies, monitoring students, engaging all students in classroom participation, maintaining a positive attitude, and motivating and encouraging students through the course material).

o Instruction (such as speaking clearly, demonstrating a passion and enthusiasm for the material, explaining concepts clearly, displaying knowledge of the subject matter, effectivecollaboration in learning strategies/methodologies, using student-centered activities, showing the relevancy of material, and interacting in a motivatingway with students).

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.40 What percent of those subjects which are part of academic associate's, bachelors, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?

N/A

5.40.1 Describe the efforts to recruit and retain qualified faculty members.

N/A

5.41 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

N/A

If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?

N/A

5.41 Describe how the campus ensures that there is sufficient enrollment in the second year of a two-year program or upper division courses in baccalaureate degree programs.

N/A

MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

5.43 Describe the oversight committee who has the responsibility for developing, modifying, and maintaining each graduate program.

N/A

5.43.1 How often does the committee meet?

N/A

5.43.2 What documentation does the campus maintain to evidence the role of this committee in the development of the program(s)?

N/A

DOCTORAL DEGREE INSTITUTIONS

5.44 What evidence is available to demonstrate that the members of the faculty are experts in their field of study in which they are assigned to teach?

N/A

5.45 Describe how the campus encourages its faculty to engage in practical or scholarly research and to publish in professional journals.

N/A

5.46 Explain how the core full- and part-time faculty is effective in ensuring the sound direction and development of its doctoral degree program(s).

N/A

6 EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty, and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

6.1 Describe how the buildings, classrooms, equipment, furniture, and surroundings meet the needs of the campus in size and scope.

Facility:

LCB San Francisco provides adequate facilities and equipment to meet the college's educational objectives. All classrooms are supplied with professional instructional supplies and equipment in sufficient quantities for class size and appropriate for the curriculum. Equipment and supplies are reviewed at least annually by the program advisory committee.

The college's physical facility encompasses 11 kitchen lab classes, 3 demo labs, 7 lecture classrooms, 2 computer classrooms and 1 restaurant kitchen, all housed in approximately 75,295 square feet. Other distinctive features include a student/staff lounge, wireless technology, and the student resource center that includes computers for students to access the CeCybrary on-line libarary.

The school's Facilities Department maintains and posts, if necessary, the following records: health inspections, fire extinguisher inspections, kitchen hood fire prevention system inspections, elevator inspections, refrigerator/freezer filtration system replacements, and facility inspection checklists. The facility complies with all state and local regulations.

Equipment:

The school maintains a 75,295 square foot facility encompassing 13 kitchen lab classes, 8 lecture classrooms, and 2 computer classrooms. All classrooms are supplied with professional instructional supplies and equipment in sufficient quantities for class size and appropriate for the curriculum. LCB San Francisco provides adequate facilities and equipment to meet the college's educational objectives. Equipment and supplies are reviewed at least annually by the program advisory committee.

6.1.1 Describe how the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

The exterior and interior surroundings are safe, properly maintained, and comply with local, state and federal building, safety, and health codes, as evidenced by the institution's most recent inspection certificates and certificate of occupancy.

6.2 Does the campus utilize a campus addition or additional space?

Yes ☐ No ☒

6.2.2 If yes, describe these locations.

N/A

6.3 Describe any plans to improve the physical plant and equipment.

LCB San Francisco does not presently plan to change or reduce its physical layout. It does plan to upgrade its student resource center to increase the amount of computers and copying capabilities available to students.

7 PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria.*

7.1 Describe how the catalog reflects the educational programs, operations, and services.

The catalog is a comprehensive document that describes every course offered at the college as well as policies and other information of value to both prospective and current students. Information on transfer credit, grading standards, attendance, financial aid, and student services are among the topics covered. The catalog and addendum of LCB San Francisco communicate its mission and goals and provide general information concerning administration, educational programs, course descriptions, policies, procedures, services, and physical facilities.The catalog also contains the following information:

- A description and listing of learning objectives and curriculum requirements of each current program (with course descriptions providing the required credit hours, prerequisites, and learning objectives); and
- General institution and department-specific policies and procedures about the academic, admissions, student services, financial aid, learning resource center, and career services departments.

7.1.1 How often is the catalog published?

The catalog is published annually. Addenda containing the academic calendar, faculty listing, and the tuition and fees schedule are updated between publications.

7.2 How does the campus ensure that all enrolled students receive a copy of the campus catalog?

Any individual who requests the catalog receives a copy. The institution provides prospective students with a copy of the catalog during the interview and enrollment process, and these students acknowledge receipt on their enrollment agreements. The school may provide a copy of the catalog personally, via email, U.S. mail, or through the LCB San Francisco website. Admissions representatives provide an overview of the catalog during the enrollment slideshow and use the catalog as a source of information provided to prospective students.

7.2.1 What other publications are provided to enrolled students?

The institution's enrollment process uses program slicks detailing the courses for each program, and the institution provides scholarship and scholarship event information to students on enrollment. The college also provides program-specific information during new student orientation. Each student also is presented with a Campus Security report pursuant to the Clery Act.

7.3 Describe the advertising and promotional literature.

The Media Compliance team in the CEC Compliance Department approves advertising and marketing materials prior to distribution to ensure compliance with federal, state, and regulatory requirements. The institution participates in direct mail, television, internet, and e-mail advertising. The advertising and promotional literature of LCB San Francisco, as well as its website, accurately reflects the dignity, integrity, and commitment of the institution to its educational mission.

Examples of school- specific advertisement include the following :

- Television: 30-second, 30-minute paid programming. Radio: 15- and 30-second spots endorsed by on-air personalities; program sponsoring. These spots are campus-specific and can be either event-oriented or program(s)-specific.

- Internet: School website, education-oriented sites, such as Fastweb, Peterson's, and Quinstreet. Email campaigns to new and existing databases.
- Collateral Marketing Materials*: Program slicks (campus-specific), general brochure (campus-specific), interactive DVDs (divisional), career guides (divisional).
- Direct Mail*: Campus-specific or event-specific survey letters and postcards.
- Newspaper*: Display advertisements, a rarely used option. Advertisements are usually placed in alternative papers.
- High School: Presentations. This is regionally specific.

*The institution has archived all print materials and will provide hard copies upon request.

7.4 Describe any plans for changes in publications.

The institution adds approved programs to the current offerings as they become available, and it will incorporate into the new publication any information currently contained in the catalog addendum. Other disclosure documents, including graduate and placement numbers, are updated as required by federal, state, and accrediting agencies.

7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

LCB San Francisco uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course. Courses numbered 100-199 are generally taken during a student's first academic year. Courses numbered 200-299 are generally taken during a student's second academic year. Courses numbered 300-399 are generally taken during a student's third academic year. Courses numbered 400-499 are generally taken during a student's fourth academic year. Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Director of Education. The unit of credit is the semester/quarter-credit hour. The institution reserves the right to reschedule any course that is selected by fewer than ten students. Due to course scheduling and student demand, not all courses are available or offered during every module

7.5.1 How does the catalog explain the course numbering system?

The course numbering system is described on page 44 of the institution's catalog.

7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

The institution's catalog clearly identifies general education courses. The general education course descriptions include course numbers, course titles, and credits earned for each course. Within the course descriptions section of the catalog, the general education course descriptions also identify the course number, course name, credit, and prerequisite needed.

7.7 Describe the published performance information concerning student achievement.

GRADUATION REQUIREMENTS

In order to graduate, a student must have earned a minimum of a 2.0 CGPA and must have successfully completed all required credits within the maximum credits that may be attempted. Students must also be current on all financial obligations in order to receive official final transcripts and/or diploma.

Academic Honors

Academic honors are a formal recognition of academic achievement in a particular academic progress period (a "block") or upon graduation from an undergraduate program of study. Graduation honor status is noted on the student's transcript.

Block Honors

A student achieving a block grade point average (GPA) of 3.5 – 4.0 is recognized by the institution as receiving honors. To be eligible for honors status, a student must be enrolled in classes applicable toward graduation at least on a half-time basis. Non-degree seeking students are not eligible for academic honors. The following indicates the various block honors categories and their requirements:

President's List 4.00 Block GPA

Honor Roll 3.50 – 3.99 Block GPA

Graduation Honors

A graduate from an associate, diploma or certificate program that has a cumulative grade point average (CGPA) of at least 3.50 is eligible to graduate with Honors:

High Honors 3.75 – 4.00 CGPA

Honors 3.50 – 3.74 CGPA

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

7.7.1 Where is the campus performance achievement information published?

The campus performance achievement information is found on pages 80 and 81 of the school catalog.

8 LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the library or learning resource center is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The library or learning resource center should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business and technical world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400, and 3-6-700 of the *Accreditation Criteria*.

8.1 Explain how the instructional resources serve the needs of the educational programs.

The Learning Resource Center supports the college's educational programs by providing students, faculty and staff with a variety of resources in a clean, comfortable space that promotes activities for studying and learning.

This facility includes a computer lab with internet access, wireless capabilities and a printer for library users to complete homework assignments. From these campus computers, mobile devices or home computers, students, faculty and staff can access a robust collection of digital research databases and electronic books from a password-protected portal website, the Cybrary. This online library is available 7 days a week and 24 hours a day. In addition, library users can receive assistance from faculty and student workers on campus and from a team of librarians through email and instant chat services.

The Learning Resource Center offers daily peer tutoring opportunities for students to receive further support in the form of individual tutoring sessions about specific topics throughout the duration of their educational program.

To further support the curriculum, the Learning Resource Center also contains a collection of books, magazines and DVDs about food-related and general education topics. The Learning Resource Center is open to facilitate scheduled class times. Currently, the Learning Resource Center is open from 6:00 a.m. to 6:00 p.m. on Mondays – Fridays for all students, faculty and staff to use.

8.1.1 Describe any contracts or agreements with outside libraries or resource centers.

The library does not currently maintain formal contracts or agreements with other libraries or resource centers. However, the LCB librarians located at the Los Angeles, Chicago and Boston campuses have sizeable print collections available upon request for use by LCB San Francisco faculty and students.

For access to additional resources, students are often encouraged to visit their local public library systems for items that may not be available through the college library. For example, students may be referred to the San Francisco Public Library system, which has 28 branches throughout the city, and one branch located less than a 15-minute walk (.66 miles) from the campus. Visiting the public library allows students to check out popular books and access different research databases. The link to the San Francisco Public Library system is easily accessible from the library page on the campus portal.

8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)

The Cybrary is a collection of digital databases that contain periodicals, newspapers, electronic books, dictionaries and encyclopedias. It supports all diploma and associate degree programs offered by LCB San Francisco. Several databases are focused on culinary, nutrition and hospitality subjects while others support general education topics including business, science, literature, and current events.

These databases feature tools that help students and faculty quickly locate published information and apply it to their research needs. For example, electronic articles, many of which are peer-reviewed, can be emailed, printed, downloaded, read by a computer-generated audio voice or translated into foreign languages. Electronic book text can be immediately viewed, searched for keywords, printed in limited amounts and saved in a folder for future access. All of the core research databases include a tool to generate formatted reference citations for researchers to include in their academic projects.

Key subscription databases include:

Academic Search Premier – A database of over 50 full-text journals in culinary and hospitality, as well as over 4,600 multi-disciplinary and peer-reviewed journals.

Culinary Arts Collection – A full-text database of over 250 cooking and nutrition publications, including recipes, restaurant reviews, and current industry and career news.

Hospitality & Tourism Complete – A database of more than 828,000 records concerning hospitality and tourism subjects, including articles about industry trends, case studies and culinary recipes from over 490 full-text publications.

EbscoHost eBook Collection – An online collection of 2,748 full-text electronic books (over 240 of which are culinary) including the Project Gutenberg collection of 3,400 public domain books.

Credo Reference – An online reference resourceof over 600 full-text encyclopedias, dictionaries and reference books from leading publishers

Food Science Source - Full-text coverage of more than 1,400 publications, including journals, monographs, magazines, and trade publications, all pertaining to food industry-related issues, as well as more than 1,000 food industry and market reports.

MasterFILE Premier – A scholarly, multi-disciplinary database of over 2,000 full-text journals concerning business, health, education, hospitality and culinary arts.

Proquest Newsstand – An online gateway to over 850 international, national and regional newspapers, including 575 full-text titles, regarding current news events.

Opposing Viewpoints Resource Center – A full-text database featuring pro and con viewpoint articles, magazine articles, academic journals, newspapers, primary source documents, statistics, and multimedia about today's social issues and contemporary challenges.

Safari Tech Books – A selection of over 7,000 electronic books about technology, computer programming and business

Furthermore, the campus maintains a collection of approximately 1,717 books, 10 magazine titles and 150 DVDs for student and faculty use, including classroom textbooks, reference materials and contemporary cookbooks.

8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.

Students, faculty and staff have access to multiple resources for their information needs. The campus print collection has been cultivated over many years and includes classic culinary texts, such as Larousse Gastronomique, as well as contemporary cookbooks by award-winning authors such as Modernist Cuisine and Art of the Confectioner. The ratio of library items per student population is 4.5 to 1.

The Cybrary currently consists of 15 databases that contain thousands of entries, full-text items and data presented in a variety of formats, such as images, audio files, video files, website links, case studies, and charts and graphs. All databases are automatically updated monthly by publishers to provide current information and recently released content. The collection provides reliable information that supports both the Culinary Arts and Patisserie & Baking programs. Given the extensive amount of indexed periodical and ebook titles contained within these databases, the ratio of full-text instructional resource items per student would be over 33 to 1.

For the purpose of collection development, the Regional Librarian serves as a liaison between campus faculty and the Shared Services Library Team, located that the Career Education Corporation Campus Support Center. The Regional Librarians work with faculty to carefully select current and relevant resources. They attend monthly Director of Education conference calls and participate in curriculum development committee activities to stay up-to-date with program changes and assignment revisions. They also continually research any new databases applicable to Le Cordon Bleu's programs and evaluate their usefulness through trial access from publishers before recommending a subscription to any new product.

8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.

The Learning Resource Center computer labs are equipped with personal computers used to access Cybrary materials that relate to core classes and multi-disciplinary materials relevant to general education courses. The online collections are organized and accessible through the LCB San Francisco campus portal. After students and faculty enter their login information, they can click on the Library tab to lead them to the Library Home Page.

Under the "e-Resources" category, users can promptly access the list of Cybrary research databases, arranged in alphabetical order with content descriptions. Clicking on these links delivers users to a database welcome screen where they can immediately conduct basic or advanced information searches to obtain focused results.

Once desired items are located, database users can choose to use the data in many ways, including emailing persistent article links to themselves, printing portions of book content, translating text into different languages, or sharing links about an article to social media websites. They can develop reference citations using a variety of formats and keep content organized by saving electronic book links in a folder for a period time to refer back to items if needed. These types of database tools help users quickly discover information and apply it to their research projects.

For the reference book, magazine and DVD collection, items are organized using the Library of Congress Classification System. Each item is labeled and shelved in call number order. Book jackets and spines are protected with clear plastic covers.

8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?

The Regional Librarian collaborates with a Lead Instructor to maintain an up-to-date inventory of library materials. New items are often acquired in anticipation of emerging classes or to fulfill project assignments within course syllabi. Working in conjunction with campus leadership, the librarian reviews requests received in writing or email and selects appropriate resources to be requested for the online collection.

The Regional Librarian regularly monitors usage of these databases and strives to create balance among these resources across all areas of program instruction.

For the print collection, the Lead Instructor is responsible for maintaining an up-to-date inventory and ensuring that the items are kept in a tidy and organized manner for all users.

8.6 What is the budget for instructional resources (excluding personnel allocations)?

For 2014, the budget for the campus library was $2,554. This amount was allocated for the purchase of new print books.

In addition, the budget also included the collection of digital resources provided within the Cybrary by CEC. Because this is a shared service, all LCBs benefit from the availability of an abundance of resources much greater than that offered by a single campus. The extensive collection of full-text online collections is beyond the adequacy of the size of the campus and the scope of programs. The Cybrary also ensures that all students are receive equal access to library resource regardless of campus size.

CEC's Cybrary budget for 2014 is $678,824. This amount includes all research databases, the Copyright Clearance Center annual license, SWANK public performance licensing for films and software subscriptions used for the creation of library tutorials.

8.6.1 How is the budget determined?

Learning Resource Center budgets are provided by a combination of campus funds(for the library facilities, supplies and computer equipment), and corporate funds (for the Cybrary subscription databases and email/chat reference service).

8.7 Describe the assessment strategy for library resources and information services.

The Shared Services Library Team provides resource usage statistics on a monthly basic to the Regional Librarian, who monitors these statistics and uses this data to improve services or make adjustments to the collection.

These monthly statistical measurements include:

Cybrary: usage of 15 digital research databases, including the number of sessions initiated by students and staff, the number of searches conducted, the number of full-text results and the number of abstracts delivered as a result of these information searches

Library portal page: the number of times per month that students and staff have visited the library page via their campus portal to find information about library hours, the email/chat service, research and citation guides and digital databases

Email/Chat: The number of times per month that students and staff have contacted an online librarian to ask reference questions. This email and chat service is available to students and staff 7 days a week.

Visitors, facilities and trainings: Quarterly updates obtained from the Director of Education regarding the average number of library users per day, the number of computers, study tables and seats available in the library and the number of library instruction sessions conducted in classrooms.

8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.

Library instruction is provided to all new LCB San Francisco students during Day Two of their first class, LCBC105 Food Safety & Sanitation. A 41-minute presentation, recorded by the LCB library team, is shown during class and explains how to access library tools on their campus portal, to communicate with librarians through the email and chat service, to conduct information searches in 5-6 major digital databases, to evaluate article, newspaper and ebook results for class assignments, to use academic tools differently than internet search engines and to avoid plagiarism. This training is embedded within class curriculum, is provided every 6 weeks and occurs multiple times during the day, dependent upon the number of LCBC105 classes scheduled each term.

More specific training is also provided to new faculty and student workers whose roles support the Learning Resource Center. This training is offered every 6-12 weeks though a live online session with the Regional Librarian during the first week of each term and includes information about the purpose of libraries, classification systems, book shelving exercises, library policies and procedures, tips for effectively assisting students, accessing the email and chat service, and tips for successful searches in 4-5 digital library databases.

Instructional video tutorials and step-by-step user guides are also posted in the Library section of the campus portal for students to review and access at their leisure.

8.9 Describe the facility where library and instructional resources are held.

The Learning Resource Center offers a quiet and well-lit facility available to all students, faculty and staff. This space is often used for studying, computer use, peer tutoring, and individual meetings. All computer stations have internet access and are networked to a black and white printer. All computers contain Microsoft Office software applications, such as Word, Excel and PowerPoint, for students to use to complete homework assignments. Users can bring their own laptops or mobile devices and access online resources using the wireless connectivity on campus.

Students are encouraged to use these computers to access the web-based campus portal and locate current information about courses, grades, attendance and class materials to support their learning. They can view school announcements on the Home Page, use the Library's Cybrary databases or link to Optimal Resume, an online career tool, to create and develop professional portfolios, resumes and cover letters.

8.10 Describe any plans for improving instructional resources.

To improve instructional resources, the library team is expanding the range of online tools available to students and faculty. During 2014, the LibGuide web-based product by Springshare is being customized for LCB schools. This series of online library guides being created by LCB librarians, consists of information specific to each core course and includes authoritative weblinks where students can find information related to class assignments. For example, the LibGuide for LCBC105 Food Safety & Sanitation contains links to 8

government agency websites that describe common food-borne illnesses in detail and offer industry guidelines about food sanitation practices in commercial kitchens. Other LibGuides provide information about reading food nutrition labels, learning culinary vocabulary, exploring international cuisines, practicing culinary math problems, or pursuing professional certification through the American Culinary Federation. These LibGuides are available from the library page of the campus portal and serve to supplement existing class content.

In late 2013, the library team also added a new and improved newspaper database to the Cybrary, which now includes major metropolitan news publications near every one of the 16 Le Cordon Bleu campuses. The benefit of this new subscription is that students and staff are able to access articles that are most relevant and current to their region beyond the standard national newspapers. The San Francisco Chronicle, San Jose Mercury News and The Oakland Tribune are now part of this indexed database. Research for new products and the selection of new electronic culinary books, when available in digital format, will continue throughout this year to enhance the library collection.

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FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.

The Regional Librarian for LCB San Francisco has oversight of the learning resource system and library services. Working in tandem with Lead Instructors, who manage the facility on a daily basis, she provides ongoing training and library support to the campus. Student workers, supervised by the same Lead Instructors, are scheduled for up to 20 hours per week to assist students with the use of library resources, help maintain the library space and provide peer tutoring sessions.

The Regional Librarian received her Master's Degree in Library and Information Science from San Jose State University and is the 2011 recipient of their Edna B. Anthony Award for Reference and Information Service. She is a current member of the American Library Association and was a 2009-2010 ALA Spectrum Scholar. She is also a member of the Library Leadership and Management Association, the Association of College and Research Libraries, the Special Library Association and the Culinary Historians of Southern California. She has over 15 years of experience working in public, medical and academic libraries and completed a vocational program in culinary arts that was taught by LCB San Francisco alumni.

The Cybrary's email and chat reference service is available 7 days per week and is staffed by the Shared Service Library Team, a group of 6 professional librarians at CEC. All online reference librarians have Masters of Library Science degrees from American Library Association-accredited institutions. They also hold memberships to national, state and/or regional library associations.

8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.

As part of the on-boarding process, library policy and procedure training is provided by the supervisor of student workers whose roles support the Learning Resource Center. Additional training is offered every 6-12 weeks though a live online session with the Regional Librarian during the first week of each term and includes information about the purpose of libraries, classification systems, bookshelving

instructions, library team structure, tips for effectively assisting students, accessing the email and chat service, and how to successfully conduct searches in 4 digital library databases in order to assist students. Certificates of completed training are provided to the Director of Education.

A live, online Peer Tutoring Orientation training is also offered by the Regional Librarian every term for student worker who engage in peer tutoring. This presentation contains information about the value of helping fellow students, the tutor's role and responsibilities, professional conduct, tips for successful tutoring and different styles of learning.

8.12 Explain how the instructional resources serve the needs of the educational programs.

The Learning Resource Center supports the educational programs by providing a robust collection of online research databases and virtual services, called The Cybrary, to cover all areas of the Culinary Arts and Patisserie & Baking programs. These research databases include materials specific to culinary arts as well as general education topics.

These instructional resources are powerful tools, providing instant results, authoritative and multiple sources, and helpful features that researchers can use to quickly get to their information, generate citations, and learn about the many aspects surrounding the content of their learning assignments.

Please refet to section 5.2 for a description of key subscription databases

8.12.1 How does the campus determine which reference works are acquired?

Library materials are selected according to the needs of the college curriculum. The Regional Librarian reviews course outlines and syllabi to assure that library resources are appropriate for class assignments and to note which subject areas may need additional materials. Based upon recommendations from faculty and supported by literary reviews in industry publications, library journals or trade organization core lists, the Regional Librarian evaluates and selects new items.

The library team strives for balance across areas of instruction and formats of educational materials. The Regional Librarian alerts Directors of Education and Campus Presidents about new materials added to the collection through email notifications or an announcement posted to the campus portal. This collection management process includes periodic evaluations of database subscriptions to add, weed out or augment the digital collection.

8.13 What percentage of total tuition revenue is spent for library acquisitions?

Library acquisitions are budgeted at less than1% of total tuition revenue.

8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?

The Cybrary budget for LCB San Francisco has been relatively steady for the past three years. A slight increase in budget for print book materials occurred during 2014.

8.14.1 Explain.

The overall budget for Cybrary resources has remained steady over the past three years, with small fluctuations when a database subscription was discontinued or a new database was added. In most cases, a lesser used resource was discontinued by the Shared Services Library Team to offset any higher subscription costs of a new database. Annual fees remained at a stable rate for campuses while the Cybrary continues to provide a meaningful and diverse collection of worthwhile instructional resources.

For the print collection, 57 new books were added to the library in order to keep resources current and aligned with curriculum updates.

8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.

The Learning Resource Center computer labs are equipped with personal computers used to access Cybrary materials that relate to core classes and multi-disciplinary materials relevant to general education courses.

The online collections are organized and accessible through the LCB San Francisco campus portal. After students and faculty enter their login information, they can click on the Library tab that leads them to the Library Home Page.

Under the "e-Resources" category, users can promptly access the list of Cybrary research databases, arranged in alphabetical order with content descriptions. Clicking on these links delivers users to a database welcome screen where they can immediately conduct basic or advanced information searches to obtain focused results.

Once desired items are located, database users can choose to utilize the data in many ways, including emailing persistent article links to themselves, printing portions of book content, translating text into different languages, or sharing links about an article to social media websites. They can develop reference citations using a variety of formats and keep content organized by saving electronic book links in a folder for a period time to refer back to items if needed. These types of database tools help users quickly discover information and apply it to their research projects.

For the reference book, magazine and DVD collection, items are organized using the Library of Congress Classification System. Each item is labeled and shelved in call number order. Book jackets and spines are protected with clear plastic covers.

8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?

The Learning Resource Center is located on the campus among academic classrooms and kitchen labs to provide easy access and a connection to classroom activities. To reinforce daily learning, students can use this space to work on assignments, meet with a group, complete log worksheets or research recipes and cooking techniques. Faculty can also use the computers, consult items in the print collection, observe tutoring sessions and meet with other instructors and/or staff members. Providing these physical and online resources within close proximity to learning is one of the key ways to make the educational programs cohesive, engaging and effective for students and instructors.

All print books are organized and labelled using the Library of Congress Classification System. Shelved in call number order and housed within a secured space, these items are accessible any time during open library hours. The online collections are organized and accessible through the LCB San Francisco campus portal. This serves as a "one-stop shop" for students and staff. Through one web-based location, students and faculty can find school-related information and immediately move from viewing online class content, such as PowerPoint files or assignment descriptions, to database researching and asking email and chat questions with a click of the computer mouse.

All of the Cybrary databases feature tools that help students and faculty quickly locate published information and apply it to their research needs. For example, electronic articles, many of which are peer-reviewed, can be emailed, printed, or downloaded. Electronic book text can be immediately viewed, searched for keywords, printed in limited amounts and saved in a folder for future access. Many of these research databases also support ADA-compliancy by providing features such as a text-to-audio readback feature to assist visually-impaired students. Several online databases also include the capacity to translate journal articles into several different languages. All of the core research databases include a tool to generate formatted reference citations to include in their academic projects.

8.17 Describe the physical and online library resources, including information about the

8.17.1 Total number of physical volumes

LCB San Francisco has a collection of materials available to faculty that includes approximately 1,717 books, 10 magazine titles and 150 DVDs for student and faculty use.

8.17.2 Total number of online collections available

The LCB online library, the Cybrary, contains 15 full-text research databases.

8.17.3 Number of titles and/or online collections related to each program offering

Culinary Certificate/Diploma Program: 7 full-text research databases, 153 electronic books and approximately 350 physical items specifically about culinary and food-related careers

Culinary Associate Degree Program: 15 full-text research databases, 277 electronic books and approximately 600 physical items specifically about culinary and general education topics

Patisserie & Baking Certificate/Diploma Program: 7 full-text research databases, 50 electronic books and approximately 250 physical items specifically about patisserie & baking and food-related careers

Patisserie & Baking Associate Degree Program: 15 full-text research databases, 284 electronic books and approximately 550 physical items specifically about patisserie & baking and general education topics.

8.17.4 Number of titles and/or online collections related to general education courses taught

General Education: 13 full-text research databases, 412 electronic books, approximately 26 print books about general education topics and over 5,000 electronic books about business and technology.

8.17.5 Number of program-related periodicals to which the institution currently subscribes

More than 4,000 periodical titles indexed within 15 research databases and approximately 10 print periodical titles specifically pertaining to culinary, baking, food science and general education topics.

8.17.6 Number of other periodicals available

Included in many of our 15 Cybrary research databases are more than 7,000 full-text journals related to business, math, english, psychology, history, current events and a myriad of topics applicable to assignments for each program.

8.18 Describe the library's procedures regarding student borrowing and return of materials.

LCB San Francisco students use the online Cybrary collection. Students can access digital materials 7 days a week, 24 hours a day. There is no need for borrowing and returning items and multiple users can access these databases at the same time.

In order to have materials readily available for use by all classes and students, the campus print collection does not circulate and is available for reference use whenever the Learning Resource Center is open.

8.19 Describe how online resources, if any, are made available to students.

The institution provides a variety of academic and technological resources to support its educational programs.

The Learning Resource Center has computers for students, faculty and staff to use for research projects, writing assignments and general use. A printer is available and the campus provides wireless internet connectivity.

The web-based portal allows students to locate current information about course content, grades, attendance and supplementary materials to support student learning. Students can download the academic calendar, view school announcements about campus events, see a virtual library tutorial or locate other information. The portal also supports job searching skills using Optimal Resume, an online career tool, to aid students in creating and developing professional portfolios, resumes and cover letters. This portal serves as a gateway to the virtual library that includes Cybrary research databases.

The Cybrary contains thousands of full-text journals, newspapers and electronic books. Of particular interest are the Culinary Arts Collection, the eBook Collection and the Hospitality & Tourism Complete databases with access to full-text journals, books, newspapers, trade publications and multimedia resources that specifically cover culinary topics and industry news. Many of these research databases support ADA-compliancy by providing features such as a text-to-audio readback feature to assist visually-impaired students. Several online databases also include the capacity to translate journal articles into several different languages.

8.20 Describe how the campus monitors student usage of the library and instructional resources?

The corporate Shared Services Library Team manages the Cybrary and has established a unique web address with database publishers for all of the college's electronic resources. These links are installed on the campus portal and enable campus-specific usage data to be obtained on monthly basis for analysis and distribution to the Regional Librarian.

These monthly statistical measurements include:

Cybrary: usage of 15 digital research databases, including the number of sessions initiated by students and staff, the number of searches conducted, the number of full-text results and the number of abstracts delivered as a result of these information searches

Library portal page: the number of times per month that students and staff have visited the library page via their campus portal to find information about library hours, the email/chat service, research and citation guides and digital databases

Email/Chat: The number of times per month that students and staff have contacted an online librarian to ask reference questions. This email and chat service is available to students and staff 7 days a week.

Visitors, facilities and trainings: Quarterly updates obtained from the Director of Education regarding the average number of library users per day, the number of computers, study tables and seats available in the library and the number of library instruction sessions conducted in classrooms.

8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:

a. faculty

The Regional Librarians work with faculty to select materials that are current, relevant and supportive of the curriculum offered by the college.. They attend weekly Director of Education conference calls and participate in curriculum development committee activities to stay current with program changes and assignment revisions. The Regional Librarians also periodically review course outlines, syllabi and project assignments to assure that materials are appropriate for class assignments.

New resources are purchased in response to faculty requests and/or needs identified by the Regional Librarians based upon academic leadership discussions. Ongoing research is performed to locate new databases applicable to LCB's programs and the librarians evaluate the product's usefulness through trial access from publishers before recommending a subscription.

b. appropriate national professional organizations and societies, and

The Regional Librarian maintains professional memberships with the American Libraries Association (ALA), the California Library Association (CLA), Special Library Association (SLA) and the Culinary Historians of Southern California. She refers to these organizations' recommendations for any materials, resources and services that support Le Cordon Bleu Learning Resource Centers. She also attends the annual ALA conference event to learn about collection development best practices. This year, she obtained new cookbooks directly from authors, met publishing house representatives, and participated in forum events with fellow librarians.

c. a nationally recognized list (or lists) of online collections, books, and periodicals?

The annual lists of award-winning cookbooks announced by the James Beard Foundation and International Association of Culinary Professionals are considered for purchase each year. Monthly newsletters, such as Publishers Weekly's "Cooking the Books" and industry related publications are also consulted. Reputable book reviews from library journals as well as publisher catalogs are often used to support collection development decisions.

8.22 Describe any plans for improving the library.

To improve instructional resources, the library team is expanding the range of online tools available to students and faculty. During 2014, the LibGuide web-based product by Springshare is being customized for LCB schools. This series of online library guides being created by LCB librarians, consists of information specific to each core course and includes authoritative weblinks where students can find information related to class assignments. For example, the LibGuide for LCBC105 Food Safety & Sanitation contains links to 8 government agency websites that describe common food-borne illnesses in detail and offer industry guidelines about food sanitation practices in commercial kitchens. Other LibGuides provide information about reading food nutrition labels, learning culinary vocabulary, exploring international cuisines, practicing culinary math problems, or pursuing professional certification through the American Culinary Federation. These LibGuides are available from the library page of the campus portal and serve to supplement existing class content.

In late 2013, the library team also added a new and improved newspaper database to the Cybrary, which now includes major metropolitan news publications near every one of the 16 Le Cordon Bleu campuses. The benefit of this new subscription is that students and staff are able to access articles that are most relevant and current to their region beyond the standard national newspapers. The San Francisco Chronicle, San Jose Mercury News and The Oakland Tribune are now part of this indexed database. Research for new products and the selection of new electronic culinary books, when available in digital format, will continue throughout this year to enhance the library collection.

ACICS Application for Accreditation – PART II
Explanation of Self-Study Planning Process

Please explain how the self-study was planned; who organized, supervised, and participated in its preparation; which person or persons prepared each section of the report (include signatures); and to what extent the document is viewed by the institution as a planning document for the future.

Planning for the self-study began in March 2014 with a committee planning meeting led by our visiting Vice President of Operations for the West Region, the Market Director, Campus Director, Director of Admissions, and Director of Education. At this meeting a main campus business plan was reviewed and later sections of the self-study were distributed to the individuals who would have a direct impact on the compilation and execution of the campus plan. Each team-member was required to submit their section to the Market Director and Campus Director, who then compiled the data into a final form. Each of the following team-members was responsible for their input and conducted a final review of the self-study, prior to submitting to our corporate resources for additional review.

The section responsibilities were distributed as follows:

Name and Title	Assignment	Signature
Kimberly Velasquez, Market Director	Institutional Information Institutional Changes Sections 1, 2, 4, 5	(b)(6)
Lisa K. Wilson, Campus Director	Institutional Information Institutional Changes Sections 1, 2, 3, 4, 5, 6, 7	(b)(6)
Rebecca Woods, Regional Business Operations Manager	Section 3, 4	(b)(6)
Brent Wallace, Director of Admissions	Sections 4	(b)(6)
Richard Jensen, Director of Education	Section 4, 5, 7	(b)(6)
Sharon Tani, Regional Librarian	Section 8	(b)(6)

The self-study (in conjunction with the CEP) clarifies and summarizes areas of institutional success and opportunity. It is used by leadership at LCB San Francisco to set long and short term goals for student outcomes and operations success.

Future Plans for the Institution

Please provide an explanation of the future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions and graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other plans.

Faculty- Additional faculty will be required as the student population increases. It is our intent to maintain an effective student teacher ratio that aids in retention, learning outcomes, and job placement.

Administration – Significant organizational changes occurred in 2014 and through attrition in 2014. No further changes are planned at this time for the administration of the school.

Physical plant- Facilities updates designed to enhance student engagement, educational outcomes and retention are important factors considered in our operations. Due to unused or underutilized space, in 2014 the school will have reduced its total footprint at 350 Rhode Island Street to 75,295 square feet, down from the previously 100,000 square feet of space. This reduction will in no way diminish the space for the current population of students and the school will still be able to feature all of the same resources made available to student to aid in their successful outcome from the program curriculum.

Equipment – Normal cycling of equipment will occur during the term to ensure sufficient quality and quantities are available for instructional purposes. Small wares will be replaced as needed and to ensure sufficient quantity ratios so that students have ample access to these tools.

Student Resource Center – Changes are planned for the Student Resource Center to increase the amount of computers for student use. Additionally, aside from the Cybrary (virtual library) the school will be adding to the existing collection of books that coincide with the subject matter of the course curricula and will be made available for reference purposes to the student body.

Admissions – No significant changes in the structure or size of our admissions department or in admissions requirements are planned to occur in the near term.

Grad Requirements and Standards – There are no planned changes regarding the graduation requirements and standards. Continued evaluation of student outcomes and assessments will determine future changes. These changes will come from feedback of our students, employers, faculty and others as outlined in the Campus Effectiveness Plan.

Curriculum – The structure and delivery of the curriculum were standardized in 2013. The curriculum is a living document. Faculty, industry, and students provide feedback on the curriculum, and administration is expected to measure outcomes. When best practices warrant it, changes are made to the daily lesson plans, recipes, quizzes, and food orders to keep the curriculum maximally serving its stakeholders. With that said, due to impending changes forecasted for the employment market regarding new definitions in full- and part-time employment as it relates to the Affordable Care Act, the school plans to change the contact hour requirement for students in their externship course to ensure that total hour requirement remains attainable. In addition, the credits of LCBC122, LCBC132 and LCBK102 will be reduced from seven (7) credits to six (6) credits. Additionally, LCB SF will be revising four (4) general education course codes/course names to align with Le Cordon Bleu North America. Finally, the school is planning to submit new program applications for a Certificate program in Le Cordon Bleu Wine and Beverage in the fourth quarter of 2014.

Increase of Student Body and Faculty – The new delivery method of the curriculum has increased our potential student capacity. While we do not expect to reach this capacity in 2014, we do expect to continue expanding our enrollments and increasing our population over the coming years.

Le Cordon Bleu College of Culinary Arts
350 Rhode Island Street
San Francisco, CA 94103

Campus Effectiveness Plan/Institutional Assessment and Improvement Plan

Last updated –October 20th, 2014

ED00003053

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I. Introduction

General Statement

Le Cordon Bleu is one of the largest providers of quality culinary arts education worldwide. Our network of 16 schools in the United States offers culinary students a hands-on education with faculty dedicated to providing students with the necessary skills, knowledge, support and guidance to pursue fulfilling career opportunities in the culinary arts. LCB does not guarantee employment or salary and is a member of the Career Education Corporation network of universities, colleges and schools.

Le Cordon Bleu College of Culinary Arts in San Francisco (LCB San Francisco) was established in 1977 to bring a renowned culinary curriculum to a city with a booming culinary and hospitality industry. LCB San Francisco is a creative and supportive community guided by professional chef instructors, faculty and staff. An environment where you can immerse yourself in the culinary/hospitality world and in order to develop skills by watching chef demonstrations, and then performing the same tasks yourself.

The college offers culinary students a hands-on education with experienced faculty dedicated to providing the necessary skills, knowledge, support and guidance to pursue fulfilling career opportunities.

The school is comprised of demonstration and instructional kitchens; classrooms; computer labs; a library; and academic and administrative staff offices.

The school offers certificates and Associates of Occupational Studies in Le Cordon Bleu Culinary Arts and Le Cordon Bleu Pâtisserie & Baking. LCB San Francisco is currently accredited by ACICS and ACCSC which are nationally recognized accrediting agencies by the United States Department of Education. LCB San Francisco is also approved to operate in the State of California based on provisions of the California Private Postsecondary Education Act, and programmatically accredited by the American Culinary Federation Educational Foundation Accrediting Commission.

LCB San Francisco is an active participant in its community and has been involved in many local initiatives to contribute to our city. Activities include the annual Portrero Hill Festival, the Make a Wish Foundation Gala and The San Francisco Food & Wine Festival. We believe that giving back to the community is a social responsibility develops our students in being more aware of the needs of the community.

Statement of Institutional Mission

Le Cordon Bleu College of Culinary Arts is an institution of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine.

Description of CEP/ IEP and Mission

The purpose of the Campus Effectiveness Plan (CEP) and Institutional Assessment and Improvement Plan (IAIP) is to identify accountability, areas for improvement, and continuous

improvement. The College regularly acts on the evaluation results. Conclusions may influence policies and procedures, budget planning, professional development, staff development, and curricular reform. Recommendations for action are presented to the leadership team, faculty members, and College corporate officers.

The College relies on this CEP/IAIP to learn from its performance, and gauge future plans of improvement in areas such as management, budget, policies and procedures, facilities, student services, learning resource system, instructional methods, staff and faculty development, materials, equipment and curricula, student achievement outcomes, and student learning outcomes. This plan is discussed regularly during senior management strategic planning meetings. The institutional assessment and improvement activities include a written and comprehensive plan that examines school operations and sets forth specific goals for improvement with measurable benchmarks and timelines for implementation as well as activities detailing how the College plans to reach each goal.

The twelve focal points of the plan are 1) Student retention rates; 2) Student placement rates; 3) Level of graduate satisfaction; 4) Level of employer satisfaction; 5) Student learning outcomes; 6) graduation rates; 7) fiscal conditioning and budget; 8) administrative policies and practices; 9) student support services, which includes the student Learning Resource Center 10) faculty and staff development; 11) educational program curricula; and 12) facilities and equipment. This plan is reviewed regularly to update and adjust the goals accordingly.

LCB San Francisco has established the CEP/IAIP Committee with representation from various College departments (see CEP/IAIP committee list below). The Committee is scheduled to meet four times per year. The committee reviews methods used to measure educational outcomes of the College and the outcomes.

The purpose of the CEP/IAIP planning committee is to:

- Provide a blueprint for tracking and measuring the institution's success in fulfilling its mission through surveys, identification of trends, placement data, retention data, attendance reports, graduate surveys, advisory committees, and employer surveys.
- Serve as a tool to represent the historical, present, and future plan of action to reach both the short- and long-term goals of the college's stated mission and objectives.
- Effectively evaluate the progress and effectiveness in the areas of student retention, student placement, graduate satisfaction, employer satisfaction and student learning outcomes.
- Perform as a seamless team to work towards continual improvement in our education and services provided for students.
- Focus on all areas of the school to increase efficiency.

CEP/IAIP Committee includes:

- Market Director: Kimberly Velasquez
- Campus Director: Lisa Wilson

- Director of Education: Richard Jensen
- Director of Admissions: Brent Wallace
- Business Operations Manager: Rebecca Woods
- Lead Instructors: Tim Grable and Amy Todor

Short Term Goals for the CEP/IAIP

- Decrease the number of active students on SAP by 10% by the end of 2014
- Decrease the Attrition percentage for the prior year by 5%
- Cohort placement rate increase of 5% by the end of 2014
- Increase the number of available Employers by 5% by the end of 2014
- Increase number of paid externship sites to 65% in 2014
- Reduce bad debt by 5% by the end of 2014
- Improve Cash Collections by 10% by the end of 2014
- Increase PDL generations by 5% by the end of 2014
- Increase show rate by 5% by the end of 2014

II. The Educational Environment

The college's association with Le Cordon Bleu represents a union of the finest in European and North American culinary arts training programs available today, resulting in a world-class institution as well as a comprehensive, challenging and hands-on education. Few institutions of any kind possess the prestigious reputation of Le Cordon Bleu. This internationally renowned college for the culinary arts has become synonymous with expertise, innovation, tradition, and refinement — qualities which are painstakingly nurtured by the college. Founded in Paris in 1895, Le Cordon Bleu's name traces back to a high honor bestowed upon members of the Order of the Holy Spirit by King Henry III in the 1500's. The awarded medallion, called the Cross of the Holy Spirit, was suspended from a Blue Ribbon . . . or Le Cordon Bleu. At the end of the 19th century, a recipe collection entitled "La Cuisenaire Cordon Bleu" was published to much acclaim. The collection's success prompted its publishers to open a culinary college with the Cordon Bleu designation. The reputation of the college spread rapidly, both in France and internationally. Since then, students from throughout the world have trained in the culinary arts at Le Cordon Bleu. Le Cordon Bleu's partnership with Le Cordon Bleu North America further expands this influence.

LCB San Francisco's facility is 75,252 square feet. Within this amount of square footage our school houses 12 lab kitchens and 7 demonstration and lecture classrooms. We currently teach on three shifts and have approximately 350 students including externs. The college has ample room that will efficiently and safely house our students throughout their learning process.

LCB San Francisco's labs are furnished with commercial grade cooking equipment and small wares in sufficient quantities to provide hands-on cooking technique to each student.

The equipment is maintained through regularly scheduled preventative maintenance coordinated by the Director of Education and performed by factory authorized service agents, the facilities engineer, information technology assistant, and/or qualified third-party vendors. The General Education classrooms are furnished with comfortable and maintained worktables. All classrooms are equipped with whiteboards, the classrooms have computer driven flat screens which the majority are connected to the network, projection screens, a sound system, PC and a DVD/VCR player.

The computer lab is equipped with 14PCs for students and a desktop computer for instructor use. The computer lab is also equipped with whiteboard space, a projection screen, and a multimedia projector. Additionally the college has two classrooms on campus that include another 36 PCs for student use.

Program Characteristics

Program	Classroom / Lecture	Lab	Externship	Total Clock Hours	Total Credit Hours
Certificate Pâtisserie & Baking	325.5	254.5	360.0	940.0	55.0
Certificate Culinary Arts	325.5	254.5	360.0	940.0	55.0
AOS Culinary Arts	755.5	434.5	360.0	1550.0	107.0
AOS Pâtisserie & Baking	797.5	352.5	360.0	1510.0	106.0

Certificate Program in Le Cordon Bleu Pâtisserie and Baking

This Certificate in Le Cordon Bleu Pâtisserie and Baking program is a 940 contact hour, 55 Quarter Credit pâtisserie and baking program that may be completed in 48 weeks, excluding holidays and breaks. The program consists of pâtisserie and baking laboratory courses and concludes with two externship courses.

Program outcomes include:

- Demonstrate professional-level patisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

Upon completion of the program, each graduate possesses the skills to begin his or her career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in the published placement rates for calendar year 2012 include the following (with, positions obtained most frequently following graduation listed first, and those obtained least frequently listed last): Baker, Pastry Cook, Bakery Assistant, Cake Decorator, Pastry Assistant, Head Baker, Assistant Pastry Chef, Pastry Line Cook, Morning Production

Baker, Pastry Chef, Pastry Cook 4, and Dessert Plater. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. These are not a representation that these outcomes are more probable than others.

LCB San Francisco cannot guarantee employment or salary.

Certificate Program in Le Cordon Bleu Culinary Arts

This Le Cordon Bleu Culinary Arts program is a 940 contact hour, 55 Quarter Credit culinary arts training program and may be completed in 48 weeks, excluding holidays and breaks. The program consists of culinary laboratory courses and concludes with an externship.

Program outcomes include:

- Demonstrate professional-level cooking techniques
- Demonstrate sanitation principles as they apply to the professional kitchen
- Demonstrate professionalism appropriate to the hospitality industry

Upon completion of the program, each graduate possesses the skills to begin his or her career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in the published placement rates for calendar year 2012 include the following (with, positions obtained most frequently following graduation listed first, and those obtained least frequently listed last): Line Cook, Cook, Pantry Cook, Lead Line Cook, Cook II, Prep Cook, Chef, Roundsman, Cook III, Garde Manger, Grill Cook, Baker, Production Cook, Salumiere, Sous Chef, Kitchen Supervisor, Banquet Cook, Jr. Sous Chef, Assistant Manager, and Kitchen Assistant. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. These are not a representation that these outcomes are more probable than others.

LCB San Francisco cannot guarantee employment or salary.

Associates of Occupational Studies in Le Cordon Bleu Culinary Arts

This Le Cordon Bleu Culinary Arts program is a 1550 contact hour, 107 Quarter Credit culinary arts training program and may be completed in 84 weeks, excluding holidays and breaks. The program consists of culinary laboratory courses, academic and general education courses, and concludes with an externship.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, each graduate possesses the work force skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of

some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. These are not a representation that these outcomes are more probable than others.

LCB San Francisco cannot guarantee employment or salary.

Associates of Occupational Studies in Le Cordon Bleu Pâtisserie and Baking

This Le Cordon Bleu Pâtisserie and Baking program is a 1510 contact hour, 106 Quarter Credit Pâtisserie and Baking training program and may be completed in 84 weeks, excluding holidays and breaks. The program consists of Pâtisserie and Baking laboratory courses, academic and general education courses, and concludes with an externship.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, each graduate possesses the work force skills appropriate for entry level positions in the culinary and/ or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Maker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example, Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become Chefs upon graduation, but are encouraged to work toward becoming a Chef through the course of their careers. These are not a representation that these outcomes are more probable than others. LCB San Francisco cannot guarantee employment or salary.

Program Review

Each program is reviewed and, if necessary, updated to meet industry and Le Cordon Bleu standards. Faculty, Lead Instructors, Director of Education, Market Director, and the Advisory Board members review program syllabi, individual course descriptions, equipment, and the learning resources to determine if the following have relevance to the College's mission and in achieving its goals:

1. Student retention rates
2. Student placement rates
3. Employer satisfaction
4. Graduate satisfaction

5. Student learning outcomes
6. Graduation rates

Future Goals

LCB San Francisco and management staff continues to identify short- and long-term goals specific to current programs. As new rules governing postsecondary education become a consistent part of the educational landscape, the school has re-evaluated its educational processes. These include the addition of a corporate curriculum committee.

The school has increased its attention on the student community and educational environment. This includes the development of student clubs, community learning events and campus communication efforts.

Curriculum Assessment

LCB San Francisco reviews curriculum as an ongoing collaborative effort throughout the year. This is done through instructor course recaps at the end of each block. Feedback from faculty is sent to the corporate curriculum committee via the Curriculum SharePoint website. Instructors, Lead Instructors, and Director of Education meet regularly to assess and recap individual course curriculum. This is assisted through classroom observations and end-of-course student evaluations. Learning objectives, grading, classroom activities and student retention is assessed to help identify curriculum improvement opportunities.

Faculty In-service sessions are held eight times per year for faculty. These sessions incorporate faculty training, professional development opportunities and departmental curriculum review. Both the culinary and patisserie & baking instructors meet during In-Service meetings to discuss curriculum lesson plans, course assessments and "Best Practices."

All of the components outlined above are used in conjunction with student retention data, mid-term and end-of-course grades and student attendance rates. The Program Advisory Committee comprised of local industry professionals and academics meet twice per year at which time they provide feedback on the efficacy of curriculum content and its applicable current industry expectations. Through a combination of efforts, the school's curriculum assessment is viewed from all areas to assist in designing the best possible student outcome.

Campus Profile

The Student Population

Through a team of correspondence admissions representatives, LCB San Francisco is broadening the base of potential students. Currently, individuals attending the school are considered full-time students ranging in age between 18 and 65 years of age with average age of between 27 and 32. Nearly 50% of the student population is male with a high percentage of students not disclosing or specifying gender. Interestingly, in a historically male dominated industry, LCB San Francisco has a fairly large female population contributing to a shift in demographics in the industry.

Although the vast majority of our students chose not to disclose ethnicity (84% are Not Reporting ethnicity and 5% are of Unspecified ethnicity), classroom observations indicate that our student population closely reflects the diverse background of the State of California which is shifting toward growth in Asian and Hispanic populations.

The population Distribution, Gender Distribution and the Age breakdown will be updated annually with the submission of the Le Cordon Bleu College of Culinary Arts AIR. Below is the most recent data collected which covers all active students as of 10/20/14.

LCB San Francisco's student profile based upon data reported by students includes:

Gender	Number of Students	% of total
Female	103	34%
Male	139	46%
Undisclosed	19	6%
Unspecified	42	14%
Grand Total	303	100%

Ethnicity	Num. of Students	% of Total
American Indian or Alaska Native	0	0%
Asian	12	4%
Black or African American	2	1%
Hispanic	2	1%
Student Req/Not Disclosed	15	5%
Two or More	6	2%
Native Hawaiian/ Pacific Islander	1	0.3%
Students Not Reporting	255	84%
White	10	3%
Grand Total	303	100%

The Faculty Population

The collective experience and knowledge of the faculty is wide spread, encompassing different segments of the United States in Culinary and Patisserie and Baking industries such as fine dining, high volume and catering. The gender demographics of faculty at LCB San Francisco are nearly equal as of 10/20/14.

Gender	Number of Faculty	Percentage of Total
Female	10	48%

Male	11	52%
Total	21	100%

CEP/IAIP Assessment

The CEP/IAIP plan is used by the college to assess and continuously improves upon its educational programs and processes. It is based upon the required elements to comply with ACICS Criteria and ACCSC Standards of Accreditation. In addition, LCB San Francisco utilizes a variety of measurement tools for their assessment "plan" of the college's departments and its operations.

III. Student Support Services

Retention Activities

Students attending LCB San Francisco enroll with the goal of graduation and beginning or advancing their career in the culinary industry. It is the school's responsibility and goal to enroll and support students that have the capability and commitment to succeed. The result of this success is demonstrated by the student's ability to use skills gained throughout their education to obtain and retain employment. Student retention is a key metric that measures our ability to enroll and graduate successful students. Daily measurement and assessment of retention allows management to address areas where students may need more support or where the program may not meet expectations. The result of continuous measurement and modification is a higher retention rate due to meeting the needs and expectations of the student population. Retention efforts begin at enrollment and continue throughout the program. All members of the faculty and staff are responsible for student retention.

LCB San Francisco's baseline retention rate is 75%. In 2014, we have targeted a goal of 80% which is an increase over last year's goal of 77%. There is a significant improvement between the current retention rate of students when taken YTD in 2014 over 2013 at the approximate same time and we hope to continue this trend through the remainder of 2014. The charts below demonstrate this improvement, historically retention rates show dramatic improvement towards the latter half of the year and we fully expect to end 2014 on a positive note.

Annual Student Retention Rates (ACICS CAR Rates)

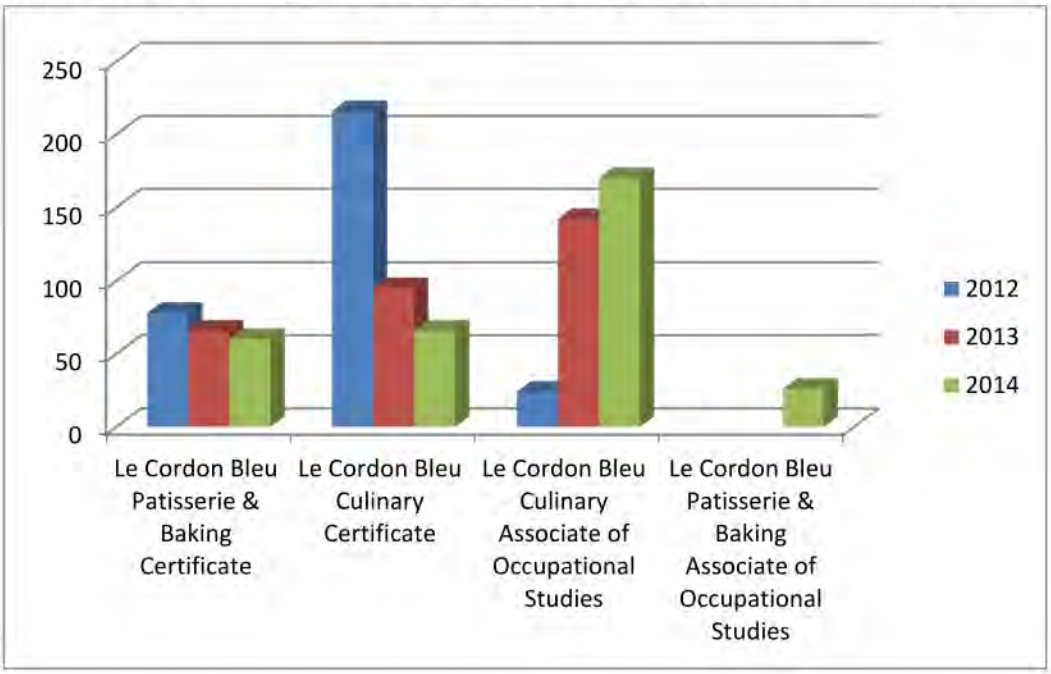
2012	2013	2014 [10/20/14]
78.2%	82%	81.05%*

*Draft numbers are not official.

Program	2012	2013	2014* [10/20/14]
Certificate Culinary Arts	75.34%	79%	73.6%
Certificate Patisserie and Baking Program	87.87%	86%	73%
AOS Culinary Arts	-----	86%	66.7%

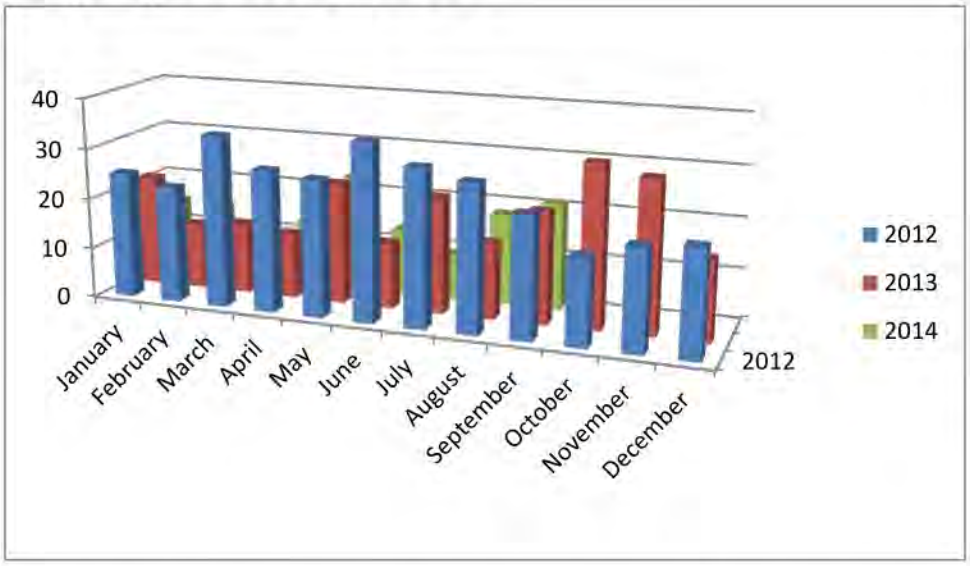
*Draft numbers are not official.

Retention Ending October 20th, 2014 Population Analysis Report



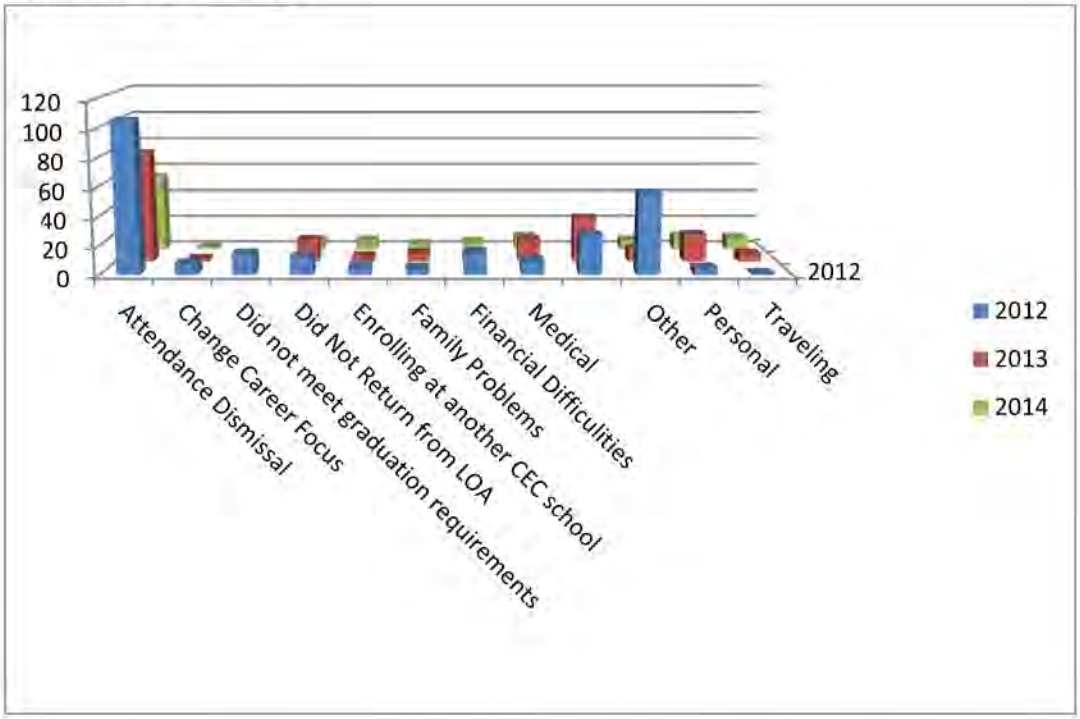
The chart above shows the student retention rate as reported in the Population Analysis Report through October 20th, 2014.

Drops by Month 2012-2013



The chart above reflects a comparison of the drops by month for 2012 (blue) vs 2013 (red) and 2014 (green). One can see that drops in 2014 are showing vast improvement over previous years, a 2.25% improvement in year over year, year to date student attrition.

Reason for Drops



The chart above reflects the reasons students dropped/withdrew from the college prior to completing their education and compares the frequency of those reasons between 2012 and 2014 YTD. Attendance Dismissal remains the number one cause for drops from the program. The significant drop on "attendance dismissal" and "other" since 2012 is indicative of LCB San Francisco's focus on accurately recording this data. We have also seen a trend of students who transfer from LCB San Francisco to attend other LCB Campuses which shows overall student satisfaction with the Le Cordon Bleu program.

Analysis

Students withdrawing from the College dropped from 314 in 2012 to 237 in 2013. In 2012 the average number of students per month who dropped from the College was 26.17. In 2013 the monthly average number of students who dropped from the College was 19.75, a decrease of 6.42 monthly. Through the first nine months of 2014 we have seen that number decrease further to an average of 11.88. The most prevalent reason for the drops in both years was that students stopped attending with no notice or communication to the College. This indicates that communication with students needs to be a focus of our retention program. Goal The College's goal is to exceed the 75% benchmark for 2014 through great emphasis on in-school support of at-risk students.

Factors Affecting Retention Rates

Upon analysis of the factors leading to attrition it has been determined that the single most contributing factor to a student's retention is attendance. There are three major contributors to the large number of drops due to attendance; financial issues, personal issues

and completion of Externship. The academic department meets weekly with every instructor to discuss students in danger of failing or experiencing challenges. Management and Lead Chefs meet weekly at a Retention meeting - the school, however, can have a great impact on students that are having issues with performance in class. Many students whose GPA falls below a 2.0 tend to feel demoralized and stop attending class. From 2012 through 2014 year to date, approximately 40% of drops are a result of attendance. A student is dismissed from the school following 21 days of continuous absence, which violates the LCB San Francisco attendance policy. One group of students with the highest rate of attrition is students that are completing their Externship portion of their education. Several steps have been taken to address this issue. Many scholarships are available for the students and we also have scholarship cooking competitions throughout the year.

Students are held accountable for their professionalism, attendance and progress through the educational process on a consistent basis. Expectations of the students are set from orientation and are carried on through graduation. During orientation students are introduced to the Campus Director, Director of Education, Lead Chefs, the Faculty, Registrar and Career Services. Attendance policy, dress code and behavioral expectations are discussed as well as students being informed of resources available to them on campus. The first day of each class begins with expectations from the instructor and students participate in a "Line Up" before each class begins to ensure proper uniform and sanitation expectations are met. Students who are not prepared or do not meet expectations may not be admitted into class. Grades are discussed at the end of each week between the teacher and the student.

Recently a positive shift in the employment market has also affected retention. The hospitality industry is recovering rapidly in 2014 and the campus has been fortunate to receive many job orders from employers. Unfortunately, full-time off-campus work has been a significant distraction for many of our students and we have seen an upswing in attendance issues and withdraws attributed to work scheduling.

Library and Resource Center

The Cybrary is an Internet-accessible information center committed to facilitating the life-long learning and achievement of the Career Education Corporation community. This "virtual library" contains a collection of full-text journals, books and reference materials, links to Websites relevant to each curricular area, instructional guides for using electronic library resources and much more. The "virtual" collection is carefully selected to support students as they advance through their programs of study and include quality, full-text, peer-reviewed articles from scholarly journals and full-text electronic books. Instructional materials for students and faculty are designed to enhance information literacy skills. A full-time librarian located at corporate headquarters manages the Cybrary. The librarians at the various CEC colleges participate in selecting the electronic resources and Website links, and help prepare the instructional materials that are on the Website. Students at all CEC colleges have access to the Cybrary from their campus locations and from home, if they have an Internet service provider. Each Le Cordon Bleu College of Culinary Arts location also maintains a Library and

Resource Center ("LRC") at the campuses which contain computers for students to access the Cybrary. The campus library provides materials to support the College's mission and curriculum and assists each student to attain his/her educational goals. The electronic collection includes books, an assortment of current periodicals, and videos. The library, which provides academic assistance to students, is open during posted hours.

Plan to Improve Retention Rates

LCB San Francisco strives to support the students so that they are able to successfully achieve their goal of graduation and employs various strategies to meet specific outcomes to meet outcomes leading to increased retention of our students. The Academic Department along with Admissions, Career Services and Financial Aid have all been working together to identify and to minimize barriers to student retention.

By ensuring satisfaction among its student population Le Cordon Bleu increases its retention rate and therefore its graduation rate. LCB San Francisco is proactive in following the student through his or her program, assisting them in maintaining their attendance and grade point average. The plan emphasizes supporting the student from the day they enroll in LCB San Francisco, throughout their professional training while in school, and until they have obtained industry employment. Retention efforts are a school-wide priority. All faculty and staff are responsible for student retention.

Below is a chart of Retention initiatives currently in place for 2014 designed to improve retention:

GOAL	TOOLS	DATA COLLECTION	ACTION PLANS	RESULT
New Student Orientation	Orientation sign in sheet	Faculty, Admissions, Campus Director	Orientation process to ensure all students receive same information	Students feel comfortable on first day of school and are aware of expectations and resources available at LCBSF.
Weekly; 1 on 1 Faculty Stitch Meeting	Weekly Spreadsheet	Registrar / Director of Education	Faculty meets with Academic Leadership team weekly to identify students	Identify students in danger as early as possible to provide any necessary

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			with academic or attendance issues.	assistance.
Weekly Academic Advisement	Forms populated by Instructors/Students	Director of Education	Faculty meet weekly with all students <79% in class to discuss a plan to increase grade to >80%	Students have increased knowledge of standing in class each day.
Increased Training by Career Services	Career Services Co-Teach	Career Services and Faculty	On-going throughout the students time at LCBSF	Students are assisted by Career Services throughout their time on campus with aspect of finding placement after graduation.
Externship GALA	COS/Retention Report	Career Services, Financial Aid, Lead Chefs, Director of Education	Identify students with and without externship sites and agreements.	Better tracking of students in regards to externship placement.
Increased Externship Training	Mock Time Sheets	Faculty, Career Service, Lead Chefs, Director of Education	Students in last 2 classes on campus complete time sheets as they would on externship.	Prepare students with the weekly expectations of externship.
Increased Contact with Students (Academics)	Daily Email	Lead Chef	Lead Chef emails all students that miss a day of class.	Students know faculty and staff are here to help them succeed.
Increased Contact with	Daily Phone Calls	Faculty	Faculty call students that are	Students know faculty and staff

Students (Faculty)			absent from class.	are here to help them succeed.
Weekly Academic Advising (Academics)	Identify students on SAP plans.	Faculty, Lead Chefs, Director of Education	Students with academic or attendance issues meet weekly to discuss progress.	Increase student success by following outlined SAP plans.

Future Annual Retention Goals

The future goals are to increase the school retention rate to 85% in 2014 from 82% in 2013. The modest increase is in part due to policy changes being implemented at the campus level regarding leave of absences, schedule changes, and program changes.

IV. Graduation Rates

The following table reviews reported graduation rates by program from 2011 through 2013 as reported to ACCSC on the Annual Report. It also identifies specific program duration and established graduation rate benchmarks.

LCB San Francisco conducts a robust, holistic approach to improving graduation rates through their student retention efforts. The campus culture among faculty and various staff departments are student centric and work collaboratively to provide each student an opportunity for the best possible student outcome.

		2012		2013		2014	
Program	Program Length in Months	Beginning Date of 12 Month Reporting Period	Grad Rate	Beginning Date of 12 Month Reporting Period	Grad Rate	Beginning Date of 12 Month Reporting Period	Grad Rate
Culinary Arts - Cert	12 month	1-Jul-11	63.00%	1-Jul-12	69%	1-Jul-13	66%
Patisserie & Baking - Cert	12 month	1-Jul-11	50.00%	1-Jul-12	56% 81%	1-Jul-13	73%
Culinary Arts AOS	21 month	1-Jul-11	52.00%	1-Jul-12	N/A	1-Jul-13	55%

Patisserie & Baking - AOS	21 month	1-Jul-11	N/A	1-Jul-12	N/A	1-Jul-13	N/A

*Draft rate

In 2012, the Culinary Arts AOS program ceased enrollment which was then restored in 2013, resulting in zero (0) graduates. The increase reflected in the 2014 rates are likely a result of students transferring into the AOS program from the Certificate and those students who have since returned to finish their program.

On Time Graduation Rates (ACCSC Annual Report)

Baseline Data:

Based on historical trends, LCB San Francisco is using 75% as a benchmark for on-time graduation. This statistic speaks to the commitment and engagement of graduates, and how well LCBSF is supporting students through their studies.

On Time Graduation Rate			
Year	Graduating within 100% of time	Total Grads	% graduating on time
2012			
AOS in Culinary Arts	231	446	52.00%
Certificate in Culinary Arts	120	190	63.00%
Certificate in Patisserie and Baking	122	162	75.00%
2012 Overall Rates	473	798	59.27%
2013			
AOS in Culinary Arts	1	1	100.00%
Certificate in Culinary Arts	183	290	63.00%
Certificate in Patisserie and Baking	127	157	81.00%
2013 Overall Rates	311	448	69.42%
2014			
AOS in Culinary Arts	77	140	55.00%
Certificate in Culinary Arts	174	265	66.00%
AOS in Patisserie and Baking	0	0	0.00%

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Certificate in Patisserie and Baking	60	80	73%
2014 Overall Rates	311	487	63.86%

Analysis

While we saw significant improvement in on time graduates from 2012 to 2013, that number dropped again in 2014. This has corresponded with an increase in campus retention. This may indicate greater success in helping at-risk students by lengthening their programs rather than having them withdraw. The 2014 rate also will not include the AOS in Le Cordon Bleu Patisserie and Baking, which began in February 2014 and has not produced any graduates yet.

Greater emphasis has been placed on monitoring the progress of new students in their initial blocks to provide for better retention and satisfactory progress. Tutoring services have been made available and weekly academic stitch meetings have been implemented to increase communication between classroom instructors and academic leadership.

V. Placement /Employment

The baseline number we are measuring against is 70% placement. This number is supplied to us by ACICS and is based on industry averages.

Factors Affecting Placement Rates

In 2013 the placement rates exceeded the minimum standards, and while San Francisco has seen a resurgence in hiring for the culinary arts and patisserie and baking jobs, in 2014 many businesses still struggle with meeting local ordinances on providing health care benefits coupled with a high minimum hourly wage of $10.74 per hour. The hiring trend has positively increased during the 2010-2013 period and continues to provide opportunities for our students and graduates as properties are constructed and jobs created. The economy of the State of California is improving and demand from the food and beverage industry is on the rise. Larger properties are recruiting for new restaurants or expanding services. In addition, smaller independent establishments, including restaurants, catering operations, and bakeries have seen a development increase. The food truck category, although a smaller segment is also on the rise, as trucks become part of "destination" dining, with individuals seeking them out.

The chart below reflects the overall ACICS placement rates for the past three year at LCB San Francisco.

Placement Rates		
2012	2013	2014*

62.9%	71.8%	73%

Placement Rates by Program by Year			
Program	2012	2013	2014*
Patisserie and Baking AOS	N/A	N/A	N/A
Patisserie and Baking Certificate	45.6%	72.7%	73.90%
Culinary AOS	69.7%	75.0%	67.0%
Culinary Certificate	61.4%	70.3%	73.6%
Overall	62.9%	71.8%	73%

*Draft Rates as of 10/17/14

LCB San Francisco met the standard set for ACICS or the overall placement rate in the last reporting year. Placement rates have experienced marked improvement year over year between 2012 and 2013 mainly attributed to the economic downturn that began to affect employment back in 2011. Current campus placement rate is 73.0%.

Analysis

In 2012, the placement for the campus dipped significantly from our historical numbers. The final rates for 2013 show a correction in these numbers and a focus on several programs within the campus to better prepare our students for a professional environment are showing good success. The rates for 2014 look to be continuing the success of 2013, indicating that the results from 2012 were not a trend.

Plan to Improve Placement Rates

As a result of the placement challenges in 2012 and our goal of 72% in 2014, both internal and external, LCB San Francisco now has diversified assistance by implementing additional interaction points and support programs in the student lifecycle. On campus support now occurs during the students' entire lifecycle leading to an increase in student engagement and success. The educational resources provided include both group and one-on-one meetings and encompass those skills necessary to succeed in school and while seeking employment.

Serving as the liaison between the community, employers, and the students, the Career Services Department is continually supporting existing partners and developing new employer relationships. As a result of the diligent efforts, the reputation of the school is improving and students are being presented with special event and employment opportunities. Securing externships and employment is a result of industry partner satisfaction and new growth - employers are positive about the performance of Le Cordon Bleu students, and see their skills as steady or improving year-over-year.

The Career Services Department has four main goals:

- Increase Student Industry Preparedness
    - Develop and integrate strategies to improve resume writing skills, interviewing

skills and other interview/employment related behaviors and conduct characteristics attributed to valued employees.

- New student interviews are conducted during the first 6 weeks on campus and are scheduled at the New Student Orientation
- Career Services and Faculty Co-teach presentations take place in class every 6 weeks.
- To reinforce the Co-Teach presentations, Co-Teach Projects have also been developed and implemented to ensure concepts are understood/practiced and that school and industry expectations are met.
- Career Services participates in Faculty In-Service discussions to educate the faculty about industry communications regarding needs, issues, and trends.

- Secure Externship sites earlier (with complete documentation)
  - Increased student engagement in employment process.
    - Weekly Career Services department meetings provide status updates on student progress towards externship.
      - Achieve 100% Site Selected and 90% site secured prior to start of Externship.
    - At risk students are identified during weekly retention meetings
      - Track student progress on shared spreadsheet. Documents site, progress, and risk.
- Increase Placement Rates in all programs – 70% baseline requirement
  - Design and integrate strategies designed to help improve student's career preparedness and professionalism.
    - Regular contact with employers provides rolling employment opportunities for the students. A Hot Jobs list is available weekly and updates are frequent.
    - Students are strongly encouraged to complete and edit their resumes on Optimal Resume so that the Career Service team has access to send to potential employers, as well as edit or print.
- Increase Employer Network
  - Achieve increase community outreach in an effort to build and strengthen relationships with the community/industry in San Francisco.

Future Annual Placement Goals

LCB San Francisco aims to meet and exceed the minimum threshold for placement in 2014 by improving prior year's graduate employment rate by 2.00%. The current reporting timeframe is 7/1/2013-6/30/2014 with preliminary draft rates reflecting 73%.

Implementing the new plan involving Career Services classroom touch points and supporting projects is crucial for the placement rate to maintain the required 70%. Increasing

the student engagement points is made possible by utilization of time through scheduling and requiring students to be active in their search for employment (externship site) earlier in the program. Previously the students in the Patisserie and Baking program did not have direct exposure to the early resume writing requirement as the culinary students. With the new plan as outlined above, all students will be required to have started their resumes within the first block of attending school.

VI. Student Learning Outcomes

To support student success throughout their education and to meet or exceed requirements for optimal learning outcomes, LCB San Francisco employs several strategies. The policies as outlined in the catalog such as the Standards of Satisfactory Academic Progress, CGPA requirements, rate of progress toward completion requirements, and maximum time in which to complete, warning and probation, and graduation requirements ensure students are progressing and meeting the learning outcomes that support employment post-graduation. LCB San Francisco continues to provide support to reinforce the policies in a positive learning environment. In addition to Satisfactory Academic Progress, LCB San Francisco identifies students who need support by assessment student learning outcomes using F grades by class and Food Safety and Sanitation Pass Rates.

Satisfactory Academic Progress (SAP)

SAP is LCB San Francisco's system of tracking at-risk students through both grade analysis and rate of progress (ROP). SAP is run every 6 weeks by the end of the 1st week of the new term. This evaluates the previous 12 week term and all students who were scheduled to complete classes during that period. Since SAP is calculated every twelve weeks for each cohort, but we have new cohort every six weeks, roughly half of the student population has a SAP calculated every six weeks.

Below is both the baseline used to evaluate SAP and the SAP results from April term 2014.

SAP Baselines:

Le Cordon Bleu Associate of Occupational Studies Programs

Credits	ROP	Minimum CGPA Required
0-15	50%	1.6
16-30	55%	1.75
31-45	60%	1.90
46 to graduation or maximum allowable	66.67%	2.0

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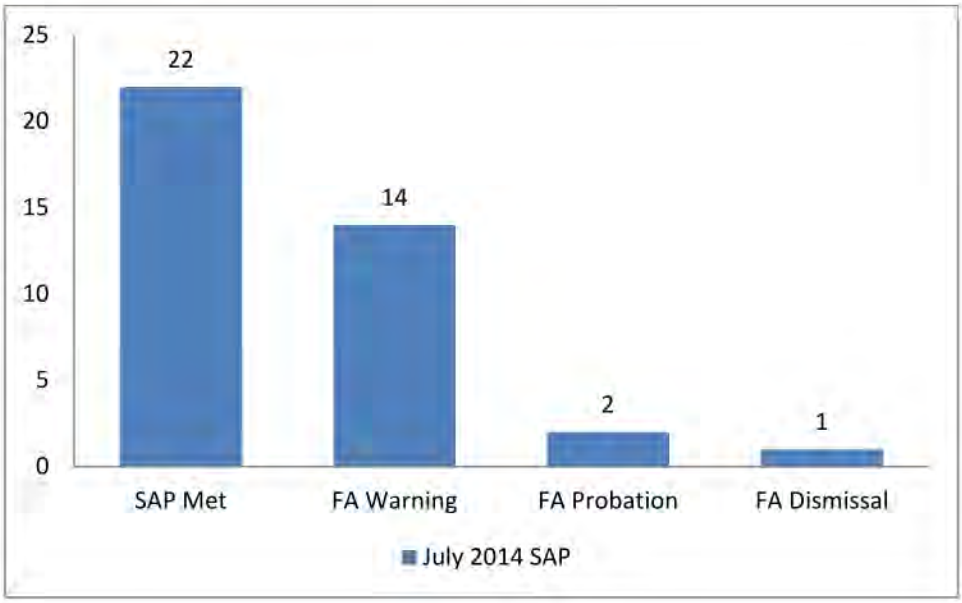
Le Cordon Bleu Certificate Programs (12 month)

Credits	ROP	Minimum CGPA Required
0-26	60%	1.5
27 to graduation or maximum allowable	66.67%	2.0

SAP results from the term ending July 2014:



Our baseline for students with a SAP status is less than 4.5% in a given term.

2012	2013	2014 YTD
15%	10%	7%

Our plan to monitor student outcomes is to monitor grade mix, intervene early, use SAP early warning and formal status numbers. We will train faculty in early warning and engagement to with those who may be struggling and utilize Formal Progress plans to help students with a structure progression to succeeding in their proficiencies and coursework.

To support student success throughout their education to meet or exceed requirements for optimal learning outcomes, LCB San Francisco employs several strategies. Following policies as outlined in the catalog such as the Standards of Satisfactory Academic Progress, CGPA Requirements, Rate of Progress toward Completion Requirements, and maximum time in which to complete, warning and probation, and graduation requirements ensure students are progressing through their program and meeting the learning outcomes that support

employment post-graduation. The college continues to follow policies and provide support to reinforce policies in a positive learning environment.

- Faculty will meet weekly with Leads and DOE to identify at-risk students and to plan support.
- The DOE and the DOA will meet after every start to identify at-risk students during their first class for greater support. Indicators are ADA requests for accommodations, Wonderlic Scores, international students/ESL students, FA packaging issues.
- SAP warning and probation students will need to attend mandatory tutoring and/or skills enhancement labs.
- The Change of Status Meeting will identify not only SAP students but pre-SAP students expected to go on SAP the next term.

In addition to following policies that have been set to achieve positive student outcomes, the school also tracks and measures specific outcomes to assist in guiding the educational delivery of curriculum. These areas of measurement are based on specific skills that all foodservice individuals must have to be successful in the industry according to industry standards and advice from Program Advisory Committee members; safety and sanitation, basic technical skills, and overall writing skills.

Food Safety and Sanitation Course Pass Rates

The college also monitors the pass rate of Food Safety and Sanitation in order to address several things:

- Student readiness for industry standards
- Instructor grading practices
- Whether alternative and/or supplemental instructional methods should be employed by an instructor in order for students to master the material being taught, i.e. a PowerPoint presentation or development of a study guide

2012	
Food Safety and Sanitation	430
A	229
B	121
C	44
D	4
F	11
L	3
W	17
WF	1

Percentage Passing 92.56%	
2013	
Food Safety and Sanitation	356
A	211
B	85
C	30
D	12
F	10
L	2
W	6
Percentage Passing 94.94%	

2014 YTD	
Food Safety and Sanitation	230
A	143
B	58
C	17
D	7
F	1
W	6
Percentage Passing 97.83%	

Analysis

In 2012, nearly 93% of students passed the Food Safety and Sanitation course, which is still above our baseline 90% pass rate but below our target of a 95% pass rate. Having recognized these deficiencies and the actions taken, this class now shows significant improvement, with a 2.38% increase in 2013 and so far in 2014 the pass rate has exceeded both the baseline metric and target.

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"F" Grade Report

The College monitors the "F" Grade Distribution by class in order to address several things:

- Instructor grading practices
- Placing Instructors in areas of strength
- Whether alternative and/or supplemental instructional methods should be employed by an instructor in order for students to master the material being taught, i.e. a PowerPoint presentation or development of a study guide
- Classes where there are disproportionate number of students receiving failing grades may foreshadow classes later in the curriculum where students will have difficulties and may need greater assistance/practice with the material
- Class size and instructor assignments, i.e. classes which students fail must be retaken and those students who have to retake a class when combined with students already scheduled to take a class might indicate a need for an additional instructor in order to provide the individual attention students need in order to master the material being taught
- Student issues, i.e. ability to pay the retake fee, class scheduling conflicts because a prerequisite has not been fulfilled, etc.

Based on historical grading, practices at the campus, the baseline for failing grades in any given class is 5%. While no single set of class grades is wholly indicative of faculty skill, F grades can be used to begin a conversation with faculty about why there was a lot/not many fails in a class.

2012 Course	F %
Advanced Patisserie Techniques	2.52%
Baking and Pastry	6.10%
Baking Principles and Viennoiserie	5.79%
Catering and Buffets	5.23%
Centerpiece and Cake Decoration Techniques	4.35%
Contemporary Cuisine	7.45%
Cost Control and Purchasing	40.00%
Cuisine Across Cultures	6.44%
Culinary Foundations I	3.88%
Culinary Foundations II	6.23%
Culinary Foundations III	4.88%
Externship I	5.42%
Externship II	2.58%
Food Anthropology	19.15%

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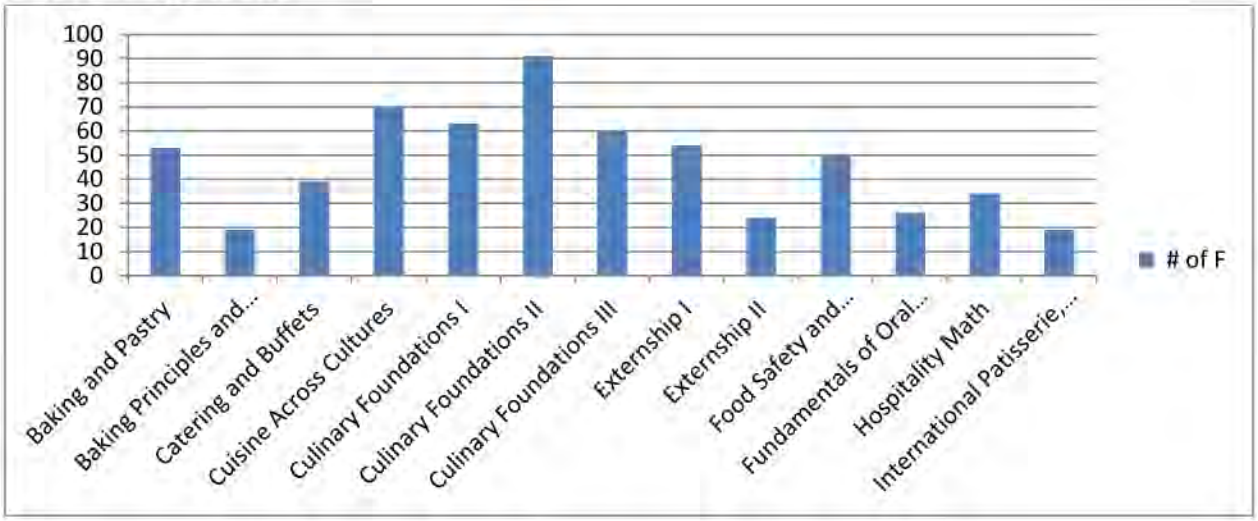
Food Safety and Sanitation	2.56%
Hospitality Math	20.00%
Hospitality Supervision and Entrepreneurship	15.22%
International Patisserie, Cake Formula and Assembly	4.50%
Introduction to Patisserie and Baking Techniques	2.30%
Nutrition	10.68%
Restaurant Rotation	2.63%

2013 Course	F %	W %
Advanced Patisserie and Chocolate Techniques	4.35%	7.25%
Baking and Pastry	2.45%	2.45%
Baking Principles and Viennoiserie	5.41%	0.00%
Catering and Buffets	3.10%	3.54%
Centerpiece and Cake Decoration Techniques	1.05%	6.32%
College Success and Career Portfolio	8.24%	0.59%
Contemporary Cuisine	5.26%	7.89%
Cost Control and Purchasing	1.79%	5.36%
Cuisine Across Cultures	5.53%	1.38%
Culinary Foundations I	3.90%	1.95%
Culinary Foundations II	6.14%	5.80%
Culinary Foundations III	3.33%	4.07%
Externship I	5.66%	0.75%
Externship II	1.61%	0.40%
Food Anthropology	7.69%	7.69%
Food Safety and Sanitation	2.81%	1.69%
Food Science	6.52%	0.00%
Fundamentals of Oral Communication	9.00%	6.00%
Hospitality Math	9.62%	6.73%
Hospitality Supervision and Entrepreneurship	5.88%	5.88%
International Patisserie, Cake Formula and Assembly	2.27%	2.27%
Introduction to Patisserie and Baking Techniques	6.85%	1.37%
Nutrition	4.55%	1.52%
Restaurant Rotation	6.67%	0.00%
Software Applications	9.09%	2.27%
Wine and Beverage	7.69%	10.26%
Written Communication	5.88%	7.35%

2014 Course	F %	W %
Advanced Patisserie and Chocolate Techniques	1.75%	1.75%
Baking and Pastry	2.58%	2.58%

Baking Principles and Viennoiserie	0.00%	6.25%
Catering and Buffets	0.82%	1.64%
College Success and Career Portfolio	4.29%	0.71%
Contemporary Cuisine	2.50%	2.50%
Cost Control and Purchasing	9.23%	1.54%
Cuisine Across Cultures	4.07%	2.91%
Culinary Foundations I	1.30%	2.60%
Culinary Foundations II	3.55%	7.10%
Culinary Foundations III	6.34%	4.23%
Externship I	3.66%	1.83%
Externship II	4.32%	0.62%
Food Safety and Sanitation	0.43%	1.74%
Fundamentals of Oral Communication	6.12%	5.10%
Hospitality Math	10.38%	4.72%
Hospitality Supervision and Entrepreneurship	0.00%	1.64%
International Patisserie, Cake Formula and Assembly	7.14%	5.36%
Introduction to Patisserie and Baking Techniques	0.00%	1.61%
Nutrition	4.40%	2.20%
Psychology	2.70%	1.35%
Restaurant Rotation	0.00%	4.00%
Wine and Beverage	2.44%	4.88%
Written Communication	2.63%	2.63%

% of Failing Grades



Analysis

In 2013, the five (5) classes with the highest number of "F" grades awarded on campus were Foundations I through III courses. Having recognized these deficiencies and the actions

taken these classes now show significant improvement, so far in 2014 there have been zero (0) "F" grades awarded in the same courses.

In 2014 YTD has been a large increase in failing grades primarily in academic classes, specifically those involving math competencies. Even with the significant increase in academic fails, withdraws are still coming primarily from lab classes.

Greater emphasis will be placed in addressing these classes and as a result we anticipate an increase in the number of students going all the way through to completion and graduation.

Plan

In response to the high failure classes the College has:

- Created a Skills Enhancement Lab where students can practice their knife cuts and simple cooking techniques, which is a major component of all culinary lab classes, in addition the opportunity to practice practical exams. Culinary students will be encouraged to participate in these labs to practice specifically basic baking and pastry techniques and students under academic advisement from their Instructor will be strongly advised to participate.
- Establish a more robust tutoring program for students in the Culinary Math and Cost Control classes and tutoring sessions in the LRC for research and homework assignments in core related classes
- Greater emphasis on faculty development through content mastery, and classroom technique.

Since our students generally have an area of need in professionalism and study skills, attention has been given to students' perception and need for success as they begin school. To address the special needs of our students, we have increased the amount of workshops geared for student success such as "I am a student, now what?", "Study skills", and "Time Management".

VII. Student, Employer, and Graduate Satisfaction

Methods of Determining Student, Employer and Graduate Satisfaction

Overall satisfaction of students, graduates, and employers is imperative to the success of LCB San Francisco. Methods of determining satisfaction include school surveys, corporate initiated surveys, feedback from advisory committee members, and student focus groups.

Graduate Surveys

Exit interviews are conducted upon graduation and student information on employment assistance and placement is collected and reviewed by Career Service Advisors and an outside

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vendor. The data is used to evaluate the effectiveness of our placement procedures, as well as the overall school experience, and to pinpoint areas that need development.

Graduate surveys are also distributed via email once per year through a shared service group at our corporate office, within a 12-month window of the student's graduation date.

Once a student graduates, the Career Services staff conducts employer surveys, graduate exit interviews, and a graduate placement review. The tabulated result of this information is used to provide an indication of whether the skills delivered by a specific program are utilized and useful within the industry. Student retention, graduation, and placement rates are further indications of successful student outcomes. The Director of Education and Associate Registrar tracks the retention rates by individual instructor and as a school.

Exit interviews are conducted upon graduation and student information on employment assistance and placement is collected and reviewed by appropriate staff. The data is used to evaluate the effectiveness of our placement procedures, as well as the overall school experience, and to pinpoint areas that need development Information will be collected and provided to students through online and in house job postings, bi-weekly email distributions and individual contact with students who meet employer requests and qualifications.

The most recent graduate surveys were distributed by our corporate office in October of 2013. The areas of both campus strength and weakness are outlined below.

Graduates are most satisfied with:

- Assistance with resume preparation – 83% of students surveyed were "Very Satisfied"
- Assistance with interview strategies – 81% of students surveyed were "Very Satisfied"
- The individualized attention received – 73% of students surveyed were "Very Satisfied"

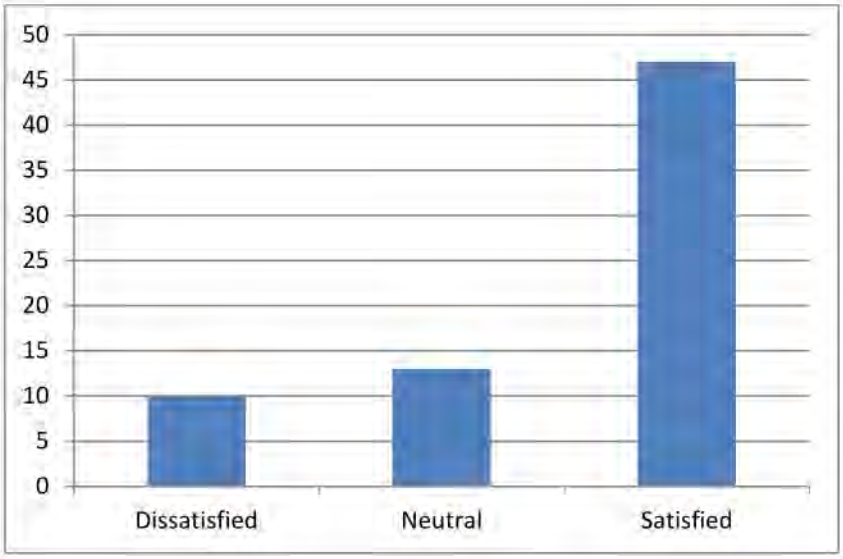
Graduates were least satisfied with:

- Responded to questions within a timely manner.
- Overall satisfaction score. This would represent the overall satisfaction with the Career Services Department and the service that they provide.
- Provided comprehensive answers to questions that I asked.

Additional questions and answers taken from the survey are charted below:

The following response was given on whether or not they were satisfied with the overall experience at LCB San Francisco on a scale of 1-10:

Student Satisfaction Results



Seventy (70) students participated in the survey and the majority of students felt satisfied with the overall educational experience. Of the students that participated, 67% were satisfied with their overall experience at LCB San Francisco, 18% reported being "neutral" and 14% reported being dissatisfied with their experience. LCB San Francisco has a baseline of 60% for graduate satisfaction and a goal of 70% for graduate satisfaction.

The plan to aid graduate satisfaction is to continue the process of integrating strategies to improve writing skills, interviewing skills, and other characteristics attributed to valued employees. Also, for LCB San Francisco to achieve great community outreach in an effort to strengthen reputation and relationships between the institution and the restaurant community in San Francisco and the surrounding areas.

Employer Satisfaction Surveys

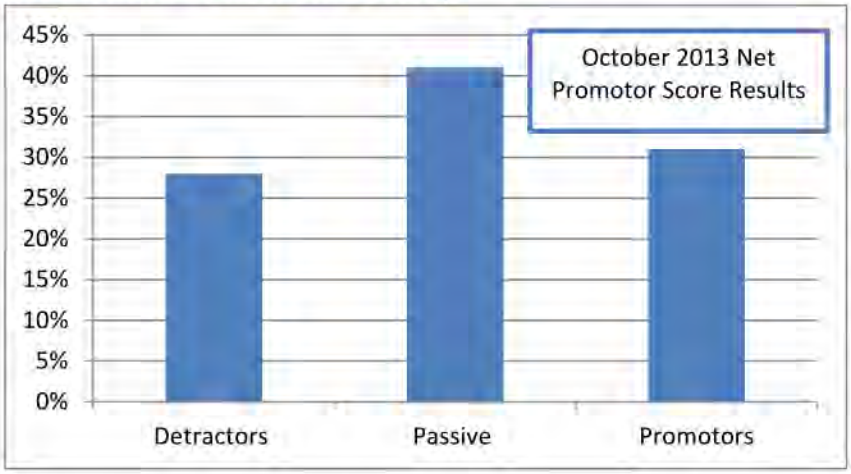
Employer surveys are conducted annually among employers of recent graduates from the prior year. The data from the 2013 survey will serve as the baseline for surveys administered in 2014.

In October of 2013 the methodology used to collect information was a survey emailed to the employers. The survey was sent to 480 employers of which we received 50 responses resulting in a 10.4% response rate. LCBSF strives for a minimum response rate of 25% and a satisfaction rate of 65%. The answers to the 20 questions were tallied and interpreted through percentages of agree or disagree.

The College, through our corporate office, also conducted the Net Promoter Score (NPS) survey. NPS is based on the fundamental perspective that every company's customers can be divided into three categories: Promoters, Passives, and Detractors. By asking one simple question — How likely is it that you would recommend [Company X] to a friend or colleague? — You can track these groups and get a clear measure of your company's performance through its customers' eyes. In this case, the question was "How likely were they to hire another graduate

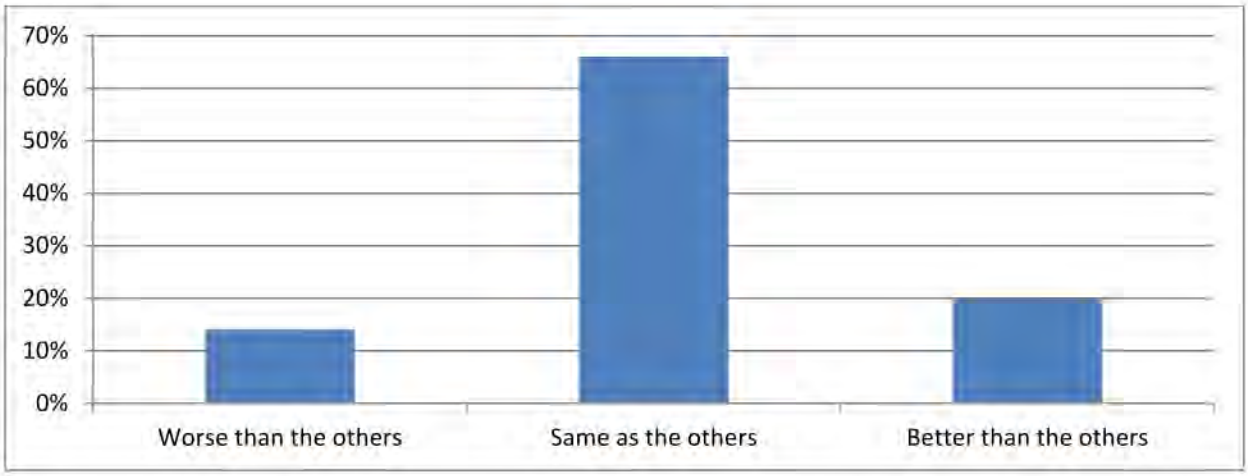
of Le Cordon Bleu?" This question earned a Net Promoter Score of 22 (calculated as % promoters (score of 9 or 10) - % of detractors (score of 1-4)).

Results from October 2013 survey:



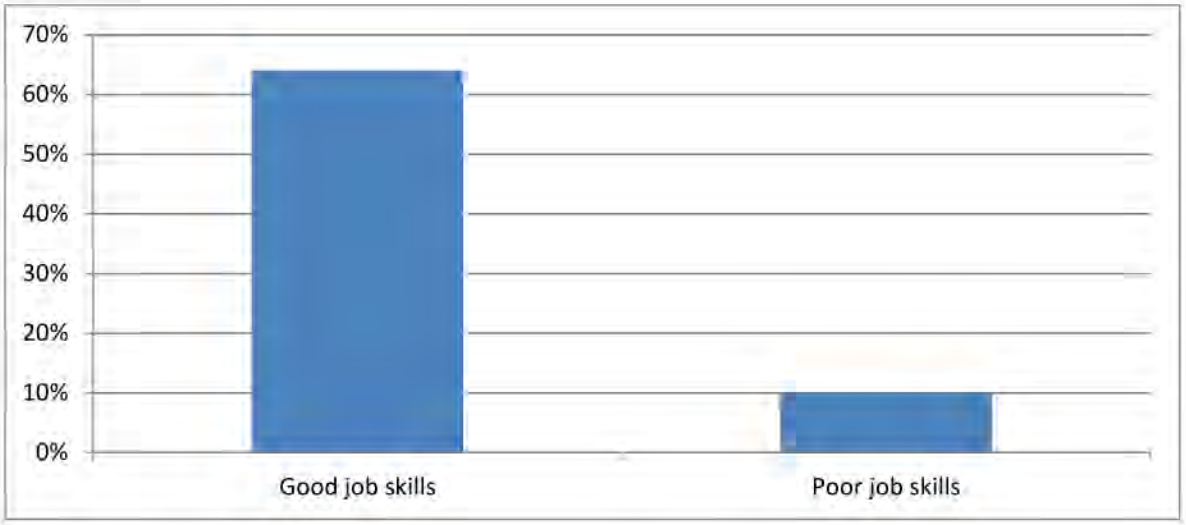
The NPS score is derived by taking the percentage of customers who are Promoters and subtracting the percentage who are Detractors.

Compared to other employees, would you say that Le Cordon Bleu Graduates performs their duties?



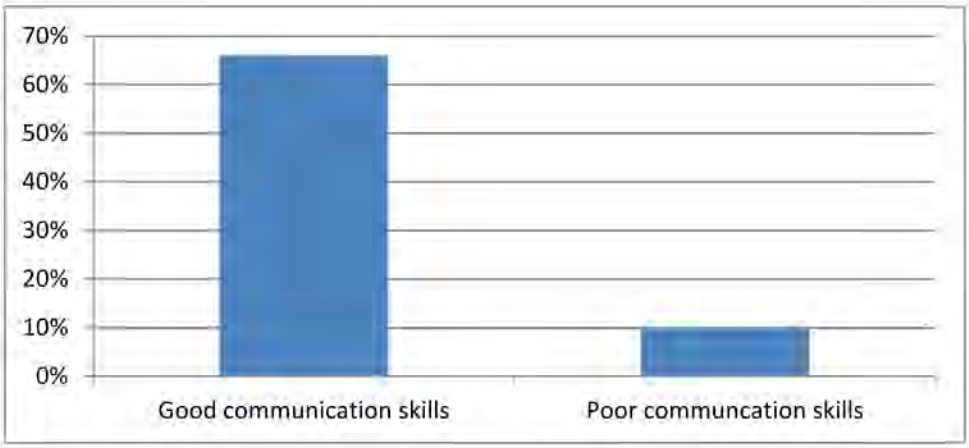
14% felt as though Le Cordon Bleu graduates performed their duties worse than others, 66% felt they performed their duties the same as others, and 20% felt as though the graduates performed duties better than others.

Overall, how would you rate the job-related skills of the Le Cordon Bleu graduates you employ?



64% of the employers that responded to the survey felt as though the graduates had good job-related skills. 10% felt the graduates had poor job-related skills.

Overall, how would you rate the communication skills of the Le Cordon Bleu graduates you employ?



66.0% of the employers who responded to the survey felt as though the graduates had good communication skills, while only 10% felt the graduates had poor communication skills.

Analysis:

Based on the surveys, the campus has opportunity to improve satisfaction among graduates and employers. Specifically, graduates need work on soft-skills, critical thought, and foundational skills (knife skills and sanitation). The satisfaction of employers has been rising over the last few years as LCBSF strives to reduce the gap between learners and employers.

Plan:

35

The plans to address both of these surveys are contained in the plans for placement, and retention above. Program Advisory Committees (PAC) will be engaged on the topic of 'Graduate and Employment Outcomes' during the 2014-2015 PAC Meetings. Additional plans may be developed based on PAC feedback obtained during these meetings.

Student Satisfaction Surveys

Current students are surveyed twice per year with a tool developed by our corporate Academics unit called Extraordinary Student Experience Measurement or XsXm which we utilize to measure student's levels of satisfaction with various aspects of the student experience from admissions contact to placement. The most insightful of these measures is the Net Promoter Score. Net Promoter Scores (NPS) demonstrate students overall satisfaction with the college. Admissions play a significant role in preparing applicants to become students as well as continued relationships once a student starts school. The NPS is based on the question "Would you recommend Le Cordon Bleu to your friends and family? Rate your answer on a scale of 1-10." The percentage of detractors (scores 1-4) are then subtracted from the percentage of promoters (scores 9-10). The baseline NPS score for the college is 40 based on the average of all LCB campuses.

Data

In October 2013, of the twenty-nine (29) students that responded, 41% were satisfied with their overall experience with LCB San Francisco and 52% reported that they would enroll again. That same survey reflected an overall NPS score of 38.

At the most recent survey, March 2014, the school expoeriences a much larger response rate of 59 students. Of that group, 41% reported overall satisfaction and 49% stated that they would enroll again. The overall NPS score for that period was 25, a drop from the last survey.

Data Analysis

The data indicates a trend in maintained student satisfaction. The NPS score dropped by 13 points, however, indicating there is a lot of opportunity to improve student satisfaction.

Plan

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Goal	*Objective*	*Plan to Implement*
Higher Level of Faculty / Student Engagement in the Classroom	To convert professional chefs to improved educators	Introduce open forum at In-service meeting to discuss best practices
Ongoing faculty professional development to incorporate student feedback to ultimately impact student retention/graduation.	Measure and analyze the end-of-block student survey results to determine faculty in-service and professional development topics and trainings.	Print and analyze end of block surveys. Review in individualized meetings with each instructor.
Develop faculty performance based on sharing of formal observation results.	Achieve two formal observations of faculty per year.	Class observations for every faculty member will be conducted twice per year; faculty who have a higher percentage of student attrition and/or students on SAP will be observed more frequently and formalized coaching implemented as needed.
To ensure faculty are current in their field of study and improving as educators	100 % ACF certification	Ensure all faculty have made progress toward ACF certification in IDP
		Communicate to the faculty how the campus will pay for certification and support them through the process

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		Require faculty to complete accreditation files biannually.
	Ensure all faculty receive missed in-service information.	Keep detailed minutes of in services and email to missing faculty.
Ensure proper on-boarding of new faculty	Develop and apply faculty on-boarding system.	Develop checklist for onboarding requirements

VIII. Fiscal Condition and Budget

Finance

Mission Statement

The Finance team is committed to providing a high standard of excellence and ethical integrity. It holds itself accountable to comply with all applicable laws and regulations governing the School's business. The team strives to maintain the highest standards of accuracy, completeness and provides outstanding levels of support, service and products. It acts as a valuable member of the decision-making process by providing strategic operational input to meet the College and Corporate missions and goals.

Fiscal Condition and Budget Process

As part of the budgeting process, the College established an annual budget. This budget is reviewed and scrutinized by the Senior Management Team of the College, the Management Team of the Education Group at the corporate level, and the Senior Management Team of Career Education Corporation to ensure the budget represents realistic goals and objectives. Once the goals and objectives are established and documented, the College allocates resources toward the successful completion of these goals and objectives. During the year, the College will meet with staff, faculty and management to communicate the goals and objectives as well as update them on the progress that the College has made.

In addition the Management Team of the Strategic Business Unit at the corporate level established a five year plan for the Culinary. Each year the College will then amend the Institutional Assessment and Improvement Plan to reflect both the progress made as well as the changes in financial goals and objectives.

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Student Financial Services

Mission Statement

The Student Financial Services Department provides financial assistance to students who without such assistance would not be able to pursue an education at LCB San Francisco. Its mission is to help remove financial barriers and to make the financial aid process as simple and easy to understand as possible. It is Student Finance's responsibility to financially package students for academic years prior to the beginning of the student's academic year. The Student Finance department also prepares students to successfully enter their repayment period upon exiting the college. Students have the ability to complete their Financial Aid process online via the Student Portal. Students are able to complete their FAFSA (Free Application for Federal Student Aid), apply for federal and private loans, complete Master Promissory Notes, and review their ledger account listing to review all charges and disbursements received.

Duties and Responsibilities:

The Business Office is made up of two Student Finance Representatives and the supervisory position of Business Operations Manager. The business offices also oversee the staffing and management of the Front Desk/Receptionist area consisting of two full-time receptionists. The main role of the business office is to manager overall campus expenses at the direction of the Campus Director and Regional Controller as well as to provide on campus assistance to the Student Aid Solutions (SAS) team for the purposes of packaging, awarding, and maintaining Federal Title IV Financial Aid compliance. Additionally, the business office handles all third party billing and reconciliation.

The responsibilities of the Student Finance Team include but are not limited to:

- Assist Centralized Financial Aid Team on packaging new and current students for all academic years
- Assist students at Financial Aid workstations located on campus
- Process stipends/refunds
- Provide Centralized Financial Aid team with updated institution budgets of students with transfer credits
- Re-Enters
- Program Transfer
- Process retake fees
- Scholarships
- Tribal Funding

- VA Benefits

Plan to Affect Student Satisfaction

In this year we are looking to expand our retention and satisfaction involvement by ensuring timely financial planning for continuing students. We have a bi-weekly call with the Centralized Financial Aid team in which we develop a plan of assisting the students who are already crossed into the next Academic Year.

Financial Literacy and Cohort Default Rates

It is also evident that our students across our OPEID are having issues with default on their federal loans we are committed to assisting in lowering the default rates by increasing financial literacy. Based on most recent numbers on the NSLDS site we have an opportunity to assist students by making sure everyone gets the IGrad training and is equipped with information on exit counseling and loans by being proactive in getting them information early on. We are also meeting with students and the Grad Gala to give them loan repayment information.

Goals:

1. Achieve a 5% increase over prior year in Academic Year One packaging rates as reflected by packaging rate numbers determined on day one (1) of each of the eight (8) yearly start dates.
2. Reduce bad debt by 5% by the end of 2014
3. Improve Cash Collections by 10% by the end of 2014

IX. Administrative Policies and Practices

Admissions

Show Rate

The show rate is measured each start by the number of students who start in relation to the number of students originally enrolled into each start date. This metric is an important indicator of how well our Admissions department is informing students, keeping them engaged and assisting in their forward progress and completion of responsibilities. The show rate result is a driver for focused Admissions Training needs and individual coaching. The Admissions department has a benchmark of 55% set by our corporate office and based on industry norms.

The total show rates to budget for 2012 through September of 2014 are as follows:

Show Rate 2012		
Month	Budget	Actual
January	74.5	59.1
February	75.2	63.2
April	67.4	37.3
May	65.7	47.6
July	62.5	55.7
August	63.1	55.9
September	58.4	70.2
November	59	55.8

Show Rate 2013		
Month	Budget	Actual
January	61.8	53.2
February	76.2	67.1
April	64.4	56.7
May	63.5	45.3
July	49.9	43.1
August	58.9	62.7
September	68	0
November	60.4	52.1

Show Rate 2014		
Month	Budget	Actual
January	44.2	59.7
February	57.7	50.6
April	59.9	43.6
May	54.9	50.7
July	43.5	44.5
August	51.2	51.5

September	49.7	62.4
November	57.7	TBD

Analysis

The department has exceeded show-rate budget three times since 2012. This indicates that we are not appropriately managing the students through the enrollment process and not establishing appropriate expectations for their time as a student. The Admissions Department in 2012 was under budget by 133 students for the starts. In 2013 we were under by 264 students under budget and in 2014 we are under budget by 53 students, going into the last start of the year in November. Start volume is beginning to increase through more structure being added to the Admissions process as well as revised marketing initiatives led by our corporate office.

In 2014, Show rate has been a main area of focus for the Admissions team. Several steps have been taken in order to improve this metric, most of which have rolled out in the beginning of Q3. So far, year to date, we have missed all but two budgeted show rates.

- New coherent stitch process to be implemented with supporting materials from corporate.
- Move cancelled students to leads.
- Increase communication with incoming students through on-campus activities.

Library and Resource Center

The Cybrary is an Internet-accessible information center committed to facilitating the life-long learning and achievement of the Career Education Corporation community. This "virtual library" contains a collection of full-text journals, books and reference materials, links to Websites relevant to each curricular area, instructional guides for using electronic library resources and much more. The "virtual" collection is carefully selected to support students as they advance through their programs of study and include quality, full-text, peer-reviewed articles from scholarly journals and full-text electronic books. Instructional materials for students and faculty are designed to enhance information literacy skills. A full-time librarian located at corporate headquarters manages the Cybrary. The librarians at the various CEC colleges participate in selecting the electronic resources and Website links, and help prepare the instructional materials that are on the Website. Students at all CEC colleges have access to the Cybrary from their campus locations and from home, if they have an Internet service provider. Each Le Cordon Bleu College of Culinary Arts location also maintains a Library and Resource Center ("LRC") at the campuses which contain computers for students to access the Cybrary. The campus library provides materials to support the College's mission and curriculum and assists each student to attain his/her educational goals. The electronic collection includes books, an assortment of current periodicals, and videos. The library, which provides academic assistance to students, is open during posted hours.

Administrative Support

The Administration's role is to lead the college by enhancing the public perception of LCB through an increased level of participation and support in community events and activities. The Administration also supports the educational process by ensuring a student service culture is present in all programs and departments.

Our existing administrators have effectively managed our current programs and have the knowledge and operational experience to ensure their continued success. We have established initial training requirements for our administrators and will require continuing education on an annual basis to ensure they stay on the cutting edge of this learning platform.

The existing administrative capacity is able to handle our students based on our projections built for 2013/2014. Additional staffing will be determined and budgeted based on projected starts, population, class size, and student/employee ratios determined by LCB and Career Education Corporation. As the programs continue to grow, we will continue to add the appropriate staff to meet the needs of our students.

X. Faculty and Staff Development

Faculty Development Plan

The purpose of the Faculty Development Plan (FDP) is to provide faculty with a systematic approach for continued improvement and training in classroom management, curriculum delivery and assessment of outcomes. This includes classroom observation, evaluations and recognition of successful teaching techniques.

Our mission is to provide industry leading Culinary and Hospitality Education with curriculum that emphasizes practical application. We employ highly talented and caring faculty and administrators whose primary focus is pursuing the success of our students. We promote professional growth and employee satisfaction fostering mutual commitment between our school, our students and the community.

The activities within the FDP are designed to help instructors, both full-time and adjunct, understand and effectively utilize a wide variety of tools and techniques to guide students to their educational goals. As part of the FDP training, all instructors are required to actively participate in the following throughout each academic year:

- Faculty In-service Meetings
- Classroom Observations
- End of Class Faculty Evaluations
- Center for Excellence in Education (CEE) Development Courses
- Individual Development Planning

Faculty In-Service Meetings

The Faculty In-Service Meetings are used to provide opportunities for a broad range of discussion and professional development. Both are used to disseminate information to instructors and elicit feedback from them on pending policy issues, pedagogical questions and other issues germane to teaching. These sessions also offer newer instructors an opportunity to gain relevant information and teaching tools from veteran instructors.

LCB San Francisco has committed to 8 Faculty In-service sessions each year, occurring at the end of the six-week course block. Each of the meetings incorporates a classroom management or teacher training to assist instructors with their faculty development. The In-service sessions last a minimum of six hours, of which half of the time is directly allotted to faculty development activities. The rest of the time is allotted for communication of school policies, procedures, mission and vision statement, and all updates to the faculty members. Following is a list of the upcoming In-Service Meeting dates and the prescribed professional development topic matter for 2014. In-Service is documented with the appropriate sign in and instructors are issued certificates that are entered in their faculty accreditation file and marked on Faculty Development plan.

2014 In-Service Programs

Date	In-Service Topic
2/14/14	Designing and using Portal Grade Books Student Retention Yearly Goal Review
3/27/14	Faculty Instructional Development – Recognizing and managing bias in the classroom Career Services goals and partnering
3/29/14	Faculty Product Development – Off site tour of Skyhills Farm / Goat Cheese
5/15/14	First Aid Training Instructor Presentation – Dr. Conchi
6/27/14	Managing Stress – Vinh Phan ACF Accreditation throughout the Curriculum
8/14/14	Offsite tour of local farm – sustainability, farm to fork
9/26/14	Devel. For Gen Ed instructors Review clock to credit hours – impact on students Curriculum feedback process review - discussion Food and Student Safety / Uniform expectations Student Resource Center

11/6/14	Instructor Presentation - TBD

Classroom Observations/Instructor Checklist

Classroom Observations/Instructor Checklist (will be referred to as Classroom Observations) are completed at least two times per year for each instructor at LCB San Francisco. These observations are conducted by the Lead Instructor / Director of Education on a random basis and cover the following areas:

- Course Preparation and Organization (i.e. punctuality, starting the lesson at the beginning of class, prepared with all materials and equipment needed for the class prior to the start of the class).
- Classroom Management (i.e. posted office hours, adherence to student uniform policy [residential], students welcomed, assured students were on-task, monitored the students, prompted engagement of all students in classroom participation, maintained a positive attitude, motivated and encouraged students through the course material).
- Instruction (i.e. spoke clearly, demonstrated a passion and enthusiasm for the material, explained the concepts well, displayed knowledge of the subject matter, effectively used various collaborative learning strategies/methodologies, used student-centered activities, showed relevancy of material, and interacts in a positive way with students).

The observations are then discussed within 72 hours of observation in order to address areas of needed improvement and "best practices" opportunities, as well as assist with classroom management, teaching skills, and lesson planning.

We have determined through the evaluation process that from the most recent data from both the Faculty Course Evaluations and Faculty Observations, a majority of faculty teaching in the residential delivery need improvement on clearly stating objectives of daily lessons. They also need to summarize lesson at the end of each day. This has been addressed by the introduction of the learning webinar (CEE), which focuses on "best practices" and instruction methods.

Faculty Performance Projection Plan: (Classroom Observation)

2014: Minimum score requirement of 89% and increase of total score % by 1%

Functional Area	Key Performance Indicator	Cycle	Person Responsible	Collection Tool Used:	Result : "Learning"
Faculty Development	Max Knowledge Score	4 mos.	Lead Instructor	Instructor Observation	Increase in teaching methodology

	Student Survey	6 wk.	Lead Instructor	Analysis – Faculty Portal	Student Success
	Class Observation	6 mos.	DOE / Lead Instructor	Classroom observation	Reviewing curriculum, delivery method and assessment compared to average grade achieved.

End of Class Faculty Evaluations

Student end of course surveys are conducted every six weeks, which include faculty evaluations. The surveys are a standard list of questions concerning the faculty and the course. The evaluations are completed electronically and submitted directly to a database within MyCampus. The faculty and course data is reviewed on a regular basis by the Program Chairs and the Vice President of Academic Affairs. The cumulative data is addressed with the instructor on a quarterly basis; "best practices" and common patterns are addressed during regular faculty meetings. The evaluations provide the basis for program modifications, and faculty training.

Sample of the End of Course Survey Questions (Likert-scale):

- The content of the syllabus was fully explained.
- Class time was used appropriately, such as starting and ending on time.
- The material was presented in an organized, logical way.
- Different teaching methods were used appropriately, such as lecture, lab, or group activities.
- The assignments contributed to my learning.
- Course materials, including textbook/s, were appropriate for the course.
- I learned what I expected to in this course.
- I would recommend this course to other students.

Center for Excellence in Education Development Courses (CEE)

As part of the Faculty Development Plan, a distance education training program is incorporated into each instructor's annual goals. The Center for Excellence in Education (CEE) offers the comprehensive faculty development program for career college operators. The development activities include knowledge assessments, training courses, performance forums, learning webinars and success tutorials. All instructors (including part-time faculty) receive 12 hours of distance education training on an annual basis. Instructors are awarded Continuing Education Units (CEUs) upon completion of each training course.

New instructors are provided with an Orientation course though CEC; Competency Mapping Tools, Training Activity Reports, as well as Coaching Support.

CEE progress as of 9/26/14

LCB	*3 Courses Per Instructor, per year*			Target				100 % Complete Needed
Name	Target	Current	% of Goal	Total	Q1	Q2	Q3	Q4
San Francisco	66	34	51.52%	100%	25%	25%	50%	0

Additionally, the faculty must write a faculty development plan during their annual performance appraisal. The development plan is reviewed with the employee by the appropriate Lead Instructor/ Program Chair. The plan, its content and expectations of fulfillment regarding annual requirements (instructional and professional) are discussed. Suggestions are then made for improvement. All files are reviewed by Lead Instructors / every six months to ensure plans are being followed and faculty have appropriate training in instructional methods, teaching skills and continuing education in their particular field.

Individual Development Plan

The Individual Development Plan (IDP) is a distance education portfolio management system that captures the participant's journey through the program. The system can also be used to record developmental activities completed outside of the CEE Faculty Development Program. The IDP serves as a platform for instructors and coaches to collaborate on identified performance-based outcomes and links instructor training directly to each participant's individual development goals. Training Course Participants enroll in a distance education course in concert with their individual development plans and baseline assessment results. Our distance education courses are delivered in an asynchronous fashion on a continuous enrollment basis. Each course is supported by an expert trainer who is available to answer questions and facilitate discussions. A Certificate of Completion with four hours of Continuing Education Credit is awarded upon successful completion of each course.

Staff Development

Career Education Corporation's new integrated performance and talent management system, "Success Factors" supports faculty development through the annual review process.

Each fulltime faculty member creates their own development goal plan, establishes a metric to measure the expected results and monitors completeness throughout the year. Faculty has the opportunity to add and customize learning activities to support their development goals.

At both the mid-year and year end reviews, development plans are discussed to monitor actual versus expected results.

XI. Facilities

CBRE provides facilities management services, engineering consulting, and recommendation of capital expenditure planning. CBRE also monitors school lease expirations and consults on resource allocation.

Instructors have the ability to alert lead chef instructors of any emergency issues as well as regular maintenance which is documented by CBREs work-order website. This allows daily communication of routine maintenance as well as un-foreseen events that may occur. This also allows communication of the initial issue and steps along the way of completion to a resolved work order.

XII. Evaluation of CEP/IAIP

The College relies on this Campus Effectiveness Plan and Institutional Assessment and Improvement Plan to learn from its performance, and gauge future plans of improvement in areas such as management, facilities, student services, instructional methods, staff and faculty development, and materials and curricula. This plan is used as a bi-yearly measuring tool to ensure senior management strategic planning meetings are accomplishing the goal of student success.

Desired outcomes are evidence of the institution's CEP efficacy. Evidence will be gathered from multiple mechanisms and evaluated to determine effectiveness. Once the data is presented to the Campus Effectiveness Committee, the goals will be reviewed to determine overall institutional success. During CEP evaluation meetings, retention, employment, regulatory compliance, education, and student satisfaction are reviewed and evaluated to ensure the plan is producing the desired outcomes. If established outcomes are not being met or improvement is needed, the committee develops and implements new practices and strategies to reach desired results. Summarized below are the CEP data sets and groups responsible for monitoring.

Data	Responsible Position	Reason
Grades GPA SAP	Director of Education Associate Registrar	Student Learning Outcomes Student Retention Graduation Rates
Course evaluation,	Director of Education	Student Learning Outcomes

classroom observations, performance evaluations	Lead Instructors	Student Retention Graduation Rates
Program reviews	Director of Education	Student Learning Outcomes Student Retention
Retention rate	Campus Director Director of Education Lead Instructors	Student Learning Outcomes Student Retention Graduation rates
Student Evaluations	Director of Education Lead Instructors	Student Learning Outcomes Student Retention
Graduate survey	Director of Career Services	Graduate Satisfaction Student Learning Outcomes
Employment Rate	Campus Director Director of Education Director of Career Services	Student Learning Outcomes Employer Satisfaction Placement Rates
Employer surveys Advisory Board reports	Campus Director Director of Education Director of Career Services	Graduate Satisfaction Employer Satisfaction Placement Rates

Accrediting Council for Independent Colleges and Schools
ACADEMIC CREDIT ANALYSIS

Initial, Renewal of Accreditation, and Branch Campus Application Processes

V.06.06.2014

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. **See INSTRUCTIONS worksheet for detailed instructions.**

Institution ID: 00048280 Institution Name: Le Cordon Bleu College of Culinary Arts San Francisco

Program Name: **Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts** Program Length (wks): **84** Credential Level: **Associates**

Identify the institution's unit of credit **[SELECT ONE]**

	Clock							
X	Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs	
	Semester	15	lecture hrs	30	labatory hrs	45	externship hrs	

*DE = Distance Education

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

			TOTALS	755.50	434.50	360.00	1,550.00	75.55	21.73	12.00	107.00	Optional	
				CONTACT HOURS				ACADEMIC CREDIT HOURS					
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	Total Credits Awarded	Insert credit adjustment less than calculated	
LCBC100	College Success and Career Portfolio	N	N	10	0	-	10.00	1.00	-	-	1.0	1.0	
LCBC105	Food Safety and Sanitation	N	N	30	0	-	30.00	3.00	-	-	3.0	3.0	
LCBC110	Culinary Foundations I	N	N	30	20	-	50.00	3.00	1.00	-	4.0	4.0	
LCBC122	Culinary Foundations II	N	N	51	49	-	100.00	5.10	2.45	-	7.5	7.0	
LCBC123	Hospitality Math	N	N	50	0	-	50.00	5.00	-	-	5.0	5.0	
LCBC125	Cost Control and Purchasing	N	N	30	0	-	30.00	3.00	-	-	3.0	3.0	
LCBC132	Culinary Foundations III	N	N	51	49	-	100.00	5.10	2.45	-	7.5	7.0	
LCBC135	Nutrition	N	N	30	0	-	30.00	3.00	-	-	3.0	3.0	
LCBC152	Baking and Pastry	N	N	51	49	-	100.00	5.10	2.45	-	7.5	7.0	
LCBC205	Food in History	N	N	50	0	-	50.00	5.00	-	-	5.0	5.0	
LCBC212	Cuisine Across Cultures	N	N	61.5	38.5	-	100.00	6.15	1.93	-	8.0	8.0	
LCBC215	Hospitality Supervision and Entrepreneurship	N	N	50	0	-	50.00	5.00	-	-	5.0	5.0	
LCBC222	Catering and Buffets	N	N	51	49	-	100.00	5.10	2.45	-	7.5	7.0	
LCBC225	Wine and Beverage	N	N	30	0	-	30.00	3.00	-	-	3.0	3.0	
LCBC232	Contemporary Cuisine	N	N	10	60	-	70.00	1.00	3.00	-	4.0	4.0	
LCBC240	Restaurant Rotation	N	N	20	120	-	140.00	2.00	6.00	-	8.0	8.0	
LCBC250	Externship I	N	N	0	0	180.00	180.00	-	-	6.00	6.0	6.0	
LCBC255	Externship II	N	N	0	0	180.00	180.00	-	-	6.00	6.0	6.0	
GEN113	Fundamentals of Oral Communications	Y	N	50	0		50.00	5.00	-	-	5.0	5.0	
GEN133	Written Communication	Y	N	50	0		50.00	5.00	-	-	5.0	5.0	
GEN142	Psychology	Y	N	50	0		50.00	5.00	-	-	5.0	5.0	
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Accrediting Council for Independent Colleges and Schools
ACADEMIC CREDIT ANALYSIS
Initial, Renewal of Accreditation, and Branch Campus Application Processes

Institution ID:	00048280	Institution Name:	Le Cordon Bleu College of Culinary Arts San Francisco		
Program Name:	Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts	Program Length (wks)	84	Credential Level	Associates

Identify the institution's unit of credit [SELECT ONE]								
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		Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

*DE = Distance Education

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

				CONTACT HOURS				ACADEMIC CREDIT HOURS				
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	Total Credits Awarded	Insert credit adjustment less than calculated
	TOTALS			755.50	434.50	360.00	1,550.00	75.55	21.73	12.00	107.00	Optional
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FINAL ROW - If program requires more than 25 lines for course information, please use *Program with >25 courses* template.

American Culinary Federation
Education Foundation

July 26, 2012

Le Cordon Bleu College of Culinary Arts
California Culinary Academy
Attn: Michael Weller
350 Rhode Island St. Ste #300.
San Francisco, CA 94103-5188

Dear Chef Weller:

This letter is to confirm the ACFEF Accreditation of the Le Cordon Bleu Culinary Arts Certificate program and the AOS Degree in Le Cordon Bleu Culinary Arts program until 6/30/2018.

At that time a self-study will need to be submitted and an on-site visit and a team report will need to be conducted.

I suggest that you begin working on the self-study narrative and required documents approx. 1 year to 6 months prior to a scheduled date for the on-site visit.

Please don't hesitate to contact the ACFEF National office for updated documents or to ask any questions you might have.

Sincerely,

Candice Childers

Candice Childers
ACFEF Director of Accreditation

Cc: Wm. Hunt
Jessica Sanders

Room 203

Equipment			Smallwares			Instructional Supplies	
Item	**Qty.**		**Item**	**Qty.**		**Item**	**Qty.**
Hand Sink	1					Carmera 360 Demonstration	0
Prep Sink	0					Monitor, Video	0
2 Door Reach in Freezer	0					Computer	4
2 Door Reach in Refrigerator	0					Projector	0
Metal Work Table	0					Dry Erase Board	1
Wooden Top Work Table	0					DVD/CD Player	1
Convection Oven, Table Top	0					Projection Screen	1
Mixer 20 Quart	0					Computer desk/work station	0
Mixer 8 Quart	0					Printer - Computer	1
Mixer 5 or 6 Quart	0						
Scale, Balance	0						
Scale, Balance Sleeve	0						
Scale, Spring	0						
Scale, Digital	0						
Cutting Board	0						
Microwave Oven	0						
Tables, work	15						
Chairs- Office	24						
Supply Cabinet, Metal 2 door	1						

LE CORDON BLEU®

LE CORDON BLEU COLLEGE OF CULINARY ARTS

2014 - 2015 CATALOG

ED00003106

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This catalog is current as of the time of publication. From time to time, it may be necessary or desirable for Le Cordon Bleu to make changes to this catalog due to the requirements and standards of the school's accrediting body, state licensing agency or U.S. Department of Education, or due to market conditions, employer needs or other reasons. Le Cordon Bleu College of Culinary Arts reserves the right to make changes at any time to any provision of this catalog, including the amount of tuition and fees, academic programs and courses, school policies and procedures, faculty and administrative staff, the school calendar and other dates, and other provisions.

Le Cordon Bleu College of Culinary Arts also reserves the right to make changes in equipment and instructional materials, to modify curriculum and to combine or cancel classes.

PHOTOGRAPHS

While not all photographs in this publication were taken at Le Cordon Bleu College of Culinary Arts, they do accurately represent the general type and quality of equipment and facilities found at Le Cordon Bleu College of Culinary Arts. All photographs of the physical facilities of any of the institutions are captioned to identify the particular institution depicted.

Effective Date: May 2014

Publication Date: May 2014

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LE CORDON BLEU IN NORTH AMERICA

CHEF EDWARD G. LEONARD

MESSAGE FROM THE MASTER CHEF

It is a new decade and a new opportunity to nourish the creative passions of our students. At Le Cordon Bleu, we recognize that our students need more than a well-rounded education in order to pursue success in today's competitive world. They desire the sense of accomplishment that comes through constant practice, refinement, and exposure to new experiences.

Our schools are affiliated with Le Cordon Bleu international schools located across 5 continents, including the original Le Cordon Bleu School in Paris. Le Cordon Bleu is dedicated to preserving and passing on the mastery and appreciation of the culinary arts. Each year, over 20,000 students who attend one of the Le Cordon Bleu family of schools worldwide receive hands-on training and unrivalled experiences in culinary arts, pâtisserie and baking arts, and hospitality and restaurant management. Our philosophy of pursuing excellence is one that remains strong. Whether you plan to move on to restaurants, hotels or other venues in the hospitality and foodservice industry, Le Cordon Bleu will encourage you to strive for your best, so that you can follow your passion towards achieving whatever you set out to do.

Le Cordon Bleu fosters a unique multi-cultural and educational environment, encouraging you to learn and grow in the lessons you undertake in the fundamentals of classical cooking. It is our privilege to be able to give students from all walks of life the opportunity to overcome your toughest challenges and embrace your creative passion, while working alongside our dedicated professional chefs. We're delighted to provide an environment that encourages students with unparalleled facilities and with a focus on your ability to pursue great things upon graduation.

We invite you to share our knowledge and look forward to working with you as you challenge yourself and explore where your passion can take you.

Chef Edward G. Leonard, CMC, WGMC, AAC
Corporate Executive Chef
Le Cordon Bleu

LE CORDON BLEU – AN INTERNATIONAL PASSPORT SINCE 1895

HISTORY OF LE CORDON BLEU

Few institutions of any kind possess the prestigious reputation of Le Cordon Bleu. This internationally renowned culinary arts school is synonymous with expertise, innovation, tradition, and refinement – qualities that are meticulously nurtured by Le Cordon Bleu.

The Rich Heritage of Le Cordon Bleu

The name "Cordon Bleu" (meaning Blue Ribbon) is rich with history and heritage. It has been synonymous with excellence since 1578, when King Henry III created the "L'Ordre des Chevaliers du Saint Esprit" (The Order of the Holy Spirit). It was the most exclusive order in France until 1789. Because the members, royalty included, were awarded with the Cross of the Holy Spirit, which hung from a blue ribbon, they were called "Cordon Bleus". The sumptuous banquets which accompanied their award ceremonies became legendary.

In 1895, Marthe Distel, a French journalist, founded a weekly culinary publication entitled "La Cuisinière Cordon Bleu," which was published over the next seventy years and became the basis and reference for what is now perhaps one of the largest recipe collections in the world. It contributed to the codification of French Cuisine and in essence established some of the guiding principles of Le Cordon Bleu: informative demonstrations, hands-on teaching by experienced instructors, fine ingredients, and foundational techniques.

Following the popularity of the publication, the first Le Cordon Bleu School officially opened its doors as a culinary school in Paris in 1895. The first Cordon Bleu cooking class was held on January 14, 1896, in the Palais Royal. From the beginning, celebrated Chefs of the time came to teach at Le Cordon Bleu in Paris, including the legendary Chef Henri-Paul Pellaprat. The cooking classes were an immediate success. The reputation of the school spread rapidly worldwide. Students in the United States have been able to locally participate in Le Cordon Bleu inspired cooking courses since 1998 and share in this rich heritage.

Today, there are 30 Le Cordon Bleu schools worldwide, spanning 5 continents, including 16 campuses throughout the United States, each with students and alumni from culturally diverse backgrounds. Le Cordon Bleu in North America ushers in a new educational era in culinary arts, pâtisserie and baking, and hospitality & restaurant management that combines classical European techniques with contemporary American technology and training. As a result, students are afforded opportunities to acquire the knowledge and skills necessary in the culinary, pastry and baking, and hospitality world.

As a testament to their accomplishment, graduates will receive a coveted Le Cordon Bleu Diplôme, in addition to the specialized degree, diploma or certificate awarded by Le Cordon Bleu.

ABOUT LE CORDON BLEU

MESSAGE FROM THE PRESIDENTS

Imagine yourself working in the culinary or hospitality industry; an industry characterized by passion, creativity, drive and determination. Now, don't just imagine it. Make it a reality with Le Cordon Bleu training at Le Cordon Bleu College of Culinary Arts, where the classic culinary curriculum of Le Cordon Bleu is combined with modern American technology and training.

At Le Cordon Bleu, you will train in our facility with experienced and supportive chef instructors, faculty, and staff. Our broad and challenging hands-on curriculum draws on Le Cordon Bleu's century-old tradition of immersion in the culinary and hospitality world and instruction that emphasizes demonstration followed by practical application. By studying this curriculum, you will have the opportunity to learn the skills you need effectively and efficiently, so that when you complete the program, you will be prepared to pursue a career in the culinary or hospitality industries. You will find that our dedicated Career Services department will be an invaluable aid for your search to find career opportunities. To put it simply, our only purpose is to help you reach your career goals. We are a student-centered institution, and we are very proud of that commitment. I hope you will join us at Le Cordon Bleu College of Culinary Arts. Together, we can work toward fulfilling your goal of joining the culinary or hospitality industry.

MISSION AND OBJECTIVES

Le Cordon Bleu Colleges of Culinary Arts are institutions of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine.

Objectives:

- To provide a creative and supportive community guided by knowledgeable chef instructors, faculty and staff; a community where you can immerse yourself in the culinary or hospitality arts in order to develop skills by watching chef demonstrations and then performing the same tasks yourself.
- To provide you the opportunity to spend time in industry-equipped kitchens working alongside chef instructors and learning the skills necessary to explore your passion and pursue your goal of a career in the culinary or hospitality industry.
- To introduce you to various techniques and expose you to the preparation of international cuisine throughout your training.
- To provide you the theoretical foundation and technical skills that can be applied to the preparation of many cuisines.
- To offer a dedicated Career Services department to assist you and support you in your career aspiration to help you achieve your goal of a career in the culinary or hospitality industries.

INTEGRITY STATEMENT

Academic integrity is a basic guiding principle for all educational activities at Le Cordon Bleu College of Culinary Arts and all members of the community are expected to adhere to this principle. Specifically, academic integrity is the pursuit of educational activity in an open, honest, and responsible manner. It includes a commitment not to engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts violate the fundamental ethical principles of the Le Cordon Bleu College of Culinary Arts community and the American Culinary Federation's Culinarian's Code and undermine the efforts of others.

Honor and integrity are essential ingredients or our academic programs. We will be guided by the quest for truth. We maintain that trust fosters a free exchange of ideas. We respect each individual's ideas and opinions and endeavor to foster an atmosphere of fairness, equality, and responsibility.

HISTORY

(ACCSC Accredited Campuses)

Le Cordon Bleu College of Culinary Arts in Las Vegas

Le Cordon Bleu College of Culinary Arts in Las Vegas was established in January, 2003 to bring a renowned culinary curriculum to the Las Vegas area, a city with a booming culinary and hospitality industry. The College's association with Le Cordon Bleu represents a union of one of the finest in European and North American culinary arts training programs available today, resulting in a world-class institution as well as a comprehensive, challenging and hands-on education.

Le Cordon Bleu College of Culinary Arts in Miami

Le Cordon Bleu College of Culinary Arts in Miami was established in September 2003 to bring Le Cordon Bleu Culinary Arts program to the Miami/Fort Lauderdale area. The first students began classes in May 2004. The College's association with Le Cordon Bleu Culinary Arts Paris represents a union of the finest in European and North American culinary arts training programs available today, resulting in an innovative institution as well as a comprehensive, challenging and hands-on education. In January 2010, the college changed its name to Le Cordon Bleu College of Culinary Arts.

Le Cordon Bleu College of Culinary Arts in San Francisco

At Le Cordon Bleu College of Culinary Arts in San Francisco, we've been creating culinary excellence for over 30 years. One of the West's first culinary arts schools, we've been

committed to providing high standards of culinary and pâtisserie arts training since 1977. Our Le Cordon Bleu culinary programs are designed to help students pursue their passions and prepare for professional careers in the culinary, pâtisserie and baking, and restaurant industry.

Le Cordon Bleu College of Culinary Arts in Scottsdale
Le Cordon Bleu College of Culinary Arts, formerly known as Scottsdale Culinary Institute, created through the vision of Elizabeth Sherman Leite in 1986, combined her educational background, experience, and zeal for properly prepared cuisine. Le Cordon Bleu College of Culinary Arts rapidly built an international reputation of excellence drawing students from throughout the United States and around the world. In 1998, Le Cordon Bleu College of Culinary Arts proudly joined the Career Education Corporation (CEC) family, building a network of career schools internationally recognized for the quality of education and ability to place graduating students in positions within their chosen fields. In 1999, Le Cordon Bleu arrived in the United States. Its partnership with Le Cordon Bleu College of Culinary Arts combines classical French techniques with modern American technology. This union ushered in a new era of culinary arts in the world.

FACULTY

Our faculty members are the keystone of Le Cordon Bleu College of Culinary Arts' quality. Members of the faculty bring industry or professional experience to the classroom. Through our faculty's guidance and instruction, you will be introduced to theoretical, practical and creative applications that will help you succeed in the culinary or hospitality industry.

Le Cordon Bleu College of Culinary Arts faculty members are dedicated to academic achievement, professional education, individual attention, and to helping you prepare for your chosen career and reach your potential. In essence, they practice what they teach. A listing of our faculty may be found in the addendum to this catalog.

ACCREDITATION AND AFFILIATIONS

ACICS
Accredited by the Accrediting Council for Independent Colleges and Schools to award Certificates, Diplomas, Associate Degrees and Bachelor's Degrees.

Accrediting Council for Independent Colleges and Schools
750 First Street, NE Suite
980 Washington, DC 20002-4241
(202) 336-6780

The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation.

Le Cordon Bleu College of Culinary Arts in Atlanta
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Las Vegas
Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Los Angeles
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Miami
Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul
Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate in Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Orlando
Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Portland
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Sacramento
Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in San Francisco
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Scottsdale
Bachelor of Arts Degree in Le Cordon Bleu Culinary Management

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Pâtisserie and Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Operations

Associate of Occupational Studies Degree in Le Cordon Bleu Hospitality & Restaurant Management

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Seattle
Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in St. Louis
Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

ACCSC – MAIN CAMPUSES

Le Cordon Bleu College of Culinary Arts in San Francisco and Scottsdale
Accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

Accrediting Commission of Career Schools and Colleges
2101 Wilson Blvd. ,Suite 302
Arlington, VA 2220
(703) 247-4212

The Accrediting Commission of Career Schools and Colleges is listed by the U.S. Department of Education as a nationally recognized accrediting agency.

ACCSC – BRANCH CAMPUSES

Le Cordon Bleu College of Culinary Arts in Las Vegas
Accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) as a branch location of Le Cordon Bleu College of Culinary Arts in Scottsdale, AZ.

Le Cordon Bleu College of Culinary Arts in Miami
Accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) as a branch location of Le Cordon Bleu College of Culinary Arts in Scottsdale, AZ.

Le Cordon Bleu College of Culinary Arts Inc., a Private Two-Year College in Cambridge, MA is also accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) as a branch location of Le Cordon Bleu College of Culinary Arts in Scottsdale, AZ.

ACFEFAC
Programmatically accredited by the American Culinary Federation Education Foundation Accrediting Commission.

American Culinary Federation Education Foundation Accrediting Commission
180 Center Place Way
St. Augustine, FL 32095
Phone: (904) 824-4468
www.acfchefs.org

Accreditation by American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) assures that a program is meeting at least a minimum of standards and competencies set for faculty, curriculum and student services.

Le Cordon Bleu College of Culinary Arts in Atlanta
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Las Vegas
Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Los Angeles
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Miami
Associate in Science Degree in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Culinary Arts

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul
Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate in Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Orlando
Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Portland
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie & Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in San Francisco
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Culinary Arts

Le Cordon Bleu College of Culinary Arts in Scottsdale
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Seattle
Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in St. Louis
Certificate in Le Cordon Bleu Pâtisserie and Baking

STATE AFFILIATIONS

Le Cordon Bleu College of Culinary Arts in Atlanta
Le Cordon Bleu College of Culinary Arts is authorized by:

Nonpublic Postsecondary Education Commission (NPEC)
2082 East Exchange Place, Suite 220
Tucker, GA 30084
(770) 414-3300
to operate in Georgia and is approved by the U.S. Department of Education to participate in Title IV financial aid programs.

Le Cordon Bleu College of Culinary Arts in Las Vegas
Le Cordon Bleu College of Culinary Arts is licensed to operate by the Commission on Postsecondary Education in the State of Nevada.

Le Cordon Bleu College of Culinary Arts in Los Angeles,Sacramento, and San Francisco
Le Cordon Bleu College of Culinary Arts in Los Angeles, Le Cordon Bleu College of Culinary Arts in Sacramento and Le Cordon Bleu College of Culinary Arts in San Francisco are private institutions and have approval to operate in the State of California based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009, which is effective January 1, 2010.

The Act is administered by the Bureau for Private Postsecondary Education, under the Department of Consumer Affairs. The Bureau can be reached at:

P.O. Box 98081
Sacramento, CA 95798-0818
Phone: (888) 370-7589
www.bppe.ca.gov

These institutions do not have a pending petition in bankruptcy, not operating as a debtor in possession, have not filed a petition within the preceding five years, or had a petition in bankruptcy filed against them within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing the enrollment agreement. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
www.bppe.ca.gov
Phone: (888) 370-7589
Fax (916) 263-1897

A student or any member of the public may file a complaint about this institution with Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet website, www.bppe.ca.gov

Le Cordon Bleu College of Culinary Arts in Miami and Orlando
Le Cordon Bleu College of Culinary Arts in Miami and Le Cordon Bleu College of Culinary Arts in Orlando are licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting:

Commission for Independent Education
325 West Gaines St., #1414
Tallahassee, FL 32399-0400
Phone: (888) 224-6684

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul
Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul is registered as a private institutional with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul is approved by the Wisconsin Educational Approval Board.

Wisconsin Educational Approval Board
30 West Mifflin Street
P.O. Box 8696
Madison, WI 53708-8986

Approved for the training of veterans and eligible persons under the provisions of Title 38, United States Code by the Minnesota State Veterans Approving Agency.

Le Cordon Bleu College of Culinary Arts in Portland
This school is a business corporation authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that the state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the:

Office of Degree Authorization
775 Court Street NE
Salem, OR 97301

This school is licensed under Chapter 28C.10RCW and is authorized to advertise and recruit for the following programs: Le Cordon Bleu Culinary Arts Certificate and Le Cordon Bleu Pâtisserie and Baking Certificate. Inquiries or complaints from State of Washington residents regarding this or any other private vocational school may be made to:

Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105
Olympia, Washington 98504-3105
wtb.wa.gov
Phone: (360) 753-5662
E-Mail: wtecb@wtb.wa.gov

The Le Cordon Bleu College of Culinary Arts in Portland is authorized by the Washington Student Achievement Council (WSAC) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes the Le Cordon Bleu College of Culinary Arts in Portland to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the intuition may contact the Council at:
P.O. Box 43430
Olympia, WA 98504-3430

Le Cordon Bleu College of Culinary Arts in Scottsdale
Arizona State Board for Private Postsecondary Education
1400 W. Washington, Suite 260
Phoenix, AZ 85007
Phone: (602) 542-5709
azppse.state.us/

Le Cordon Bleu College of Culinary Arts in Seattle
Le Cordon Bleu College of Culinary Arts is licensed under Chapter 28C.10 RCW. Inquiries or complaints regarding this private vocational school may be made to the:

Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105 Olympia
Washington 98504-3105
wtb.wa.gov
Phone: (360) 753-5662
E-Mail: wtecb@wtb.wa.gov

The Le Cordon Bleu College of Culinary Arts in Seattle is authorized by the Washington Student Achievement Council (WSAC) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes the Le Cordon Bleu College of Culinary Arts in Seattle to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the intuition may contact the Council at:
P.O. Box 43430. Olympia
WA 98504-3430

Le Cordon Bleu College of Culinary Arts in St. Louis
Le Cordon Bleu College of Culinary Arts is approved to operate by the Missouri Department of Higher Education. The college is approved by the U.S. Department of

Education to participate in Title IV financial aid programs. Le Cordon Bleu College of Culinary Arts is affiliated with the Career College Association and the Missouri Association of Private Career Colleges and Schools.

STATEMENT OF OWNERSHIP

The Atlanta, Los Angeles, Minneapolis/St. Paul, Orlando, and Portland campuses are owned by Le Cordon Bleu North America, LLC, which is ultimately wholly owned by Career Education Corporation (CEC).

The Las Vegas, Miami, and Scottsdale campuses are owned by Scottsdale Culinary Institute, Ltd., which is ultimately wholly owned by Career Education Corporation (CEC).

The Sacramento, Seattle and St. Louis campuses are owned by Kitchen Academy, Inc., which is ultimately wholly owned by Career Education Corporation (CEC).

The San Francisco campus is owned by California Culinary Academy, LLC, which is ultimately wholly owned by Career Education Corporation (CEC).

CEC is a Delaware corporation with principal offices located at:

231 North Martingale Road
Schaumburg, IL 60173-2007
Phone: (847) 781-3600

EXECUTIVE OFFICERS/BOARD OF DIRECTORS (ALL CAMPUSES)

The Executive Officers of
Career Education Corporation are:

Scott W. Steffey
President and Chief Executive Officer

Colleen M. O'Sullivan
Senior Vice President, Chief Financial Officer and Treasurer

Members of the CEC Board of Directors are:

David W. Devonshire, Chairman

Louis E. Caldera

Dennis H. Chookaszian

Patrick W. Gross

Greg L. Jackson

Thomas B. Lally

Ron D. McCray

Scott W. Steffey

Leslie T. Thornton

PROGRAM OFFERINGS

DEFINITIONS OF ACADEMIC CALENDAR

- The term "block" refers to a consecutive 12-week grouping of classes commencing with the student's start date.
- The term "module" refers to a consecutive 6-week grouping of classes commencing with the student's start date.
- The term "session" refers to any shorter length course periods within a module.

CERTIFICATE PROGRAM IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Minneapolis/St. Paul, Portland, Sacramento, San Francisco, Scottsdale, Seattle, St. Louis

The Certificate in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in basic and fundamental concepts of the culinary profession and build to more advanced topics as the program progresses. The program features lecture and laboratory formats. The program concludes with an externship experience that gives students a chance to practice skills taught throughout the course of their studies. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter-credits, 940 contact hours, and 12 months of instruction.

Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in the published placement rates for calendar year 2012 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Line Cook, Cook, Pantry Cook, Lead Line Cook, Cook II, Prep Cook, Chef, Roundsman, Cook III, Garde Manger, Grill Cook, Baker, Production Cook, Salumiere, Sous Chef, Kitchen Supervisor, Banquet Cook, Jr. Sous Chef, Assistant Manager, and Kitchen Assistant. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC132	Culinary Foundations III	7.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC222	Catering and Buffets	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Quarter Credits Required for Graduation		**55.0**

CERTIFICATE PROGRAM IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Minneapolis/St. Paul, Portland, Sacramento, San Francisco, Scottsdale, Seattle, St. Louis

Le Cordon Bleu College of Culinary Arts offers an intensive program for those interested in a professional baking career. The program includes hands-on teaching of fundamental baking skills and the theoretical knowledge that forms basic competency in the field. The Certificate in Le Cordon Bleu Pâtisserie and Baking offers a comprehensive course of study in the fundamentals, and exposes students to the different styles of the school's chef-instructors, a wide variety of industry-current equipment, and various facets of the foodservice industries.

Possible outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter-credits, 940 contact hours and 12 months of instruction and concludes with an externship. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in the published placement rates for calendar year 2012 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Baker, Pastry Cook, Bakery Assistant, Cake Decorator, Pastry Assistant, Head Baker, Assistant Pastry Chef, Pastry Line Cook, Morning Production Baker, Pastry Chef, Pastry Cook 4, and Dessert Plater. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others.
Le Cordon Bleu cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Credits Required for Graduation		**55.0**

DIPLOMA PROGRAM IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campuses in: Los Angeles, Miami, Orlando

The Diploma in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in basic and fundamental concepts of the culinary profession and build to more advanced topics as the program progresses. The program features lecture and laboratory formats. The program concludes with an externship experience that gives students a chance to practice skills taught throughout the course of their studies. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry. The program consists of 55 quarter-credits, 940 contact hours, and 12 months of instruction.

Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary. There is no cumulative exam required at the end of the program.

CORE CURRICULUM REQUIREMENTS

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC132	Culinary Foundations III	7.0
LCBC152 LCBC153**	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC222	Catering and Buffets	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Quarter Credits Required for Graduation		**55.0**

***** LCBC153 is offered at the Los Angeles campus.***

DIPLOMA PROGRAM IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campuses in: Los Angeles, Miami, Orlando

Le Cordon Bleu College of Culinary Arts offers an intensive program for those interested in a professional baking career. The program includes hands-on teaching of fundamental baking skills and the theoretical knowledge that forms basic competency in the field. The Diploma in Le Cordon Bleu Pâtisserie and Baking offers a comprehensive course of study in the fundamentals, and exposes students to the different styles of the school's chef-instructors, a wide variety of industry-current equipment, and various facets of the foodservice industries.

Possible outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter-credits, 940 contact hours and 12 months of instruction and concludes with an externship. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary. There is no cumulative exam required at the end of the program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Credits Required for Graduation		**55.0**

ASSOCIATE OF OCCUPATIONAL SCIENCE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Atlanta

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**76.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
CST1050	Speech	5.0
ENG132	English Composition	5.0
HUM1101	Culinary History	5.0
MAT1150	College Math	5.0
PSY2101	Introduction to Psychology	5.0
SCI1200	Food Science and Safety	3.0
SCI1230	Nutrition	3.0
Total Required General Education Credits		**31.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE OF OCCUPATIONAL SCIENCE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Atlanta

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions. A student transferring from any Le Cordon Bleu College of Culinary Arts campus who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**75.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
CST1050	Speech	5.0
ENG132	English Composition	5.0
HUM1101	Culinary History	5.0
MAT1150	College Math	5.0
PSY2101	Introduction to Psychology	5.0
SCI1200	Food Science and Safety	3.0
SCI1230	Nutrition	3.0
Total Required General Education Credits		**31.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Las Vegas

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter-credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the work force skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM112	Effective Interpersonal Communication and Presentation Skills	5.0
ENG150	College English	5.0
MAT122	Culinary Math	5.0
POL200	Introduction to American and Nevada Politics	5.0
PSY201	Aspects of Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Las Vegas

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter-credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the work force skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Maker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example, Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become Chefs upon graduation, but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM112	Effective Interpersonal Communication and Presentation Skills	5.0
ENG150	College English	5.0
MAT122	Culinary Math	5.0
POL200	Introduction to American and Nevada Politics	5.0
PSY201	Aspects of Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Los Angeles (Pasadena campus)

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

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A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program. There is no cumulative exam required at the end of the program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC153	Baking and Pastry	7.0
LCBC205	Food In History	5.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC241	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**87.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	Fundamentals of Speech	5.0
GEN122	Applied Math	5.0
GEN132	English Composition	5.0
GEN142	Introduction to Psychology	5.0
Total Required General Education Credits		**20.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Los Angeles (Pasadena campus)

The Le Cordon Bleu The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of pâtisserie and baking laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program. There is no cumulative exam required at the end of the program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC205	Food in History	5.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie & Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**86.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	Fundamentals of Speech	5.0
GEN122	Applied Math	5.0
GEN132	English Composition	5.0
GEN142	Introduction to Psychology	5.0
Total Required General Education Credits		**20.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Miami

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
ENC1101	English Composition	5.0
LAH2020	History of Latin America	5.0
MAC1105	College Mathematics	5.0
SPC2600	Public Speaking	5.0
SYG2600	Cultural Diversity	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Miami

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of pâtisserie and baking laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
ENC1101	English Composition	5.0
LAH2020	History of Latin America	5.0
MAC1105	College Mathematics	5.0
SPC2600	Public Speaking	5.0
SYG2600	Cultural Diversity	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Minneapolis/St. Paul

The Le Cordon Bleu Culinary Arts program is a 21 month, 1564 contact hour, 107 quarter-credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC231	Contemporary Cuisine	2.0
LCBC242	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**77.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
MTH135	College Mathematics	5.0
ENG105	English Composition	5.0
COM115	Communication Methods	5.0
PSY105	Psychology	5.0
LIT225	Topics in Literature	5.0
GE280	Environmental Science	5.0
Total Required General Education Credits		**30.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Minneapolis/St. Paul

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1570 contact hour, 111 quarter-credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
MTH135	College Mathematics	5.0
ENG105	English Composition	5.0
COM115	Communication Methods	5.0
PSY105	Psychology	5.0
LIT225	Topics in Literature	5.0
GE280	Environmental Science	5.0
Total Required General Education Credits		**30.0**
Total Quarter Credits Required for Graduation		**111.0**

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Orlando

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	College English	5.0
GEN122	Verbal Communications	5.0
GEN132	College Mathematics	5.0
GEN142	Introduction to Psychology	5.0
GEN152	Environmental Science	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Orlando

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	College English	5.0
GEN122	Verbal Communications	5.0
GEN132	College Mathematics	5.0
GEN142	Introduction to Psychology	5.0
GEN152	Environmental Science	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Portland

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

GENERAL EDUCATION REQUIREMENTS

COURSE CODE	COURSE TITLE	CREDITS
COM166	Interpersonal Communications	5.0
ENG121	English Composition	5.0
ENG221	Writing Practical	5.0
MAT100	College Math	5.0
PSY142	Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Portland

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM166	Interpersonal Communications	5.0
ENG121	English Composition	5.0
ENG221	Writing Practical	5.0
MAT100	College Math	5.0
PSY142	Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: San Francisco

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in Le Cordon Bleu College of Culinary Arts in San Francisco's published placement rates for calendar year 2011 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Line Cook, Prep Cook, Sous Chef, Cook, Chef, Cook I, Assistant Cook, Baker/Rounds Cook, Butcher, Café Cook, Cook A, Cook II, Cook IV – Casual Dining, Cook – Main Kitchen, Cooking Teacher, Culinary Coordinator, Day Cook, Head Chef/Kitchen Manager, Head Cook, Kitchen Manager, Line Chef, Poissonnier, Prep Chef, Quality Assurance Coordinator, Roundsman/ Chef de Partie. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

The Associate of Occupational Studies in Le Cordon Culinary Arts program has recently undergone some changes, therefore there is no current placement data available. Information regarding general salary and placement statistics may be available from government sources or from the institution, but is not equivalent to actual performance data.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC123	Hospitality Math	5.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC205	Food in History	5.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**92.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN113	Fundamentals of Oral Communication	5.0
GEN133	Written Communication	5.0
GEN142	Psychology	5.0
Total Required General Education Credits		**15.0**
Total Quarter Credits Required for Graduation		**107.0**

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ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: San Francisco

The Le Cordon Bleu The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of Pâtisserie and baking laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level Pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC123	Hospitality Math	5.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC205	Food in History	5.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie & Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**91.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN113	Fundamentals of Oral Communication	5.0
GEN133	Written Communication	5.0
GEN142	Psychology	5.0
Total Required General Education Credits		**15.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Sacramento, Seattle, St. Louis

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles include Line Cook, Prep Cook, Sous Chef, Cook, Chef, Cook I, Assistant Cook, Baker/ Rounds Cook, Butcher, Café Cook, Cook A, Cook II, Cook IV – Casual Dining, Cook – Main Kitchen, Cooking Teacher, Culinary Coordinator, Day Cook, Head Chef/Kitchen Manager, Head Cook, Kitchen Manager, Line Chef, Poissonnier, Prep Chef, Quality Assurance Coordinator, Roundsman/Chef de Partie. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH135	College Mathematics	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking Arts

Offered at the Le Cordon Bleu campus in: Sacramento, Seattle, St. Louis

The Le Cordon Bleu The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of Pâtisserie and baking laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level Pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie & Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK252	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH135	College Mathematics	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Scottsdale

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate to enter the hospitality/foodservice industry, potentially starting in an entry-level position (cook, line cook, catering assistant, and banquet cook) and over time leading to a management position. There are employment opportunities in restaurants, resorts, hotels, and institutional establishments. These courses are designed to prepare the graduate for future management positions such as Kitchen Manager, Catering/Events Manager, Banquet Manager, General Manager, and Food & Beverage Manager. Management positions may require a candidate to first spend significant time in food preparation and foodservice positions in the hospitality/foodservice industries; therefore, it is reasonable to expect a non-supervisory position as an entry-level job along the culinary management career pathway. Success is dependent upon the student's efforts, abilities, and application of his or her skills and aptitudes. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Practical	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM103	English and Communications	5.0
ENG101	Writing Fundamentals	5.0
HUM100	Introduction to Humanities	5.0
MTH123	College Math	5.0
PSY110	Social Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Scottsdale

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit) culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts campus who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program.

CORE CURRICULUM REQUIREMENTS

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM103	English and Communications	5.0
ENG101	Writing Fundamentals	5.0
HUM100	Introduction to Humanities	5.0
MTH123	College Math	5.0
PSY110	Social Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**106.0**

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BACHELOR OF ARTS DEGREE IN

Le Cordon Bleu Culinary Management – Online

The following program is offered through the Scottsdale campus and is not offered in all states.

Le Cordon Bleu College of Culinary Arts offers a Bachelor of Arts in Le Cordon Bleu Culinary Management completion program, also known as a 2 + 2 program, which is an extensive online program. The Le Cordon Bleu Culinary Management program is a 930 contact hour, 180 Quarter Credit culinary management training program with 90 of those Credits potentially transferring in from an Associate degree obtained in either Culinary Arts, Pâtisserie and Baking, or Hospitality and Restaurant Management, and may be completed in 60 or 84 weeks, excluding holidays and breaks. The program consists of academic and general education courses, and concludes with a capstone project.

Mode of Delivery

The College utilizes a proprietary Learning Management System (LMS) known as MyCampus. Virtual classrooms are designed to facilitate learning and may be comprised of learning activities that include one or more of the following:

- **Presentations:** Multimedia presentations introduce new concepts and are accessed by students asynchronously.
- **Discussion Forums:** Topic-based discussions are facilitated asynchronously by the instructor. Discussion forums provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.
- **Chat Sessions:** Twice each week, the instructor holds a one-hour live (synchronous) chat session. The instructor uses these chat sessions to deliver a structured presentation. Chat sessions are recorded and archived so that students who are unable to attend the session synchronously may access it at their convenience.
- **Assignments:** Each assignment allows students the opportunity to demonstrate their knowledge and gain feedback from the instructor.
- **Group Project:** Students may have the opportunity to participate in group projects. Evaluation of the group projects will involve an analysis of the products as well as the group process. Students receive course textbooks and software through Words of Wisdom, LLC Schaumburg, Illinois, (866) 397-1726.

Program Outcomes:

- Develop the knowledge base necessary to oversee execution of organizational functions including; purchasing and inventory controls, food and wine operations, front-of-the-house operations, and basic principles of management.
- Apply management theory and leadership principles.
- To demonstrate the use of statistical analysis to aid in management decisions.
- Understand team dynamics and the role teams play in today's workforce.
- Develop an entrepreneurial view toward addressing current issues in the field of hospitality management.
- Develop leadership, interpersonal, and communication skills in managing human resources in diverse hospitality organizations.
- Demonstrate utilization of work-based projects that incorporate leadership, teamwork, and communication skill sets in the compilation of a management portfolio.
- Identify and apply sound financial management principles.
- Develop and apply principles or theories of hospitality business management while being able to execute customer service techniques.
- Develop an understanding of change and contemporary issues that need to be implemented and/or managed.
- Gain appreciation for the history, evolution, and international diversity of the hospitality industry.

Upon completion of this program, a graduate should have the workforce skills appropriate to enter the hospitality/foodservice industry, potentially starting in an entry-level position (cook, line cook, catering assistant, and banquet cook) and over time leading to a management position. There are employment opportunities in restaurants, resorts, hotels, and institutional establishments. These courses are designed to prepare the graduate for future management positions such as Kitchen Manager, Catering/Events Manager, Banquet Manager, General Manager, and Food and Beverage Manager. Management positions may require a candidate to first spend significant time in food preparation and foodservice positions in the hospitality/foodservice industries; therefore, it is reasonable to expect a non-supervisory position as an entry-level job along the culinary management career pathway. Success is dependent upon the student's efforts, abilities, and application of his or her skills and aptitudes. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBM302	Wine and Beverage Management	3.0
LCBM310	Cost Control Analysis	3.0
LCBM320	Health Cuisine and Nutrition	3.0
LCBM330	Food Science	3.0
LCBM340	Business Ethics	3.0
LCBM360	Facilities Management	3.0
LCBM370	Supervision and Management	3.0
LCBM380	Gastronomy	3.0
LCBM430	Event Management	3.0
LCBM440	Hospitality Marketing Management	3.0
LCBM460	Financial Management	3.0
LCBM470	Hospitality Strategic Management and Research	3.0
LCBM480	Customer Service	3.0
LCBM490	Small Business Development	3.0
LCBM499	Capstone Course	3.0
Total Required Core Curriculum Credits		**45.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
AGSC403	Contemporary Issues in Agriculture and Food Production	5.0
ECO323	Economic Theory	5.0
ENG303	Academic Research and Writing	5.0
ENV333	Environmental Science	5.0
HUM313	Food Culture and Ethnic Identity	5.0
POL473	Politics, Law and Society	5.0
PSY313	Organizational Psychology	5.0
SOC413	Beliefs, Attitudes and Ideologies	5.0
STAT303	Statistics	5.0
Total Required General Education Credits		**45.0**
Total Required Associate Degree Transfer Credits		**90.0**
Total Quarter Credits Required for Graduation		**180.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Operations

The following program is offered through the Scottsdale campus and is not offered in all states.

This Le Cordon Bleu Culinary Operations program is a 1310 contact hour, 99 quarter credit culinary operations training program and may be completed in 84 weeks, excluding holidays and breaks. The program consists of culinary laboratory courses with an externship, academic and general education courses, and concludes with a capstone project. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management and operational principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the skills needed to begin their careers in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include entry-level supervisory positions, Food Operations Manager, Institutional Operations Manager, Kitchen Manager, Food Preparation Worker, Foodservice Manager, Restaurant Manager, Cook, Line Cook, and Roundsman. Graduates are encouraged to work toward upper management positions through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary. This hybrid program requires a combination of residential and distance education courses. A student transferring from any Le Cordon Bleu College of Culinary Arts campus who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu in Culinary Operations.

Mode of Delivery for Distance Education Programs

The College utilizes a proprietary Learning Management System (LMS) known as MyCampus. Virtual classrooms are designed to facilitate learning and may be comprised of learning activities that include one or more of the following:

- **Presentations:** Multimedia presentations introduce new concepts and are accessed by students asynchronously.
- **Discussion Forums:** Topic-based discussions are facilitated asynchronously by the instructor. Discussion forums provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.
- **Chat Sessions:** Twice each week, the instructor holds a one-hour live (synchronous) chat session. The instructor uses these chat sessions to deliver a structured presentation. Chat sessions are recorded and archived so that students who are unable to attend the session synchronously may access it at their convenience.
- **Assignments:** Each assignment allows students the opportunity to demonstrate their knowledge and gain feedback from the instructor.
- **Group Project:** Students may have the opportunity to participate in group projects. Evaluation of the group projects will involve an analysis of the products as well as the group process. Students receive course textbooks and software through Words of Wisdom, LLC.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC101	College Success for Online Programs	2.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC120	Culinary Foundations II	6.0
LCBC125	Cost Control and Purchasing	3.0
LCBC130	Culinary Foundations III	6.0
LCBC135	Nutrition	3.0
LCBC150	Baking and Pastry	6.0
LCBC210	Cuisine Across Cultures	6.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC225	Wine and Beverage	3.0
LCBC250	Externship I	6.0
LCBC299	Capstone Course	3.0
LCBH156	Food History	3.0
LCBH225	Food Service Operations	5.0
LCBH291	Dining Room Management	5.0
LCBH295	Restaurant Management	5.0
Total Required Core Curriculum Credits		**74.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH115	General Education Mathematics	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**99.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Hospitality and Restaurant Management – Online

The following program is offered through the Scottsdale campus and is not offered in all states.

The Le Cordon Bleu Hospitality and Restaurant Management program is a 980 contact hour, 95 Quarter Credit culinary arts training program and may be completed in 60 or 84 weeks, excluding holidays and breaks. The program consists of academic and general education courses, and concludes with a capstone course.

Mode of Delivery

The college utilizes a proprietary Learning Management System (LMS) known as MyCampus. Virtual classrooms are designed to facilitate learning and may be comprised of learning activities that include one or more of the following:

- **Presentations:** Multimedia presentations introduce new concepts and are accessed by students asynchronously.
- **Discussion Forums:** Topic-based discussions are facilitated asynchronously by the instructor. Discussion forums provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.
- **Chat Sessions:** Twice each week, the instructor holds a one-hour live (synchronous) chat session. The instructor uses these chat sessions to deliver a structured presentation. Chat sessions are recorded and archived so that students who are unable to attend the session synchronously may access it at their convenience.
- **Assignments:** Each assignment allows students the opportunity to demonstrate their knowledge and gain feedback from the instructor.
- **Group Project:** Students may have the opportunity to participate in group projects. Evaluation of the group projects will involve an analysis of the products as well as the group process. Students receive course textbooks and software through Words of Wisdom, LLC Schaumburg, Illinois, (866) 397-1726.

Program outcomes include:

- Demonstrate professional-level dining and beverage service techniques.
- Demonstrate sanitation principles as they apply to the hospitality industry.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the skills needed to begin his/her career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include entry-level supervisory positions, Front Desk Clerk, Concierge, Front Desk Supervisor, Manager Trainee, Assistant Manager, Maître d', Wine Steward, Assistant Catering Manager and Event Coordinator. Graduates are encouraged to work toward upper management positions through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC101	College Success for Online Programs	2.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC225	Wine and Beverage	3.0
LCBH100	Introduction to Hospitality Industry	3.0
LCBH115	Food Safety and Sanitation for Hospitality	3.0
LCBH151	Food Terminology	3.0
LCBH156	Food History	3.0
LCBH211	Information Technology Systems	3.0
LCBH221	Beverage Service Operations	3.0
LCBH225	Food Service Operations	5.0
LCBH231	Introduction to Tourism	3.0
LCBH241	Hotel and Lodging Operations	3.0
LCBH250	Hospitality Business Law	3.0
LCBH261	Club Management	3.0
LCBH270	Hospitality Leadership Systems	3.0
LCBH280	Hospitality Marketing	3.0
LCBH291	Dining Room Management	5.0
LCBH295	Restaurant Management	5.0
LCBH299	Capstone Course	3.0
Total Required Core Curriculum Credits		**70.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH115	General Education Mathematics	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**95.0**

COURSE DESCRIPTIONS FOR ALL CERTIFICATE, DIPLOMA, ASSOCIATE, AND ONLINE PROGRAMS

COURSE NUMBERING SYSTEM

Le Cordon Bleu College of Culinary Arts uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course. Courses numbered 100-199 are generally taken during a student's first academic year. Courses numbered 200-299 are generally taken during a student's second academic year. Courses numbered 300-399 are generally taken during a student's third academic year. Courses numbered 400-499 are generally taken during a student's fourth academic year. Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Director of Education. The unit of credit is the semester/quarter-credit hour.

Note: The institution reserves the right to reschedule any course that is selected by fewer than ten students. Due to course scheduling and student demand, not all courses are available or offered every module.

LCBC100 – College Success and Career Portfolio

1 Credit

Prerequisite: None

This College Success class combines insight specific to both student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume, cover letter, and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored, interviewing skills, stress management, time management and personal finance management are discussed.

LCBC101 – College Success for Online Programs

2 Credits

Prerequisite: None

This College Success class combines insight specific to both online student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume, cover letter and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored, interviewing skills, stress management, time management and personal finance management are discussed.

LCBC105 – Food Safety and Sanitation

3 Credits

Prerequisite: None

This course covers the principles of safe food handling, the types of hazards, and the most common causes of food borne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent food borne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

LCBC110 – Culinary Foundations I

4 Credits

Prerequisite: None

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding professional introductory cooking techniques. Lecture topics will include the history of the foodservice industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. Key components of the course include discussion of chef tools, commercial equipment and its intended uses. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds understanding for clean facilities as students complete their food safety and sanitation course.

LCBC122 – Culinary Foundations II
7 Credits
Prerequisites: LCBC105 and LCBC110
This hands-on course builds on the techniques and principles presented in Culinary Foundations I. Students will have the opportunity to apply introductory level culinary techniques as a component of a Le Cordon Bleu culinary education. Classical knife cuts and French classical cuisine terminology is built upon in this hands-on course. Proper use of commercial equipment and understanding of measurement, formulas, and recipe adherence culminate a solid foundation for furthering basic competencies. Foundations include stocks, mother sauces, soups, vegetables, grains, and egg cookery, speed and accuracy. As with the entire Le Cordon Bleu curriculum desired sanitation, professionalism, and respect for the craft continue to enhance the student's educational experience.

LCBC123 – Hospitality Math
5 Credits
Prerequisite: None
This course introduces students to the basic math principles used in the hospitality industry. The course will explore math's application to recipe costing, yield testing, food, beverage and labor costing, and weights and measurements. This course is designed to prepare students for LCBC125 – Cost Control and Purchasing.

LCBC125 – Cost Control and Purchasing
3 Credits
Prerequisite: MAT1150
This course provides students with an understanding of cost control and purchasing as it applies to managing a professional foodservice operation. Lectures focus on the design and implementation of cost control measures and effective purchasing procedures. The budget on both a daily basis and a per event basis will be analyzed. Students will be exposed to a base understanding of profit and loss statements and how to track cost as it relates to the flow of food in various styles of industry establishments. Le Cordon Bleu curriculum components will include analysis of the benefits of fabrication versus value added product purchasing and will encompass the student's individual industry goals with simulated business modeling exercises.

LCBC132 – Culinary Foundations III
7 Credits
Prerequisite: LCBC122
This course builds on the techniques and principles demonstrated in previous courses. Students will have the opportunity to develop skills in the identification, butchery, and fabrication used in cooking of a variety of meat and seafood products. Small sauce production, from the classical Le Cordon Bleu techniques taught earlier, is enhanced in this stage of further advanced culinary training. Charcuterie methods including curing, smoking, forcemeats, and sausage production are introduced and practiced. Students will have the opportunity to apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the taught Le Cordon Bleu techniques become more familiar.

LCBC135 – Nutrition
3 Credits
Prerequisite: None
This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will be expected to examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease, and how a food-science foundation can benefit not only immune challenged populations, but the average healthy populations as well.

LCBC152/153 – Baking and Pastry
7 Credits
Prerequisites: LCBC105 and LCBC110
This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and recipe costing and analysis. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation, and product storage are discussed. Students have the opportunity to produce a variety of rich, lean and laminated doughs, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern-day bakery.

LCBC205 – Food in History
5 Credits
Prerequisite: None
Food in History provides students with an intellectual framework for understanding world history, the origins of food, and the development of cuisine. This course highlights religious, economic and cultural influences from the ancient period to the present. Emphasis is on the appreciation and understanding of important historical developments.

LCBC212 – Cuisine Across Cultures
8 Credits
Prerequisite: LCBC132
This hands-on lab course traces common global ingredients used in many regional dishes. It combines lecture, demonstration, production, and presentation as a means to explore other cultures through the understanding of global culinary heritages. The attitudes and tastes of the more global and knowledgeable customer sets a greater expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and the influences cuisines have had on each other.

LCBC215 – Hospitality Supervision and Entrepreneurship
5 Credits
Prerequisite: None
This course provides fundamental principles in business plan development with areas concentrating on hospitality financials, menu mechanics, staff training, and development of employees. The course also addresses current legal issues that employers face, how to schedule full- and part-time employees for staff retention and maximum scheduling efficiency, and the benefits of fixed, and variable cost management throughout the foodservice industry. Students in this course will have an opportunity through research to better understand the demands of managing people in today's diverse workforce.

LCBC222 – Catering and Buffets
7 Credits
Prerequisite: LCBC132
Introducing classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on production course covers three major areas in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include menu development and business aspects of a catering operation. Students will have an opportunity to combine kitchen skills with a sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in the kitchen and what the customer sees in delivering of the final product.

LCBC225 – Wine and Beverage
3 Credits
Prerequisite: None
This course provides the student with the foundations necessary to understand and appreciate beverage alcohol service, a major profit center for the industry. Exploration into the various types of beverage service is emphasized. Focuses include wine, mixed drinks, coffees and teas, specialty beverages and how a beverage type can identify an establishment. Students are instructed in the art of wine evaluation, food pairing, and the basic understanding of the geography and history of wine. Other key components of the course include discussions on the processes involved in wine and spirit making including distillation, pasteurization, and wood aging. The course shows the importance of responsible alcohol service and the management of the responsibility that stems from operating a foodservice establishment which operates with a liquor license.

LCBC232 – Contemporary Cuisine
4 Credits
Prerequisite: LCBC132
This course will focus on the evolution of cuisine from classical methods to contemporary methods. The student will have the opportunity to broaden his/her sensory development and use critical thinking to formulate his/her own conclusions about flavor profiling. This course will also involve the exploration of culinary trends such as use of local ingredients, food preservation, and alternative diets through recipe design. Honing the technical skills and creative interpretation of plate presentation are among the applications highlighted in this course. Upon completion of this course, the student should be able to create and execute a nutritionally balanced menu that targets a particular customer profile with an emphasis on flavor, balance, and harmony, while honoring the classical techniques even if using a more modern-day delivery presentation.

LCBC240/241/242 – Restaurant Rotation
8 Credits
Prerequisites: LCBC152, LCBC212, and LCBC222 or Director of Education consent
In this final on-campus course, students apply specific skills taught throughout the curriculum in a series of modern food service applications and competency-based assessments. Student groups will design a food service operation and formally present a business plan that includes a concept, layout, menu design with cost breakdown, and a marketing plan. Individually, students will perform restaurant firing exercises in both kitchen and dining room tableside environments with an emphasis on satisfactorily demonstrating learned competencies with a sense of urgency. Students will also practice an American Culinary Federation practical cooking exam that is highly respected in the foodservice industry for professional certification.

LCBC250 – Externship I
6 Credits
Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
The externship is the final applied component of the Le Cordon Bleu culinary program. The student will have the opportunity to further develop and refine their culinary skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC255 – Externship II
6 Credits
Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
This second course is required of all certificate seeking culinary arts students. The student will have the opportunity to further develop and refine their culinary skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC299 – Capstone Course
3 Credits
Prerequisites: All required program courses must be completed prior to taking LCBC299 and CGPA must be equal to or greater than 2.0
This course provides students with the opportunity to integrate and apply learning from their previous courses of study in a comprehensive method.

LCBH100 – Introduction to the Hospitality Industry
3 Credits
Prerequisite: None
This course is designed to serve as an overview and introduction to the hospitality industry. Students are introduced to the history of the hospitality industry including an overview of the size, scope, and impact. Each of the major segments of the hospitality industry is introduced. Current trends in hospitality are explored.

LCBH115 – Food Safety and Sanitation for Hospitality
3 Credits
Prerequisite: None
This course covers the principles of safe food handling, the three types of hazards, and the most common causes of foodborne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent foodborne illness throughout the flow of food.

LCBH151 – Food Terminology
3 Credits
Prerequisite: None
Students are introduced to key terminology surrounding food, foodservice equipment, and cooking techniques. Students are expected to identify food product and describe basic cooking styles and techniques properly.

LCBH156 – Food History
3 Credits
Prerequisite: None
This course explores the importance of food and foodservice throughout history, from prehistoric times to the present. The historical influence on modern foodservice is analyzed. Culinary trends are identified and discussed.

LCBH211 – Information Technology Systems
3 Credits
Prerequisite: None
This course provides an overview of PC-based information systems and technology applications used in the hospitality industry to support operations and management decision making. Topics include: hardware and software, data processing systems, input-output devices, storage devices. Students will have the opportunity to learn and use word processing and spread sheet programs.

LCBH221 – Beverage Service Operations
3 Credits
Prerequisite: None
This course introduces the rudiments of adult beverage service, recipes, bar design and functionality. Other topics include: marketing, promotions, legalities, licensing, cost control, and management.

LCBH225 – Food Service Operations
5 Credits
Prerequisite: None
Food Service Operations provides a comprehensive view of the size and scope of the food service industry as well as core operational elements inherent in all food service operations. Different segments of the food service industry are analyzed including: contract food service, dining operations, and hotel food service.

LCBH231 – Introduction to Tourism
3 Credits
Prerequisite: None
This course provides a comprehensive view of the travel and tourism industry, including the history of travel and tourism. Operating segments of the tourism industry are explored, as well as the role of hospitality within the touristic framework.

LCBH241 – Hotel and Lodging Operations
3 Credits
Prerequisite: None
This course presents the fundamental principles of lodging operations. Students are introduced to the history and scope of lodging industry as well as the organizational structure, and classification of different types of properties and the markets served. Course also addresses job positions within the hotel and the interconnected nature of different hotel departments.

LCBH250 – Hospitality Business Law
3 Credits
Prerequisite: None
This intensive course covers all aspects of business law as it relates to the hospitality industry. Topics discussed include: basic contracts, administrative law, government regulations, and legal concerns involving truth in advertising, contracts, and management ethics. Students have the opportunity to develop the knowledge and skills necessary to make informed decisions within professional and legal boundaries. Also, proficiencies in building progressive labor relations as a hospitality manager are offered.

LCBH261 – Club Management
3 Credits
Prerequisite: None
This course examines the history, purpose, and organization of private clubs with a focus on member expectations, service delivery methods, and organizational structure. An overview of club departments and the unique management challenges are explored.

LCBH270 – Hospitality Leadership Systems
3 Credits
Prerequisite: None
This course emphasizes the importance of leadership, decision making, motivation, power, and change within the organization. This unit is aimed at enhancing the students' effectiveness as members or leaders of the hospitality management industry.

LCBH280 – Hospitality Marketing
3 Credits
Prerequisite: None
This course introduces the planning, development, and management of marketing activities. Special topics include financial and marketing considerations unique to events in the hospitality environment.

LCBH291 – Dining Room Management
3 Credits
Prerequisite: None
This course serves to provide students with a complete overview of front-of-the-house operations. Students will receive instruction in all aspects of dining room management including: service theory, concept styles, and levels of service. Furthermore, the equipment and standards that are required and dictated by concept and restaurant ratings are discussed. Hiring, training, and managing to ensure quality service are also included.

LCBH295 – Restaurant Management
5 Credits
Prerequisite: None
The course focuses on the mission, organization, and service execution in a sit-down, full-service dining operation. Planning, scheduling, and forecasting are explained, as well as, basic restaurant layout and design.

LCBH299 – Capstone Course
3 Credits
Prerequisites: All required program courses must be completed prior to taking LCBH299 and CGPA must be equal to or greater than 2.0
This course provides students with the opportunity to integrate and apply learning from their previous courses of study in a comprehensive method.

LCBK102 – Introduction to Pâtisserie and Baking Techniques
7 Credits
Prerequisite: None
The course introduces the fundamental concepts, skills and techniques of basic baking. Special emphasis placed on the study of ingredient functions, product identification, and weights and measures as applied to baking. Students will have the opportunity to apply basic baking techniques in the preparation of cookies, cakes, muffins, tarts basic custards and petit fours. Traditional meringues, butter creams and Génoise sponge will be included.

LCBK112 – Baking Principles and Viennoiserie
7 Credits
Prerequisite: LCBK102
Students will have the opportunity to develop the knowledge, skills and techniques required for the production and presentation of basic yeast products. Emphasis on the application of ingredient functions, product identification and recipe interpretation occurs throughout the module. Students will have the opportunity to apply their acquired understanding of basic baking concepts and techniques to the preparation of breads, enriched dough's and various artisan breads. Focus will also be given to phyllo dough, sweet dough, and Brioche; with emphasis on the method and production of Danish and croissant dough. Consistency of product, timing of production, and recipe development will be included.

LCBK122 – International Pâtisserie, Cake Formula, and Assembly
7 Credits
Prerequisite: LCBK112
Students will explore pâte á choux, stirred and baked custards, Bavarians and mousses. The fundamental production of classical European desserts, crêpes, soufflé, sabayon and frozen desserts are included. Students will also have the opportunity to develop the skills and understanding of creamed, two-stage, and foamed cake methods. The student will have the opportunity to gain practical experience in the production, assembly, finishing, and decoration of cakes with various fillings and icings.

LCBK212 – Advanced Pâtisserie and Chocolate Techniques
8 Credits
Prerequisite: LCBK122
This course focuses on concepts, procedures and techniques to produce platted desserts. The course emphasizes the preparation and assembly of finished desserts, tempering chocolate, sauce preparation, and garnishes.

LCBK222 – Centerpiece and Cake Decoration Techniques
7 Credits
Prerequisite: LCBK212
The course introduces students to the relevant concepts, procedures and techniques necessary to produce elaborate celebration cakes. The student will have the opportunity to develop skills in decorations made with pastillage, chocolate, gum paste, cooked sugar, and marzipan. Students will practice piping and décor appropriate to the production and decoration of wedding cakes.

LCBK232 – Advanced Showpiece and Confectionary Techniques
7 Credits
Prerequisite: LCBK222
Through the demonstration and practical experience, students will have the opportunity to develop their artistic talents in the creation of candies, showpieces, and centerpieces. Students explore a variety of mediums, which include chocolate, pastillage, and cooked sugar.

LCBK250/252 – Externship I
6 Credits
Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
The externship is the final applied component of the Le Cordon Bleu Pâtisserie and Baking program. The student will have the opportunity to further develop and refine their skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK255 – Externship II
6 Credits
Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
This second course is required of all Pâtisserie and Baking students. The student will have the opportunity to further develop and refine their skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBM302 – Wine and Beverage Management
3 Credits
Prerequisite: None
This course introduces the history, science and varieties of alcoholic beverages essential for today's hospitality manager. Students will have the opportunity to gain an understanding of wines, beers and spirits; including the selling and marketing aspects of the beverage industry.

LCBM310 – Cost Control Analysis
3 Credits
Prerequisite: None
This course focuses on the management aspects of planning, organizing, leading and controlling a hospitality establishment. Topics explored include purchasing and inventory control, accounting, and profitability.

LCBM320 – Health Cuisine and Nutrition
3 Credits
Prerequisite: None
This course will focus on current nutritional aspects in the food industry. Emphasis will be placed on dietary modifications, menu design and alteration, ingredient selection, and function.

LCBM330 – Food Science
3 Credits
Prerequisite: None
This course uses lecture and demonstrations to present the physical and chemical properties of food. Students will have the opportunity to discuss the relationship of these properties to food preparation techniques as they relate to health and nutrition.

LCBM340 – Business Ethics
3 Credits
Prerequisite: None
This course examines the nature and value of morality in relation to business environments. Students will be exposed to theoretical situations and applied ethical constructs that shape and modify the business decision-making processes.

LCBM360 – Facilities Management
3 Credits
Prerequisite: None
Students will have the opportunity to examine and evaluate the processes involved in the development, management, and maintenance of hospitality facilities and properties.

LCBM370 – Supervision and Management
3 Credits
Prerequisite: None
This course will cover the transition from employee to supervisor. Management techniques will be studied on how to handle difficult employees at the same time as implementing motivational techniques. The student will have an opportunity to gain an understanding of employee training programs, counseling, the concept of discipline, performance appraisals, and the principles of wage and salary administration.

LCBM380 – Gastronomy
3 Credits
Prerequisite: None
This course will explore the study of food through diverse questioning, both historic and contemporary, to understand the relevance within our society and cultures. Topics will include: cultural meanings of food, influences around what we eat and why, changes in meals and mealtimes, drinking habits today versus yesteryear, and the evolution of cuisine, cookbooks and authors. Students will be expected to complete a gastronomy research project as part of the course.

LCBM430 – Event Management
3 Credits
Prerequisite: None
This course will concentrate on established standards, techniques, and practices of event management. The focus will be on social and business functions, and the management of large scale, independent events, such as catering events. Topics will include: research, design, planning, coordination and evaluation of special events management.

LCBM440 – Hospitality Marketing Management
3 Credits
Prerequisite: None
Students address the principles of sales and marketing management as they apply to international hotel and resort business. The course explores the analysis, planning, and control of the sales and marketing function. Emphasis is placed on the procedures and techniques of decision making relative to marketing challenges.

LCBM460 – Financial Management
3 Credits
Prerequisite: None
The course integrates the areas of financial accounting, managerial accounting, and finance and applies the interpretive and analytical skills of each to hospitality industry situations. Course topics will expose students to the analysis and interpretation of financial statements and operating reports, the budgeting and forecasting process, the application of C-V-P and other decision models to hospitality operations, operating agreements, capital investment analysis, financial feasibility, and valuation.

LCBM470 – Hospitality Strategic Management and Research
3 Credits
Prerequisite: None
This course will concentrate on the manager's role in developing balanced and strategic decisions. Practical aspects will be considered through case study analysis and research. Topics will include: acquisition, development, and management of financial resources (such as people, knowledge, and capital), while maintaining successful relationships with external stakeholders.

LCBM480 – Customer Service
3 Credits
Prerequisite: None
This course will provide the student the opportunity to learn how to provide effective customer service and handling customer challenges; while maintaining a professional image. Actual hospitality cases will be studied and customer service solutions will be developed through individual assignments and group discussions.

LCBM490 – Small Business Development
3 Credits
Prerequisite: None
This course will concentrate on techniques and practices of successful small business managers. Topics will include: development and effective management of a small business, essential start-up lessons, writing a business plan, obtaining finance, and understanding legal business forms.

LCBM499 – Capstone Course
3 Credits
Prerequisites: All required program courses must be completed prior to taking the LCBM499 and CGPA must be equal to or greater than 2.0
This course provides students with the opportunity to integrate and apply what was taught from their previous courses of study in a comprehensive method.

GENERAL EDUCATION COURSE DESCRIPTIONS

AGSC403 – Contemporary Issues in Agriculture and Food Production
5 Credits
Prerequisites: ECO323 and ENV333
This course identifies a broad scope of sustainable agriculture issues and includes addressing personal connections with food, the environmental "footprint" of food production, price versus cost, trends in agriculture, and historic factors affecting today's food systems. Potential solutions and action steps are examined throughout the course.

COM103 – English and Communications
5 Credits
Prerequisite: None
This is an introductory course, which focuses on communication skills essential to career and personal growth. Emphasis is placed upon awareness of an adaptation to the audience, ethical responsibility and cultural diversity. Students are expected to progress in gradual stages, gaining an understanding of the communication process along with confidence and experience in numerous speaking, listening and small group interactions.

COM112 – Effective Interpersonal Communication and Presentation Skills
5 Credits
Prerequisite: None
This course presents principles and theories of effective speech communication. Students will have the opportunity to practice communication and presentation techniques; investigate elements of effective communication, practice writing and organizational skills; and adapt methods of delivery for diverse audiences and context. The course also explores nonverbal communication, conflict resolution, and group dynamics.

COM115 – Communication Methods
5 Credits
Prerequisite: None
The course will emphasize the skills and techniques of effective communication and the application of those skills in a variety of contexts. Topics include the processes and barriers of human communication, the effects of self-perception, culture, gender, verbal and nonverbal messages on the process, and the impact of the communication process on teamwork and conflict. The course will provide students the opportunity to progress in gradual stages, gaining an understanding of the communication process along with confidence and experience in public speaking, listening and group interactions.

COM166 – Interpersonal Communications
5 Credits
Prerequisite: None
Students study the skills and techniques of effective communication and the application of those skills to their personal and professional lives. Topics include the processes and barriers for human communication, the role of self-perception, the effects of culture and gender on communication, verbal and nonverbal messages, group communication, public speaking and managing interpersonal conflict.

CST1050 – Speech
5 Credits
Prerequisite: None
Students study the skills and techniques of effective communication and the application of those skills to our daily lives. Topics include an awareness and appreciation of the complexities of the communication process, understanding inter- and intra-personal communication, identifying barriers to communication, and resolving conflict in communication.

ECO323 – Economic Theory
5 Credits
Prerequisite: None
Students will have the opportunity to learn the economic theories of supply and demand, the principles of scarcity, the allocation of resources and the organization of economic systems. Students explore forces shaping the economy such as market structures, financial institutions, government policies, unemployment, the national debt and the global market place.

ENC1101 – English Composition
5 Credits
Prerequisite: None
In this course students have the opportunity to learn to understand and utilize the writing process. The course encourages the students to see English as a highly practical course, giving them skills they need in future classes, and in any field or occupation they pursue. The students can use reading and writing to demonstrate critical thought, effective communication, and creative appreciation.

ENG101 – Writing Fundamentals
5 Credits
Prerequisite: None
This course will focus upon the writing process, including planning, developing, and revising. It is intended to improve the writing skills necessary to succeed in college and in future careers.

ENG105 – English Composition
5 Credits
Prerequisite: None
This course will focus upon the writing process, including planning, development, and revision. Informative, narrative, and persuasive writing styles will be introduced. Additionally, composition principles including tone, grammar, punctuation utilization of effective research methods, source validity, and accurate methods of citation will be incorporated into the course.

ENG121 – English Composition
5 Credits
Prerequisite: None
This course provides an introduction to clear and effective writing with an emphasis on correct grammar, punctuation, spelling and word choice. Sentence structure, recognition and correction of common sentence errors and the effective use of reference tools are covered. Students will have the opportunity to practice composition skills through exercises and assignments that represent real-world tasks.

ENG132 – English Composition
5 Credits
Prerequisite: None
In this course, students are expected to study and apply composition principles to a variety of writing modes, focusing on the writing process, intended audience, consistent point of view, correct grammar, concise language, appropriate style, and effective organizational strategies.

ENG150 – College English
5 Credits
Prerequisite: None
This course emphasizes the ability to write clearly and effectively by applying composition principles to a variety of writing modes. Focus is on the writing process, intended audience, consistent point of view, correct grammar usage, concise language, appropriate style and effective organizational strategies.

ENG221 – Writing Practical
5 Credits
Prerequisite: None
This course focuses on the factors that make writing readable. Students will practice identifying the characteristics of "good" writing, and contrast clear, vivid written language with writing which is ineffective. Through lecture, class discussion, and writing assignments, students can learn to write well-crafted paragraphs, business correspondence, reports, policies and procedures. Emphasis is placed on appropriate structure, referencing and documentation.

ENG303 – Academic Writing and Research
5 Credits
Prerequisite: None
This course covers such topics as incorporating critical reading strategies, the elements of good writing, effective sentence skills, paragraph, and essay structure. The course incorporates the use of literary analysis and research in the development of various writing styles. It addresses how research best fits within student writing by explaining how to analyze and synthesize findings in the student's own words.

ENV333 – Environmental Science
5 Credits
Prerequisite: None
This course evaluates the effects of humans on the earth's ecosystem. Topics discussed may include ecology, human populations, pollution, energy consumption, the allocation of natural resources, and alternative forms of energy.

GE280 – Environmental Science
5 Credits
Prerequisite: None
This course provides students with an overview of the earth's physical environments. Topics include the structure of the planet, population growth, energy resources, groundwater contamination, the greenhouse effect, toxic waste disposal, and land use management.

GEN112 – College English
5 Credits
Prerequisite: None
This course emphasizes the ability to write clearly and effectively by applying composition principles to a variety of writing modes. The focus is on the writing process, intended audience, consistent point of view, correct grammar usage, concise language, appropriate style and effective organizational strategies.

GEN112 – Fundamentals of Speech
5 Credits
Prerequisite: None
The course covers the principles and practices basic to all areas of oral communication.

GEN113 – Fundamentals of Oral Communication
5 Credits
Prerequisite: None
This course is an introduction on the basic principles, methods and theories of oral communications. The student will practice speaking and listening skills that can help promote professional career opportunities and workplace relationships.

GEN122 – Verbal Communications
5 Credits
Prerequisite: None
This course presents principles and theories of effective speech communication. Students will have the opportunity to practice communication and presentation techniques; investigate elements of effective research, writing and organization; and adapt methods of delivery for diverse audiences and contexts.

GEN122 – Applied Math
5 Credits
Prerequisite: None
Applied Math is designed to provide students with a clear understanding of the essentials of mathematics, whole numbers, fractions, decimals, ratio and proportion, percent's, applications for business and consumers, statistics, and probability, U.S., customary and metric systems of measurement and rational numbers. The course also provides students with an introduction to yield percent, costing, recipe costing, and recipe size conversion.

GEN132 – English Composition
5 Credits
Prerequisite: None
This class examines the use of language. Students are exposed to public speaking, writing, and reading for comprehension, discussion and critical evaluation. English Composition is designed to prepare students to express themselves with professionalism and confidence.

GEN132 – College Mathematics
5 Credits
Prerequisite: None
Students will have the opportunity to investigate historical and contemporary topics in mathematics as an introduction to the thinking processes developed in the field. The topics will introduce the student to both the logical and precise nature of mathematics as well as its creative and imaginative side. The focus of the course is on mathematical reasoning and the solving of real-life problems. Topics included will be chosen from, but not limited to, the following: collection, representation and presentation of data and graphs, ratios and proportions, linear behavior, production.

GEN133 – Written Communication
5 Credits
Prerequisite: None
This course emphasizes clear and effective writing, concentrating on basic grammar, spelling, sentence structure, and punctuation. Students will be exposed to the effective use of reference tools and generally acceptable methods of referencing sources. Students will have the opportunity to practice these skills through written exercises and assignments.

GEN142 – Introduction to Psychology
5 Credits
Prerequisite: None
This course provides a general overview of the science of psychology and human behavior. Students will explore the fundamentals of critical thinking, the human mind, effects of environment and mental health. Specific topics covered include theories of personality, life-span development, sensation and perception, thinking and intelligence, memory and learning, emotion, stress and health.

GEN142 - Psychology
5 Credits
Prerequisite: None
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

GEN152 – Environmental Science
5 Credits
Prerequisite: None
This course evaluates the effects of humans on the Earth's ecosystem. Topics discussed may include ecology, human populations, pollution, energy consumption, allocation of natural resources, alternative forms of energy, legislation and citizen action.

HUM1101 – Culinary History
5 Credits
Prerequisite: None
This course is a foundation course in Culinary History. In this course, students are provided an overview of the cultural aspects of food, the societal influences and origins of culinary traditions, dietary patterns, and influence of food in ethnic groups and societies. They will also trace the emergence of the role of the Chef through history.

HUM100 – Introduction to Humanities
5 Credits
Prerequisite: None
This course is designed to provide students with a comprehensive overview of the humanities. The emphasis of this class will be the examination of the major dimensions of art, literature, music and theater from the classical period to modern times as well as taking a critical and analytical look at enduring philosophical and religious themes from Eastern and Western perspectives.

HUM313 – Food Culture and Ethnic Identity
5 Credits
Prerequisite: None
This course is designed to provide students the opportunity to enhance their understanding of food and culture. Throughout history, humans have structured their lives around the search for food. Food is a powerful dimension in our consciousness as human beings and is one of the most distinctive expressions of an ethnic group or culture.

LAH2020 – History of Latin America
5 Credits
Prerequisite: None
This course looks at Latin American History from the pre-conquest to the 21st century. This will include the colonial, economic, and political impact upon its people and its development.

LIT215 – Topics in Literature
5 Credits
Prerequisite: None
This course will examine modern short stories, poems, plays, and film adaptations selected to reflect recurring universal themes. Readings will highlight key literary terms and conventions. The course will provide the opportunity for students to read, write, and discuss the impact of literature on their lives.

LIT225 – Topics in Literature
5 Credits
Prerequisite: None
Students will read and respond to works of literature by significant twentieth-century American writers, gain an appreciation of literature as an art form, and learn to evaluate literary works. In addition, students will apply techniques of literary criticism to popular art forms, such as film and song lyrics.

MAC1105 – College Math
5 Credits
Prerequisite: None
In this course, students will have the opportunity to develop the ability to solve a variety of problems through the use of mathematical structures including algebra, geometry, and statistical analysis.

MAT100 – College Math
5 Credits
Prerequisite: None
This course teaches and reinforces basic mathematic skills and concepts utilized in everyday life. Topics include calculation of percentages, ratios and proportions and an introduction to algebra. Practical examples and problem-solving exercises are utilized to reinforce information discussed

MAT122 – Culinary Math
5 Credits
Prerequisite: None
This course introduces the culinary professional to the basics of math and how it is applied to real-world situations in the kitchen. Even with today's reliance on technology, it is important for culinary professionals to understand the underlying mathematics. This course helps students in the culinary arts obtain the math knowledge they need to succeed in areas such as conversions, measuring, and basic costing.

MAT1150 – College Math
5 Credits
Prerequisite: None
This course is designed to teach mathematical concepts that are a basic necessity for dealing with contemporary problems and issues. The course provides students with the opportunity to learn basic mathematical systems, work with edible portion quantities and as purchased quantities, edible portion costs vs. as purchased costs, yield percentages, and determining selling prices as they relate to the culinary industry.

MTH115 – General Education Mathematics
5 Credits
Prerequisite: None
This course will investigate historical and contemporary topics in mathematics as an introduction to the thinking processes developed in the field. The topics will introduce the student to both the logical and precise nature of mathematics, as well as its creative, investigative and imaginative side. The focus of the course is on mathematical reasoning and solving of real-life problems. Topics included will be chosen from, but not limited to, the following: linear programming, finance, and statistics.

MTH123 – College Math
5 Credits
Prerequisite: None
This course is designed to teach mathematical concepts that are a basic necessity for dealing with contemporary problems and issues. The course provides students with the opportunity to learn mathematical systems, work with sets of numbers, and solve problems through logic.

MTH135 – College Mathematics
5 Credits
Prerequisite: None
An exploration of the fundamental concepts and applications of algebra. Topics include linear and quadratic equations, inequalities, modeling; the Cartesian plane and graphing; functions and their graphs, polynomial functions, and systems of equations and inequalities.

POL200 – Introduction to American and Nevada Politics
5 Credits
Prerequisite: None
This course provides a survey of the U.S., state, and local governments with attention to the unique aspects of Nevada government and politics. Students can learn about the origin, history, provisions, and principles of the Constitution of the U.S. and the constitution of the State of Nevada. This course satisfies the U.S. and Nevada Constitution requirement for the State of Nevada.

POL473 – Politics, Law, and Society
5 Credits
Prerequisite: None
This course examines the interrelatedness of politics, law and society, with a focus on public opinion, legislation and regulations, and the influence of mass media on decision-making processes.

PSY105 – Psychology
5 Credits
Prerequisite: None
This course provides a general overview of the science of psychology and human behavior. Topics covered include the fundamentals of critical thinking, the human mind, effects of environment, and mental health.

PSY110 – Social Psychology
5 Credits
Prerequisite: None
This course examines the social factors that influence individual and group behavior; with a focus on attitude formation and development, social cognition and perception, interpersonal relations, social influences, and conformity.

PSY142 – Psychology
5 Credits
Prerequisite: None
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

PSY201 – Aspects of Psychology
5 Credits
Prerequisite: None
This course is an introduction to the field of psychology, its basic concepts, theories, and contributions to the understanding of human behavior including motivation, team work, conflict resolution, stress management, and personality types.

PSY2101 – Introduction to Psychology
5 Credits
Prerequisite: None
This class is a foundational course designed to give the student a basic understanding of the psychology of human behavior. The student will be given exposure to the concepts, terminology, principles, and theories that comprise an introductory course in psychology. Topics covered are to synthesize the broad range of knowledge about psychology, to emphasize research methodology, to encourage critical thinking, and to convey a multicultural approach that respects human diversity and individual differences.

PSY313 – Organizational Psychology
5 Credits
Prerequisite: None
This course examines psychological issues associated with organizational structures and processes. Topics include human relations and interaction, communication, motivation, ethical and moral behavior, hierarchies, leadership, and role definition within organizations.

SCI1200 – Food Science and Safety
3 Credits
Prerequisite: None
This course covers the principles of safe food handling, the three types of hazards, and the most common causes of foodborne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent foodborne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

SCI1230 – Nutrition
3 Credits
Prerequisite: None
This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease and how a food science foundation can benefit not only immune challenged populations, but average healthy populations as well.

SOC413 – Beliefs, Attitudes, and Ideologies
5 Credits
Prerequisite: None
This course examines the formation, adaptation, maintenance, and function of attitudes and beliefs. The course explores a variety of decision-making processes, assumptions, opinions, judgments, and ideologies are analyzed to determine their relation to individual and group behavior and identity.

SPC2600 – Public Speaking
5 Credits
Prerequisite: None
This course presents principles and theories of effective speech communication. Students will practice communication and presentation techniques; investigate elements of effective research, writing, and organization; and adapt methods of delivery and debate for diverse audiences and contexts.

STAT303 – Statistics
5 Credits
Prerequisite: None
This course examines the role of statistics in many aspects of everyday life. The course explores a variety of real examples and uses case studies to build a better understanding of statistical analysis.

SYG2600 – Cultural Diversity
5 Credits
Prerequisite: None
This course involves the study of society, social behavior, human interaction, and cultural patterns. Topics include the analysis of social conflict, the structure and function of institutions, the dynamics of individual and group interactions, and social stratification and diversity.

ADMISSIONS INFORMATION

ADMISSIONS POLICY

Students should apply for admission as soon as possible in order to be accepted for a specific program and start date.

All applicants are required to complete a personal interview with an admissions representative, either in person or by telephone, depending upon the distance from the school. Parents and/or significant others are encouraged to attend. This gives applicants and their families an opportunity to see and learn about the school's equipment and facilities and to ask questions relating to the school's curriculum and career objectives. Personal interviews also enable school administrators to determine whether an applicant is a strong candidate for enrollment into the program.

For the Le Cordon Bleu campuses in:

Atlanta, Las Vegas, Miami, Orlando, Portland, Scottsdale, Seattle, St. Louis
In addition, each applicant must:

- Complete an Application form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian).
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence.
- Sign a request for high school or GED transcript (and official college transcripts, where applicable).
- Complete the Wonderlic Exam.
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application within three (3) business days of the school's receipt of the application and fee)
  The school reserves the right to reject applicants if the items listed above are not successfully completed.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco
In addition, each applicant must:

- Complete an Application form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian).
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence.
- Sign a request for high school or GED transcript (and official college transcripts, where applicable).
- Complete the Wonderlic Exam.
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application as per the State of California cancellation policy)
  The school reserves the right to reject applicants if the items listed above are not successfully completed.

For the Le Cordon Bleu campus in: Minneapolis/St. Paul
In addition, each applicant must:

- Complete an Application form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian).
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence.
- Sign a request for high school or GED transcript (and official college transcripts, where applicable).
- Complete the Wonderlic Exam.
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application within three [3] business days of the school's receipt of the application and fee)
- Copy of his/her immunization record.

For online programs offered through the Le Cordon Bleu campus in: Scottsdale
Bachelor's Completion Program Requirements

- Complete an Application for Admissions form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, the enrollment agreement must also be signed by a parent or guardian).
- A copy of official transcripts before matriculation that must show the student has earned an Associate or higher-level degree from an accredited postsecondary educational institution, recognized by the U.S. Department of Education (or the foreign equivalent), and that the degree granted is in a culinary related field of study. A student must have taken 10 Quarter Credits of academic general education at an accredited postsecondary educational institution, recognized by the U.S. Department of Education that includes courses in written and oral communications or proficiency exam.
- Financial aid forms (if applicant wishes to apply for financial aid).
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application within three (3) days of the school's receipt of the application and fee).

An initial Application for Admission into our completion program must be accompanied by copies of all postsecondary academic transcripts for evaluation prior to receiving final acceptance into the program. Official transcripts must be requested to be sent to Le Cordon Bleu College of Culinary Arts at the time of application and received prior to matriculation into the program. The following culinary related Associate degree programs are deemed appropriate for acceptance into the Bachelor's Completion Program:

- Culinary Arts
- Pâtisserie and Baking
- Restaurant Management
- Culinary Arts and Restaurant Ownership
- Culinary Arts – Culinary Skills and other related culinary arts specific programs as deemed appropriate by the institution.

Le Cordon Bleu Culinary Operations Associate Program Requirements

The associate degree programs are limited to graduates of a Le Cordon Bleu Certificate in Culinary Arts who have earned a GPA of 2.0 or higher per course. Applicants to associate degree programs, who believe they have earned an equivalent degree, must submit official transcripts to the school's Associate Registrar and will be reviewed by the Director of Education for evaluation and eligibility decision. A student who has earned a grade below 2.0 in a pre-requisite course will need to be enrolled and complete an equivalent course earning a course grade of 2.0 or higher prior to enrollment into an associate degree program.

APPLICATION FEE WAIVER POLICY

Application fees are waived under the following circumstances:

- For prospective students who have previously paid an application fee at a Career Education owned school and that fee was not refunded;
- For a prior graduate from any Career Education Corporation owned school;
- For a prospective student who is active duty military, a veteran, a reservist or a spouse or dependent of any of the former;
- For all CEC employees, spouses and dependents enrolling as a Le Cordon Bleu North America student;
- For a prospective student who is eligible for Native American tribal education benefits;
- For a prospective student who will be attending with state TA funding assistance. (For Le Cordon Bleu St. Louis only)
- For prospective students qualified to receive the Corporate Alliance Grant.
- For a prospective student who is a high school student on free or reduced lunch (For Le Cordon Bleu Minneapolis/ St. Paul only)

PROOF OF HIGH SCHOOL GRADUATION FOR LE CORDON BLEU CAMPUSES IN: LAS VEGAS, LOS ANGELES, MIAMI, SACRAMENTO, SAN FRANCISCO AND SCOTTSDALE

Acceptable documentation of high school graduation (called Proof of Graduation) must be received by the institution prior to the first day of the student's first scheduled class(es). It is the student's responsibility to provide acceptable documentation of high school graduation or its equivalency. Students may be asked to provide additional documentation to support the validity of their Proof of Graduation. Any student who does not provide documentation of high school graduation or its equivalent will have his or her enrollment cancelled. Once a student's enrollment is cancelled, he or she will not receive credit for any academic work submitted or grades earned prior to the cancellation. No Federal Financial Aid funds will be disbursed to a student's account until a valid proof of high school graduation or its equivalent is received, reviewed and confirmed.

PROOF OF HIGH SCHOOL GRADUATION FOR LE CORDON BLEU CAMPUSES IN: ATLANTA, MINNEAPOLIS/ST. PAUL, ORLANDO, PORTLAND, SEATTLE AND ST. LOUIS

Acceptable documentation of high school graduation (known as Proof of Graduation) must be received by the institution within 14 calendar days of his or her first day of scheduled class(es). It is the student's responsibility to provide valid documentation of high school graduation or its equivalency, such as by providing a high school transcript, a college transcript (for students who have already completed an associate degree) or military documents that specify the student's high school name, location and date of graduation. Students who do not possess valid evidence of high school graduation, or its equivalence, may complete a High School Transcript Request form, which can be obtained from the Admissions Department and must be returned to the Admissions Department. Students may be asked to provide additional documentation to validate their Proof of Graduation. Any student who does not provide valid documentation of high school graduation, or its equivalent, will have his or her enrollment cancelled. Once a student's enrollment is cancelled, he or she will not receive credit for any academic work submitted or grades earned prior to the cancellation. No Federal Financial Aid funds will be disbursed to a student's account until a valid proof of high school graduation or its equivalent is received, reviewed and confirmed.

WONDERLIC EXAM

Applicants applying to Le Cordon Bleu College of Culinary Arts must take the Wonderlic® Scholastic Level Exam (SLE). Students applying from outside the campus' region who are not available for immediate onsite testing may be required to take the Wonderlic® Scholastic Level Exam Quick test (SLE-Q).

Those applying to a certificate/diploma program, who have earned an associate degree or higher from an accredited institution recognized by the U.S. Department of Education, and have provided official copies

of their transcripts, will be exempt from taking the Wonderlic® exam. Those applying to an associate degree program, who have earned a bachelor degree or higher from an accredited institution recognized by the U.S. Department of Education and have provided official copies of transcripts, will be exempt from taking the Wonderlic® exam. International students are exempt from taking the Wonderlic® Exam

ARTICULATION AGREEMENTS

For the Le Cordon Bleu College of Culinary Arts campuses in Los Angeles and San Francisco

An Articulation Agreement exists between these campuses and Le Cordon Bleu College of Culinary Arts in Scottsdale. This agreement is a collaboration between the Associate of Occupational Studies Degree in Culinary Arts offered by Le Cordon Bleu College of Culinary Arts in Los Angeles and San Francisco into the Bachelor of Arts in Le Cordon Bleu Culinary Management at Le Cordon Bleu College of Culinary Arts in Scottsdale.

Le Cordon Bleu College of Culinary Arts in Sacramento

Le Cordon Bleu College of Culinary Arts in Sacramento has not entered into an articulation or transfer agreement with any other college or university.

All Other Campuses

Details pertaining to Articulation Agreements for all other campus locations are located on the Le Cordon Bleu website.

CRIMINAL CONVICTION POLICY

In an effort to maintain a safe educational and working environment for students and staff, Le Cordon Bleu College of Culinary Arts does not accept applicants who are known to have certain types of criminal convictions in their backgrounds. Admitted students who are discovered to have misrepresented their criminal conviction history to Le Cordon Bleu College of Culinary Arts are subject to immediate dismissal. Similarly, students who commit certain types of crimes while enrolled are subject to immediate dismissal. As such, students convicted of any criminal offense while enrolled must report that conviction to the school within ten (10) days of receiving the conviction. Students who fail to report a criminal conviction while enrolled are subject to immediate dismissal. Le Cordon Bleu College of Culinary Arts reserves the right to conduct criminal background checks on applicants and students in circumstances deemed appropriate.

ENGLISH PROFICIENCY

Le Cordon Bleu College of Culinary Arts does not provide English-as-a-second language instruction. Students are required to speak English in classes that are taught in English. Students whose native language is not English are required to provide proof of English proficiency by one of the following:

- Test of English as a Foreign Language (TOEFL) with an Internet-Based Test (iBT) score of 61 or higher, Paper-Based Test score of 500 or higher, or Computer- Based Test (CBT) score of 173.
- Advance Placement International English Language (APIEL) with a score of 173 or higher.
- International English Language Testing System (IELTS) with a level of 6 or higher.
- A grade of C or better in an intermediate ESL course.
- Graduation from an English-speaking secondary institution.
- Evidence of having completed 12 semester hours or 18 quarter hours with at least a 'C' (70%) average at an accredited postsecondary institution in which English was the language of instruction.

Students or Graduates who have been previously enrolled in a Le Cordon Bleu Spanish program who chose to transfer to a non-Spanish program will need to meet the English Proficiency requirements.

ADMISSIONS PROCEDURES FOR INTERNATIONAL STUDENTS

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Los Angeles, Miami, Minneapolis/St. Paul, Orlando, Portland, San Francisco and Scottsdale

International students who are eligible for the issuance of an I-20 may enroll directly into an Associate degree at the Non-Resident tuition and fee level. International students are exempt from taking the Wonderlic® Exam. No English language services are provided by the school. Instruction is conducted in English.

Le Cordon Bleu College of Culinary Arts in Sacramento, Seattle and St. Louis

No assistance is offered by the school with regard to applying for a visa and charges incurred related to this process are the responsibility of the applicant. The school is not authorized under federal law to enroll non-immigrant students. No English language services are provided by the school. Instruction is conducted in English.

NON-DISCRIMINATION

The school admits students without regard to race, gender, sexual orientation, religion, creed, color, national origin, ancestry, marital status, age, disability, or any other factor prohibited by law.

RE-ENTERING STUDENTS

Students who have previously attended Le Cordon Bleu College of Culinary Arts but did not graduate, and are returning within 364 days of their last date of attendance, at a minimum will be subject to the following admission requirements and procedures as new applicants: Enrollment Agreement, General Student Disclosure Form, Programmatic Disclosure Form (as applicable), Background check and be required to take the Wonderlic SLE or SLE-Q exam. Payment of the application fee is not required. Additional Financial Aid forms may also be required for those wishing to apply for financial aid. Students planning to return to the institution in a program of study that is different from the

one they previously attended may be subject to additional admissions requirements.

Students who have previously attended Le Cordon Bleu College of Culinary Arts but did not graduate, and whose recorded last date of attendance is greater than 364 days, are subject to all admission requirements in effect at the time of re-entry. All re-entering students will be charged the rate of tuition and fees in effect at the time of re-entry.

POLICY ON FORGED/ALTERED ACADEMIC DOCUMENTS FROM FOREIGN INSTITUTIONS

Foreign and Domestic Documents

Le Cordon Bleu College of Culinary Arts follows strict policies concerning academic integrity. Students with foreign educational credentials must submit authentic foreign academic documents from all upper-secondary and postsecondary educational institutions. Foreign educational credentials will be verified through an approved foreign credential evaluation agency. Foreign credentials will be evaluated to ensure they are equivalent to a high school diploma.

Forged Documents

Any forged/altered academic document, foreign or domestic, submitted by a prospective student will be retained as property of the school and will not be returned to the prospective student. These students will not be considered for admission. If the situation occurs that a student is already attending classes at Le Cordon Bleu College of Culinary Arts and verification of forged credentials arrives, the following applies: If the forged document was used to admit the student, and the absence of that credential would make the student inadmissible, the student will be dismissed from the institution. If the forged document was not used to admit the student, but was used to gain possible transfer credit, the student may be dismissed from school or placed on probation and any transfer credit already awarded from the forged credential will be taken away.

FINANCIAL INFORMATION

FINANCIAL ASSISTANCE

Financial Aid is available for those who qualify. Le Cordon Bleu College of Culinary Arts participates in a variety of financial aid programs for the benefit of students. Students must meet the eligibility requirements of these programs in order to participate. Le Cordon Bleu College of Culinary Arts administers financial aid programs in accordance with prevailing federal and state laws and its own institutional policies. Students are responsible for providing all requested documentation in a timely manner. Failure to do so could jeopardize the student's financial aid eligibility. In order to remain eligible for financial aid, students must maintain satisfactory academic progress as defined in this catalog.

It is recommended that students apply for financial aid as early as possible in order to allow sufficient time for application processing. Financial aid must be approved, and all necessary documentation completed, before the aid can be applied toward tuition and fees. Financial aid is awarded on an award year basis; therefore, depending on the length of the program it may be necessary to re-apply for aid for each award year. Students may have to apply for financial aid more than once during the calendar year, depending on their date of enrollment. Students who need additional information and guidance should contact the Financial Aid Office.

HOW TO APPLY

Students who want to apply for federal aid (and state aid, if applicable) must complete a Free Application for Federal Student Aid (FAFSA) each year. This application is available on-line at Le Cordon Bleu College of Culinary Arts' website (www.chefs.edu) or at http://fafsa.ed.gov. The FAFSA applications are processed through the Department of Education and all information is confidential. Students must be accepted at Le Cordon Bleu College of Culinary Arts before financial aid packages can be estimated and processed.

In addition to the catalog, tuition and fee information can also be found on the Le Cordon Bleu website.

DISBURSEMENT OF TITLE IV CREDIT BALANCE (BOOKS)

Regulations require that certain Pell Grant eligible students be provided by the 7th day of classes a means to obtain or purchase required books and supplies. This provision is available only to students who have submitted all required title IV financial aid paperwork at least 10 days before the beginning of classes and who are anticipated to have a credit balance, and is subject to certain other conditions. The amount advanced (or books provided) to eligible students for such purchases is the lesser of: the standard estimated book costs used in the school's Cost of Attendance, or the student's anticipated Title IV credit balance for the block/ module (excluding Stafford Loans for first year- first time borrowers). Determination of delivery of books or of the credit balance is determined by the school. Students may opt out of using the way the school has chosen to fulfill this requirement, simply not accepting the books or credit balance. However, keep in mind that opting out does not require the school to provide the student with an alternative delivery method. Books and supplies are billed to the student's account each payment period. Books, kits, and uniforms are provided by the second day of class to registered students who have submitted all required FA paperwork.

FINANCIAL AID PROGRAMS

Federal Pell Grant

This grant program is designed to assist needy undergraduate students who desire to continue their education beyond high school. Every student is entitled to apply for a Federal Pell Grant. Eligibility is determined by a standard federal formula, which takes into consideration family size, income and resources to determine need. The actual amount of the award is based upon the cost of attendance, enrollment status, and the amount of money appropriated by Congress to fund the program. The Federal Pell Grant makes it possible to provide a foundation of financial aid to help defray the cost of a postsecondary education. Unlike loans, the Federal Pell Grant does not usually have to be paid back.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a grant program for undergraduate students with exceptional need with priority given to students with Federal Pell Grant eligibility. The federal government allocates FSEOG funds to participating schools. This is a limited pool of funds and the school will determine to whom and how much it will award based on federal guidelines. Often, due to limited funding, FSEOG award resources are exhausted early in the year.

LOANS

Federal Student and Parent Loans

The Department's major form of self-help aid includes loans to students and parents through the William D. Ford Federal Direct Loan (Direct Loan) Program. Direct Loans include Federal Stafford, Federal Parent-PLUS, Federal Grad- PLUS and Federal Consolidation Loans and are available through the U.S. Government.

Federal Direct Stafford

Federal Direct Stafford loans are low-interest loans that are made to the student. The loan must be used to pay for direct (tuition and fees, books and supplies) and indirect (room, board, transportation and personal expenses) education related expenses. Subsidized loans are based on need while unsubsidized loans are not. Repayment begins six (6) months after the student graduates, withdraws from school, or falls below half-time enrollment status.

ED00003165

Federal Direct Parent-PLUS
The William D. Ford Federal Direct Parent-PLUS loan is available to parents of dependent undergraduate students. These loans are not based on need but when combined with other resources, cannot exceed the student's cost of education. A credit check on the parent borrower is required and either or both parents may borrow through this program. Repayment begins within 60 days of final disbursement of the loan within a loan period. However, parents may request a deferment of payments while the student is attending at least half time.

Federal Work Study (FWS)
FWS is a financial aid program designed to assist students in meeting the cost of their education by working part-time while attending school. Positions may either be on-campus, off-campus, or community service related. A candidate must demonstrate financial need to be awarded FWS. The number of positions available may be limited depending upon the institution's annual funding allocation from the federal government.

Private Loans
Some lending institutions offer loans to help cover the gap between the cost of education and the amount of federal aid eligibility. A co-signer may be required to meet the program's credit criteria. Interest rates are variable and are typically based on the prime rate or the Treasury bill rate. Contact the specific lender for more information.

STATE GRANTS/STATE SCHOLARSHIPS

Chafee Grant
The California Chafee Grant Program gives free money to foster youth and former foster youth to use for vocational school training or college courses.

For the Le Cordon Bleu campuses in: Miami, Orlando State Grants
These grants, administered by the Florida State Department of Higher Education, provide financial assistance to qualified students who reside in Florida. These grants are based on the student's estimated family contribution and the availability of state funds.

José Martí Scholarship Challenge Grant Fund
The José Martí Scholarship Challenge Grant Fund is a need-based merit scholarship that provides financial assistance to eligible students of Hispanic origin who will attend Florida public or eligible private institutions. Applicants for undergraduate study must apply during their senior year of high school. Graduate students may apply, but priority for the scholarships is given to graduating high school seniors. The number of new awards made each year is subject to contributions from private sources and funds appropriated by the Florida Legislature.

Robert C. Byrd Honors Scholarship Program
The Robert C. Byrd Honors Scholarship Program was established by the United States Congress to provide scholarships to outstanding high school seniors who show promise of continued academic achievement. This program is offered through the U.S. Department of Education and administered by the Florida Department of Education (FDOE), Office of Student Financial Assistance (OSFA). Program funds may be used at eligible institutions outside the state of Florida.

Florida Student Assistance Grant Program
The Florida Student Assistance Grant (FSAG) Program is a need-based grant program available to degree-seeking, resident, undergraduate students who demonstrate substantial financial need and are enrolled in participating postsecondary institutions.

- The Florida Public Student Assistance Grant is available to students who attend state universities and public community colleges.
- The Florida Private Student Assistance Grant is available to students who attend eligible private, non-profit, four-year colleges and universities.
- The Florida Postsecondary Student Assistance Grant is available to students who attend eligible degree-granting private colleges and universities not eligible under the Florida Private Student Assistance Grant.
- The Florida Public Postsecondary Career Education Student Assistance Grant is available to students who attend participating community colleges or career centers operated by district school boards.

See the separate fact sheet for additional information. FSAG is a decentralized program, and each participating institution determines application procedures, deadlines, student eligibility, and award amounts.

Florida Bright Futures Scholarship Program
The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships to reward Florida high school graduates for high academic achievement. The Florida Bright Futures Scholarship Program is comprised of the following three (3) awards:

- Florida Academic Scholars Award (FAS) (including Academic Top Scholars)
- Florida Medallion Scholars Award (FMS)
- Florida Gold Seal Vocational Scholars Award (GSV)

Scholarships for Children and Spouses of Deceased or Disabled Veterans and Service Members
The Scholarships for Children and Spouses of Deceased or Disabled Veterans and Service Members (CSDDV) provides scholarships for dependent children or unremarried spouses of Florida veterans or service members who died as a result of service-connected injuries, diseases, or disabilities sustained while on active duty or who have been verified by the Florida Department of Veterans' Affairs as having service-connected 100% total and permanent disabilities. This program also provides funds for dependent children whose parent is classified as a prisoner of war or missing in action by the Armed Forces of the United States or as a civilian personnel captured while serving with the consent or authorization of the United States Government during wartime service. Veterans

must have been Florida residents for one year immediately preceding time of death, determination of 100% disability, or prisoner of war/missing in action classification. This program provides funds for tuition and registration fees at a public postsecondary institution or the equivalent at an eligible private postsecondary institution.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Minnesota State Grant
This grant program, administered by the Minnesota Office of Higher Education, provides financial assistance to qualified students who reside in Minnesota. Funding is based on availability of state funds.

Le Cordon Bleu College of Culinary Arts in Portland

State Student Scholarships/Grants
For information concerning available scholarships and grants in their State of residence, students can contact the Federal Student Aid Information center at (800)4FEDAID or via the web at http://federalstudentaid.ed.gov/students. For a detailed list of available private scholarships, students should contact the Student Finance Department.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Arizona Private School Association Scholarship
Each spring, the Arizona Private School Association awards two $1000 Scholarships to every High School in Arizona. The Arizona Private School Association has awarded 100+ scholarships yearly to local high schools. Applications for scholarships are available from the APSA office or any high school counseling office. Scholarships are for graduating students from Arizona and the high school determines the recipients of the Awards.

BLEU GRANT
Le Cordon Bleu offers institutional grants to students who have financial need, as determined by the federally calculated Expected Family Contribution (EFC), and are enrolled in one the following programs: Certificate/ Diploma in Le Cordon Bleu Culinary Arts, Certificate/ Diploma in Le Cordon Bleu Pâtisserie and Baking, Associate in Le Cordon Bleu Culinary Arts, Associate in Le Cordon Bleu Pâtisserie and Baking.

Grants range from $50 to $9,010. Criteria are as follows:

- The BLEU Grant is renewable per academic year.
- Students will be considered upon completion of the admissions application process and the financial aid application process, including completing the Free Application for Federal Student Aid (FAFSA).
- The BLEU Grant does not supplant the student's eligibility for Pell Grant.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the grant.
- If a student receives supplemental funding after the BLEU Grant has been awarded, the BLEU grant may be reduced based off of need calculations.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for such grants. Once it is determined that available funding is exhausted, grants will not be available to otherwise eligible students. For 2014, $6,900,000 has been budgeted for the BLEU Grant.

Le Cordon Bleu Corporate Educational Alliance Grant
Le Cordon Bleu has established a grant* in the name of its Corporate Educational Alliances in order to assist eligible students and their immediate family members** with the opportunity to attend a certificate, diploma or degree program of study at Le Cordon Bleu. To be eligible for the Corporate Educational Alliances Grant, a candidate must be accepted for admission to the College, complete the Corporate Educational Alliances Attestation form and must also allow for verification of eligibility. Verification of eligibility may require the student to submit documentation of proof of employment with the corporation.

The conditions are as follows:

- The Corporate Educational Alliances Grant is used exclusively towards tuition.
- The grant is awarded proportionately over each applicable academic year and the grant percentage will be applied to the academic year tuition costs.
- Qualifying students must be an employee of the corporate educational alliance member or an employee's immediate family member**.
- Candidates must apply and be accepted for admission to the College to be eligible to receive the grant.
- All grants are applied as a credit to the student's account and no cash payments will be awarded to the student.
- Students selected for employment verification must provide documentation before the grant is applied. Documentation must show the effective date of employment, and be submitted prior to the first day of class.
- All of the conditions must be fulfilled before the grant can be disbursed.

The grant is non-transferable and non-substitutable and this grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct costs of attendance and cannot be received as cash.

*Please note that grant percentages may vary (ranging anywhere from 5% - 20% of the tuition costs) by Corporate Educational Alliance. Please contact the Financial Aid Office to determine the exact grant percentage for which you may qualify.

** Immediate family members: Spouse (life partner) or dependent children only. Siblings, cousins, etc. are not considered an immediate family member.

Note: *The Corporate Educational Alliances Grant funding is limited. For 2014, $172,500 has been budgeted for the Corporate Educational Alliances Grant. If funding for the Educational Alliances Grant is exhausted, otherwise eligible students may not be awarded the grant.*

COMPLETION GRANT

(For Seattle, St. Louis and Sacramento only)
Le Cordon Bleu understands that "life" can sometimes get in the way of students completing their education. Unfortunately, each year unforeseen circumstances and other external factors compel students to suspend their educational pursuits and to drop out of school. Le Cordon Bleu also recognizes that the longer a student is out of school after dropping a program, the more challenges they may face in returning to complete their program of study and the more difficult completing the program becomes. To assist and encourage students that have been out of school longer than a year after having successfully completed four (4) credits during a previous enrollment at Le Cordon Bleu, Le Cordon Bleu has created the Completion Grant. This institutional grant is available to eligible students who have been previously enrolled at Le Cordon Bleu and wish to re-enroll to complete their credential. Specific grant awards will be based on financial need, as determined by the federally calculated Expected Family Contribution (EFC), and are enrolled in one the following programs: Certificate/ Diploma in Le Cordon Bleu Culinary Arts, Certificate/ Diploma in Le Cordon Bleu Pâtisserie and Baking, Associate in Le Cordon Bleu Culinary Arts, Associate in Le Cordon Bleu Pâtisserie and Baking. The Expected Family Contribution (EFC) is calculated by the U.S. Department of Education based on information obtained through the Free Application for Federal Student Aid (FAFSA). Grants range from $1000 to $6,000.

Criteria are as follows:

- The Completion Grant is awarded one time and is not renewable per academic year.
- Students will be considered for this grant upon completion of the re-entry process and the financial aid application process, including completing the Free Application for Federal Student Aid (FAFSA).
- The Completion Grant does not supplant the student's eligibility for Pell Grant.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the grant.
- If a student receives supplemental funding after the Completion Grant has been awarded, the Completion Grant may be reduced to ensure that grant aid awarded does not exceed the cost of tuition and fees.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as a cash stipend.
- Students are eligible for the Completion Grant if they have previously attended Le Cordon Bleu, but last attended the institution at least 365 days prior to re-enrollment.
- Students are eligible for the Completion Grant if they have a GPA of 2.0 or above while they were in attendance and have completed at least 4 credits.

Le Cordon Bleu makes available a limited amount of funding each year for such grants. Once it is determined that available funding is exhausted, grants will not be available to otherwise eligible students. For 2014, $6,900,000 has been budgeted for the Completion Grant.

LE CORDON BLEU SCHOLARSHIPS

All applicants of the following scholarships must be enrolled full-time.

Alumni Referral Scholarship – All Schools
Le Cordon Bleu offers the Alumni Referral Scholarships to students who submit a letter of recommendation from an alumnus of Le Cordon Bleu. Each eligible applicant will be eligible for the scholarship up to $1,000. Students will be considered for the Le Cordon Bleu Alumni Referral Scholarship once they have completed the admissions application process and have submitted both the Le Cordon Bleu Alumni Referral Scholarship application and their recommendation letter.

Criteria are as follows:

- Applications are due by the end of the add/drop period for the student's enrolled start date.
- The scholarship will be awarded over the length of the program.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for the Alumni Referral Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $150,000 has been budgeted for the Alumni Referral Scholarship.

Best of the Best Scholarship – All Schools
Le Cordon Bleu offers the Best of the Best Scholarships to students who graduate high school or college with a GPA of 3.5 or higher. Each eligible applicant will be eligible for the scholarship up to $1,500. Students will be considered for the Best of the Best Scholarship once they have completed the admissions

application process and have submitted the Best of the Best Scholarship application and their high school/college transcript.

Criteria are as follows:

- Applications are due by the end of the add/drop period for the student's enrolled start date.
- The scholarship will be awarded over the length of the program.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for the Best of the Best Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $150,000 has been budgeted for the Best of the Best Scholarship.

Life Long Learning Scholarship – All Schools
Le Cordon Bleu offers the Lifelong Learning Scholarship to Le Cordon Bleu graduates pursuing continued education at Le Cordon Bleu. The scholarship will be applied against future tuition charge at Le Cordon Bleu.

Certificate/Diploma Graduates

- Pursing additional certificate/diploma – eligible for $500
- Pursing associates degree – eligible for $1000

Associate Graduates

- Pursing additional certificate/diploma – eligible for $500
- Pursing additional associates or Le Cordon Bleu Online bachelors degree – eligible for $1000

Criteria are as follows:

- Student must successfully complete and earn 18 credits in their additional program prior to disbursement of the scholarship. The scholarship will be awarded and disbursed in full at that time.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for the Life Long Learning Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $300,000 has been budgeted for the Life Long Learning Scholarship.

Le Cordon Bleu Tuition Reimbursement/ Employer Match Scholarship – All Schools
Le Cordon Bleu offers a matching scholarship to students who's employers participate in a tuition reimbursement program. We are committed to our employers who see the value of an education for their employees. This scholarship is available to students who enroll at Le Cordon Bleu and are receiving tuition assistance from their employer. The scholarship will match the employer assistance, not to exceed $2,500 for the program. Eligible students must present formal documentation from their employer and signed attestation paperwork confirming their employment and receipt of tuition assistance.

Conditions of the Tuition Reimbursement/ Employer Match Scholarship are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Student must confirm employment and written confirmation from their employer that they are approved to receive tuition reimbursement funds for their program of enrollment. Employer must provide program information including the timing of disbursements in order for matching funds to be scheduled. Matching funds will be prorated over the length of the program only after employer funds are received.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The College makes available a limited amount of money each year for the Tuition Reimbursement/Employer Match Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $50,000 has been budgeted for the Tuition Reimbursement/ Employer Match Scholarship.

The Le Cordon Bleu Future Chef of America Competition Scholarship – All Schools
Le Cordon Bleu offers The Future Chef of America Competition Scholarship. High School Seniors may become eligible for the scholarship as outlined in the program rules and requirements.

SCHOLARSHIP AWARDS

Local/Regional Competitions
High School Seniors may submit an essay on "Why they want to become the next Future Chef of America" and must complete

all application requirements prior to the established due dates. Please review the complete rules for the scholarship and competitions as outlined in the application and eligibility materials.

First Place– $5,000

Second Place –$2,000

Third Place – $1,000

All other local/regional completion participants not placing 1st, 2nd, or 3rd, will receive a $500 Scholarship to be applied toward tuition at any Le Cordon Bleu campus within the United States.

National Competition

The 1st place recipient at each local/regional competition will be invited to participate in a final national competition at a Le Cordon Bleu campus in the United States. Please review the complete rules for the scholarship and competitions as outlined in the application and eligibility materials. Travel expenses will not be covered by Le Cordon Bleu.

First Place – Up to tuition equivalent of an Online Bachelor Degree*

Second Place – Up to tuition equivalent of Associate degree

Third Place – Up to tuition equivalent of Certificate/Diploma

Criteria are as follows:

- Student must enroll and begin the program of study at the Le Cordon Bleu campus of their choice in the United States within one calendar year from the date of the award. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- The scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- If the recipient of a local/regional competition level scholarship competes and places in the national competition, any scholarship amount received at the local/regional competitions will be void.

* Up to tuition equivalent of Associate degree for Arkansas and Minnesota residents.

LE CORDON BLEU MILITARY GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Military Grant** for our Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of $2,000 to be applied toward tuition costs. To be eligible for the grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their military status via a current Leave and Earnings Statement , or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

Qualifying candidates are Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military.

- Candidates must apply and be accepted for admission to be eligible to receive the grant.
- The grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded. All of the conditions must be fulfilled before the grant can be disbursed.
- The grant is non-transferable and cannot be used in conjunction with any other Le Cordon Bleu grants or scholarships.
- Applications are due no later than December 31 or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

LE CORDON BLEU VETERAN GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Veterans' Grant** for our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of $2,000 to be applied toward tuition costs. To be eligible for the grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

- Qualifying candidates are Veterans of the U.S. Military who have a discharge status other than dishonorable.
- Candidates must apply and be accepted for admission to be eligible to receive the grant.

- The Le Cordon Bleu Veteran Grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.
- The grant is non-transferable and cannot be used in conjunction with any other Le Cordon Bleu grants or scholarships.
- Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

LE CORDON BLEU VETERAN SPOUSES GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Veteran Spouses Grant** for spouses of our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of $2,000 to be applied toward tuition costs. To be eligible for the Le Cordon Bleu Veteran Spouses Grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their spouse's veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

- Qualifying candidates are spouses of Veterans of the U.S. military.
- Candidates must apply and be accepted for admission to be eligible to receive the grant.
- Candidates selected for membership verification must provide documentation before the grant is applied. Those that are not able to provide documentation will also be required to pay the application fee.
- The Le Cordon Bleu Veteran Spouse's Grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.
- All of the conditions must be fulfilled before the grant can be disbursed.
- The grant is non-transferable and cannot be used in conjunction with any other Le Cordon Bleu grants or scholarships.
- Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

VETERANS' EDUCATIONAL BENEFITS

Le Cordon Bleu College of Culinary Arts is approved by the applicable State Approving Agency for Veterans Affairs and participates in many Veterans Educational Benefit programs. Students interested in Veterans' Educational Benefits should contact either the campus certifying official or the Financial Aid Department. Veterans who are unsure of their benefit eligibility or have additional eligibility questions should contact the Veterans Administration at (800) 827-1000, or (888) GI Bill-1 (888) 442-4551, or go to http://www.gibill.va.gov/. Eligible students must maintain satisfactory academic progress and all applicable eligibility requirements to continue receiving Veterans' Education Benefits.

Select programs of study at Le Cordon Bleu College of Culinary Arts are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

Any veteran receiving GI Bill benefits while attending Le Cordon Bleu College of Culinary Arts is required to obtain transcripts from all previously attended schools and submit them to the College for review of prior credit.

CAREERS THROUGH CULINARY ARTS PROGRAMS (C-CAP)

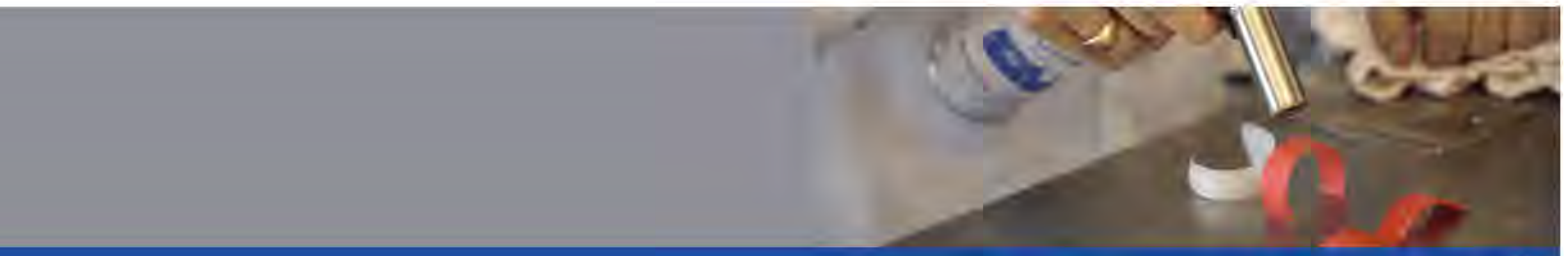
Le Cordon Bleu offers Scholarships to students associated with the National C-CAP organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States. Scholarship will be applied to the students account while enrolled in a Certificate/ Diploma or Associates program offering at the Le Cordon Bleu school of enrollment.

COMPETITION SCHOLARSHIPS

Le Cordon Bleu offers the C-CAP Competition Scholarship to the designated winning students of the eight regional C-CAP competitions.

4 Full Tuition Scholarships for Certificate/ Diploma program valued at $19,200 each.

4 Full Tuition Scholarships for Associates program valued at $36,200 each.



Student Member Essay Contest
$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required.

Criteria are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of the C-CAP award Ceremony. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an certificate/diploma or associates level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Student must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance.
- Student member essay contest scholarships may not be combined with competition scholarships.
- Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $50,000 has been budgeted for the C-CAP Student Member Essay Contest .

National Restaurant Association Educational Foundation – ProStart™

ProStart™ High school Completion Scholarship
Le Cordon Bleu offers a ProStart™ Completion Scholarship to high school graduates who have successfully completed Level 1 and Level 2 of the ProStart™ high school curriculum. In addition Le Cordon Bleu offers a ProStart™ Collegiate Passport Scholarship to high school graduates who have successfully completed Level 1, Level 2 and 400 externship hours approved by ProStart™ which will entitle them to the ProStart™ National Certificate of Achievement (COA). The COA must be presented at the time of application for the Le Cordon Bleu ProStart™ Collegiate Passport Scholarship.

ProStart™ Level 1 & 2 Completion Scholarship – $1,500

ProStart™ Collegiate Passport Scholarship – $2,000

ProStart™ State and National Competition Scholarship
These scholarships are awarded by Le Cordon Bleu at state and national competitions. Student(s) who earn the scholarship may attend the Le Cordon Bleu in North America campus of their choice. Scholarship recipients must apply and begin their program of study within one year of receiving the award. ProStart students typically compete in teams of five. All five team members are awarded a scholarship in a predetermined amount.

State Level Competitions, the Scholarship Awarded is:
First Place – $5,000 Scholarship

Second Place –$2,500 Scholarship

Third Place – $1,000 Scholarship

National Competition, the Scholarship Award is:
First Place – Full Tuition Scholarship, up to the tuition charge for an associates degree program or equal to tuition of certificate/ diploma program

Second Place –$10,000 Scholarship

Third Place – $7,500 Scholarship

Conditions of the ProStart™ Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of the competition. Failure to do so will void the scholarship.
- Recipients of the competition scholarships must complete the standard application process and meet all admissions and eligibility requirements.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The College makes available a limited amount of money each year for the ProStart™ Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students.
  For 2014, $100,000 has been budgeted for the ProStart™ High School Completion and Collegiate Passport Scholarships.

Family, Career and Community Leaders of America (FCCLA)
Le Cordon Bleu offers Scholarships to students associated with the National FCCLA organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States Scholarship will be applied to the students account while enrolled in an Associates program offering at the school of enrollment.

National Competition:
First Place – Full Tuition Scholarship for Associates program valued at $36,200

Student Member Essay Contest
$2,000 Scholarship – Application, essay and proof of membership in the national student organization are required.

Conditions of the FCCLA Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year from the date of the competition. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an associates level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This Scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- Student member essay contest scholarships may not be combined with competition scholarships.
- The College makes available a limited amount of money each year for the FCCLA Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $50,000 has been budgeted for the FCCLA Student Member Essay Competition.

Skills USA
Le Cordon Bleu offers Scholarships to students associated with the National Skills USA organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States Scholarship will be applied to the students account while enrolled in an Associates or a bachelors program offering at the school of enrollment.

Student Member Essay Contest
$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required.

Conditions of the Skills USA Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Student must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The College makes available a limited amount of money each year for the Skills USA Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $50,000 has been budgeted for the Skills USA Student Member Essay Competition.

General High School Scholarship (ASSET Testing) – Le Cordon Bleu Atlanta Only
To be eligible, students must have a minimum 2.0 GPA, submit a recommendation from one teacher and be a high school senior in the Atlanta metropolitan area. Test Dates: Monthly from October through May. Call campus for details: (770) 938-4711. If students are not able to attend one of the Scholarship Day events, they can arrange to take the scholarship exam individually with the Enrollment Management Office. Testing must be completed prior to June 1st. The top scoring students from the Scholarship Tests (ASSET) will each receive a tuition scholarship valued at $1,500 for enrollment at Le Cordon Bleu College of Culinary Arts. In the event of a tie, the Le Cordon Bleu College of Culinary Arts Academic Management Team will interview the top scoring students to determine a winner. For 2014, $15,000 was budgeted for High School Scholarships (ASSET).

Criteria are as follows:

1. All scholarships are pro-rated equally over the length of the program and cannot be transferred to another individual or school or be received in cash.
2. The scholarship award must be activated by starting school at Le Cordon Bleu College of Culinary Arts within a period of three months following the announcement of scholarship recipients.
3. The names of scholarship recipients may be publicized and used in Le Cordon Bleu College of Culinary Arts informational publications.
4. All employees and immediate family members of Le Cordon Bleu College of Culinary Arts are not eligible to apply.
5. Prospective students of both programs at Le Cordon Bleu College of Culinary Arts in Atlanta are eligible to participate.
6. In order to maintain eligibility the student must:

   a. Maintain full-time student status.

b. Maintain satisfactory standards of academic progress throughout the program.

c. Maintain attendance in good standing throughout the program.

7. In the event that the student withdraws from the program, the college refund policy will not apply to the scholarship, in that the student will not receive a refund if the credit balance is due to the scholarship award.

LE CORDON BLEU COLLEGE OF CULINARY ARTS IN SCOTTSDALE TRIBAL FUNDING

Le Cordon Bleu College of Culinary Arts is approved for Native American Tribal Funding. Please contact the student Financial Services Office for additional information.

CANCELLATION POLICIES

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Orlando, Scottsdale, St. Louis

Cancellation Policy

A Student who cancels the Enrollment Agreement within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after signing the Enrollment Agreement will receive a refund of all monies paid. Students who have not visited the College facility prior to enrollment will have the opportunity to withdraw without penalty within 72 hours following attendance at a regularly scheduled orientation or following a tour of the College facilities and inspection of equipment. A Student who cancels after 72 hours but prior to the Student's first day of class attendance will receive a refund of all monies paid, except for the nonrefundable Application Fee. If the Enrollment Agreement is not accepted by College or if College cancels the Enrollment Agreement prior to the first day of class attendance, all monies, including the Application Fee, will be refunded. All requests for cancellation by the Student must be made in writing and mailed or hand delivered to the Director of Admissions.

Le Cordon Bleu College of Culinary Arts in Los Angeles, Sacramento, San Francisco

Student's Right to Cancel

A student has the right to cancel their Enrollment Agreement, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. If this Agreement is not accepted by Le Cordon Bleu College of Culinary Arts or if the school cancels this Agreement prior to the first day of class attendance, all monies, excluding the application fee, will be refunded. All requests for cancellation by the student must be made in writing and mailed or hand delivered to the Director of Admissions at:

Le Cordon Bleu College of Culinary Arts
in San Francisco
350 Rhode Island Street
San Francisco, CA 94103

Le Cordon Bleu College of Culinary Arts
in Los Angeles
530 East Colorado Blvd.
Pasadena, CA 91101

Le Cordon Bleu College of Culinary Arts
in Sacramento
2450 Del Paso Road
Sacramento, CA 95834

The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement. For written notice sent by mail to the mailing address listed on the front of the Enrollment Agreement, the postmark date shall be used to determine the cancellation date.

Applicants who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment where training and services are provided. All monies paid by an applicant must be refunded if requested within three days after signing an enrollment agreement and making an initial payment. An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus a registration fee of 15% of the contract price of the program, but in no event may the school retain more than $150.

REFUND POLICIES

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Orlando, Scottsdale, St. Louis

Refund Policy

After the last day of the add/drop period for each payment period no refunds or adjustments will be made to a student who drops individual classes but is otherwise enrolled at Le Cordon Bleu College of Culinary Arts. Refunds are made for a student who withdraws or is withdrawn from the College prior to the completion of his/her program and is based on the tuition billed for the payment period in which the student withdraws, according to the campus schedules set forth below. For the purposes of calculating a refund, the payment period is defined as the period of enrollment in which tuition is billed. Refunds will be based on the total charge incurred by the student at the time of withdrawal, not the amount the student has actually paid. Tuition and fees attributable to any payment period beyond the payment period of withdrawal will be refunded in full. Any books, equipment, and/ or uniforms that have been issued are nonrefundable. In addition, there are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then withdraws or is later dismissed for any reason. When a student withdraws from the institution, he/she must complete a student withdrawal form with the Director of Education. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an

official withdrawal or date of determination of withdrawal by the College (for the Las Vegas campus, refunds must be made within 15 days of the notification of withdrawal). If a student withdraws or is withdrawn prior to the end of the payment period, they are subject to the Return of Title IV Funds policy noted below which may increase the balance due to the College. If there is a balance due to the College after all Title IV funds have been returned, this balance will be due immediately, unless a cash payment agreement for this balance has been approved by the College. Credit balances due to the Student of less than $5 (after all refunds have been made) will not be refunded to the Student/lender unless requested by the Student.

Atlanta: Refund Schedule

- For a student completing no more than 5% of the payment period, the College will refund 95% of the tuition and fees.
- For a student completing more than 5%, but no more than 10% of the payment period, the College will refund 90% of the tuition and fees.
- For a student completing more than 10%, but no more than 25% of the payment period, the College will refund 75% of the tuition and fees.
- For a student completing more than 25%, but no more than 50% of the payment period, the College will refund 50% of the tuition and fees.
- There will be no refund after a student has completed more than 50% of the payment period.

Las Vegas: Refund Schedule

- Days completed are used to calculate % # of days to Last Date of Attendance/# of days in Payment Period = % complete Pro rata up to 60%

Miami and Orlando: Refund Schedule

If Withdrawal Occurs	Amount of Tuition to be Refunded
Week 1-2	100%
Week 3-4	75%
Week 5-6	50%
Week 7-8	25%
Week 9-10	0%

Scottsdale: Refund Schedule

1st Payment Period	Continuing Payment Periods
1st Week = 100%	1st Week = 90%
2-3 Weeks = 80%	2-3 Weeks = 80%
4th Week = 70%	4th Week = 70%
5-6 Weeks = 60%	5-6 Weeks = 60%
7th Week = 50%	7th Week = 50%
8-9 Weeks = 40%	8-9 Weeks = 40%
10+ Weeks = 0%	10+ Weeks = 0%

St. Louis: Refund Schedule

- Days completed are used to calculate %

Days Completed	Amount of Tuition to be Refunded
0 - 10% Complete	90%
11% - 25% Complete	50%
26% - 50% Complete	25%
51% + Complete	0%

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, and San Francisco Withdraw and Refund

After the last day of the add/drop period, no refunds or adjustments will be made to a student who drops individual classes but is otherwise enrolled at the College. Refunds will be calculated for students who withdraw or are withdrawn from the College prior to the completion of or at 60% or less of the payment period in which the student withdraws, according to the following formula: total days) attended in the payment period divided by total days in the payment period multiplied by tuition for the term. If the student has completed more than 60% of the total days in the payment period, no refund is due. Refunds will be calculated for a student who withdraws or is withdrawn from the College prior to the completion of his or her program and is based on the tuition billed for the term in which the student withdraws. If a student withdraws from individual classes during the add/drop period, tuition charged will be reversed for those individual classes which were dropped. There are no individual course refunds, partial or in full, to any student who has withdrawn past the add/drop period.

Refunds will be based on the total charge incurred by the student at the time of withdrawal, not the amount the student has actually paid. Tuition and fees attributable beyond the student's withdrawal will be refunded in full. Any books, equipment, software and/or uniforms that have been issued, as well as the Student Tuition Recovery Fund (STRF) fee, are nonrefundable. When a student withdraws from the College, he/she must complete a student withdrawal form with the Associate Registrar. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an official withdrawal, or date of determination of withdrawal by the College. If the student withdraws or is withdrawn prior to the end of the payment period, he/she is subject to the Return of Title IV Funds policy noted below which may increase his/her balance due to the College.

If there is a balance due to the College after all Title IV funds have been returned, this balance will be due immediately, unless a cash payment agreement for this balance has been approved by the College. For the purpose of determining a refund, a student shall be deemed to have withdrawn from the College when any of the following occurs:

a. The Student notifies the College of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.

b. The College terminates the student's enrollment for failure to maintain satisfactory academic progress; failure to abide by the rules and regulations of the College and/or failure to meet financial obligations to the College.

c. The student incurs 21 consecutive absences and does not communicate directly with the College (or meet attendance policy or leave of absence requirements as stated in the College's catalog) regarding the nature of those absences. In this case, the date of withdrawal shall be deemed the last date of recorded attendance.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If any portion of tuition was paid from the proceeds of a loan, then the refund will be sent to the lender or to the agency that guaranteed the loan, if any. Any remaining amount of refund will first be used to repay any student financial aid programs from which benefits were received, in proportion to the amount of the benefits received. Any remaining amount will be paid to the student. Refunds to loan and grant sources may create a balance due from the student to the College. If the student has received federal student financial aid fund, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. If the student receives financial aid and/or Veterans' Educational Benefits, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

a. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which you are entitled to reduce the balance owed on the loan.

b. The student may not be eligible for any other federal financial aid at another College or other government assistance until the loan is repaid.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Buyer's Right to Cancel/Refund Policy
Each student will be notified of acceptance/rejection in writing. In the event a student is rejected, all tuition, fees and other charges will be refunded. Notwithstanding anything to the contrary, if a student gives written notice of cancellation within five business days of the execution of the contract or day on which the student is accepted, then a complete refund is given regardless of whether the program has started. If a student gives a written notice of cancellation after five business days of the execution of the contract or day on which the student is accepted, but before the start of the program by Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul, then all tuition, fees and other charges, except 15 percent of the total cost of the program (15 percent not to exceed $50) shall be refunded to the student. If a student gives written notice of cancellation after the start of the period of instruction for which the student has been charged, but before completion of 75 percent of the period of instruction, then student is assessed a pro rata portion of tuition, fees and all other charges plus 25 percent of the total program cost (25 percent not to exceed $100). Any notice of cancellation shall be acknowledged in writing within ten (10) business days of receipt of such notice and all refunds shall be forwarded to the student within 30 business days of receipt of such notice. This refund policy is not linked to any student conduct policy and any promissory instrument shall not be negotiated prior to the completion of 50 percent of the course. Written notice of cancellation shall take place on the date the letter of cancellation is postmarked or, in the case where the notice is hand carried, it shall occur on the date the notice is delivered to Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul. The date of execution of the enrollment agreement shall be presumed to be the date of delivery of the notice of acceptance, and if delivered by mail, the postmark dates of the letter of acceptance.

The pro rata portion of tuition and fees will be determined by using the percentage of total scheduled classes during the period between the first day of class and last date of attendance and the total scheduled program classes. Students who complete at least 75 percent of the scheduled program classes will not be entitled to refunds. Any monies due applicants or students will be refunded within 30 business days of cancellation, failure to appear on or before the first day of class, withdrawal or termination. If a student has financed all or part of the program with a third party or government funds, refunds will be paid or credited to the student's account. Refund computations will be based on the last date of attendance. If students do not return following a leave of absence on the date indicated in the written request, refunds will be made within 30 days from the end of the leave of absence. There are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdraws or is dismissed from the institution.

Refund Schedule
0%-74.99% = Prorated % refund based on Last Date of Attendance

75%+ = 0% refund

Refund Policy for Wisconsin Residents attending Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul
Refunds are made for students who withdraw or are withdrawn from Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul prior to the completion of their program and are based on the tuition billed for the block in which the Student withdraws, according to the schedule set forth below. Refunds will be based on the total charge incurred by the Student at the time of withdrawal, not the amount the Student has actually paid. Tuition and fees attributable to any block beyond the block of withdrawal will be refunded in full. Uniforms that have been issued are nonrefundable. Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul will honor any notice of withdrawal that includes

but is not limited to completing a student withdrawal form with the Registrar, other written notice, or verbally communicating the student's intent to withdraw. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an official withdrawal or date of determination of withdrawal by the institution. If a student gives written notice of cancellation after the start of the period of instruction for which the student has been charged, but before completion of 75 percent of the period of instruction, then student is assessed a pro rata portion of tuition, fees and all other charges plus 25 percent of the total program cost (25 percent not to exceed $100). Students by virtue of attending classes in a Minnesota school are also subject to the Minnesota Refund Policy as long as that policy is more favorable to the student. There are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdrawals.

In addition, there are no refunds on books and/ or supplies provided to the student, or fees charged for any student who starts classes at the College and then is later dismissed for any reason.

Refund Schedule

0 – 10% = 90%
10.01% – 20% = 80%
20.01% – 30% = 70%
30.01% – 40% = 60%
40.01% – 50% = 50%
50.01% – 60% = 40%
60.01% – 100% = 0%

For the Le Cordon Bleu campuses in: Portland, Seattle

Cancellation/Refund Policy

Le Cordon Bleu College of Culinary Arts is required by Oregon and Washington law to use and print the policy below:

1. If an applicant is not accepted, all monies paid by the applicant will be refunded.
2. An applicant or student may terminate enrollment by giving written notice to the school.
3. If termination occurs within five (5) business days of enrollment and prior to student attendance, all monies paid shall be refunded less any direct charges for books and supplies not returned or returnable to Le Cordon Bleu College of Culinary Arts. If termination occurs after five (5) business days of enrollment and prior to student attendance all monies paid shall be refunded with the exception of the application fee and less any direct charges for books and supplies not returned or returnable to Le Cordon Bleu College of Culinary Arts.
4. Students who have not visited the school can withdraw without penalty within three (3) days of:

   a. Regularly scheduled orientation, or

   b. a tour of the facilities and equipment.
5. In the event that a student shall terminate his/her attendance prior to his/her scheduled completion date, the student shall in no case be obligated for more tuition payments than listed in this section. The policy shall apply to all terminations, for any reason, by either party. In all cases the refund will be calculated from the last date of attendance.
6. Le Cordon Bleu College of Culinary Arts reserves the right to cancel or reschedule a starting class if the number of students enrolled is deemed insufficient. Le Cordon Bleu College of Culinary Arts will consider such cancellation a rejection and all monies paid by the student will be refunded.
7. If termination occurs more than five (5) business days after enrollment or after student attendance, the student who withdraws from the program is only obligated for the days attended within a payment period. A payment period at Le Cordon Bleu College of Culinary Arts is approximately 15 weeks in length (except for a final billing period that represents the remainder of the program and may be significantly shorter). The student will be refunded the pro-rata share of the tuition charged for the payment period based on the days not attended within the payment period. There are no refunds on books and/ or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdrawals. In addition, there are no refunds on books and/ or supplies provided to the student, or fees charged for any student who starts classes at the College and then is later dismissed for any reason.

Portland: Refund Schedule

Based on days attended in the payment period. Pro-rata refund up to 100%.

Seattle: Refund Schedule

If the student completes this amount of training: The school may keep this percentage of the tuition cost:

One week or up to 10%, whichever is less 10%

More than one week or 10% whichever is less but less than 25%

25% through 50%

More than 50%

Le Cordon Bleu College of Culinary Arts in Scottsdale/Online Programs

Refund Policy for Iowa and Alabama Residents Only

In the event that a student withdraws or is dismissed from all classes during the quarter, a pro rata refund will be made on all unearned tuition which will be based on the student's last date of recorded attendance, divided by the total days in the University's quarter. Hypothetical Refund Example: At the time of the last day of recorded attendance, the student has been charged $3,000 in tuition for the quarter, and has attended 28 of the total 70 days (42 days remaining in the quarter). Tuition charges will be reduced by $1,800 (42/70 times $3000). The student is responsible for $1200.

Refund Policy for Wisconsin Residents only
Refunds are made for students who withdraw or are withdrawn from the College prior to the completion of their program and are based on the tuition billed for the payment period in which the student withdraws. A payment period will vary in length based on the program. Please see your Financial Aid Office for details. Refunds will be based on the total charge incurred by the Student at the time of withdrawal, not the amount the Student has actually paid. Tuition and fees attributable to any payment period beyond the payment period of withdrawal will be refunded in full. When a student withdraws from the institution, he/she should complete a Student Withdrawal Form with the Student Services Department. Financial aid recipients should also visit the Financial Aid Office to receive an exit interview. The date from which refunds will be determined is the last date of recorded attendance. Cash refunds will be made within 15 calendar days and all other refunds will be made within 30 calendar days of the notification of an official withdrawal or date of determination of withdrawal by the College. If withdrawal occurs, a pro rata amount will be refunded up to 60% of the payment period. At 61% or above, there will be no tuition refund. In the event that a student withdraws or is dismissed from all classes during the quarter, refunds of the tuition and fees will be calculated according to the following schedule:

% of Payment Period Completed	% of Tuition Amount Per Payment Period Adjusted
1st Week of the Program	100%
1 – 10%	90%
11 – 20%	80%
21 – 30%	70%
31 – 40%	60%
41 – 50%	50%
51 – 60%	40%
61% – 100%	No Adjustment

RETURN OF TITLE IV FUNDS

A recipient of federal Title IV financial aid who withdraws or is dismissed from school during a payment period or period of enrollment in which the student began attendance will have the amount of Title IV funds they did not earn calculated according to federal regulations. This calculation will be based on the student's last date of attendance and the date the school determines that the student has withdrawn from school (see withdrawal policy), or the date of dismissal for a student who is dismissed by the institution.

The period of time in which Title IV financial aid is earned for a payment period or period of enrollment is the number of calendar days the student has been enrolled for the payment period or period of enrollment up to the day the student withdrew, divided by the total calendar days in the payment period or period of enrollment. The percentage is multiplied by the amount of Title IV financial aid for the payment period or period of enrollment for which the Title IV financial aid was awarded to determine the amount of Title IV financial aid earned. The amount of Title IV financial aid that has not been earned for the payment period or period of enrollment, and must be returned, is the complement of the amount earned. The amount of Title IV financial aid earned and the amount of the Title IV financial aid not earned will be calculated based on the amount of Title IV financial aid that was disbursed for the payment period or period of enrollment upon which the calculation was based. A student will have earned 100% of the Title IV financial aid disbursed for the payment period or period of enrollment if the student withdrew after completing more than 60% of the payment period or period of enrollment.

The U.S. Department of Education regulations indicate that it is not sufficient for a student to simply log in to an on-line class to demonstrate "academic attendance and thus trigger either initial attendance and financial aid eligibility or an LDA (Last Date of Attendance) for purposes of R2T4 (Return of Title IV Aid) calculations. On-line programs must use very specific means to document that a student participated in class or was otherwise engaged in an academically-related activity, such as; submit an assignment, take a quiz, contribute to an on-line discussion and in some cases post to an on-line gallery. For R2T4 purposes in a term based program with modules, a student is considered to have withdrawn, IF they do not complete all of the days they were scheduled to complete in the payment period or period of enrollment.

Schools are required to determine Title IV funds that must be refunded based upon the percentage of the payment period completed prior to withdrawing. Title IV funds must be returned to the program based upon a tuition refund or if the student received an overpayment based upon costs not incurred but for which Title IV was received.

Once the amount of Title IV financial aid that was not earned has been calculated, federal regulations require that the school return Title IV funds disbursed for the payment period or period of enrollment and used for institutional costs in the following order:

1. Loans
   a. Unsubsidized Federal Direct Stafford Loans.
   b. Subsidized Federal Direct Stafford Loans.
   c. Federal Direct PLUS loans received on behalf of the student.
2. Federal Pell Grants.
3. Federal SEOG.
4. Other grants or loan assistance authorized by Title IV of the HEA.

If the amount of unearned Title IV financial aid disbursed exceeds the amount that is returned by the school, then the student (or parent, if a Federal Parent-PLUS Loan) must return or repay, as appropriate, the remaining grant and loan funds. The student (or parent, if a Federal Parent-PLUS Loan) will be notified of the amount that must be returned or paid back, as appropriate.

WITHDRAWAL DATE

The withdrawal date used to determine when the student is no longer enrolled at

Le Cordon Bleu College of Culinary Arts is the date indicated in written communication by the student to the Admissions office. If a student does not submit written notification, the school will determine the student's withdrawal date based upon federal regulations and institutional records.

For Federal student loan reporting purposes, the student's last date of attendance will be reported as the effective date of withdrawal for both official withdrawals and those who do not complete the official withdrawal process.

Please note that the above policy may result in a reduction in school charges that is less than the amount of Title IV financial aid that must be returned. Therefore, the student may have an outstanding balance due the school that is greater than that which was owed prior to withdrawal.

STUDENT TUITION RECOVERY FUND (STRF) DISCLOSURES

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento and San Francisco
You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

ACADEMIC INFORMATION

DEFINITION OF A GRADING PERIOD

A grading period is defined as two (2)-six week modules.

UNIT OF CREDIT

The quarter credit hour is the unit of academic measurement used by Le Cordon Bleu College of Culinary Arts. A minimum of 10 lecture hours of not less than 50 minutes each plus outside reading and/or preparation; 20 laboratory hours; or 30 externship hours; or an appropriate combination of all three constitutes one quarter credit hour.

DEFINITION OF A CREDIT HOUR

The institution awards quarter credit hours to reflect the successful completion of predetermined course learning objectives and requirements. A quarter credit hour represents an institutionally established equivalency of work or learning corresponding to intended learning outcomes and verified by evidence of student achievement. The institution has established equivalencies that reasonably approximate expected learning outcomes resulting from the following time commitments:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 10 - 12 weeks, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

ENROLLMENT STATUS

To be consistent with the U.S. Department of Education guidelines, Le Cordon Bleu College of Culinary Arts has defined a full-time student as someone enrolled in 36 Quarter Credit hours per academic year. A student's enrollment status for a term or payment period is based on the Quarter Credit hours enrolled in the term or payment period divided by the number of Quarter Credit hours required for full-time status in the term or payment period.

TRANSFER OF CREDIT TO LE CORDON BLEU

Students who previously attended an accredited College or University recognized by the U.S. Department of Education may be granted transfer credit, at the sole discretion of Le Cordon Bleu College of Culinary Arts. Courses taken at the previous institution must be determined by Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. In addition, Le Cordon Bleu College of Culinary Arts must determine that those courses are applicable to their program of study at Le Cordon Bleu College of Culinary Arts. Only courses in which the student earned a grade of 'C' or above will be considered for transfer. Students seeking to transfer credit are responsible for having official transcripts forwarded to Le Cordon Bleu College of Culinary Arts for review. Students may also be required to submit a school catalog. Students must petition for transfer credit with the Associate Registrar as soon as possible after admission. It is recommended that all prior coursework be submitted prior to matriculation, but no later than the end of registration for the student's first block of study. Students who receive transfer credit will have the program tuition charge pro-rated based upon the remaining number of credits the student must earn in order to graduate. The Business Office will make the appropriate tuition adjustment.

For the Le Cordon Bleu campuses in: Portland

Transfer credit integral to the school's approved degree curriculum may be awarded at the corresponding degree level for academic work documented by other schools that are regionally accredited, authorized to confer degrees in or from Oregon, or otherwise individually or categorically approved by the Office of Degree Authorization. Such credit must be converted as needed from semester, quarter or nontraditional calendar systems.

Transfer of credit is always at the discretion of the receiving school, generally depends on comparability of curricula, and may depend on comparability of accreditation.

TRANSFER OF CREDIT TO OTHER SCHOOLS

Le Cordon Bleu College of Culinary Arts does not imply or guarantee that credits completed at Le Cordon Bleu College of Culinary Arts will be accepted by or transferable to any other college, university, or institution, and it should not be assumed that any credits for any courses described in this catalog can be transferred to another institution. Each institution has its own policies governing the acceptance of credit from other institutions such as Le Cordon Bleu College of Culinary Arts. Students seeking to transfer credits earned at Le Cordon Bleu College of Culinary Arts to another institution should contact the other institution to which they seek admission to inquire as to that institution's policies on credit transfer.

For the Le Cordon Bleu Campuses in: Los Angeles, San Francisco, Sacramento

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

The transferability of credits you earn at Le Cordon Bleu College of Culinary Arts is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma or certificate you earn in your program listed on page one of the Enrollment Agreement is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, diploma or certificate that you earn at Le Cordon Bleu College of Culinary Arts are not accepted at

the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Le Cordon Bleu College of Culinary Arts to determine if your credits, degree, diploma or certificate will transfer.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

Transfer of Credit to Le Cordon Bleu College of Culinary Arts

Students who previously attended an accredited college or university recognized by the U.S. Department of Education may be granted transfer credit, at the sole discretion of Le Cordon Bleu College of Culinary Arts. Courses taken at the previous institution must be determined by or Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. In addition, Le Cordon Bleu College of Culinary Arts must determine that those courses are applicable to their program of study at Le Cordon Bleu College of Culinary Arts. Only courses in which the student earned a grade of 'C' or above will be considered for transfer. Students seeking to transfer credit are responsible for having official transcripts forwarded to or Le Cordon Bleu College of Culinary Arts for review. Students may also be required to submit a school catalog.

Students must petition for transfer credit with the Associate Registrar as soon as possible after admission. It is recommended that all prior coursework be submitted prior to matriculation, but no later than the end of registration for the student's first block of study.

Students who receive transfer credit will have the program tuition charge prorated based upon the remaining number of credits the student must earn in order to graduate. The Business Office will make the appropriate tuition adjustment.

RESIDENCY

Students are required to earn a minimum of 50 percent of their credits in residence at Le Cordon Bleu College of Culinary Arts. Students transferring from another Le Cordon Bleu College of Culinary Arts campus in North America may be allowed to carry in more program credits at the discretion of the Director of Education but would be required to earn a minimum of 25 percent of their credits in residence.

ATTENDANCE

Regular classroom attendance is not only an essential ingredient for academic achievement, but is also a fundamental building block for success in the hospitality industry after graduation. As part of the course requirements, students must attend at least 80 percent of the scheduled time for each course in order to achieve satisfactory attendance. Students in any of the externship courses are required to complete all scheduled hours and record attendance throughout the scheduled course to achieve satisfactory attendance. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Absences will include tardiness or early departures. Students who are not in attendance for any portion of a class will accrue time absent calculated in percentage increments of 25, 50, or 100 percent of the class period as reflected on each daily roster. Students who have been absent from all their scheduled classes for more than 21 consecutive calendar days, not including scheduled College/Academy holidays or breaks, and/ or students who officially withdraw from all current courses will be administratively withdrawn from the College/Academy.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Attendance – Distance Education Programs

Regular attendance is not only an essential ingredient for academic achievement, but is also a fundamental building block for success while in the online environment. The programs are accelerated and information missed may directly affect the student's grades. A student is encouraged to attend within the first three days of the start of a module. Thereafter the student must regularly participate in class by engaging in an academically-related activity, such as contributing to an online discussion or submitting an assignment. Students must log into each of their classes at a minimum of once per week. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Students who have been absent from all their scheduled classes for more than 21 consecutive calendar days, not including scheduled holidays or breaks, and/or students who officially withdraw from all current courses will be administratively withdrawn from the college.

For the Le Cordon Bleu campuses in: Atlanta,Las Vegas, Los Angeles, Miami, Minneapolis/St. Paul, Orlando, Portland, Sacramento, San Francisco, Scottsdale, Seattle, St. Louis

Make-up Policy

Le Cordon Bleu College of Culinary Arts encourages every student to attend all educational activities. If a student is unable to attend scheduled activities for any reason the following policy applies: with Lead Instructor or Director of Education Approval it is at the discretion of the instructor; to give the original work or any modified work for any missed projects, practical work, or exams. The scheduling of the make-up work is at the discretion of the instructor based on his/ her availability. It is the student's responsibility to seek out the instructor to make up missed work.

Excused absences are those that are documented cases of jury duty, illness, family medical care, military duty. "Documented" means the student must produce documentation–a jury duty summons, doctor's note or copy of military orders.

- Students with an excused absences resulting in a missed quiz, test, practical or oral presentation will be given the opportunity to take a make-up version of the assignment/s at the instructor's earliest

GRADE SCALE

Letter Code	Description	Included in Credits Earned	Included in Credits Attempted	Included in CGPA	Quality Points
A	A	Yes	Yes	Yes	4.00
B	B	Yes	Yes	Yes	3.00
C	C	Yes	Yes	Yes	2.00
D	D	Yes	Yes	Yes	1.00
F	F	No	Yes	Yes	0.00
I	Incomplete	No	Yes	No	n/a
W	Withdrawn	No	Yes	No	n/a
AU	Audit	No	No	No	n/a
P	Pass	Yes	Yes	No	n/a
TC	Transfer	Yes	Yes	No	n/a
PR	Proficiency Credit	Yes	Yes	No	n/a
L	Leave of Absence	No	No	No	n/a

convenience for up to 100% of the possible points Students with an un-excused absences resulting in a missed quiz, practical or oral presentation will be given the opportunity to take a make-up version of the assignment/s at the instructor's earliest convenience for up to 65% of the possible point.

Le Cordon Bleu College of Culinary Arts in Scottsdale/Online Programs

Late Work Policy

Students must submit all assignments prior to the scheduled completion of the class. No late assignments will be accepted for any work turned in after the stated due date. If there is a legitimate reason, refer to the Make Up work section of the syllabi. Acceptance of late work is at the discretion of the Instructor. All assignments will receive a grade on a Percentage/ Point System.

GRADING SYSTEM

Grade reports are available to students online through the Student Portal at the completion of each (module,). Course grades are based on the quality of work as shown by written tests, laboratory work, papers, and projects as indicated on the course syllabus. Earned quality points are calculated for each course by multiplying the quality point value for the grade received for the course times the credit hour value of the course. For example, a 4.0 credit course with a grade of 'B' would earn 12.0 quality points [credit value of course (4) times quality point value of 'B' (3)]. The Cumulative Grade Point Average (CGPA) is calculated by dividing the total earned quality points by the total credits completed.

APPLICATION OF GRADES AND CREDITS

The grade chart above describes the impact of each grade on the student's academic progress. For calculating rate of progress, grades of 'F' (failure) and, 'W' (withdrawn are counted as hours attempted, but are not counted as hours successfully completed). Students who wish to withdraw from a course at any time need to fill out a Course Withdrawal Form available in the Registrar's office. Courses the student officially drops before the third course meeting will have no record of the course on their transcript. A 'W' Grade indicates that a student has been withdrawn from a course. Students who withdraw from a course during the add/ drop period will be unregistered from the course. Students who withdraw from a course after the add/drop period but before the last calendar week of the scheduled course will receive a grade of 'W'. Students who withdraw during the last scheduled calendar week of the class, and have a date of attendance (LDA) for the class during the last calendar week of the scheduled course, will receive the grade earned calculated as a final grade. A Course Withdrawal Form or Withdrawal Routing Spreadsheet is completed by campus officials when awarding 'W' Grades.

'W' Grades are also awarded when students do not complete externship courses within a school's designated grading period; when students do not successfully meet course attendance requirements; and when students do not return to school from a leave of absence. Please refer to the individual Externship Management, Attendance, and Leave Of Absence policies for details.

The student must repeat any required course in which a grade of 'F' or 'W' is received. Students will only be allowed to repeat courses in which they received a 'D' or below, if their CGPA is <2.0 before going out on Externship or <2.0 by the time they complete the program and cannot graduate, or with Director of Education Approval. In the case of a 'D' or 'F', the better of the two grades is calculated into the CGPA. The lower grade will include a double asterisk indicating that the course has been repeated. Both original and repeated credits will be counted as attempted credits in rate of progress calculations. Federal financial aid may only be used for one repeat of a previously passed course.

A fee will be charged to repeat a class (see addendum for details).

To receive an Incomplete ('I') grade, the student must petition the course Instructor to receive an extension to complete the required coursework. The Instructor must approve the request within three business days of the student's written request, but no later than the last day of class. The student must be satisfactorily passing the course at the time of petition. Should a student fail to complete the unfulfilled coursework requirements within 14 calendar days from the start of the subsequent grading period, the Incomplete grade will be converted to the grade the student earned in the class, inclusive of '0' points for the incomplete work.

A student who disagrees with a grade he or she has received should contact the course Instructor immediately to discuss the concern. If the dispute is unresolved, the student must submit a written appeal within 14 calendar days from the end of the grading period to the campus Director of Education. The student's appeal must include the reason he or she is appealing the grade and must be signed and dated. The student must also provide documentation supporting the appeal (if applicable) with the written request. A decision regarding the appeal will be made within five business days of receipt. Students will be notified in writing of the decision.

'TC' and 'PR' credits are included in the maximum timeframe in which to complete and the rate of progress calculation, but are not counted in the CGPA.

PROFICIENCY CREDIT

Proficiency credit, recorded as 'PR' on the transcript, may be granted in certain core courses if the student has completed previous coursework at another Le Cordon Bleu North America or International location at the sole discretion of Le Cordon Bleu College of Culinary Arts. PR Credit is also granted for College Success if student completed and associate degree or higher at an accredited postsecondary institution. Courses taken at the previous institution must be determined by Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. Students should submit documentation of previous coursework to the Associate Registrar for evaluation prior to the end of the first academic module.

National Proficiency Exams

Proficiency credit, recorded as 'PR' on the transcript, for certain courses may be granted to students who achieve acceptable scores on specific nationally recognized exams such as CLEP, Advanced Placement (AP), and DANTES. The American Council on Education (ACE) recommendations are used when awarding CLEP or DANTES credit. Credit for AP coursework is based solely upon the student's performance on the national examination administered by the College Board. A score of three (3) or better on the AP examination is required for proficiency credit.

AUDITING A COURSE

If space permits, a graduate may audit any course within his/her program of study. With consent from the Director of Education, current students may audit a class outside of their program of study if space permits and if taken concurrently with a program course. Students auditing courses are expected to fully participate in the course and class attendance is required. Tuition for auditing a course is waived for graduates of the College/Academy. Current students taking a course outside of their program will pay tuition at the current rate for the course they audit. Students may be required to purchase tools, textbooks, uniforms, etc. for the audited course. Financial aid is not applicable. Courses students audit will be reflected with an 'AU' grade on the transcript.

NON-DEGREE SEEKING STUDENTS

In select cases as allowed by Le Cordon Bleu College of Culinary Arts, a graduate or enrolled student may be allowed to take a course outside of a program of study subject to space and prerequisite allowances. A student enrolled outside of a specific program is considered to be a non-degree seeking student. Non-degree seeking students are subject to campus policies and attendance is required. Students auditing a course as graduates or current students are subject to audit restrictions described in the catalog. Enrolled students taking the course as a prerequisite for matriculation to a program will be subject to the grading scale for the course and will be subject to tuition at the current rate for the course they are auditing. Students or graduates may be required to purchase tools, textbooks, uniforms, etc. for the audited course. Financial aid is not applicable.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

All students must maintain satisfactory academic progress in order to remain enrolled at the school. Additionally, satisfactory academic progress must be maintained in order to maintain eligibility to receive financial assistance (e.g., federal and state aid). Satisfactory academic progress is determined by measuring the student's cumulative grade point average (CGPA) and the student's rate of progress toward completion of the academic program at the end of each 12-week block. These are outlined below.

CUMULATIVE GRADE POINT AVERAGE (CGPA) REQUIREMENTS

Students must meet minimum CGPA requirements at specific points throughout the program in order to be considered making satisfactory academic progress. These requirements are noted in the tables below. These will be reviewed at the end of each 12-week block after grades have been posted to determine if the student's CGPA is in compliance. Once the student reaches a review point, the minimum CGPA for that level must be maintained until the next level of review.

CERTIFICATE/DIPLOMA PROGRAMS		
Programs Greater than 55 Credits		
Credits Attempted	ROP	CGPA
0-26	60%	1.5
27+	66.67%	2.0
Programs Less than 55 Credits		
Credits Attempted	ROP	CGPA
0-17	60%	1.5
18+	66.67%	2.0

ASSOCIATE PROGRAMS		
Quarter Hours		
Credits Attempted	ROP	CGPA
0-15	50%	1.6
16-30	55%	1.75
31-45	60%	1.9
46+	66.67%	2.0

Programs (except Minneapolis/St. Paul Campus)	Maximum Allowable Credits
Certificate/Diploma in Le Cordon Bleu Culinary Arts	82
Certificate/Diploma in Le Cordon Bleu Pâtisserie and Baking	82
Associate of Occupational Studies/Science in Le Cordon Bleu Culinary Arts	160
Associate of Occupational Studies/Science in Le Cordon Bleu Pâtisserie and Baking	159
Associate in Science in Le Cordon Bleu Culinary Arts	160
Associate in Science in Le Cordon Bleu Pâtisserie and Baking	159
Associate of Applied Science in Le Cordon Bleu Culinary Arts	160
Associate of Applied Science in Le Cordon Bleu Pâtisserie and Baking	159
Associate of Occupational Studies in Le Cordon Bleu Hospitality and Restaurant Management	142
Associate of Occupational Studies in Le Cordon Bleu Culinary Operations	148
Bachelor of Arts in Le Cordon Bleu Culinary Management	270

Programs at the Minneapolis/St. Paul Campus	Maximum Allowable Credits
Certificate in Le Cordon Bleu Culinary Arts	82
Certificate in Le Cordon Bleu Pâtisserie and Baking	82
Associate in Applied Science in Le Cordon Bleu Pâtisserie and Baking	168

BACHELOR'S PROGRAMS		
Quarter Hours		
Credits Attempted	ROP	CGPA
0-30	50%	1.6
31-60	55%	1.75
61-90	60%	1.9
91+	66.67%	2.0

RATE OF PROGRESS (ROP) TOWARD COMPLETION REQUIREMENTS

In addition to the CGPA requirements, a student must maintain the minimum rate of progress percentage requirement in order to be considered to be making satisfactory academic progress. Credits attempted are defined as those credits required in the students program of study including credits that were transferred from other approved institutions and proficiency credits earned. As with the determination of CGPA, the completion requirements will be reviewed at the end of each 12-week block after grades have been posted to determine if the student is progressing satisfactorily.

MAXIMUM TIME IN WHICH TO COMPLETE

A student is not allowed to attempt more than 1.5 times, or 150%, of the number of credits in their program of study. The requirements for rate of progress are to assure that students are progressing at a rate at which they will complete their programs within the maximum timeframe.

HOW TRANSFER CREDIT AND CHANGE OF PROGRAM AFFECT SAP

Credit that has been transferred into the institution by the student is included in the Rate of Progress calculation; however has no effect on the grade point average requirement for SAP. Transfer credit is also considered when computing the maximum timeframe allowed for a program of study. For example, a student transfers from institution A to institution B. The student is able to transfer 30 credits earned at institution A into a program at institution B. The program requires 180 credits to graduate. Thus, the maximum timeframe for this student's new program at institution B will be one-and-a-half times (150%) x 180 = 270 credits. The 30 transfer hours will be added to the attempted and earned hours when the maximum timeframe and rate of progress is being calculated.

When a student elects to change a program or enroll in a higher credential at Le Cordon Bleu College of Culinary Arts the student's earned credits and grades will be transferred into the new program as applicable, including transfer credit. Credits earned at the school in the original program of study that apply to the new program of study will be used when computing grade point average, rate of progress and maximum timeframe. Transfer credits from another institution that are applicable to the new program of study will not be calculated in the grade point average but will be considered as credits attempted and earned in the maximum timeframe and rate of progress calculations. For example, a student transfers from program A to program B. The student is able to transfer 30 external credits and 10 credits earned in program A into program B. Program B requires 180 credits to graduate. Thus, the maximum timeframe for this student's new program will be one and half times (150%) x 180 = 270 credits. The 30 external transfer hours will be added to the attempted and earned hours when the maximum timeframe and rate of progress are being calculated. The 10 credits earned in program A will be included in the grade point average calculation as well as the maximum timeframe and rate of progress calculation.

WARNING AND PROBATIONARY PERIODS FOR STUDENTS RECEIVING/ NOT RECEIVING FINANCIAL AID

At the end of each 12-week block, after grades have been posted, each student's CGPA and rate of progress is reviewed to determine whether the student is meeting the above requirements.

- A student will be placed on FA Warning immediately after the first block in which the CGPA or the rate of progress falls below the values specified in the tables above. At the end of the next block, the student will be removed from FA Warning and returned

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to SAP Met Status if the minimum standards are met or exceeded.

- A student who continues to fall below the specified values will be required to successfully appeal in order to maintain eligibility for financial assistance under a FA Probation status.
- A student who successfully appeals and is on FA Probation will be evaluated at the end of the second block of monitoring. A student who meets or exceeds the minimum standards will be removed from FA Probation and returned to a SAP Met status. The minimum CGPA and rate of progress requirements are not met at the time of evaluation; the student will be placed of FA Dismissal Status and will be dismissed from school.

If at any point it can be determined that it is mathematically impossible for a student to meet the minimum requirements, the student will be dismissed from the school.

Notification of academic dismissal will be in writing. The Code of Conduct Policy section of this catalog describes other circumstances that could lead to student dismissal for non-academic reasons. A tuition refund may be due in accordance with the institution's stated refund policy. During the period of FA Warning, which lasts for one payment period only, the student may continue to receive financial aid. During a period of FA Probation, if an appeal is accepted by the institution, the student may also continue to receive financial aid.

A student on FA Warning and FA Probation must participate in academic advising as deemed necessary by the institution as a condition of academic monitoring. A student who fails to comply with these requirements may be subject to dismissal even though their CGPA or rate of progress may be above the dismissal levels.

APPEAL

A student who has been placed on FA Probation may appeal the determination if special or mitigating circumstances exist. Any appeal must be in writing and must be submitted to the Academic Review Committee within 5 days of receiving notification of his/her dismissal. The student must explain what type of circumstances contributed to the academic problem and what action is being implemented to overcome the mitigating circumstance in the future. The decision of the Academic Review Committee is final and may not be further appealed. For the appeal of non-academic dismissals, please refer to the grievance policy within this catalog.

REINSTATEMENT

A student who was previously academically dismissed may apply for reinstatement to the institution by submitting a written appeal to the Appeals Committee. The appeal should be in the form of a letter explaining the reasons why the student should be readmitted. The decision regarding readmission will be based upon factors such as grades, attendance, student account balance, conduct, and the student's commitment to complete the program. Dismissed students who are readmitted will sign a new Enrollment Agreement, will be charged tuition consistent with the existing published rate, and financial aid may be available to those who qualify.

ADD/DROP PERIOD

Within the add/drop period students are allowed to make modifications to their schedules without incurring any academic or financial penalty. The add/drop period of each module is five (5) business days.

ONLINE PROGRAMS

During the start of each session, students are allowed to make modifications to their schedules without incurring any academic or financial penalty. Students may add courses through the fourth day or drop courses through the seventh day. No record of the dropped course(s) will be recorded on the transcript. Requests to drop or add a course during scheduled office hours may be facilitated in person or via e-mail or voicemail with the Office of the Associate Registrar. Requests outside of regularly scheduled office hours must be submitted via e-mail or voicemail to the Associate Registrar. Lack of attendance does not constitute a dropped course. Nonattendance in a course, by the end of the add/drop period, may result in the student being unregistered from the course. Any change in enrollment status may impact financial aid eligibility. Students are responsible for coursework missed during the add/drop period.

GRADUATION REQUIREMENTS

In order to graduate, a student must have earned a minimum of a 2.0 CGPA and must have successfully completed all required credits within the maximum credits that may be attempted. Students must also be current on all financial obligations in order to receive official final transcripts and/or diploma.

Academic Honors

Academic honors are a formal recognition of academic achievement in a particular academic progress period (herein identified as "block") or upon graduation from an undergraduate program of study. Graduation honor status is noted on the student's transcript.

Block Honors

A student achieving a block grade point average (GPA) of 3.5 – 4.0 is recognized by the institution as receiving honors. To be eligible for honors status, a student must be enrolled in classes applicable toward graduation at least on a half-time basis. Non-degree seeking students are not eligible for academic honors. The following indicates the various block honors categories and their requirements:

President's List	4.00	Block GPA
Honor Roll	3.50 – 3.99	Block GPA

Graduation Honors

A graduate from a baccalaureate program who has a cumulative grade point average (CGPA) of at least 3.50 is eligible to receive Latin Honors:

Summa Cum Laude	3.90 – 4.00	CGPA
Magna Cum Laude	3.70 – 3.89	CGPA
Cum Laude	3.50 – 3.69	CGPA

A graduate from an associate, diploma or certificate program that has a cumulative grade point average (CGPA) of at least 3.50 is eligible to graduate with Honors:

High Honors	3.75 – 4.00	CGPA
Honors	3.50 – 3.74	CGPA

GRADUATION DOCUMENTS

For Le Cordon Bleu College of Culinary Arts in: Atlanta, Minneapolis/St. Paul, Sacramento, Seattle, St. Louis

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

For Le Cordon Bleu College of Culinary Arts in: Las Vegas, Portland, San Francisco

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

For Le Cordon Bleu College of Culinary Arts in: Los Angeles

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking **For Le Cordon Bleu College of Culinary Arts in: Miami, Orlando**

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

For Le Cordon Bleu College of Culinary Arts in: Scottsdale

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Le Cordon Bleu Diplôme in Hospitality & Restaurant Management

Bachelor of Arts Degree in Le Cordon Bleu Culinary Management

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Operations

Associate of Occupational Studies Degree in Le Cordon Bleu Hospitality & Restaurant Management

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

LEAVE OF ABSENCE

For the Le Cordon Bleu campuses in: Atlanta, Los Angeles, Minneapolis/St. Paul, Orlando, Portland, Sacramento, Seattle, St. Louis

An approved Leave of Absence (LOA) is a temporary interruption in a student's academic attendance for a specific period of time in an ongoing program.

Leave of Absence Conditions

The following conditions may be considered:

- Medical Leave (including pregnancy)
- Family Care (unexpected childcare issues or medical care of family)
- Military Duty
- Jury Duty
- Temporary Job Assignment (applies only if the student is being temporarily relocated for a job assignment as required by a current employer).

The following requirements apply:

A student may be granted a Leave of Absence (LOA) if:

- A LOA request is submitted in writing within five (5) calendar days of the student's last date of attendance, which includes the reason for the request. If unforeseen circumstances prevent the student from providing a written request within five (5) calendar days the institution may use its discretion to grant the student's request if the student provides the written documentation validating the unforeseen circumstances by the last day of the school's attendance policy.
- Students may request multiple LOAs, but the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month timeframe Failure to return from an approved leave of absence will result in withdrawal from the school, may have an impact on aid, loan repayment and exhaustion of the loan grace

period. Students in a LOA status may not receive further financial aid disbursements until returning to active status. Contact the financial aid office for more information about the impact of a LOA on financial aid.

LEAVE OF ABSENCE

For the Le Cordon Bleu campuses in: Las Vegas, Miami, San Francisco, Scottsdale
An approved Leave of Absence (LOA) is a temporary interruption in a student's academic attendance for a specific period of time in an ongoing program.

Leave of Absence Conditions
The following conditions may be considered:

- Medical Leave (including pregnancy)
- Family Care (unexpected childcare issues or medical care of family)
- Military Duty
- Jury Duty

The following requirements apply:

A student may be granted a Leave of Absence (LOA) if:

- A LOA request is submitted in writing within five (5) calendar days of the student's last date of attendance, which includes the reason for the request.
- Students may request multiple LOAs, but the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month timeframe.

Failure to return from an approved leave of absence will result in withdrawal from the school, may have an impact on aid, loan repayment and exhaustion of the loan grace period. Students in a LOA status may not receive further financial aid disbursements until returning to active status. Contact the financial aid office for more information about the impact of a LOA on financial aid.

STUDENT SERVICES INFORMATION

ACADEMIC ASSISTANCE

Students seek help and advice during their education for many reasons. At Le Cordon Bleu College of Culinary Arts, the student comes first. Every effort is made to develop a relationship with the student body so individuals feel comfortable in requesting and receiving assistance. The Director of Education is responsible for providing academic assistance and should be consulted when assistance is desired. Referrals to outside agencies may also be provided as needed. The administrative staff and the faculty are also available for advising assistance.

CAREER SERVICES

During the admissions interview, prospective students are advised of the many career paths that are available to them upon graduation. The Admissions Representatives assist students in assessing their talents and discuss the motivation necessary to achieve their career goals.

Students enrolled in Le Cordon Bleu College of Culinary Arts has many opportunities for part-time employment while they pursue their studies. It is important to note that this assistance is available to all students who make satisfactory academic progress. The Director of Career Services is the liaison between students and employers, serving the students by promoting Le Cordon Bleu College of Culinary Arts to prospective employers. These employers are assisted by the referral of qualified candidates from Le Cordon Bleu College of Culinary Arts.

The graduate employment assistance process intensifies as students near graduation. The Director of Career Services assists students with resume writing, interviewing skills and professional networking techniques. Students may interview both on and off campus, until they have secured an appropriate position. Externship is an important part of the learning experience, and as the last official class a student takes, the culmination of many months of study. Students are encouraged to explore externship opportunities early and shall take an active part in the search for employment.

Examples of assistance may include, but are not limited, to contacting employers to inquire what specific skills and experience levels they are seeking, what specific job duties and schedule requirements are expected, and preferred methods of contact from the potential employee. Career Service staff will conduct a series of in class presentations on career skills topics such as resume writing, job searching techniques, and interview skills. Additionally, Career Services Staff will meet with students to ascertain skill levels and learn about initial expectations the student has for employment. The information collected is used to assist the Career Services Director and staff to help facilitate connections between students and potential employers. Le Cordon Bleu cannot guarantee employment or salary.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

School Performance Fact Sheet

Completion and Graduate employment rates, or our "School Performance Fact Sheet", are distributed to students at the time of enrollment. All backup data to substantiate these rates is available for review in the Associate Registrar's Office and Career Services office.

EMPLOYMENT DISCLOSURE (ONLY FOR SCHOOLS WITH SPANISH-SPEAKING PROGRAMS)

Le Cordon Bleu College of Culinary Arts will provide career services assistance to its graduates but cannot guarantee job or externship placement, employment or salary. Graduates of any Le Cordon Bleu Spanish-speaking programs who are not fluent in English will likely encounter more difficulty finding employment and an externship, and/or have other employment limitations due to the fact that most businesses require fluency in the English language.

BACKGROUND CHECKS

Agencies and institutions that accept our students for internship/externship and potential employers may conduct a criminal and/or personal background check. Students with criminal records that include felonies or misdemeanors (including those that are drug-related) or personal background issues such as bankruptcy might not be accepted by these agencies for internship/externship or employment following completion of the program. Some agencies and employers may require candidates to submit to a drug test. Employment and internship decisions are outside the control of Le Cordon Bleu College of Culinary Arts.

Le Cordon Bleu cannot guarantee employment or salary.

PLANS TO IMPROVE ACADEMIC PROGRAMS

Le Cordon Bleu College of Culinary Arts reviews its academic programs on a regular basis to ensure relevancy with current employment requirements and market needs. As deemed appropriate, Le Cordon Bleu College of Culinary Arts may change, amend, alter or modify program offerings and schedules to reflect this feedback. If you have questions about this process or any plan to improve academic programs, contact the Education Department.

CYBRARY / LIBRARY INFORMATION

Cybrary

The Cybrary is an Internet-accessible information center committed to facilitating the lifelong learning and achievement of the Career Education Corporation community. This "virtual library" contains a collection of full-text journals, books, and reference materials, links to Websites relevant to each curricular area, instructional guides for using electronic library resources and much more.

The "virtual" collection is carefully selected to support students as they advance through their programs of study and include quality, full-text, peer-reviewed articles from scholarly journals and full-text electronic books. Instructional materials for students and faculty are designed to enhance information literacy skills.

A full-time librarian located at corporate headquarters manages the Cybrary. The librarians at the various CEC colleges participate in selecting the electronic resources and Website links, and help prepare the instructional materials that are on the Website.

Students at all CEC colleges have access to the Cybrary from their campus location and from home, if they have an Internet service provider.

To access the Cybrary students may log on to their My Campus portal and access the Library Link. On this library page are links to all virtual resources as well as the information of the online librarian and a Live Chat link. Hours of operation for these services are available on the Library page of the My Campus Portal. The Cybrary is available online 24 hours per day 7 days per week. If students need assistance with their My Campus user name and password log in information they may contact the local My campus Portal Administrator at their campus or online Technical Support at portalsupport@careered.com or call 1-800-840-8968.

The hours for the campus library/resource center are posted on the Library page of the student's My Campus Portal. These hours are:

LCB Pasadena
Monday – Thursday: 7:30 am – 8:00 pm
Fridays: 7:30 am - 6:30 pm

LCB Hollywood
Monday – Friday: 6:00 am – 9:30 pm

LCB Sacramento
Monday – Thursday: 9:00 am – 8:00 pm
Friday & Saturday: 8:30 am – 5:30 pm

LCB San Francisco
Monday – Friday: 10:00 am – 6:00 pm

Library/Resource Center
Le Cordon Bleu College of Culinary Arts maintains a Library and Resource Center ("LRC") at the campuses which contain computers for students to access the Cybrary. The LRC is available to all students in full uniform during posted hours.

The Le Cordon Bleu College of Culinary Arts campus library provides materials to support the mission and curriculum and assists each student to attain his/her educational goals. The electronic collection includes books, an assortment of current periodicals, and videos. The library, which provides academic assistance to students, is open during posted hours.

STUDENT SERVICES

Le Cordon Bleu College of Culinary Arts welcomes students to discuss any issues or concerns with any member of the faculty or staff. Students are encouraged to discuss academic as well as job-related concerns with either the Director of Education or Director of Career Services. The staff of Le Cordon Bleu College of Culinary Arts is also available on a daily basis to assist students with financial aid, employment assistance, and academic advisement. Students are welcome on the campus any time during office hours to take advantage of the variety of services provided by Le Cordon Bleu College of Culinary Arts. Le Cordon Bleu College of Culinary Arts encourages students to network with graduates as well as instructors and peers in their classes, thus enhancing their networking opportunities in the industry.

HOUSING AND TRANSPORTATION

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Minneapolis/ St. Paul, Orlando, Portland, Scottsdale, Seattle, St. Louis
Le Cordon Bleu College of Culinary Arts does not provide on-campus housing, but does assist students with information on area housing.

Le Cordon Bleu College of Culinary Arts in Los Angeles
Le Cordon Bleu College of Culinary Arts does not provide dormitory housing or formal housing assistance. Le Cordon Bleu College of Culinary Arts networks with local property management companies that assist students in finding adequate, affordable housing. The student is responsible for the signing of his/her lease, paying all deposits, monthly lease payments and utilities, if required. The school does not assume responsibility for student housing.

Le Cordon Bleu College of Culinary Arts in Sacramento
Le Cordon Bleu College of Culinary Arts does not assume responsibility for student housing, does not have dormitory facilities under its control, and does not offer student housing assistance.

Le Cordon Bleu College of Culinary Arts in San Francisco
Le Cordon Bleu College of Culinary uses outside, third-party vendors to assist students with off-campus housing. Although housing in the immediate area of the school may be available, the College can make no guarantee of housing while attending school. Many transportation options are available including carpooling, city bus lines that stop near campus and conveniently located public parking with bike racks.

STUDENT ORIENTATION

Prior to beginning classes at Le Cordon Bleu College of Culinary Arts, all new students attend an orientation program. Orientation facilitates a successful transition into Le Cordon Bleu College of Culinary Arts. New students are required to attend regardless of their prior college experience. At orientation, students are acquainted with the campus, the administrative staff, the faculty and their peers. The directors of the administrative departments explain the ways in which they assist students and clarify students' rights and responsibilities.

STUDENT PORTAL

The student portal is a secure website that allows a student access to his or her information including schedule, grades, account balance and activity, school events, school contact information, and much more. Le Cordon Bleu College of Culinary Arts offers this capability so that it's easy for our students to be in touch with us and enhance their college experience. Upon acceptance to Le Cordon Bleu College of Culinary Arts, students will be issued a Student Number that can be used to gain access to the student portal.

STUDENT RECORD RETENTION

Le Cordon Bleu College of Culinary Arts maintains student records at the campus for a minimum of five (5) years. Le Cordon Bleu College of Culinary Arts student transcripts are retained indefinitely.

TRANSCRIPTS

An official transcript is maintained for each student. The transcript provides a complete record of all course grades and credits earned. Le Cordon Bleu College of Culinary Arts will supply official transcripts to whomever the student or graduate designates.

Transcript requests are fulfilled through Parchment, a leading company in secure transcript. Transcript fees are assessed regardless of transcript hold status. If you have an outstanding balance preventing release of your transcript, we will not be able to issue your official transcript.

- $5 – Transcript (electronic or paper) requested electronically through Parchment.
- $10 – Transcripts ordered through the campus.
- $30 – Overnight/U.S. Mail delivery Additional information on the electronic transcript service can be found on the student portal.

UNIFORM POLICY

The uniform policy can be found in the Le Cordon Bleu College of Culinary Arts. The Student Handbook is distributed to students upon admission to the school.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

California Food Handler Requirement

Effective July 1, 2011, the California Food Handler Card law will require all persons working in certain foodservice establishments within the state of California to attend a course in food safety provided by a certification organization, pass a test and receive a Food Handler Card. Students attending Le Cordon Bleu College of Culinary Arts will be required to successfully complete the requirements for NEHA Certification or the California Food Handler Card as a prerequisite when beginning any course that involves the production of food for sale to the public and deemed by the state of California as requiring a California Food Handler Card. Valid certification must be presented prior to entering courses with this prerequisite. Failure to meet this requirement will make them ineligible to complete program requirements which may lead to withdrawal from their course of study. This requirement may also be applicable to employment in the industry.

Course LCBC105 – The NEHA Exam and preparation in this course meets state requirements. Students must pass the NEHA test offered during LCBC105 to receive their California Food Handler Card at additional costs through an agency outside of Le Cordon Bleu College of Culinary Arts.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Food Handlers Card

It is required that all students obtain a Maricopa County Food Handlers' Card prior to entering their first lab class. There is a small fee to take the test and your instructor will provide you with information on where and when to take the test.

Course Materials Return Policy for Distance Education Programs

Credit will be issued for return of course materials only under the following circumstances:

- The materials being returned must be in original shrink wrapping or unopened with tamper resistant seals intact; and
- The materials being returned must be undamaged, unmarked and in saleable condition; and
- The Return Merchandise Authorization (RMA) number must be included with the return; and
- The materials being returned must have been shipped by Words of Wisdom (WOW), be for the current session only and either be related to a class from which the student has formally withdrawn or have been refused by student or returned to WOW by the carrier; and
- RMA must be requested from WOW Customer Service by student within seven (7) calendar days of the current session start (unless retuned by carrier).

GENERAL INFORMATION

CAMPUS SECURITY

Le Cordon Bleu College of Culinary Arts publishes an annual security report that contains information concerning policies and programs relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus, at certain off-campus locations, and on the public property surrounding the campus. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is provided to all current students and employees. A copy of the most recent annual security report may be obtained from the President's office during regular business hours.

In addition to the annual security report, Le Cordon Bleu College of Culinary Arts maintain a crime log recording all reported crimes. The crime log is available for public inspection during regular business hours at President's office.

Le Cordon Bleu College of Culinary Arts reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

CONDUCT POLICY

All students are expected to respect the rights of others and are held responsible for conforming to the laws of the national, state and local governments, and for conducting themselves in a manner consistent with the best interests of Le Cordon Bleu College of Culinary Arts and of the student body.
A student who was previously dismissed for violations of the conduct policy may apply for reinstatement to the institution by submitting a written appeal to the Appeals Committee. The appeal should be in the form of a letter explaining the reasons why the student should be readmitted. The appeal must be submitted within ten (10) business days of receiving notification of his/her dismissal. Dismissed students who are readmitted will sign a new Enrollment Agreement; will be charged tuition consistent with the existing published rate. Students who are interested in applying for federal financial aid may do so at this time.

CODE OF CONDUCT

Students, staff, faculty and guests follow a Code of Conduct adhering to a socially responsible and ethical approach to the educational mission of the institution. Rights of students are protected through the Grievance Process, which is addressed within this section, but responsibilities are addressed within the Code of Conduct Policy. Following is a set of guiding principles for behavior which is based on the values of honesty, respect, responsibility, fairness and trust (Center For Academic Integrity, 1999). It is a commitment that the members of the community will treat everyone with these characteristics promoting the highest standards of a safe and healthy environment. Individuals will not conduct themselves in any manner that might damage the reputation of, or otherwise harm the organization. Access to school premises is reserved for currently enrolled students, guests of the institution or approved visitors. Rules of Conduct include the following actions by officers of the institution:

a. Oversee behavior

b. Investigate violations and

c. Manage judgment through administrative agreement and sanctions.

Attendance at this institution is a privilege, not a right; therefore, students whose behavior may be detrimental to other members of the community may be officially warned, sanctioned through an informed process, suspended and/or dismissed from the institution. Behavior that infringes upon rights, safety, or privileges, or which impedes the educational process or the institution's right to conduct its business is prohibited. Such infractions include but are not limited the following:

Respect

- Deliberate disruptive, profane or disrespectful words, actions, violence or physical interference with the rights of faculty, staff, other students or with any institutional facilities, externship site, or with any authorized function being carried out on the premises or at any institution sponsored event or activity.
- Harassment of any member of the community based on race, national origin, ethnicity, color, creed, gender, sexual orientation; disposition, age, religion, marital or veteran status, genetic predisposition or carrier status, or any other basis protected by applicable local, state or federal laws. Engagement in self-initiated physical violence, bodily harm, or injury towards any member of the community or willful participation in a physical altercation.

Responsibility

- Failure to comply with the reasonable direction or lawful requests of officials (including, but not limited to faculty, administrators, and security personnel) or law enforcement officers acting in the performance of their duties or obey directives or orders expressed by such officials to cease and desist from any inappropriate act.

Honesty

- Students are expected to demonstrate academic integrity by completing their own work assignments and assessments. Submission of work from another person, using unauthorized notes, having someone else take an examination in a student's place, copying from another or a published document without citing sources or submitting the same paper to multiple

courses without the knowledge of the all instructors involved constitute violations of academic honesty. Plagiarism is any stealing of intellectual content and is not affected by intentionality.

Trust

- Students, staff and faculty trust that individuals will voluntarily follow the Code of Conduct as well as adhere to expectations voiced by the institution. Student expectations are provided during student orientation. Faculty and staff expectations are provided during faculty and staff orientations as well as provided on individual job descriptions. The standards of the institution are established by the residing state as well as the accreditation agency and the expectation is that the entire community trusts in them and adheres to them as part of both the Code of Conduct and the integrity of the institution.

Fairness

- Students, faculty and staff will be treated fairly based on their role within the organization. Should an exception be granted for any person in any circumstance, that exception will be well documented with both the rationale and all supporting evidence.

DRUG-FREE ENVIRONMENT

As a matter of policy, Le Cordon Bleu College of Culinary Arts prohibits the unlawful manufacture, possession, use, sale, dispensation, or distribution of controlled substances and the possession or use of alcohol by students and employees on its property and at any school activity. The only exception is authorized wine tasting within the classroom. Further information on the school's policies can be found in the Student Handbook. Any violation of these policies will result in appropriate disciplinary actions up to and including expulsion in the case of students and termination in the case of employees, even for a first offense. Violations of the law will also be referred to the appropriate law enforcement authorities. Students or employees may also be referred to abuse help centers. If such a referral is made, continued enrollment or employment will be subject to successful completion of any prescribed counseling or treatment program. Information on the school's drug-free awareness program and drug and alcohol abuse prevention program may be obtained from the President's Office.

FACILITY INFORMATION

Le Cordon Bleu College of Culinary Arts in Atlanta

The campus facilities and the equipment used comply with all federal, state and local ordinances and regulations including those related to fire safety, building safety and health. Kitchen labs are equipped with stoves, ovens, and food preparation equipment commonly found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Le Cordon Bleu College of Culinary Arts in Los Angeles

Pasadena Campus

The Le Cordon Bleu College of Culinary Arts in Los Angeles main campus in Pasadena is located at:
530 East Colorado Blvd.
Pasadena, CA 91101
Phone: (626) 229-1300

The Pasadena campus occupies over 104,000 square feet that supports the institution's population, labs and equipment. Physical resources are monitored and evaluated to stay abreast of industry standards. The Pasadena campus's facilities consist of classrooms for its specialized instructional needs as well as general purpose classrooms, 1 restaurant comprised of two service styles (quick service and full service), a prep kitchen, Learning Resources Center, and common use rooms for meetings, conferences, guest speakers etc. Classroom types include: Culinary labs, pâtisserie and baking labs, a chocolate lab, academic classrooms, and demo labs. Several classrooms are able to be combined to create large presentation and lecture spaces. Classrooms are equipped with industry current equipment directly related to the curriculum. The student will be exposed to industry standard stoves, convection ovens, fryers, commercial bakery steam injected ovens, stand mixers, commercial grills, steam kettles, commercial pots, pans and implements.

Hollywood Campus

The Hollywood branch campus of Le Cordon Bleu College of Culinary Arts in Los Angeles (Hollywood Campus) is located at:
6370 Sunset Blvd.
Hollywood, CA 90028
Phone: (323) 203-3980

The Hollywood campus occupies over 21,000 square feet that supports the institution's population, labs and equipment. Physical resources are monitored and evaluated to stay abreast of industry standards.

The Hollywood campus facilities consist of classrooms for its specialized instructional needs as well as general purpose classroom and a Learning Resource Center. Classroom types include: culinary labs, pâtisserie and baking labs, an academic classroom, and demo lab. Classrooms are equipped with industry current equipment directly related to the curriculum. The student will be exposed to industry standard stoves, convection ovens, fryers, commercial bakery steam injected ovens, stand mixers, commercial grills, steam kettles, commercial pots, pans and implements.

Le Cordon Bleu College of Culinary Arts in Las Vegas

The educational facility and administrative offices of the college are located in a convenient suburban setting, just minutes from the Las Vegas "Strip". The campus location is adjacent to major throughways and is accessible from all parts of the metro area. Housing, public transportation and nearby shopping malls allow the students to live, commute and work nearby. The campus occupies more than 55,000 square feet in a freestanding facility with ample parking.

Le Cordon Bleu College of Culinary Arts in Miami

Le Cordon Bleu College of Culinary Arts is only twenty minutes away from the heart of Miami and from downtown Ft. Lauderdale. The Campus consists of approximately 60,000 square feet of kitchen labs and classrooms. Our labs feature industry-current commercial equipment and are designed for maximum efficiency, learning and comfort. They offer a great proving ground to replicate the kind of fast-paced environment our graduates can experience in the industry. Students will also find at this beautiful campus setting:

- Classrooms designed to facilitate learning, which consist of lecture rooms and instructional kitchens.
- Small classes encourage student/faculty interaction and students receive individual attention to help them reach their potential.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Totaling 70,000 square feet, the campus of Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul, MN is in Mendota Heights, Minnesota near the Mall of America and the Minneapolis/St. Paul International Airport. Our campus is located at:
1315 Mendota Heights Road
Mendota Heights, MN 55120

It is located near major highways and public transportation, and parking is available to college students. Kitchen labs are equipped with stoves, ovens, and food-preparation equipment found in the industry. A wide range of small wares are provided for students' use in practicing various culinary skills and techniques.

Le Cordon Bleu College of Culinary Arts in Orlando

The campus facilities and the equipment used comply with all federal, state and local ordinances and regulations including those related to fire safety, building safety and health. The campus occupies approximately 80,000 square feet, conveniently located near John Young Parkway, Sand Lake Road, I-4, and the Beachline Expressway. The campus is near public transportation lines, and parking is available to students at no charge. The campus is located close to downtown Orlando, International Drive, the Florida Mall, the Millenia Mall, all major theme parks, and the Orlando International Airport. Kitchen labs are equipped with stoves, ovens, and food preparation equipment commonly found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Le Cordon Bleu College of Culinary Arts in Portland

Le Cordon Bleu College of Culinary Arts main campus is situated in the heart of downtown Portland in the historic Galleria Building, located at:
600 SW 10th Avenue, Suite 500
Portland, OR 97205

Le Cordon Bleu College of Culinary Arts is centrally located and offers immediate access to a public transportation system. Within the main campus' approximately 39,023 square feet, including nine (9) kitchen classrooms (including two demonstration labs) and four (4) lecture rooms. Kitchen labs are equipped with food preparation equipment found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary and baking and pastry skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Le Cordon Bleu College of Culinary Arts in Sacramento

The Le Cordon Bleu College of Culinary Arts facility has the following features:

- Kitchen Labs featuring industry-current culinary equipment.
- A multi-purpose room for use in new student orientation, college and public events, on-site recruitment, lectures, and special classes.
- A student area and resource center.
- Office space for administrative and support staff.
- Ample storage space for files and supplies.

The student will be exposed to industry standard stoves, convection ovens, fryers, commercial bakery steam injected ovens, stand mixers, commercial grills, steam kettles, commercial pots, pans and implements.

All courses, with the exception of the Externship, are conducted at this location:
2540 Del Paso Road
Sacramento, CA 95834

Le Cordon Bleu College of Culinary Arts in San Francisco

Le Cordon Bleu College of Culinary Arts is located in the Potrero Hill neighborhood at 350 Rhode Island Street. All courses, with the exception of the Externship, are conducted at this location. Our campus encompasses kitchen lab classrooms, wireless high-speed lecture classrooms, computer classrooms and a fine-dining restaurant, all housed in approximately 100,000 square feet. Other distinctive features include a student/staff lounge and the library which houses an extensive stock of current culinary, hospitality and restaurant periodicals, along with texts and videos to supplement classroom and workshop instruction.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Camelback Campus

The campus is housed in a former country club setting against the beautiful backdrop that overlooks Camelback Mountain, a well-known landmark in the high-end resort destination of the Phoenix Metropolitan area. Camelback Campus houses administrative offices, numerous classrooms, and kitchens.

Skybridge Facility

The Skybridge facility is an expansion of the Camelback Main Campus. It is located in bustling Old Town Scottsdale, Arizona, minutes away from the main campus. It

provides a stunning panorama of Scottsdale's popular 5th Avenue shops and internationally acclaimed tourist district. Skybridge Campus houses administrative offices, numerous classrooms, kitchens, the main library, and Technique, and restaurant kitchen.

Le Cordon Bleu College of Culinary Arts in Seattle
The Le Cordon Bleu College of Culinary Arts facility has the following features:

- Kitchen labs featuring industry-current culinary equipment.
- A resource center.
- Office space for administrative and support staff.
- Ample storage space for files and supplies.

Le Cordon Bleu College of Culinary Arts in St. Louis
Le Cordon Bleu College of Culinary Arts is located at:
7898 Veteran's Memorial Parkway
St. Peters, MO 63376

The facility has the following features:

- Kitchen Labs featuring industry-current culinary equipment.
- A student area and resource center.
- Office space for administrative and support staff.
- Storage space for files and supplies.
- Designated conference and copy/workroom.

HOURS OF OPERATION, INSTRUCTIONAL HOURS & CLASS SCHEDULING

Le Cordon Bleu College of Culinary Arts' hours of operation are 9:00 am to 8:00 pm, Monday through Thursday and 9:00 am to 5:00 pm on Friday, unless posted otherwise. Instructional Hours of operation are from 6:00 am to 10:35 pm, Monday through Friday.

An instructional hour is defined as each scheduled 50-minute period.

All student schedules are issued at the discretion of Le Cordon Bleu College of Culinary Arts. Student work schedules must be made around assigned class hours. Courses are normally scheduled to begin six (6) week intervals. Le Cordon Bleu College of Culinary Arts reserves the right to change, delete or schedule additional courses whenever necessary. To accommodate the changing industry environment, Le Cordon Bleu College of Culinary Arts reserves the right to alter or substitute courses whenever necessary. Changes will not negatively affect currently enrolled students.

Schedule of Course Offerings
The chief academic officer or designee is responsible for developing schedules of course offerings each block and making them available to all necessary parties. Not all courses may be offered every module/block. Last minute changes to schedules are to be avoided whenever possible, but may be necessary to accommodate staffing and class size. The chief academic officer or designee is responsible for making the final decision to add, cancel, combine or split courses based on enrollment, academic effectiveness and other factors. Students will be given prompt notification of schedule changes.

CLASS SIZE

The skills needed for a particular program are reinforced with relevant instruction. Le Cordon Bleu College of Culinary Arts instructors provide supervision and guidance, which promotes confidence and support.

Laboratory Classes – Students attend laboratory classes for their program with class sizes not to exceed 40 students.

Lecture Classes – Students attend lecture classes for their program with class sizes not to exceed 50 students.

SCHOOL CLOSING INFORMATION – GENERAL INFORMATION

Scheduled school closings can be found in the academic calendar. In the event of a weather related closing, students will be notified via a global alert system. Students update their e-mail and phone numbers provided to the school.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

School Closing Information
Le Cordon Bleu College of Culinary Arts makes every effort to maintain regularly scheduled classes, however, if circumstances arise that force us to cancel classes we will utilize the school's Emergency Notification System (ENS). Students will receive a recorded message via telephone from the school indicating the cancellation of classes as well as an e-mail message. In the case of inclement weather, information about school closings can be found in the Student Handbook.

Le Cordon Bleu College of Culinary Arts in Seattle

School Closing Information
In the event of an emergency in which the school would be closed, students, faculty and staff will be notified by e-mail and text message through the Global Alert Link contact system.

Le Cordon Bleu College of Culinary Arts in St. Louis

School Closing Information
Le Cordon Bleu College of Culinary Arts makes every effort to maintain regularly scheduled classes, however, if circumstances arise that force us to cancel classes we will utilize the school's Emergency Notification System (ENS). Students will receive a recorded message via telephone from the school indicating the cancellation of classes as well as an e-mail message. In the case of inclement weather, the school closure will be reported to the local FOX television affiliate KTVI.

GRIEVANCE POLICY

Internal Grievance Policy
Many student complaints can be resolved through discussion with the appropriate instructor or staff member and the use of this grievance procedure, and we encourage students to make contact at the first indication of a problem or concern.

This section describes the steps the student should follow so that the problem can be fully and fairly investigated and addressed. The student will not be bound by any resolution unless the student agrees to accept it. If the student does not accept a proposed conclusion or resolution, then the student may pursue the matter in arbitration as provided for in the student's Enrollment Agreement. However, the student must pursue his or her claim through this grievance procedure first.

Please note that this grievance procedure is intended for problems concerning a student's recruitment, enrollment, attendance, education, financial aid assistance, or career service assistance, or the educational process or other school matters. It does not apply to student complaints or grievances regarding grades or sexual harassment, which are addressed in other sections of this catalog.

Le Cordon Bleu College of Culinary Arts and the student agree to participate in good faith in this grievance procedure. We will receive all information submitted by the student concerning a grievance in strict confidence and we and the student agree to maintain confidentiality in the grievance procedures. No reprisals of any kind will be taken by any party of interest or by any member of the Le Cordon Bleu College of Culinary Arts administration against any party involved. We will investigate all complaints or grievances fully and promptly. So long as the student pursues this grievance procedure to its conclusion, the period during which the student is pursuing this process will not count toward any statute of limitations relating to the student's claims.

Step 1 – Grievances or complaints involving an individual instructor or staff member should first be discussed with the individual involved. Grievances or complaints involving a policy or class should first be discussed with the individual enforcing that policy, the class instructor, or the Lead Instructor. Alternatively, the student may submit the complaint to the campus Director of Education.

Step 2 – If the matter is not resolved to the student's satisfaction in Step 1, the student may submit a written, dated and signed statement of the grievance or complaint and a description of the actions that have taken place thus far to the next level of authority directly or through the President.

Step 3 – If the matter is not resolved to the student's satisfaction in Step 2, the student's next step is to submit a written, dated and signed statement to the campus President. Within five (5) days of the President's receipt of the written statement, the President will arrange to preliminarily meet with the student to discuss the grievance, and the President will thereafter conduct an investigation, including providing the student with a full and fair opportunity to present evidence relevant to the matter. The President will render his/her decision in writing within ten (10) business days after concluding his/her investigation, setting out the President's findings, conclusions, and reasoning. The President's decision will be final. The student's written complaint, together with the President's decision, will become a permanent part of the files of the parties involved.

GENERAL

This grievance procedure is designed to address problems promptly and without undue delay. In order to achieve that, the student must initiate Step 1 within ten (10) business days of the incident or circumstance(s) giving rise to the complaint, and must initiate each other Step within ten (10) business days after receiving a response or if more than twenty (20) business days have passed with no response. If the student fails to take any of the steps in this procedure within the required timeframes, then the student will be deemed to have accepted the resolution last proposed by Le Cordon Bleu College of Culinary Arts. If the school fails to act within the timeframes described in this procedure, then the student may elect to forgo any further steps in the grievance procedure and choose to go directly to arbitration as provided in the student's Enrollment Agreement. The time periods set forth in these procedures can be extended by mutual consent of Le Cordon Bleu College of Culinary Arts and the student. Students may also contact the following agencies.

The Accrediting Council for Independent Colleges and Schools (ACICS)
750 First Street, NE Suite
980 Washington, DC 20002-4241
Phone: (202) 336-6780

The Accrediting Commission of Career Schools and Colleges (ACCSC)
2101 Wilson Blvd., Suite 302
Arlington, VA 22201
Phone: (703) 247-4212

The American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)
180 Center Place Way
St. Augustine, FL 32905
Phone: (904) 824-4468 or (800) 624-9458

A copy of the Commission's Complaint Form is available at the school and may be obtained by contacting the Director of Education.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco
The student may also contact the Bureau for Private Postsecondary Education
P.O. Box 980818
Sacramento, CA 95798-0818
Phone: (888) 370-7589
Fax: (916) 263-1897
www.bppe.ca.gov

Le Cordon Bleu College of Culinary Arts in Atlanta
The student may also file a complaint directly with the Nonpublic Postsecondary Education Commission at any time. The student may contact the Nonpublic Postsecondary Education Commission for further details at:
Nonpublic Postsecondary Education Commission (NPEC)
2082 East Exchange Place, Suite 220
Tucker, GA 30084
Phone: (770) 414-3300

Le Cordon Bleu College of Culinary Arts in Las Vegas
Commission on Postsecondary Education
3663 East Sunset Road, Suite 202
Las Vegas, NV 89120
Phone: (702) 486-7330
Fax: (702) 486-7340
www.cpe.state.nv.us/

For the Le Cordon Bleu campuses in: Miami, Orlando
At any time, if a student has a concern, grievance, or complaint about the institution, the student may contact:
Commission for Independent Education
Florida Department of Education
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Phone: (850) 245-3200 or (888) 224-6684
www.fldoe.org/cie/

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul
Students may also contact the:
Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5277

Wisconsin residents may contact the:
Wisconsin Educational Approval Board
30 W. Mifflin St., P.O. Box 8696
Madison, WI 53708-8986

Le Cordon Bleu College of Culinary Arts in Portland
Students aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail students may contact or file a complaint with:
Oregon Office of Degree Authorization
Oregon Student Assistance Commission
1500 Valley River Drive, #100
Eugene, OR 97401
Phone: (541) 687-7452

Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105
Olympia, WA 98504-3105
Phone: (360) 753-5662

Le Cordon Bleu College of Culinary Arts in Scottsdale
The student also may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. Please direct all inquiries to:
Arizona State Board for Private Postsecondary Education
1400 W. Washington, Room 260
Phoenix, AZ 85008
Phone: (602) 542-5709
www.azppse.gov

Le Cordon Bleu College of Culinary Arts in Seattle
Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105
Olympia, WA 98504-3105
Phone: (360) 753-5662

Le Cordon Bleu College of Culinary Arts in St. Louis
The student may also file a complaint with:
Missouri Department of Higher Education (MDHE)
3515 Amazonas Drive
Jefferson City, MO 65109
Phone: (573) 751-2361

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT NOTICE

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records.
An eligible student under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Le Cordon Bleu College of Culinary Arts receives a request for access. A student should obtain a Request to Inspect and Review Education Records form from the portal and submit to the President, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected.

   Students are not entitled to inspect and review financial records of their parents. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   A student who wishes to ask the school to amend a record should write to the President, clearly identify the part of the record the student wants changed, and specify why it should be changed.

   If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Le Cordon Bleu College of Culinary Arts discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor

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outside of Le Cordon Bleu College of Culinary Arts who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of the education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the institution.

Parental access to a student's record will be allowed by Le Cordon Bleu College of Culinary Arts without prior consent if:

a. the student has violated a law or the institution's rules or policies governing alcohol or substance abuse, if the student is under 21 years old; or

b. the information is needed to protect the health or safety of the student or other individuals in an emergency. Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Le Cordon Bleu College of Culinary Arts to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

Below is a listing of the disclosures that postsecondary institutions may make without consent:

FERPA permits the disclosure of education records, without consent of the student, if the disclosure meets certain conditions found in the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose education records without obtaining prior written consent of the student in the following instances:

- To other school officials, including teachers, within Le Cordon Bleu College of Culinary Arts whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions.
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the institution's State-supported education programs. Disclosures under this provision may be made, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the school, in order to:

  a. develop, validate, or administer predictive tests;

  b. administer student aid programs; or

  c. improve instruction. To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information" may be released at the school's discretion. Le Cordon Bleu College of Culinary Arts has defined directory information as the student's name, address(es), telephone number(s), e-mail address, student IDs, birth date and place, program undertaken, dates of attendance, honors and awards, photographs and credential awarded. If a student does not want his or her directory information to be released to third parties without the student's consent, the student must present such a request in writing to the President within 45 days of the student's enrollment or by such later date as the institution may specify. Under no circumstance may the student use the right to opt out to prevent the institution from disclosing that student's name, electronic identifier, or institutional e-mail address in a class in which the student is enrolled.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules

or policies with respect to the allegation made against him or her. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of twenty-one.

REASONABLE ACCOMMODATIONS POLICY – INDIVIDUALS WITH DISABILITIES

Le Cordon Bleu College of Culinary Arts does not discriminate against individuals on the basis of physical or mental disability and is fully committed to providing reasonable accommodations, including appropriate auxiliary aids and services, to qualified individuals with a disability, unless providing such accommodations would result in an undue burden or fundamentally alter the nature of the relevant program, benefit, or service provided by Le Cordon Bleu College of Culinary Arts. To request an auxiliary aid or service please contact the Regulatory Operations Consultant or the Director of Education at the institution.

Individuals requesting an auxiliary aid or service will need to complete an Application for Auxiliary Aid. To enable Le Cordon Bleu College of Culinary Arts to timely provide an auxiliary aid or service, Le Cordon Bleu College of Culinary Arts requests that individuals complete and submit the Application for Auxiliary Aid six weeks before the first day of classes, or as soon as practicable. Disagreements regarding an appropriate auxiliary aid and alleged violations of this policy may be raised pursuant to Le Cordon Bleu College of Culinary Arts grievance procedures.

SCHOOL POLICIES

Students are expected to be familiar with the information presented in this school catalog, in any supplements and addenda to the catalog, and with all school policies. By enrolling in Le Cordon Bleu College of Culinary Arts, students agree to accept and abide by the terms stated in this catalog and all school policies. If there is any conflict between any statement in this catalog and the enrollment agreement signed by the student, the provision in the enrollment agreement controls and is binding.

RESPONSIBILITY FOR PERSONAL PROPERTY

Le Cordon Bleu College of Culinary Arts assumes no responsibility for loss or damage to personal property through fire, theft, or other causes.

TERMINATION POLICY

The Le Cordon Bleu College of Culinary Arts reserves the right to dismiss a student for any of the following reasons: failure to maintain satisfactory academic progress, failure to pay school fees and/or tuition by applicable deadlines, disruptive behavior, posing a danger to the health or welfare of students or other members of the Le Cordon Bleu College of Culinary Arts community, or failure to comply with the policies and procedures of the Le Cordon Bleu College of Culinary Arts. Any unpaid balance for tuition, fees and supplies becomes due and payable immediately upon a student's dismissal from the school. The institution will also determine if any Title IV funds need to be returned (see Financial Information section of this catalog).

UNLAWFUL HARASSMENT POLICY

Le Cordon Bleu College of Culinary Arts is committed to the policy that all members of the school's community, including its faculty, students, and staff, have the right to be free from sexual harassment by any other member of the school's community. Should a student feel that he/she has been sexually harassed; the student should immediately inform the President and/ or the Director of Education.

Sexual harassment refers to, among other things, sexual conduct that is unwelcome, offensive, or undesirable to the recipient, including unwanted sexual advances. All students and employees must be allowed to work and study in an environment free from unsolicited and unwelcome sexual overtures and advances. Unlawful sexual harassment will not be tolerated.

CATALOG ADDENDUM

See the catalog addendum for current information related to the school calendar, tuition and fees, listing of faculty, and other updates.

NOTES

THIS CATALOG IS FOR THE FOLLOWING LE CORDON BLEU CAMPUSES

Atlanta, GA
1927 Lakeside Parkway
Tucker, GA 30084
866.315.CHEF [2433]

Las Vegas, NV
1451 Center Crossing Road
Las Vegas, NV 89144
866.450.CHEF [2433]

Los Angeles, CA
PASADENA CAMPUS:
530 East Colorado Blvd.
Pasadena, CA 91101

HOLLYWOOD CAMPUS:
6370 West Sunset Blvd.
Hollywood, CA 90028
888.900.CHEF [2433]

Miami, FL
3221 Enterprise Way
Miramar, FL 33025
866.762.CHEF [2433]

Minneapolis/St. Paul, MN
1315 Mendota Heights Road
Mendota Heights, MN 55120
800.528.4575

Orlando, FL
8511 Commodity Circle
Orlando, FL 32819
866.622.CHEF [2433]

Portland, OR
600 SW 10th Avenue, Suite 500
Portland, OR 97205
888.848.3202

Sacramento, CA
2450 Del Paso Road
Sacramento, CA 95834
916.830.6220

San Francisco, CA
350 Rhode Island Street
San Francisco, CA 94103
800.229.CHEF [2433]

Scottsdale, AZ
8100 E. Camelback Road
Suite 1001
Scottsdale, AZ 85251
800.848.CHEF [2433]

Seattle, WA
360 Corporate Drive North
Tukwila, WA 98188
866.863.2580

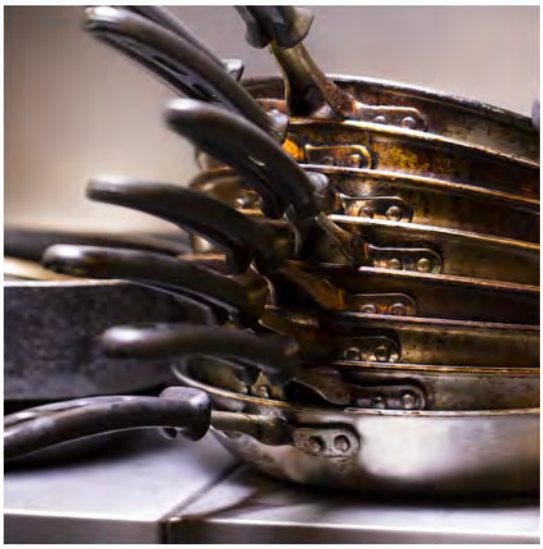
St. Louis, MO
7898 Veteran's Memorial Parkway
St. Peters, MO 63376
866.863.2061

Online
888.557.4222

LE CORDON BLEU Chefs.edu

CULINARY EDUCATOR #1* LE CORDON BLEU IN THE COUNTRY

*Le Cordon Bleu in North America had more culinary graduates in the USA than any other national network of culinary schools, for the years 2006 to 2012. Source: IPEDS.



Tuition and Fees

As of 01/01/2015

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts (Resident Students)	
Tuition	$37,000.00
Application Fee (non-refundable)	$50.00
Student Tuition Recovery Fund (STRF) (non-refundable)	$0
Estimated Total Cost	$37,050.00

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts (Non-Resident Students)	
Tuition	$40,000.00
Application Fee (non-refundable)	$50.00
Student Tuition Recovery Fund (STRF) (non-refundable)	$0
Estimated Total Cost	$40,050.00

Associate of Occupational Studies Degree in Le Cordon Bleu Patisserie and Baking (Resident Students)	
Tuition:	$37,000.00
Application fee (non-refundable)	$50.00
Student Tuition Recovery Fund (STRF) (non-refundable)	$0
Total Cost:	$37,050.00

Certificate in Le Cordon Bleu Culinary Arts	
Tuition	$19,500.00
Application Fee (non-refundable)	$50.00
Student Tuition Recovery Fund (STRF) (non-refundable)	$0
Estimated Total Cost	$19,550.00

Certificate in Le Cordon Bleu Patisserie and Baking	
Tuition	$19,500.00
Application Fee (non-refundable)	$50.00
Student Tuition Recovery Fund (STRF) (non-refundable)	$0
Estimated Total Cost	$19,550.00

Tuition charges include books, supplies, and uniforms. The tuition listed above is for the total length of the program. Reduced tuition charges apply in the case of repeated courses.

Reduced Tuition Charge for Repeat Course Work (per credit hour)

Lecture and Lab Courses $100
Externship Courses $ 50

Le Cordon Bleu reserves the right to increase all fees and tuition without notice, at its discretion. Once a student completes and Enrollment Agreement, the tuition and fees charges stated on that Enrollment Agreement will not change provided the Student starts classes as scheduled and continues without interruption.

Tuition and Fees are also disclosed on Tuition and Fees Sheet published at: http://www.chefs.edu/Admissions/~/media/LCB/Files/Docs-Resources/CCA_TuitionAndFees.ashx

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Housing Fees

Le Cordon Bleu College of Culinary Arts in San Francisco does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student housing assistance. Approximate cost of housing in the San Francisco Bay Area is $1,845.00 per month. This estimation is based on an average 1 bedroom apartment posted on Rentjungle.com, 12/ 19/2012.

YOU ARE RESPONSIBLE FOR THIS AMOUNT. IF YOU GET A STUDENT LOAN, YOU ARE RESPONSIBLE FOR REPAYING THE LOAN AMOUNT PLUS ANY INTEREST, LESS THE AMOUNT OF ANY REFUND. IF YOU HAVE RECEIVED FEDERAL STUDENT FINANCIAL AID FUNDS, YOU ARE ENTITLED TO A REFUND OF THE MONEY NOT PAID FROM THE FEDERAL STUDENT FINANCIAL AID PROGRAM FUNDS.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

- You are not a California resident, or are not enrolled in a residency program, or
- Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary and Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other cost.
4. There was a material failure to comply with the Act of this Division within 30-days before the school closed or, if the material failure began earlier than
5. 30 days prior to the closure, the period determined by the Bureau.
6. An inability after diligent efforts to prosecute, prove, and collect on judgment against the institution for a violation of the Act.

No claim can be paid to any student without a social security number or taxpayer identification number.

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Academic Calendar

As of 01/01/2015

21 Month | 84 Week Programs

Associate of Occupational Studies in Le Cordon Bleu Culinary Arts
Associate of Occupational Studies in Le Cordon Bleu Patisserie and Baking

Start Date	Anticipated Completion Date
01/05/2015	09/23/2016
02/16/2015	11/04/2016
04/06/2015	12/16/2016
05/18/2015	02/17/2017
07/06/2015	03/31/2017
08/17/2015	05/19/2017
09/28/2015	06/30/2017
11/09/2015	08/18/2017

12 Month | 48 Week Programs

Certificate in Le Cordon Bleu Culinary Arts
Certificate in Le Cordon Bleu Pâtisserie and Baking

Start Date	Anticipated Completion Date
01/05/2015	12/18/2015
02/16/2015	02/12/2016
04/06/2015	03/25/2016
05/18/2015	05/13/2016
07/06/2015	06/24/2016
08/17/2015	08/12/2016
09/28/2015	09/23/2016
11/09/2015	11/04/2016

Note: All programs may not be offered on all dates listed above.

2015 Academic Calendar

Module start date	Module end date
01/05/15	02/13/15
02/16/15	03/27/15
04/06/15	05/15/15
05/18/15	06/26/15
07/06/15	08/14/15
08/17/15	09/25/15
09/28/15	11/06/15
11/09/15	12/18/15

Classes are offered on days marked with an "x":						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	X	X	X	X	X	

Observed Holidays-No Classes

Holiday	Date(s) of Break: Classes Resume:
Martin Luther King Jr. Day	Monday 01/19/2015 Classes Resume on Tuesday 01/20/2015
In-Service Day*	Friday 02/13/2015 Classes Resume on Monday 02/16/2015
In-Service Day*	Thursday 03/26/2015 to Friday 03/27/2015
Spring Break	Saturday 03/28/2015 to Sunday 04/05/2015 Classes Resume on Monday 04/06/2015
In-Service Day*	Thursday 05/14/2015 to Friday 05/15/2015 Classes Resume on Monday 05/18/2015
Memorial Day	Monday 05/25/2015 Classes Resume on Tuesday 05/26/2015
In-service Day*	Friday 06/26/2015
Summer Break	Saturday 06/27/2015 to Sunday 07/05/2015 Classes Resume on Monday 07/06/2015
In-Service Day*	Thursday 08/13/2015 to Friday 08/14/2015 Classes Resume on Monday 08/17/2015
Labor Day	Monday 09/07/2015 Classes Resume on Tuesday 09/08/2015
In-Service Day*	Friday 09/25/2015 Classes Resume on Monday 09/28/2015
In-Service Day*	Thursday 11/05/2015 to Friday 11/06/2015 Classes Resume on Monday 11/09/2015
Thanksgiving Holiday	Thursday 11/26/2015 to Friday 11/27/2015 Classes Resume on Monday 11/30/2015.
Winter Break	Saturday 12/19/2015 to Sunday 01/03/2016 Classes Resume on Monday 01/04/2016

*Students attending on-campus courses are not required to report to classes on published in-service days. Please see your course syllabi for specific class dates.

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Faculty and Staff

Faculty – as of 05/01/2014

Name	Discipline	Education & Professional Licensure/Certification	Full/Part Time
Calhoun, Chef Allen	Culinary Arts	• AOS, Le Cordon Bleu College of Culinary Arts in San Francisco (formerly California Culinary Academy), Culinary Arts	Full time
Dagan, CEC, Chef Lev	Culinary Arts	• AOS, Le Cordon Bleu College of Culinary Arts in San Francisco (formerly California Culinary Academy), Culinary Arts	Full Time
Davise, Anamae	General Education	• MA, Sonoma State University, Psychology • BS, Dominican University of California, Busniness Administration	Part Time
Diaz de la Rosa, Dr. Mario	General Education	• PhD, Stanford, Chemical Engineering • MS, Brigham Young University, Chemical Engineering • BS, Brigham Young University, Mathematics	Adjunct
El Dessouky, Raghda	General Education	• MA, Ain Shams University, Literature • BA, Ain Shams University, English as a Foreign Language • BA, Ain Shams University, English Literature	Adjunct
Grable M.Ed., Chef Tim	Academics – Lead Instructor	• MA, American InterContinental University, Education • BA, Le Cordon Bleu, Culinary Management • AOS, Le Cordon Bleu College of Culinary Arts in San Francisco (formerly California Culinary Academy), Culinary Arts	Full Time
Isenberg, Chef David	Culinary Arts	• BA, Le Cordon Bleu, Culinary Management • AOS, Le Cordon Bleu College of Culinary Arts in San Francisco (formerly California Culinary Academy), Culinary Arts	Full Time
Jensen, Chef Richard	Director of Education	• AOS, Le Cordon Bleu College of Culinary Arts in San Francisco (formerly California Culinary Academy), Culinary Arts	Full Time
Lenhardt, Stephanie	Patisserie and Baking	• MA, New Mexico State University, Education • BS, New Mexicao State University, Hotel Restaurant Tourism Management	Full Time
Marano, Chef Tony	Culinary Arts	• MA, Sonoma State University, Psychology • BA, San Francisco State University, Psychology	Full Time
MacGregor, Chef Devon	Patisserie and Baking	•	Full Time
McKaque, Elizabeth	General Education	• MA San Francisco State University, English • MFA, San Francisco State University , Creative Writing,	Part Time

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Name	Discipline	Education & Professional Licensure/Certification	Full/Part Time
		• BA, San Francisco State University, English	
McRoberts, Shelley	General Education	• MA, San Diego State University, English • BA, University of San Diego, English	Part Time
Meidinger, CEC, CCE, Chef John	Culinary Arts	• BS, Stanford University, Biological Sciences	Full Time
Michael, Chef Larry	Culinary Arts	• BA, Univeristy of Northern Colorado, Geology	Full Time
Moreno, ChefRenee	Patisserie and Baking	• AAS, Johnson and Wales, Baking and Pastry Arts	Part Time
Natali, Chef Amanda	Patisserie and Baking	• BA, University of California, Los Angeles, Italian • AOS, Le Cordon Bleu College of Culinary Arts in San Francisco (formerly California Culinary Academy), Culinary Arts	Full time
Ogden, Marissa	General Education	• M. Ed. – University of Phoenix - Education, • MA – California State University Hayward – History, • BA – University of Nevada – History	Part Time
Parker Wong, Deborah	General Education	• BA - San Francisco State University - Business Administration	Part Time
Pugliese, Chef Holly	Patisserie and Baking	• Certificate, Le Cordon Bleu College of Culinary Arts in San Francisco (formerly California Culinary Academy), Culinary Arts	Full Time
Tan, Julie	Culinary Arts	• Diploma - California Culinary Academy - Culinary Arts	Part Time
Weinberger, Chef Matt	Culinary Arts	• BA, University of California, San Diego, Literature/Writing • AOS, Le Cordon Bleu College of Culinary Arts in San Francisco (formerly California Culinary Academy), Culinary Arts	Full Time

Staff - as of 05/01/2014

Name	Position
Kimberly Velasquez	Market President
Chef Richard Jensen	Director of Education
Chef Tim Grable	Lead Instructor
Rebecca Woods	Business Operations Manager
Brent Wallace	Director of Admissions
Lisa Wilson	Campus Director
Lilibeth Chapman	Associate Registrar
Sharon Tani, MLIS	Regional Librarian
Chef Tim Grable	ADA/Section 504 Coordinator
Chef Lisa Wilson	Title IX Coordinator

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Catalog Revisions and Updates

Page#	Policy/Section	Effective Date	Description of Revision or Update
11	Executive Officers/Board of Directors (All Campuses)	5/22/2014	Replace Colleen M. O'Sullivan with the following: Reid Simpson, Senior Vice President and Chief Financial Officer
11	Members of the CEC Board of Directors	6/3/2014	The CEC Board of Directors are: Ron D. McCray, Chairman Louis E. Caldera Dennis H. Chookaszian David W. Devonshire Patrick W. Gross Greg L. Jackson Thomas B. Lally Scott W. Steffey Leslie T. Thornton
62	Financial Information / BLEU Grant	1/1/2015	Grants and scholarship information is revised as follows:

BLEU GRANT

Le Cordon Bleu offers institutional grants to students who have financial need, as determined by the U.S. Department of Education based on information provided on the Free Application for Federal Student Aid (FAFSA)), and who are enrolled in one the following programs: Certificate/ Diploma in Le Cordon Bleu Culinary Arts, Certificate/ Diploma in Le Cordon Bleu Pâtisserie and Baking, Associate in Le Cordon Bleu Culinary Arts, Associate in Le Cordon Bleu Pâtisserie and Baking. Grants are typically in the range of $50 to $9,010.

Program Details and Eligibility Requirements:

- The BLEU Grant is renewable each academic year.
- Students will automatically be considered for a BLEU Grant upon completion of the admissions and financial aid application process, including completing the Free Application for Federal Student Aid (FAFSA).
- The BLEU Grant does not supplant the student's eligibility for Pell Grant.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the grant.
- If a student receives supplemental funding after the BLEU Grant has been awarded, the BLEU Grant may be reduced to prevent the student from entering into a disallowed overaward situation.
- If this grant is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The BLEU Grant will not be awarded to the student, in whole or in part, as a cash payment.

Le Cordon Bleu makes available a limited amount of money each year for such grants. Once it is determined that available funding is exhausted, grants will not be available to otherwise eligible students. For the 2015 calendar year, $9,900,000 has been budgeted for new BLEU Grants.

Le Cordon Bleu Corporate Educational Alliance Grant

Le Cordon Bleu has established a grant* in the name of its Corporate Educational Alliances in order to assist eligible students and their immediate family members** with the opportunity to attend a certificate, diploma or degree program of study at Le Cordon Bleu. To be eligible for the Corporate Educational Alliances Grant, a candidate must be accepted for admission to the College, complete the Corporate Educational Alliances Attestation form and must also allow for verification of eligibility. Verification of eligibility may require the student to submit documentation of proof of employment with the corporation.

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The conditions are as follows:
• The Corporate Educational Alliances Grant is used exclusively towards tuition.
• The grant is awarded proportionately over each applicable academic year and the grant percentage will be applied to the academic year tuition costs.
• Qualifying students must be an employee of the corporate educational alliance member or an employee's immediate family member**.
• Candidates must apply and be accepted for admission to the College to be eligible to receive the grant.
• All grants are applied as a credit to the student's account and no cash payments will be awarded to the student.
• Students selected for employment verification must provide documentation before the grant is applied. Documentation must show the effective date of employment, and be submitted prior to the first day of class.
• All of the conditions must be fulfilled before the grant can be disbursed.
The grant is non-transferable and non-substitutable and this grant, if awarded in combination with other Le Cordon Bleu
Institutional Grants or Scholarships, may not exceed the direct costs of attendance and cannot be received as cash.

*Please note that grant percentages may vary (ranging anywhere from 5% - 20% of the tuition costs) by Corporate Educational
Alliance. Please contact the Financial Aid Office to determine the exact grant percentage for which you may qualify.
** Immediate family members: Spouse (life partner) or dependent children only. Siblings, cousins, etc. are not considered an immediate family member.

Note: The Corporate Educational Alliances Grant funding is limited. For 2015, $50,000 has been budgeted for the Corporate Educational Alliances Grant. If funding for the Educational Alliances Grant is exhausted, otherwise eligible students may not be awarded the grant.

Alumni Referral Scholarship
Le Cordon Bleu offers the Alumni Referral Scholarships to students who submit a letter of recommendation from an alumnus of Le Cordon Bleu. Each qualifying applicant will be eligible for an award of up to $1,000. Students will be considered for the Le Cordon Bleu Alumni Referral Scholarship once they have completed the admissions application process and have submitted both the Le Cordon Bleu Alumni Referral Scholarship application and their recommendation letter. Applications may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Details and Eligibility Criteria:
- Applications are due by the end of the add/drop period for the student's first class (or classes).
- The scholarship will be awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each Payment Period until the award is exhausted.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship award.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The Alumni Referral Scholarship will not, in whole or in part, be awarded to the student as a cash payment.

Le Cordon Bleu makes available a limited amount of money each year for the Alumni Referral Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For the 2015 calendar year, $150,000 has been budgeted for new Alumni Referral Scholarships.

Best of the Best Scholarship – all schools

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Le Cordon Bleu offers the Best of the Best Scholarship to students who graduate high school or have graduated from a prior college certificate or degree program with a GPA of 3.5 or higher (on a 4.0 grading scale). Each qualifying applicant will be eligible for a scholarship award of up to $1,500. Students will be considered for the Best of the Best Scholarship once they have completed the admissions application process and have submitted the Best of the Best Scholarship application and their high school/college transcript. Applications may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Details and Eligibility Criteria:

- Applications are due by the end of the add/drop period for the student's first class or classes.
- The scholarship will be awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each Payment Period until the award is exhausted.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The Best of the Best Scholarship will not, in whole or in part, be awarded to the student as a cash payment.

Le Cordon Bleu makes available a limited amount of money each year for the Best of the Best Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For the 2015 calendar year, $150,000 has been budgeted for new Best of the Best Scholarships.

Lifelong Learning Scholarship – all schools

Le Cordon Bleu offers the Lifelong Learning Scholarship to Le Cordon Bleu Certificate, Diploma and Associate graduates pursuing a second credential at the same or higher level at Le Cordon Bleu. The scholarship cannot be used to satisfy outstanding balances accrued during enrollment for a prior credential or degree. Applications may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Certificate/Diploma Graduates

- Certificate or Diploma program graduates pursing an additional certificate or diploma are eligible for up to $500.
- Certificate or Diploma program graduates pursing an associate degree are eligible for up to $1000.

Associate Graduates

- Associate degree graduates pursing a certificate or diploma in another culinary program or specialty are eligible for $500.
- Associate degree graduates pursing an additional associate's degree or an LCB Online bachelor's degree are eligible for $1000.

Program Details and Eligibility Criteria:

- Student must successfully complete 18 credits with a GPA of at least 3.0 in their additional program prior to disbursement of the scholarship. The scholarship will be awarded and disbursed in full at that time.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The Lifelong Learning Scholarship will not, in whole or in part, be awarded to the student as a cash payment.

Le Cordon Bleu makes available limited funding each year for the Lifelong Learning Scholarship. Once it is determined that available funding has been exhausted, scholarships will not be available to otherwise eligible students. For the 2015 calendar year, $300,000 has been budgeted for new Lifelong Learning Scholarships.

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Le Cordon Bleu Tuition Reimbursement/Employer Match Scholarship – all schools

Le Cordon Bleu offers a matching scholarship award to students whose employers participate in a tuition reimbursement program. We applaud employers who invest in their employees and want to match the contribution they make. This scholarship is available to students who enroll at Le Cordon Bleu in an associate or bachelor program and are receiving tuition assistance or tuition reimbursement from their employer. The scholarship will match the employer assistance up to $2,500 for the duration of the degree program. Students who continue from an associate degree to a bachelor degree program, and who continue to receive tuition support from their employer will be eligible for a second award. Eligible students must present signed documentation from their employer confirming their employment and eligibility for tuition assistance. Applications may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Conditions of the Tuition Reimbursement/Employer Match Scholarship are as follows:

- Applications and supporting documentation are due by the end of the add/drop period of the first class.
- Recipients must complete the standard application process and enroll in an associate or bachelor's degree program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements thereof.
- Student must provide signed written confirmation of employment and participation in an employer-provide tuition assistance or reimbursement program. The documentation must either be on the employer's letterhead, or from an email address that is associated with the employer, and must include the signature of the student's supervisor, human resources professional or other authorized individual at the company or employing organization. The document must also describe the requirements for continuing participation in the program, as well as the disbursement schedule for tuition assistance or reimbursement. Matching funds will be awarded only after employer funds are received.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarship funds will be applied towards tuition only and awarded over the length of the program
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The Tuition Reimbursement/Employer Match Scholarship will not be awarded to the student, in whole or in part, as a cash payment.

The College makes available a limited amount of money each year for the Tuition Reimbursement/Employer Match Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2015, $50,000 has been budgeted for the Tuition Reimbursement/Employer Match Scholarship.

The Le Cordon Bleu Future Chef of America Scholarship – all schools

Le Cordon Bleu offers The Future Chef of America Scholarship. High school seniors may qualify for the scholarship as outlined in the program rules and requirements. Application, program rules and requirements may be obtained by contacting a financial aid advisor or visiting the financial aid office.

Scholarship Awards

Campus Competitions

To apply for this scholarship, high school seniors must submit an essay explaining why they want to pursue a postsecondary education and a career in the culinary profession and must complete all application requirements prior to the established due dates. Please review the complete rules for the scholarship and competitions as outlined in the application and eligibility materials.

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The scholarship awards will be applied towards tuition costs for a Le Cordon Bleu associate or bachelor's degree program.

1st Place Award – $5,000
2nd Place Award – $2,000
3rd Place Award – $1,000

All applicants for the Future Chefs of America Scholarship award will receive a $500 Scholarship to be applied toward tuition at any Le Cordon Bleu campus within the United States.

National Competition
The 1st place recipient from each campus competition will be invited to participate in a national competition among all Le Cordon Bleu campuses in the United States. Please review the complete rules for the scholarship and competitions as outlined in the application and eligibility materials. Travel expenses related to participation in the competition will not be covered by Le Cordon Bleu.

The national scholarship awards can be applied towards tuition costs for a Le Cordon Bleu associate or bachelor degree program.

1st Place Award – $40,000
2nd Place Award – $19,500
3rd Place Award – $10,000

Program Details and Eligibility Criteria:

- The student must enroll and begin their program of study at the Le Cordon Bleu campus in the United States within one calendar year from the date of the award. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and meet all admissions and eligibility requirements thereof.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- The scholarship will be applied towards tuition only and will be paid in equal amounts each term for the published length of the program.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The Future Chefs of America Scholarship will not be awarded to the student, in whole or in part, as a cash payment.

Le Cordon Bleu Military Grant
Le Cordon Bleu has established a Military Grant** for our Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a one-time (?) grant in the amount of $2,000 to be applied toward tuition costs. To be eligible for the grant, a candidate must be accepted for admission, allow for the verification of their military status via a current Leave and Earnings Statement, or comparable government document. Application forms may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Conditions and Eligibility Criteria:

- Qualifying candidates must be Active Duty, Drilling National Guard or Drilling Reservist Service Members of the U.S. Military.
- Candidates must apply and be accepted for admission to be eligible to receive the grant.

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• The grant is applied exclusively toward direct program costs (tuition and fees).
• The scholarship will be awarded over the length of the program. The grant funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each Payment Period until the award is exhausted.
• The Military Grant will not be awarded to the student, in whole or in part, as a cash payment
• The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships.
• Applications and supporting documentation are due by the end of the add/drop period of the first class.

**Note: New Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2015 calendar year. Once it is determined that available funding for grants is exhausted, grants will not be available to otherwise eligible students.

Le Cordon Bleu Veteran Grant

Le Cordon Bleu has established a Veterans' Grant** to assist Veteran service members attending a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of $2,000 to be applied toward tuition costs. To be eligible for the grant, a candidate must be accepted for admission, allow for the verification of their veteran status via a DD-214 Member-4, or comparable government document. Application forms can be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Conditions and Eligibility Criteria:

• Qualifying candidates must be Veterans of the U.S. Military who have a discharge status other than dishonorable.
• Candidates must apply and be accepted for admission to be eligible to receive the grant.
• The Le Cordon Bleu Veteran Grant is applied exclusively toward direct program costs, including tuition and fees.
• The grant is awarded over the length of the program. The grant funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period until the award is exhausted.
• The Veterans' Grant will not be awarded to the student, in whole or in part, as a cash payment
• The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships.
• Applications and supporting documentation are due by the end of the add/drop period of the first class.

**Note: New Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2015 calendar year. Once it is determined that available funding for this program is exhausted, grants will not be available to otherwise eligible students.

LE CORDON BLEU VETERAN SPOUSES GRANT

Le Cordon Bleu has established a Veteran Spouses Grant** to assist spouses of Veteran service members attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of $2,000 to be applied toward tuition costs. To be eligible for the Le Cordon Bleu Veteran Spouses Grant, a candidate must be accepted for admission and provide evidence to verify their spouse's veteran status, such as a DD-214 Member-4, or comparable government document. Application forms may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Conditions and Eligibility Criteria:

• Qualifying candidates must be spouses of Veterans of the U.S. military.
• Candidates must apply, be accepted for admission - to be eligible to receive the grant.
• Candidates selected for verification must provide documentation before the grant is applied. Those that are not able to provide documentation will also be required to pay the application fee.
• The Le Cordon Bleu Veteran Spouse's Grant is applied exclusively toward direct program costs, including tuition and fees.

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• The grant is awarded over the length of the program. The grant funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period until the award is exhausted.
• The Veteran Spouse's Grant will not be awarded to the student, in whole or in part, as a cash payment •
• The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships.
• Applications and supporting documentation are due by the end of the add/drop period of the first class.

**Note: New Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2015 calendar year. Once it is determined that available funding for this program is exhausted, grants will not be available to otherwise eligible students.

Careers through Culinary Arts Programs (C-CAP)
Le Cordon Bleu provides Scholarships to students associated with the National C-CAP organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States. Scholarship will be applied to the students account while enrolled in a Certificate/Diploma or Associates program offering at the Le Cordon Bleu school of enrollment. Application, program rules and requirements may be obtained online at www.ccapinc.org/scholarships2010.php or by contacting a financial aid advisor or visiting the financial aid office.

C-CAP Competition Scholarships
Le Cordon Bleu in agreement with Careers through Culinary Arts Programs (C-CAP) provides winners of any of the eight regional C-CAP Competitions the option to use their C-CAP scholarship when they select to attend any Le cordon Blue campus in the United States.
4 Full Tuition Scholarships for Certificate/Diploma program valued at $19,500 each.
4 Full Tuition Scholarships for Associates program valued at $40,000 each.

C-CAP Student Member Scholarship
$2,000 Scholarship – requires an application, essay and proof of membership in the national student C-CAP organization. The essay should be attached to the application and explain how the applicant will benefit from the scholarship award. Application forms may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Conditions and Eligibility Criteria are as follows:
- Applications and supporting documentation are due by the end of the add/drop period for the student's first class or classes.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of their high school graduation date or GED completion date. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in a certificate/diploma or associates level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements thereof.
- Competition Scholarship recipients must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility.
- The scholarship is awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The C-CAP Student Member Scholarship award will not be awarded to the student, in whole or in part, as a cash payment.
- The C-CAP Competition Scholarship award will not be awarded to the student, in whole or in part, as a cash payment.
- C-CAP Student Member Scholarship may not be combined with competition scholarships.

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Scholarships will be awarded on a first-come, first-serve basis until funds for this program are exhausted. For 2015 calendar year, $50,000 has been budgeted for the C-CAP Student Member Scholarship.

National Restaurant Association Educational Foundation – ProStart™
ProStart@ High school Completion Scholarship

Le Cordon Bleu offers a ProStart™ Completion Scholarship to high school graduates who have successfully completed Level 1 and Level 2 of the ProStart™ high school curriculum. In addition Le Cordon Bleu offers a ProStart™ Collegiate Passport Scholarship to high school graduates who have successfully completed Level 1, Level 2 and 400 externship hours approved by ProStart™ which will entitle them to the ProStart™ National Certificate of Achievement (COA). The COA must be presented at the time of application for the Le Cordon Bleu ProStart™ Collegiate Passport Scholarship. Application, program rules and requirements may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

ProStart™ Level 1 & 2 Completion Scholarship - $1,500
ProStart™ Collegiate Passport Scholarship - $2,000

ProStart™ State and National Competition Scholarship

These scholarships are awarded by Le Cordon Bleu at state and national competitions. Student(s) who earn the scholarship may attend the Le Cordon Bleu United States campus of their choice. Scholarship recipients must apply and begin their program of study within one calendar year of their high school graduation date or GED Completion date. ProStart™ students typically compete in teams of five. All five team members are awarded a scholarship in a predetermined amount.

State level competitions, the scholarship awarded is:
First Place: $5,000 Scholarship
Second Place: $2,500 Scholarship
Third Place: $1,000 Scholarship

National competition, the scholarship award is:
First Place: Full Tuition Scholarship, up to the tuition charge for an associate degree program or equal to tuition of certificate/diploma program
Second Place: $10,000 Scholarship
Third Place: $7,500 Scholarship

Program Conditions and Eligibility Criteria of the ProStart™ Scholarships are as follows:

- Applications and supporting documentation are due by the end of the add/drop period for the student's first class or classes.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of their high school graduation date or GED completion date. Failure to do so will void the scholarship.
- Recipients of the competition scholarships must complete the standard application process and meet all admissions and eligibility requirements
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- The scholarship is awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).

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- The ProStart™ Scholarships will not be awarded to the student, in whole or in part, as a cash payment.

The College makes available a limited amount of money each year for the ProStart™ Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For the 2015 calendar year, $100,000 has been budgeted for the ProStart™ High School Completion and Collegiate Passport Scholarships.

Family, Career and Community Leaders of America (FCCLA)

Le Cordon bleu offers Scholarships to students associated with the National FCCLA organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States. Scholarship will be applied to the students account while enrolled in an associate program offering at the school of enrollment. Application, program rules and requirements may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office. Additional information about FCCLA can be obtained at http://fcclainc.org/.

National FCCLA National competition:
First Place: Full Tuition Scholarship for an associate program valued at $40,000

National FCCLA Student Member Scholarship
$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required. The essay should be attached to the application and explain how the applicant will benefit from the scholarship award.

Program Conditions and Eligibility Criteria of the FCCLA Scholarships are as follows:

- Applications and supporting documentation are due by the end of the add/drop period for the student's first class or classes.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year from the date of the competition. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an associate level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements thereof.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- The scholarship is awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The FCCLA Scholarships will not be awarded to the student, in whole or in part, as a cash payment.
- Student member essay contest scholarships may not be combined with competition scholarships.

The College makes available a limited amount of money each year for the FCCLA Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For the 2015 calendar year, $50,000 has been budgeted for the FCCLA Student Member Scholarship.

Skills USA

Le Cordon Bleu offers scholarships to students associated with the National Skills USA organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States. The scholarship will be applied to the students account while enrolled in an associate or a bachelors program offering at the school of enrollment. Application, program rules and requirements may be obtained by contacting a financial aid advisor or visiting the financial aid office. Additional information about National Skills USA can be obtained at

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http://skillsusa.org/. National Skills USA Student Member Scholarship $2,000 Scholarship - Application, essay and proof of membership in the national student organization are required. The essay should be attached to the application and explain how the applicant will benefit from the scholarship award. Program Conditions and Eligibility Criteria of the Skills USA Scholarships are as follows: • Applications and supporting documentation are due by the end of the add/drop period for the student's first class or classes. • Recipients must complete the standard application process and enroll in an associate or bachelor level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements. • Student must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility. • The scholarship is awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period. • If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees). • The Skills USA Scholarships will not be awarded to the student, in whole or in part, as a cash payment. The College makes available a limited amount of money each year for the Skills USA Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For the 2015 calendar year, $50,000 has been budgeted for the Skills USA Student Member Scholarship.			
66	Veterans' Educational Benefits	5/30/2014	Add the following grant information: **YELLOW RIBBON GRANT** In accordance with the VA - Yellow Ribbon Program, a provision of the Post-9/11 Veterans Educational Assistance Act of 2008, Le Cordon Bleu College of Culinary Arts has established a Yellow Ribbon Grant. Eligibility and amounts are determined on an annual basis and are subject to change. To be eligible for the grant a candidate must be accepted for admission to Le Cordon Bleu College of Culinary Arts, be eligible for Chapter 33 Post 9/11 veterans benefits at the 100% rate, as determined by the Department of Veterans Affairs, complete the appropriate Le Cordon Bleu College of Culinary Arts attestation form and allow for the verification of his/her Chapter 33 Post-9/11 eligibility via a DD-214 Member-4, Certificate of Eligibility or comparable government document. The conditions are as follows: • Candidates must be either an eligible Veteran or a Dependent of an eligible Veteran who meets the Chapter 33 Post-9/11 GI Bill Transferability requirements (www.gibill.va.gov). • Candidates must apply and be accepted for admission to Le Cordon Bleu College of Culinary Arts to be eligible. • The Yellow Ribbon Grant is applied as a credit to the student's account and no cash payments will be awarded to the student. • The Yellow Ribbon Grant is used exclusively towards prior or current program charges.

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			• The Yellow Ribbon grant is awarded for each period in the program that the student is determined eligible and where the grant is needed. • The Yellow Ribbon Grant is non-transferrable and non-substitutable and cannot be combined with any other institutional grant at Le Cordon Bleu College of Culinary Arts. Le Cordon Bleu College of Culinary Arts is committed to assisting military students in determining the best options available to them. To receive additional information on Veterans Educational Benefits eligibility, please contact the Veterans Administration at 1-800-827-1000 or 1-888-GI Bill-1(1-888-442-4551). You may also visit the VA website at www.gibill.va.gov.
67	Careers Through Culinary Arts Programs (C-CAP) – Student Member Essay Content	6/30/3014	Update the second bullet as follows: Competition scholarship recipients must enroll and begin the program of study within one calendar year of their high school graduation date or GED completion date. Failure to do so will void the scholarship
67	Pro-Start State and National Competition Scholarship	6/30/2014	Update the third sentence as follows: Scholarship recipients must apply and begin their program of study within one calendar year of their high school graduation date or GED completion date; failure to do so will void the scholarship.
77	Academic Information	6/30/2014	Update the heading title "Grade Scale" to the following: Grade Scale and Standards of Satisfactory Academic Progress (SAP)
78	Cumulative Grade Point Average (CGPA) Requirements	5/30/2014	Please correct the Certificate/Diploma Programs subtitle to read: Programs Equal to or Greater than 55 Credits
79	Standards Of Satisfactory Academic Progress (SAP)	2/15/2014	Replace the Maximum Allowable Credits in the chart for the specific programs shown below with the following: **Programs (except Minneapolis/St. Paul Campus) Maximum Allowable Credits** Certificate in Le Cordon Bleu Culinary Arts 76 Certificate in Le Cordon Bleu Pâtisserie and Baking 78 Associate of Occupational Studies in Le Cordon Bleu Culinary Arts 154 Associate of Occupational Studies in Le Cordon Bleu Pâtisserie and Baking 153
79	How Transfer Credit and Change of Program Affect SAP	6/30/2014	Revise the first sentence of the second paragraph as follows: When a student elects to change a program or enroll in an additional program or higher credential at Le Cordon Bleu College of Culinary Arts, the student's earned credits and grades will be transferred into the new program as applicable.
79	Warning and Probationary Periods	05/30/2014	**Replace the *WARNING AND PROBATIONARY PERIODS FOR STUDENTS RECEIVING/ NOT RECEIVING FINANCIAL AID* policy with the following language:** At the end of each 12-week block, after grades have been posted, each student's CGPA and rate of progress is reviewed to determine

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			whether the student is meeting the above requirements. • A student will be placed on FA Warning immediately after the first block in which the CGPA or the rate of progress falls below the values specified in the tables above. At the end of the next term, the student will be removed from FA Warning and returned to SAP Met Status if the minimum standards are met or exceeded. • A student who continues to fall below the specified values will be required to successfully appeal in order to maintain eligibility for financial assistance under a FA Probation status. • A student who successfully appeals and is on FA Probation will be evaluated at the end of the second block of monitoring. • A student who meets or exceeds the minimum standards will be removed from FA Probation and returned to a SAP Met status. If the minimum CGPA and rate of progress requirements are not met at the time of evaluation; the student will be placed of FA Dismissal Status and will be dismissed from school unless terms of the academic plan are met. • A student receiving federal financial aid who does not meet the CGPA standards at the end of the second year will no longer be eligible for financial aid, may not be placed on probation, and must be dismissed, unless the student wishes to continue without being eligible for federal financial aid. However, a student not meeting the CGPA standards at the end of the second year may remain as an enrolled student who is eligible for federal financial aid if there are documented mitigating circumstances. If at any point it can be determined that it is mathematically impossible for a student to meet the minimum requirements, the student will be dismissed from the school. Notification of academic dismissal will be in writing. The Code of Conduct Policy section of this catalog describes other circumstances that could lead to student dismissal for non-academic reasons. A tuition refund may be due in accordance with the institution's stated refund policy. During the period of FA Warning, which lasts for one payment period only the student may continue to receive financial aid. During a period of FA Probation, if an appeal is accepted by the institution, the student may also continue to receive financial aid. A student on FA Warning and FA Probation must participate in academic advising as deemed necessary by the institution as a condition of academic monitoring. A student who fails to comply with these requirements may be subject to dismissal even though

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			their CGPA or rate of progress may be above the dismissal levels.
81	Leave of Absence	5/30/2014	Replace the current catalog information with the following: **For the Le Cordon Bleu campuses in:** **Las Vegas, Miami, San Francisco, Scottsdale** An approved Leave of Absence (LOA) is a temporary interruption in a student's academic attendance for a specific period of time in an ongoing program. *Leave of Absence Conditions* The following conditions may qualify a student for a leave of absence: • Medical Leave (including pregnancy) • Family Care (childcare issues, loss of a family member, or medical care of family) • Military Duty • Jury Duty *The following requirements apply:* A student may be granted a Leave of Absence (LOA) if he or she meets the following requirements: • A written LOA request, which includes the reason for the request, is submitted in writing within 5 calendar days of the student's last day of attendance. • A student may request multiple LOAs, but the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month time frame. • *There may be limitations on LOA eligibility for students enrolled in term-based programs due to regulatory requirements associated with scheduling the student's returns.* • The student must have successfully completed a minimum of one grading period before being eligible to apply for a LOA. One grading period is defined as 6 weeks. • A student must have completed his or her most recent quarter and received an academic grade or grades (A-F) for that quarter. Failure to return from an approved leave of absence, or failure to return within the 180 day timeframe will result in the student being administratively withdrawn from the school, may have an impact on his or her federal student aid, loan repayment and exhaustion of the loan grace period. Students in an LOA status will not receive further financial aid disbursements (if eligible) until returning to active status. Contact the financial aid office for more information about the impact of a LOA on financial aid.
85	Transcripts	1/5/2014	**Replace the transcript fee with the following:** $10 – Transcripts (electronic or paper) requested electronically through Parchment

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			$15 – Transcripts ordered through the campus $35 – Overnight/U.S. Mail delivery

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Program and Course Description Changes

Page #	Policy/Section	Effective Date	Description of Revision or Update
18	Program Offerings	5/2014 (Effective at time of catalog publication)	Revision to the Le Cordon Bleu Patisserie and Baking (AOS) program

Remove the last bullet point under "Program outcomes include"; it is a duplication.

Page #	Policy/Section	Effective Date	Description of Revision or Update
13	Program Offerings	2/16/2015	Revision to the Certificate in Le Cordon Bleu Culinary Arts program

Change program from 55 quarter credits and 940 contact hours to 51 quarter credits and 880 contact hours.

Replace Core Requirement:

Course Code	Course Title	Credits
LCBC122	Culinary Foundations II	7
LCBC132	Culinary Foundations III	7
LCBC250	Externship I	6
LCBC255	Externship II	6

With Core Requirement:

Course Code	Course Title	Credits
LCBC120	Culinary Foundations II	6
LCBC130	Culinary Foundations III	6
LCBC260	Externship I	5
LCBC265	Externship II	5

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14	Program Offerings	2/16/2015	Revision to the Certificate in Le Cordon Bleu Patisserie and Baking program

Change program from 55 quarter credits and 940 contact hours to 52 quarter credits and 880 contact hours.

Replace Core Requirement:

Course Code	Course Title	Credits
LCBK102	Introduction to Patisserie and Baking Techniques	7
LCBC250	Externship I	6
LCBC255	Externship II	6

With Core Requirement:

Course Code	Course Title	Credits
LCBK101	Introduction to Patisserie and Baking Techniques	6
LCBK260	Externship I	5
LCBK265	Externship II	5

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Page #	Policy/Section	Effective Date	Description of Revision or Update
31	Program Offerings	2/16/2015	Revision to the Le Cordon Bleu Culinary Arts (AOS) program

Change program from 107 quarter credits and 1550 contact hours to 103 quarter credits and 1490 contact hours.

Replace Core Requirement:

Course Code	Course Title	Credits
LCBC122	Culinary Foundations II	7
LCBC132	Culinary Foundations III	7
LCBC250	Externship I	6
LCBC255	Externship II	6

With Core Requirement:

Course Code	Course Title	Credits
LCBC120	Culinary Foundations II	6
LCBC130	Culinary Foundations III	6
LCBC260	Externship I	5
LCBC265	Externship II	5

Replace General Education Requirement:

Course Code	Course Title	Credits
GEN113	Fundamentals of Oral Communication	5
GEN133	Written Communication	5
GEN142	Psychology	5
LCBC123	Hospitality Math	5

With General Education Requirement:

Course Code	Course Title	Credits
COM122	Public Speaking	5
ENG105	Written Communication	5
PSY105	Psychology	5
MAT122	Culinary Math	5

Page #	Policy/Section	Effective Date	Description of Revision or Update
32	Program Offerings	2/16/2015	Revision to the Le Cordon Bleu Patisserie and Baking (AOS) program

Change program from 106 quarter credits and 1510 contact hours to 102 quarter credits and 1450 contact hours.

Replace Core Requirement:

Course Code	Course Title	Credits
LCBK102	Introduction to Patisserie and Baking Techniques	7
LCBC122	Culinary Foundations II	7
LCBK250	Externship I	6
LCBK255	Externship II	6

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With Core Requirement:

Course Code	Course Title	Credits
LCBK101	Introduction to Patisserie and Baking Techniques	6
LCBC120	Culinary Foundations II	6
LCBK260	Externship I	5
LCBK265	Externship II	5

Replace General Education Requirement:

Course Code	Course Title	Credits
GEN112	College English	5
GEN122	Applied Math	5
GEN132	English Composition	5
GEN142	Introduction to Sychology	5

With General Education Requirement:

Course Code	Course Title	Credits
COM122	Public Speaking	5
MAT122	Culinary Math	5
ENG105	English Composition	5
PSY105	Psychology	5

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44	Course Descriptions	5/2014 (Effective at time of catalog publication)	New and revised course descriptions

Insert the following:

Course prefixes are explained below.

General Education Courses		Core Courses (Required and Elective)	
Prefix	**Discipline**	**Prefix**	**Discipline**
AGSC	Agriculture	LCBC	Le Cordon Bleu Culinary Arts
COM	Communications	LCBH	Le Cordon Bleu Hospitality
ECO	Economics	LCBK	Le Cordon Bleu Patisserie and Baking
ENG ENC	English	LCBM	Le Cordon Bleu Culinary Management
MTH MAT MAC	Math		
HUM	Humanities (Scottsdale) History (Atlanta)		
LIT	Literature		
POL	Politics		
PSY	Psychology		
CST SPC	Speech		
LAH	History		
SCI GE ENV	Science		
STAT	Statistics		
SOC	Sociology		
SYG	Social Science		
GEN	General Education		

Page #	Policy/Section	Effective Date	Description of Revision or Update
44	Course Descriptions	Listed for each course	New and revised course descriptions

LCBC125 – 5/30/2014

Control and Purchasing

Revise the course pre-requisite for as follows:

Prerequisite: LCBC123, GEN122, GEN132, MAC1105, MAT100, MAT122, MAT1150, MTH115, MTH123, or MTH135, as applicable to specific campus

COM122 – 2/15/2014

Public Speaking

5 Credits

Prerequisites: None

This course presents principles and theories of effective speech communications. Students will practice communication and presentation techniques; investigate elements of effective research, writing, and organization; and adapt methods of delivery and debate for diverse audiences and contexts.

LCBC260 -2/15/2014
Externship I
5 Credits
Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
The externship is the final applied component of the Le Cordon Bleu culinary program. The student will have the opportunity to further develop and refine their culinary skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC265 -2/15/2014
Externship II
5 Credits
Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
This second course is required of all certificate seeking culinary arts students. The student will have the opportunity to further develop and refine their culinary skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK260 -2/15/2014
Externship I
5 Credits
Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
The externship is the final applied component of the Le Cordon Bleu Pâtisserie and Baking program. The student will have the opportunity to further develop and refine their skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK265 -2/15/2014
Externship II
5 Credits
Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
This second course is required of all Pâtisserie and Baking students. The student will have the opportunity to further develop and refine their skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals.

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FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

Submit this form with the Update Report (revised prior to the visit) and teaching schedules in effect at the time of the visit. List all persons (teaching faculty and administrative staff). Refer to the legends for identifying other duties assigned faculty and administrative staff duties and "Credential Level". The first line is provided as a SAMPLE.

Institution Name Le Cordon Bleu College of Culinary Arts
City, State San Francisco, CA
ID 48280

Duties
AD = Administrative
RA = Recruitment / Admissions
FA = Financial Aid
SS = Student Services
OT = Other

Credential Level
C = Certificate
D = Diploma
OA = Occupational Associate
AA = Academic Associate
B = Bachelor
M = Master

Name (Last, First, Middle)	(F) Faculty or (AD) Admin Staff *Select One*	Date of Hire	FT or PT *Select One*	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	Faculty - Teaching Load A	M	E	Non-faculty Duties or Admin Duties
SAMPLE, Sally Mae	F	02-01-1998	PT	MBA - Washington University, MO - Business	Intro to Business	B	4	0	2	AD
STAFF										
Chapman, Lilibeth	AD	11/27/2006	FT	BS - DeVry University, Fremont, CA - Computer Information Systems	Associate Registrar	B				AD
Eskew, Carmen	AD	09-22-2014	PT		Student Finance Advisor					FA
Kheuasida, Joe	AD	11-03-2004	FT	BA - Northern Illinois University, DeKalb, IL - Management/ Communications	Admissions Lead	B				RA
Kidwell, Chelsea	AD	07-21-2014	FT	MA - California Polytechnic State University, San Luis Obispo, CA - Counseling and Guidance for Higher Education/Student Affairs	Career Services Advisor	M				AD/SS
Hubbard, Latosha	AD	09-18-2014	FT		Receptionist					AD
Jensen, Richard	F		FT	AOS - California Culinary Academy -Culinary Arts	Director of Education	OA			0	AD

FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

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City, State San Francisco, CA
ID 48280

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Credential Level
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	Select One		*Select One*				Faculty - Teaching Load			
Name (Last, First, Middle)	(F) Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	A	M	E	Non-faculty Duties or Admin Duties
Johnson, Michael	AD	02-17-2005	FT	BS - Boise State University, Boise, ID - Sociology	Senior Executive Admissions Representative	B				RA
Lew, Andrea	AD	02-28-2014	FT		Senior Admissions Representative					RA
Liu, Siow Leng	AD	01-06-2005	FT	MBA - Keller Graduate School of Management, San Francisco, CA	Senior Executive Admissions Representative	M				RA
Markman, Nikki	AD	11-17-2014	FT	MA - University of Phoenix, Arizona - Organizational Management	Senior Admissions Representative	M				RA
Milo, Mayre	AD	11-18-2009	FT	BA - Ramapo College of New Jersey, Mahwah, NJ - American Literature	Receiving Clerk	B				AD
Milbrath, Amy	AD	07-29-2004	FT		Career Services Advisor	C				AD/SS
Pete, Seraya	AD	02-21-2014	FT		Receptionist					AD

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Soto, Reina	AD	12-01-2014	FT		Senior Admissions Representative					RA
Stibravy, Richard	AD	11-28-2006	FT	BS - University of Houston, Houston, TX - Hotel & Restaurant Management	Purchasing Coordinator	B				AD
Wallace, Brent J.	AD	04-21-2014	FT	BA - Northern Illinois University, DeKalb, IL - Rhetoric and Public Communication	Director of Admissions	B				RA
Wilson, Lisa K.	AD	08-14-2007	FT	BS - University of Phoenix (on-line), Phoenix, AZ - Business Management	Campus Director	B				AD

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Woods, Rebecca	AD	09-01-2009	FT	BS - California State University, Sacramento, CA - Criminal Justice	Business Operations Manager	B				AD/FA
FACULTY										
Calhoun, Allen	F	08-22-2005	FT	Academy -Culinary Arts	Culinary Foundations 3	OA	3	4	0	
Davise, Anamae	F	01-05-2015	PT	MA - Sonoma State University, Psychology BS - Dominican University of California, Business Administration	Psychology	M	2	2		
Dagan, Lev	F	07-05-1998	FT	Academy -Culinary Arts	Cuisine Across Cultures	OA	4	3	0	
Diaz de la Rosa, Mario	F	07-23-2014	PT	PhD. - - Sanford - Chemical Engineering, MS - Brigham Young - Chemical Engineering	Hospitality Math, Cost Control	M	2	2	0	
El Dessouky, Raghda	F	01-14-2013	PT	MA/BA -Ain Shams University, Cairo- English Literature	Written/Oral Communication	M	2	2	0	

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Grable, Tim	F	04-12-2002	FT	MA - American InterContinental University - Education, BA Le Cordon Bleu - Culinary Management, AOS - California Culinary Academy - Culinary Arts	Lead Instructor, Externship 1 and Externship 2	M	4		0	AD
Isenberg, David	F	07-25-2002	FT	BA - Le Cordon Bleu - Culinary Management, AOS - California Culinary Academy - Culinary Arts	Culinary Foundations 2	B	3	4	0	
Lenhardt, Stephanie	F	01-05-2015	FT	MA - New Mexico State University, Education BS - New Mexico State University, Hotel Restaurant Tourism Management	Baking and Pastry		4	3		
MacGregor, Devon	F	03-01-1993	FT		Advanced Patisserie Techniques, Centerpiece and Cake Decoration		4	3	0	

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Marano, Tony	F	04-22-1996	FT	MS - Sonoma State University - Psychology, BS San Francisco State University - Psychology	Culinary Foundations 1, Psychology	M	4	3	0	
McKague, Elizabeth	F	11-10-2014	PT	MA English, MFA Creative Writing, BA English	Written/Oral Communication	M	2	2	0	
McRoberts, Shelley	F	01-06-2014	PT	MA San Diego State University - English, BA - University of San Diego - English	Written/Oral Communication	M	2	2	0	
Meidinger, John	F	11-16-1996	FT	BS - Stanford - Biology	Catering and Buffets	B	4	3	0	
Michael, Larry	F	08-30-1993	FT	BS - University of Northern Colorado - Anthropology	Cuisine Across Cultures	B	4	3	0	
Moreno, Renee	F	08-18-2014	PT	AA - Johnson & Wales - Baking and Pastry	Introduction to Baking Principles, Baking and Pastry, International Patisserie	AA	4	3	0	

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Natali, Amanda	F	04-07-2014	FT	BA - University of California Los Angeles - Italian, Diploma - California Culinary Academy - Baking and Pastry	Introduction to Baking Principles, Baking and Pastry, International Patisserie	B	4	3	0	
Ogden, Marissa	F	11-10-2014	PT	M. Ed. - University of Phoenix - Education, MA - California State University Hayward - History, BA - University of Nevada - History	Hospitality Supervision and Entrepreneurship, Food in History	M	2	4	0	
Parker Wong, Deborah	F	11-10-2014	PT	BA - San Francisco State University - Business Administration	Wine and Beverage	B	1	1	0	
Pugliese, Holly	F	04-03-2003	FT	Diploma - California Culinary Academy - Culinary Arts	Introduction to Baking Principles, Baking and Pastry, International Patisserie	D	4	3	0	

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Tan, Julie	F	10-30-2000	PT	Diploma - California Culinary Academy - Culinary Arts	Culinary Foundations 2, Cuisine Across Cultures	D	4		0	
Weinberger, Matt	F	04-14-2014	FT	BA -University of California San Diego - Literature and Writing, AOS - California Culinary Academy - Culinary Arts	Restaurant Rotation, Culinary Foundations 2	B	4	3	0	

ACICS PROGRAM UPDATE FORM

1. What is the current number of students enrolled? 342

2. List the enrollment in each program by full-time and part-time status and by day and evening. Use additional pages if necessary.

Name of Program	Total Enrollment	Full-time	Part-time	Morning	Mid-Morning	Afternoon
Associate of Occupational Studies Le Cordon Bleu Culinary Arts	182	182	N/A	25	71	86
Certificate Le Cordon Bleu Culinary Arts	71	71	N/A	0	41	30
Associate of Occupational Studies Le Cordon Bleu Patisserie and Baking	29	29	N/A	1	25	3
Certificate Le Cordon Bleu Patisserie and Baking	60	60	N/A	0	39	21

ACICS
AS OF 1/9/2015
Class Schedules 1/5/2015 - 2/12/2015

Code	Sect.	ClassSchedDescrip	Stdnts.	ClassStart	ClassEnd	TeacherDescrip	StartTime	EndTime	Room Number
LCBC132	A1	Culinary Foundations III	5	1/5/2015	2/12/2015	Allen Calhoun	6:00:00 AM	10:00:00 AM	413/402
LCBC132	D1	Culinary Foundations III	15	1/5/2015	2/12/2015	Allen Calhoun	10:00:00 AM	2:00:00 PM	413/402
LCBC110	F1	Culinary Foundations I	12	1/5/2015	1/12/2015	Amanda Natali	2:00:00 PM	6:00:00 PM	411-S
LCBC105	F1	Food Safety and Sanitation	12	1/5/2015	1/12/2015	Amanda Natali	2:00:00 PM	4:15:00 PM	411-S
LCBK102	D2	Introduction to Patisserie and Baking Techniques	8	1/5/2015	2/12/2015	Amanda Natali	10:00:00 AM	2:00:00 PM	408-S
GEN142	D1	Psychology	19	1/5/2015	2/12/2015	Anamae Davise	12:00:00 PM	1:50:00 PM	304-S
GEN142	F1	Psychology	7	1/5/2015	2/12/2015	Anamae Davise	3:15:00 PM	5:05:00 PM	305-S
LCBC122	E2	Culinary Foundations II	12	1/5/2015	1/12/2015	David Isenberg	2:00:00 PM	6:00:00 PM	401-S
LCBC122	D2	Culinary Foundations II	13	1/5/2015	1/12/2015	David Isenberg	10:00:00 AM	2:00:00 PM	302-S /403
LCBC215	E2	Hospitality Supervision and Entrepreneurship	1	1/5/2015	2/12/2015	Deborah Parker Wong	2:00:00 PM	3:50:00 PM	
LCBC215	E1	Hospitality Supervision and Entrepreneurship	1	1/5/2015	2/12/2015	Deborah Parker Wong	4:00:00 PM	5:50:00 PM	308-S
LCBK212	E1PB	Advanced Patisserie and Chocolate Techniques	8	1/5/2015	1/12/2015	Devon MacGregor	2:00:00 PM	6:00:00 PM	407-S
LCBK222	D2PB	Centerpiece and Cake Decoration Techniques	11	1/5/2015	1/12/2015	Devon MacGregor	10:00:00 AM	2:00:00 PM	407-S

GEN113	E2	Fundamentals of Oral Communication	10	1/5/2015	2/12/2015	Elizabeth McKague	2:00:00 PM	3:50:00 PM	304-S
GEN133	E2	Written Communication	7	1/5/2015	2/12/2015	Elizabeth McKague	4:00:00 PM	5:50:00 PM	310-S
LCBC152	A1	Baking and Pastry	6	1/5/2015	1/12/2015	Holly Pugliese	6:00:00 AM	10:00:00 AM	406-S
LCBK112	D1PB	Baking Principles and Viennoiserie	13	2/2/2015	2/9/2015	Holly Pugliese	10:00:00 AM	2:00:00 PM	405-S
LCBC222	C1	Catering and Buffets	15	1/5/2015	2/12/2015	John Meidinger	10:00:00 AM	2:00:00 PM	409-S
LCBC132	F1	Culinary Foundations III	11	1/5/2015	2/12/2015	John Meidinger	2:00:00 PM	6:00:00 PM	402-S
LCBC212	C1	Cuisine Across Cultures	5	1/5/2015	1/12/2015	Lawrence Michael	10:00:00 AM	2:00:00 PM	302-S /402
LCBC123	A2	Hospitality Math	17	1/5/2015	2/12/2015	Lawrence Michael	8:00:00 AM	9:50:00 AM	310-S
LCBC232	D1	Contemporary Cuisine	13	1/5/2015	2/12/2015	Lev Dagan	11:15:00 AM	1:50:00 PM	401-S
LCBC212	F1	Cuisine Across Cultures	7	1/5/2015	1/12/2015	Lev Dagan	2:00:00 PM	6:00:00 PM	401-S
LCBC225	D1	Wine and Beverage	13	1/5/2015	2/12/2015	Lev Dagan	10:00:00 AM	11:05:00 AM	307-S
LCBC125	D1	Cost Control and Purchasing	12	1/5/2015	2/12/2015	Mario Diaz De La Rosa	10:00:00 AM	11:15:00 AM	310-S
LCBC125	F2	Cost Control and Purchasing	8	1/5/2015	2/12/2015	Mario Diaz De La Rosa	2:00:00 PM	3:15:00 PM	310-S
LCBC123	E2	Hospitality Math	9	1/5/2015	2/12/2015	Mario Diaz De La Rosa	4:00:00 PM	5:50:00 PM	304-S
LCBC205	E2	Food in History	2	1/5/2015	2/12/2015	Marissa Ogden	2:00:00 PM	3:50:00 PM	308-S
LCBC205	D2	Food in History	9	1/5/2015	2/12/2015	Marissa Ogden	10:00:00 AM	11:50:00 AM	308-S
GEN113	A2	Fundamentals of Oral Communication	15	1/5/2015	2/12/2015	Marissa Ogden	6:00:00 AM	7:50:00 AM	304-S
LCBC215	D1	Hospitality Supervision and Entrepreneurship	2	1/5/2015	2/12/2015	Marissa Ogden	12:00:00 PM	1:50:00 PM	308-S
LCBC240	D2	Restaurant Rotation	10	1/5/2015	2/12/2015	Matt Weinberger	10:00:00 AM	3:00:00 PM	404-S
LCBK112	F1PB	Baking Principles and Viennoiserie	8	1/5/2015	1/12/2015	Renee Moreno	2:00:00 PM	6:00:00 PM	405-S

LCBK122	C2PB	International Patisserie, Cake Formula and Assembly	15	1/5/2015	1/12/2015	Renee Moreno	10:00:00 AM	2:00:00 PM	303-S
LCBC152	D1	Baking and Pastry	19	1/5/2015	1/12/2015	Stephanie Lenhardt	10:00:00 AM	1:15:00 PM	406-S
LCBC250	A1	Externship I	13	1/5/2015	2/13/2015	Tim Grable	7:00:00 AM	1:00:00 PM	
LCBC250	A2	Externship I	4	1/5/2015	2/13/2015	Tim Grable	7:00:00 AM	1:00:00 PM	
LCBK250	A1	Externship I	4	1/5/2015	2/13/2015	Tim Grable	7:00:00 AM	1:00:00 PM	
LCBC255	A2	Externship II	18	1/5/2015	2/13/2015	Tim Grable	7:00:00 AM	1:00:00 PM	
LCBK255	A2	Externship II	5	1/5/2015	2/13/2015	Tim Grable	7:00:00 AM	1:00:00 PM	
LCBC255	A1	Externship II	5	1/5/2015	2/13/2015	Tim Grable	7:00:00 AM	1:00:00 PM	
LCBK255	A1	Externship II	1	1/5/2015	2/13/2015	Tim Grable	7:00:00 AM	1:00:00 PM	
LCBC100	C1	College Success and Career Portfolio	19	1/5/2015	1/12/2015	Tony Marano	12:30:00 PM	1:30:00 PM	411-S
LCBC110	C1	Culinary Foundations I	18	1/5/2015	1/12/2015	Tony Marano	10:00:00 AM	2:00:00 PM	411-S
LCBC105	C1	Food Safety and Sanitation	18	1/5/2015	1/12/2015	Tony Marano	10:00:00 AM	12:15:00 PM	411-S
LCBC135	E2	Nutrition	7	1/5/2015	2/12/2015	Tony Marano	2:45:00 PM	3:50:00 PM	305-S

ACICS Application for Accreditation – PART II

Self – Study Narrative

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

INSTITUTIONAL PROFILE

INSTITUTIONAL INFORMATION

Name: **ITT Technical Institute**

Address: **1615 75th Street, S.W., Everett, Washington 98203**

ACICS ID Code: **00016063**

Campus Classification: Main ☐ Additional Location ☒

If an additional location, please provide the following information:

Main Campus Name: **ITT Technical Institute**

Main Campus Address: **13518 E. Indiana Avenue, Spokane Valley, WA 99216**

Main Campus ID Code: **00016074**

History of accreditation with ACICS and with other agencies:

The campus has been continuously accredited by ACICS since1999. Programmatic accreditation is not applicable for any of the current program offerings.

Brief history of the institution:

The campus opened in Bothell, Washington in September 1993. The school moved to its present location in October 2005. The school now offers associate of applied science degree programs of study in Business Management, Computer and Electronics Engineering Technology, Criminal Justice, Criminology and Forensic Technology, Drafting and Design Technology, Electrical Engineering Technology, Graphic Communications and Design, Industrial Engineering Technology, Information Technology, Mobile Communications Technology and Network Systems Administration and bachelor of science degrees in Digital Entertainment and Game Design, Electrical Engineering and Communications Technology, Information Systems and Cybersecurity, Information Systems Security and Project Management and Administration.

List of recent (past three years) complaints or adverse actions and current status:

A list of student complaints over the past three years is provided in **Appendix A-Student Complaints**. There have been no formal "adverse actions" filed relative to this campus.

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

Institutions of higher education with which the school has established an articulation agreement include the other ITT Technical Institutes across the country and those institutions listed on the ITT Technical Institute website (www.itt-tech.edu/articulation/) which include the following:

- American Business & Technology University
- American InterContinental University
- Ashford University
- Colorado Technical Uuniversity
- Edmunds Community College

- Harrison College
- Kaplan University
- Lake Washington Technical College
- North Seattle Community College
- Southwestern College Professional Studies
- University of Phoenix
- Webster University

List of international activities:

Not Applicable

Description and scope of distance education activities: **Hybrid** ☒ **Fully Online** ☐

< 50% of program courses are offered in a distance education format.

Participation in Federal Financial Aid Programs: Yes ☒ No ☐

INSTIUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas: There have been changes to almost the entire management team and there has also been a revision of all associate and bachelor degree programs that are currently offered (both in name and curriculum).

Management:

- Campus Director: formerly Dean Kempter, currently Elaine Marcinek
- Director of Finance: formerly Terri Odell, currently Andra Hodges
- Director of Recruitment: formerly Brad Trnavsky, currently Michael Girgus
- Director of Career Services: formerly Linda Philp, currently Jacquelyn Valiquette
- Dean: formerly Shelly Lisoskie, currently Lois Adrian-Hollier

Change of Ownership: Not Applicable

Program offerings: There have been numerous new program additions since the time of the last evaluation visit in January 2007:

- School of Information Technology - BS in Information Systems and Cybersecurity; AAS in Network Systems and Administration
- School of Electronics Technology - BS in Electrical Engineering and Communications Technology; AAS in Electrical Engineering Technology
- School of Drafting and Design - AAS in Drafting and Design Technology, Graphic Communications and Design and Industrial Engineering Technology
- School of Business - BS in Project Management and Administration - Project Management and Administration Option, Construction Option, Information Technology Option; AAS in Business Management
- School of Criminal Justice - AAS in Criminology and Forensic Technology

Curriculum: The newer program offerings as listed above incorporate a change from 4.0 quarter credit hour courses to 4.5 quarter credit hour course offerings. These programs represent enhancements to our existing educational offerings, and are intended to provide additional convenience and flexibility to our students.

The enhanced programs allow us to focus on areas of study that our employers have informed us are the most important and will make our programs more consistent with traditional program offerings at other institutions. Additionally, the enhancements provide our students with the opportunity to enter the workforce more quickly and increase their return on investment dynamics without sacrificing any employer-determined learning objectives and program outcomes.

The associate programs contain 21 courses instead of 24, with the majority of courses awarding 4.5 credit hours for a total of 93 credit hours, allowing the students to graduate in seven quarters versus eight quarters from associate programs and in 14 quarters versus 15 quarters from bachelor degree programs.

The newer associate degree programs were originally approved as 90 quarter credit hour programs. However, a 3.0 quarter credit hour course was later added, GS2745 Advanced Strategies for the Technical Professional. The new course focuses on professional skills to better prepare a graduate for the workplace and students take the course in their 6th or 7th quarter.

Institutional delivery: While distance education course offerings remain under 50% for students enrolled in a resident campus program, the campus began offering core courses in addition to general education courses in an online format March 2013. In addition, a blended model was introduced allowing resident campus students enrolled in distance education courses to receive tutoring at the resident campus, providing improved academic support and monitoring.

1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria*.

MISSION AND OBJECTIVES

1.1 How was the mission developed?

ITT Technical Institute is one of a nationwide system of technical institutes operated by ITT Educational Services, Inc. ("ITT/ESI") located in Carmel, Indiana. Each individual institution supports a common mission.

The mission statement of ITT Technical Institute provides the guidance and vision for the institution and its operations. The staff and faculty of the institute are committed to this mission.

1.2 State the institution's mission and supporting objectives.

Mission

The ITT Technical Institute is an institution of higher learning that is committed to offering quality undergraduate and continuing education locally, nationally and worldwide to students of diverse backgrounds, interests and abilities. The institution offers career-related educational programs that integrate life-long learning with knowledge and skills to help students:

- pursue their personal interests and objectives;
- develop intellectual, analytical and critical thinking abilities; and
- provide service to their communities

The programs employ traditional, applied and adult-learning pedagogies and are delivered through traditional, accelerated and distance methodologies in a learner-centered environment of mutual respect.

Operating Philosphy

- Programs of study foster critical-thinking, communication, and teamwork skills while reinforcing the theoretical and in most programs applied principles of technology.
- Student support services facilitate the matriculation process and help students begin to prepare for career opportunities. Such services include assistance with housing and in applying for financial aid; advising; tutoring; assisting graduates with finding employment; and other special support programs as needs are identified.
- Cultural and ethnic diversity in its faculty, staff, and student body are encouraged.
- Course content is reviewed regularly to respond to changes in technology and industry needs.
- Each program of study integrates technology, lifelong learning, and professional development activities.
- Each program of study offers a learning environment that fosters communication and critical-thinking skills.

- Public service programs, civic engagement, and charitable activities are promoted as part of the education process to reinforce society's need to develop an informed, sensitive, and responsive citizenry.

Institutional Objectives

ITT Technical Institute is continuously monitoring itself and searching for ways to improve its effectiveness. The institute has identified several key objectives that are foundational to pursuing continuous improvement and development and meeting the needs of students, employees, and employers:

- Ensure that the school is responsive to the needs of the individual student and has the services available to maximize student success.
- Provide the resources and tools to assist students in acquiring technical, critical thinking, and interpersonal skills to help them achieve success in the workplace.
- Ensure that quality, compliance, and customer satisfaction are always at the forefront of all that we do.
- Focus on the development of faculty teaching skills by ensuring that individualized development plans are established and implemented.
- Ensure that the institute and its employees stay current with changes in business and industry as it relates to workplace skill needs.
- Assist students and graduates in securing exceptional employment opportunities related to their field of study.
- Provide ongoing career and education assistance to students and graduates.
- Ensure student enrollment is maintained at a level that allows for continued financial stability and institutional growth.

1.2.1 Cite where it is found in the catalog.

The mission statement can be found on the inside front cover of the campus catalog.

1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

The mission statement and supporting objectives establish a commitment for ITT Technical Institute to offer career-related, quality postsecondary educational programs of study to a diverse body of students, providing the necessary skills to pursue career goals.

1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery, and facilities of the campus?

The mission statement provides ITT Technical Institute with a description of the desired institutional environment plus a compelling call for action for all employees. Equally compelling is the call to strive continually to establish an environment for students and employees that promotes professional growth, encourages each person to achieve his/her highest potential, and fosters ethical responsibility and individual creativity within a framework of equal opportunity. The mission statement is a living process that continues to drive student, employee, and financial resources to establish ITT Technical Institute as a leader in education. ITT/ESI believes that its facilities, faculty, staff, and employer-driven curricula support this objective.

1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution's mission.

The mission statement establishes a commitment for ITT Technical Institute to offer quality education to a diverse body of students by offering career-related programs that integrate life-long learning with knowledge

and skills by employing traditional, applied, and adult-learning pedagogies delivered through traditional, accelerated, and distance methodologies in a learner-centered environment of mutual respect. This statement encourages each person to achieve his or her highest potential and fosters ethical responsibility and individual creativity within a framework of equal opportunity.

Internal policies and procedures center on compliance and performance evaluation to ensure that all functional areas are held to high standards in support of the institution's mission.

1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

- Students are surveyed each quarter and graduates are survyed six months following their date of graduation to identify how well the campus is meeting their needs and achieving its mission.
- Employers of ITT Technical Institute graduates are surveyed to ascertain quality of preparedness and performance.
- The administration regularly observes faculty members to assess their performance and to ensure that the campus' mission is fulfilled.
- The Campus Effectiveness Plan (CEP) Team holds strategic planning sessions on a quarterly basis to review the CEP and the policies and procedures that will promote the institution's mission.
- The primary focus of ensuring a positive student experience is the timely resolution of feedback we receive from our students. The Student Success Committee (SSC), comprised of the same core group as the CEP Committee, meets on a regular basis to review the student feedback, surveys, and community engagement.
- Management meetings and faculty/staff meetings are held throughout the year and focus on continuous improvement throughout the campus.
- Advisory Committees are utilized to review curriculum and improve the overall quality of the campus' educational programs to help ensure they remain current and meet the needs of the current job market.

1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

Each program contains an appropriate amount of vocational or "core" courses to achieve vocational objectives. The specific number of these courses is determined by the stated objectives and the applicable state and ACICS guidelines.

Each program also contains general education courses that comprise at least 25% of the total credit hours in any given program of study. Subject matter of each program's general education courses includes, but is not limited to, the humanities, composition, mathematics, and the social sciences. Programs are taught to emphasize critical thinking, communication, and teamwork skills while reinforcing the theoretical and applied principles of the topic. Additionally, the instructional staff relates the subject matter to the student's program of study and/or related industry.

1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

There are no planned changes to the institution's mission or supporting objectives.

INSTITUTIONAL EFFECTIVENESS

1.7 How was the campus effectiveness plan (CEP) developed?

The following process is used to develop the CEP:

- A CEP Team is formed at each campus to lead the efforts toward improving institutional effectiveness. The CEP Team is comprised of the following: Director, Dean, functional managers and faculty representatives
- The Team, using historical performance data and input from the staff and faculty, develops desired goals and activities (initiatives) to improve the institution's effectiveness.
- The Team monitors, through periodic review, the implementation and progress towards established goals for continuous improvement.
- Under the leadership of the campus Director, each Team member is responsible for the implementation of the CEP and solicits feedback from their respective departmental staff and faculty in order to involve all campus personnel in the implementation of the CEP. Throughout the year, the Team reviews the CEP for appropriateness, and when necessary, incorporates revisions or amendments to address changes affecting the CEP.

1.7.1 Who is responsible for implementing and monitoring the plan?

Primary responsbility rests with the campus Director. However, each Team member has responsibility for the implementation of the CEP to achieve specified inititatives and goals.

1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

Year: 2012 **Rate:** Retention: 71.3**%** ((665-191)/665); Placement: 60.42**%** (87/(181-37))

Year: 2013 **Rate:** Retention: **79%** ((533-114)/533); Placement: **56%** (79/(163-22))

Year: 2014 **Rate:** Retention: **72%** ((494-140)/494); Placement: **67%** (64/(105-9))

Explanation (if necessary)

Retention Calculation: ((Adjusted Unduplicated Total Enrollment-Withdrawals)/Adjusted Unduplicated Total Enrollment)

Placement Calculation: (In Field/Related Field Placements/(Graduates - Placement Waivers))

1.9 How do these annual retention and placement rates compare to prior rates, if applicable, and to rates at similar institutions?

The institutional average retention rate for the most recent three-year period is 74%, slightly above the most recent retention outcome of 73% reported by ACICS for 2012 for other institutions. For the 2014 reporting period, the retention rate dropped to 72% over prior year at 79%. In the 2013 CAR reporting cohort, the campus placement rate dropped by 4% from prior year to 56% which was lower than the ACICS 2012 placement outcome for other institutions at 66%. However, the campus has made significant progress in the 2014 report period and is at a 67% placement rate as of mid-October 2014.

1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 80% **Placement:** 70%

1.10.1 What factors were taken into consideration when developing these goals?

Historical outcomes as a baseline as well as ACICS minimum standard requirements.

1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

Retention rates are a priority with ITT Technical Institute and are critical in fulfilling its mission. Procedures are in place to identify potentially high-risk students and with the help of internal reports and surveys to monitor retention/attrition and student engagement, the campus will strive to achieve above-average student retention rates. Additional goals and initiatives related to improving retention include:

- Improve the number of and quality of survey responses
- Student feedback will be continually assessed and new initiatives developed as needed.
- Instructors will be observed as outlined by ITT/ESI policy and development goals established to enhance their effectiveness in the classroom. Instructors will also be held accountable for contacting students who are absent from class.

Placement of the campus' graduates is a top priority at ITT Technical Institutes. It is the campus' goal to secure the best placement possible in the respective graduate's field of study. The institution has followed its Campus Improvement Plan for Placement and is close to achieving the 70% benchmark rate for placement as of mid-October. Goals and initiatives related to improving placement include:

- Increase the number of employer contacts to develop strong relationships
- The Director of Career Services will aggressively contact key accounts within the employer database to increase job lead development, targeting employers within the fields of study below 70% placement threshold.
- Students will be encouraged to visit Career Services daily. Job postings will be sent to students through email and hard copy weekly job postings are available within the Career Center.

1.12 What data are utilized to evaluate the following elements:

a. Level of graduate satisfaction

Career Services focuses on connecting our graduates with the career goals they are targeting upon completion of their academic degree programs. This connection is accomplished through student development, employer relationship building, and ultimately assisting the graduate in connecting with a professional career.

All graduates are surveyed electronically six months following their date of graduation. Graduate Satisfaction Survey results are reviewed by the institution's management as well as the ITT/ESI National Career Services management and other subject matter experts within the ITT/ESI as applicable. Issues requiring training or additional focus are reviewed and addressed by the National Director of Career Services. The survey is structured in such a way as to obtain data concerning the key elements of the institution.

The campus also monitors graduate salaries as a way to measure graduate satisfaction. An important component of ensuring graduate satisfaction is assisting each of our graduates with achieving the highest level of income possible. The institution focuses on strategic initiatives, student professional experience opportunities and pre-graduation employment, preparation and interviews and effective negotiation to support graduate salary goals.

b. Level of employer satisfaction

The campus builds relationships with local, regional and national employers to help benefit both the employers and ITT Technical Institute graduates. The Career Services Department at each ITT

Technical Institute connects employers who are seeking certain skills, knowledge and characteristics in prospective employees with ITT Technical Institute graduates who meet those requirements.

Employer Surveys: In order to monitor the success level of training efforts, the institute surveys employers to obtain their opinion and input in determining success. Surveys are sent six months after graduation to employers that have hired graduates. The surveys provide an overview of the technical skills, professionalism, and soft-skills relating to the individual graduate's performance.

Advisory Committee Surveys: Advisory Committees are comprised in part of employers of the institute's graduates. Consequently, the institute also utilizes Advisory Committees as a tool for measuring employer satisfaction and identifying areas of the educational process that may require more emphasis or attention. Advisory Committee meetings occur semi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings; results from these surveys are reviewed by applicable campus leadership as another tool for measuring employer satisfaction.

c. Student learning outcomes

The emphasis on outcomes is prevalent through all levels of a curriculum: Specific student learning outcomes are defined for all programs and development of outcomes contained in each course syllabus specifically map to program requirements for student learning. The campus utilizes the following primary data points to measure student learning outcomes:

Capstone Courses: One of the academic benchmarks includes capstone course grades which is an indicator of program success or failure. Review of capstone courses is considered essential as part of assessing student learning outcomes. It is the objective of each capstone course that program expertise be clearly evidenced. The institute assesses capstone courses as results are made available.

Student Engagement: Student engagement is measured by student attendance and the ability to complete program courses. At ITT Technical Institute, student engagement is one of the key criteria employed to gauge the effectivenss of our instruction techniques and efforts. The key components of student engagement are student motivation and active learning.

Student Success: Student Success is measured by dividing the number of passing students by the number of student attempts (a student attempt is counted when a student sits for a section). We strive to help our students pursue education success. To esablish such focus, we continually assess the student success rate as well as the engagement rate metrics and implement school initiatives to help our students succeed.

Assessment of student learning extends beyond the above referenced measures and are included in the campus' overall assessment of a program's success or its deficiencies. Additional tools for assessment include student/graduate surveys, employer surveys, faculty feedback and Advisory Committee feedback. These assessments are ultimately used to improve the curriculum.

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

All graduates are surveyed electronically six months following their date of graduation. Salary data is collected through the process of documenting and verifiying graduate employment.

b. Satisfaction of employers

Employer surveys are administered electronically and sent out six months after graduation to employers that have hired graduates. Advisory Committee are comprised in part of employers of the institute's graduates. Meetings occur semi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings.

c. Student learning outcomes

Internal reports are available and utilized to monitor student learning outcomes for capstone course results, student engagement and student success as defined above.

1.13 How is the campus effectiveness plan evaluated?

The CEP Team reviews the CEP and its supporting data on a quarterly basis to ensure that inititatives are being implemented in the effort to achieve stated goals. Results from the most recent period are matched against historical data. Additionally, results for the most recent period are matched against stated goals to evaluate the institute's performance.

1.13.1 What is the schedule for evaluation?

The CEP is evaluated a minimum of quarterly.

2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria.*

2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

The campus is one of a network of co-educational, nondenominational private postsecondary educational institutions owned operated by ITT/ESI which is also referred to as Academic Administrative Center (AAC) within this self-study document.

All campuses owned and operated by ITT/ESI have the same management structure. A Director acts as a general manager over the Academic Affairs, Career Services, Finance, and Recruitment departments. Additionally, the Registrar of each campus reports directly to the Director. The campus Director reports to a District Manager, who in turn reports to the Senior Vice President, Operations at the AAC. Departmental directors and their staff and faculty work together coordinating numerous services for students and staff. A listing of faculty and administration is found in the back of the current catalog. A Statement of Ownership and listing of the AAC's officers and directors are also listed in the Campus Information section of the catalog.

Policies and procedures governing all aspects of operations are posted on the AAC's Employee Portal in the "Ethics and Compliance" section of the site. Some policies and procedures are general in nature, while others are specific to a particular functional area.

2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?

The duties and responsibilities of all employees are well defined. Employees are provided with detailed job descriptions as part of new employee orientation. In addition, new employees meet with their departmental supervisor to review the daily individual responsibilities of their position. The job description is signed by the employee and added to their personnel file.

Changes and updates in duties, schedules, policies, and procedures are presented as appropriate during regular employee meetings.

As part of a company-wide performance evaluation system, each full-time faculty/staff member is given a set of personal and team goals annually. These goals form the basis for establishing the focus for each individual and department. The results are monitored quarterly and the individual is evaluated annually.

2.2.1 How is this documented?

The policies and procedures, job descriptions, Faculty Handbook, Employee Handbook, faculty/staff meeting minutes, and outlines of faculty/staff in-service activities are maintained for review at the campus and/or the Employee Portal.

2.3 How does the administration monitor and evaluate activities of faculty and staff?

The methods used to monitor and evaluate faculty and staff include:

- CEP Team members review departmental performance on a regular basis to ensure that the campus meets its established goals and maintains compliance.
- Annual performance reviews.

- A full-time faculty member's annual performance review evaluates the duties, responsibilities, and professional growth. If necessary, it also includes corrective measures.
- Faculty members receive regular teaching evaluations with critiques and advising from the Dean or the School Chair.
- Student and Graduate Surveys are collected and the Director and Dean review the surveys to identify any issues. Areas of urgent concern are discussed at manager meetings or immediately with the appropriate department.

2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

The administration provides for the professional integrity of the staff through rigorous hiring practices, internal orientation and training programs, tuition reimbursement, membership in professional organizations, and quarterly in-service programs.

The faculty and staff are selected principally because of outstanding qualifications in the business and technical areas for which they are hired. In addition to the degree requirements, qualifications may include professional certifications, memberships in professional associations, and years of related job experience.

The institution utilizes a background check prior to hire to ensure the professional integrity of staff and faculty. All employees read and sign an ITT/ESI published Code of Business Conduct and Ethics.

2.5 How is the policy for ensuring academic freedom communicated to faculty?

The academic freedom policy is outlined in the Faculty Handbook and provided in ITT/ESI Policy "AA 11.0 Academic Freedom." As provided in the Faculty Handbook:

According to policy AA 11.0 Academic Freedom, ITT Technical Institute encourages academic freedom within defined guidelines. ITT Technical Institute considers academic freedom an essential element in maintaining institutional integrity. Faculty members must teach in relation to the objectives described in the curriculum. Faculty members have significant flexibility concerning instructional techniques and methodology. Faculty members should enhance students' overall learning experience by sharing their applicable field experiences or by including additional context-specific discussion during instruction.

2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

All campuses are governed by two policies regarding student satisfaction: "SA11 Customer Complaints" and "SA12 Student Surveys." In addition, each student is given a copy of the Student Complaint/Grievance Procedure via the Student Handbook and the campus catalog.

If a student follows the Student Complaint/Grievance Procedure and feels that his/her complaint was not adequately resolved, he/she may directly contact the Student Relations Specialist at the AAC in Carmel, IN. If the student is still not satisfied, he/she may contact ACICS and/or the applicable state governing agency.

Employee grievance procedures are communicated through the Employee Handbook. As provided in the Employee Handbook: ITT/ESI encourages open communication, feedback and discussion about any matter of importance to an employee without fear of retaliation.

If an employee has a question or concern about his or her job or work environment, the employee should bring the matter to his/her supervisor's attention in a timely manner. It is the responsibility of supervisors to listen to employee questions and concerns and, to the best of their ability, resolve the matters in a timely manner, raise the question or concern to the next level of supervision, if needed, and keep the employee informed of the progress regarding the resolution of his or her question or concern.

Most questions and concerns can and should be resolved in discussion with the employee's immediate supervisor; this is encouraged as the first effort to resolve a matter. If that is not feasible or the employee is uncomfortable for any reason in discussing the question or concern with the supervisor, or if the employee does not feel the question or concern has been adequately resolved, the employee is encouraged to discuss his or her question or concern with the next level of supervision. If that is not feasible or the employee is uncomfortable for any reason in discussing the concern with such person, or if such person does not take appropriate action, the employee should promptly report the matter to an ITT/ESI Human Resources Partner, the Director of Human Resources, the Vice President Compliance & Regulatory Affairs or the Employee Ethics Alert Line.

2.7 Describe any plans for the improvement of the organization.

The campus periodically reviews staffing, equipment, and operational needs as part of an ongoing budget and expense forecasting system. Additions to staff and other changes are made in response to changes in student census or the addition of new programs of study.

3. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

3.1. Who is the on-site administrator and what are that person's qualifications for this position?

The Director, Elaine Marcinek, is the on-site administrator for the ITT Technical Institute, Everett, WA campus. Ms. Marcinek joined ITT Technical Institute on February 13, 2003 and assumed responsibility for the school on April 1, 2013. Ms. Marcinek brings 10 years of experience with the corporate leadership structure, human and financial management, business and marketing, operations and compliance leadership in the secondary for-profit educational sector. Elaine is a graduate of the University of Washington and is currently enrolled in an MBA program through City University of Seattle. Elaine is currently serving on the State Financial Aid and State Need Grant work groups for the Washington Student Achievement Council and has participated on committees for the planning and implementation of the Annual Washington Financial Aid Administrator conferences.

3.2. How does the administration provide for continuous evaluation of the following functions:

a. Programs of study

Local Advisory Committees review and comment on the programs of study on a regular basis. Advisory Committee feedback, National Curriculum Committee recommendations, observations, and suggestions representing faculty viewpoints are periodically reviewed at the AAC and determinations are then made and implemented for the improvement of its programs. Programs of study will also be evaluated by monitoring their impact on graduate placement and student success within each program.

In addition, student, employer, and graduate surveys are administered, and the results are reviewed locally as well as by the AAC to ensure feedback is appropriately applied to ongoing program improvement. These surveys include:

- Quarterly Student Evaluation Survey
- Student Course Evaluation Survey
- Employer Survey
- Graduate Survey

b. Student activity programs

The campus encourages student activities to help develop individual initiative, group leadership, and cooperation. Examples of student activities include:

- Field trips
- Guest speakers
- Town Halls
- Program-targeted employer visits
- Workshops

Program specific professional chapters such as:

- Institute of Electrical and Electronics Engineers (IEEE)
- National Technical Honor Society (NTHS)

The administration evaluates the effectiveness and value of each of these activities through observations and written evaluation, from both faculty and students.

c. Guidance services

The director of each department is responsible for the continued monitoring of student advisement. Faculty members form the "first line" of the advising process as they have contact with students on a daily basis and are typically first to address attendance, academic, disciplinary, and personal problems. Academic issues, if unresolved at the first level, are referred to the School Chairs or the Dean. Student advising sessions are documented in IRIS/S3 (the centralized databases). The Dean meets regularly with the School Chairs and Subject Matter Experts for each school (where applicable) to evaluate the progress of students and review the status of the advising session documentation. The IRIS/S3 system assists the campus in this process by allowing a sharing of information about each student to the appropriate staff members and applicable AAC leadership.

d. Financial aid services

It is the responsibility of the Director and Director of Finance (DOF) to assure that the institution is adhering to the rules and guidelines of the accrediting council and government agencies (federal, state, and local). Institutional Student Information Records (ISIRs) and campus-based funding awards, as well as all verification documents, are reviewed at the campus and forwarded to Student Financial Services at the AAC for review before disbursements are made.

Additionally, student surveys include a question about the Finance department's performance. Financial aid services are also reviewed thoroughly in regularly scheduled internal (AAC's) audits.

e. Instructional procedures

The continuous evaluation of instructional procedures is accomplished with the various methods of evaluating faculty. During regularly scheduled and unannounced classroom visits, supervisors gather information to evaluate and improve instructional skills. New faculty members are observed at least once per quarter for the first four quarters they teach but it is recommended that they be observed three times during their first term teaching at the campus. Experienced faculty members are observed at least twice per year. The Dean is responsible for faculty professional development, including verification that the required numbers of classroom observations are completed for each faculty member.

Any significant observations and concerns from campus reviews are forwarded to the AAC's Academic Affairs department, who also perform regular review and updates to instructional procedures as warranted.

f. Instructional resources

The continuous evaluation of the Learning Resource Center (LRC) and ITT Technical Institute Virtual Library (VL) is accomplished through the following mediums:

- Surveys
- Monitoring usage
- Student outcomes (related to reference assignments)
- Information literacy sessions
- Collaborative meetings with faculty and LRC staff
- Collection assessment between faculty and LRC Committee

3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

Transcripts for each staff member's postsecondary credential(s) are kept in personnel files stored at the campus.

3.4. What records are kept relative to the following areas:

a. Financial aid activities

Financial aid records are maintained electronically for each student. The files are retained for seven years following graduation or the student's last date of attendance. Depending on the student's situation, a financial aid file could consist of any or all of the following documents

- Enrollment Agreement(s)*
- Cost Summary and Payment Addendum(s) *
- Free Application for Federal Student Aid (FAFSA)
- Master Promissory Note(s)
- VA Documentation (Form DD214, Form 22-1999 and Form 22-1999B)
- Written Authorization for the Carryover of Excess Non-Title IV Funds to the next academic year
- Entrance Interview
- Plus Loan Credit Denial
- Institutional Student Information Record (ISIR)
- Resolved "C" Code Documentation
- Cost of Attendance/Expected Family Contribution Page
- Student and/or Parent Taxes and W-2's
- ITT/ESI Forms and/or Dependency Override Paperwork
- Scholarship Forms
- Exit Interview (only required for students who completed in person or returns it to school)

*Indicates required documents

b. Admissions

The following admission records are maintained either electronically or in hard copy in a student's academic file for seven years following graduation or last date of attendance:

- Admission Examination scores
- Proof of high school graduation or recognized equivalency certificate
- Enrollment Agreement
- Graduate Employment Information Disclosure
- Previous College Transcript (maintained permanently if applicable)
- Foreign Student paperwork (if applicable)
- ADA Documentation (if applicable)
- Student Handbook Acknowledgement

c. Curriculum

The AAC maintains an electronic curriculum database that is password protected and accessible to the Academic Affairs administrative staff. This database allows the Dean to easily access and download current curricula information. Regular communication from the AAC's Curriculum department via the Curriculum network and to the Dean keeps the campus apprised of revisions to curricula.

Faculty members create more detailed lesson plans from the standardized curriculum documentation. The hard copies are on file in secured storage.

d. Guidance

Students must receive academic, attendance, and/or financial aid advising from the campus as necessary. Documentation of student advising is entered into IRIS/S3 (the electronic file storage systems) where it becomes part of the student's record.

e. Library or instructional resources

The following records are maintained on campus for the LRC and Virtual Library:

- Usage of LRC, VL and resources
- Catalog of active resources

f. Instructional supplies and equipment

An inventory of supplies and equipment is maintained by the campus' Systems Support Technician.

g. School plant

Copies of the following documents are on file at the campus:

- Property lease documents
- Occupancy permit
- Building related inspection reports
- Contracts for other outside services, as applicable

h. Faculty and staff

A personnel file for each faculty and staff member contains the following documents:

- Application for employment
- Annual Performance Planning and Evaluations and/or Observations
- Annual salary review
- Professional development plans (not applicable for some staff positions)
- Official transcripts
- Citations for quality work
- ACICS Data Sheets for employees above grade level nine (except representatives)

i. Student activities

- Field trip documentation
- Guest Speaker documentation
- Workshops held on campus

j. Student personnel

- Federal Work Study personnel file
- Award eligibility

k. Campus Accountability Reports

The ACICS annual CAR reports are maintained in the Director's office.

3.4.1 **Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.**

Each student has three files: academic, financial and career services, which contain specific documents based on established policies as well as state and federal requirements. Each functional area is responsible for the maintenance of the required documents. Student files are retained based on student status and type of document. Student record information is stored electronically in the centralized database IRIS/S3. The content of financial aid files is outlined above in Question 3.4. The following records are maintained in the academic and career services files:

Academic Records

- Final ITT Technical Institute Transcript (also maintained separately and permanently)
- Grade and Attendance Change (if applicable)
- Appeal letters (if applicable)
- Leave of Absence documentation
- Release of Information requests
- Veterans' Administration forms (if applicable)
- Admission Examination scores (if applicable)
- Proof of high school graduation or recognized equivalency certificate
- Enrollment Agreement
- Graduate Employment Information Disclosure
- Previous College Transcript (maintained permanently if applicable)
- Foreign Student paperwork (if applicable)
- ADA Documentation (if applicable)
- Student Handbook Acknowledgement

Career Services Records

- Acknowledgement for Employment Assistance
- Student Employment Assistance Waiver (if applicable)
- Graduate Employment documents:
- Graduate Employment Assistance Waiver (if applicable)
- Resume
- Simulated Mock Interview Evaluation Sheet
- Release Form – Educational and Employment
- Graduate Employment Information (GEI) Document
- Graduate Exit Surveys
- Employer Survey re: Graduate

3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

Not applicable. The institution does not admit ability-to-benefit students.

3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

Although students are ultimately responsible for providing proof of high school completion, the campus provides them with assistance. During the enrollment process, prospective students complete a certification statement indicating 1) if they are a high school graduate, 2) if they are currently attending high school or 3) that they have high school equivalency. The applicant completes a transcript release form that allows the Registrar to request the official high school, GED, and/or college transcripts directly from the issuing institutions. Reports are available to assist the Registrar in identifying students for whom transcripts have not yet been received. Documented proof of high school completion or equivalency must be provided prior to the end of the first quarter of enrollment. If the Registrar is unable to secure official transcripts from the institution and due diligence has been shown, the Registrar may accept a true and exact copy of the student's high school diploma/GED certificate.

Note: Due diligence means that two requests have been sent to the institution and one certified letter has been sent to the student. The student's certification at the point of application is also maintained within the student's file held in the Registrar's Office.

Any student accepted based upon previous postsecondary credit or degree must provide the campus with an official transcript from the institution where the credits or degree(s) were earned. The student's transcript release form enables the Registrar to request an official transcript directly from the applicable institution(s).

3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a "diploma mill."

To validate the legitimacy of schools, they are reviewed against National Center for Education Statistics which has a listing of schools that report their school data to the government. If a school isn't listed there, the institution's accreditation is reviewed. If accreditation review doesn't help with the validation, the next step is reaching out to the state Department of Education or Board of Education in the area where the school is located. Other resources used for this review may be the Better Business Bureau. In addition, the campus may collect more information from the school on their curriculum, graduation requirements, etc. This information is then reviewed by the AAC National Registrar to determine if the credential is acceptable or not.

3.7. What grading system does the campus employ to indicate student progress?

Grading is administered to assess the student's educational progress. Grading is based on the student's performance in class and level of achievement on assignments, projects and examinations. The following is a list of possible grades that a student may receive for a course, the points that each grade will contribute per course credit hour to the student's grade point average and a brief description of the grade:

Grade	Points	Description
A	4.0	Indicates a superior level of achievement.
B+	3.5	Indicates a good level of achievement.
B	3.0	Indicates a good level of achievement.
C+	2.5	Indicates an average level of achievement.
C	2.0	Indicates an average level of achievement.

D+	1.5	Indicates a marginal level of achievement.
D	1.0	Indicates a marginal level of achievement.
F	0.0	Indicates an unsatisfactory level of achievement. **Any student earning a grade of "F" in a course specified in the program outline of his/her program of study must repeat and successfully complete that course prior to graduation.**
I	N/A	Incomplete - Indicates that the student has not completed all work required for the course. The otherwise earned letter grade is awarded (normally a "F"), unless all required work is successfully completed within (a) six weeks following the end of a full-quarter course (excluding break week), or (b) three weeks following the end of a half-quarter course (excluding break week). Incompletes may only be awarded upon approval of the instructor and Dean.
CR	N/A	Credit - Indicates that the student demonstrated knowledge and skill in the course through previous experience. "CR" is not considered in computing the grade point average.
TR	N/A	Transferred Credit - Indicates the school accepted credit earned for previous postsecondary education at an institution other than an ITT Technical Institute. "TR" is not considered in computing the grade point average.
W	N/A	Withdrawal - Indicates that the student withdrew or was terminated from the course within the first 75% of that course. "W" is not considered in computing the grade point average. Withdrawals after the first 75% of the course has been completed will receive the otherwise earned letter grade (normally an "F").
P	N/A	Passing - Indicates a passing grade in a course designated as a pass-fail course. "P" is not considered in computing the grade point average.
*	N/A	Indicates that the course was repeated.
(R)	N/A	Indicates that the course was attempted previously.

A grade earned by a student in a course taken at any other ITT Technical Institute will be accepted by the school and appear on the student's academic transcript.

3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

Unit of credit is Quarter.

3.7.2. How does the campus ensure that a transcript is maintained for each student?

Student grades are captured electronically. ITT/ESI Policy (SS 5.0 Records Preservation and Retention) requires that student transcripts be retained permanently. A transcript is maintained for each student. Students are also provided quarterly grade reports.

3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

The grading system is on the back of the Academic Record (transcript), which is used for both official and unofficial transcripts.

3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?

Student academic and financial files are maintained in a secure fire resistant file room or fire resistant/proof file cabinets.

All graduate placement files are maintained in locked files in the Career Services office.

All active personnel records are maintained in locked files in the campus Director's and Dean's offices as appropriate.

3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

All computerized records are maintained at the AAC and are backed up on a regular basis per internal service level agreements which vary by system.

3.9. How long are student records maintained by the campus?

The information contained in the student's financial aid, academic, and career services files are maintained by the campus for a minimum of seven years from a student's graduation or last date of attendance. The student's final transcript, and transcripts from other colleges, are retained indefinitely.

3.10. Describe any plans for improvement in the administration.

Key management personnel are in place and were selected for their past successes and applicable qualifications. Each individual continues to grow as a skilled administrator and team leader; however, further growth through on-the-job experience, individual and team mentoring, and selective third party training help the administration grow as effective stewards of quality education and customer service.

Tools that help ensure the success of the campus administration are continually developed at both the campus and AAC levels; these include streamlined procedures, forms and reporting, and online training programs through e-campus learning.

The campus will continue to look for meaningful ways to improve upon its record of success.

4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria*.

ADMISSIONS AND RECRUITMENT

4.1 What is the admissions policy?

A student may be admitted into a program of study offered by the school upon satisfying all of the following requirements:

(a) The student is at least 16 years of age.

(b) The student has:

(1) a high school diploma; or

(2) a recognized equivalent of a high school diploma (e.g., typically a general education development (GED) certificate or a document from a state authority (to the satisfaction of the school) recognizing that the student has successfully completed secondary school through home schooling (as defined by state law)).

The student must either:

(i) certify (on a form and in a manner acceptable to the school) the following at or before the start of the student's first quarter of attendance at the school, or the student will be terminated from his or her program of study:

(A) the student has graduated from a high school; or

(B) the student has obtained a recognized equivalent of a high school diploma; or

(ii) provide the school with the following before the end of the student's first quarter of attendance at the school, or the student will be terminated from his or her program of study:

(A) a copy of the student's high school diploma;

(B) a copy of the student's recognized equivalent of a high school diploma;

(C) the student's official high school transcript;

(D) the student's GED scores at or above the passing level set by the state agency awarding the GED; or

(E) a document from a state authority (to the satisfaction of the school) recognizing that the student successfully completed secondary school through home schooling (as defined by state law).

If the student satisfies this admission requirement by certifying that the student graduated from a high school or obtained a recognized equivalent of a high school diploma, the school may, in its discretion, require the student to provide the school with documentary proof of the student's high school graduation or equivalency, in a form acceptable to the school.

(c) The student passes (as determined by the school in its discretion) an individual interview, which may include assessment of English proficiency for an English as a Second Language ("ESL") student, with the Registrar, if the Registrar requests an interview with the student.

Upon the student's satisfaction of all of the above requirements with respect to his or her selected program of study, the school will promptly notify the student that he or she is admitted into that program of study at the school.

Late Admission

A new student must be admitted into a program of study and begin attending classes in at least one of the program courses: (a) taught over 12 weeks that he or she is registered to take during the first quarter of the student's enrollment in that program of study (i) within 14 calendar days following the first class session of a program course taught in residence or (ii) on or before the third Sunday of the quarter for a program course taught online, or the student's registration in that program of study will be canceled by the school or; (b) taught over six weeks that he or she is registered to take during the first quarter of the student's enrollment in that program of study (i) within seven calendar days following the first class session of a program course taught in residence or (ii) on or before the first Sunday of the quarter for a program course taught online, or the student's registration in that program of study will be cancelled by the school. If a student's enrollment in a program of study is canceled by the school, the student may seek readmission to the program at the next available date that the program of study is offered by the school

4.1.1 Does the policy differ based on the credential awarded or program of study?

No

4.1.2 Explain how the admissions policy adheres to the institution's mission.

The admissions policy adheres to the institution's mission through the application and testing process that seeks to ensure accepted students possess the ability to prepare for career opportunities in their chosen field. Applicants who already possess a college degree have previously demonstrated the ability to meet the challenges of a postsecondary education. Admission is denied to any applicants who fail to meet all of the admission requirements. The campus documents the basis for denial.

4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

Not applicable. The campus does not accept ability-to-benefit students.

4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

The campus maintains student records in both paper and/or electronic formats. The campus' admission policies and procedures require that the following admissions records be maintained in each student's academic file:

- Admission Examination scores
- Proof of high school graduation or recognized equivalency certificate
- Enrollment Agreement
- Graduate Employment Information Disclosure
- Previous College Transcript (maintained permanently if applicable)
- Foreign Student paperwork (if applicable)
- ADA Documentation (if applicable)
- Acceptance Letter
- Student Handbook Acknowledgement

4.4 Describe the student recruitment program.

ITT Technical Institute seeks to communicate to prospective students, information that enables them to make an informed decision about whether ITT Technical Institute is a good fit for him/her. To generate interest among potential students, the AAC engages in a broad range of activities to inform potential students and their parents about ITT Technical Institute and the programs offered.

Each campus' advertising is generally comprised of broadcast, direct mail and company Web site activities. Links to the company Web site may also be placed on other Web sites that are owned by third parties. The school website, http://www.itt-tech.edu, provides information on the AAC, campus locations, programs, and admissions, and allows prospective students to schedule a campus visit, request a brochure, or apply online.

AAC-sponsored television advertising is centrally coordinated and developed. Television advertising is directed at a combination of both the national market and the local markets in which each campus is located. The television commercials generally include a toll free telephone number for direct responses as well as an internet URL. Direct responses to television advertising are centrally received, tracked, and promptly forwarded to the appropriate campus. Responses to direct mail campaigns, targeted at high school students and other potential postsecondary education students, are also centrally received, tracked, and forwarded to the appropriate location.

The campus seeks to attract students with the interest to complete the career-oriented educational programs offered by the ITT Technical Institutes.

Representatives make presentations to prospective adult and high school students. They discuss the programs available for study and assess the interest in the career field related to the student's education, and if there's a fit between the prospective student and the standards of the campus, the representatives continue through the enrollment process with the students, into a specific program of study.

The campus also employs a Community Relations Specialist (shared with the Seattle Campus) and who develops relationships with high school administrators, faculty, and other key influencers within the community to raise the awareness of the programs of study. A primary function of the Community Relations Specialist is to make presentations at local high schools, job fairs, and other related events.

Recruiting policies and procedures as well as standards for hiring and training representatives are established centrally but are implemented at the local level. The Director of Recruitment (DOR), reports to the campus Director and both are responsible for the training and supervision of the campus' recruitment representatives as well as ensurance to conformity with AAC policies and procedures. The AAC's Internal Audit department reviews the recruiting practices relating to the execution and completion of enrollment agreements on an annual and random basis. Further, student recruitment activities are subject to regulation at both the state and federal level.

4.5 Describe how admissions representatives are trained, compensated, and monitored.

Representatives are selected after being interviewed by the DOR and the campus Director. Offers of employment are extended after a thorough background check has been completed and after approval by the AAC HR Partner. Representatives are not permitted to recruit before completing required training and certification, including completion of the Annual Compliance – Recruitment e-Campus Course . They are monitored by the campus DOR, the AAC Internal Audit department (through scheduled and unscheduled audits), and through a regular overdue e-Campus report sent to District Managers via AAC. Representatives are also subject to other random reviews by campus administration. They are compensated pursuant to the rules and regulations of the state, the ACICS Accreditation Criteria and federal laws.

Representative training is a combination of a self-directed program composed of e-Campus courses, onsite activities covering five content areas, and additional supervisor directed learning:

- Local Orientation
- Company Orientation
- Recruitment Orientation
- Enrollment Process
- Skill Development

The e-Campus courses offer basic knowledge regarding the process of providing information to prospective students wherein they can make an informed decision, while the onsite activities provide hands-on development

of the concepts and techniques addressed in the e-Campus courses. After the employee has completed the e-Campus courses and onsite activities, he/she is required to:

- Pass the comprehensive e-Campus assessment.
- Submit the packet of completed on-site activities to his/her supervisor.
- Become certified on the interview presentation.
- Successful completion of the e-Campus courses is documented on an e-Campus transcript in the AAC's learning management system.
- Complete the Annual Compliance – Recruitment e-Campus Course

Once certified, all representatives undergo periodic and ongoing training, an important objective of the daily/weekly supervisory tasks for the DOR. The DOR periodically reviews the representatives' presentations and meets with each representative to review the outcomes of the required quarterly observations and informal regular observations. The DOR continuously utilizes the contact time with representatives to inform, train, and undertake all related management oversight activities to ensure the quality effectiveness and regulatory compliance of representative activity and admissions operations.

4.6 Describe the policies and procedures regarding incoming transfer of credit.

A student may request credit for courses in the student's program of study at the school based on the student's previous postsecondary education or experience, by submitting a written request to the Registrar.

Previous Postsecondary Education - Following the Registrar's receipt of the student's written request, the school may grant the student credit for course(s) in the student's program of study based on the student's previous postsecondary education at a different institution, if the student satisfies all of the following requirements:

(a) The student provides the school with an official transcript from each educational institution awarding any credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school. If the educational institution is located (I) in the U.S., it must be accredited by an accrediting agency recognized by the U.S. Department of Education, or (II) outside the U.S., it must be accredited or similarly acknowledged by an agency deemed acceptable to the school in its discretion.

(b) The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific core, technical basic and general studies course requirements of the student's program of study at the school is determined, in the school's discretion, to be equivalent to the subject matter of such core, technical basic and general studies course(s). The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific general education course requirements of the student's program of study at the school is determined, in the school's discretion, to be substantially similar to the subject matter of such general education course(s). The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy any elective course requirements of the student's program of study at the school is determined, in the school's discretion, to represent a level of rigor that is equal to or greater than the rigor of the school's lower division courses.

(c) The number of credits that the student desires to transfer to the school to satisfy the requirements of a specific course in the student's program of study at the school must equate, as determined by the school, to at least the same number of quarter credit hours of that course as specified in the Program Outline for the student's program of study at the school.

(d) The student completed each course represented by credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school with at

least: (i) a grade of "C" (i.e., 2.0 on a 4.0 scale), if the credits were earned at a postsecondary educational institution other than an ITT Technical Institute; or (ii) a passing grade, if the credits were earned at an ITT Technical Institute.

Other institutions of higher education with which the school has established an articulation agreement include the other ITT Technical Institutes across the country and those institutions listed on the ITT Technical Institute website at www.itt-tech.edu/articulation/. Many of the same and other limitations and conditions specified above with respect to credit granted by the school for a student's previous postsecondary education at a different institution will apply to credit granted by a different institution for a student's postsecondary education at the school. As a result, any student considering continuing his or her education at, or transferring to, any institution other than an ITT Technical Institute must not assume that any credits earned in any course taken at the school will be accepted by the receiving institution. The student must contact the registrar of the receiving institution to determine what credits earned at the school, if any, that institution will accept.

(2) **Previous Experience** - Upon the Registrar's receipt of the student's written request, a $500 processing charge will be due and payable by the student to the school, unless the student's previous experience is based solely on military experience (e.g., a SMART transcript). Following the Registrar's receipt of the student's written request, the school: (a) will add the $500 processing charge, as applicable, to the amount that is due and payable by the student to the school; and (b) may grant the student credit for course(s) in the student's program of study based on the student's previous experience, if the student demonstrates, to the school's satisfaction, that he or she has sufficiently grasped the knowledge and skills offered by the specific course(s) contained in the student's program of study at the school that the student desires credit for previous experience. The student must demonstrate such knowledge and skills by completing a proficiency examination(s) and/or project(s) acceptable to the school for each such course and receiving a grade or score thereon as required by the school. Notwithstanding the foregoing, a student may not receive credit based on the student's previous experience with respect to any course(s) in the student's program of study at the school that the student previously attempted at the school or at any other ITT Technical Institute.

Any student eligible to receive veterans educational benefits while attending any course(s) in an eligible program of study at the school will be denied veterans educational benefits for any such course(s) that the student previously successfully completed (as determined in the school's discretion in accordance with U.S. Department of Veterans Affairs regulations) elsewhere. As a result, each student eligible and desiring to receive veterans educational benefits while attending an eligible program of study at the school must provide the school with an official transcript for all previous postsecondary education and the student's military discharge document DD214, prior to the first scheduled class in the first course that the student is registered to take in the student's eligible program of study at the school. The school will determine, in its discretion, whether: (a) the subject matter of any course previously taken by the student is substantially the same as the subject matter of any course contained in the student's eligible program of study at the school; and (b) the number of credits of any course previously taken by the student equate to at least the same number of quarter credit hours of any course having substantially the same subject matter that is contained in the student's eligible program of study at the school. If the school determines that (I) the subject matter of any prior course taken by the student is substantially the same as the subject matter of a course in the student's eligible program of study at the school and (II) the number of credits of that prior course equates to at least the same number of quarter credit hours as the course in the student's eligible program of study that has substantially the same subject matter, the school will grant the student credit for such prior course.

The total number of credits for courses in the student's program of study which may be granted to the student by the school based on the student's previous postsecondary education at an institution other than the school (which includes the main campus or any additional location of the school) and/or previous experience as

provided above cannot exceed 75% of the quarter credit hours required to graduate from the program. See the Graduation Requirements section of this catalog for further information. If the school grants the student credit for any course in the student's program of study based on the student's previous postsecondary education or experience as provided above: (a) the student will receive a grade of "TR" for that course, if credit was granted based on the student's previous postsecondary education at a different institution; and (b) the student will receive a grade of "CR" for that course, if credit was granted based on the student's previous experience.

4.6.1 Where are these policies and procedures published?

The policy and procedure is published in the campus catalog.

4.6.2 Describe any articulation agreements with other institutions.

Institutions of higher education with which the school has established an articulation agreement include the other ITT Technical Institutes across the country and those institutions listed on the ITT Technical Institute website (www.itt-tech.edu/articulation/)

4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.

The information concerning articulation agreements is published in the campus catalog.

4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

Students are notified through publication in the campus catalog. In addition, students acknowledge transferability of credit information on a Documentation and Disclosure Summary utilized in the enrollment process as defined in Recruitment Policy REC 1.4.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?

The campus Dean, Lois Adrian-Hollier, is responsible for administering the SAP Policy as outlined in the campus catalog. Her experience and qualifications are as follows:

Lois earned an AS in Information Systems Management from Community College of the Air Force, a BS in Computer Systems from City University and a MS in Computer Systems from City University. Lois has worked in higher education for 29 years cumulatively, 9 of which have been at ITT Technical Institute as the Chair of Information Technology. As the chair, she was mentored by her predecessor who had over 10 years of experience working at various institutions.

4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

Each student must make satisfactory academic progress toward completing his or her program of study, regardless of the student's course load in any academic quarter or whether the student receives financial aid. To be making satisfactory academic progress, a student must satisfy the criteria set forth below in this Satisfactory Academic Progress section. Any student who is failing to make satisfactory academic progress in his or her program of study at any Evaluation Point specified below will be notified by the School of such failure and either be placed on academic and financial aid probation ("AFAP") or terminated from that program of study as provided below.

Evaluation Points

A student will not be making satisfactory academic progress, if at any Evaluation Point specified below:

- the student's overall cumulative grade point average ("OCGPA") in his or her program of study is less than the OCGPA required at that Evaluation Point; or

- the student has not successfully completed the percentage of the total cumulative credit hours he or she has attempted in his or her program of study ("Credit Completion Percentage") required at such Evaluation Point:

Evaluation Point*	Required OCGPA	Required Credit Completion Percentage	See Note
End of the student's first academic year (as defined below)	1.5	50%	(1)
End of the student's second academic year	2.0	66.67%	(1)
End of each of the student's seventh and any subsequent academic quarters	2.0	66.67%	(1)
End of any academic quarter of the student's AFAP	See Note (2) below	See Note (2) below	(3)
100% of the Maximum Time Frame for Completion ("MTFC") (as defined below)	2.0	66.67%	(3)

*If, at any point in time, more than one Evaluation Point is applicable to a student, the student's satisfactory academic progress determination will be based on the applicable Evaluation Point that requires the highest OCGPA and Credit Completion Percentage and the most restrictive note(s).

Notes:

(1) If a student is not making satisfactory academic progress in his or her program of study at this Evaluation Point, the student will be terminated from that program of study, unless:

- the student appeals the school's determination in writing to the Dean (as provided below in the Appeal section);
- the Dean grants the student's appeal; and
- the student satisfies all of the conditions specified below in the Academic and Financial Aid Probation section to be placed on AFAP.

If all of the conditions specified in the sentence immediately above are satisfied, the student will be placed on AFAP during the student's next academic quarter of attendance in the program.

(2) The OCGPA and Credit Completion Percentage required at the end of the immediately preceeding academic quarter.

(3) If a student is not making satisfactory academic progress in his or her program of study at this Evaluation Point, the student will be terminated from that program of study at the school.

The calculation of the student's OCGPA in his or her program of study will include the points associated with the grade earned by the student with respect to each course that the student took at the school and/or at any other ITT Technical Institute when the student: (a) was enrolled in that program of study; and (b) was enrolled in a different program of study, if (i) the subject matter of that course is substantially the same as any course in his or her current program of study or (ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

Maximum Time Frame for Completion

The student's Maximum Time Frame for Completion ("MTFC") for his or her program of study is 150% of the credit hours designated in the Program Outline for such program of study (as such credit hours may be revised or modified from time to time by the school in its discretion), rounded down to the nearest whole credit hour. For example, if a program of study consists of 90 credit hours, the student's MTFC is 135 credit hours (150% of 90). Each credit hour in a program of study that is "attempted" (as defined below) by a student is counted toward the student's MTFC of that program of study each and every time the credit hour is attempted by the student. A credit hour is "attempted," if the student receives any of the following grades from the school and/or from any other ITT Technical Institute for the course represented by the credit hour: "A," "B+," "B," "C+," "C," "D+," "D," "F," "I," "W," "P," "CR" or "TR". For example, if a student takes Course X, consisting of 4.5 credit hours, and receives a grade of "W" and the student retakes Course X and earns a grade of "B," the student will have attempted 9 credit hours with respect to Course X. A student may not exceed his or her MTFC for the student's program of study. The student's MTFC for his or her program of study will include the credit hours attempted with respect to each course that the student took at the school and/or at any other ITT Technical Institute when the student:

(a) was enrolled in that program of study; and

(b) was enrolled in a different program of study, if

  (i) the subject matter of that course is substantially the same as any course in his or her current program of study or

  (ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

A student will not be making satisfactory academic progress and will be terminated from his or her program of study if, at any time, the school determines that the student is unable to graduate from his or her program of study without exceeding the student's MTFC for that program of study.

Academic Year

An academic year is three academic quarters in length. Any academic quarter that the student attended in any program of study at the school or any other ITT Technical Institute during which the student attempted any course that is included in, counts toward or satisfies any of the coursework requirements of the student's current program of study (whether a core, general education, general studies, technical basic, elective or any other type of course), will be counted for purposes of determining the student's applicable academic year and/or academic quarter under the Evaluation Points section.

Credit Completion Percentage

The Credit Completion Percentage is calculated by dividing (a) the total number of credit hours in the courses included in the student's program of study for which the student receives a grade of "A,", "B+," "B," "C+," "C," "D+," "D," "CR" or "TR" from the school by (b) the total number of credit hours that the student has attempted in the courses included in the student's program of study (including, without limitation, the credit hours associated with any course for which the student receives a grade of "CR" or "TR"). The calculation of the student's Credit Completion Percentage in his or her program of study will include the number of credit hours attempted by the student with respect to each course that the student took at the school and/or at any other ITT Technical Institute when the student:

(a) was enrolled in that program of study; and

(b) was enrolled in a different program of study, if

(i) the subject matter of that course is substantially the same as any course in his or her current program of study or

(ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

Student Status

A student who, in any academic quarter, takes courses in his or her program of study that represent:

- 12 or more credits is a full-time student;
- 9 to 11 credits is a three-quarter-time student;
- 6 to 8 credits is a half-time student; or
- less than 6 credits is a less than half-time student.

If the total number of quarter credit hours of the courses which comprise a program of study offered by the school exceeds 72, the school has determined that the program of study cannot normally be completed in two academic years of full-time study, based on a full-time student taking a course load representing 12 or 13.5 quarter credit hours at the school each academic quarter. A student's grade level is based on the total number of quarter credit hours of the courses in the student's program of study at the school that the student has successfully completed, as follows:

Grade Level	Total Number of Quarter Credit Hours of Courses Successfully Completed in the Student's Program of Study
First	0-36
Second	37-72
Third	73-108
Fourth	109-144
Fifth	145-180
Sixth	181-216

The amount of federal and state student financial aid that a student may qualify to receive may depend on the student's grade level and could be adversely affected if the student is anything other than a full-time student. Any student who is not a full-time student should contact the school's Finance Department for more information.

Academic and Financial Aid Probation

During any academic quarter that a student is on AFAP, the Dean may require the student to repeat some or all of the courses that the student previously received a grade of "D+," "D," "F" or "W" before the student can attempt any other courses in the student's program of study. At the end of the academic quarter of the student's AFAP, the student's OCGPA and Credit Completion Percentage will be recalculated to determine if the student is making satisfactory academic progress in the program of study based on the OCGPA and Credit Completion Percentage required at the end of the immediately preceeding academic quarter.

A student will be considered to be making satisfactory academic progress during the academic quarter of the student's AFAP. All of the credit hours represented by the courses that the student repeats during the academic quarter of the student's AFAP will have been attempted by the student in determining the student's Credit Completion Percentage,

and all of the grades (and associated points) earned by the student in those courses will replace the previous grades (and associated points) earned in determining the student's OCGPA. All grades earned for any courses the student attempts will, however, remain on the student's transcript.

Notwithstanding anything to the contrary in the Evaluation Points section, a student will not be placed on AFAP:

- if the school determines that the student will be unable to make satisfactory academic progress in the student's program of study at the end of the academic quarter of the student's AFAP;
- more than three times during any specific program of study in which the student is or was enrolled at the school or at any other ITT Technical Institute; or
- if the student was on AFAP during the immediately preceeding academic quarter that the student was enrolled in that program of study at the school or at any other ITT Technical Institute.

Incompletes and Repeats

If the student receives a grade of "A," "B+," "B," "C+," "C," "D+," "D," "P," "CR" or "TR" with respect to any course, the student will have successfully completed that particular course. If the student receives an "I" grade and does not successfully complete the required work to remove the "I" grade from his or her record, the student will receive the otherwise earned letter grade (normally an "F"). For full-term courses, the required work must be completed six weeks from the end of the quarter in which the "I" grade was received, not including the break week at the end of the quarter. For half-term courses, the required work must be completed three weeks from the end of the quarter in which the "I" grade was received, not including the break week at the end of that quarter Any student who does not successfully complete a course included in his or her program of study must repeat and successfully complete that course prior to: (a) taking any course with respect to which the failed course is a prerequisite; and (b) graduation. Any student who successfully completes a course may request in writing for permission from the school to repeat that course. If a course is repeated, the grade earned for repeating the course will replace the previous grade earned in determining the student's OCGPA in the student's program of study and whether the student has successfully completed the course. All grades earned for all courses the student attempts will, however, remain on the student's transcript.

Readmission

A student who withdraws or is terminated from a program of study at the school or any other ITT Technical Institute may not seek readmission into any program of study at the school, whether the same or a different program, before the next academic quarter that the course(s) the student would take upon readmission into the program of study is(are) offered by the school.

All readmission determinations will be made by the school in its discretion and will be final and binding on the student. The school is not obligated to readmit any student. As part of the school's determination to readmit any student, the school will consider whether the student was making satisfactory academic progress at the last Evaluation Point that the student was enrolled in a program of study, whether at the school or at a different ITT Technical Institute. If the student was not making satisfactory academic progress in his or her program of study as of that Evaluation Point, the student will not be readmitted into:

(a) a different program of study that is at a different credential level; or

(b) the same program of study or a different program of study that is at the same credential level, unless:
   - the student appeals the school's determination in writing to the Dean (as provided below in the Appeal section);
   - the Dean grants the student's appeal; and
   - the student satisfies all of the conditions specified above in the Academic and Financial Aid Probation section to be placed on AFAP.

In no event will any student be readmitted into the same program of study, or a different program of study that is at the same credential level, at the school, if the student:

- for any reason withdrew or was terminated from a program of study at the school or at a different ITT Technical Institute during an academic quarter when the student was on AFAP;

- is unable to make satisfactory academic progress in that program of study, as determined by the school; or
- does not possess the motivation, desire or academic ability to satisfactorily progress academically through and graduate from that program of study, as determined by the school.

If the school decides to readmit a student, who was not making satisfactory academic progress at the last Evaluation Point that the student was enrolled in a program of study at an ITT Technical Institute, into the same program of study or a different program of study that is at the same credential level, the student:

- will be placed on AFAP during the student's next academic quarter of attendance in that program of study at the school; and
- must agree in writing to the terms for readmission and execute a new Enrollment Agreement with the school and pay all then current tuition, fees and any other costs associated with the student's program of study.

Reestablishing Financial Aid

A student must be making satisfactory academic progress to be eligible to receive any federal, state or other student financial aid to attend any course(s) in his or her program of study at the school. If a student loses his or her eligibility to receive financial aid for failure to make satisfactory academic progress in his or her program of study, the student cannot reestablish his or her eligibility to receive financial aid to attend any course(s) at the school, unless:

- the student enrolls in a different program of study at the school that is at the same credential level as the program of study in which he or she failed to make satisfactory academic progress; and
- the school determines that the student is making satisfactory academic progress in that different program of study.

Non-Credit Courses

Non-credit courses are taken on a pass-fail basis. Grades earned in non-credit courses are not included in the computation of a student's OCGPA. Nevertheless, the student must repeat and successfully complete any failed non-credit courses prior to the student graduating from his or her program of study at the school. Non-credit courses are also not included in the calculation of the student's MTFC or Credit Completion Percentage at any Evaluation Point, because non-credit courses are not worth any credit hours.

Non-Punitive Grades

Non-punitive grades for courses awarded by the school include: "CR," "TR," "W," "P" and "I." Non-punitive grades are not included in the computation of a student's OCGPA. The credit hours associated with any courses for which non-punitive grades are received by a student are included in the calculation of the student's MTFC and Credit Completion Percentage as specified above in those sections.

Appeal

If the school determines that a student is failing to make satisfactory academic progress in his or her program of study at the school, the student may appeal the school's determination in writing to the Dean. The student's written appeal must explain in detail the special circumstances that caused the student not to make satisfactory academic progress (such as the student suffering an illness or injury, the death of a relative of the student or other special circumstances) and what has changed in the student's situation that will allow the student to be making satisfactory academic progress at the end of the student's next quarter of attendance in a program of study at the school. The Dean will review the student's written appeal to determine whether, based on the student's special circumstances and the information submitted by the student in his or her written appeal, the student can remain enrolled in (or be readmitted into) that same program of study at the school despite the student's failure to conform to the requirements of this Satisfactory Academic Progress section. The determination of the student's written appeal will be:

- made by the Dean (in his or her discretion and in conformity with this Satisfactory Academic Progress section);

- communicated in writing to the student; and
- final and binding on the student.

If the Dean grants the student's appeal and all of the conditions specified above in the Academic and Financial Aid Probation section are satisfied, the student will, at the school's discretion, be placed on AFAP during the student's next academic quarter of attendance in a program of study at the school. The school will not develop or consider any academic plan for a student.

4.8.1 Who reviews the student's records and advises the student?

The Dean is responsible for reviewing student records and ensuring that each student not making satisfactory academic progress is advised as to the campus' satisfactory progress requirements.

4.8.2 Who monitors probation?

The campus Dean as part of SAP policy.

4.8.3 How is attendance verified?

Attendance is taken by faculty and captured electronically. Each student is required to regularly attend each course that the student is registered to take in the program in which the student is enrolled. For residence courses, attendance means (a) physical participation in the class meetings and other activities of the course; and (b) other positive academic participation by the student, as approved by the school, such as attending a class meeting in a different class section of the same course or completing and submitting coursework. For online courses, attendance means logging into the course website and engaging in at least one of the following activities:

- submitting a course assignment;
- participation in a course discussion thread by posting a comment, question or response related to a course topic;
- an email communication with an instructor related to a course topic, such as the submission of an "Ask the Instructor" question in the learning management system; or
- taking a quiz or exam.

Students attending online courses are required to follow the protocols specified by the school to record the student's attendance in the class communications and activities that are part of the course. Any failure by a student attending an online course to follow the protocols specified by the school to record the student's attendance in a class communication or activity that is part of the course may, as determined by the school, result in the school identifying the student as absent from or a non-participant in the class communication or other activity of the course.

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

This is defined in the SAP Policy information provided under Q 4.8

FINANCIAL RELATIONS

4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

The campus offers three institutional scholarships: President's Scholarship, Opportunity Scholarship and Corporate Education Program Scholarship. These scholarships are made known to the students through television advertisements, during the representative presentation and also posters around campus. As published in the campus catalog, these scholarships are described as follows:

President's Scholarship

The primary purpose of the President's Scholarship (the "PS") is to encourage graduates of an ITT Technical Institute associate degree program who have demonstrated above-average academic achievement to obtain a higher level of education. The PS is only available to eligible new students who begin a bachelor degree program of study at an ITT Technical Institute in the quarter that begins in December 2014 ("12/14 BP Students").

At the end of each academic year that an eligible 12/14 BP Student is enrolled in a bachelor degree program, the school will determine if the eligible 12/14 BP Student qualifies for a PS award for that academic year. If the eligible 12/14 BP Student qualifies for a particular academic year, the eligible 12/14 BP Student will receive a PS award in the form of a retroactive reduction of the amount of tuition and fees that was financed by debt and charged to the eligible 12/14 BP Student for the courses of the bachelor degree program of study taken by the eligible 12/14 BP Student in that academic year, after first applying any other institutional scholarships to the eligible 12/14 BP Student's account. In no event will a refund be issued to an eligible 12/14 BP Student as a result of receiving a PS award – instead, the PS award for that 12/14 BP Student will be proportionately reduced to avoid a resulting credit balance.

The maximum amount of the PS awards for which a 12/14 BP Student may be eligible and qualify will not exceed:

- $2,500 in any quarter of attendance for which the 12/14 BP Student is eligible and qualifies for a PS award;
- $5,000 in any academic year of attendance for which the 12/14 BP Student is eligible and qualifies for a PS award; or
- $10,000 in total for all academic years.

Eligibility Requirements – To be eligible for the PS, a 12/14 BP Student must (1) have graduated from an ITT Technical Institute associate degree program of study with an overall cumulative grade point average of at least 3.0 for all of the courses included in that program prior to attending classes in a bachelor degree program of study; and (2) must first begin attending courses a bachelor degree program of study at the school in the quarter that begins on December 8, 2014. The first academic year of attendance for which a 12/14 BP Student is eligible to receive a PS award, however, is:

- the 12/14 BP Student's first academic year that would start on or after December 8, 2014, if the 12/14 BP Student:
  - was attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the quarter that began on September 15, 2014 ("09/14 Quarter"); and
  - remained continuously enrolled in his or her bachelor degree program of study at an ITT Technical Institute; or
- the 12/14 BP Student's first academic year that starts on or after December 8, 2014, if the 12/14 BP Student was not attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the 09/14 Quarter.

Qualification Requirements – An eligible 12/14 BP Student will qualify for a PS award for the first academic year of attendance for which the 12/14 BP Student is eligible to receive a PS award, as specified above in the Eligibility Requirements section. To qualify for a PS award for any subsequent academic year, an eligible 12/14 BP Student must:

- be enrolled at all times during that academic year in at least two (2) distinct, credit-bearing courses in the eligible 12/14 BP Student's bachelor degree program at the school; and
- be making satisfactory academic progress in his or her bachelor degree program at the end of that academic year.

Upon admission to a bachelor degree program of study at the school, the student must contact the school's Finance Department to determine if he or she is eligible for the PS. If the school determines that the student satisfies the eligibility requirements of the PS upon admission to a bachelor's degree program at the school, the student will have the opportunity to qualify for a PS award for each academic year of attendance in his or her bachelor degree program. An

eligible student may not receive a PS award for more than two academic years of the student's enrollment in his or her bachelor degree program.

Opportunity Scholarship

The primary purpose of the Opportunity Scholarship (the "OS") is to encourage certain students to commit to pursuing their educational goals. The OS is only available to eligible students attending classes at an ITT Technical Institute in:

- an associate degree program of study ("AP Students"); or
- a bachelor degree program of study ("BP Students").

An AP Student or a BP Student will qualify for an OS award for each quarter of the first academic year of attendance for which the AP Student or BP Student is eligible to receive an OS award. At the end of each academic year that an eligible AP Student is enrolled in an associate degree program or an eligible BP Student is enrolled in a bachelor degree program, the school will determine if the eligible AP Student or eligible BP Student qualifies for an OS award for next academic year. If the eligible AP Student or eligible BP Student qualifies for an OS award for a particular academic year:

- the eligible AP Student will receive an OS award in the form of a reduction of the amount of tuition and fees charged to the eligible AP Student for the course(s) of the associate degree program of study taken by the eligible AP Student in each quarter of that academic year; and
- the eligible BP Student will receive an OS award in the form of a reduction of the amount of tuition and fees charged to the eligible BP Student for the courses(s) of the bachelor degree program of study taken by the eligible BP Student in each quarter of that academic year.

The amount of an OS award to an eligible AP Student or an eligible BP Student in any particular quarter of an academic year will be based on the eligible AP Student's or eligible BP Student's demonstrated need. An eligible AP Student's or an eligible BP Student's demonstrated need will be determined by the school, in its sole discretion, based on the AP Student's or BP Student's expected family contribution toward his or her tuition and fees owed to the school for that quarter. The maximum amount of the OS awards for which:

- an AP Student who (1) is less than 21 years of age at the time of his or her initial enrollment in the associate degree program and (2) graduated from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
  - $5,000 in the first quarter of attendance for which the AP Student is eligible and qualifies for an OS award;
  - $4,285 in any subsequent quarter of attendance for which the AP Student is eligible and qualifies for an OS award; or
  - $35,000 in total for all quarters of all academic years; or
- an AP Student who (1) is at least 21 years of age at the time of his or her initial enrollment in the associate degree program or (2) did not graduate from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
  - $4,375 in the first quarter of attendance for which the AP Student is eligible and qualifies for an OS award;
  - $3,750 in any subsequent quarter of attendance for which the AP Student is eligible and qualifies for an OS award; or
  - $25,000 in total for all quarters of all academic years; or
- a BP Student who (1) is less than 23 years of age at the time of his or her initial enrollment in the bachelor degree program and (2) graduated from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
  - $4,285 in any quarter of attendance for which the BP Student is eligible and qualifies for an OS award; or
  - $60,000 in total for all quarters of all academic years; or

- a BP Student who (1) is at least 23 years of age at the time of his or her initial enrollment in the bachelor degree program or (2) did not graduate from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
  - $3,750 in any quarter of attendance for which the BP Student is eligible and qualifies for an OS award; or
  - $50,000 in total for all quarters of all academic years.

Eligibility Requirements – To be eligible for the OS, an AP Student must attend one or more courses in an associate degree program of study at the school in a quarter that begins on or after March 18, 2013. The first quarter of attendance for which an AP Student is eligible to receive an OS award, however, is:

- the first quarter of the AP Student's next academic year that would start on or after March 18, 2013, if the AP Student:
  - was attending one or more courses in an associate degree program of study at an ITT Technical Institute at any time in the quarter that began on December 10, 2012 ("12/12 Quarter"); and
  - remained continuously enrolled in his or her associate degree program of study at an ITT Technical Institute; or
- the first quarter of the AP Student's first academic year that starts on or after March 18, 2013, if the AP Student was not attending one or more courses in an associate degree program of study at an ITT Technical Institute at any time in the 12/12 Quarter.

To be eligible for the OS, a BP Student must attend one or more courses in a bachelor degree program of study at the school in a quarter that begins on or after June 17, 2013. The first quarter of attendance for which a BP Student is eligible to receive an OS award, however, is:

- the first quarter of the BP Student's next academic year that would start on or after June 17, 2013, if the BP Student:
  - was attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the quarter that began on March 18, 2013 ("3/13 Quarter"); and
  - remained continuously enrolled in his or her bachelor degree program of study at an ITT Technical Institute; or
- the first quarter of the BP Student's first academic year that starts on or after June 17, 2013, if the BP Student was not attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the 3/13 Quarter.

Qualification Requirements – An eligible AP Student or an eligible BP Student will qualify for an OS award for the first quarter of the first academic year of attendance for which the AP Student or BP Student is eligible to receive an OS award, as specified above in the Eligibility Requirements section. To qualify for an OS award for any subsequent quarter of the first and any subsequent academic year, an eligible AP Student or an eligible BP Student must:

- be enrolled at all times during that quarter in courses in the AP Student's associate degree program of study at the school or the eligible BP Student's bachelor degree program of study at the school that represent at least six quarter credit hours; and
- at the end of the AP Student's or BP Student's first and any subsequent academic year, be making satisfactory academic progress in his or her program of study.

Upon admission to an associate degree program of study or a bachelor degree program of study at the school, a student must contact the school's Finance Department to determine if he or she is eligible for the OS. If the school determines that the student satisfies the eligibility requirements of the OS, the eligible AP Student or eligible BP Student will have the opportunity to qualify for an OS award for each quarter of each academic year that the AP Student or BP Student remains enrolled in his or her program of study at the school, beginning with

the student's first academic year of eligibility. The school may, at any time in its sole discretion, terminate the OS, which termination will be effective as of the start of the next quarter.

Corporate Education Program Scholarship

The primary purpose of the Corporate Education Program Scholarship ("CEP Scholarship") is to encourage employees of participating companies* to pursue a higher level of education at an ITT Technical Institute. The CEP Scholarship is available each academic quarter beginning after September 1, 2011 to eligible students who enroll, or are enrolled, in a program of study at an ITT Technical Institute and who are employed at a participating company for the entire academic quarter.

At the end of each academic quarter that an eligible student is enrolled in a program, the school will determine if the student qualifies for a CEP Scholarship award for that quarter. If the eligible student qualifies for a particular quarter, the student will receive a CEP Scholarship award in the form of a retroactive 20% reduction in the cost per credit hour for each course taken by the student in that academic quarter.

Eligibility Requirements - To be eligible for a CEP Scholarship, the student must;

- be employed by a participating company; and
- be enrolled in an ITT Technical Institute program of study.

Qualification Requirements - To qualify for a CEP Scholarship award for a particular academic quarter, the student must:

- be employed by a participating company that is recognized as a participating company by ITT Technical Institute at all times during that academic quarter; and
- at the end of the academic quarter, be making satisfactory academic program and have an overall cumulative grade point average of at least 2.0 for all courses in his or her program of study; and
- within 14 days of the end of the quarter provide documentation the Finance Department confirming the students continuous employment with the participating company during the entire academic quarter.

Upon admission to a program of study at the school, the student must contact the school's Finance Department to determine if he or she is eligible for a CEP Scholarship. If the school determines that the student satisfies the eligibility requirements of the CEP Scholarship, the student will have the opportunity to qualify for a CEP Scholarship award for each academic quarter of attendance in his or her program. A student who qualifies for a CEP Scholarship award for any particular quarter shall not be entitled to any other institutional scholarship in connection with that student's enrollment in a program during that academic quarter.

The CEP Scholarship may end at any time without notice, at which time no further CEP Scholarships will be awarded. The termination of the CEP Scholarship will not, however, affect any CEP Scholarships awarded prior to termination.

4.10 What evidence does the campus have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

Tuition per credit hour, fees, and other charges are published in the campus' catalog and are detailed on the enrollment agreements. The method of determination of tuition owed is the same for all students. Tuition for each course taken is determined by multiplying the tuition per credit hour by the number of credits for the course; the tuition for each quarter of study is determined by multiplying the tuition per credit hour by the total credit hours for all courses in the quarter. Tuition and fees are the same for all students who enroll and start their programs during the effective times stipulated in the campus catalog; estimated tool charges are the same for all students in programs requiring tools.

4.11 What are the refund policies and procedures?

Cancellation
The student's enrollment in the program will be canceled and all monies received by the school from or with respect to the student under the student's Enrollment Agreement with the school will be returned to the appropriate party(ies) within 30 days, if:

(a) The student notifies the school before the student's first day of recorded attendance in any program course that the student has canceled the student's Enrollment Agreement with the school; or

(b) the school cancels the program.

Refund
(a) If, during the first quarter that the student is enrolled in the program, the student withdraws or is terminated from:

(1) any program course during any of the following specified calendar weeks of the quarter, the student will be obligated to the school for

- the entire cost of any tools purchased by the student from the school for use in that program course, and
- the following corresponding percentage of the tuition for that program course; and

CALENDAR WEEK OF THE QUARTER	PERCENTAGE OF THE TUITION
1st	10%
2nd	20%
3rd	30%
After the 3rd	100%

(2) the program during any of the following specified calendar weeks of the quarter, the student will also be obligated to the school for the following corresponding percentage of

- any Academic Fee charged to the student in that quarter, and
- the Administrative Fee.

CALENDAR WEEK OF THE QUARTER	PERCENTAGE OF ANY ACADEMIC FEE AND THE ADMINISTRATIVE FEE
1st	10%
2nd	20%
3rd	30%
After the 3rd	100%

(b) If, during any quarter that the student is enrolled in the program (other than the first quarter), the student withdraws or is terminated from:

(1) any program course during any of the following specified calendar weeks of the quarter, the student will be obligated to the school for

- the entire cost of any tools purchased by the student from the school for use in that program course, and
- the following corresponding percentage of the tuition for that program course; and

CALENDAR WEEK OF THE QUARTER	PERCENTAGE OF THE TUITION
1st through 3rd	50%
After the 3rd	100%

(2) the program during any of the following specified calendar weeks of the quarter, the student will also be obligated to the school for the following corresponding percentage of

- any Academic Fee charged to the student in that quarter, and
- the Administrative Fee.

CALENDAR WEEK OF THE QUARTER	PERCENTAGE OF ANY ACADEMIC FEE AND THE ADMINISTRATIVE FEE
1st through 3rd	50%
After the 3rd	100%

(c) The student's withdrawal or termination date for purposes of calculating any refund due under this section will be the student's last date of recorded attendance in a program course.

(d) Notwithstanding anything to the contrary above in this section, if the student withdraws or is terminated from any program course or the program during any quarter, the student will remain obligated to the school for:

- all of the tuition, fees, cost of any tools and cost of any other supplies owed to the school for any previous attendance by the student at the school; and
- all other amounts owed to the school under the student's Enrollment Agreement with the school (including any addenda thereto to the student's Enrollment Agreement with the school) and/or any other agreement between the student and the school.

(e) If, at the time the student withdraws or is terminated from any program course or the program, the school has received any monies for tuition, the Academic Fee, the Administrative Fee or any tools from or on behalf of the student in excess of the student's obligation for those items as provided in this section, the school will refund such excess to the appropriate party(ies) as specified below in this section.

(f) Any refund required under this section will be paid first to eliminate any outstanding balances for any student financial aid received by or with respect to the student in the following order and priority (unless applicable law requires otherwise) and within the time period prescribed by law:

1st: private or institutional student 5th: unsubsidized Federal Direct 9th: Federal Direct PLUS loans;

loans;	Stafford loans;	
2nd: private or institutional parental loans;	6th: subsidized Federal Direct Stafford loans;	10th: state student loans;
3rd: unsubsidized Federal Stafford loans;	7th: Federal Perkins loans;	11th: state parental loans; and
4th: subsidized Federal Stafford loans;	8th: Federal PLUS loans;	12th: Washington State Need Grants.

(g) The school will pay the student any refund remaining after all outstanding balances specified in item (f) immediately above in this section are eliminated, within 60 days following:

(1) The student's last date of recorded attendance in a program course, if the school terminated the student from the program course or the program;

(2) the latter of

- The student's last date of recorded attendance in a program course,
- the date that the school received the student's written notice of withdrawal from a program course or the program, or
- the withdrawal date from a program course or the program specified in the student's written notice of withdrawal received by the school,

if the student withdrew from the program course or the program and the school received the student's written notice of withdrawal; or

(3) the 22nd consecutive calendar day after the student's last date of recorded attendance in a program course, if the student withdrew from the program course or the program and such calendar day occurred before any applicable date in item (2) immediately above in this section.

Return of Federal Financial Aid

If the student withdraws or is terminated from the program, depending on when his or her withdrawal or termination occurs during the quarter, the student and/or his or her parent(s) may be ineligible to use a portion of any federal student financial aid awarded to the student and/or his or her parent(s) for use in that quarter.

(a) If the student's withdrawal or termination from the program occurs:

- within the first 60% of the quarter, the amount of federal student financial aid awarded for use in that quarter that the student and/or his or her parents may use is a proportional calculation based on the percentage of the quarter that has elapsed as of the student's withdrawal or termination date; or
- after the first 60% of the quarter, the student and/or his or her parents may use 100% of the federal student financial aid awarded for use in that quarter.

(b) If the student and/or his or her parent(s) are ineligible to use a portion of any federal student financial aid remitted to the school to satisfy the student's obligation for tuition, fees or other costs of the student's education:

- federal law requires the school to return to the appropriate party(ies) such unusable aid;

- the school will advise the student of the amount of such unusable aid returned by the school; and
- the student will be liable for an amount equal to the portion of such unusable aid for which the student is obligated to the school under the Refund section above, and will immediately pay that amount to the school in full.

(c) If the student and/or his or her parent(s) are ineligible to use a portion of any federal student financial aid received by the student and/or the parent(s) and not remitted to the school:

- federal law requires the student and/or the parent(s) to repay to the appropriate party(ies) such unusable aid; and
- the school will advise the student and/or the parent(s) of the amount of such unusable aid.

(d) Any return or repayment of unusable federal student financial aid required under this section will be paid first to eliminate any outstanding balances for any federal student financial aid received by or with respect to the student in the following order and priority and within the time period prescribed by law:

1st: unsubsidized Federal Stafford loans;	5th: Federal Perkins loans;	9th: Federal Academic Competitiveness Grants;
2nd: subsidized Federal Stafford loans;	6th: Federal PLUS loans;	10th: Federal National Science and Mathematics Access to Retain Talent Grants; and
3rd: unsubsidized Federal Direct Stafford loans;	7th: Federal Direct PLUS loans;	11th: Federal SEOG Program aid.
4th: subsidized Federal Direct Stafford loans;	8th: Federal Pell Grants;	

NOTE: The Cancellation and Refund sections contained herein apply to a student who is a resident of the state in which the school is located. A student who is a non-resident will be subject to the Cancellation and Refund sections contained in the student's Enrollment Agreement with the school.

Cancellation and Refund Requests

Any cancellation or refund request by a student should be made in writing and mailed to: Director, ITT Technical Institute, 1615 75th Street, S.W., Everett, Washington 98203. If the student is a minor, however, the request must be made by the student's parent or guardian.

Return of Washington State Need Grant

If Student withdraws or is terminated from the Program, depending on when his or her withdrawal or termination occurs during the Quarter, Student may be ineligible to use a portion of any Washington State Need Grant ("WSNG") aid awarded to Student for use in that Quarter.

(a) If Student's withdrawal or termination from the Program occurs:

- within the first 50% of the Quarter, the amount of WSNG aid awarded for use in that Quarter that Student may use is a proportional calculation based on the percentage of calendar days in the Quarter that have elapsed through Student's last date of recorded attendance in a Program course during that Quarter ("Usable WSNG Aid Percentage"); or

- after the first 50% of the Quarter, Student may use 100% of the WSNG aid awarded for use in that Quarter.

(b) If Student is ineligible to use a portion of any WSNG aid remitted to the School to satisfy Student's obligation for tuition, fees or other costs of Student's education:

- state law requires the School to return to the Washington State Higher Education Coordinating Board ("WSHECB") such unusable aid to the extent it amounts to $50.00 or more;
- the amount of the unusable WSNG aid is calculated by:
  - subtracting Student's Usable WSNG Aid Percentage from 100% ("Remaining WSNG Aid Percentage");
  - multiplying the Remaining WSNG Aid Percentage by the total amount of WSNG aid awarded for use in the Quarter ("Remaining WSNG Aid Amount"); and
  - multiplying the Remaining WSNG Aid Amount by 0.5;
- the School will advise Student of the amount of the unusable WSNG aid returned by the School; and
- Student will be liable for an amount equal to the portion of the unusable WSNG aid for which Student is obligated to the School under the Refund Section above, and will immediately pay that amount to the School in full.

(c) Both the numerator and denominator in the calculation of the Usable WSNG Aid Percentage exclude the number of calendar days in any class break scheduled by the School during the Quarter that is longer than four calendar days.

4.12 What are the qualifications of the financial aid officer?

The Director of Finance, Andra Hodges, has earned a BS degree in Business Administration Management from The University of West Florida and is currently pursuing her MBA at Ashford University. Andra has worked in education (both public and private not for profit sectors) since 2007.

4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

The Director of Finance, Andra Hodges, is a member of the Washington Financial Aid Association and attends their annual fall conference in order to receive state, as well as federal, updates. The Financial Aid Coordinator, Angela Girgus, is also a member of the Washington Financial Aid Association and attends an annual summer workshop at which state updates are given.

4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations.

The campus promotes student loan repayment early in the enrollment process via entrance counseling. Further, each borrower is provided with a copy of his/her Cost Summary and Payment Addendum to Enrollment Agreement (CSPA) which outlines the specific financial obligations for the academic year (three academic quarters). During each subsequent academic year, a new CSPA is provided and a financial aid coordinator reviews any changes with the student. Each student is advised during his/her initial interview and during the second week of class when an entrance interview is done. They are further advised at the beginning of each subsequent academic year during their campus tenure. Finally, when they leave the campus, an exit interview is conducted covering responsibilities to student loans, an overview of balances due for loans, the grace period for loans, and different payment options are reviewed. The student is given a debt management guide, deferment

eligibility chart, and a repayment estimator chart to help assist in making decisions about their student loans. Contact numbers and email addresses of lending institutions and other important offices are provided to students for possible future use. Exit interview documents are sent by certified mail if the student is unavailable for an interview.

4.13.1 What is the cohort default rate for the last three years?

Year: 2009 **Rate:** 28.0% (3 YR CDR)

Year: 2010 **Rate:** 26.8% (3 YR CDR)

Year: 2011 **Rate:** 23.5% (3 YR CDR)

4.14 If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.

The campus does not offer a cash discount.

STUDENT SERVICES

4.15 Describe how the campus provides orientation for new students.

The campus holds student orientation sessions for each group of starting students. The first session is normally held during the evening with a separate session held the week before start. Family and friends are invited to accompany new students to this orientation event. The Director welcomes students and describes the world of postsecondary technical education and their potential for success. The Dean, School Chairs, and functional managers then meet and greet new students and utilize the orientation to reinforce program expectations.

Financial aid staff also meet with students, as needed, to ensure that financial paperwork and related requirements have been, or are being, completed. Career Services personnel are available to answer questions about career choices and trends. It is the objective of the campus that every student understands the campus and program expectations, all questions have been answered, and the student is confident about starting a new program of study.

Essential components of orientation sessions include a review of campus policies and expectations, good study habits, grievance policy overview, and general questions. ID pictures are taken for new students who need them. The Dean reviews the campus' attendance policy, the student handbook, and resource guide.

The atmosphere during orientation is kept light and engaging. The presentations by various staff members are short and informal, allowing the opportunity for students and their guests to ask questions.

4.16 Describe all academic and personal counseling services offered.

The campus does not currently employ a professional counselor; the staff limits assistance to advisement. Any need for further counseling is referred to outside professional services. There are many human-social service and mental help agencies in the area and a comprehensive listing of agencies and offices that can offer aid to students at little or no cost is available in the office.

The director of each department is responsible for the continued monitoring of student advisement. Faculty members form the "first line" of the advising process as they have contact with students on a daily basis and are typically first to address attendance, academic, disciplinary, and personal problems. Academic issues, if unresolved at the first level, are referred to the School Chairs. Student advising sessions are documented in IRIS/S3 (the centralized databases). Other issues, may be referred directly to the Dean. The Dean meets regularly with the School Chairs to evaluate the progress of students and review the status of the advising session documentation. The IRIS/S3 system assists the campus in this process by allowing a sharing of information about each student to the appropriate staff members and applicable AAC leadership.

4.16.1 What are the qualifications of the staff responsible for the counseling program(s)?

Qualifications are provided in the Administration and Faculty sections of the campus catalog.

4.17 Describe the retention program.

Retention rates are a priority with ITT Technical Institute and are critical in fulfilling its mission. Procedures are in place to identify potentially high-risk students and with the help of internal reports and surveys to monitor retention/attrition and student engagement, the campus will strive to achieve above-average student retention rates.

Additional goals and initiatives related to improving retention include:

- Improve the number of and quality of survey responses
- Student feedback will be continually assessed and new initiatives developed as needed.
- Instructors will be observed as outlined by ITT/ESI policy and development goals established to enhance their effectiveness in the classroom. Instructors will also be held accountable for contacting students who are absent from class.

4.18 Describe employment services offered to students.

Career Services

The school's career services as specified below, are available to students and interested graduates, but the school does not make any promise or representation whatsoever to any student or graduate: (1) that the student or graduate will obtain any employment, whether full-time, part-time, upon graduation, during school, related to his or her education or otherwise; or (2) regarding any career opportunity, position, salary level and/or job title in any employment that the student or graduate may obtain, whether during school or upon graduation. No employment information or career service provided by the school to any student or graduate will be considered by the student or graduate, either expressly or impliedly, as any: (a) guarantee or promise of employment; (b) likelihood of employment; (c) indication of the level of employment or compensation any student or graduate may expect; or (d) indication of the types or job titles of positions for which students or graduates may qualify. Students and graduates are encouraged to not place restrictions on their job search endeavors regarding location, starting salary or specific benefits, as doing so may similarly restrict employment options and opportunities. Any employment that a student or graduate may obtain with the help of the school's career services will, in all probability and likelihood, be at an entry-level position.

Part-time Career Services

The school will assist any interested student in finding part-time work during his or her enrollment in a program of study at the school. The student must schedule his or her part-time employment so it does not interfere with the student's Class Schedule.

Graduate Career Services

The student will be advised of job postings and interview opportunities. Students will also be advised of where to access information on how to prepare for and appear at job interviews and how to conduct himself or herself during job interviews. The school offers helpful reference sources to assist the student in locating firms and geographic areas within the United States that offer employment opportunities related to his or her education. Job search activities generally intensify as the student nears graduation, so the student is encouraged to maintain contact with the Career Services Department and utilize its assistance. The Career Services Department is available to consult with any interested student regarding career opportunities that may be available to him or her upon graduation. Alumni are also welcome to contact the Career Services Department for information on career opportunities. The graduate may have to relocate to take advantage of employment opportunities he or she may receive from potential employers.

4.18.1 Describe how placement verification is documented.

Company Policy CS-3 outlines specific, detailed procedures for documeting valid employment. It is the responsibility of the Director of Career Services (DOCS) to document a valid employment based on company procedures. The DOCS, graduate, or employer (if available) completes a Graduate Employment Information (GEI) form upon learning of a valid employment as outlined in CS-3. The GEI form is maintained in the graduate file. Career Services files are included in the AAC's campus audit reviews.

4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.

Career Services focuses on connecting our graduates with the career goals they are targeting upon completion of their academic degree programs. This connection is accomplished through student development, employer relationship building, and ultimately assisting the graduate in connecting with a professional career.

Graduate Surveys: All graduates are surveyed electronically six months following their date of graduation. Graduate Satisfaction Survey results are reviewed by the institution's management as well as ITT/ESI National Career Services management and other subject matter experts within ITT/ESI as applicable. Issues requiring training or additional focus are reviewed and addressed by the National Director of Career Services. The survey is structured in such a way as to obtain data concerning the key elements of the institution.

The campus builds relationships with local, regional and national employers to help benefit both the employers and ITT Technical Institute graduates. The Career Services Department at each ITT Technical Institute connects employers who are seeking certain skills, knowledge and characteristics in prospective employees with ITT Technical Institute graduates who meet those requirements.

Employer Surveys: In order to monitor the success level of training efforts, the institute surveys employers to obtain their opinion and input in determining success. Surveys are sent six months after graduation to employers that have hired graduates. The surveys provide an overview of the technical skills, professionalism, and soft-skills relating to the individual graduate's performance.

Advisory Committee Surveys: Advisory Committees are comprised in part of employers of the institute's graduates. Consequently, the institute also utilizes Advisory Committees as a tool for measuring employer satisfaction and identifying areas of the educational process that may require more emphasis or attention. Advisory Committee meetings occur semi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings; results from these surveys are reviewed by applicable campus leadership as another tool for measuring employer satisfaction.

4.20 Describe the programs of extracurricular activities, if any.

Students are encouraged to participate in a variety of extracurricular activities during their school tenure. Activities include:

Student clubs and professional organizations:

- IEEE (Institute of Electrical and Electronics Engineers)
- ETA (Electronic Technicians Association)
- NTHS (National Technical Honor Society)
- Pathfinder Club
- Quarterly Student Honors Award Certificates
- LRC Tutoring Services

4.21 Describe any areas needing improvement in the area of relations with students.

The primary focus of ensuring a positive student experience is the timely resolution of feedback we receive from our students. The Student Success Committee (SSC), comprised of the same core group as the CEP Committee, meets on a regular basis to review the student feedback, surveys, and community engagement.

To improve overall relations with the students, representatives maintain active communication with students through quarterly one-on-one meetings and phone calls if students have missed classes or drop a class. Additionally, students are provided ongoing opportunities to voice concerns and get their concerns resolved expeditiously.

Student services are continuously reviewed and evaluated for improvements. The faculty and staff are committed to providing quality education and customer service.

5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations, and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200, and 3-6-400 of the *Accreditation Criteria*.

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

The mission statement provides ITT Technical Institute with a description of the desired institutional environment plus a compelling call for action for all employees. Equally compelling is the call to strive continually to establish an environment for students and employees that promotes professional growth, encourages each person to achieve his/her highest potential, and fosters ethical responsibility and individual creativity within a framework of equal opportunity. The mission statement is a living process that continues to drive student, employee, and financial resources to establish ITT Technical Institute as a leader in education. The AAC believes that its facilities, faculty, staff, and employer-driven curricula support this objective.

ITT Technical Institute bases its operating philosophy on the following:

- Programs of study foster critical-thinking, communication, and teamwork skills while reinforcing the theoretical and in most programs applied principles of technology.
- Student support services facilitate the matriculation process and help students begin to prepare for career opportunities. Such services include assistance with housing and in applying for financial aid; advising; tutoring; assisting graduates with finding employment; and other special support programs as needs are identified.
- Cultural and ethnic diversity in its faculty, staff, and student body are encouraged.
- Course content is reviewed regularly to respond to changes in technology and industry needs.
- Each program of study integrates technology, lifelong learning, and professional development activities.
- Each program of study offers a learning environment that fosters communication and critical-thinking skills.
- Public service programs, civic engagement, and charitable activities are promoted as part of the education process to reinforce society's need to develop an informed, sensitive, and responsive citizenry.

5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).

The campus' degree programs blend traditional academic classroom study with applied hands-on or virtual laboratory activities, to prepare students for technological careers. A growing body of research points to "active learning" as a way to engage students, cultivate critical thinking, and improve the overall educational experience. Active learning is a process whereby students talk, listen, read, write, compute, analyze, and reflect as they immerse themselves into an applied learning environment. This approach lessens the dependency on rote memorization. Students grasp scientific and technological principles more thoroughly and more efficiently when education includes the active learning experience. In a laboratory setting, theoretical principles are tested via practical application of the technology being studied.

Most full-time students take one general education and two core courses each quarter. The concentrated blocks of time, at a consistent time of day for most students, help avoid the scheduling problems that a traditional collegiate schedule might pose for students with full-time employment and family commitments.

Each individual course meets at least 11 times in a twelve-week academic quarter. First quarter courses for all programs are offered each quarter provided sufficient student interest is demonstrated. Most students attend four quarters per year and can complete an associate degree program within two years.

General education and a limited number of core courses are taught in residence or online in order to provide students with greater flexibility to complete those courses. Only those students who establish that they are academically qualified will have the option of taking their courses online. Students who take courses online will be combined, as appropriate, in online classes with students taking the same courses at other ITT Technical Institutes.

The current program offerings and objectives are as follows:

INFORMATION SYSTEMS AND CYBERSECURITY

BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level information systems and cybersecurity. This program introduces students to a variety of topics, such as assessing the security needs of computer and network systems, various computer and network safeguarding solutions, and managing the implementation and maintenance of security devices, systems, procedures and countermeasures.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving information security. The positions may involve the design, configuration, installation and/or maintenance of information technology security systems.

INFORMATION SYSTEMS SECURITY

BACHELOR OF SCIENCE DEGREE

Objectives - Individuals with knowledge of information systems security are now considered to be an important part of most IT infrastructure teams. Roles cover a range of activities spanning from analysis,

to design and implementation of security systems, to security monitoring and countermeasures and ongoing administration. Students will study the essentials of information security and the security aspects of common information technology platforms. Students will be exposed to techniques used to deploy and manage security systems and configure security solutions.

Career Opportunities - Graduates of this program may begin their careers in a variety of entry-level positions involving information systems security, such as network/security administrators or security systems technologists. These positions are typically part of a team working on projects that require designing, configuring, implementing and maintaining security solutions as part of IT infrastructure projects. In other roles, graduates may be part of teams involved in auditing and verifying existing security systems and suggesting ways to improve the same.

SOFTWARE DEVELOPMENT

BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to a variety of skills utilized in entry-level software design, software administration and software development positions. Students will be exposed to knowledge and skills of programming, website design and development, and mobile application design and development.

Career Opportunities - This program offers students an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level programming, application design and software development positions, such as programmer, software engineer, web developer, and application developer.

NETWORK SYSTEMS ADMINISTRATION

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level computer network systems administration positions. Students will be exposed to various aspects of network hardware and software maintenance and monitoring, configuring and supporting a local area network (LAN) and a wide area network (WAN), Internet systems and segments of network systems.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level network systems administration and support positions, such as network administrator, network technician, network specialist, information technology specialist, local area network (LAN) or wide area network (WAN) administrator.

SOFTWARE DEVELOPMENT

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills used in entry-level software development, software analysis and application design positions. Students will be exposed to various aspects of programming, databases, website design and the development of a software product.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that they can use to help them pursue careers in a variety of entry-level programming, application design and software development positions, such as Web developer, systems analyst, database programmer or testing analyst.

MOBILE COMMUNICATIONS

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - The purpose of this program is to help graduates prepare for career opportunities in a variety of entry-level positions in the field of mobile communications technology. The program acquaints students with analog and digital electronics, computers and networking, electronic and digital communications systems, and mobile wireless communications systems and devices. The program also exposes students to a combination of classroom theory and practical application in a laboratory environment.

Career Opportunities - Graduates of this program may pursue careers in a variety of entry-level positions in various fields involving mobile communications technology, such as a field technician/field service specialist, mobile devices support consultant, applications development technician and wireless technician.

INFORMATION TECHNOLOGY - COMPUTER NETWORK SYSTEMS OPTION

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - Information technology (IT) is a diverse area of study encompassing several computer-based system and application areas. The advancement of computers and communication technology continues to have profound impact on our lives. A need exists for technically competent individuals to provide appropriate computing solutions for users. The objective of the IT program is to provide a broad-based foundation in the area of IT and a concentration in one of four IT options.

In addition to technical knowledge, it is important for IT workers to be able to communicate, handle multi-tasking situations and to assess user needs when developing computer-based solutions.

The Computer Network Systems option of the IT program can help graduates prepare to perform tasks associated with installing, upgrading and maintaining computer network systems in typical LAN/WAN environments. This option explores a number of networking and internetworking technologies. Additional curriculum topics, investigated through classroom and laboratory experiences, include introductory computer programming, survey of operating systems, network design and implementation, network systems management and other related technical subjects. Information Technology (Computer Network Systems) consists of a foundation core of computing and general education courses, followed by studies in computer network systems applications.

Career Opportunities - Graduates may begin their careers in Information Technology involving the option pursued in a variety of entry-level positions. For the Computer Network Systems option, such positions may include computer network analyst, computer network technician, help desk analyst and WAN/LAN technician.

COMPUTER AND ELECTRONICS ENGINEERING TECHNOLOGY

ASSOCIATE OF APPLIED SCIENCE DEGREE

This program helps graduates begin to prepare for careers in a variety of entry-level positions in many fields of electronics and computer technology, such as aviation, communications, computers, consumer products, defense and research and development. The program acquaints students with certain circuits, systems and specialized techniques used in electronics and computer technology career fields and exposes students to a combination of classroom theory and practical application in a laboratory environment.

ELECTRICAL ENGINEERING AND COMMUNICATIONS TECHNOLOGY

BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level positions in electrical engineering and communications technology. Students will be exposed to a variety of basic electronics and computer principles and technical skills in both theory and practical application in a laboratory environment. Students explore various topics in electrical circuitry, testing, systems analysis and testing, systems maintenance and report preparation.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level electronics and computer technology fields.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving electrical engineering and communications technology.

ELECTRICAL ENGINEERING TECHNOLOGY

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level electrical and electronics technician positions. Students are exposed to the theory of various electronics and electrical circuitry in a classroom environment and to various techniques and applications in a laboratory environment.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level electrical and electronics engineering technology positions, such as electronics technician, service technician, telecommunications technician and engineering technician.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving electrical engineering technology.

DIGITAL ENTERTAINMENT AND GAME DESIGN

BACHELOR OF SCIENCE DEGREE

Objectives - The purpose of this program is to help graduates prepare for career opportunities in a variety of entry-level positions involving technology associated with designing and developing digital games and multimedia applications. Courses in this program offer a foundation in digital game design (through the study of subjects such as gaming technology, game design process, animation, level design) and general education subjects.

Career Opportunities - Graduates of this program may pursue entry-level positions in a number of different digital entertainment and game design companies. Job functions may include working as part of a team to help design, develop, test and produce video games, or create animations and 3D scenes for use in video games.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving digital entertainment and game design.

DRAFTING AND DESIGN TECHNOLOGY

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level computer aided-drafting (CAD) and design positions. Students are exposed to CAD technologies and conventional drafting methods to produce various designs, working drawings, charts, forms and records. Students will be exposed to both classroom theory and laboratory projects.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving drafting and design, and may include mechanical drafting and design, Building Information Modeling (BIM), architectural drafting and design, parametric modeling, civil drafting and design and structural detailing.

GRAPHIC COMMUNICATIONS AND DESIGN

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to fundamental skills utilized in entry-level graphic design, visual communications and related positions. The program can help students explore communicating ideas and concepts through print and interactive multimedia communication. The program emphasizes creativity, visualization and critical thinking to help students generate technologically appropriate, functional and aesthetically pleasing solutions for graphic communications and design projects.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving graphic communications and design which may include the production of interactive multimedia, print media and other communications at a variety of organizations.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving graphic communications and design.

INDUSTRIAL ENGINEERING TECHNOLOGY

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level industrial and manufacturing positions. Students will be exposed to various aspects of optimization, human factors, economic analysis, industrial processes, industrial planning procedures, computer applications, and report and presentation preparation.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue employment in a variety of entry-level positions that utilize various aspects of industrial engineering technology in both service and manufacturing organizations, such as industrial engineering technician, quality technician, test technician and manufacturing technician.

PROJECT MANAGEMENT AND ADMINISTRATION - PROJECT MANAGEMENT AND ADMINISTRATION OPTION, CONSTRUCTION OPTION, AND INFORMATION TECHNOLOGY OPTION

BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level project management and administrative positions. Students will be exposed to a variety of skills relating to planning, organizing, implementing, leading and controlling the work of a project to meet the goals and objectives of the organization. The program explores various areas of the Project Management Body of Knowledge (PMBOK®).

The Project Management and Administration option of the Project Management and Administration program helps students understand the project planning process, including the project life cycle, requirements and scope and quality assurance plans. Core competencies include tools and techniques used in project management for planning, scheduling and creating strategies to identify risks and quantify their impact.

The Construction option of the Project Management and Administration program exposes students to a variety of techniques utilized to manage, coordinate and supervise the construction process from concept development through project completion on timely and economic bases.

The Information Technology option of the Project Management and Administration program helps students understand how to apply principles of information technology, computer systems management and business operations to the planning, management and evaluation of information technology in organizations.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level project management and administration positions.

BUSINESS MANAGEMENT

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to fundamental skills utilized in a variety of entry-level business positions and offers a foundation to help students develop business knowledge and skills. The program introduces the fundamentals of marketing, accounting, communications, supervision and management. Students are exposed to teamwork concepts, technology and multiple approaches to problem solving.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level business positions.

CRIMINOLOGY AND FORENSIC TECHNOLOGY

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in the field of criminology and forensics. Areas of study include the criminal justice system, criminal law, law enforcement, forensics and investigations. This program contains report writing, communications, problem solving and computer coursework designed to help students prepare for entry-level positions in the field of criminal justice.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level corrections, criminology and investigative positions.

CRIMINAL JUSTICE

ASSOCIATE OF APPLIED SCIENCE DEGREE

This program teaches fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence and criminology. Areas of study include law enforcement, the courts and corrections. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment. The curriculum is designed to offer a balance of theory and application used in the field by integrating interpersonal skills and criminal justice subject matter. The program examines the criminal justice process in the United States and involves the study of interpersonal communication skills. Program content includes communication, criminology, courts, correctional programs, criminal investigations, security and policing.

5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:

5.2.1 Overall administration of all academic programs.

Lois Adrian-Hollier, the Dean, is responsible for the overall administration of all academic programs. Her experience and qualifications are as follows: Lois earned an AS in Information Systems Management from Community College of the Air Force, a BS in Computer Systems from City University and a MS in Computer Systems from City University. Lois has worked in higher education for 29 years cumulatively, 9 of which have been at ITT Technical Institute as the Chair of Information Technology. As the chair she was mentored by her predecessor who had over 10 years of experience working at various institutions.

5.2.2 Administration of each academic program offered.

The Dean is supported by the following faculty within each School of Study:

School of Study	Faculty Member, Title	Summary of Academic and Experiential Qualifications
Drafting, General Education	Smith, Allan – Chair, School of Drafting	B.F.A., University of Houston - Art M.F.A., University of Houston – Art Allan has worked at ITT Technical Institute for 14 years as an instructor, program chair and school chair
Electronics, General Education	Vaughn, Stephen – Chair, School of Electronics	B.S., Southern Illinois University – Electronics Management M.S., Old Dominion University – Education Steve was an Electronics Instructor at ITT Technical Institute for 2 years prior to becoming the Chair of ET in 2010

5.3 Describe the role of the faculty, administration, and others in establishing the educational programs.

Faculty Governance

The academic functional structure within the ITT Technical Institutes promotes collaborative governance, and faculty participation in academic governance is critical. Through curriculum committees and the faculty portal as described below, faculty members participate in curriculum content development and revision. Such faculty participation may supplement other efforts to align course content with the industry needs and trends.

Each ITT Technical Institute's Campus Effectiveness Plan (CEP) provides faculty members an opportunity to develop and enhance initiatives addressing student engagement, student retention and student learning.

Our faculty governance furthers the established ITT Technical Institute's cultural values, which are:

- Committed to our Mission – Commitment to making a difference in people's lives.
- Integrity and Ethics – A fair and ethical operating style with commitment to high standards of integrity and compliance.
- Respect for Others – Treating others with respect and courtesy.

- Customer Focus – Strives to meet and exceed customers' expectations.
- Drive for Results – An above-average performer achieves measurable results while demonstrating personal accountability, conscientiousness and perseverance.
- Structure – Operating within the ITT Technical Institute structured environment.

Faculty Committees

National Curriculum Committees: Curriculum development and revisions are conducted under the guidance and oversight of National Curriculum Committees. A National Curriculum Committee is comprised of faculty members usually representing each District. The Managing Director of Instructional Operations for the respective school of study coordinates the Committee's efforts, and publishes curriculum updates. Faculty direct their curriculum specific feedback to their respective District representative on the National Curriculum Committee.

Campus Effectiveness Plan (CEP) Committee: The campus has a CEP that is developed under the guidance of a CEP Committee comprised of various school personnel. The CEP is reviewed periodically and faculty members should participate during such scheduled reviews. The purpose of the CEP is to develop strategies and formulate goals and objectives for student retention, learning outcomes, graduate employment and student/graduate/employer satisfaction. Periodically, the CEP Committee also reviews the equipment and facility needs of the school.

Learning Resource Center (LRC) Committee: The LRC Committee is chaired by the library staff member and is comprised of faculty members, Chairs, the Dean, and other school personnel. The committee periodically assesses the current inventory of LRC resources, reviews emerging LRC needs identified by its members, and recommends procurement of additional resources for the LRC. The school library staff member submits an annual LRC report to the Corporate Librarian highlighting school's LRC operational statistics and plans.

Faculty Portal
The faculty portal at http://myportal.itt-tech.edu/faculty/Pages/default.aspx provides required instructional support documentation for faculty members. The Curriculum Management section of the faculty portal lists syllabi, instructor primer and program implementation outlines for each course. For his or her assigned courses, each faculty member has permission to download the complete set of instructional materials from the faculty portal. The faculty portal also has information and definitions for desired student learning outcomes and learning outcome assessment metrics. The faculty portal has an information tab for Program Curriculum Committee members. Faculty members are encouraged to submit their course curriculum specific feedback to their respective Curriculum Committee district representatives.

To facilitate peer feedback and assistance, a Collaboration Portal is available at:
http://myportal.itt-tech.edu/employee/dept/curriculum/FC/default.aspx

At this portal location, faculty may review a school of study specific information, for example School of Drafting and Design information is available at:

http://myportal.itt-tech.edu/employee/dept/curriculum/FC/FCDD/default.aspx
On a specific school of study portal page, faculty may find other information tabs. For example, under School of

Drafting and Design, the following tabs and hyperlinks are available:

- DD Shared Documents: At this location, the Drafting and Design Managing Director of Instructional Operations and faculty members share important files and documents with others. Posted files and documents can be downloaded from the site.

- School of DD - External Links: At this location, the Drafting and Design Managing Director of Instructional Operations shares links to external websites that might be of interest to all faculty in the School of Drafting and Design.

- DD Announcements: At this location, the Drafting and Design Managing Director of Instructional Operations posts important announcements for the program of study.

- DD Collaboration Forums: This section contains forums developed for faculty members to collaborate with their peers and colleagues. Faculty members can respond to each other and share files via discussion forums.

Faculty members can set up "Alerts" on these sections to receive an email alert when content is added, changed or removed. Faculty members are provided with a Faculty Collaboration User Manual on the Faculty Portal.

Curriuclum Development

The curriculum for a new or updated program is not created solely from a person or a group; it is developed over a period of time and involves dozens of educators and industry experts, both inside and outside the AAC. The curriculum development process generally can be broken into three stages:

- Concept exploration
- Research
- Content development

Concept Exploration

The Curriculum department includes Managing Directors of Instructional Operations who specialize in a particular industry or area of expertise. Each of these Managing Directors of Instructional Operations keeps up with trends, changes and standards in their specific industries, through attendance at industry conferences; participation in industry trade associations; reading industry journals, books and news; consultation with textbook publishers, hardware and software vendors; technology service providers; and interaction with other educators in that field. In addition, they interact with central campus faculty, who bring their unique experiences to bear on industry directions. Advisory Committees comprised of employers provide input through surveys and meetings at each school.

Periodically the department holds curriculum meetings with curriculum committees, comprised of faculty from various ITT Technical Institutes, in which the findings of all the above sources are discussed and an assessment of potential responses to recent industry trends is conducted. From these curriculum meetings, arise the early definitions of possible new programs of study, or updates to existing programs. The industry trends and needs and possible program attributes associated with them are analyzed to assist in the overall needs assessment step of the process.

The findings of the needs assessment are then shared more widely with additional internal and external resources to confirm and refine the findings. These resources again include AAC and campus educators as well as outside industry experts. Some of the individuals involved at this point stay with the development program and are referred to as Subject Matter Experts (SMEs).

Research

From among these and other individual members a development task force is formed. Every new program of study and most major program updates all involve such a task force. Development task forces are comprised of

a variety of individuals: School Chairs and faculty from various parts of the country, professionals working in the industry related to the specific curriculum, academics in the specific discipline related to the program and SMEs and writers from textbook publishing companies.

Under the guidance of the Managing Directors of Instructional Operations, the Curriculum Committee compiles the specifications around which the curriculum must be created. They include:

- Standards and skill sets identified by national and international academic and industry organizations. For example, standards or skill sets identified by groups such as the International Standards Organization, the Institute of Electrical and Electronics Engineers, the American National Standards Institute, the Electronics Industries Alliance, the Foundation for Industrial Modernization, the American Design Drafting Association and the National Workforce Center for Emerging Technologies (NWCET) have been incorporated into various curricular programs.
- Desired student learning outcomes. Outcomes focus on the skills and knowledge the student must have obtained to progress to the next subject matter or course in the program, as well as what skills and knowledge related to the employment opportunities associated with the program of study. Outcomes may also focus on more than technical skills; they may identify the communication, critical thinking, and business skills desirable for employment areas. Ideas and comments from individual college-level Advisory Committees are incorporated at this stage of the process as well.
- Specific courses that would produce the needed skills, knowledge, and outcomes, both technical and general education.
- Content, academic body of knowledge, outcomes, and any other aspect required by the accrediting bodies and the many state regulatory bodies to assure quality of program and to verify it to be a college level offering.

Both the industry trends and needs and this in-depth information on skills, knowledge, and outcomes are then combined to create a Concept Paper for the curricular program. The assumptions of the Concept Paper are then examined by the Market Research department, which gauges the market demand and trends for the jobs for which the program is targeted. If sufficient market demand is demonstrated, the financial, and operational aspects of the program are analyzed. When it is determined that the program is financially viable and operationally feasible, the AAC approves the campus to proceed through the necessary approval processes.

The actual content development process is a complex acknowledgment of these multiple influences:

- industry needs and trends as articulated by employers
- emphasis on demonstrable outcomes
- the "commonly accepted" body of knowledge associated with a subject, as articulated by academe to the accrediting bodies
- multiple learning styles of students

Content Development

Emphasis on Industry Standards

As mentioned above, employer priorities play a significant role in the initial creation of a program or course and continue to influence when and how a program or course is updated. The strong emphasis on industry standards is one of the key differences between the development process used by the institution and those used by many of the "traditional" four-year colleges and universities.

Industry trends and employer needs are assessed both at the national level, through interaction with industry associations and skills standard boards, and at the local level through industry Advisory Committees and faculty

input. The campuses are divided into geographic districts, each with a faculty representative reporting the employer needs and faculty observations of that district to the centralized Curriculum department.

While the resulting curricula meet or exceed the academic requirements of accreditors, closer attention is paid to industry trends and emphasis to assure that the outcomes toward which the curriculum is directed are employer-centered. Use of industry trends as the prime driver also results in more frequent updates of curriculum than would be the case if academic standards were the driver, since industry changes are much more rapid. Technology programs in particular must acknowledge new developments in both software and hardware, which also cause program revisions.

Emphasis on Outcomes

The emphasis on outcomes is prevalent through all levels of a curriculum: at the program level, course level and unit level. This emphasis also is the reason behind the use of centralized program and course design—to ensure consistent quality of outcomes. These horizontal and vertical controls are employed because the standards on which the curriculum is based are "hard" standards. Often there is only one correct answer and only one methodology or order of steps to reach the correct answer. For this reason, exams are standardized and performance-based to ensure that the desired outcomes can be demonstrated by the student.

The centralized curriculum development model also means that the faculty can devote more focus on classroom activities. This "customer-centered" focus is also in contrast to the more "content centered" model often associated with traditional degree programs, in which the faculty member has emphasized development of the program content, which is transmitted via lecture. While the content and outcomes are proscribed at all levels of the curriculum, the individual faculty member is responsible for selecting learning activities at the unit level so that the students' learning styles and academic abilities can be accommodated in the classroom or lab.

Education as a Foundation

Anecdotal evidence also reinforces that, even while employers had to focus on their short-term labor needs, they knew that in the longer term they would be better served by employees with an appropriate educational foundation that would allow for continued learning as job responsibilities grew and technology evolved. Certification programs are viewed as a practical means of exposure to new developments in technology but not a substitute for the industry foundation needed to apply a new technology.

These are the reasons that the curricula emphasize the understanding of foundation knowledge as much as the acquisition of core skills. The core courses provide layers of inter-related foundation content, enhanced by "soft skill" courses selected to relate to the specific program.

Employers also emphasize the importance of these "soft skills." Critical thinking, problem solving, communication, and teamwork skills are essential. In today's rapidly changing work environment, it is also important that students know how to be independent learners and be able to logically process and apply new information. Modern workers also must be prepared to be part of work teams that include workers from various specialties and to "translate" the needs or requests from other departments into solutions.

Although general education courses must meet the strict academic body of knowledge standards for the area of study, they are also designed to assist the student in the development of the required "soft skills." Like their core counterparts, the course focus is on the demonstration of the skills rather than just the theory. The standardized curriculum includes projects that require critical reading and thinking, problem solving, communication, and teamwork skills as the student applies the required theory.

The core and the general education courses are designed to work hand in hand to provide students with a solid academic foundation and the skills to be continuous learners throughout their careers.

Campus faculty members play a key role in the development and delivery of the educational programs. Faculty members in some locations serve on National Curriculum Committees as previously described. All faculty members have the ability to recommend changes or additions to existing curricula by working through the

established communications systems. Each faculty member also has the authority to add up to 20% of additional objectives to the stated course objectives based on that faculty member's expertise and experience.

5.4 Describe how the educational programs reflect the needs of the students and the community.

The AAC conducts a study prior to the implementation of any program. This study includes evaluating market research and the extent to which current demand is met by similar programs in the community.

Existing programs are regularly reviewed. These reviews include student, graduate, and employer surveys, marketing results, student outcomes, feedback from Advisory Committees, and other available resources. Such reviews indicate that the programs are meeting the basic needs of the students and the community/employers in which they serve.

As employment opportunities become more competitive, new employment requirements are emerging. Employers want workers who know the required technology, but these same employers also want workers who can reason, solve problems, communicate clearly, learn new skills, and work effectively in teams. Programs have been specifically designed to teach students in each of these critical areas. ITT Technical Institute's collaboration with the employers of its graduates provides valuable feedback to help maintain the currency of its existing curricula and to provide guidance for developing new curricula to meet their ever increasing needs. Students ultimately reap the benefit of this collaboration because their program of study exposes them to the knowledge and skills to help them be successful in their employment.

5.5 How are provisions made for individual educational differences among students?

Individual differences among students are provided for based on the particular difference. Students enrolling with previous college credits may receive transfer credit in their program of study provided the requested transfer courses comply with the established transfer of credit policy. Additionally, applicants may request in writing that they be granted credit for demonstrated knowledge and competency. The student must demonstrate such knowledge and skills by completing a proficiency examination(s) and/or project(s) acceptable to the school for each such course and receiving a grade or score as required by the school.

Faculty members encourage all accelerated students to undertake extra projects and to assist fellow students whenever possible.

Below average performers are advised by their faculty and/or School Chair whenever a problem is identified. If it is determined that skills are below average, students are encouraged to attend tutoring sessions. Tutoring with the faculty and/or School Chair is available by appointment and typically conducted out of the LRC. Individual education plans for students with identified learning disabilities may be developed in accordance with AAC policy.

Other student differences are addressed within the guidelines established by the AAC.

5.6 How are the community resources utilized to enrich the programs?

Community resources are an integral part of the programs and services offered at the campus. These resources are intended to serve as a conduit for expert advice to flow from business and industry to the campus and, in turn, for program awareness to flow from the campus to the community.

Guest speakers from various industries and the community are invited to speak in relevant classes. They are also invited to be part of the campus Advisory Committees and/or guest speakers. In addition to guest speakers, field trips to industry locations and technical exhibitions are used to enhance the learning experience within a given program of study.

Members of the Advisory Committees also play a key role in program review since they are used to offer advice or assistance in the following areas:

- Guest Speakers

- Field Trips
- Curriculum
- Industry trends
- Employer needs
- Equipment
- Laboratory layout
- Instructors
- Assist with faculty professional development
- Job opportunities for students

5.6.1 Describe how the utilization of these resources is documented.

The campus maintains a community resources binder. Advisory Committee meeting documentation includes a sign-in sheet, agenda and meeting minutes and documentation to support field trip and guest speaker activity is maintained.

5.7 Describe the policy on the responsibility and authority of faculty in academic governance.

As outlined in the Faculty Handbook: The academic functional structure within the ITT Technical Institutes promotes collaborative governance, and faculty participation in academic governance is critical. Through curriculum committees and the faculty portal, faculty members participate in curriculum content development and revision. Such faculty participation may supplement other efforts to align course content with the industry needs and trends.

Each ITT Technical Institute's Campus Effectiveness Plan (CEP) provides faculty members an opportunity to develop and enhance initiatives addressing student engagement, student retention and student learning.

Our faculty governance furthers the established ITT Technical Institute's cultural values, which are:

- Committed to our Mission – Commitment to making a difference in people's lives.
- Integrity and Ethics – A fair and ethical operating style with commitment to high standards of integrity and compliance.
- Respect for Others – Treating others with respect and courtesy.
- Customer Focus – Strives to meet and exceed customers' expectations.
- Drive for Results – An above-average performer achieves measurable results while demonstrating personal accountability, conscientiousness and perseverance.
- Structure – Operating within the ITT Technical Institute structured environment.

5.7.1 How was the academic governance policy communicated to the faculty?

Through faculty orientation and the Faculty Handbook which all faculty members are required to acknowledge.

5.8 Is there a detailed syllabus on file for each course?

There is a detailed syllabus maintained in the curriuclum database for each active course.

5.8.1 How are syllabi developed?

The syllabus is developed by the AAC's Curriculum department under the supervision of the Managing Director of Instructional Operations (who possesses the relevant content expertise). The syllabus is made available to the campus for its classroom delivery via a centralized curriculum database and is distributed directly to the students by the appropriate faculty member.

The syllabus contains the following:

- Cover page, which contains course name, course number, contact hours, credit hours and pre/co-requisites (if any), and instructional contact hours/credits,.
- Detail on the learning objectives, instructional materials and references, topical outline of the course, instructional methods, out-of-class learning activities and assignments, assessment criteria, method of evaluating students, and the date the syllabus was last reviewed.

The Instructor Guide is subdivided into units/lessons and includes the unit title, topics, overview, objectives, activities, assignments, resources, and in some cases labs or projects. In recently revised course guides, the faculty guide will also contain references, notes, and facility/equipment/tool information for the faculty.

5.8.2 How often are the syllabi revised?

The syllabus is periodically revised to accommodate:

- Recommendations made by administrators and faculty via the Curriculum Committee
- Enhancements made due to changes in technology
- Changes due to textbook replacement
- Changes in application software
- Enhancements made due to adoption of innovative classroom delivery methods
- Recommendations made via the Advisory Committee members

5.8.3 Describe the process for revising syllabi.

The syllabus is revised by the AAC's Curriculum department under the supervision of the Managing Director of Instructional Operations (who possesses the relevant content expertise).

5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

The program outline included in each developed course syllabus provides the anticiapted nubmer of hours for "Outside Prep Time." For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a "time-based option" for establishing out-of class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

5.9 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the campus and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.

The Associate of Applied Science in Criminology and Forensic Technology program of study contains an elective externship component. The externship component consists of 4.5 quarter credits 135 total contact hours respectively in an externship setting and requires a minimum of 67 credits earned in the program of study prior to enrollment. The externship experiences provide opportunity for application of theory in real world practice and development of skills and abilities acquired in the Criminal Justice program. Externship opportunities are limited and may not be available every quarter or for every student who desires to take the course. Any student interested in an externship in Criminal Justice must apply for and be selected for any externship opportunity that may be available at that time.

5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

For curriculum evaluation and revision/improvement, input is received from faculty, students, graduates, employers of graduates, local Advisory Committees, Managing Directors of Instructional Operations, Curriculum Committees, and outside consultants hired by the AAC. Utilization of these resources is substantially equal across program curriculums.

The expectation that faculty members participate in recommending improvements to curriculum design is expressly stated in the job description for instructors. Each faculty member has the following means available for communication on curriculum improvement:

- **National Curriculum Committees:** Curriculum development and revisions are conducted under the guidance and oversight of National Curriculum Committees. A National Curriculum Committee is comprised of faculty members representing each District. The Managing Director of Instructional Operations for the respective school of study coordinates the Committee's efforts, and publishes curriculum updates. Faculty direct their curriculum specific feedback to their respective District representative on the National Curriculum Committee.

- **Campus Effectiveness Plan (CEP) Committee:** The campus has a CEP that is developed under the guidance of a CEP Committee comprised of various school personnel to include faculty. The CEP is reviewed periodically and faculty members should participate during such scheduled reviews. The purpose of the CEP is to develop strategies and formulate goals and objectives for student retention, learning outcomes, graduate employment and student/graduate/employer satisfaction. Periodically, the CEP Committee also reviews the equipment and facility needs of the school.

- **Student Success Committee (SSC):** Comprised of the same core group as the CEP Committee, the SSC meets on a regular basis to review the student feedback, surveys, and community engagement.

- **Faculty Portal:** The faculty portal has an information tab for Program Curriculum Committee members. Faculty members are encouraged to submit their course curriculum specific feedback to their respective Curriculum Committee district representatives. To facilitate peer feedback and assistance, a Collaboration Portal is available at: http://myportal.itt-tech.edu/employee/dept/curriculum/FC/default.aspx

- **Advisory Committees:** Faculty members are invited to Advisory Committee meetings and the minutes of those meetings are forwarded to the respective Managing Director of Instructional Operations for review and assessment of potential curriculum changes.

- **Formal Procedure for Curriculum Change:** The AAC supports program evaluation as defined in procedure CUR 2.0 Curriuclum Change Procedure and AA1.2 Program Changes New Program R&D

approval which allows proposals for curricula changes to be submitted by faculty members, School Chairs or Deans for review and consideration by AAC management and the appropriate Managing Director of Instructional Operations.

- **Faculty/In-Service Breakout Sessions:** Faculty in-service meetings can include a breakout session during which the School Chairs or faculty who serve as subject matter experts meet with faculty and have an open discussion regarding their respective programs of study. It is a systematic and continuous means by which faculty members are given the opportunity to discuss curriculum and recommend changes.

These methods are used to enhance the curriculum and pursue continuous improvement. Students and graduates, Advisory Committees and external consultants, curriculum committees, and employers of ITT Technical Institute students are given regular opportunities to help improve curriculum through relevant surveys and/or meetings. Additionally, Managing Directors of Instructional Operations are involved in staying current in the discipline of instructional design through meetings and ongoing review of publications of professional education and training organizations. Consequently, textbooks and equipment are regularly updated to support new techniques and meet the ever-changing work environment.

Any recommendations that require a major curriculum change are presented for consideration and action to the National Curriculum Committee and executive management. Evaluating instructional design is an important part of the AAC's curriculum development function and improvements are regularly and aggressively pursued, keeping in mind the quality of the student's learning experience.

5.10.1 If advisory boards are utilized, list board members and their qualifications.

The campus Advisory Committees are comprised of the following:

School of Business Advisory Committee Members		
Name	**Current Employer**	**Summary of Qualifications**
Owyang, Nancy	Eye 2 Eye Graphics	Nancy is currently the Creative Director and Owner of Eye 2 Eye Graphics and holds a B.F.A. in Graphic Design from University of the Pacific.
Praudins, Edward	Costco	Edward is currently a Project Manager at Costco and has a B.S. in Project Management from ITT Technical Institute.
Stifler, Ingrid	Nuane Outbound	Ingrid is a Sr. Project Manager at Nuane Outbound and holds a B.S. in MIS from Oklahoma State University.
Thomas, Jason	NACR	Jason is a UC Integration Program Manager at NACR and holds a B.S. in Project Management from ITT Technical Institute

School of Criminal Justice Advisory Committee Members		
Hawley, Nancy	Families and Friends of Violent Crime Victims	Nancy is the Director of Victim Services and holds a Masters in Marriage and Family Therapy from Bastyr University.
Parslow, Rachelle	Washington State Criminal Justice Training Commission	Rachelle is currently the Private Security Program Supervisor at WSCJTC.
Golden, Eddie	Washington State Patrol	Eddie is currently a Police Officer with the Everett, WA Police Department. Prior to this he was an investigator for NYPD.

School of Drafting Advisory Committee Members		
Cottrill, David	The Boeing Company	David is currently a recruiter at Boeing and has been in his position for 11 years, recruiting all over the world.
Doggett, Carol	The Blueline Group	Carol is currently a CAD Manager at the Blueline Group and holds two associate degrees. One degree is in Drafting and the other is in Supervision/Management.
Stonestreet, Zachary	SAI Consulting Engineers, Inc.	Zachary is a Structural Draftsman at SAI and holds an AAS in Computer Drafting and Design from ITT Technical Institute.

School of Electronics Advisory Committee Members		
Andre, Patrick	Andre Consulting	Patrick is the President and Principal Consultant at Andre Consulting. Andre holds a B.S. in Physics, Math and Astronomy from Seattle University.
Decuir, Joe	Bluetooth SIG	Joe is currently the Internet WG Chair at Bluetooth SIG. Joe holds a B.S., M.S. and EECS from the University of California, Berkeley and is an active participant in the IEEE Association.
Loreman, Corwin	APC Electrical Engineering at Astronics AES	Corwin is currently an Engineering Technician at APC. He holds an A.A.S. and a B.S. in Electronics from ITT Technical Institute.

School of Information Technology Advisory Committee Members		
Hutchinson, Grace	Greythorn	Grace is currently the Sales Operations Manager at Greythorn. She holds a B.E. in Civil Engineering from Vanderbilt.
McQuery, Michael	Redapt, Inc.	Michael is currently a merge center production manager and holds a B.S. in Project Management from ITT Technical Institute.
Walter, Michael	Nuance Communications	Michael is currently a Project Manager at Nuance Communications and holds a B.S. from the University of Kansas.

5.11 How was the length of each program determined?

Program lengths are derived in the following manner:

- By cumulative credit hour requirements for the appropriate degree, as specified by ACICS and the state governing agency
- Through analysis of market research evaluation of the employment expectations in each of the disciplines
- By means of SMEs' evaluation of the time needed to acquire the knowledge and skills of the field being taught
- Through analysis and evaluation of each program by the appropriate Advisory Committee
- By review of comparable programs at other postsecondary institutions

5.12 Do any programs include training by a third party? If so, please explain.

No.

5.13 Is licensure or other certification required for persons employed in any program areas offered?

Yes ☐ No ☒

5.13.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.

Not Applicable

5.13.2 Describe any applicable examinations and the pass rate on each of these exams.

Not Applicable

5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)

Not Applicable

5.14.1 Explain the current status in holding such accreditation.

Not Applicable

5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?

Not Applicable

5.15 How are appropriate course sequencing and prerequisites determined?

Sequencing and prerequisites are determined with input from consultants with both industry and academic experience and through research regarding how programs at institutions similar to ITT Technical Institute sequence similar content.

5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

Curricula follow a logical progression from fundamentals to sophisticated applications. The prerequisites support and reflect the progressive nature of the coursework.

5.16 How is the need for curriculum changes determined?

To help ensure that the campus is meeting the current needs of industry and business, programs are reviewed on a continual basis by the campus and the AAC.

Recommendations from the Advisory Committees (local industry experts), employers, staff, faculty, and students/graduates can start the process for a curriculum change. Each School Chair or faculty serving as subject matter expert reviews any recommendations for curriculum change, and then submits such requests to the Dean and corresponding Managing Director of Instructional Operations . National Curriculum Committees for each program may communicate curriculum recommendations as well. Each of the programs of study is evaluated through surveys with the faculty and applicable graduates. Recommendations for curriculum changes are considered by the AAC's Academic Affairs department before implementation of any changes. If it is a major change, such as the elimination of an existing program or the implementation of a new program, a marketing study is conducted by the AAC before action is taken.

Actual curricula decision-making, including curriculum authoring and resource materials selection, is performed at the AAC, under the direct supervision of the Vice President of Instructional Operations.

5.16.1 How are faculty members involved in curriculum evaluation and revision?

This information is provided in response to Q. 5.3 and 5.10.

5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?

Feedback is collected to help evaluate curriculum through the administration of the following surveys:

Gradute Surveys: All graduates are surveyed electronically six months following their date of graduation. Graduate Satisfaction Survey results are reviewed by the institution's management as well as the ITT/ESI National Career Services management and other subject matter experts within ITT/ESI as applicable. Issues requiring training or additional focus are reviewed and addressed by the National

Director of Career Services. The survey is structured in such a way as to obtain data concerning the key elements of the institution.

Employer Surveys: In order to monitor the success level of training efforts, the institute surveys employers to obtain their opinion and input in determining success. Surveys are sent six months after graduation to employers that have hired graduates. The surveys provide an overview of the technical skills, professionalism, and soft-skills relating to the individual graduate's performance.

Advisory Committee Surveys: Advisory Committees are comprised in part of employers of the institute's graduates. Consequently, the institute also utilizes Advisory Committees as a tool for measuring employer satisfaction and identifying areas of the educational process that may require more emphasis or attention. Advisory Committee meetings occur semi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings; results from these surveys are reviewed by applicable campus leadership as another tool for measuring employer satisfaction.

Student Course Evaluation Surveys: According to policy SA 12.0 Customer Satisfaction Survey, each student is extended an opportunity to complete an electronic student course evaluation survey during the latter part of each course. Surveys offer students an opportunity to provide feedback concerning their learning experience at ITT Technical Institute. Both faculty and the school academic management team encourage all students to complete the course surveys within stated time frames. Some of the survey questions relate directly to the faculty and provide feedback on instructional methodologies and academic preparation. The Chair must review the faculty-specific survey feedback with their assigned faculty at the end of the quarter and develop actionable improvement plans.

5.17 What curriculum changes have been made during the last three years?

As identified in the "Institutional Changes" section of the self-study, of significance, several new programs have been introduced comprised of 4.5 quarter credit hour course offerings. These offerings incorporate a change from 4.0 quarter credit hour courses to 4.5 quarter credit hour course offerings. These programs represent enhancements to our existing educational offerings, and are intended to provide additional convenience and flexibility to our students.

The enhanced programs allow us to focus on areas of study that our employers have informed us are the most important and will make our programs more consistent with traditional program offerings at other institutions. Additionally, the enhancements provide our students with the opportunity to enter the workforce more quickly and increase their return on investment dynamics without sacrificing any employer-determined learning objectives and program outcomes.

The associate programs contain 21 courses instead of 24, with the majority of courses awarding 4.5 credit hours for a total of 93 credit hours, allowing the students to graduate in seven quarters versus 8 quarters from associate programs and in 14 quarters versus 15 quarters from bachelor degree programs.

The newer associate degree programs were originally approved as 90 quarter credit hour programs. However, a 3 quarter credit hour course was later added, GS2745 Advanced Strategies for the Technical Professional. The new course focuses on professional skills to better prepare a graduate for the workplace and students take the course in their 6th or 7th quarter.

Refer to **Appendix B-Curriculum Changes** in this document for additional curriculum change information.

5.17.1 What changes are contemplated for the next three years?

No significant changes are planned to the curriculum of current program offerings other than changes recommended by faculty to the course level outcomes and assessments. However, the campus has plans to introduce several new programs as follows:

School of Study	New Program Name	Credential Level	Program CIP
Electronics Technology	Computer and Electronic Systems Technology	Academic Associate	15.1201
Information Technology	Computer Systems Support and Administration	Academic Associate	11.1006
Drafting and Design	Drafting and Design –Architectural and Civil	Academic Associate	15.1303
Business	Accounting	Academic Associate	15.0612
Drafting and Design	Construction Engineering Technology	Bachelor	15.1001
Business	Accounting	Diploma	52.0302
Business	Business Management	Diploma	52.0101
Criminal Justice	Criminology and Forensic Technology	Diploma	43.0111
Drafting and Design	Drafting and Design Technology	Diploma	15.1301
Electronics Technology	Electrical Engineering Technology	Diploma	15.0303
Information Technology	Network Systems Administration	Diploma	11.1002
Information Technology	Software Development	Diploma	11.0201

The new associate degree programs will require the completion of 93 quarter credit hours while the diploma offerings require 72 quarter credit hours. The diploma programs will allow students with busy schedules to complete a program in a shorter amount of time and give them needed skills to pursue entry-level employment sooner and potentially matriculate into an associate program. The new offerings leading to academic associate degrees as well as the new bachelor degree program are in fields of study where significant employment opportunities are expected to continue to be available to graduates and correlate to current areas of study where the campus has historically had the strongest retention and placement outcomes within the Schools of Information Technology, Electronics Technology and Drafting and Design.

An additional initiative planned for the local campus is the implementation and expansion of Center for Professional Development (CPD) @ ITT Technical Institute. CPD offers instructor-led career-related training solutions for a variety of software platforms including Microsoft, Citrix, Cisco, Adobe, Java, CompTIA, EC-Council, ITIL, Project Management, and Business Analysis. Training options are delivered both on campus and virtually from home or office connected to the Internet.

5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?

Currently courses are offered on a 10:1 clock-to-credit hour conversion ratio for lecture hour (with at least 20 clock hours of outside preparation), 20:1 clock-to-credit hour conversion ratio for laboratory hours and 30:1 clock-to-credit hour conversion ratio for practicum (externship) hours. Most core courses are either four credits or four and a half quarter credit hours consisting of a minimum of 30 hours of lecture and 20 hours of lab or 34

hours of lecture and 22 hours of laboratory respectively of instruction each quarter. General Education courses are four or four and a half quarter credit hours and meet for a minimum of 40 or 45 contact hours respectively during a quarter when taught in residence. Currently, only the Criminology and Forensics Technology program contains a practicum/externship component.

The Managing Director of Instructional Operations determines the allocation based on state requirements, ACICS Criteria and:

- Thorough analysis of the AAC market research evaluation of the employment expectations in each of the disciplines
- By means of SMEs recommending the time needed to acquire the knowledge and skills of the field being studied
- By cumulative credit hour requirements for the appropriate degree, as specified by state and/or accreditation agencies

5.18.1 How does the campus monitor the number of contact hours completed for each course?

The number of contact hours for each course, including how the hours are allocated, is provided to faculty and Academic Affairs department administration in the curriculum documentation, which is part of an Implementation Guide prepared for each program. The Dean, with assistance from School Chairs or faculty serving as subject matter expert, monitors the implementation of each program. The course objectives are planned to ensure that the stated contact/credit hours are fulfilled through its lecture and laboratory activities. The institution monitors the accomplishment of the stated contact hours through its standard evaluation process which includes but is not limited to strict attendance procedures. Attendance is taken daily and recorded on a computerized system. Absenteeism is monitored and students must meet attendance requirements or face disciplinary action as outlined in the current catalog.

5.19 What are the procedures for developing the application of the U.S. Department of Education's definition of a credit hour (as required in Section 2-2-503 of the *Accreditation Criteria*)?

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a "time-based option" for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

5.19.1 Where are the procedures published?

Course syllabi and campus catalog.

5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?

Ad Astra software is used for scheduling classes/courses. The scheduling software includes prerequisite and corequisite checking algorithms. Effort is made to keep students enrolled in the desired number of courses and in a timeframe that allows students to complete their program of study on a timely basis. The campus makes use of the "zero student conflict" feature found in the scheduling software to ensure that students are not enrolled in day-conflicting courses.

To accommodate varying student needs, classes may be offered in morning, afternoon, and evening sessions, although all programs and courses may not be available during each session each quarter. A student requesting to attend a class on a different day or at a different time is generally accommodated if the class he/she needs is available on the day/time he/she wish to attend school. Course prerequisites are maintained in the scheduling of classes. Having different sessions throughout the day offers students the opportunity to pursue educational and career objectives, and meet other requirements of daily living.

5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.

Procedures concerning Credit for Previous Education or Experience is provided in response to Q 4.6 and is contained in the campus catalog.

INSTRUCTION AND FACULTY

In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300, and 3-6-500 of the *Accreditation Criteria.*

5.22 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.

The school occupies approximately 21,348 square feet of space. It contains theory classrooms and laboratories. Also included is space for a student lounge and administrative offices. Ample parking is provided. Facilities available for disabled persons include parking spaces, restroom facilities, drinking fountain, elevator and access ramps. Please see the Disabled Applicants and Students section of this catalog for further information. The facility is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health. Students at the campus learn in a clean, environmentally comfortable, well lighted, safe, and educationally appropriate atmosphere. Classrooms and labs have adequate space with up-to-date equipment.

The facility is monitored regularly for needed maintenance and equipment repair. The campus employs a System Support Technician to ensure equipment is functional for the needs of students, instructors, and administrators. Classroom furniture and equipment are upgraded and replaced when appropriate.

The campus has a significant number of computers assigned for student use, including multiple computers in the LRC. Classroom instruction is enhanced by the amount, appropriateness, and modernity of the computer equipment at this campus. Classroom computer equipment is upgraded a minimum of every three years as part of a standard refresh. Exceptions to standard upgrade schedules or plans are handled by the campus in cooperation with the AAC.

The resources available to the students contribute greatly to their learning experience and sense of community. Classrooms encourage educational interaction with peers and other available resources, such as the LRC and student lounge, provide positive learning environments that encourage success.

5.23 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

Each curriculum has a Managing Director of Instructional Operations who analyzes technical advancements and other matters of importance for the specific program assigned. He/she is an industry expert who is responsible for evaluating and recommending procedures, materials, and changes to the Curriculum Committees that advise the Vice President of Instructional Operations in program related decision-making. Input is also received and reviewed as appropriate from interested academic affairs and career services managers/specialists at the AAC and local campus, faculty, staff, and industry Advisory Committees. Materials are also evaluated by the students, both informally and through the formal survey processes. Issues emanating from the daily usage and resultant surveys are discussed and appropriately shared with other local and AAC level entities.

Instructional procedures are codified by AAC personnel and uniformly implemented by all campuses. Many procedures are directly related to U.S. Department of Education (DOE) and ACICS regulatory compliance requirements. Changes in DOE regulations and ACICS Criteria will trigger immediate changes in relevant procedures. Other procedures, that are not regulatory mandated, are evaluated by faculty and staff for effectiveness. Concerns and ideas for improvements are articulated and discussed at the local campus level and, if warranted, at the AAC's level with the various interested departments.

The analysis of program materials and procedures is ongoing throughout the academic year. All significant concerns regarding the effectiveness of program materials and procedures are reviewed and acted upon by the AAC's officials identified herein. Any change that may emanate from such activities is uniformly implemented throughout the campuses. The requirement of implementation uniformity helps produce more effective decision-making in such matters.

5.24 Describe how the campus ensures that students have access to appropriate learning materials (e.g., textbooks, laboratory equipment).

The campus and LRC maintain an inventory of appropriate educational materials and computers. Effective June 2014, laptops are issued to all students to support learning activity such as access to the Virtual Library as well as the implementation of eBooks. In courses where eBooks are available, students use their laptop to access course materials via a web based Learning Management System (LMS). Each student is issued the required textbooks, educational materials and/or laptop by their faculty during the first class meeting to ensure that he/she has access to the learning materials identified in the curriculum.

As publishers are increasingly reluctant to print and ship student textbook hard copies and while prices continue to rise for those products, the AAC has implemented the distribution of eBooks for use in many courses. eBooks offer the following benefits:

- eBooks have advanced features that facilitate student learning and access (notes, highlighting, summarizing, etc.).
- Students have access to the electronic copies for years post-graduation.
- Allows the inclusion and embedding of rich digital media and the use of a LMS.
- Facilitates virtual labs that would be impossible to duplicate in a physical lab.
- Employers will likely expect our graduates to have the skills to use and access similar online learning resources.

Classes are limited in size to ensure that each theory classroom and each laboratory classroom has sufficient equipment to allow each student appropriate access to equipment identified in the curriculum.

5.25 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

All licenses are maintained at the AAC and current license consumption levels are monitored by an automated system designed expressly for this purpose.

The campus is governed by a standing policy regarding computer licenses (i.e., LE 2.1). As stated in Policy, computer software is also covered by copyright under U.S. laws. The AAC has specific licensing agreements with the owners of software copyrights for all software installed by the AAC IT Department or the Purchasing and Administrative Services Department on campus computers. Employees must not copy any software installed on campus computers for installation on computers at the employees' homes or elsewhere without obtaining the written permission of the Purchasing and Administrative Services Department. Similarly, employees should not install personal software on campus computers without obtaining the written permission of the Purchasing and Administrative Services Department.

5.26 Who is responsible for faculty orientation?

New faculty orientation is a joint process between the AAC and local Academic Affairs administration and each new faculty member. All new faculty are required to complete the following e-campus modules prior to teaching:

- Creating Student Success
- Preparing to Teach
- Basic Teaching Skills
- New Faculty Orientation Workshop

5.26.1 Describe the orientation of the faculty to the campus.

The Dean is responsible for the new faculty orientation process at the local campus. After faculty members are hired, they participate in a new faculty orientation session. This training session includes learning AAC policies and procedures, preparation for and receiving support materials including a new instructor manual consisting of the Faculty Manual, policies and procedures, a copy of the Student Handbook, both the Pinnacle and IRIS/S3 Manuals, and general class management and teaching methodologies information. The System Support Technician is responsible for setting-up the logins and passwords for all new employees, including faculty.

Newly-hired faculty members are also required to complete the New Faculty Orientation Workshop provided by the AAC as part of the new faculty training program. The workshop appears as an e-Campus "course" in the New Faculty Training curriculum on the employee portal. The Orientation Workshop includes multiple e-Campus courses related to teaching pedagogies and is designed to reinforce the campus' commitment that faculty prepare to teach, care about students and engage students in their classrooms.

5.27 How does the administration determine the qualifications of a faculty member to teach a particular course?

The campus strives to offer its students outstanding quality of instruction and customer service in every class offered. The qualifications for faculty are set by AAC policy, taking into account the requirements of ACICS and the state. In addition to minimum educational requirements, each faculty member must have the requisite academic preparation and/or related experience to appropriately teach assigned courses, and possess a demonstrated desire and aptitude to help and teach students pursuing career dreams and objectives.

All core faculty have a minimum of a baccalaureate degree with at least 15 coursework hours in the assigned area of teaching or appropriate certifications and/or work experience; all general education faculty have a minimum of a master's degree with 18 semester (graduate) credits in the field of educational assignments.

Evaluations of faculty to teach assigned courses are conducted by the Dean or School Chair. Teaching assignments are made after the respective Academic Affairs administrator completes a thorough review of the faculty's college transcripts, related work and teaching history, and teaching personnel file (including student surveys and formal classroom evaluations if available).

5.27.1 Describe qualifications of non-degreed teachers for the subjects they teach.

Not Applicable

5.27.2 How are the qualifications documented?

Faculty qualifications are documented with original transcripts and other verification in the appropriate files at the campus.

5.28 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.

An in-depth background check is performed on new faculty hired to ensure all work history and education is accurate. After applicants are hired, campus administration request original, official transcripts directly from all institutions attended. Follow-up to these requests is performed, if needed, in order to secure the transcripts within 30 days of hire. Additionally, periodic review by the AAC to ensure original transcripts are secured is performed.

The original, official faculty transcripts are maintained in the faculty's file along with any evaluation(s) of foreign credentials by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE).

5.28.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).

Follow up communications via email and/or certified mail are documented to verify activity to obtain transcripts.

5.29 In what ways does the campus evaluate instruction?

New faculty are required to complete a teaching demonstration as part of the hiring process. New faculty members are also observed at least once per quarter for the first four quarters they teach but it is recommended that they be observed three times during their first term teaching at the campus. Experienced faculty members are observed at least twice per year. These evaluations may take place in the classroom or the lab and may be announced or unannounced.

After each staff evaluation, the evaluator meets with the faculty member to review the evaluation. If problems are identified, specific recommendations are made to help eliminate the deficiencies and a timetable for improvement is established. Typically, these actions will be included in the Faculty Development Plan. A follow up evaluation is scheduled based on the timetable. The faculty member is given the opportunity to provide his/her own comments on the evaluation instrument.

Any deficiencies in faculty performance are typically evident through either staff or student evaluations. Faculty are also evaluated by their students each quarter as a part of the Student Course Evaluation. The Dean reviews student critiques quarterly to determine if there are common student concerns regarding any aspect of the educational program. Issues are appropriately discussed with the faculty involved and plans of action are developed to address problems as needed.

5.29.1 What systematic processes are in place to enhance and promote teaching effectiveness?

Effective teaching is promoted through recommendations and plans of action developed through the assessment mechanisms noted above, research conducted by the Academic Affairs managers, and the consultative activities conducted with other AAC and campus based educational officials. Ongoing instructional improvement is facilitated through professional development activities as documented on individual faculty development plans. These include the opportunity for four faculty in-service training sessions per year, e-Campus opportunities, faculty meetings, program specific meetings, and specific activities for unique needs. The formal in-service training sessions are scheduled when classes are not in session to ensure maximum participation. Topics vary, but generally are determined according to identified training needs, new trends in education and emerging technologies in presentation methods. Faculty also receive a discount from our own Center for Professional Development , http://cpd.itt-tech.edu/, an acquision of ITT Technical Institute that was formerly known as Benchmark Learning.

5.30 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?

These requirements are outlined in Policy AA 8.0 Faculty Professional Development (FPD). The Dean is responsible for ensuring the Policy is followed. Review of campus FPDs is included as part of campus level internal audits conducted by the AAC.

5.30.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?

A faculty development plan is created for each faculty member and maintained in his/her file in the Academic Affairs department. The development plan is the product of several areas of review:

- Academic Affairs staff review the transcripts, prior teaching experience, student survey results, formal classroom observations, and completion of previous development plans to determine probable strengths or weaknesses in the area of teaching and classroom management.
- The Dean or School Chair provides input on technical training goals for the faculty member.
- The faculty member identifies instructional and/or technical areas of opportunity for which he/she would like to receive training.

5.30.2 How is the plan implemented?

The Academic Affairs staff and the faculty member meet annually to discuss the compiled information and arrive at a mutually agreed upon plan for the next 12 months.

5.30.3 How often is the plan reviewed?

Progress is monitored on a quarterly basis by Academic Affairs staff and may be adjusted to meet new needs/development opportunities. The plan includes specific training activities the faculty member should and would like to complete, including target completion dates. Responsibility for ensuring that each faculty member fully implements his/her development plan rests with the Dean.

5.31 Describe how the campus ensures that all faculty complete development plans.

The Academic Affairs staff and the faculty member meet annually, typically in the second quarter of the year, to discuss the information for the faculty member's development plan and arrive at a mutually agreed upon development plan for the next 12 months. Progress is monitored on a quarterly basis by Academic Affairs staff and may be adjusted to meet new needs/development opportunities.

Completed professional development activities must be documented with a completion certificate, diploma, transcript or some other formal type of documentation. Faculty members not making sufficient progress on their development plans are redirected and encouraged accordingly. Failure to complete the development plan satisfactorily can have a negative impact on the individual and his/her future with the organization.

5.31.1 How are the activities documented by the campus?

The faculty development plan with support documentation is on file for each faculty member in the Academic Affairs department. Responsibility for ensuring that each faculty member fully implements and documents his/her development plan rests with the Academic Affairs department.

5.32 Describe the program of in-service training for the improvement of instruction and curriculum.

ITT/ESI Policy AA 8.0 also provides the campuses with general guidance on the content and minimum frequency of in-service training. This policy states that "Quarterly in-service training should be planned and scheduled one year in advance. In-service training should be a minimum of two hours in length and should be conducted at a time and day that is acceptable for the majority of full-time and adjunct Instructors. There may be instances when the scheduled in-service training will need to be repeated at another day and time so that

more Instructors can participate. Classes may not be cancelled or rescheduled to accommodate in-service training. There are two types of scheduled in-service activities: (a) lecture by an outside expert on a subject related to classroom instruction and methodology; and (b) lecture by an internal expert on a subject related to classroom instruction and methodology. Proper documentation of scheduled in-service activities is an attendance roster signed by everyone in attendance, copy of the agenda and all handouts distributed during the training session."

In-service training programs are held on a quarterly basis at the campus. These training sessions focus on instructional improvement.

5.32.1 List the schedule for the next 12 months.

Month/Year	Topic
12/2014	Engagement
3/2015	Instructor Best Practices
6/2015	Retention

5.33 Describe how the administration documents professional growth for full- and part-time faculty members.

The campus requires that each faculty member, both full-time and part-time, implement a formal professional development plan pursuant to discussions with Academic Affairs managers and review of management teaching evaluations and student critiques.

Completed professional development activities must be documented with a completion certificate, diploma, transcript or some other formal type of documentation. As part of the professional development plan, each faculty member must participate in the campus' in-service training programs and is encouraged to attend monthly faculty meetings. Sign-in sheets are maintained to document attendance at these meetings. E-Campus courses are also part of the professional development of each instructor and completion certificates as well as electronic records of these completed courses are maintained for each instructor. Continuing education and/or concurrent work experience also constitute a significant part of many faculty members' development plan and formal documentation is secured to validate these activities.

Other significant development activities include active memberships in professional organizations and workshops and seminars relative to the faculty member's area of expertise. These completed activities also require formal documentation in each faculty file.

All faculty development plans with support documentation are on file in the Academic Affairs department. Responsibility for ensuring that each faculty member fully implements and documents his/her development plan rests with the Academic Affairs department.

5.34 Describe the frequency, content, and documentation of faculty meetings.

The campus generally uses two types of faculty meetings: campus meetings and departmental meetings. All meetings are intended to be informative discussion sessions aimed at reinforcing campus policies and procedures, improving teaching skills, and/or interdepartmental communication. Meeting attendance and content are documented with an agenda and formal minutes with sign-in sheets. The Academic Affairs department maintains copies of all faculty meeting documentation.

Campus Faculty Meetings

The campus faculty meetings are held on a quarterly basis. The main subjects of the meetings are retention, curriculum delivery, classroom management, and/or requested topics in the area of teaching methodology that are of interest or concern to the faculty as a whole.

Departmental Faculty Meetings

The departmental faculty meetings are held monthly and are supervised by the Dean and appropriate School Chair or faculty designated as subject matter expert. These meetings focus on issues directly related to the specific program and/or course. Documentation, available agendas and minutes with sign-ins, of these departmental meetings are maintained in the Academic Affairs department.

5.35 Describe the plans for ongoing improvement in curriculum and faculty.

Curriculum and faculty improvement are ongoing processes. A formal professional development plan is required annually by both full-time and adjunct faculty. Furthermore, all full-time personnel are encouraged to participate in the campus' tuition reimbursement program, and faculty members may be sponsored to attend appropriate professional seminars when such opportunities are convenient.

The Academic Affairs staff perform faculty evaluations and review quarterly class evaluations with each faculty member. Areas of concern are discussed, guidance is given, and improvement plans of action are implemented. Additionally, faculty members are encouraged to learn from their supervisors, peers, and other persons with recognized expertise through various faculty meetings and training opportunities. Each step is designed to improve the overall instructional performance for the betterment of students.

For curriculum improvement, input is received from faculty, students, graduates, employers of graduates, local Advisory Committees, Managing Directors of Instructional Operations, Curriculum Committees, and outside consultants hired by the AAC's office.

The expectation that faculty members participate in recommending improvements to curriculum design is expressly stated in the job description for instructors. Each faculty member has the following means available for communication on curriculum improvement: informal communication, feedback provide to National Curriculum Committees, attendance at Advisory Committee meetings, formal procedures for curriculum change and faculty in-service breakout sessions, participation on CEP and SSC committees and faculty portal.

This is used to enhance the curriculum and pursue continuous improvement. Students and graduates, Advisory Committees and external consultants, curriculum committees, and employers of ITT Technical Institute students are given regular opportunities to help improve curriculum through relevant surveys and/or meetings. Additionally, Managing Directors of Instructional Operations are involved in staying current in the discipline of instructional design through meetings and ongoing review of publications of professional education and training organizations. Consequently, textbooks and equipment are regularly updated to support new techniques and meet the ever-changing work environment. As described in response to Q 5.24, effective June 2014, laptops are issued to all students to support learning activity such as access to the Virtual Library as well as the implementation of eBooks. In courses where eBooks are available, students use their laptop to access course materials via a web based Learning Management System (LMS).

Any recommendations that require a major curriculum change are presented for consideration and action to the National Curriculum Committee and executive management. Evaluating instructional design is an important part of the AAC's curriculum development function and improvements are regularly and aggressively pursued, keeping in mind the quality of the student's learning experience.

5.36 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?

Instructors are considered full-time employees when they are regularly scheduled to teach between 24 - 30 contact hours per week and are assigned additional duties such as tutoring, supervising the LRC, participating on a committee or other similar duties. The average assignment does not exceed three fields of instruction.

Adjunct instructors are hired to teach on a quarter-to-quarter basis. In general, adjunct instructors are not scheduled to teach more than 19 contact hours per week during an academic quarter and do not teach more than five courses in a quarter. The average assignment does not exceed three fields of instruction.

5.37 What is the student-teacher ratio, for each program area, at the campus?

Year	Total Course Sections	Faculty Hours	Student Hours	Student Faculty Ratio
2012	415	20001	205544	10.28
2013	369	18802	168092	8.94
2014	313	16407	153651	9.36

September Quarter 2014 Data by School of Study:

School of Study	Total Course Sections	Total Students	Student Faculty Ratio
General Education	15	343	22.87
Business	5	63	12.60
Criminal Justice	1	5	5.0
Drafting	7	84	12.0
Electronics	11	90	8.18
Information Technology	8	157	19.63

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS

5.38 **Describe how the general education courses offered by the campus contribute to the development of the student.**

General education courses were developed to ensure a broad-based immersion into each area as the student advances through their program of study.

Numerous resources were utilized to determine the courses chosen for the general education component of the curricula. The AAC's Curriculum department staff examined regional accrediting association and professional accrediting board standards to determine the scope and intent of the general education courses

Based on occupational standards reports, alumni surveys, and recommendations from the Advisory Committees and National Curriculum Committees, the following general education areas were selected: mathematics, humanities, composition, natural sciences, and social sciences. The selected areas ensure a broad-based general education component of each program of study and meet state and ACICS requirements for general education. The current catalog lists all the available general education courses covering these specific education areas.

5.38.1 Cite examples:

The cumulative impact of all general education courses on the student is an outcome that enhances the student's critical thinking, communication (written and oral), and teamwork skills and capabilities consistent with the institution's mission.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.39 Describe how part-time faculty are utilized by the campus.

To maintain organizational integrity and continuity, adjunct faculty have the opportunity to contribute via curriculum committees, faculty collaboration portal. All faculty have the ability to submit suggestions through their Dean to the Managing Directors of Instructional Operations by using the curriculum portal. Adjunct faculty also attend in-service training, during which, in addition to training, the faculty members also provide actionable feedback to the administration. In addition, faculty members also have an opportunity to participate in the development of the Campus Effectiveness Plan, which is the strategic document for the institution.

Although an adjunct faculty may not have fixed office hours, they are continuously supporting the resident students via email, phone and learning portals. Their industry experience provides several development opportunities for students since these adjunct instructors may at times be a member of the Advisory Committee. Adjunct faculty members can enable industry opportunities for students, bring fellow industry workers as guest speakers to the classroom and align student learning objectives and lesson plans with the current industry needs.

Lastly, ITT Technical Institute adjunct faculty are included in the Student Success Committee that review all survey data and suggest changes at the campus based on that review.

5.39.1 What percentage of the faculty is part-time?

77.56% (2014 four-quarter average)

5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.

Procedures for the evaluation and monitoring of adjunct faculty are the same as those for full-time instructors. New faculty members are observed at least once per quarter for the first four quarters they teach but it is recommended that they be observed three times during their first term teaching at the campus. Experienced faculty members are observed at least twice per year. These evaluations may take place in the classroom or the lab and may be announced or unannounced. Responsibility for ensuring that each faculty member is evaluated and monitored rests with the Academic Affairs department.

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.40 What percent of those subjects which are part of academic associate's, bachelor's, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?

100%

5.40.1 Describe the efforts to recruit and retain qualified faculty members.

The campus seeks to recruit and retain highly qualified faculty for all programs and subject courses by offering highly competitive compensation packages and by creating a stimulating and supportive work environment. The campus recruits faculty via several means. These include:

- Networking contacts through faculty, other ITT Technical Institute campuses, staff, Advisory Committee members, professional associations, graduates, and personal contacts
- World Wide Web sites devoted to employment opportunities
- Newspaper advertisements

5.41 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

Official transcripts for each faculty member are on file at the campus. Areas of specific qualifications are typically recorded on Data Sheets for faculty and staff members. Related experience is similarly recorded on these documents and is supported by third party documentation.

5.41.1 If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?

- Vaughn, Stephen: Possesses a B.S. in Electronics Management and an M.S. in Education. He is currently the Chair of Electronics, but due to the number of general education credits he possesses from his Master's Degree, he also teaches Gen Ed courses.

5.42 Describe how the campus ensures that there is sufficient enrollment in the second year of a two-year program or upper division courses in baccalaureate degree programs.

The campus focuses on retention of their students in order to ensure sufficient enrollment in each quarter of a specific program. Every effort is made to communicate often and effectively with students who are unable to make it to class or are falling behind in their work.

By blending sections, the campus can maximize enrollments in the upper level courses. In addition, re-entry campaigns bring students back into the programs of study to resume their coursework, increasing enrollment in existing classes.

MASTER'S AND DOCTORAL DEGREE INSTITUTIONS – NOT APPLICABLE

5.43 Describe the oversight committee who has the responsibility for developing, modifying, and maintaining each graduate program.

Not Applicable

5.43.1 How often does the committee meet?

Not Applicable

5.43.2 What documentation does the campus maintain to evidence the role of this committee in the development of the program(s)?

Not Applicable

DOCTORAL DEGREE INSTITUTIONS – NOT APPLICABLE

5.44 What evidence is available to demonstrate that the members of the faculty are experts in their field of study in which they are assigned to teach?

Not Applicable

5.45 Describe how the campus encourages its faculty to engage in practical or scholarly research and to publish in professional journals.

Not Applicable

5.46 Explain how the core full- and part-time faculty is effective in ensuring the sound direction and development of its doctoral degree program(s).

Not Applicable

6. EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty, and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

6.1 Describe how the buildings, classrooms, equipment, furniture, and surroundings meet the needs of the campus in size and scope.

The campus is 21,348 square feet comprised of theory classrooms, laboratories, administrative offices, library, and bookstore. The facility has a capacity for 407 students and staff. The institution has not exceeded this size. Ample parking is available for students, staff, and visitors. The facility is in compliance with the ADA as well as other federal, state, and local ordinances and regulations, including those relating to safety and health.

The facility contains working environments for Finance, Recruitment, Career Services and Academic Affairs; a student lounge, employee lounge and conference rooms are also available. The main student areas are comprised of electronics labs, computer labs, theory classrooms, and the LRC. Students have access to computers in the LRC throughout the day.

Facility and equipment maintenance is performed pursuant to appropriate schedules and on-demand as needed. The facility is clean and environmentally pleasing; the equipment is maintained pursuant to a priority response policy. Classrooms and laboratories are well lit and comfortable. The facilities are organized to promote a positive learning environment. The labs are equipped with sufficient equipment to allow students ample experiential learning. Equipment is kept in good working condition and upgrades are purchased as technology advances. Every effort is made to provide equipment that represents the industry standards for an entry-level position. The environment is designed to promote a friendly supportive place to work and learn.

6.1.1 Describe how the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

The facility, as required for occupancy, is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health.

6.2 Does the campus utilize a campus addition or additional space?

Yes ☐ No ☒

6.2.1 If yes, describe these locations.

Not Applicable

6.3 Describe any plans to improve the physical plant and equipment.

There are currently no plans in place to improve the physical location or equipment of this location as we recently remodeled and updated the entire facility.

7. PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria.*

7.1 Describe how the catalog reflects the educational programs, operations, and services.

The catalog is an informative document that is designed to provide prospective students and their parents and/or other interested persons with pertinent information about the campus policies and programs.

Each program of study is presented by providing objectives, career opportunities, course outlines, and course descriptions. Special attention is taken to ensure that the reader can understand the nature and scope of each program of study. The administrative section covers admission criteria, grading, attendance requirements, transfer of credit, grievance procedure, and other basic policies and procedures.

The financial assistance section describes the various financial aid programs available to qualifying students. The student services section provides important information regarding the assistance offered to students seeking part-time jobs while in school and full-time career related employment upon graduation. Other important information regarding the campus, faculty, administration, and Advisory Committees is also provided.

The catalog is scheduled for yearly publication or more frequently if changes dictate republication.

7.1.1 How often is the catalog published?

As needed related to program and policy/procedure and other required changes or updates but a minimum of annually.

7.2 How does the campus ensure that all enrolled students receive a copy of the campus catalog?

All enrolled students execute an enrollment agreement wherein they specifically acknowledge that they have received a copy of the current campus catalog. During the interview with the applicants prior to the enrollment, the representatives introduce and discuss the campus catalog. The campus catalog is further reviewed and referenced in the institution's orientation activities with students, and with re-entered students as part of their formal re-enrollment and financial aid processing. The campus catalog is placed on the campus' website. The campus is confident, by virtue of all of these activities, that each enrolled student has received the campus catalog.

7.2.1 What other publications are provided to enrolled students?

Enrolling students are provided access to a copy of the Student Handbook which is an Appendix in the campus catalog and provided with required student disclosures as outlined in Q 7.7.

7.3 Describe the advertising and promotional literature.

To generate interest among potential students, the AAC engages in a broad range of activities to inform potential students and their parents about ITT Technical Institute and the programs offered.

Each campus' advertising is generally comprised of broadcast, direct mail and company Web site activities. Links to the company Web site may also be placed on other Web sites that are owned by third parties. The school website, http://www.itt-tech.edu, provides information on the AAC, campus locations, programs, and admissions, and allows prospective students to schedule a campus visit, request a brochure, or apply online.

The messages in all media are consistent in that they suggest that ITT Technical Institute should be considered for career-oriented education. Broadcast radio and television may use a graduate testimonial, a slice-of-life dramatization or a didactic approach. The direct mail is a simple letter that explains the practical nature of the programs.

AAC-sponsored television advertising is centrally coordinated and developed. Television advertising is directed at a combination of both the national market and the local markets in which each campus is located. The television commercials generally include a toll free telephone number for direct responses as well as an internet URL. Direct responses to television advertising are centrally received, tracked, and promptly forwarded to the appropriate campus. Responses to direct mail campaigns, targeted at high school students and other potential postsecondary education students, are also centrally received, tracked, and forwarded to the appropriate location.

7.4 Describe any plans for changes in publications.

The AAC will continue to review catalog content and format in order to comply with future changes mandated by state and accrediting council requirements. Other publications, including marketing materials, will also be changed as new programs are introduced or advertising requirements are otherwise changed.

7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

Prerequisites for each course, if applicable, are listed with the course description for each course. Course descriptions are found in the pages immediately following the program outlines; a description of the course numbering system follows the course description section in the catalog.

The prefix of a course designated in the program outline for each program of study stands for the type of course. Courses may be designated with a three digit or four digit numerical code. The first digit indicates the course level. Courses designated with a first digit of one or two are lower division courses. Courses designated with a first digit of three or four are upper division courses. Some courses designated with a first digit of three may be required during the latter quarters of an associate degree program. Refer to the applicable Program Outline in the catalog for a listing of any required associate degree courses designated with a first digit of three.

7.5.1 How does the catalog explain the course numbering system?

There is a Course Number System section of the campus catalog that reads as follows: The prefix of a course designated in the program outline for each program of study stands for the type of course. Courses may be designated with a three digit or four digit numerical code. The first digit indicates the course level. Courses designated with a first digit of one or two are lower division courses. Courses designated with a first digit of three or four are upper division courses. Some courses designated with a first digit of three may be required during the latter quarters of an associate degree program. Refer to the Program Outline for a listing of any required associate degree courses designated with a first digit of three.

7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

Each program outline includes a list of general education courses, which include courses in the humanities, composition, mathematics, the sciences, and the social sciences. The course descriptions identify the general education category pertaining to each general education course and provide a brief description of the course.

7.7 Describe the published performance information concerning student achievement.

The AAC provides the following required disclosures to students:

The AAC publishes Program of Study Information at programinfo.itt-tech.edu which provides information concerning the programs of study offered at the ITT Technical Institutes, including, among other things: the

occupations that each Program can help students prepare to enter; the on-time graduation rate for each Program; the costs associated with each Program; the placement rate for students who completed each Program; and the median loan debt incurred by students who completed each Program.

Study Body Diversity and Completion and Retention Rate disclosures are published in the Student Handbook.

Graduate Employment Information (GEI) disclosures are provided to students for the respective program in which they are enrolling. The GEI provides the program placement rate, positions secured by placed graduates and respective salaries.

7.7.1 Where is the campus performance achievement information published?

Student Handbook and on the ITT Technical Institute website at programinfo.itt-tech.edu.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the library or learning resource center is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The library or learning resource center should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business and technical world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400, and 3-6-700 of the *Accreditation Criteria.*

FOR ALL INSTITUTIONS

8.1 Explain how the instructional resources serve the needs of the educational programs.

Library resources and services, including print and electronic resources, AV materials, and software provide fundamental support for learning, teaching, and research needs. Our intent is to provide an array of materials to provide students and faculty with multiple means of engaging in learning course concepts and objectives. Within the Virtual Library, specialized subject area pages offering selected links relevant to ITT Technical Institute programs are made available to provide convenient access to databases, professional organizations, recommended links, selected textbooks/eBooks, online magazines, journals and research guides, and tutorials.

Effective June 2014, laptops are issued to all students to support learning activity such as access to the Virtual Library as well as the implementation of eBooks. In courses where eBooks are available, students use their laptop to access course materials via a web based Learning Management System (LMS). Each student is issued the required textbooks, educational materials and/or laptop by their faculty during the first class meeting to ensure that he/she has access to the learning materials identified in the curriculum.

As publishers are increasingly reluctant to print and ship student textbook hard copies and while prices continue to rise for those products, the AAC has implemented the distribution of eBooks for use in many courses. eBooks offer the following benefits:

- eBooks have advanced features that facilitate student learning and access (notes, highlighting, summarizing, etc.).
- Students have access to the electronic copies for years post-graduation.
- Allows the inclusion and embedding of rich digital media and the use of a LMS.
- Facilitates virtual labs that would be impossible to duplicate in a physical lab.
- Employers will likely expect our graduates to have the skills to use and access similar online learning resources.

8.1.1 Describe any contracts or agreements with outside libraries or resource centers.

Not Applicable

8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)

Physical Holdings

The LRC collection includes:

229 books

0 periodical subcriptions

19 videos/DVDs

0 CD-ROMS and computer software

Online Holdings

The Virtual Library provides convenient access to online information 7 days a week, 24 hours a day. Similar to a traditional library, the Virtual Library offers a variety of resources that support the curricula. All items are full-text unless otherwise indicated.

Periodical Databases

The Virtual Library currently provides access to over 20,000 full-text magazines and professional journals as well as an abstracts and indexing for hundreds of additional titles through fourteen databases. Back-file holdings vary title-by-title and database by database, but generally are provided for the last ten years. These periodical databases provide a mix of article searching and information delivery to bring documents directly to a user's desktop. These databases meet the needs of students and faculty who require relevant information quickly, conveniently and economically by combining advanced search capabilities with a simple and efficient article delivery system.

- **ProQuest**
  ProQuest databases provide online access to an extensive collection of technology-related publications as well as publications in the fields of criminal justice and health sciences. Additionally, we subscribe to ProQuest Newsstand database The Newspapers database includes full-text of the Atlanta Journal-Constitution, Boston Globe, Chicago Tribune, Christian Science Monitor, Los Angeles Times, New York Times, USA Today, Wall Street Journal, Washington Post plus an additional 350 U.S. and international newspapers. ProQuest Criminal Justice Periodicals is a collection of U.S. and international criminal justice journals including information for professionals in law enforcement, corrections administration, drug enforcement, rehabilitation, family law, and industrial security. ProQuest Health Information Management database includes information from leading publications covering all aspects of health administration, including public health and safety, hospitals, finance, personnel management, insurance, population studies, labor relations and law.

- **EbscoHost**
  The EbscoHost databases provide access to information on a broad range of general interest topics including business, education, computers, social sciences, nursing, health, humanities, science, and the arts. The Academic Search Elite provides full text for more than 1,200 peer-reviewed journals covering nearly every area of academic study including: social sciences, humanities, education, computer sciences, engineering, physics, chemistry, language and linguistics, arts & literature, medical sciences, and ethnic studies. Business Source Premier database covers management, economics, finance, accounting, international business, and more; it includes many scholarly business journals, peer-reviewed business publications, country economic reports, and industry and company profiles. CINAHL Plus with Full Text is a comprehensive source of full text for nursing & allied health journals and is considered a core resource in the field. EbscoHost MasterFile Premier covers a wide variety of topics including general reference, business, education, health, and science. EbscoHost Regional Business News covers regional business publications from major metropolitan areas and EbscoHost SocIndex with Full Text covers sociology topics including criminal justice, criminology, and ethnic and gender studies.

- **ACM Digital Library**
  The ACM (Association for Computing Machinery) Digital Library includes bibliographic information, abstracts, reviews, and full-text for articles published in ACM periodicals and conference proceedings.

- **Criminology**
  This database includes the full-text of 23 journals published by SAGE and participating societies. It covers such subjects as Criminal Justice, Juvenile Delinquency, Juvenile Justice, Corrections, Penology, Policing, Forensic Psychology, and Family and Domestic Violence.

- **LexisNexis Academic**
  LexisNexis Academic is an online service providing a wealth of information from over 6000 publications. Comprehensive coverage of news and current events, government, business, medical, and legal topics, as well as general reference information is included. LexisNexis Academic includes international and domestic newspapers, magazines and trade journals, broadcast transcripts, company financial information, industry and market news, wire services, federal and state case law, law reviews, medical news and abstracts, and state and country profiles. The Company Dossier feature is used to retrieve detailed company information and financial performance measures or identify and compare companies matching specific criteria. This product also provides access to the renowned Shepard's Citations® service for all federal and states court cases back to 1789.

- **Ovid Nursing Journals**
  Ovid Nursing Journals is a collection of 54 full-text journals, plus back-files. The journals focus on patient care, nursing fundamentals, and professional development. Additionally, indexing is provided for Ovid Nursing Database and Ovid Medline.

- **Gale Computer Database**
  This database of over 800 full-text publications covers computer-related topics such as product introductions, news and reviews in areas such as hardware, software, electronics, engineering, communications and the application of technology.

Reference Resources

- **AccessScience** is a database that provides full-text search and retrieval of the *McGraw-Hill Encyclopedia of Science and Technology* (24 volumes). It contains in-depth articles on many areas of science and technology and includes biographies, recent research developments, news, and study guides. The online version of this standard science and technology reference source offers increased functionality over the print version in that it allows keyword searching, is updated continuously, offers Q & A support, and provides current science news updates.

- **Britannica Online**, the online version of *Encyclopedia Britannica*, is available through the Virtual Library. Students frequently use this authoritative general encyclopedia to locate reliable basic information on a wide variety of topics. The online version offers the advantages of keyword searching across all articles, hyperlinks to cross-references, photographs and other graphics, videos, statistical tools, timelines, maps, news, quotations, selected classical literature, and links to pertinent Internet sites.

- **Gale Virtual Reference Library**
  The Gale Virtual Reference Library platform supports a collection of hundreds of specialized reference books that add quality and depth to our library. Topics including criminal justice, computers, law, social sciences, nursing and medicine, and business. GVRL's particular strength is in the many multi-volume encyclopedias. Content can be easily translated into numerous languages and students appreciate the read-aloud function which allows content to be downloaded to an MP3 player.

- **Opposing Viewpoint Resource Center**

Opposing Viewpoints Resource Center is a full-text resource covering current social issues. Drawing on the acclaimed series published by Greenhaven Press and other Gale imprints, this database brings together information to help fully understand an issue: pro and con viewpoint articles, primary source documents, government and organizational statistics, multimedia, links to selected web sites, and more. Opposing Viewpoints Resource Center helps to develop critical thinking and information literacy skills by assisting students with researching, analyzing, and organizing various types of data for research assignments, persuasive essays, and debates. Opposing Viewpoints Resource Center is cross-searchable with Gale Virtual Reference Collection.

- **Mergent**
  This service is a suite of global business and financial information products including U.S and international company data and U.S. and international annual reports. It provides access to more than 30,000 U.S. and non-U.S. publicly traded companies, including real time access to SEC (EDGAR) filings dating back to 1993 as well as real-time news headlines and complete text. Directory-type information for private companies is also included.

- **IBISWorld**
  The IBISWorld database covers over 700 industries of the U.S. economy. Two types of reports are available; Industry Market Research reports and Industry Risk Ratings. The U.S. Industry Market Research Reports contain key statistics, industry conditions, market characteristics, industry performance, external market drivers, key success factors, and 5-year revenue forecasts for each US industry. The Industry Risk Ratings determine how much risk an industry will face over the next 18 months by assessing the operating conditions for companies in the industry. Each report contains a high level of analysis to support each score component. IBISWorld provides in-depth coverage of the underlying structures and external economic forces that drive each industry, as well as the interrelationships between those industries.

- **MADCAD Online Building Codes**
  This resource provides access to 2012 International Building Code, 2012 International Existing Building Code, and 2012 International Residential Code. Also ADA guidelines.

Many additional online reference sources are linked from the Virtual Library. Our collection includes links to additional encyclopedias, both general and specialized, dictionaries, directories, government publications, almanacs, library catalogs, statistical sources, style manuals, and tutorials.

Online Books

- **Books24x7**
  The Books24x7 collection of online books offers access to information technology and business related titles selected for reference support of ITT Technical Institute curricula. Each title is full-text and includes the illustrations, charts, and diagrams of the print counterpart. The functionality of online full-text books makes them ideally suited for reference and research. Students are able to quickly search for specific information using keywords, either in a single title or across a group of titles. Search results are ranked by relevancy and hyperlinks are provided to top section hits. The collection consists of approximately 19,000 information technology and business-related titles.

- **CRC Press Collections**
  EngNetBase and ForensicNetBase consist of full-text CRC Press handbooks in PDF format. The collections are keyword searchable offering the capability to search within one, several, or all titles. Boolean searching and advanced search features are available. Some of the topic areas included in EngNetBase include circuits and devices, communications, composite materials, computer engineering, digital signal processing, electronics,

industrial engineering and manufacturing, material science, microelectronics, and photonics. ForensicNetBase includes forensics, criminal justice, and law enforcement.

- **Ebrary**
  A book database that offers full-text online access to over 100,000 authoritative titles with concentrations in Business & Economics, Computers & Technology, Humanities, the Social Sciences, and more. The Business & Economics collection includes titles from over 40 publishers—nearly three quarters of which were published within the past two years. The range of the list supports course work at the undergraduate as well as post-graduate level, with category strengths in business administration, management, economic history and theory, global business and economic development, and business practice. Ebrary's Computers, Technology & Engineering collection is especially strong in computing programming, networking and applications technology, telecommunications and engineering, and IT case studies in business. Ebrary's Humanities collection covers a vast range of subjects including history, language, and linguistics, literature and literary criticism, and philosophy. Ebrary's Life & Physical Sciences collection covers all fields in natural and physical sciences. Category strengths include agriculture and food science, environmental science, math and statistics, and medicine. The Social & Behavioral Sciences collection spans the full range of social science disciplines. This collection is particularly strong in education, political science, psychology, and sociology.

- **eBooks on EbscoHost**
  eBooks on EbscoHost is a collection of over 3900 online books and digital audio-books on various academic topics. The collection includes a wide range of reference, scholarly, and professional titles from leading commercial publishers and university presses. Titles are selected to support ITT Technical Institute curricula and programs of study. This collection offers outstanding support for students, faculty, and staff on subjects such as architecture, business, engineering, technology, computers, social sciences, criminal justice, design, health sciences, information security, medicine, electronics, manufacturing, and construction. The digital audio-books can be downloaded or played on a desktop, laptop, or portable device. This new format provides an alternate way for users to interact with selected books.

- **Gale Virtual Reference Library**
  This collection of unabridged encyclopedias, dictionaries, directories, almanacs and other references provides excellent curricula support for ITT Technical Institute programs. In addition to standard reference resources, the collection includes many monographs useful for research and study.

Schools of Study
Specialized subject area pages offering selected links relevant to ITT Technical Institute programs are made available to provide convenient access to databases, professional organizations, recommended links, selected textbooks, online magazines and journals, ~~and~~ research guides, and tutorials.

Virtual Library Services

Ask a Librarian
The Virtual Library's Ask a Librarian is a service that provides students, faculty, and staff with the means to seek and receive online library reference services.

Virtual Library users can get help with library resources any time, day or night by utilizing real-time online chat. The online chat session is much like any library reference transaction--students ask their questions and librarians respond with suggestions, explanations, and instructions. It's a great way to get quick help from any location--school, work, or home. The service is staffed by Altarama.

In addition to online chat, users can also ask questions via e-mail or text messaging. The Ask a Librarian service is being utilized in all three ways by students requesting assistance with reference questions, search strategies, and using online resources

Ask a Librarian is designed to assist students, faculty, and staff take full advantage of the electronic resources available to them through the Virtual Library. The service provides online assistance to users who need help devising an effective search strategy, information about the databases that comprise the Virtual Library's online collection, or help with reference questions. Course-related questions are referred to appropriate instructors or Program Chairs. In general, the Ask a Librarian service is a means of providing guidance and support for the information seeker.

Student Research and Information Learning Guides
Student Research guides are available through the Virtual Library to provide online assistance to students at the first stage of research. The research guides cover topics that represent common assignments made by faculty. Relevant sources of information, both print and online, are identified. The guides serve as pathfinders for the students and are structured to assist in the development of information literacy skills. Self-paced exercises to aid in the development of information literacy skills are also available. Links to online tutorials on various topics of interest to the student body are provided as well.

Staff Resources
The staff resource areas are being continuously developed to provide resources and services to support the educational mission. Faculty and staff are provided access to professional development materials, manuals, and other support materials.

8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.

The campus provides its students and faculty with a Virtual Library that not only supports their teaching, learning, and research needs, but also offers opportunities for further academic and intellectual exploration. The Virtual Library is available 7 days a week, 24 hours a day, from any Web-enabled computer. By utilizing technological advances and the dynamic environment of the World Wide Web, the AAC has created a library that comes to the user. The Virtual Library provides access to rich databases that provide a mix of searching and information delivery to bring documents directly to a user's desktop. The online collection includes full-text books, periodical databases providing full-text magazines, newspapers, and journals, authoritative encyclopedias and other reference sources and links to Web sites selected for relevance to the programs of study. In addition, the Virtual Library provides traditional library services in the online environment. Information seekers receive support through the "Ask a Librarian" reference service and curriculum-specific research guides, tutorials, and collections of frequently asked questions and answers.

The campus is currently working on providing students with a computerized catalog of LRC materials. The Library World system will be available to students and faculty to search for materials by title, author, subject, or keyword. The system will include a workstation catalog of holdings and a circulation system.

Information technology in the LRC includes networked computers, each offering a CD-ROM drive. Primarily the computers are general purpose, offering Microsoft Office (word processing, spreadsheet, database, and presentation software) and tutorial programs. They are connected to the classroom network and have Internet access and access to laser printers.

8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.

The LRC holdings are classified by the Library of Congress Classification System and shelved accordingly. Information explaining the Library of Congress system is posted in the LRC for the convenience of users. LRC users can search the collection by title, author, subject or keyword using the aforementioned campus system.

The Virtual Library is organized much like a traditional physical library. Reference materials, such as databases, encyclopedias, dictionaries, and directories are grouped together. Full-text books are also available from one starting point as well as linked from records in the Virtual Library Catalog. In addition, the Virtual Library offers resources grouped by programs. For example, the Information Technology Resource area offers links to program-specific career resources, online journals, news, recommended links, and professional organizations all related to the Information Technology program.

All print books, videos, current and back issues of periodicals are stored in the campus LRC.

8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?

The AAC has developed an innovative and responsive system to fulfill its vision of providing library resources and services to support campus curricula, to meet the increasing demands for "anytime, anywhere access" and to guide the development of information literacy skills in its students. At the AAC, the National Librarian plans, coordinates, and manages centralized library resources and services. At the campus level, the Dean oversees the LRC and its staff.

Kathryn Closter, the AAC's National Librarian, holds a Master of Library Science degree from Indiana University. She has over 26 years of professional library experience, specializing in reference services, online searching, and electronic resources, with nineteen years of library management experience. She is a member of the American Library Association, Association of College and Research Libraries, Special Libraries Association, Indiana Library Federation and the Midwest Collaborative for Library Services. Ms. Closter's professional awareness is maintained by attendance at national, state and local conferences, subscription to professional journals, participation in library discussion forums and research conducted to support the development of training materials, procedural documents, and long-range plans.

The National Librarian provides information about ITT Technical Institute library resources and services to support day-to-day LRC and Virtual Library procedures, including Library of Congress cataloging, updates and changes in electronic resources, acquisitions, orientation and programming, information literacy, and reference services.

The local campus Dean and LRC staff benefit from the professional growth activities of the National Librarian and other system librarians who share and exchange information through the National LRC Advisory Committee and the LRC Best Practices Web site. The information network is coordinated and managed by the National Librarian. The network utilizes email, conference calls, Web casts, regular telephone and fax exchanges, online publishing and the periodic distribution of procedural and instructional materials. The information shared in these documents comes in part from professional publication sources and is intended to keep each LRC staff member aware of library-related services and resources available at other educational institutions and with new developments related to the library profession.

The Library Assistant, Shellie Richter, has received ongoing training since her hire date. She has a B.A. in English from Mansfield University and is a member of the American Library Association. She has completed all of her e-campus courses in a timely mannerand has also attended webinars through the Association for Library Collections and Technical Services (ALCTS). These webinars included topics such as: RDA: Revising, Developing and Assessing; Challenges Associated with Implementing Linked Data in Libraries; and Managing E-Resources. She attends all training offered through the National Librarian to enhance her skills and make her an even more valuable asset to the organization.

The campus employs a Library Assistant for 40 hours per week. The Library Assistant has no supervisory responsibility but works under the supervision of the Dean to assist students and faculty. Responsibilities include checking materials in and out, providing instruction on using library resources, routine cataloging, re-shelving books, and inventory tasks.

A staffing combination of the Dean, School Chairs, faculty, and Library Assistants assist students and faculty in the use of Learning Resource Center resources and equipment. All individuals utilize the LRC Operations Manual to guide day-to-day operations.

Student assistants employed through the work-study program are utilized in the LRC to increase the level of service and to assist trained staff. Student workers perform routine filing, re-shelve books and other materials, assist with copiers and printers, assist with materials processing tasks and check items in and out. Student workers are scheduled for no more than one hour alone in any four-hour block of time. This ensures that a member of the school's professional staff is available within an hour to assist students with library resources. Academic Affairs department management is always present in the building when student workers are assigned in the LRC.

8.6 What is the budget for instructional resources (excluding personnel allocations)?

The total budget amount is $6298 ($4798 Virtual Library/$1500 LRC)

8.6.1 How is the budget determined?

The Virtual Library budget allocation which is divided among campuses is determined based on student census. LRC expenditures are determined based on current program offerings and respective needs to support curriuclum.

8.7 Describe the assessment strategy for library resources and information services.

The LRC collection is regularly assessed by the faculty through the annual process coordinated by the LRC Committee. The review results in recommendations for adding new titles and identifying for withdrawal those titles that have outlived their usefulness. The process of assessing currency and relevance utilizes circulation data, faculty-supplied information about anticipated demand and availability of current materials for purchase.

Recommendations for LRC acquisitions are encouraged from the faculty. An example of a Resource Recommendation Form used by faculty is available for review at the campus. Recommendations are regularly solicited from faculty at faculty meetings, in-service programs, and continuously by the Chairs and LRC Committee.

One of the strengths of the collection of online resources is its timeliness. Many of the periodical issues can be found in the online periodical databases prior to the date that print versions are mailed to subscribers. The online books collections are also extremely current; 82% of the online books have been published in the last ten years.

Assessment techniques utilized by the Virtual Library to ensure the currency and relevance of its resources is similar to the campus LRC process. The National Librarian and Managing Directors of Instructional Operations regularly review and assess resources for their ability to support the ITT Technical Institute curricula. Many faculty members take the opportunity to supply feedback and recommendations to the National Librarian and the Curriculum Committees on current and future online resources. Usage data on licensed resources is evaluated to determine usefulness to students for course assignments.

8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.

There are many "How To" Guides, Database Guides, and Research Guides available from the Research Help tab on the top navigation bar of the Virtual Library that help new students and faculty become familiar with the library and its resources. LRC staff is invited each quarter to attend online webinars that focus on various online resources. Detailed information is provided on content, features, and best practices for instructional presentations.

8.9 Describe the facility where library and instructional resources are held.

The school's Learning Resource Center ("LRC") is conveniently located within the school facility and is available to students during normal school hours. The LRC supports the school's programs of study by providing an organized collection of materials (both paper and electronic), instruction on using these materials and equipment to access electronic resources. The electronic collection, which is available 24 hours a day, seven days a week, offers online access to books, periodical databases, electronic curricula support materials and other online reference and information resources.

8.10 Describe any plans for improving instructional resources.

Current plans for improvement of the campus library involve:

- Continuously expanding the LRC collection of books, periodicals, and audio-visual materials through ongoing purchases.
- Adding materials to support the curriculum in the area(s) of (networking, electronics, drafting, business or any new programs to be offered).
- Pursuing the development of online LRC catalog.
- Integrating activities into all courses that will support the development of information literacy skills.
- Utilizing user feedback for continuous improvement of the Virtual Library.
- Increasing student knowledge of the depth and breadth of online resources available through the Virtual Library.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.

The campus employs a Library Assistant for 40 hours per week. The Library Assistant has no supervisory responsibility but works under the supervision of the campus Dean to assist students and faculty. Responsibilities include checking materials in and out, providing instruction on using library resources, routine cataloging, re-shelving books, and inventory tasks.

A staffing combination of the Dean, School Chairs, faculty, and Library Assistants assist students and faculty in the use of Learning Resource Center resources and equipment. All individuals utilize the LRC Operations Manual to guide day-to-day operations.

Student assistants employed through the work-study program are utilized in the LRC to increase the level of service and to assist trained staff. Student workers perform routine filing, re-shelve books and other materials, assist with copiers and printers, assist with materials processing tasks and check items in and out. Student workers are scheduled for no more than one hour alone in any four-hour block of time. This ensures that a member of the school's professional staff is available within an hour to assist students with library resources. Academic Affairs department management is always present in the building when student workers are assigned in the LRC.

8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.

All staff who work in the LRC assisting students are required to complete an e-campus LRC Provider training module. In addition, LRC assistants are required to complete professional development activities to include AAC directed training sessions.

8.12 Explain how the instructional resources serve the needs of the educational programs.

Refer to response provided in 8.1.

8.12.1 How does the campus determine which reference works are acquired?

The Reference collection is selected and acquired to support the learning, teaching and information needs of students and faculty. The campus Reference collection is focused on subject support for the programs offered. Emphasis is placed on key resources that are not available online from the Virtual Library. The Reference collection includes sources that index or summarize information usually contained in the general circulating collection.

8.13 What percentage of total tuition revenue is spent for library acquisitions?

An average of $6,298 is spent on library acquisitions annually to include the Virtual Library cost allocation to this campus.

8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?

Three year Virtual Library budget:

2012: $ 981,050

2013: $1,150,707

2014: $ 945,439

8.14.1 Explain.

Budget allocations for library acquisitions have fluctuated slightly over the past three years in part due to the timing of various renewals.

The AAC will continue to build strong digital collections. LRC materials will also be appropriately allocated.

8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.

The LRC holdings are classified by the Library of Congress Classification System and shelved accordingly. Information explaining the Library of Congress system is posted in the LRC for the convenience of users. LRC users can search the collection by title, author, subject or keyword using the aforementioned campus systems.

The Virtual Library is organized much like a traditional physical library. Reference materials, such as databases, encyclopedias, dictionaries, and directories are grouped together. Full-text books are also available from one starting point as well as linked from records in the Virtual Library Catalog. In addition, the Virtual Library offers resources grouped by programs. For example, the Information Technology Resource area offers links to program-specific career resources, online journals, news, recommended links, and professional organizations all related to the Information Technology program.

All print books, videos, current and back issues of periodicals are stored in the campus LRC.

8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?

The campus strives to provide resources for reference and research in a variety of formats and approaches to address the various learning styles and information needs of the students. Study resources may take the form of books, tutorial software, online tutorials or Web sites. Reading resources may be both print and online books and periodicals. Information technology resources include the provision of a Virtual Library as well as computer workstations and software available in the LRC. Many of the software programs utilized in

coursework are available on the LRC workstations so that students can work on projects outside of class. These resources help students develop skills in the use of electronic communication, word processing, online databases, and the Internet. Additionally, the LRC and the Virtual Library contribute resources and services that benefit the development of information literacy. Learning to assess information needs, find information efficiently, critically evaluate the information found and use it effectively are skills that prepare students for information challenges they will face in their careers.

8.17 Describe the physical and online library resources, including information about the

8.17.1 Total number of physical volumes

The LRC collection includes:

229 books

0 periodical subcriptions

19 videos/DVDs

0 CD-ROMS and computer software

8.17.2 Total number of online collections available

The ITT Technical InstituteVirtual Library provides access to 26 online collections comprised of full-text books, periodicals, and reference resources.

8.17.3 Number of titles and/or online collections related to each program offering

School of Information Technology

- 14 online collections
- Approximately 12,000 online books

School of Electronics Technology

- 12 online collections
- Approximately 6,000 online books

School of Drafting and Design

- 14 online collections
- Approximately 8,000 online books

School of Criminal Justice

- 14 online collections
- Approximately 11,000 online books

School of Business

- 16 online collections
- Approximately 25,000 online books

8.17.4 Number of titles and/or online collections related to general education courses taught

General studies

- 14 online collections

- Approximately 40,000 online books

8.17.5 Number of program-related periodicals to which the institution currently subscribes

0

8.17.6 Number of other periodicals available

The Virtual Library provides access to 12 periodical databases, approximately 20,000 full-text publications.

8.18 Describe the library's procedures regarding student borrowing and return of materials.

Students and staff must bring their library resource request to the Library Assistant (or ITT Technical Institutefaculty/staff member on duty at the time). Most of the transactions are currently noted in Library World by the Library Assistant or faculty/staff member for a checkout period of two weeks. However, there are several items not yet located in this cataloging system and when checked out, they are noted manually in a tracker.

8.19 Describe how online resources, if any, are made available to students.

Students are able to access online resources using any of the Internet-enabled computers available in the campus LRC and the computer labs.

8.20 Describe how the campus monitors student usage of the library and instructional resources?

Quarterly Virtual Library usage reports are available on-demand to Deans and Directors through the Cognos report system. The report provides the following data:

- Number of Students Accessing: number of unique students accessing the library site at least once during the reporting period.
- Number of Faculty/Staff Accessing: number of unique faculty or staff accessing the library site at least once during the reporting period.
- Total Accesses: count of all accesses during the reporting period by all location users (students, faculty, staff, and alumni)
- Percentage (of students accessing the Virtual Library at least once) provides a measure to assess the level of usage among the student body for the reporting period.
- A separate Resource table provides each campus with a count of how many times users at their location used a specific online resource.

8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:

a. faculty

Recommendations of faculty

The LRC Committee regularly supplies each faculty member with a form that can be used to make recommendations for the acquisition of LRC materials. LRC staff routinely circulate publishers' book catalogs and review materials to acquaint faculty with new materials as they become available. Faculty meetings and in-service programs are additional forums that are utilized to gather information from faculty on library holdings and recommendations. The Virtual Library's "Contact Us" feature is frequently used to make recommendations for online resources or the National Librarian is contacted directly by email or telephone.

b. appropriate national professional organizations and societies, and

Recommendations from national professional organizations and societies:

Many of the faculty members as well as the Managing Directors of Instructional Operations maintain organizational memberships that offer access to professional materials and resources. The organizations frequently provide reviews in their organizational publications of new and important resources that are then shared with colleagues and the LRC Committee or with the National Librarian. The librarians in the system also receive information from professional library organizations that publish subject bibliographies and guides to recommended resources. The following represents a partial list of organizations offering resource recommendations utilized by the faculty and staff:

- ACM SIGGRAPH
- American Civil Liberties Union
- American Correctional Association
- American Design Drafting Association
- American Health Information Management Association
- American Health Quality Association
- American Hospital Association
- American Institute of Architects
- American Institute of Constructors
- American Institute of Graphic Arts
- American Institute of Steel Construction
- American Medical Informatics Association
- American Nurses Association
- American Probation and Parole Association
- American Radio Relay League
- American Society for Engineering Education
- American Society for Testing and Materials
- American Society of Civil Engineers
- American Society of Criminology
- American Society of Interior Designers
- American Society of Landscape Architects
- American Society of Mechanical Engineers
- American Subcontractors Association
- Associated Builders and Contractors
- Associated General Contractors of America
- Association for Computing Machinery
- Association for Information Systems
- Association for Logic Programming
- Association for Multimedia Communications
- Association for Women in Computing
- Association of C and C++ Users
- Association of Construction Inspectors
- Association of Information Technology Professionals
- Association of Internet Professionals
- Association of Shareware Professionals

- Autodesk User Group International (AUGI)
- Building Trades Association
- Business Software Alliance
- Computer Graphics Society
- Computer Professionals for Social Responsibility
- Construction Management Association of America
- Consumer Electronics Association
- Digital Games Research Association
- DVD Association
- Electronics Industry Alliance
- Electronics Technicians Association
- Entertainment Software Association
- Graphic Artists Guild
- Healthcare Information and Management Systems Society
- Healthcare Information Technology Standards Panel
- IEEE Components, Packaging and Manufacturing Technology Association
- IEEE Computer Society
- IEEE Computer Society's Technical Committee on Security and Privacy
- IEEE Robotics and Automation Society
- IEEE: Institute of Electrical and Electronics Engineers
- Industrial Designers Society of America
- Information Systems Audit and Control Association
- Information Systems Security Association (ISSA)
- Information Technology Association of America (ITAA)
- International Association of Chiefs of Police
- International Association of Law Enforcement Planners
- International Game Developers Association
- International Society of Certified Electronics Technicians
- Internet Society
- Materials Research Society
- National Alliance for Health Information Technology
- National Association of Health Data Organizations
- National Association of Home Builders
- National Association of Women in Construction
- National Council of the State Boards of Nursing
- National Crime Prevention Council
- National Criminal Justice Association
- National Cyber Security Alliance
- National Fluid Power Association
- National League for Nursing
- National Police Officers
- National Police and Security Officers Assoc. of America
- National Sheriffs' Association
- National Society of Black Engineers
- National Student Nurses Association
- Network and Systems Professionals Association
- Network Professional Association

- Product Development and Management Association
- Project Management Institute
- Robotics Industries Association
- Robotics International of SME
- SkillsUSA-VICA
- Society for Technical Communication
- Society of Automotive Engineers
- Society of Internet Professionals
- Society of Manufacturing Engineers
- Society of Women Engineers
- Software and Information Industry Association
- Surface Mount Technology Association
- Telecommunications Industry Association
- The Instrumentation, Systems, and Automation Society
- United Telecom Council
- Visual Resources Association
- Women in Technology International (WITI)
- World Organization of Webmasters
- World Wide Web Consortium

c. a nationally recognized list (or lists) of online collections, books, and periodicals?

(ALA, 1988) is long out-of-date and has been supplanted by the Association of College and Research Libraries' periodical, CHOICE. CHOICE annually publishes a list of outstanding academic books of the previous year and this publication is utilized by the National Librarian and Managing Directors of Instructional Operations as a source when reviewing both online and print recommended resources. Developing Library and Information Center Collections, 5th Edition (Libraries Unlimited, 2005), Recommended Reference Books for Small and Medium Sized Libraries and Media Centers, Rev. Ed. (Libraries Unlimited, 2010), the Kovacs Guide to Electronic Library Collection Development: Essential Core Subject Collections, Criteria, and Guidelines, 2nd Ed (Neal-Schuman, 2009), Sci-Tech News, Library Journal, Booklist, Science Books and Films, and Academia are additional nationally recognized sources that are used by ITT Technical Institute staff in building high quality collections. Bibliographies included in Accessscience, the Licensed Online Version of the McGraw-Hill Encyclopedia of Science and Technology, Britannica Online, and Publications of Eevl (Internet Guide to Engineering, Mathematics, and Computing) are also used for collection development. Materials are acquired from a wide variety of publishers and publishers' catalogs are another source utilized for selection. LRC staff also exchange information about recommended resources through the LRC Best Practices Web site since resource needs are similar throughout the library system.

8.22 Describe any plans for improving the library.

Current plans for improvement of the campus library involve:

- Continuously expanding the LRC collection of books, periodicals, and audio-visual materials through ongoing purchases.
- Adding materials to support the curriculum in the area(s) of (networking, electronics, drafting, business or any new programs to be offered).
- Pursuing the development of online LRC catalog.
- Integrating activities into all curricula that will support the development of information literacy skills.
- Utilizing user feedback for continuous improvement of the Virtual Library.

- Increasing student knowledge of the depth and breadth of online resources available through the Virtual Library.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

8.23 How does the professionally trained individual maintain his/her professional awareness?

Kathryn Closter, the AAC's National Librarian, holds a Master of Library Science degree from Indiana University. She has over 26 years of professional library experience, specializing in reference services, online searching, and electronic resources, with nineteen years of library management experience. She is a member of the American Library Association, Association of College and Research Libraries, Special Libraries Association, Indiana Library Federation and the Midwest Collaborative for Library Services. Ms. Closter's professional awareness is maintained by attendance at national, state and local conferences, subscription to professional journals, participation in library discussion forums and research conducted to support the development of training materials, procedural documents, and long-range plans.

8.24 How many hours a week does the professionally trained individual personally supervise the library?

The National Librarian personally supervises and manages the AAC's library system on a regular daily basis or approximately 40+ hours per week. Responsibilities include managing the Virtual Library, designing strategic plans for library collections, selecting and implementing electronic resources to support the curricula, developing training materials and providing support to Deans and LRC staff to provide efficient and effective library services to students. Direct reference assistance to students is provided by the National Librarian and other professional librarians through the "Ask a Librarian" online reference service. The National Librarian works with the Dean at each campus to ensure the delivery of library services. The Dean is responsible for staffing the LRC, overseeing LRC acquisitions and collection maintenance, training LRC service providers, and completing the Annual LRC Report and submitting it to the National Librarian.

8.25 Describe the information technology available in the library. List web-based research and information literacy resources currently used by students and faculty.

The campus provides its students and faculty with a Virtual Library that not only supports their teaching, learning, and research needs, but also offers opportunities for further academic and intellectual exploration. The Virtual Library is available 7 days a week, 24 hours a day, from any Web-enabled computer. By utilizing technological advances and the dynamic environment of the World Wide Web, the AAC has created a library that comes to the user. The Virtual Library provides access to rich databases that provide a mix of searching and information delivery to bring documents directly to a user's desktop. The online collection includes full-text books, periodical databases providing full-text magazines, newspapers, and journals, authoritative encyclopedias and other reference sources and links to Web sites selected for relevance to the programs of study. In addition, the Virtual Library provides traditional library services in the online environment. Information seekers receive support through the "Ask a Librarian" reference service and curriculum-specific research guides, tutorials, and collections of frequently asked questions and answers.

The campus provides students with a computerized catalog of LRC materials. The (name) system is available to students and faculty to search for materials by title, author, subject, or keyword. The system includes a Web-based or networked or workstation catalog of holdings, a circulation system, and (any other modules included).

Information technology in the LRC includes networked computers, each offering a CD-ROM drive. Primarily the computers are general purpose, offering Microsoft Office (word processing, spreadsheet, database, and presentation software) and tutorial programs. They are connected to the classroom network and have Internet access and access to laser printers.

8.26 What system is used to catalog library titles?

The LRC holdings are classified by the Library of Congress Classification System and shelved accordingly. Information explaining the Library of Congress system is posted in the LRC for the convenience of users. LRC users can search the collection by title, author, subject or keyword using the aforementioned campus systems.

The Virtual Library is organized much like a traditional physical library. Reference materials, such as databases, encyclopedias, dictionaries, and directories are grouped together. Full-text books are also available from one starting point as well as linked from records in the Virtual Library Catalog. In addition, the Virtual Library offers resources grouped by programs. For example, the Information Technology Resource area offers links to program-specific career resources, online journals, news, recommended links, and professional organizations all related to the Information Technology program.

All print books, videos, current and back issues of periodicals are stored in the campus LRC.

8.27 Describe how library resources are made available to students. (List the hours during which the library is open.)

LRC hours are 9:00 am to 10:00 p.m. weekdays. The LRC is also open from 8:00 am to 5:00 p.m. most Saturdays. No activities are conducted that are not consistent with traditional library functions.

The Virtual Library is available 24 hours a day, 7 days a week, 365 days a year from any Web-enabled computer.

8.28 Describe the interlibrary loan or other outside resource agreements, if applicable.

Not Applicable

8.29 What evidence indicates that the library collection (on-site and online) includes up-to-date holdings which are pertinent to the various subject fields and are responsive to the needs of individual courses?

The LRC collection is regularly assessed by the faculty through the annual process coordinated by the LRC Committee. The review results in recommendations for adding new titles and identifying for withdrawal those titles that have outlived their usefulness. The process of assessing currency and relevance utilizes circulation data, faculty-supplied information about anticipated demand and availability of current materials for purchase.

Recommendations for LRC acquisitions are encouraged from the faculty. An example of a Resource Recommendation Form used by faculty is available for review at the campus. Recommendations are regularly solicited from faculty at faculty meetings, in-service programs, and continuously by the Dean and Chairs or subject matter expert and LRC Committee. Many of the periodical issues can be found in the online periodical databases prior to the date that print versions are mailed to subscribers. The online books collections are also extremely current; 82% of the online books have been published in the last ten years.

Assessment techniques utilized by the Virtual Library to ensure the currency and relevance of its resources is similar to the campus LRC process. The National Librarian and Managing Directors of Instructional Operations regularly review and assess resources for their ability to support the ITT Technical Institute curricula. Many faculty members take the opportunity to supply feedback and recommendations to the National Librarian and the Curriculum Committees on current and future online resources. Usage data on licensed resources is evaluated to determine usefulness to students for course assignments.

FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

8.30 Describe how the library holdings exceed the requirements of the average student in order to encourage the intellectual development of all students and to enrich the professional development of the faculty.

Not Applicable

8.31 Describe the library resources the campus provides to support a better understanding of scholarly research at the graduate level.

Not Applicable

SELF-STUDY QUESTIONS SUPPLEMENT

9. DISTANCE EDUCATION AND OTHER FORMS OF NONTRADITIONAL EDUCATION

For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used.

In addition to the self-study questions on the previous pages, institutions that offer distance education and other forms of nontraditional education must answer the questions below. In responding to the following questions, please consult Appendix H, Principles and Guidelines for Nontraditional Education of the *Accreditation Criteria.*

INSTITUTIONAL READINESS

9.1 List the course(s)/program(s) approved by ACICS for delivery through distance education and/or self-paced.

Most of the courses currently offered online to resident students are general education courses. Core courses associated with online degree programs offered by the ITT Technical Institute, Indianapolis—Online Division, may also be available to resident students in an online format. The specific name and description for each of these courses can be found in the enclosed catalog.

General education courses and approved core courses are taught in residence or online in order to provide students with greater flexibility to complete those courses. Students taking these courses online will be combined, as appropriate, in online classes with students taking the same courses at other ITT Technical Institutes. In some instances, the online delivery is blended, meaning there is the online component combined with residence tutoring support.

9.1.1 Indicate the percentage that each program is available for distance education and/or self-paced instruction.

<50% of resident program courses may be taken in an online format.

9.2 Describe the method(s) used to deliver the distance education and/or self-paced course(s)/program(s).

The strategy of offering courses online makes sense from a delivery and practical point of view. The online courses offered across the ITT Technical Institute system have identical learning objectives as the resident courses. Online delivery allows for greater flexibility in student schedules. The ability to offer courses online provides students, most of whom work at least part-time, more flexibility and provides additional options in balancing educational endeavors with the other commitments.

Distance education courses are delivered online over the Internet through an asynchronous learning network using the ITT Technical Institute Learning Management System (LMS). There is a prescribed schedule for completion for each of the courses. Support materials for each distance education course are provided to resident students at the local campus. Students enrolled in fully online degree programs receive support materials by various means, depending on the format in which the material is available. These may include direct shipment to the student's personal address, provision of electronic copies via the Student Portal or Virtual Library, or links contained directly within the LMS. Support materials may include course syllabus, textbook (print or electronic), CD-ROM, and other printed documents required for the distance education course. Interaction between students, faculty, and online support personnel is conducted through the LMS, telephone and the ITT Technical Institute email system.

All learning objectives pertaining to resident and online course delivery were developed at the AAC by its professional curriculum development staff within the Curriculum department. Course development for these two delivery types follows separate but similar processes to address the particular needs of each delivery format. For both delivery types, systematic instructional design processes were followed in selecting the

content for each course. As with the residential versions of the courses, evaluation of the distance education students is based on the students completing the course objectives.

Because all students enrolled at a resident campus receive instruction at the resident location in addition to any online courses taken, the student services are the same for all these students, regardless of the mode of delivery. Students enrolled in the fully online degree programs are provided services analogous to those offered at resident locations through a dedicated online Student Support staff, School/Program Faculty Managers, online tutors, and online instructors. These support services are available to students through various means, including email, toll-free phone access, and the ITT Technical InstituteLearning Management System.

9.2.1 Indicate any other institution or entities that are involved in the delivery of distance education for students at the campus.

All online courses are delivered by ITT Technical Institute, Indianapolis—Online Division

9.2.2 If distance education is provided under a consortium agreement, provide the name of the Host institution and the relationship with this institution or entity. Include the percentage of the program offered by the Host institution or entity.

Not Applicable

9.3 Describe how the Campus Effectiveness Plan incorporates distance education as a mode of delivery

Students complete a student satisfaction survey quarterly as part of each distance education class. Survey data contains information on student satisfaction on the online delivery format, faculty, curriculum, and student services. This data is analyzed by the online administration on a quarterly basis and is included in the student survey statistics, which are part of the campus CEP. Survey results are used in the course revision process, assigning of faculty to courses for subsequent quarters and to improve student satisfaction.

Faculty members are provided many avenues to provide feedback on the online courses and their experiences. Faculty members provide curriculum feedback on a regular basis during the regular faculty meetings and through enhancement requests for both the learning management system and the course curriculum. There is also a faculty collaboration portal where online faculty can interact and provide curriculum feedback.

9.3.1 What data is the campus collecting to assess student and faculty satisfaction with distance education and/or self-paced instruction?

Students complete a student satisfaction survey quarterly as part of each distance education class. Survey data contains information on student satisfaction on the online delivery format, faculty, curriculum, and student services. This data is analyzed by the online administration on a quarterly basis and is included in the student survey statistics, which are part of the campus CEP. Survey results are used in the course revision process, assigning of faculty to courses for subsequent quarters and to improve student satisfaction.

Faculty members are provided many avenues to provide feedback on the online courses and their experiences. Faculty members provide curriculum feedback on a regular basis during the regular faculty meetings and through enhancement requests for both the learning management system and the course curriculum. There is also a faculty collaboration portal where online faculty can interact and provide curriculum feedback.

9.4 Who oversees the distance education and/or self-paced course/program curriculum?

Dr. Dean Kempter is the Vice President and Chief Academic Officer of the ITT Technical Institutes and Dr. Karley K. Adney is the Managing Director of Instructional Operations for the Online Division.

9.4.1 What are this individual's qualifications?

Dr. Dean Kempter is the Vice President and Chief Academic Officer of the ITT Technical Institutes, which includes the Breckinridge School of Nursing and Health Sciences and related distance education. Dr. Kempter joined ITT/ESI October 11, 2004 and served as the college Director at ITT Technical Institute, Everett. Prior to ITT/ESI, Dr. Kempter was the Vice President of North American Operations at the City University of Seattle and Executive Director at the Edlearn Consortium of Washington (state) colleges and universities. He earned his Doctorate in Educational Leadership and Policy Studies from the University of Washington, MBA from the City University of Seattle, and BS in Economics from Central Washington University. Dr. Kempter oversees the academic administration and student assessment of the ITT Technical Institutes.

Dr. Karley K. Adney is the Managing Director of Instructional Operations for the Online Division. She supervises faculty and academic staff in the Hybrid and fully Online Degree Programs to ensure delivery of high-quality online instruction. She earned a Doctor of Philosophy degree in British literature from Northern Illinois University; she obtained Master and Bachelor of Arts degrees in English and a minor in Mathematics from St. Cloud State University. Prior to this role, Dr. Adney was an Assistant Professor for the University of Wisconsin-Colleges system.

9.4.2 Who is responsible for course/program evaluation for nontraditional education mode of delivery?

Dr. Dean Kempter and Dr. Karley K. Adney.

ADMISSIONS REQUIREMENTS AND ENROLLMENT

9.5 What are the admission requirements for students taking distance education coursework? (If there are any differences from the residential admissions policy, explain.)

Students must meet the campus' admission requirements as described in the admission section of the catalog. Admissions requirements for fully online degree programs are described in the Indianapolis catalog. For resident students wishing to take online courses, only those students who establish that they are academically qualified will have the option of taking their general education courses either online or in residence. Students who choose to take courses online will be combined, as appropriate, in online classes with students taking the same courses at other ITT Technical Institutes.

9.6 How does the campus make it clear in writing at the time of enrollment:

9.6.1 How the student's identity will be verified throughout the course and program?

Any student who is registered to take a distance education course is assigned a unique login identifier and prompted to create a unique password. The unique login indentifier and instructions on how to create a unique password is sent via e-mail to the student's e-mail account at the school. The student may not share his or her login identifier or password with other students or any person at the school. A copy of the school's privacy policy can be obtained at http://www.itt-tech.edu/privacy.cfm/. A student will not be charged any fees for verifying the student's identity.

9.6.2 How the student's privacy will be protected in the identity verification process?

The campus has a privacy policy as disclosed in the campus catalog: http://www.itt-tech.edu/privacy.cfm/.

9.8 Describe the orientation program for distance education and/or self-paced students.

Each student is offered an online orientation program that prepares students to be successful in distance education courses. The orientation program introduces students to the LMS, requires students to complete exercises to master the mechanics of the system and provides guidance for students to follow to maximize the effectiveness of the learning experience. In addition to the online orientation, resident students have access to

resident campus staff for assistance with orientation as requested. Students in fully online degree programs receive additional orientation from the Student Support staff via targeted and scheduled email and phone campaigns. These campaigns are designed to provide timely and useful information related to available resources and academic policies.

CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY

9.9 Describe how interaction between faculty and students takes place.

Students and faculty interact within the LMS through email, shared and private folders, and through the discussion forums established for each course. Courses are designed so that active student participation in these interactivities is strongly encouraged and in some cases required.

If required, students and faculty have the ability to interact via the telephone or via private email. However, interaction within the LMS is preferred.

9.10 Describe how interaction among students takes place.

Students interact with other students within the LMS via the message center, shared folders, and through the discussion forums established for each course. Many of the courses offered in distance education have group activities as part of the graded learning plan.

9.11 What is the student-teacher ratio for distance education courses?

Online courses are typically offered with a 25:1 student-teacher ratio.

9.11.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

When students first enroll in an online course, they are issued a login and password that allows their entrance into the LMS and their specific course(s) for that quarter. Students introduce themselves to the faculty member and student cohort using the discussion forums and the message center. Interaction between students, faculty, and online support personnel is conducted through the LMS and the email system and occasional personal telephone calls. Faculty members are required to respond to all questions posted by students within 24 hours. In addition, all distance education faculty members are required to host office hours for a minimum of two hours each week to provide additional interaction between the students and the faculty member.

The faculty member may post threaded discussion topics and questions to which students respond as part of the lesson plan. Students complete assignments and faculty provide feedback, coaching, and instruction, and refer students to additional online tutorials as required. For new students, the delivery of their online course is structured to ensure that all discussion forums that are part of the learning plan are graded. Faculty members can create additional discussion forums that are not a part of the graded learning plan but serve to facilitate group activities and to encourage the students to discuss other topics relevant to the course. Students who take online courses while enrolled at a resident campus enjoy additional opportunities to communicate with other members of the campus staff in a face-to-face as well as online setting. Students who are enrolled in fully online degree programs are contacted frequently by a Student Support staff tasked with monitoring student progress, assisting students with navigating the LMS and other institutional resources, and providing guidance pertaining to the learning process as it relates to online courses at the institution. These additional support opportunities play a significant role in student success.

FACULTY AND INSTRUCTIONAL SUPPORT

9.12 Describe the faculty training program to prepare faculty to teach self-paced courses or in a distance education environment.

The institution provides a mandatory, facilitated faculty training program specifically related to teaching in an online environment. The training includes an orientation to the LMS, program overview, policies and procedures, and course syllabi. This training includes an emphasis on faculty development in the online environment and provides an ongoing set of activities and resources devoted to communicating with students and improving academic performance and student satisfaction. The training/orientation includes the following major topics:

- Creating Student Success – Online
- Preparing to Teach – Online
- Basic Teaching Skills - Online

Instructors also have access to the Virtual Library and all of its resources. The faculty collaboration portal provides Directors, Deans, and LRC employees an easy and convenient way to communicate with colleagues regarding questions, issues, procedures, concerns, and activities. The forums are moderated and serve as up-to-date conduits of information. Additional staff resource areas are in development to deliver training materials, newsletters, collections of recommended Web links, bibliographies, file downloads, and events calendars.

9.13 Identify the educational resources and technology available to faculty on campus and on-line.

Each faculty member receives a detailed course syllabus, assigned textbooks, and supporting materials and access to all established course materials. In addition, all faculty members have access to educational resources specifically selected to support the curricula available through the Virtual Library.

9.14 Identify the platform used to deliver instruction.

Distance education courses are delivered online over the Internet through an asynchronous learning network. The AAC has invested in the development of its own learning management system. This system allows for the direct control of all functionality related to delivering high quality distance education program offerings.

The Virtual Library includes supplemental learning materials such as texts associated with select courses and a wide range of reference materials to assist in researching course topics.

RESOURCES AND EQUIPMENT

9.15 What is the budget allocated to distance education delivery?

The AAC budgets nearly ten million dollars per year to distance education. This amount includes administrative and faculty salaries, training costs, telephone, and mail expenses related to communicating with students, course management system development and maintenance, capital equipment, and facility rentals. Each campus shares in these costs based on the number of students enrolled in courses offered through distance education.

9.16 Describe the instructional resources, equipment, and library resources available to students on-line and residentially.

Each student taking a course offered through distance education has access to the campus LRC and to the Virtual Library that are described in detail in section eight of this self-study narrative.

Distance education courses are delivered online over the Internet through an asynchronous learning network. There is a prescribed schedule for completion for each of these courses. Support materials for each distance education course are sent to the student. These materials may include course syllabus, textbook, CD-ROM and other printed documents required for the distance education course. Students are assigned a cohort group for

each distance education course. Online interaction within their assigned group and with the instructor is through discussion board and e-mail systems.

Any student who is registered to take a distance education course will be assigned a unique login identifier and prompted to create a unique password. The unique login indentifier and instructions on how to create a unique password will be sent via e-mail to the student's e-mail account at the school. The student may not share his or her login identifier or password with other students or any person at the school. A copy of the school's privacy policy can be obtained at http://www.itt-tech.edu/privacy.cfm/. A student will not be charged any fees for verifying the student's identity.

Online Student Preparation - Prior to starting any of the distance education courses taught online over the Internet in any program, the student is required to complete the online student preparation, which describes the protocols that the student must follow when taking a distance education course online over the Internet.

Student Equipment - The student is responsible, at his or her expense, for providing all supplies and equipment for the student's use in the distance education courses in any program that is taught online over the Internet. The student equipment includes, without limitation, a computer (and the associated accessories and peripheral equipment, including without limitation, a monitor, keyboard and printer), software, Internet service and e-mail account ("Student Equipment"). In order to assist students whose access to their Student Equipment is disrupted, the school will, from time to time in its discretion, make available certain computers, associated peripheral equipment and Internet access at the school for use by those students.

Required student equipment is outlined in detail in response to Q. 9.26.

STUDENTS AND STUDENT SERVICES

9.17 Describe the student services available to students taking coursework on-line.

Most students taking general education courses online are also enrolled in core courses that are offered on campus, providing these students with access to all of the student services available to students as described previously in this Self-Study. Students communicate with online faculty members through the LMS message center, email, and telephone. In addition, Student Support Coordinators are available to all online students (resident and fully online) via email and telephone for technical assistance on Monday through Friday from 8:00 a.m. to 12:00 midnight EST, Saturday from 8:00 a.m. to 7:00 p.m. EST, and on Sunday from 1:00 p.m. to 12:00 midnight EST.

STUDENT EVALUATION AND PROGRAM ASSESSMENT

9.19 How are students taking self-paced and/or distance education courses evaluated?

Students taking distance education courses are evaluated through a variety of required activities including participation in discussions, quizzes and tests, assignments, labs, projects, and / or exams. Graded activities are submitted to the faculty for evaluation through the LMS.

9.20 How is retention monitored?

Retention of a student enrolled in both online and resident courses is monitored by the online administrative staff, local campuses and by the AAC through a variety of reports available through the campus' electronic records maintenance system and through reports generated through the LMS. Examples of these reports are available at the campus for review by the visiting team. Because most resident students enrolled in a distance education course also typically attend two courses on campus during the same quarter, the students are additionally monitored for retention as described in section one of this self-study narrative.

Retention of students enrolled in fully online degree programs is monitored by the Vice President of Online Instructional Operations, Manager of Instructional Operations, Manager of Academic Administration, School/Program Faculty Managers, and Student Support Coordinators. Using the reporting systems described

in the preceding paragraph, these students are proactively contacted by Student Support staff to ensure that regular attendance is maintained and that obstacles to student success are removed wherever possible.

9.21 Describe the placement services that are available.

Resident students participating in distance education courses also attend residence classes. Consequently, students have access to employment-related services described throughout this self-study. Students enrolled in fully online degree programs are served by a dedicated online Career Services staff, whose services are analogous to those offered at resident campuses. Moreover, the online Career Services department coordinates with its resident ITT Technical Institute campus counterparts to leverage employment contacts in local communities in the vicinity of job markets of interest to the online student.

9.22 Describe how student, faculty, and employer satisfaction are identified.

Student, faculty, and employer satisfaction are identified through the mechanisms described earlier in this self-study. Students complete a student satisfaction survey quarterly as part of their last week activities in their distance education class. Survey data contains information on student satisfaction on the online delivery format, faculty member, curriculum, and student services. This data is analyzed by the online administration on a quarterly basis. Survey results are used in the course curriculum revision process, assigning of faculty to courses for subsequent quarters and to improve student satisfaction.

9.23. How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?

The institution measures mastery objectives for the courses offered in a distance education environment through evaluation of student production including participation, quizzes and tests, assignments, projects, and / or exams. Mastery of the core competencies of the program is measured through academic results, student satisfaction, and employer satisfaction as described earlier in this self-study.

9.24 How are equivalent out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

There is no "seat time" requirement implicit in the definition of a credit hour. An institution that is offering asynchronous online courses must determine the amount of student work expected in each online course in order to achieve the course objectives, and to assign a credit hour based on at least an equivalent amount of work as represented in the definition of credit hour. Since there is no clear definition for in class and out of class work for an online course, the AAC designs online courses so that the total time spent by students on course work is a minimum of 135 hours.

PUBLICATIONS

9.25 Do the statements in the catalog, Web site, and, when appropriate, in advertising and promotional materials meet requirements for institutions offering coursework through distance education?

The statements in the catalog, Web site, and advertising/promotional materials regarding distance education meet the requirements for institutions offering coursework through distance education. Please refer to the current catalog, the itt-tech.edu Web site, and other related materials.

9.26 Describe the information given in the catalog regarding nontraditional education, if applicable, including mode of delivery, admissions requirements, tests to determine access, resources offered to nontraditional education students, and any special costs for the students associated with nontraditional education.

As provided in the campus catalog, Any or all of the courses in a program that are marked with a "+" in the program outline for that program in the Curricula section of this catalog may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may**

determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.

Distance education courses are delivered online over the Internet through an asynchronous learning network. There is a prescribed schedule for completion for each of these courses. Support materials for each distance education course are sent to the student. These materials may include course syllabus, textbook, CD-ROM and other printed documents required for the distance education course. Students are assigned a cohort group for each distance education course. Online interaction within their assigned group and with the instructor is through discussion board and e-mail systems.

Any student who is registered to take a distance education course will be assigned a unique login identifier and prompted to create a unique password. The unique login indentifier and instructions on how to create a unique password will be sent via e-mail to the student's e-mail account at the school. The student may not share his or her login identifier or password with other students or any person at the school. A copy of the school's privacy policy can be obtained at http://www.itt-tech.edu/privacy.cfm/. A student will not be charged any fees for verifying the student's identity.

Online Student Preparation - Prior to starting any of the distance education courses taught online over the Internet in any program, the student is required to complete the online student preparation, which describes the protocols that the student must follow when taking a distance education course online over the Internet.

Student Equipment - The student is responsible, at his or her expense, for providing all supplies and equipment for the student's use in the distance education courses in any program that is taught online over the Internet. The student equipment includes, without limitation, a computer (and the associated accessories and peripheral equipment, including without limitation, a monitor, keyboard and printer), software, Internet service and e-mail account ("Student Equipment"). In order to assist students whose access to their Student Equipment is disrupted, the school will, from time to time in its discretion, make available certain computers, associated peripheral equipment and Internet access at the school for use by those students.

Computer, Software Requirements and Specifications and Internet Service - The computer (and the associated accessories and peripheral equipment), software and Internet service included in the Student Equipment must satisfy the following specifications:

Minimum Requirements for Computer: Intel ®Core™ 2 Duo or AMD Phenom™ II or equivalent PC-compatible (Macintosh or UNIX-based machines are not supported), 1.8 GHz processor speed (or greater), 2GB RAM (4GB preferred), DVD±R optical media drive, 40GB free space (60GB preferred) on master hard drive (additional free space may be required during installation), 1280x1024 display resolution, 16-bit color qualified hardware accelerated Open GL 3.1 (or greater) video card supporting DX10 (shader 4.0), 256MB video memory, stereo sound card, sound output device (internal or external speakers, or headset), sound input device (microphone) (combination headset with microphone recommended), available USB 2.0 port.

Minimum Requirements for Software: Microsoft Windows 7 (or higher), Microsoft Internet Explorer 7.0 (or higher), Microsoft Office Professional 2007 (or higher), and functional e-mail address with file attachment capabilities. The student will be required to obtain any software tools, plug-ins and/or applications identified in the course syllabus for any course in the program of study.

Minimum Requirements for Internet Service: Broadband connection such as cable or DSL.

The student is obligated for any expense associated with obtaining access to the above specified computer equipment, software, Internet service and e-mail account.

Accrediting Council for Independent Colleges and Schools
ACADEMIC CREDIT ANALYSIS

V.06.06.2014

Initial, Renewal of Accreditation, and Branch Campus Application Processes

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. **See INSTRUCTIONS worksheet for detailed instructions.**

Institution ID: 00016063 Institution Name: ITT Technical Institute, Everett

Program Name: **Criminal Justice** Program Length (wks): **96** Credential Level: **Academic Associate**

Identify the institution's unit of credit **[SELECT ONE]**

	Clock							
X	Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs	
	Semester	15	lecture hrs	30	labatory hrs	45	externship hrs	

*DE = Distance Education

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

				CONTACT HOURS				ACADEMIC CREDIT HOURS				
Course Number	**Course Titles**	**Gen Ed (Y/N)**	***DE (Y/N)**	**Lecture**	**Lab**	**Practicum Internship Externship**	**Clock /contact hours**	**Lecture**	**Lab**	**Intern Extern**	**Total Credits Awarded**	**Insert credit adjustment less than calculated**
	TOTALS			**900.00**	**120.00**	-	**1,020.00**	**90.00**	**6.00**	-	**96.00**	**Optional**
	Unspecified General Education Courses	Y	Y	200.00	-		200.00	20.00	-	-	20.0	
	Unspecified Elective Core Courses	N	Y	80.00	-		80.00	8.00	-	-	8.0	
GE175	American Government	Y	Y	40.00	-		40.00	4.00	-	-	4.0	
GE375	Psychology	Y	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ123	Criminal Law	N	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ131	Introduction to Criminal Justice	N	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ132	Criminal Justice Organization and Administration	N	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ133	Criminology	N	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ151	Priniciples of Policing and Law Enforcement	N	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ152	Law Enforcement Reporting and Recording	N	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ211	Correctional Programs: Probation and Parole	N	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ241	Criminal Investigation	N	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ242	Forensics and Crime Scene Investigation	N	Y	30.00	20.00		50.00	3.00	1.00	-	4.0	
CJ243	The Criminalistics of Cybercrime	N	Y	30.00	20.00		50.00	3.00	1.00	-	4.0	
CJ261	Essentials of Security	N	Y	30.00	20.00		50.00	3.00	1.00	-	4.0	
CJ299	Criminal Justice Capstone	N	Y	30.00	20.00		50.00	3.00	1.00	-	4.0	
TB133	Strategies for the Technical Professional	N	Y	30.00	20.00		50.00	3.00	1.00	-	4.0	
TB143	Introduction to Personal Computers	N	Y	30.00	20.00		50.00	3.00	1.00	-	4.0	
TB332	Professional Procedures and Portfolio Development	N	Y	40.00	-		40.00	4.00	-	-	4.0	
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V.06.06.2014

Accrediting Council for Independent Colleges and Schools
ACADEMIC CREDIT ANALYSIS
Initial, Renewal of Accreditation, and Branch Campus Application Processes

Institution ID: 00016063 Institution Name: ITT Technical Institute, Everett

Program Name: **Criminal Justice** Program Length (wks) **96** Credential Level **Academic Associate**

Identify the institution's unit of credit **[SELECT ONE]**

	Clock						
X	**Quarter**	10	lecture hrs	20	labatory hrs	30	externship hrs
	Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

**DE = Distance Education*

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

			TOTALS	900.00	120.00	-	1,020.00	90.00	6.00	-	96.00	Optional
				CONTACT HOURS				ACADEMIC CREDIT HOURS				
Course Number	**Course Titles**	Gen Ed (Y/N)	*DE (Y/N)	Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	Total Credits Awarded	Insert credit adjustment less than calculated
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FINAL ROW - If program requires more than 25 lines for course information, please use ***Program with >25 courses*** **template.**

ED00003366

Please explain how the self-study was planned; who organized, supervised, and participated in its preparation; which person or persons prepared each section of the report (include signatures); and to what extent the document is viewed by the institution as a planning document for the future.

A Self-Study Committee was formed in July 2014 to include the Director, Dean, Director of Finance, Director of Recruitment, Registrar, Director of Career Services, Administrative Assistant and Librarian. A review of the Self-Study procedures, guidelines and the CEP was conducted and assignments for completion of the Self-Study and an updated CEP made as appropriate. Due dates were established for the initial review and final editing of the documents. The Director and Dean served as Self-Study coordinators.

Upon completion, the Self-Study was reviewed as a whole for accuracy and quality. The Self-Study was completed as a cooperative effort of the Self-Study Committee at the campus and the ITT/ESI Regulatory Affairs department personnel (who provided both narrative and statistical support).

The campus Director attended the ACICS Accreditation Workshop in June 2014.

Specific Self-Study Committee assignments were made as follows:

Section 1 – Mission and Objectives .....Elaine Marcinek, Director

Section 2 – Organization ..... Andra Hodges, Director of Finance

Section 3 – Administration.....Michael Girgus, Director of Recruitment

Section 4 – Relations with Students.....J. Valiquette, DOCS

Section 5 – Educational Activities .....Lois Adrian-Hollier, Dean

Section 6 – Educational Facilities..... Claudette Bond, Registrar

Section 7 – Publications.....Katrina Craddock, Administrative Assistant

Section 8 – Library, Instructional Resources, and Materials….S. Richter, Librarian

Please note that the Distance Education portion of the Self-Study was reviewed and revised by the division of ITT Technical Institutes responsible for distance education delivery.

SELF-STUDY COMMITTEE SIGNATURES

(b)(6) 8/4/14
Elaine Marcinek, Director Date

(b)(6) 8/4/14
Lois Adrian-Hollier, Dean Date

(b)(6) 8/4/14
Andra Hodges, Director of Finance Date

(b)(6) 8/4/14
Michael Girgus, Director of Recruitment Date

(b)(6) 8/4/14
Jacquelyn Valiquette, Director of Career Services Date

(b)(6) 8/4/14
Claudette Bond, Registrar Date

(b)(6) 8/4/14
Katrina Craddock, Administrative Assistant Date

(b)(6) 8.4.14
Shellie Richter, Librarian Date

Appendix A - 3 Year Student Complaint History/Everett Campus

ALL	ALL						Eve			ALL		ALL	ALL
Type	Category	Complainant	Profile	Logged	Closed	Days	School	State	Dist	Func Dept	Complaint Code	Final Disp	Analyst
New	Student Survey	Kooyman, Luke	Student	1/24/2012	2/9/2012	16	Everett	WA	NW	Academic Affairs	Textbook--incompatib	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in CD310 in these areas: Textbook - incompatible and equipment - outdated.												
New	Student Survey	Oestreich, Charles	Student	1/24/2012	2/8/2012	15	Everett	WA	NW	Director/Administration	Equipment--outdated	Valid	Mark Urschel
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in EG468 in this area: Equipment - outdated.												
New	Student Survey	Grady, Simon	Student	1/24/2012	2/9/2012	16	Everett	WA	NW	Academic Affairs	Texbook--inaccurate	Valid	Mark Urschel
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in CD310 in this area: Textbook-inaccruate.												
New	Student Survey	Vale-Armstrong, Valerie	Student	2/13/2012	2/15/2012	2	Everett	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in PM454 in this area: instructor and LRC.												
New	Student Survey	Wilder, Weep-Tes	Student	2/15/2012	2/24/2012	9	Everett	WA	NW	Director/Administration	Equipment--incompat	Valid	Mark Urschel
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in ET390 in these areas: equipment-software incompatible and textbook-incompatible.												
New	Student Survey	Davis, Dennis	Student	3/30/2012	4/6/2012	7	Everett	WA	NW	Academic Affairs	Course content--inad	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Everettcampus has indicated dissatisfaction via the Student Survey in GE347 in this area: course content.												
New	Student Survey	Morrison, Jacob	Student	4/3/2012	4/3/2012	0	Everett	WA	NW	Academic Affairs	Course content--inad	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in GE347 in this area: course content.												
New	Student Survey	Berry, Carriann	Student	4/3/2012	4/5/2012	2	Everett	WA	NW	Director/Administration	Equipment--outdated	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in PM462 in this area: equipment.												
New	Student Survey	Spragg, Robert	Student	4/3/2012	4/6/2012	3	Everett	WA	NW	Director/Administration	Equipment--outdated	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in DT1320 in this area: equipment.												
New	Student Survey	Peabody, Danny	Student	4/10/2012	4/11/2012	1	Everett	WA	NW	Director/Administration	Equipment--quality	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in ET1310 in these areas: equipment and instructor.												
New	Student Survey	Peabody, Danny	Student	4/10/2012	4/11/2012	1	Everett	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in ET1310 in these areas: equipment and instructor.												
New	Student Survey	Harty, Johnathan	Student	7/31/2012	8/3/2012	3	Everett	WA	NW	Academic Affairs	Equipment--broken	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in IT302 in these areas: Equipment, Instructor and textbook												
New	Student Survey	Davis, Dennis	Student	7/31/2012	8/8/2012	8	Everett	WA	NW	Academic Affairs	Textbook--inadequat	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in NT1210 in this area: Textbook												
New	Student Survey	Harty, Johnathan	Student	7/31/2012	8/3/2012	3	Everett	WA	NW	Academic Affairs	Textbook--unavailabl	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in IT302 in these areas: Equipment, Instructor and textbook												
New	Student Survey	Harty, Johnathan	Student	7/31/2012	8/3/2012	3	Everett	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in IT302 in these areas: Equipment, Instructor and textbook												

New	Student Survey	Gauthreaux, Brandon	Student	7/31/2012	8/2/2012	2	Everett	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in CJ243 in this area: Instructor												
New	Student Survey	Harty, Johnathan	Student	7/31/2012	8/3/2012	3	Everett	WA	NW	Academic Affairs	Equipment availability	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in IT302 in these areas: Equipment, Instructor and textbook												
New	Complaint	Harty, Johnathan	Student	9/5/2012	9/7/2012	2	Everett	WA	NW	Finance/Financial Aid	Finance/financial aid	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus alleges his FAC is rude and not helpful, and claims she does not allocate his funds properly.												
New	Student Survey	Thomas, Tommy	Student	10/17/2012	10/26/2012	9	Everett	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in EN1320 in these areas: Textbook and Instructor												
New	Student Survey	El, Visa	Student	10/17/2012	10/22/2012	5	Everett	WA	NW	Academic Affairs	Curriculum	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in NT1210 in this area: Curriculum and Class Scheduling												
New	Student Survey	El, Visa	Student	10/17/2012	10/22/2012	5	Everett	WA	NW	Academic Affairs	Class scheduling	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in NT1210 in this area: Curriculum and Class Scheduling												
New	Student Survey	Muzzuco, Charlene	Student	10/17/2012	10/22/2012	5	Everett	WA	NW	Academic Affairs	Inadequate instructor	Valid	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in PT1420 and EN1320 in this area: Textbook and Instructor												
New	Student Survey	Monk, Scott	Student	10/17/2012	10/18/2012	1	Everett	WA	NW	Academic Affairs	Equipment availability	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in EN1420 in these areas: Equipment and Course content												
New	Student Survey	Monk, Scott	Student	10/17/2012	10/18/2012	1	Everett	WA	NW	Academic Affairs	Course content--no h	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in EN1420 in these areas: Equipment and Course content												
New	Student Survey	Thomas, Tommy	Student	10/17/2012	10/26/2012	9	Everett	WA	NW	Academic Affairs	Textbook--inadequat	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in EN1320 in these areas: Textbook and Instructor												
New	Student Survey	Muzzuco, Charlene	Student	10/17/2012	10/22/2012	5	Everett	WA	NW	Academic Affairs	Textbook--inadequat	Valid	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in PT1420 and EN1320 in this area: Textbook and Instructor												
New	Student Survey	Rigsbee, Annette	Student	1/23/2013	1/23/2013	0	Everett	WA	NW	Academic Affairs	Textbook--inadequat	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in ET1210 and MA1210 in this area: Textbook and Virtual Library												
New	Student Survey	Rigsbee, Annette	Student	1/23/2013	1/23/2013	0	Everett	WA	NW	Academic Affairs	Virtual Library	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in ET1210 and MA1210 in this area: Textbook and Virtual Library												
New	Student Survey	Fox, Ronald	Student	5/3/2013	5/3/2013	0	Everett	WA	NW	Academic Affairs	Equipment availability	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in MC2560 and CO2520 in this area: Equipment and course materials												
New	Student Survey	Fox, Ronald	Student	5/3/2013	5/3/2013	0	Everett	WA	NW	Academic Affairs	Textbook--inadequat	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in MC2560 and CO2520 in this area: Equipment and course materials												
New	Student Survey	Frye, Joseph	Student	8/1/2013	8/8/2013	7	Everett	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in ET2530 in this area: Instructor and Financial aid												
New	Student Survey	Frye, Joseph	Student	8/1/2013	8/8/2013	7	Everett	WA	NW	Finance/Financial Aid	Finance/financial aid	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in ET2530 in this area: Instructor and Financial aid												

New	Student Survey	Moon, Mark	Student	8/1/2013	8/6/2013	5	Everett	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in DT1230 in this area: Instructor												
New	Student Survey	Petrilli, Mario	Student	8/1/2013	8/6/2013	5	Everett	WA	NW	Academic Affairs	General Concern	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in GS1145 in this area: General concern												
New	Student Survey	Lesi, Valentin	Student	8/1/2013	8/2/2013	1	Everett	WA	NW	Academic Affairs	Textbook--inadequat	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in NT1210 in this area: Textbook												
New	Complaint	Payo, Eubel	Student	9/24/2013	9/24/2013	0	Everett	WA	NW	Finance/Financial Aid	Finance/financial aid	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus complains that he has still not received his Title IV funds and no one can tell him why.												
New	Student Survey	Barich, Johnathan	Student	11/6/2013	11/11/2013	5	Everett	WA	NW	Academic Affairs	Equipment--broken	Valid	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in ET2750 in this area: Equipment												
New	Student Survey	El, Visa	Student	11/11/2013	11/12/2013	1	Everett	WA	NW	Academic Affairs	Curriculum	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in GS2745 in this area: Curriculum												
New	Student Survey	Phillips, Nancy	Student	1/29/2014	2/6/2014	8	Everett	WA	NW	Academic Affairs	Curriculum	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in CJ2670 in this area: Curriculum												
New	Student Survey	Stover, Joseph	Student	4/9/2014	4/9/2014	0	Everett	WA	NW	Academic Affairs	Inadequate instructor	Valid	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in PM3220 in this area: Instructor												
New	Student Survey	Manzanares, Christopher	Student	4/21/2014	4/22/2014	1	Everett	WA	NW	Academic Affairs	Textbook Availability	Valid In Part	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in NT2580 in this area: Equipment and Textbooks												
New	Student Survey	Manzanares, Christopher	Student	4/21/2014	4/22/2014	1	Everett	WA	NW	Academic Affairs	Equipment availability	Valid In Part	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in NT2580 in this area: Equipment and Textbooks												
New	Student Survey	Stover, Joseph	Student	4/22/2014	4/22/2014	0	Everett	WA	NW	Academic Affairs	Course materials--ina	Valid	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in PM3320 in this area: Course materials												

Line 2 View Selection

- Complaint Summary
- Action Taken
- Resolution Summary
- FERPA Details
- Process Improvement

Line 2 Display

- (•) Show all
- ( ) Hide blanks

Keyword Search on Line 2

Status Filter

- Open
- Close
- All

Date Range - Logged: From 1/2011 To 6/2014

Date Range - Closed: From All To All

Record Count: 43

Of: 9480

Double-click to view or edit a complaint

Add New | Reports | Students & Complainants | Exit

Current User

ALL	ALL							wa		ALL		ALL	ALL
Type	Category	Complainant	Profile	Logged	Closed	Days	School	State	Dist	Func Dept	Complaint Code	Final Disp	Analyst
New	Student Survey	Frisbie, Wayne	Student	8/27/2014	9/1/2014	5	Spokane	WA	NW	Academic Affairs	Curriculum	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Murray campus has indicated dissatisfaction via the Student Survey in GS1145 and DT1110 in this area: Curriculum, Instructor, and Virtual Library												
New	Student Survey	Blakeney, David	Student	8/26/2014	9/3/2014	8	Spokane	WA	NW	Academic Affairs	Virtual Library	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Spokane campus has indicated dissatisfaction via the Student Survey in PM4550 in this area: Virtual Library												
New	Student Survey	Frisbie, Wayne	Student	8/27/2014	9/1/2014	5	Spokane	WA	NW	Academic Affairs	Virtual Library	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Murray campus has indicated dissatisfaction via the Student Survey in GS1145 and DT1110 in this area: Curriculum, Instructor, and Virtual Library												
New	Student Survey	Frisbie, Wayne	Student	8/27/2014	9/1/2014	5	Spokane	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Murray campus has indicated dissatisfaction via the Student Survey in GS1145 and DT1110 in this area: Curriculum, Instructor, and Virtual Library												
New	Complaint	Masnica, Jason	Student	6/19/2014	6/26/2014	7	Seattle	WA	NW	Recruitment	Recruitment process	Unable to Substanti	Jane Laskowski Hart
Com Summary:	WA AG DUE 7/7/14 The case worker for a student from the Seattle campus has complained to the WA AG that the student was targeted and manipulated into enrolling despite hi												
New	Complaint	Masnica, Jason	Student	6/19/2014	6/26/2014	7	Seattle	WA	NW	Academic Affairs	Accommodation	Unable to Substanti	Jane Laskowski Hart
Com Summary:	WA AG DUE 7/7/14 The case worker for a student from the Seattle campus has complained to the WA AG that the student was targeted and manipulated into enrolling despite hi												
New	Student Survey	Stover, Joseph	Student	8/27/2014	8/28/2014	1	Everett	WA	NW	Academic Affairs	LRC	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in EN3220 in this area: LRC												
New	Student Survey	Davis, Leilani	Student	8/27/2014	8/29/2014	2	Everett	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in PH2530 in this area: Instructor												
New	Student Survey	Stover, Ian	Student	8/27/2014	8/28/2014	1	Everett	WA	NW	Academic Affairs	Textbook--inadequat	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in EN3220 in this area: Textbook												

Line 2 View Selection

- Complaint Summary
- Action Taken
- Resolution Summary
- FERPA Details
- Process Improvement

Line 2 Display

- (•) Show all
- ( ) Hide blanks

Keyword Search on Line 2

Status Filter

- Open
- Close
- All

Date Range - Logged: From 6/2014 To 10/2014

Date Range - Closed: From All To All

Record Count 9 Of 10099

Double-click to view or edit a complaint

Add New | Reports | Students & Complainants | Exit

Current User

ITT Technical Institute
Three-Year History
of Formal Curriculum Changes
As of 10/8/14

#	Date	Credential	Program	Description
1	11/2011	BS	Project Management and Administration and Information Systems and Cybersecurity	IS3120, PM3140 course description change. This change was to update the prerequisites for two courses, IS3120 Network Communications Infrastructure and PM3140 Systems Analysis, from NT2799 Network Systems Administration Capstone Project or equivalent to more appropriate courses to allow a smoother transition and transfer for students entering these bachelor programs from other institutions and programs other than the ITT Tech, Associate, Information Technology – Computer Network Systems program.
2	11/2011	BS	Project Management and Administration w/Options	PM3320 pre-requisite change. Updated the prerequisite for PM3320 Project Cost and Budget Management. The prerequisite, FN3140 Accounting and Finance for Business or equivalent was removed from PM3320 because FN3140 is not offered in the Construction and Information Technology options, only in the Project Management and Administration option.
3	12/2011	AAS	General Education Course	MA1210 College Mathematics course description update. The new course description more accurately reflects the content of the course.
4	8/2012	BS	Project Management	This change request was to update the prerequisites/corequisites for PM469 Project Management Integration II (Capstone) offered in the above referenced program. This is a part II of a two-part capstone course that must be taken in sequence. The way the prerequisite statement read, the courses could be scheduled in the same quarter which was detrimental to the students' learning, and counter-productive to the intention of the two-part course design.
5	8/2012	BS	Electrical Engineering and Communications Technology	This change is to add lab activity back into the two calculus courses used in the above referenced program: MA3310 Calculus I and MA3410 Calculus II. When these courses were transitioned from 4.0 quarter credit hour courses to 4.5 quarter credit hour courses, the lab portion was unintentionally dropped. At the recommendation of the General Education Math and Science National Curriculum Committee, lab work is being added back in. It is expected that the additional hands-on learning opportunities in these courses will help increase student success in the program.
6	11/2012	AAS	All AAS 90 quarter credit hour programs: • Business Management • Drafting and Design Technology • Electrical Engineering Technology • Network Systems Administration	Addition of 3.0 quarter credit hour course - GS2745 Advanced Strategies for the Technical Professional. The new course focuses on professional skills to better prepare a graduate for the workplace and students will take the course in their 6th or 7th quarter.
7	12/2012	BS	Project Management and Administration w/Options	PM4799, PM4797, PM4795 Course Description Changes: This course description change request updated the PMA, PMIT and PMC capstone courses in the Project Management and Administration program. The purpose of the change was to more accurately reflect the activities and outcomes of the courses.
8	3/2013	AAS	All AAS 90 quarter credit hour programs: • Business Management • Drafting and Design Technology • Electrical Engineering Technology • Network Systems Administration	Capstone course description updates; CO2520 Communications course sequencing. Reduced the capstone course prerequisites from 72 credits to "Completion of a minimum of 75 credits earned in the program of study" and other tweaks to capstone course descriptions to allow scheduling flexibility in the last two quarters of each program.

ITT Technical Institute
Three-Year History
of Formal Curriculum Changes
As of 10/8/14

#	Date	Credential	Program	Description
9	6/2013	BS	Electrical Engineering and Communications Technology	ET4671 and ET4771 replace ET4670 and ET4770; Removed the lab component from a number of the courses and replaced two other courses with more updated course descriptions. This was a fairly new program at the time with modifications materializing during the ongoing process of program development.
10	8/2014	AAS	Several AAS programs: • Accounting • Business Management • Drafting and Design Technology • Electrical Engineering Technology • Network Systems Administration • Software Development	Refer to detail, rationale provided on (9) Capstone 2014 worksheet.

ACICS Application for Accreditation– PART II
Future Plans for the Institution

Please provide an explanation of the future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions and graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other plans.

Consistent with our mission statement, the campus continues to offer career-related education designed to teach the technical knowledge and skills desired by many employers for entry-level positions. Our graduate and employer surveys, in addition to our advisory committees, will continue to assist our institution in assessing and updating curricula, equipment and laboratory designs. We believe that the strength of our programs, in addition to our emphasis on customer service and community involvement, will continue to reflect positive results for our graduates.

A. Faculty and Administration Changes

It is the goal of ITT Technical Institute to continuously seek a well-qualified and diverse workforce in both its faculty and administrative areas. This includes promotion of professional growth amongst its current faculty and staff and an aggressive recruiting program for potential new hires. ITT Technical Institute will continue to solicit and hire the most qualified individuals for available positions.

B. Physical Plant

The campus moved into its current location in May 2005. At that time all new furniture was purchased throughout the administrative office area and lab and theory classrooms.

C. Equipment

Capital expenditures for equipment are considered during the budgeting process that begins in July of each year. Equipment upgrades and new equipment necessary for the implementation of new programs or curriculum changes are projected through this procedure. ITT Technical Institute will continue to be committed to updating equipment and securing the necessary equipment to support new and changing curriculum.

D. Learning Resource Center/Virtual Library

The Learning Resource Center will continue to be upgraded with additional volumes for both the new program offerings and for existing programs. Additionally, the Virtual Library is continually upgraded to meet the needs of students, graduates, faculty and staff. The Virtual Library is available to students 24 x 7 either on campus or off-site through an Internet connection.

E. Curriculum

No significant changes are planned to the curriculum of current program offerings other than changes recommended by faculty to the course level outcomes and assessments. However, the campus has plans to introduce several new programs as follows:

School of Study	New Program Name	Credential Level	Program CIP
Electronics Technology	Computer and Electronic Systems Technology	Academic Associate	15.1201
Information Technology	Computer Systems Support and Administration	Academic Associate	11.1006
Drafting and Design	Drafting and Design –Architectural and Civil	Academic Associate	15.1303
Business	Accounting	Academic Associate	15.0612

Drafting and Design	Construction Engineering Technology	Bachelor	15.1001
Business	Accounting	Diploma	52.0302
Business	Business Management	Diploma	52.0101
Criminal Justice	Criminology and Forensic Technology	Diploma	43.0111
Drafting and Design	Drafting and Design Technology	Diploma	15.1301
Electronics Technology	Electrical Engineering Technology	Diploma	15.0303
Information Technology	Network Systems Administration	Diploma	11.1002
Information Technology	Software Development	Diploma	11.0201

The new associate degree programs will require the completion of 93 quarter credit hours while the diploma offerings require 72 quarter credit hours. The diploma programs will allow students with busy schedules to complete a program in a shorter amount of time and give them needed skills to pursue entry-level employment sooner and potentially matriculate into an associate program. The new offerings leading to academic associate degrees as well as the new bachelor degree are all fields where significant employment opportunities are expected to continue to be available to graduates and correlate to current areas of study where the campus has historically had the strongest retention and placement outcomes within the Schools of Information Technology, Electronics Technology and Drafting and Design.

An additional initiative planned for the local campus is the implementation and expansion of Center for Professional Development (CPD) @ ITT Technical Institute. CPD offers instructor-led career-related training solutions for a variety of software platforms including Microsoft, Citrix, Cisco, Adobe, Java, CompTIA, EC-Council, ITIL, Project Management, and Business Analysis. Training options are delivered both on campus and virtually from home or office connected to the Internet.

Implementation of these changes is anticipated late 2014/early 2015.

F. Admissions and Graduation Requirements and Standards

Retention of representatives and the quality of the admissions process are high priorities for the campus. Emphasis on training and coaching is ongoing to help ensure the success of the institution's student population.

There are no planned changes with regard to admissions and graduation requirements.

CAMPUS EFFECTIVENESS PLAN

ITT Technical Institute

Everett

Last Update
8/21/2014

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INTRODUCTION

History of the Campus
The ITT Technical Institute in Everett is part of a nationwide system of colleges. The school offers academic associate degree and bachelor degree programs.

Institutional Mission Statement
The mission statement of ITT Technical Institute provides the guidance and vision for the institution and its operations. The staff and faculty of the institute are committed to this mission. The mission statement of the institute is as follows:

The ITT Technical Institute is an institution of higher learning that is committed to offering quality undergraduate and continuing education locally, nationally and worldwide to students of diverse backgrounds, interests and abilities. The institution offers career-related educational programs that integrate life-long learning with knowledge and skills to help students:

- *pursue their personal interests and objectives;*
- *develop intellectual, analytical and critical thinking abilities; and*
- *provide service to their communities*

The programs employ traditional, applied and adult-learning pedagogies and are delivered through traditional, accelerated and distance methodologies in a learner-centered environment of mutual respect.

Institutional Philosophies
- Programs of study will foster critical thinking, communication and teamwork skills while reinforcing both the theoretical and applied principles of technology.
- Student support services will facilitate the matriculation process and help students prepare for potential career opportunities. Our student services include financial aid assistance, helping students prepare for employment opportunities, tutoring and academic advising.
- Cultural and ethnic diversity in its faculty, staff and student body will be encouraged.
- Course content will be reviewed periodically to ensure continued relevance with technology in the workplace.
- To help students pursue their evolving education goals, each program of study may integrate technology, lifelong learning and professional development activities.
- Each program of study will promote an active learning environment.
- Public service programs, civic engagement and charitable activities may be promoted as part of the education process.

Statement of Ownership
ITT Technical Institute is owned and operated by ITT Educational Services, Inc. (ITT/ESI), a leading private college system focused on technology-oriented programs of study. ITT/ESI operates more than 140 ITT Technical Institutes in 38 states, which provide career-focused degree programs. Headquartered in Carmel, Indiana, ITT/ESI has been actively involved in the higher education community in the United States since 1969.

Accreditation and Approval
ITT Technical Institute-Everett is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. Selected programs of study at ITT Technical Institute, Everett, Washington are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

The institute is accredited by the Accrediting Council for Independent Colleges and Schools to award academic associate degree and bachelor degree programs.

CEP OVERVIEW

Purpose
The Campus Effectiveness Plan (CEP) is a systematic and ongoing process to implement continuous improvement, determine internal effectiveness, assess progress and change, communicate outcomes, and demonstrate regulatory compliance. This is

accomplished by collecting, analyzing, and acting on data and information related to the goals and initiatives developed to support ITT Technical Institutes' mission and philosophies.

The primary categories measured to determine institutional effectiveness are:

- Student Retention
- Graduate Placement
- Graduate Satisfaction
- Employer Satisfaction
- Student Learning Outcomes
- Graduation Rates
- Curriculum Review
- Student Enrollment

The key activities used to track and make appropriate recommendations for progress and/or improvement in these categories are:

- Instruments of assessment
  - Identify and describe how data is collected
  - Provide rationale for using each type of data
- Analyze historical data
  - Where the institution has been
  - Where the institution is now
  - Baseline measures for future progress
- Establish goals for future results in agreement with the mission statement, Operating Plan, and Strategic Plan
- Develop plans to achieve goals in agreement with the mission statement, Operating Plan, and Strategic Plan
  - Establish initiatives
  - Determine monitoring responsibilities
- Implement initiatives to improve institutional effectiveness in agreement with the mission statement, Operating Plan, and Strategic Plan
- Analyze the initiatives for effectiveness and agreement with the mission statement, Operating Plan, and Strategic Plan
- Repeat the process at established intervals

Development

The CEP Team and Responsibilities

Using the institute's mission statement as the guiding vision of the CEP, the development and implementation of the CEP is a collective effort.

The institution is organized into key functional areas of operation. These department areas include:

- Academics
- Recruiting/Marketing
- Finance (Financial Aid)
- Career Services
- Administration (includes Registrar)

The CEP is developed, reviewed, analyzed, maintained, and monitored by a campus steering team.

The CEP Team consists of:

- Director – Elaine Marcinek
- Dean - Lois Adrian-Hollier
- Director of Finance – Andra Hodges
- Director of Recruitment – Michael Girgus
- Director of Career Services – Jacquelyn Valiquette
- Registrar – Claudette Bond
- Faculty Representatives from each School of Study

The functional directors' work within their departmental teams to perform the actions included in the CEP. The campus Director has the ultimate responsibility to ensure the implementation of the CEP.

The responsibilities of the CEP Team have been established to monitor and assess the institution's effectiveness using the following guidelines:

- Each department is represented on the CEP Team. Using historical performance data and input from the various departmental staff, the CEP Team establishes baseline data for each of the primary areas of evaluation.
- The CEP Team develops a list of desired goals and initiatives. These goals and initiatives are necessary to improve the school's effectiveness in meeting the needs of students, employers, employees, and other communities it serves.
- The CEP Team develops a cohesive strategy for continuous improvement for the school. Specific departmental objectives are identified which satisfy the overall plan.
- The progress and success of stated goals, initiatives, and outcomes are reviewed quarterly and appropriate amendments and/or revisions may be added. The agenda, participants, and minutes of these quarterly meetings are maintained at the school.
- The institute's management team discusses the progress of many of the plan's initiatives at weekly managers' meetings. In addition, several of the initiatives may be discussed at faculty meetings, faculty in-services, and other school departmental gatherings.

Objectives

ITT Technical Institute is continuously monitoring itself and searching for ways to improve its effectiveness. The institute has identified several key objectives that are foundational to pursuing continuous improvement and development and meeting the needs of students, employees, and employers:

- Ensure that the school is responsive to the needs of the individual student and has the services available to maximize student success.
- Provide the resources and tools to assist students in acquiring technical, critical thinking, and interpersonal skills to help them achieve success in the workplace.
- Ensure that quality, compliance, and customer satisfaction are always at the forefront of all that we do.
- Focus on the development of faculty teaching skills by ensuring that individualized development plans are established and implemented.
- Ensure that the institute and its employees stay current with changes in business and industry as it relates to workplace skill needs.
- Assist students and graduates in securing exceptional employment opportunities related to their field of study.
- Provide ongoing career and education assistance to students and graduates.
- Ensure student enrollment is maintained at a level that allows for continued financial stability and institutional growth.

It will be these basic objectives that will drive the CEP.

PROGRAM OFFERINGS AND CHARACTERISTICS

ITT Technical Institute is divided into 5 schools of study offering academic associate degree and bachelor degree programs.

The programs emphasize technology-oriented study leading to an associate degree or bachelor degree and employment in entry-level positions. All programs blend traditional academic instruction with practical applications of theory in a laboratory environment and are designed to foster critical thinking, communication, and teamwork skills, while reinforcing both the theoretical and applied principles of technology. Each curriculum integrates technology, lifelong learning, and professional development activities. Curricular integration helps students connect the entire learning process to their lifetime career goals. These skills are essential for success in a dynamic information society. Students also receive instruction in general education subjects. The programs consist of introductory quarters of basic knowledge and skills common to all programs. The later quarters of the programs allow students to pursue more specialized areas of study.

Instructors, corporate curriculum specialists, and Advisory Committees review curriculum content regularly to ensure continued relevance with technology or with current trends in healthcare in the workplace.

See **Appendix 1** for detailed chartacteristics of each program offered at the campus.

Distance Education

Distance education courses are delivered online over the Internet through an asynchronous learning network. There is a prescribed schedule for completion for each of the courses. Support materials for each distance education course are provided to the student. These materials may include course syllabus, textbooks or E-textbooks, CD-ROMs and other printed documents required for the distance education course. Interaction between students, faculty, and Online support personnel is conducted through the Learning Management System and the email system.

General education courses are taught in residence or online in order to provide students with greater flexibility to complete those courses. Students taking the general education courses online will be combined, as appropriate, in online classes with students taking the same courses at other ITT Technical Institutes. In some instances, the online delivery is blended, meaning there is the online component combined with residence tutoring support.

Prior to starting any of the distance education courses taught online over the Internet in any program, the student is required to complete the Online Student Preparation (OSP) offering, which describes the protocols that the student must follow when taking a distance education course online over the Internet.

The courses were developed at the institution's national headquarters by its professional curriculum development staff. Systematic instructional design processes were followed in selecting the content for the course. As with the residential versions of the courses, evaluation of the distance education students is based on the students completing the course objectives. Student services are the same for all students, regardless of the mode of delivery.

INSTITUTIONAL/PROGRAM DEMOGRAHICS

Students' ages fall into non-traditional postsecondary age ranges but all students have a high school diploma or a GED. With a flexible schedule of classes, students have time available for at least part-time employment. Although it is not encouraged, many students work full-time.

Chart (A)(2) Part 1
Institutional Demographics

Total Enrollment			# of Students
	A.M. Students		0
	P.M. Students		269
	Part-Time Students		**69**
Gender:		**% of Students**	
	Female	15.6%	
	Male	84.4 %	
Race:		**% of Students**	
	Caucasian or White, non-Hispanic	57.3%	
	African-American or Black, non-Hispanic	7.4%	
	Hispanic	8.6%	
	Asian or Pacific Islanders	6.3%	
	American Indian or Alaskan Native	0.7%	
	Undisclosed	19.7%	
Age:			# of Students
	Age 17 - 20		30
	Age 21 – 25		52
	Age 26 – 30		68
	Age 31 – 40		72
	Age 41 – 50		35
	Age 51 – 60		12
	Age > 61		0

Data Source: Census Cube (Cognos)

Chart (A)(2) Part 2
Program Demographics

		% of Program Census						
Programs	Census	% Total Enrolled	P.M. Students	Male	White	African/ American	Under Age 25	Age 25 and Over
AASBMG	19	7.06%	100%	42.11%	68.42%	21.05%	15.79%	84.21%
AASCFT	6	2.23%	83.33%	0%	83.33%	0%	66.67%	33.33%
AASDDT	56	20.82%	89.29%	69.64%	67.86%	1.79%	28.57%	71.43%
AASELCT	57	21.19%	78.95%	84.21%	56.14%	8.77%	24.56%	75.44%
AASNSA	72	26.77%	93.06%	77.78%	56.94%	8.33%	30.56%	69.44%
BSEECT	18	6.69%	100%	88.89%	55.56%	16.67%	27.78%	72.22%
BSISC	9	3.35%	100%	77.78%	11.11%	0%	22.22%	77.78%
BSPMA	32	11.9%	96.88%	71.88%	43.75%	3.13%	21.88%	78.13%
TOTAL	269							

The demographic information of the school reflects the communities in which it serves.

OUTCOMES

Student Retention

The campus focus is on developing a rapport with students and proactive retention activities to ensure good learning outcomes and maximize the retention of students.

Instruments of Assessment

The institute utilizes the ACICS Campus Accountability Report (CAR) as a key tool for measuring student retention rates. This tool provides two benefits: (1) A well thought out and consistent measure for tracking and analyzing retention rates, and (2) the ability to utilize the aggregate data provided by ACICS as a measuring tool to evaluate its own performance.

Additional key instruments used to assess student retention include the following:

- *Student Attrition:* Attrition is the counterpart to retention. High attrition indicates low retention and vice versa. The Census Report is reviewed at least monthly.
- *Student Engagement*: Student engagement is measured by student attendance and the ability to complete program courses.
- *Student Course Evaluations*: Student Course Evaluations are administered at the completion of each course. These surveys are reviewed and possible retention issues identified.
- *Quarterly Student Evaluation*: This evaluation is administered quarterly and are another way to identify underlying reasons for low retention.

Historical Data

Baseline data to be used in assessing and evaluating institutional effectiveness for the retention element is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow. If the three year average is available, it is used as the benchmark. If the three year average is not available, the next available historical rate(s) is used for comparison to current performance and future goal-setting and initiatives.

Chart (B)

Retention/Placement History (Three Years of CAR Information)

Year Ending June 30,	ACICS Aggregate Retention/ Placement	Campus Retention Benchmark/ Compliance Standards	Campus Placement Benchmark/ Compliance Standards	Campus Retention Rate	Campus Placement Rate	Goals Retention/Placement	
2011	72%/70%	60%	65%	68.24%	59.6%	70.24%	65%
2012	73%/66%	67%/52%	64%/47%	71.28%	60.42%	73.28%	64%
2013	TBD%	70%/60%	70%/60%	78.61%	56.03%	80.61%	70%
2014	TBD%	70%/60%	70%/60%	73.03%	65%	80%	70%

Data Source: ITT Reports and ACICS CAR Data Dumps

Chart (C)

Year Ending June 30,	Program Retention Benchmark/Compliance Standards	Program Placement Benchmark/Compliance Standards	Program Licensure Benchmark/Compliance Standards
NOTE: Any program falling below benchmark standards must have a Program Improvement Plan (see samples, Appendices 2 and 3). Those under compliance must bring into compliance within two years.			
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	62%/52%	58%/47%	60%/40%
2013	65%/60%	70%/60%	70%/60%

		CAR Retention/Placement									
		Three Year Avg		2011		2012		2013		Goals	
Credential	Programs	Ret.	Pla.	Ret.	Pla.	Ret.	Pla.	Ret.	Pla.	Ret.	Pla.
AA	Business Management	0%	0%	100%	0%	0%	0%	0%	0%	65%	70%
AA	Computer and Electronics Engineering Technology	75.82%	90.56%	60.87%	91.67%	76.12%	80%	90.48%	100%	77.82%	92.56%
AA	Criminology and Forensic Technology	76.49%	0%	100%	0%	68.75%	0%	60.71%	50%	78.49%	70%
Bachelor	Digital Entertainment and Game Design	87.37%	53.03%	82.35%	100%	93.1%	9.09%	86.67%	50%	89.37%	70%
AA	Drafting And Design Technology	80.98%	0%	100%	0%	69.09%	0%	73.86%	20%	82.98%	70%
Bachelor	Electrical Engineering and Communications Technology	0%	0%	0%	0%	0%	0%	83.33%	0%	65%	70%
AA	Electrical Engineering Technology	84.4%	0%	100%	0%	76.36%	0%	76.84%	0%	86.4%	70%
AA	Graphic Communication and Design	89.05%	0%	100%	0%	75.86%	0%	91.3%	22.22%	91.05%	70%
Bachelor	Information Systems and Cybersecurity	0%	0%	0%	0%	90%	0%	90%	0%	65%	70%
Bachelor	Information Systems Security	89.81%	60%	86.11%	80%	83.33%	50%	100%	50%	91.81%	70%
AA	Information Technology - Computer Network Systems	81.14%	67.27%	73.6%	60%	75.22%	71.43%	94.59%	70.37%	83.14%	70%
AA	Mobile Communications Technology	0%	0%	0%	0%	38.89%	0%	100%	0%	65%	70%
AA	Network Systems Administration	80.7%	0%	100%	0%	69.44%	0%	72.65%	57.14%	82.7%	70%
Bachelor	Project Management	90.97%	63.89%	78.79%	33.33%	94.12%	58.33%	100%	100%	92.97%	70%
Bachelor	Project Management and Administration: Project Management and Administration Option, Information Technology Option, Construction Option	80.29%	0%	100%	0%	60.87%	0%	80%	66.67%	82.29%	70%

Data Source: ITT Reports and ACICS CAR Data Dumps

Chart (C1)

Programs	Retention Year to Date	Placement Year to Date*
AASBMG	79.17%	N/A
AASCEET	66.67%	50%
AASCFT	50%	0%
AASDDT	76.7%	64.29%
AASELCT	68%	68.42%
AASGCD	71.43%	33.33%
AASITCNS	50%	100%
AASMCT	100%	71.43%
AASNSA	70.15%	57.14%
BSDEGD	85.71%	50%
BSEECT	90%	N/A
BSISC	86.67%	82.35%

BSISS	100%	100%
BSPM	100%	N/A
BSPMA	80.39%	55.56%

Placement activity as of 9/15/14 (updated); cutoff for placement activity for this report period is 11/1/14.

Chart (D)
Student Attrition

Programs	Twelve Quarter (Three Year) Average	Eight Quarter (Two Year) Average	Four Quarter (One Year) Average	Year-To-Date Average	Goals
AASBMG	0%	0%	5.24%	8.19%	6.5%
AASCEET	10.03%	11.4%	20.83%	50%	50%
AASCFT	6.87%	7.38%	7.15%	1.39%	4%
AASDDT	5.76%	5.07%	5.06%	3.99%	4.5%
AASELCT	5.78%	6.12%	6.74%	6.88%	5.5%
AASITCNS	5.72%	6.41%	10.42%	16.67%	16.67%
AASNSA	6.38%	6.01%	6.43%	7.05%	5.5%
BSDEGD	2.41%	3.05%	4.54%	0%	0%
BSEECT	0%	13.91%	1.35%	1.56%	3%
BSISC	1.41%	1.67%	2.07%	0.58%	2.5%
BSPMA	4.31%	4.01%	3.59%	2.59%	4%

Data Source: Census Cubes (Cognos) Business Quarters

Chart (E)
Student Engagement

Programs	Twelve Quarter (Three Year) Average	Eight Quarter (Two Year) Average	Four Quarter (One Year) Average	Year-To-Date Average	Goals
AAS BMG	0%	0%	53.36%	72.04%	75%
AAS CFT	0%	75.42%	76.42%	78.78%	80%
AAS DDT	0%	79.11%	81.27%	82.65%	82.5%
AAS ELCT	0%	80.81%	79.85%	81.02%	82%
AAS GCD	0%	66.21%	48.5%	0%	0%
AAS NSA	0%	74.59%	75.55%	77.21%	80%
BS EECT	0%	53.77%	85.78%	82.81%	85%
BS ISC	0%	88.45%	87.71%	88.21%	89%
BS PMA	0%	83.64%	86.86%	86.59%	88%
DEGD	0%	63.16%	45.3%	0%	0%
ITCNS	0%	77.37%	71.59%	61.9%	61.9%

Data Source: Engagement Rate by Program (Cognos) Academic Terms

Chart (F)
Student Course Evaluation
Responses are ranked: **5** = Strongly Agree **4** = Agree **3** = Neutral **2** = Disagree **1** = Strongly Disagree

Survey	# of Students Surveyed	# of Students Responding	Student Response Rate
2011 Students	441	210	47.62%
2012 Students	295	144	48.81%
2013 Students	243	103	42.39%
2014 Students	59	44	74.58%

		Goals:	Minimum Response Rate: 65%		Overall Aggregate Rating: 4.0	
	Student Survey Questions:		Twelve Quarter (Three Year) Average	2011 Student Response Results [Overall rating, e.g., 3]:	2012 Student Response Results [Overall rating, e.g., 3]:	2013 Student Response Results [Overall rating, e.g., 3] :
1	The class sessions generally started and ended on time		4.64	4.6	4.62	4.69
2	I was satisfied with the textbook and other course materials for this course		4.22	4.22	4.17	4.28
3	I was satisfied with the technological environment (e.g., software, network performance, etc.)		4.32	4.27	4.3	4.38
4	The course included utilization of the Learning Resource Center/Virtual Library		0	0	4.23	4.3
5	The labs and other equipment utilized in this course were in good condition and working order		4.38	4.33	4.36	4.44
6	I would recommend this course to other students		0	0	4.32	4.31
7	The instructor gave me a course syllabus that listed grading criteria and course objectives at the beginning of the course		4.74	4.71	4.72	4.79
8	The instructor updated me regularly (a minimum of every three weeks) with the grade report on my performance in the course		4.41	4.41	4.36	4.47
9	The instructor was prepared for class		4.58	4.57	4.58	4.6
10	The instructor communicated and taught in a way that was organized and easily understood		4.43	4.4	4.44	4.44
11	I would recommend this instructor for this course to other students		4.47	4.45	4.47	4.48

Data Source: Operations Business Analyst

Chart (G)
Quarterly Student Evaluation
Responses are ranked: **5** = Strongly Agree **4** = Agree **3** = Neutral **2** = Disagree **1** = Strongly Disagree

Survey	# of Students Surveyed	# of Students Responding	Student Response Rate
2013	487	124	25.46%

	Goals:	Minimum Response Rate: 65%		Overall Aggregate Rating: 4.0	
	Student Survey Questions:	**Twelve Quarter (Three Year) Average**	**2013 Student Response Results** [Overall rating, e.g., 3]:	**2014 Student Response Results** [Overall rating, e.g., 3]:	**2015 Student Response Results** [Overall rating, e.g., 3] :
Overall, how satisfied are you with:					
1	School Administration?		4.59		
2	Academic Affairs Administrators and Services?		4.53		
3	Faculty/Instructors?		4.59		
4	Finance Department Staff and Services?		4.64		
5	Career Services Staff and Services?		4.27		
6	Recruitment Staff and Services?		4.4		
7	Registrar Staff and Services?		4.54		
8	Learning Resource Center?		4.52		
9	Program Curriculum?		4.21		
10	Virtual Library?		4.06		
11	Would you recommend the program or school in which you enrolled to a friend?		4.3		

Data Source: Operations (2013 is first year data is available)

Analysis of Retention Data

The campus regularly reviews available retention and attrition data. The campus' three year average retention rate is comparable to the ACICS multi-average retention rate. The campus considers itself a good example of what can be achieved when both administration and faculty work together to help students stay focused on the long-term goal of completing their programs of study. The campus' most recent average retention rate was comparable to that of the most recent ACICS average retention rate because of the campus initiatives implemented and accomplishments realized. The campus will set goals and establish initiatives to exceed these averages by learning from both its successes and failures. Individual program average retention rates, both high and low, have determined the campus' average retention rate; therefore, all programs are reviewed individually for factors affecting, either positively or negatively, retention rates. Best practices are initiated in programs showing deficiencies. Successful instructors are encouraged in faculty meetings to share their insights with faculty who are struggling.

Based on the most recent CAR data, programs of study to be more closely monitored over the next year for their improvement in retention are:

Computer and Electronics Engineering Technology Associate of Applied Science
Criminology and Forensic Technology Associate of Applied Science
Information Technology (Computer Network Systems Option) Associate of Applied Science

See Appendix 2 for Retention Program Improvement Plans for underperforming programs.

Attrition is the counterpart to retention; attrition is regularly monitored by the campus. Student engagement is also monitored regularly. *Attrition and Student Engagement* are indicators of success or failure in retaining students. Historical data shows that no program is performing significantly above or below the campus' attrition or engagement goals. However, those trending below stated goals are the first programs to be reviewed for opportunities for improvement. Those trending above the current goals are potential sources for identifying best practices that can help those programs that are trending low.

Programs to be more closely monitored over the next year for their specific impact on the campus' overall attrition goals include::

Computer and Electronics Engineering Technology Associate of Applied Science
Criminology and Forensic Technology Associate of Applied Science
Information Technology (Computer Network Systems Option) Associate of Applied Science

Programs to be more closely monitored over the next year for their specific impact on student engagement include:

Computer and Electronics Engineering Technology Associate of Applied Science
Criminology and Forensic Technology Associate of Applied Science
Information Technology (Computer Network Systems Option) Associate of Applied Science

Student Course Evaluations reveal some insight into factors contributing to student retention. Results indicated that the campus should focus new initiatives aimed at improving in the areas of:

Learning Resource Center/Virtual Library

Goals and Initiatives to Improve Retention
Retention rates are a priority with ITT Technical Institute and are critical in fulfilling its mission. Procedures are in place to identify potentially high-risk students and with the help of internal reports and surveys to monitor retention/attrition and student engagement, the campus will strive to achieve above-average student retention rates.

Additional goals and initiatives related to improving retention include:

- Improve the number of and quality of survey responses
- Student feedback will be continually assessed and new initiatives developed as needed.
- Instructors will be observed as outlined by ITT/ESI policy and development goals established to enhance their effectiveness in the classroom. Instructors will also be held accountable for contacting students who are absent from class.

Please see **Appendix 6** for goals and initiatives by campus position.

Graduate Placement
An additional campus focus, tied to the mission of the institute, is to assist in graduate placement in all programs of study.

Instruments of Assessment
The campus utilizes the ACICS Campus Accountability Report (CAR) as a key tool for measuring student placement rates. This tool provides two benefits: (1) A well thought out and consistent measure for tracking and analyzing placement rates, and (2) the ability to utilize the aggregate data provided by ACICS as a measuring tool to evaluate its own performance.

The campus also uses information related to the local economic outlook and networking opportunities by the Career Services department as additional indicators of graduate placement successes. Additionally, graduate salaries are reviewed by degree level.
Historical Data**:**

Baseline data to be used in assessing and evaluating institutional effectiveness for the placement element is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow. If the three year average is available, it is used as the benchmark. If the three year average is not available, the next available historical rate(s) is used for comparison to current performance and future goal-setting and initiatives.

Chart (B)

Retention/Placement History (Three Years of CAR Information)

Year Ending June 30,	ACICS Aggregate Retention/ Placement	Campus Retention Benchmark/ Compliance Standards	Campus Placement Benchmark/ Compliance Standards	Campus Retention Rate	Campus Placement Rate	Goals Retention/Placement	
2011	72%/70%	60%	65%	68.24%	59.6%	70.24%	65%
2012	73%/66%	67%/52%	64%/47%	71.28%	60.42%	73.28%	64%
2013	TBD%	70%/60%	70%/60%	78.61%	56.03%	80.61%	70%
2014	TBD%	70%/60%	70%/60%	73.03%	65%	80%	70%

Data Source: ITT Reports and ACICS CAR Data Dumps

Chart (C)

Year Ending June 30,	Program Retention Benchmark/Compliance Standards	Program Placement Benchmark/Compliance Standards	Program Licensure Benchmark/Compliance Standards
NOTE: Any program falling below benchmark standards must have a Program Improvement Plan (see samples, Appendices 2 and 3). Those under compliance must bring into compliance within two years.			
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	62%/52%	58%/47%	60%/40%
2013	65%/60%	70%/60%	70%/60%

		CAR Retention/Placement									
		Three Year Avg		2011		2012		2013		Goals	
Credential	Programs	Ret.	Pla.	Ret.	Pla.	Ret.	Pla.	Ret.	Pla.	Ret.	Pla.
AA	Business Management	0%	0%	100%	0%	0%	0%	0%	0%	65%	70%
AA	Computer and Electronics Engineering Technology	75.82%	90.56%	60.87%	91.67%	76.12%	80%	90.48%	100%	77.82%	92.56%
AA	Criminology and Forensic Technology	76.49%	0%	100%	0%	68.75%	0%	60.71%	50%	78.49%	70%
Bachelor	Digital Entertainment and Game Design	87.37%	53.03%	82.35%	100%	93.1%	9.09%	86.67%	50%	89.37%	70%
AA	Drafting And Design Technology	80.98%	0%	100%	0%	69.09%	0%	73.86%	20%	82.98%	70%
Bachelor	Electrical Engineering and Communications Technology	0%	0%	0%	0%	0%	0%	83.33%	0%	65%	70%
AA	Electrical Engineering Technology	84.4%	0%	100%	0%	76.36%	0%	76.84%	0%	86.4%	70%
AA	Graphic Communication and Design	89.05%	0%	100%	0%	75.86%	0%	91.3%	22.22%	91.05%	70%
Bachelor	Information Systems and Cybersecurity	0%	0%	0%	0%	90%	0%	90%	0%	65%	70%
Bachelor	Information Systems Security	89.81%	60%	86.11%	80%	83.33%	50%	100%	50%	91.81%	70%
AA	Information Technology - Computer Network Systems	81.14%	67.27%	73.6%	60%	75.22%	71.43%	94.59%	70.37%	83.14%	70%
AA	Mobile Communications Technology	0%	0%	0%	0%	38.89%	0%	100%	0%	65%	70%
AA	Network Systems Administration	80.7%	0%	100%	0%	69.44%	0%	72.65%	57.14%	82.7%	70%
Bachelor	Project Management	90.97%	63.89%	78.79%	33.33%	94.12%	58.33%	100%	100%	92.97%	70%
Bachelor	Project Management and Administration: Project Management and Administration Option, Information Technology Option, Construction Option	80.29%	0%	100%	0%	60.87%	0%	80%	66.67%	82.29%	70%

Data Source: ITT Reports and ACICS CAR Data Dumps

Chart (C1)

Programs	Retention Year to Date	Placement Year to Date*
AASBMG	79.17%	N/A
AASCEET	66.67%	50%
AASCFT	50%	0%
AASDDT	76.7%	64.29%
AASELCT	68%	68.42%
AASGCD	71.43%	33.33%
AASITCNS	50%	100%
AASMCT	100%	71.43%
AASNSA	70.15%	57.14%
BSDEGD	85.71%	50%
BSEECT	90%	N/A
BSISC	86.67%	82.35%
BSISS	100%	100%
BSPM	100%	N/A
BSPMA	80.39%	55.56%

Placement activity as of 9/15/14 (updated); cutoff for placement activity for this report period is 11/1/14.

Chart (O)
Graduate Salaries

Degree Level	Twelve Quarter (Three Year) Average	Eight Quarter (Two Year) Average	Four Quarter (One Year) Average	Year-To-Date Average	Goals
Associate	$35,538	$35,765	$37,732	$36,423	$36,915
Bachelor	$43,794	$42,174	$43,523	$39,844	$41,751

Data Source: Career Services Daily Cube (Cognos)

Analysis of Placement Data:
The national and local economic conditions play a key role in the placement rates of the institution. The campus' three year average placement rate was less than the ACICS multi-year average placement rate due in part because of current economic conditions and various challenges faced by the Career Services staff. The Director of Career Services is working with faculty and administration to address historical shortcomings and develop new opportunities for employment for the graduates.

It is believed that the campus' most recent placement rate was below the most recent ACICS placement rate and below compliance standard because of the economy but also due to recent shortcomings in Career Services initiatives. The Career Services department is continuing to evaluate initiatives and modify them for increased graduate placements. This includes looking at the best practices of other ITT Technical Institutes. **As of 9/15/14, the campus is at a campus level placement rate of 65%, a 9% improvement over prior year with an additional 1 ½ months prior to the 11/1/14 placement activity cutoff.**

Some programs perform below minimum placement standards and are, therefore, evaluated for factors adversely affecting their success. The Career Services staff works with individual instructors and local employers to identify these factors and possible opportunities for increasing placement of current graduates.

Based on the most recent CAR data, programs of study to be more closely monitored over the next year for their improvement in placement are:

Criminology and Forensic Technology Associate of Applied Science
Graphic Communications and Design Associate of Applied Science
Mobile Communications Technology Associate of Applied Science
Digital Entertainment and Game Design Bachelor of Science

Programs with ten graduates or more that fell below 60% compliance for the 2013 report period are as follows:

- Criminal Justice, AAS – program is at zero student census; there are no placement outcomes for 2014.
- Visual Communications, AAS – program was discontinued at the campus.
- Graphic Communication and Design, AAS – 2014 YTD, program is at 33.33% with 4 graduates.
- Network Systems and Administration, AAS – 2014 YTD, program is at 57% with 17 graduates.

There has been no increase in salaries at any degree level in the past twelve months. There has been no increase in salaries at any degree level when the twelve month average is compared to the three-year average. Salary history for the campus' graduates is believed to reflect the economy as a whole.

See Appendix 3 for Placement Program Improvement Plans for underperforming programs.

Goals and Initiatives to Improve Placement:
Placement of the campus' graduates is a top priority at ITT Technical Institutes. It is the campus' goal to secure the best placement possible in the respective graduate's field of study.

Goals and initiatives related to improving placement include:

- Increase the number of employer contacts to develop strong relationships
- The Director of Career Services will aggressively contact key accounts within the employer database to increase job lead development, targeting employers within the fields of study below 70% placement threshold.
- Students will be encouraged to visit Career Services daily. Job postings will be sent to students through email and hard copy weekly job postings are available within the Career Center.

Please see **Appendix 6** for goals and initiatives by campus position.

Graduate Satisfaction

Instruments of Assessment
Satisfaction surveys are completed by graduates to provide the campus with an overview of the graduate's satisfaction with his/her program of study at ITT Technical Institute, both immediately following their final courses and again six months after graduation---after he/she has an opportunity to apply the knowledge and skills acquired.

- *Student Course Evaluations*: Student Course Evaluations are administered at the completion of each course. These surveys are reviewed and possible retention issues identified.

- *Graduate Survey*: All graduates are surveyed electronically six months following the date of graduation. The results are shared with the management team, the CEP Team, and the faculty. The survey is structured in such a way as to obtain data concerning the key elements of the institution.

Historical Data

Baseline data to be used in assessing and evaluating institutional effectiveness for the graduate satisfaction element is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow. If the three year average is available, it is used as the benchmark. If the three year average is not available, the next available historical rate(s) is used for comparison to current performance and future goal-setting and initiatives.

Chart (F)
Student Course Evaluation
Responses are ranked: **5** = Strongly Agree **4** = Agree **3** = Neutral **2** = Disagree **1** = Strongly Disagree

Survey	# of Students Surveyed	# of Students Responding	Student Response Rate
2011 Students	441	210	47.62%
2012 Students	295	144	48.81%
2013 Students	243	103	42.39%
2014 Students	59	44	74.58%

		Goals:	Minimum Response Rate: 65%		Overall Aggregate Rating: 4.0	
	Student Survey Questions:		Twelve Quarter (Three Year) Average	2011 Student Response Results [Overall rating, e.g., 3]:	2012 Student Response Results [Overall rating, e.g., 3]:	2013 Student Response Results [Overall rating, e.g., 3] :
1	The class sessions generally started and ended on time		4.64	4.6	4.62	4.69
2	I was satisfied with the textbook and other course materials for this course		4.22	4.22	4.17	4.28
3	I was satisfied with the technological environment (e.g., software, network performance, etc.)		4.32	4.27	4.3	4.38
4	The course included utilization of the Learning Resource Center/Virtual Library		0	0	4.23	4.3
5	The labs and other equipment utilized in this course were in good condition and working order		4.38	4.33	4.36	4.44
6	I would recommend this course to other students		0	0	4.32	4.31
7	The instructor gave me a course syllabus that listed grading criteria and course objectives at the beginning of the course		4.74	4.71	4.72	4.79
8	The instructor updated me regularly (a minimum of every three weeks) with the grade report on my performance in the course		4.41	4.41	4.36	4.47
9	The instructor was prepared for class		4.58	4.57	4.58	4.6
10	The instructor communicated and taught in a way that was organized and easily understood		4.43	4.4	4.44	4.44
11	I would recommend this instructor for this course to other students		4.47	4.45	4.47	4.48

Data Source: Operations Business Analyst

Chart (FF)
Graduate Survey
Responses are ranked: **5** = Strongly Agree **4** = Agree **3** = Neutral **2** = Disagree **1** = Strongly Disagree

Survey	# of Graduates Surveyed	# of Graduates Responding	Graduate Response Rate
2011 Graduates	56	8	14.29%
2012 Graduates	130	11	8.46%

Goals:	Minimum Response Rate: 10%		Overall Aggregate Rating: 4.0	
Graduate Survey Questions:	**Three Year Average**	**2011 Graduate Response Results** [Overall rating, e.g., 3]::	**2012 Graduate Response Results** [Overall rating, e.g., 3]: :	**2013 Graduate Response Result** [Overall rating, e.g., 3]:s :
My program of study taught me the knowledge and skills in the workforce	0	3.71	4.36	0
I am satisfied with the education I received in my program of study	0	3.86	4.09	0
I would recommend ITT Tech to a prospective student	0	3.86	3.82	0
The strengths of the applicable program of study were:				
"Hands-on" projects and labs	0%	62.5%	90.91%	0%
Theory classes	0%	37.5%	63.64%	0%
Course content	0%	25%	45.45%	0%
Faculty	0%	75%	72.73%	0%
Books and materials	0%	37.5%	45.45%	0%
Clubs/Program-related activities	0%	0%	0%	0%
Opportunity to gain professional experience	0%	62.5%	27.27%	0%

Data Source: Survey Monkey/Operations Business Analyst

Please see **Appendix 4** for the rationale behind each of the graduate survey questions.

Analysis of Graduate Satisfaction
A review of Student Course Evaluation Survey did not reveal any specific area of concern as it relates to achieving the campus' graduate satisfaction goals. Results indicated that the campus is achieving acceptable standards in core areas of operations, as measured by graduate opinion.

A review of Graduate Surveys (post-graduation) did not reveal any specific area of concern as it relates to achieving the campus' graduate satisfaction goals. Results indicated that the campus is achieving acceptable standards in preparing students for their fields of study and furthering their academic interests, as measured by (documented) graduate opinion.

Goals and Initiatives to Improve Graduate Satisfaction

Graduate satisfaction with their education is important to the institute. The following goals and initiatives are established with this in mind:

- Graduates will be contacted *prior* to headquarters emailing the Graduate Survey. Graduates will be requested to complete and return the survey to headquarters. Any changes in email addresses will promptly be updated in IRIS to ensure correct email addresses.
- The Library Assistant will conduct quarterly presentations at orientations and in the classroom to improve student awareness

of the tools and resources available in the Learning Resource Center (LRC) and Virtual Library. Additionally, the Dean will work with the Corporate Librarian to address any deficiencies in campus resources related to the LRC and Virtual Library.

Please see **Appendix 7** for goals and initiatives by campus position.

Employer Satisfaction

Instruments of Assessment:
Key instruments used to assess employer satisfaction include the following:

- Employer Surveys: In order to monitor the success level of training efforts, the institute surveys employers to obtain their opinion and input in determining success. Surveys are sent six months after graduation to employers that have hired graduates. The surveys provide an overview of the technical skills, professionalism, and soft-skills relating to the individual graduate's performance.

- Advisory Committee Surveys: Advisory Committees are comprised in part of employers of the institute's graduates. Consequently, the institute also utilizes Advisory Committees as a tool for measuring employer satisfaction and identifying areas of the educational process that may require more emphasis or attention. Advisory Committee meetings occur bi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings (practice started in late 2009); results from these surveys are reviewed by applicable campus leadership as another tool for measuring employer satisfaction.

Historical Data:

Baseline data to be used in assessing and evaluating institutional effectiveness for the employer satisfaction element is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow. If the three year average is available, it is used as the benchmark. If the three year average is not available, the next available historical rate(s) is used for comparison to current performance and future goal-setting and initiatives.

Below is the most recent data gathered from the Employer Surveys:

Chart ZZ Employer Surveys
Responses are ranked: **5** = Strongly Agree **4** = Agree **3** = Undecided **2** = Disagree **1** = Strongly Disagree

Survey	# of Employers Surveyed	# of Employers Responding	Employer Response Rate
2011 Graduates	27	4	14.81%
2012 Graduates	66	5	7.58%

Goals:	Minimum Response Rate: 10%		Overall Aggregate Rating: 4.0	
Employer Survey Questions:	**Three Year Average**	**2011 Employer Response Results** [Overall rating, e.g., 3]: :	**2012 Employer Response Results** [Overall rating, e.g., 3]: :	**2013 Employer Response Results** [Overall rating, e.g., 3]::
Capacity for Working with Minimal Supervision	0	4.75	4.5	0
Potential for Increased Responsibility	0	4.75	4	0
Quality of Work Performance	0	5	4.17	0
Technical Skills Proficiency	0	4.75	4.17	0
Communication Skills	0	4.5	4.17	0
Overall Evaluation	0	4.75	4.33	0

Data Source: Survey Monkey/Operations Business Analyst

Please see **Appendix 5** for the rationale behind each of the employer survey questions.

Below is the most recent data gathered from the Advisory Committee Surveys:

Chart (R)
Advisory Committee Surveys
Responses are ranked: 5 = Strongly Prepared 4 = Prepared 3 = Undecided 2 = Unprepared 1 = Strongly Unprepared

Survey	# of Committee Members Responding
2013 Committee Members	202

	Goals:	Overall Aggregate Rating: 4.0			
	Survey Questions:	**Three Year Average**	**2013 Response Results** [Overall rating, e.g., 3.5]:	**2014 Response Results** [Overall rating, e.g., 4.0]:	**2015 Response Results** [Overall rating, e.g., 4.75] :
Thinking about the ITT Tech graduates who have been employed at your organization, please rate how well PREPARED they have been to do each of the following.					
1	Demonstrate personal responsibility (meeting expectations for deadlines, ethics, personal conduct, and product quality)	0	4.14	0	0
2	Analyze information(apply critical thinking skills to assess arguments, proposals and solutions)	0	4.01	0	0
3	Demonstrate an ability to solve complex problems	0	3.91	0	0
4	Communicate orally in an effective and appropriate manner	0	3.97	0	0
5	Communicate in a written format in an effective and appropriate manner	0	3.94	0	0
6	Contribute appropriately as a member of a team	0	4.12	0	0
7	Demonstrate a willingness and ability to pursue lifelong learning opportunities (gain new knowledge or new technological skills	0	4.15	0	0

Data Source: PAC Surveys from Academic Affairs (Spring and Fall Each Year)

Analysis of Employer Satisfaction
History indicates that an increasing number of employers are reluctant to return surveys regarding their satisfaction with graduates. Additionally, a review of the Employer Surveys returned did not reveal any specific area of concern as it relates to the graduates' preparedness for their respective jobs. Results indicated that the campus is achieving acceptable standards in core areas, as measured by (documented) employer opinion.

A review of Advisory Committee Surveys did not reveal any specific area of concern as it relates to achieving graduate and employer satisfaction. Results indicated that the campus is achieving acceptable standards in preparing graduates for their fields of study.

It is the campus' intention to see continuous improvement. The institute will always consider employer feedback to ensure continued progress and institutional effectiveness.

Goals and Initiatives to Improve Employer Satisfaction
The following goals have been established as they relate to employer satisfaction:

- Faculty will engage the community with increased field trips and guest speakers to secure additional employer input into the programs of study.
- Survey results will be shared with faculty and consequently will implement initiatives to support continued improvement of their respective program(s). Survey results will be shared with faculty at quarterly meetings, or otherwise appropriate, while ensuring confidentiality of the student and employer.
- Career Services will contact employers by phone if they have not responded to the survey within 60 days of the mailing and again at 90 and 120 days as needed.

Please see **Appendix 6** for goals and initiatives by campus position.

Student Learning Outcomes

Instruments of Assessment:
Key instruments used to assess student learning outcomes include the following:

- *Capstone Courses:* Many of the ITT Technical Institute programs utilize a capstone course to solidify the student's overall learning process and to determine the level of the students understanding of the program objectives. Beginning in 2009, the

Dean began tracking class average grades for capstone courses. This will develop a history of data to be used for analyzing student learning outcomes in future CEPs.

- *Capstone Assessment Data:* For some programs, specific learning outcomes assessment is carried out through the application of assessment rubrics. As capstone outcomes assessment data become available, faculty (number listed in the table) review proficiency levels achieved by graduates (percentage reflected in the table) with respect to specific outcomes and takes improvement actions as needed.

- *Student Engagement*: Student engagement is measured by student attendance and the ability to complete program courses.

- *Student Success*: Student Success is measured by dividing the number of passing students by the number of student attempts (a student attempt is counted when a student sits for a section).

Historical Data:

Baseline data to be used in assessing and evaluating institutional effectiveness for the student learning outcomes element is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow. If the three year average is available, it is used as the benchmark. If the three year average is not available, the next available historical rate(s) is used for comparison to current performance and future goal-setting and initiatives.

Chart (S)
Student Capstone Course Grade by Program

Programs	Course	Twelve Quarter (Three Year) Average GPA	Eight Quarter (Two Year) Average GPA	Four Quarter (One Year) Average GPA	Year-To-Date Average GPA
AASCFT	CJ2699	0	0	0	4
AASCFT	CJ2799	0	0	0	3
AASDDT	DT2799	0	0	2.6	3.1
AASELCT	ET2799	0	0	3	3
BSISC	IS4799	0	0	0	3.9
AASNSA	NT2799	0	0	3.6	2.8
BSPMA	PM4799	0	0	2.6	3.8

Data Source: Fact Enrollment Snapshot (Cognos) Academic Term

Chart (E)
Student Engagement

Programs	Twelve Quarter (Three Year) Average	Eight Quarter (Two Year) Average	Four Quarter (One Year) Average	Year-To-Date Average	Goals
AAS BMG	0%	0%	53.36%	72.04%	75%
AAS CFT	0%	75.42%	76.42%	78.78%	80%
AAS DDT	0%	79.11%	81.27%	82.65%	82.5%
AAS ELCT	0%	80.81%	79.85%	81.02%	82%
AAS GCD	0%	66.21%	48.5%	0%	0%
AAS NSA	0%	74.59%	75.55%	77.21%	80%
BS EECT	0%	53.77%	85.78%	82.81%	85%
BS ISC	0%	88.45%	87.71%	88.21%	89%
BS PMA	0%	83.64%	86.86%	86.59%	88%
DEGD	0%	63.16%	45.3%	0%	0%
ITCNS	0%	77.37%	71.59%	61.9%	61.9%

Data Source: Engagement Rate by Program (Cognos) Academic Terms

Chart (U)
Student Success (By Program)

Programs	Twelve Quarter (Three Year) Average	Eight Quarter (Two Year) Average	Four Quarter (One Year) Average	Year-To-Date Average	Goals
AAS BMG	0%	0%	58.05%	40%	83%
AAS DDT	80.55%	82.39%	83.64%	57.76%	80%
AAS ELCT	79.07%	79.69%	76.19%	50.79%	83%
ITCNS	78.93%	73.59%	62.5%	50%	83%
CEET	0%	0%	0%	0%	0%
AAS GCD	0%	77.93%	61.07%	0%	0%
DEGD	89.46%	86.06%	77.37%	100%	89%
AAS CFT	81.57%	78.02%	82.58%	66.67%	83%
BS EECT	0%	0%	95.6%	56.3%	85%
BS ISC	79.75%	96.07%	93.34%	76.8%	83%
AAS NSA	77.01%	77.89%	76.11%	50.53%	83%
BS PMA	89.04%	89.24%	91.78%	58.05%	85%

Data Source: School Chair Dashboard (Cognos) Business Quarters

Analysis of Student Learning Outcomes:
Capstone course grades and outcomes assessment (from capstone rubrics) are indicators of program success or failure. Review of capstone courses is considered essential as part of assessing student learning outcomes. It is the objective of each capstone course that program expertise is clearly evidenced. Desired levels have not been achieved to-date; therefore the campus will continue to improve upon these results to help ensure that graduates of the program are successful in related employment.

ITT Technical Institute classes utilize mid-term and final exams provided from a corporate generated curriculum and evaluation process. While these are not the only elements in determining a student's final grade, they carry significant weight to lessen the subjectivity an instructor may insert into the process. Assessment of student learning, however, extends beyond grades and those measures are included in the campus' overall assessment of a program's success or its deficiencies.

Student Success is another component of assessing learning outcomes. The number of students starting and passing a course is one indicator of the potential to achieve positive student learning outcomes. Historical data indicates that faculty's and Academic Affairs' efforts are yielding acceptable Student Success rates, however 2014 year-to-date averages warrant increased oversight by the Dean and Director.

The campus evidences its strength through its teachers and curriculum. Core to student success is the ability of his/her respective instructors to effectively communicate the learning material and encourage learning. Student Success and Capstone course results along with Student Engagement are components of assessing learning outcomes. Historical data related to Student Engagement indicates that the campus' efforts to promote good class attendance and successful completion of program courses have resulted in meeting its stated goals.

Goals and Initiatives to Improve Student Learning Outcomes:

Goals and initiatives related to student learning outcomes include:

- The Dean will ensure that supporting in-service meetings for the next 12 months focus on organization, use of teaching resources, and exercises that promote interactive communication at various levels. The Dean will provide monthly updates on all initiatives.
- Core instructors will be tasked with increasing the relevance of their material through increased application of knowledge (increasing the use of community resources through field trips and guest speakers).

Please see **Appendix 6** for goals and initiatives by campus position.

Curriculum Review

The following instruments are used in the assessment of current curriculum review practices:

- *Student Course Evaluations*: Student surveys are administered on a quarterly basis as an online survey near the end of each quarter. The information secured from the survey results is used to make appropriate changes, which will improve student outcomes, student service, and operational effectiveness.
- *Advisory Committees*: The Advisory Committees meet twice a year for general assembly and twice a year with breakout sessions with School Chairs focusing on curriculum updates and industry changes.
- *Faculty Input*: Faculty exercise academic freedom by developing daily lesson plans and selecting appropriate instructional methodology. Faculty has the opportunity to suggest curricula or text change ideas through an established curriculum review process.

Historical Data

Baseline data to be used in assessing and evaluating institutional effectiveness for curriculum review is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow. If the three year average is available, it is used as the benchmark. If the three year average is not available, the next available historical rate(s) is used for comparison to current performance and future goal-setting and initiatives.

Chart (F)
Student Course Evaluation
Responses are ranked: **5** = Strongly Agree **4** = Agree **3** = Neutral **2** = Disagree **1** = Strongly Disagree

Survey	# of Students Surveyed	# of Students Responding	Student Response Rate
2011 Students	441	210	47.62%
2012 Students	295	144	48.81%
2013 Students	243	103	42.39%
2014 Students	59	44	74.58%

		Goals:	Minimum Response Rate: 65%		Overall Aggregate Rating: 4.0	
	Student Survey Questions:		Twelve Quarter (Three Year) Average	2011 Student Response Results [Overall rating, e.g., 3]:	2012 Student Response Results [Overall rating, e.g., 3]:	2013 Student Response Results [Overall rating, e.g., 3] :
1	The class sessions generally started and ended on time		4.64	4.6	4.62	4.69
2	I was satisfied with the textbook and other course materials for this course		4.22	4.22	4.17	4.28
3	I was satisfied with the technological environment (e.g., software, network performance, etc.)		4.32	4.27	4.3	4.38
4	The course included utilization of the Learning Resource Center/Virtual Library		0	0	4.23	4.3
5	The labs and other equipment utilized in this course were in good condition and working order		4.38	4.33	4.36	4.44
6	I would recommend this course to other students		0	0	4.32	4.31
7	The instructor gave me a course syllabus that listed grading criteria and course objectives at the beginning of the course		4.74	4.71	4.72	4.79
8	The instructor updated me regularly (a minimum of every three weeks) with the grade report on my performance in the course		4.41	4.41	4.36	4.47
9	The instructor was prepared for class		4.58	4.57	4.58	4.6
10	The instructor communicated and taught in a way that was organized and easily understood		4.43	4.4	4.44	4.44
11	I would recommend this instructor for this course to other students		4.47	4.45	4.47	4.48

Data Source: Operations Business Analyst

Student feedback will continue to be gathered and reviewed by faculty and recommendations for changes to curriculum submitted/made as warranted. Faculty feedback regarding curriculum varied from discipline to discipline but is evidenced in applicable meeting minutes from various committees, including faculty meetings, the National Curriculum Committee, and the local CEP meetings. Resulting changes are processed through the National Chairs of each respective program.

Feedback from varying sources resulted in the following curriculum changes:

2010:

- Replaced IT103 Operating Systems with IT255 Introduction to Information Systems Security

2011:

- Replaced EG453 Political Issues and the Economy with EG452 Economics and Change
- Replaced GE172 State and Local Government and GE175 American Government

2012:

- EECT bachelor program revisions to include changes in theory/lab components of several courses and two course replacements. Lab component added to: MA3310 Calculus I and MA3410 Calculus II
- MC2665 Mobile Communications Devices course changed to theory only, removing lab component.
- PM469 Capstone Course pre-requisite correction/update
- Addition of GS2745 Advanced Strategies for the Technical Professional 3.0 credit hour course
- PM4799, PM4797, PM4795 course description changes

2014:

- Associate degree program capstone course pre-requite updates.

Analysis of Curriculum Review

A review of Student Course Evaluations did not reveal any specific area of concern as it relates to curriculum. Results indicated that the campus is meeting student expectations related to curriculum content and resources.

Advisory Committees are an important part of improving the programs offered at the institution. Their feedback has historically prompted program changes, e.g., in textbooks and in specific equipment/tools used. Additionally, Advisory Committee members have provided multiple opportunities to enhance the program curriculum by providing opportunities for field trips and use of relevant (general and program-specific) guest speakers.

Goals and Initiatives to Improve Curriculum

Based on the feedback, the following campus goals and initiatives related to curriculum review have been established:

- The System Support Technician will continue to work with each School Chair prior to a quarter start to ensure that hardware and software support curriculum requirements.
- The Director and functional managers will continue to work cooperatively to ensure that all curriculum changes are reviewed, communicated, and processed expeditiously.

Student Enrollment

Instrument of Analysis

Historical student enrollment activity is the key source for measuring the recruitment process. This data is available from a variety of ITT Technical Institute reports and resources. The data is collated and analyzed to determine enrollment success associated with two key areas:

- New Starts
- Student Re-Entries

Historical Data:

Baseline data to be used in assessing and evaluating institutional effectiveness for student enrollment is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow.

Chart (X) **New Starts Quarterly Enrollment (By Program and Term)**

Programs	New Starts Total		December 2013		March 2014		June 2014		September 2014	
	Prior Year's Total	Current Year-to-Date	Prior Year's December Quarter	Quarter*	Prior Year's March Quarter	Quarter*	Prior Year's June Quarter	Quarter*	Prior Year's September Quarter	Quarter*
AASBMG	9	15	0	2	0	1	0	12	9	0
AASCEET	0	0	0	0	0	0	0	0	0	0
AASCFT	15	0	4	0	10	0	0	0	1	0
AASDDT	54	30	9	8	11	13	17	9	17	0
AASELCT	59	40	9	12	20	16	13	12	17	0
AASGCD	0	0	0	0	0	0	0	0	0	0
AASITCNS	0	0	0	0	0	0	0	0	0	0
AASMCT	0	0	0	0	0	0	0	0	0	0
AASNSA	72	41	11	12	16	11	21	17	24	1
BSDEGD	0	0	0	0	0	0	0	0	0	0
BSEECT	12	10	0	0	12	10	0	0	0	0
BSISC	11	0	0	0	1	0	0	0	10	0
BSISS	0	0	0	0	0	0	0	0	0	0
BSPM	0	0	0	0	0	0	0	0	0	0
BSPMA	16	19	0	8	0	1	14	10	2	0
Total	248	155	33	42	70	52	65	60	80	1

Data Source: Census Cube for New Start Enrollment (Cognos) Business Quarters

Chart (Y) **Re-Entries Quarterly Enrollment (By Program and Term)**

	Re-Entries Total		December 2013		March 2014		June 2014		September 2014	
Programs	Prior Year's Total	Current Year-to-Date	Prior Year's December Quarter	Quarter*	Prior Year's March Quarter	Quarter*	Prior Year's June Quarter	Quarter*	Prior Year's September Quarter	Quarter*
AASBMG	0	1	0	0	0	1	0	0	0	0
AASCDD	1	0	0	0	1	0	0	0	0	0
AASCEET	3	0	1	0	0	0	2	0	0	0
AASCFT	1	1	0	0	1	1	0	0	0	0
AASCJ	3	0	1	0	1	0	0	0	1	0
AASDDT	7	7	1	3	4	1	1	2	1	1
AASELCT	13	13	4	2	3	3	3	7	3	1
AASGCD	4	0	0	0	1	0	1	0	2	0
AASITCNS	3	0	1	0	1	0	1	0	0	0
AASMCT	0	0	0	0	0	0	0	0	0	0
AASNSA	9	15	1	4	1	8	5	3	2	0
BSCJ	1	0	0	0	1	0	0	0	0	0
BSDEGD	0	1	0	0	0	1	0	0	0	0
BSEECT	0	0	0	0	0	0	0	0	0	0
BSISC	1	2	0	1	0	0	0	1	1	0
BSISS	1	0	0	0	0	0	1	0	0	0
BSPM	2	0	0	0	1	0	1	0	0	0
BSPMA	4	3	1	2	2	0	1	1	0	0
Total	53	43	10	12	17	15	16	14	10	2

Data Source: Census Cube for Re-Entries Enrollment (Cognos) Business Quarters

*Total applicable enrollment for the referenced quarter

Analysis of Student Enrollment:

Review of student enrollment over the last twelve months reflects a steady trend in enrollments. The Director of Recruitment in cooperation with the Director and staff help ensure that enrollment goals are met. When enrollment goals are met, financial stability is achieved and a more enriched environment is achieved for student learning.

Goals and Initiatives to Improve Student Enrollment:

Please see **Appendix 6** for goals and initiatives by campus position.

SUMMARY

The faculty and staff of ITT Technical Institute embrace a workplace culture that is founded on the core principles of ITT Educational Services, Inc., which include:

- Quality
- Compliance
- Customer Satisfaction

The campus continually seeks new and innovative ways to improve the services and learning environment for its students. The campus works to build a strong, positive reputation in the community.

The success of the enrollment process, the campus' completion rates, and the campus' corresponding employment rates are direct evidence of the CEP's effectiveness. Employer feedback, both anecdotal and via surveys, are reviewed regarding curriculum content, equipment used, graduates' qualifications and capabilities, and other education-related areas. Students, graduates, and employers are surveyed as outlined in the CEP regarding the performance of ITT Technical Institute, and their feedback is shared with appropriate corporate entities to ensure the ongoing success of the programs of study offered at ITT Technical Institute.

The CEP is instrumental in keeping the campus focused on its mission and continual improvement.

APPENDIX 1

PROGRAM OFFERINGS AND CHARACTERISTICS

SCHOOL OF BUSINESS

PROJECT MANAGEMENT ADMINISTRATION (Bachelor of Science)
This program combines theory and techniques used by professional project management practitioners in a digital global environment. The program includes instruction on the project management knowledge areas and processes designated by the Project Management Institute (PMI). Courses teach knowledge and skills to help participate in and lead the management of a variety of project types. The program offers students the opportunity to learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring and controlling a project through an integrated process to meet identified requirements on time and on budget. The program is also designed to foster critical thinking, analysis and communication skills. The program offers three options: Construction, Information Technology, and Project Management Administration.

BUSINESS MANAGEMENT (Associate of Applied Science)
This program offers a foundation to help students develop business knowledge and skills. It combines the study of fundamentals of marketing, finance and communication. The program also emphasizes the impact of the dynamic, global information age on business and how to make efficient use of technology. The program includes three major focuses. The business focus provides an introduction to functional areas of business. The marketing focus offers marketing principles and practices with emphasis on consumer behavior. The communication focus offers a foundation in professional communication, including principles of professional business communication and methods and techniques used in the information age. The program also offers instruction on teamwork, technology and problem solving and includes general education coursework.

SCHOOL OF CRIMINAL JUSTICE

CRIMINAL JUSTICE (Associate of Applied Science)
This program teaches fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence and criminology. Areas of study include law enforcement, the courts and corrections. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment. The curriculum is designed to offer a balance of theory and application used in the field by integrating interpersonal skills and criminal justice subject matter. The program examines the criminal justice process in the United States and involves the study of interpersonal communication skills. Program content includes communication, criminology, courts, correctional programs, criminal investigations, security and policing.

CRIMINOLOGY AND FORENSIC TECHNOLOGY (Associate of Applied Science)
This program exposes students to fundamental knowledge and skills utilized in the field of criminology and forensics. Areas of study include the criminal justice system, criminal law, law enforcement, forensics and investigations. This program contains report writing, communications, problem solving and computer coursework designed to help students prepare for entry-level positions in the field of criminal justice.

SCHOOL OF DRAFTING AND DESIGN

DIGITAL ENTERTAINMENT AND GAME DESIGN (Bachelor of Science)
The purpose of this program is to help graduates prepare for career opportunities in a variety of entry-level positions involving technology associated with designing and developing digital games and multimedia applications. Courses in this program offer a foundation in digital game design (through the study of subjects such as gaming technology, game design process, animation, level design) and general education subjects.

DRAFTING AND DESIGN TECHNOLOGY (Associate of Applied Science)
This program exposes students to a variety of fundamental skills utilized in entry-level computer aided-drafting (CAD) and design positions. Students are exposed to CAD technologies and conventional drafting methods to produce various designs, working drawings, charts, forms and records. Students will be exposed to both classroom theory and laboratory projects. This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving drafting and design, and may include mechanical drafting and design, Building Information Modeling (BIM), architectural drafting and design, parametric modeling, civil drafting and design and structural detailing.

GRAPHIC COMMUNICATIONS AND DESIGN (Associate of Applied Science)
This program exposes students to fundamental skills utilized in entry-level graphic design, visual communications and related positions. The program can help students explore communicating ideas and concepts through print and interactive multimedia communication. The program emphasizes creativity, visualization and critical thinking to help students generate technologically appropriate, functional and aesthetically pleasing solutions for graphic communications and design projects. This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving graphic communications and design which may include the production of interactive multimedia, print media and other communications at a variety of organizations.

INDUSTRIAL ENGINEERING TECHNOLOGY (Associate of Applied Science)
This program exposes students to a variety of fundamental skills utilized in entry-level industrial and manufacturing positions. Students will be exposed to various aspects of optimization, human factors, economic analysis, industrial processes, industrial planning procedures, computer applications, and report and presentation preparation. This program offers graduates an opportunity to develop knowledge and skills that can help them pursue employment in a variety of entry-level positions that utilize various aspects of industrial engineering technology in both service and manufacturing organizations, such as industrial engineering technician, quality technician, test technician and manufacturing technician.

SCHOOL OF ELECTRONICS TECHNOLOGY

ELECTRICAL ENGINEERING AND COMMUNICATIONS TECHNOLOGY
(Bachelor of Science)
The purpose of this program is to help graduates prepare for career opportunities in a variety of entry-level positions in various fields involving electronics engineering technology, including communication systems. Courses in this program offer an expansive foundation in electronic circuitry and communications engineering technology through the study of subjects such as circuit analysis, circuit design, data and network communications, digital communications in the presence of noise, calculus and additional general education coursework.

COMPUTER AND ELECTRONICS ENGINEERING TECHNOLOGY (Associate of Applied Science)
This program helps graduates begin to prepare for careers in a variety of entry-level positions in many fields of electronics and computer technology, such as aviation, communications, computers, consumer products, defense and research and development. The program acquaints students with certain circuits, systems and specialized techniques used in electronics and computer technology career fields and exposes students to a combination of classroom theory and practical application in a laboratory environment.

ELECTRICAL ENGINEERING TECHNOLOGY (Associate of Applied Science)
This program helps graduates begin to prepare for careers in a variety of entry-level positions in many fields of electronics and computer technology, such as aviation, communications, computers, consumer products, defense and research and development. The program acquaints students with certain circuits, systems and specialized techniques used in electronics and computer technology career fields and exposes students to a combination of classroom theory and practical application in a laboratory environment.

SCHOOL OF INFORMATION TECHNOLOGY

INFORMATION SYSTEMS AND CYBERSECURITY (Bachelor of Science)
Individuals with knowledge of information systems security are now considered to be an important part of most IT infrastructure teams. Roles cover a range of activities spanning from analysis, to design and implementation of security systems, to security monitoring and countermeasures and ongoing administration. Students will study the essentials of information security and the security aspects of common information technology platforms. Students will be exposed to techniques used to deploy and manage security systems and configure security solutions.

INFORMATION SYSTEMS SECURITY (Bachelor of Science)
Individuals with knowledge of information systems security are now considered to be an important part of most IT infrastructure teams. Roles cover a range of activities spanning from analysis, to design and implementation of security systems, to security monitoring and countermeasures and ongoing administration. Students will study the essentials of information security and the security aspects of common information technology platforms. Students will be exposed to techniques used to deploy and manage security systems and configure security solutions.

INFORMATION TECHNOLOGY - COMPUTER NETWORK SYSTEMS (Associate of Applied Science)
The Information Technology - Computer Network Systems program can help graduates prepare to perform tasks associated with installing, upgrading and maintaining computer network systems in typical LAN/WAN environments. This program explores a number of networking and internetworking technologies. Additional

curriculum topics, investigated through classroom and laboratory experiences, include introductory computer programming, survey of operating systems, network design and implementation, network systems management and other related technical subjects. Information Technology - Computer Network Systems consists of a foundation core of computing and general education courses, followed by studies in computer network systems applications.

MOBILE COMMUNICATIONS TECHNOLOGY (Associate of Applied Science)
The purpose of this program is to help graduates prepare for career opportunities in a variety of entry-level positions in the field of mobile communications and information technology. The curriculum of the program focuses on technical and general education cores of study. The program acquaints students with analog and digital electronics, computer and networking, electronic and digital communications systems, and mobile wireless communications systems and devices and exposes students to a combination of classroom theory and practical application in a laboratory environment.

Graduates of this program may pursue careers in a variety of entry-level positions in various fields involving mobile communications technology, electronics and computer engineering technology, and information technology, such as technician, field technician/field service specialist, mobile devices support consultant, applications development technician, wireless technician.

NETWORK SYSTEMS ADMINISTRATION (Associate of Applied Science)
This program exposes students to a variety of fundamental skills utilized in entry-level computer network systems administration positions. Students will be exposed to various aspects of network hardware and software maintenance and monitoring, configuring and supporting a local area network (LAN) and a wide area network (WAN), Internet systems and segments of network systems. This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level systems network administration and support positions, such as network administrator, network technician, network specialist, information technology specialist, local area network (LAN) or wide area network (WAN) administrator.

SOFTWARE DEVELOPMENT (Associate of Applied Science)
This program exposes students to a variety of fundamental skills used in entry-level software development, software analysis and application design positions. Students will be exposed to various aspects of programming, databases, website design and the development of a software product. This program offers graduates an opportunity to develop knowledge and skills that they can use to help them pursue careers in a variety of entry-level programming, application design and software development positions, such as Web developer, systems analyst, database programmer or testing analyst.

SOFTWARE DEVELOPMENT (Associate of Applied Science)
This program exposes students to a variety of skills utilized in entry-level software design, software administration and software development positions. Students will be exposed to knowledge and skills of programming, website design and development, and mobile application design and development. This program offers students an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level programming, application design and software development positions, such as programmer, software engineer, web developer, and application developer.

APPENDIX 2: RETENTION IMPROVEMENT PLAN

PROGRAM IMPROVEMENT PLAN

Please use this form (or format) for each program for which an improvement plan is required, and include it in, or append it to, the Campus Effectiveness Plan.

Campus Name & ACICS ID #, Program Name & Credential Level *– One plan may be used to address more than one deficiency in a program's outcomes (retention, placement and/or licensure pass rate).*	**ITT Technical Institute, [Everett]** **ACICS ID 00016063** **Criminology Forensic Technology, Academic Associate Degree**
Data - *Please include data on the relevant measure or measures from the last three CARs. Add any relevant information on graduate satisfaction, employer satisfaction, student learning outcomes or other topics which the campus finds useful.*	The Criminal Justice retention rate decreased from 69% in 2012 to 50% in 2013. Year-to-date placement for this program is 50%.
Analysis - *Please provide a narrative description, based upon a review of the data and information, of the reasons why the institution believes the rate(s) has fallen below the ACICS standard.*	The program currently has 5 students as compared to the 8 that started in Criminal Justice at the beginning of 2014. All but 1 of the active students will graduate in December 2014.
Planned Activities - *Please provide a narrative description of the activities the institution plans to take to raise the relevant rate(s). If the campus has submitted a previous plan, please describe how activities in that plan were implemented, why they have not yet achieved the desired outcome, and when that outcome will be reached.*	The following activities are to be implemented to improve retention in the CFT program: • The Instructor will be asked to meet with at-risk students individually by mid-quarter to offer additional tutoring assistance if needed. • The Dean will ensure instructors are contacting at-risk students and documenting contacts in IRIS on a weekly basis. • The Dean will observe a CFT core course once per quarter to assess instructor's delivery of the material. • The Instructor will incorporate in-class interactive activities to encourage participation and attendance as well as reinforcing the course content.

APPENDIX 3: PLACEMENT IMPROVEMENT PLAN

PROGRAM IMPROVEMENT PLAN

Please use this form (or format) for each program for which an improvement plan is required, and include it in, or append it to, the Campus Effectiveness Plan.

Campus Name & ACICS ID #, Program Name & Credential Level *– One plan may be used to address more than one deficiency in a program's outcomes (retention, placement and/or licensure pass rate).*	**ITT Technical Institute, [Everett]** **ACICS ID 00016063** **Network Systems and Administration, Academic Associate Degree**
Data - *Please include data on the relevant measure or measures from the last three CARs. Add any relevant information on graduate satisfaction, employer satisfaction, student learning outcomes or other topics which the campus finds useful.*	Historical Data: 2013: 57.14% 2014: currently at 64.29%
Analysis - *Please provide a narrative description, based upon a review of the data and information, of the reasons why the institution believes the rate(s) has fallen below the ACICS standard.*	Employment of graduates in the Network System Administration (AAS) program has been a challenge due in part to personnel changes at the campus level.
Planned Activities - *Please provide a narrative description of the activities the institution plans to take to raise the relevant rate(s). If the campus has submitted a previous plan, please describe how activities in that plan were implemented, why they have not yet achieved the desired outcome, and when that outcome will be reached.*	The following activities are to be implemented to improve placement in the above listed programs: • Career Services will partner with the Department Chairs in order to explore alternative, related job opportunities for graduates • The Director of Career Services will meet weekly with the Department Chair to discuss unemployed graduates • The Director of Career Services will increase the number of employer contacts in fields representing underperforming programs • The Director of Career Services will contact key accounts within current employer database to increase overall job lead development

PROGRAM IMPROVEMENT PLAN

Please use this form (or format) for each program for which an improvement plan is required, and include it in, or append it to, the Campus Effectiveness Plan.

Campus Name & ACICS ID #, Program Name & Credential Level *– One plan may be used to address more than one deficiency in a program's outcomes (retention, placement and/or licensure pass rate).*	**ITT Technical Institute, [Everett]** **ACICS ID 00016063** **Graphics Communication and Design, Academic Associate Degree**
Data - *Please include data on the relevant measure or measures from the last three CARs. Add any relevant information on graduate satisfaction, employer satisfaction, student learning outcomes or other topics which the campus finds useful.*	The Graphics Communication and Design (AAS) placement rate for 2013 ended at 22.22%. Year-to-date placement for this program is 33.33% which is an increase over prior year but still below benchmark.
Analysis - *Please provide a narrative description, based upon a review of the data and information, of the reasons why the institution believes the rate(s) has fallen below the ACICS standard.*	Employment of graduates in the Graphics Communication and Design (AAS) program has been a challenge due in part to the local economy and limited availability of entry-level positions available in this field.
Planned Activities - *Please provide a narrative description of the activities the institution plans to take to raise the relevant rate(s). If the campus has submitted a previous plan, please describe how activities in that plan were implemented, why they have not yet achieved the desired outcome, and when that outcome will be reached.*	The following activities are to be implemented to improve placement in the above listed programs: • Career Services will partner with the Department Chairs in order to explore alternative, related job opportunities for graduates • The Director of Career Services will meet weekly with the Department Chair to discuss unemployed graduates • The Director of Career Services will increase the number of employer contacts in fields representing underperforming programs • The Director of Career Services will contact key accounts within current employer database to increase overall job lead development

APPENDIX 4
GRADUATE SURVEY (Rationale for Questions)

Question	Answer Option	Objective	How Data Will Be Used
Graduate Information	Populated by data submitted on GEI	Hire information of record, basis of which we will update information	
		Graduate can update position with company	• Updated position information • Updated salary information • Potential employer/graduate information contact
Present Employer	Only presented if graduate is no longer with employer of record	Updated graduate information	• Updated position information • Updated salary information • Potential employer/graduate information contact
Which of the following is accurate concerning your employment?	• I am employed in a position in which I am using my education • I am employed, but not in a position in which I am using my education • I am unemployed and seeking a position using my education • I am unemployed and not seeking a position	Categorize employment status: • In field • Out of field • Unemployed • Identify graduates who are unemployed and request assistance	• Assist graduates who request assistance • Identify potential employments not previously recorded
ITT Program Feedback			
• My program of study taught me the knowledge and skills necessary to enter the workforce • I am satisfied with the education I received in my program of study	• Strongly Agree • Agree • Neutral • Disagree • Strongly Agree	Graduate feedback on the effectiveness of their program in preparing them to work in their field of study Measure graduate satisfaction with their education	Measure graduate satisfaction of program, CEP input
What did you consider to be the strengths of your program of study	• Hands-on projects and labs • Theory classes • Course content • Faculty • Books and materials • Clubs/Program related activities • Opportunities to gain professional experience	Graduate feedback on different aspects of their education	Identify strengths and areas of opportunity for improvement, CEP input
I would recommend ITT Tech to a prospective student	• Strongly Agree • Agree • Neutral • Disagree • Strongly Agree	Graduate feedback on satisfaction with ITT Tech	Measure graduate satisfaction with college CEP input
Would you be interested in sharing you success story and experience at ITT with others? *	• Yes • No thanks	Identify graduates to assist in marketing and public relations initiatives	Identify graduates to assist in marketing and public relations initiatives

* Presented only if they responded as working in field and responded as "Agree/Strongly Agree" to the question on recommending ITT Tech to a prospective student.

APPENDIX 5
EMPLOYER SURVEY (Rationale for Questions)

Question	Answer Option	Objective	How Data Will Be Used
1. Employer Feedback for Graduates			
Capacity for working with minimal supervision	• Excellent • Good • Average • Poor • Unsatisfactory	Obtain employer feedback on graduate	CEP input
Potential for increased responsibilities	• Excellent • Good • Average • Poor • Unsatisfactory	Obtain employer feedback on graduate	CEP input
Quality of work performance	• Excellent • Good • Average • Poor • Unsatisfactory	Obtain employer feedback on graduate	CEP input
Technical skills proficiency	• Excellent • Good • Average • Poor • Unsatisfactory	Obtain employer feedback on graduate	CEP input Curriculum input
Communication skills	• Excellent • Good • Average • Poor • Unsatisfactory	Obtain employer feedback on graduate	CEP input Curriculum input
Overall Evaluation	• Excellent • Good • Average • Poor • Unsatisfactory	Obtain employer feedback on graduate	CEP input Measure progress of CEP plan to improve
2. ITT Tech Career Services Feedback			
Did a member of ITT Technical Institute Career Services Department assist you in hiring this graduate?	• Yes • No	Employer feedback	

3. Rate the ITT Tech Career Services Department on the following (presented only if question 2 was "yes")			
Were you satisfied with the overall customer service provided by ITT Tech?	• Yes, definitely • Yes, in most ways • Somewhat • Not really • No • Don't know	Obtain employer feedback on college Career Services Department	Measure customer service of college's Career Services Department
Were you satisfied with the technical knowledge and quality of the candidates that our Career Services department presented to you?	• Yes, definitely • Yes, in most ways • Somewhat • Not really • No • Don't know	Obtain employer feedback on college Career Services Department	Use data to assess college's ability match graduate to employer opening
Were the candidates well-prepared for the interviews?	• Yes, definitely • Yes, in most ways • Somewhat • Not really • No • Don't know	Obtain employer feedback on college Career Services Department	Use data to assess college's interview preparation ability
Did your ITT Tech contact follow-up with you in a timely manner for feedback on resumes, interviews, and hires?	• Yes, definitely • Yes, in most ways • Somewhat • Not really • No • Don't know	Obtain employer feedback on college Career Services Department	Use data to assess college's ability to respond to employer needs in a timely manner
4. Would you recommend the ITT Technical Institute as a talent source for others in your company and industry seeking to hire?			
	• Yes • No	Employer feedback	Identify employers for potential referrals or future public relations initiatives

APPENDIX 6
PERFORMANCE PLANS

Section V – Individual Objectives, Goals and Initiatives

College Director

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
1.	Achieve Budgeted PBT	1	25%	≥+20.00%	19.99% to +10.00%	+9.99% to of Budget	-0.01% to -19.99%	≤-20.00%

Initiatives		Target Completion Dates
1a.	Delivery Budgeted Starts, RE and Attrition by implementation of Recruitment and Academic optimization initiatives by monitoring production and attrition on a weekly basis.	Ongoing
1b.	Implement e-book initiative Best Practice by reviewing on portal with appropriate parties at my campus in order to ensure e-books are distributed appropriately for the March 2014 quarter.	March
1c.	Insure timely disbursement of funds for packaged and repackaged students by weekly meetings with DOF to review AR and Missing Funds Reports.	Ongoing
1d.	Enroll students for the Center for Professional Development through immediately starting to have daily conversations with employers, PAC members, etc. and reporting that lead information through Sharepoint form.	Ongoing

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
2.	Achieve 4 Quarter Average Census (measured to budget)	2	20%	≥+10.00%	+5.00% to +9.99%	4.99% to Budget	-0.01% to -14.99%	≤-15.00%

Initiatives		Target Completion Dates
2a.	Deliver Budgeted Starts and RE by implementing the Plan versus Actual Performance Management Model in all five functional departments in all Colleges and tracking PVA performance in weekly meetings with each FM.	January
2b.	Improve Budgeted Gross Drop Attrition Rate through blended attendance and submitted work initiative by immediately implementing attrition plan created by the academic dept. and weekly follow up with academic team to achieve Budgeted Attrition within .3 basis ponts.	Ongoing
2c.	Implementation of new programs immediately following approval through product knowledge training from academics.	Ongoing
2d.	Lead Student Success Committee implementation by forming a committee and meeting on a bi-weekly basis.	January

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
3.	Rolling 4 quarters' Graduate Salary Improvement by degree level (with unreported salaries <5%), measured on 3/31/14, 6/30/14, 9/30/14, and 12/31/14	4	10%	≥5.00%	4.00%-4.99%	2.00%-3.99%	1.00%-1.99%	<1.00%

Initiatives		Target Completion Dates
3a	Implement Salary Negotiation Training for CS staff and students by increasing DOCS/CSS visibility in the classroom and integrating it into interview prep conversations.	January
3b	Increase SPE participation to a minimum of 50% and completion to a minimum of 25% by end of September through increasing the number of hands-on workshops on campus and new relationships being built with outside organizations.	Ongoing
3c	Increase e-Portfolio submissions by stronger encouragement from instructors to the students and increased integration into the classroom.	Ongoing

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
4.	Rolling 4 quarters' Graduate 2014 ETG Rate, measured on 3/31/14, 6/30/14, 9/30/14, and 12/31/14.	4	10%	≥ 80.00%	79.99%-75.00%	74.99%-70.00%	69.99%-64.00%	≤ 63.99%

Initiatives		Target Completion Dates
4a	Deliver ETG Rate of minimum 70% by implementation of the CS Plan versus Actual Performance Management Model and monitor through weekly meetings with DOCS and CSS.	Ongoing
4b	Insure timely follow-up of Student Services and Academic Support Center campaigns through reviewing campaigns with appropriate staff and creating meetings to review progress.	Ongoing
4c	Increase SPE participation to a minimum of 50% and completion to a minimum of 25% by end of September through increasing the number of hands-on workshops on campus and new relationships being built with outside organizations.	Ongoing

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
5.	Collections Per Student	3	15%	> $5,249	$4,750 – $5,249	$4,250 – $4,749	$3,750 – $4,249	< $3,750

Initiatives		Target Completion Dates
5a.	Support self-pay improvement initiatives by asking every student how much they are able to pay prior to introducing Opportunity Scholarship and following up with delinquent students to ensure a minimum of $4750 is collected.	Ongoing
5b.	Continue to assume self-pay for all students who re-enter with a balance in order to decrease each balance over their time at ITT.	Ongoing
5c.		

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
6.	Optimize Class Schedule: non-DE course enrollments (Locked at Monday Wk 5) divided by total non-DE sections offered (Locked at Monday Wk 5); 4 qtr avg	3	10%	≥ 18.00	16.00 to 17.99	14.00 to 15.99	12.00 to 13.99	≤ 11.99

Initiatives		Target Completion Dates
6a	Manage small program starts through increasing section size by at least .75 each quarter through maximizing the number of students in each class and utilization of online.	Ongoing
6b	Incorporate Center for Professional Development into schedule by communicating with CPD on the customers who will be taking their courses at our campus.	Ongoing
6c		

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
7.	Conduct Reputation Building Events to strengthen the colleges' relationship to the community: (measured by total points accumulated, to include points from objective #4) See CRS Spreadsheet for Event Point Values)	5	5%	>25 points	21-25 points	14-20 points	9-13 points	< 8 points

Initiatives		Target Completion Dates
7a.	Video Documentation of Events by assigning someone that role for each event and making sure we get the video/talent release completed.	Ongoing
7b.	Facilitation of Alumni Events on campus by working with Career Services, Recruitment and Academics to incorporate into already scheduled campus events with the goal of having at least 1 event per quarter.	Ongoing
7c.	Conduct High School related events on campus through weekly meetings with DOR and CRS to follow up on scheduled activities in order to achieve 2 visits per month on average.	Ongoing

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
8.	College Visits by Influential Constituents: (measured by points accumulated) See Director Spreadsheet for Event Point Values)	5	5%	> 8 points	7-8 points	4-6 points	2-3 points	< 2 points

Initiatives		Target Completion Dates
8a	Implement Legislative Affairs Best Practice immediately in order to achieve at least 1 point per month from visits on campus.	Ongoing
8b	Photo Documentation of Visits through assigning this task to someone as tours take place or when the elected official is speaking at graduation.	Ongoing
8c		

Academic Affairs, Dean

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
1.	Achieve Gross Drop Attrition Rate (measured against 2014 budget)	1	35%	More than 100bp below budget	100bp to 50bp below budget	Budget to 49bp below budget	1bp to 99bp above budget	100bp or more above budget

Initiatives		Target Completion Dates
1a.	Faculty Performance Management through the use of data from Faculty Performance Statements	Quarterly
1b.	Work with the Student Success Committee to ensure that at-risk students are contacted and advised. Attempt to provide assistance when possible.	Weekly
1c.	Review the Consecutive Absence Report, and the 10 Day Absence Reports daily to identify at-risk students, and also visit each class on a weekly basis in order to monitor student success.	Daily
1d.	Implementation of S.P.E. Best Practice	Quarterly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
2.	Quarterly average re-entries as measured by past 12 month drops	1	15%	>12.00%	10.01% to 12.00%	8.50% to 10.00%	7.50% to 8.49%	<7.50%

Initiatives		Target Completion Dates
2a.	Increase reentries penetration above 8.5 % by meeting with the Chairs weekly to review the Re-entry Plan vs. Actual report.	Quarterly
2b.	Aggressively follow-up on Student Services and Academic Support Center (SSASC) campaigns	Quarterly
2c	Review the listing of possible re-entries from IRIS/S3 quarterly and begin contacting students via mail at least twice a quarter.	Monthly
2d.	Develop strategies to increase re-entry activities and document these in S3	Monthly

Objective	Related Corporate Objective	Weight	Goals *(Rating Levels)*				
			1	2	3	4	5

3.	First Academic Year Persistence (four quarter average)	2	15%	≥ 84.0%	81.50% to 83.99%	77.0% to 80.49%	72.01% to 76.99%	≤ 72.00%

Initiatives		Target Completion Dates
3a	Identify successful First Academic Year instructors and assign to first year classes when possible	Quarterly
3b	Increase persistence to 78.5% by working with the School Chairs to identify at risk students early in their academic career along with weekly follow-up with risky students	Weekly
3c	Review the Comprehensive Section Analysis report to identify courses with low persistence rates. Meet with the instructor and the School Chair to identify and develop methods for increasing course retention in future courses	Weekly
3d	New program implementation	Quarterly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
4.	Timely Submitted Work in Blended Sections	2	10%	> 74.17%	73.50% to 74.17%	72.83% to 73.49%	72.15% to 72.82%	< 72.15%

Initiatives		Target Completion Dates
4a	Advise students weekly on their overall progress within their Blended Sections in order to maintain a 73% minimum	Weekly
4b	Review Blended Section performance with the Chairs during weekly meeting to identify at-rick students	Weekly

Note: Colleges in states that do not offer hybrid courses will add 10% to the weighting of Objective 2

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
5.	Optimize Class Schedule: non-DE course enrollments (Locked at Monday Wk 5) divided by total non-DE sections offered (Locked at Monday Wk 5); 4 qtr avg	3	10%	≥ 18.00	16.00 to 17.99	14.00 to 15.99	12.00 to 13.99	≤ 11.99

Initiatives		Target Completion Dates
5a	Increase class size by 1 – 2 over prior year by working with the Registrar in course scheduling and loading to optimize class sizes	Quarterly
5b	Review instructor course attrition rates with the Chairs to identify instructors that may need more attention to increase student success and persistence	Quarterly
5c		

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
6.	Maintain percentage of courses taught by Adjunct Faculty as measured Monday of week 5 of each of the following quarters: DEC 2013, MAR 2014, JUN 2014 and SEP 2014. Excludes Nursing Faculty	3	10%	≥85.00%	80.00% to 84.99%	75.00% to 79.99 %	70.00% to 74.99%	< 70.00%

Initiatives		Target Completion Dates
6a	Review the initial master schedule for the upcoming quarter and verify that adjunct instructors are assigned more than 75% of the classes, while maintaining FT required loading.	Quarterly
6b	Monitor faculty allocation report weekly for the first four weeks of each quarter	Quarterly
6c		

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
7.	Maintain Chair teaching load as measured at week 6 of each of the following quarters: DEC 2013, MAR 2014, JUN 2014 and SEP 2014	3	5%	≥4.75	4.25 to 4.74	3.75 to 4.24	3.00 to 3.74	≤ 2.99

Initiatives		Target Completion Dates
7a	Review the initial master schedule for the upcoming quarter and verify that Chairs are assigned the correct course load based on school of study student census.	Quarterly
7b	Monitor faculty allocation report weekly for the first four weeks of each quarter	Quarterly
7c		

Director of Finance

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
1.	New Student Packaging	1.3	30%	≥67.00%	62.00% - 66.99%	57.00% - 61.99%	52.00% - 56.99%	<52.00%

Initiatives		Target Completion Dates
1a.	Effective use of FAC Plan versus Actual Performance Management Model through monitoring on a weekly basis in one on ones with Finance staff.	Ongoing
1b.	Increase packaging rate by tracking students on ASR daily to ensure timely packaging and FA appointments set w/in 72 hours of initial conduct with the goal of increasing to a minimum of 63% gross packaging per quarter.	Daily
1c.	Work closely with FAC's at weekly finance meetings to review student packaging issues – using collaboration to solve funding issues.	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
2.	Collections Per Student	3	40%	> $5,249	$4,750 – $5,249	$4,250 – $4,749	$3,750 – $4,249	< $3,750

Initiatives		Target Completion Dates
2a.	Effective Use of the AR Follow up Report and AR by FAC Report on a weekly basis in order to insure all funds are received in a timely manner.	ongoing
2b.	Collaborate with Student Services and Academic Support Center campaigns for remaining Temp Credit accounts – in order to increase self-pay payments and reduce student balances.	quarterly
2c.	Improve Opportunity Scholarship Management – Increase SP collection to less than 10% delinquency by offering students the ability to have payments made automatically by cc authorizations.	monthly

Objective	Related	Weight	Goals *(Rating Levels)*

		Corporate Objective		1	2	3	4	5
3.	Repacks completed 3 weeks prior to start	3	20%	> 99.00%	97.00% - 98.99%	93.00% - 96.99%	85.00% - 92.99%	< 85.00%

Initiatives		Target Completion Dates
3a	Improve Process Management Utilizing the Cognos Repack Report through monitoring in weekly meetings with finance staff in order to ensure that 98% are packaged 3 weeks prior to start and 100% packaged by start.	ongoing
3b	Increase repack % complete over prior year by 10% by preparing repacks 1 quarter in advance and tracking the progress through Cognos.	quarterly
3c	Scheduling students at book issue for appointments during the first-second week of the term and continued follow up with students who are not yet packaged.	weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
4.	% of packaged students that start @ lock	3	10%	> 85.00%	80.00% – 84.99%	75.00% – 79.99%	70.00% – 74.99%	<70.00%

Initiatives		Target Completion Dates
4a	Effective use of FAC Plan versus Actual Performance Management Model through weekly monitoring and discussions with finance staff on opportunities for improvement.	ongoing
4b	Implementation of Show Meeting Best Practice – by reviewing on portal and discussing with all appropriate staff members where changes can be made to improve efficiencies.	weekly
4c	Improve 3% from 80% to 83% by reviewing the ASR daily with FAC's as well as recruitment to ensure timely packaging and contact with new students on items still needed.	Daily

Director of Recruitment

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
1.	New Starts (measured against Budget)	1	35%	≥ 110.00%	105.00% - 109.99%	100.00% - 104.99%	90.00% - 99.99%	<90.00%

Initiatives		Target Completion Dates
1a.	Effective use of the Rep Plan Vs. Actual Performance Management Model to increase the applied rate from 54% to 80%	Daily
1b.	Aggressively follow-up on Student Services and Academic Support Center (SSASC) campaigns	Ongoing
1c.	New program implementation – IET materials, career wheels, brochures along with representative training with program chair and Dean.	Ongoing

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
2.	Achieve Re-entry Goals (measured by re-entries as a % of past 12 months gross drops)	1	15%	>12.00%	10.01% to 12.00%	8.50% to 10.00%	7.50% to 8.49%	<7.50%

Initiatives		Target Completion Dates
2a.	Support reentry engagement with structured call sessions – Setting aside daily/weekly call blocks dedicated to reentry students.	Daily
2b.	Implementation of Show Meeting Best Practice – Dedicated time to reentries in order to reach quarterly STAR reentry goal	Weekly
2c.	Review the possible re-entries list and contact students daily setting aside daily and weekly call blocks dedicated to possible reentry students.	Daily

Objective	Related Corporate Objective	Weight	Goals *(Rating Levels)*				
			1	2	3	4	5

3.	New High School Starts (measured against Budget)	1	10%	≥ 110.00%	105.00% - 109.99%	100.00% - 104.99%	90.00% - 99.99%	<90.00%

Initiatives		Target Completion Dates
3a.	Effective use of the CRS Plan Vs. Actual Performance Model through monitoring daily and by meeting weekly with each representative	Weekly
3b.	Conduct High School Career Day events on campus in coordination with CRS in order to maintain a high visibility within the high school market	Quarterly
3c.	Implement new Open House initiative - Work closely with the Seattle DOR for best use of time with the shared CRS –"A" radius, "B" radius and "C" radius schools around each campus.	Quarterly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
4.	CDL Conversion Rate to Inquiry to Start (measured against Budget)	1, 3	20%	≥+.50%	+.025% to +.50%	0.00% to 0.24%	-0.01% to -0.50%	>-0.50% of budget

Initiatives		Target Completion Dates
4a	Implementation of Show Meeting Best Practice on a weekly basis in order to maintain a higher show rate quarter over quarter	Weekly
4b	Effective use of Tapit reports to improve inquiry to conduct rate Dec was 11.2% as a team (140 conducts/1246 Leads)	Daily
4c	Incorporate e-Book initiative into school tour – Training with Reps on FBIC selling points on e-books	Ongoing

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
5.	% of packaged students that start @ lock	3	10%	> 85.00%	80.00% – 84.99%	75.00% – 79.99%	70.00% – 74.99%	<70.00%

Initiatives		Target Completion Dates
5a	Implementation of Show Meeting Best Practice to maintain a minimum packaging rate of 60% or higher	Weekly
5b	Rep reporting on packaging status of each student on the ASR during weekly one-on-one coaching sessions – schedule all FA appointments within 72 hours.	Weekly
5c	Rep/FAC ongoing training to implement the Opportunity Scholarship Programs effectively to increase FA conducts	Ongoing

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
6.	Referrals and PDL's Per Budgeted Representative, Per Week (based on quarterly average active reps)	3	10%	≥.55	.40 - .54	.25 - .39	.10 - .24	<.10

Initiatives		Target Completion Dates
6a	Standardize bringing support group or friends to conduct. Fill the chairs campaign. 3 chairs in every interview room	Ongoing
6b	Increased focus on referral generation in weekly one-on-ones with a goal of 2 referrals per rep per week.	Weekly
6c	Incorporate referral generation program each SHOW meeting as a group in order to increase accountability	Weekly

Registrar

Objective	Related Corporate Objective	Weight	Goals *(Rating Levels)*				
			1	2	3	4	5

1.	Optimize Class Schedule: non-DE course enrollments (Locked at Monday Wk 5) divided by total non-DE sections offered (Locked at Monday Wk 5); 4 qtr avg	3	55%	≥ 18.00	16.00 to 17.99	14.00 to 15.99	12.00 to 13.99	≤ 11.99

Initiatives		Target Completion Dates
1a	Manage small program starts by combining classes to create better section sizes in order to maintain a 4 quarter average of 14.5/section.	Beginning wk 5 of the previous qtr. and ongoing until the start
1b	Maximize full-time enrollment by using the Registered Less than Full Time report & reducing the number of part-time students in the scheduling process.	Beginning wk 2 of each qtr. and ongoing
1c	Utilize hybrid courses for small sections through expansion of blended/hybrid offerings.	Beginning wk 2 of each qtr. and ongoing
1d	Assist with Center for Professional Development (CPD) scheduling by communicating with CPD on the customers who will be taking their courses at our campus.	Ongoing

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
2.	Maximize Full Time Students. Points allocated based on Credits Attempted (≥12 = 3 pt, 8 -11.9 = 2 pts, < 8 = 1 pt) – 4 qtr average	3	30%	≥ 2.80	2.72 to 2.79	2.64 to 2.71	2.56 to 2.63	≤ 2.55

Initiatives		Target Completion Dates
2a	Schedule all students full time, while adjusting for those students with financial or graduation circumstances in order to increase by .05 over prior year.	Beginning wk 2 of each qtr. and ongoing
2b	Drop all students who have notified the school of intent to not return by end of the 2nd wk of the new quarter.	Beginning wk 2 of the qtr. until lock date
2c	Schedule students for 4 classes if funding is available in order to counteract those students who are unable to take a full time load.	Beginning 3 wks before the new start until lock date

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
3.	Maintain percentage of courses taught by Adjunct Faculty as measured at Monday of week 5 of each of the following quarters: DEC 2013, MAR 2014, JUN 2014 and SEP 2014. Excluding Nursing Faculty	3	5%	≥85.00%	80.00% to 84.99%	75.00% to 79.99 %	70.00% to 74.99%	< 70.00%

Initiatives		Target Completion Dates
3a	Monitor faculty allocation report weekly for the first four weeks of each quarter in order to monitor percentages as sections are added/subtracted.	Ongoing
3b	Work closely with the dean to maintain correct percentage of adjunct (min 75%) to full-time (max 25%) faculty.	Ongoing
3c	Submit Master Schedule to the Dean and Director during week 6 of the quarter in order to set up adjunct faculty assignments.	Beginning wk 6

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
4.	Minimize zero ledger card adjustments due to ineligible student admissions (measured as a ratio of TL refunds per student start for period 1/1/2014 – 12/31/2014)	3	5%	Version 1 NA Version 2/3 $0-$7.00	Version 1 $0.00 Version 2/3 $7.01-$20.00	Version 1 $0.01-$3.00 Version 2/3 $20.01-$50.00	Version 1 > 3.00 Version 2/3 $50.01-$72.00	Version 1 NA Version 2/3 > $72.00

Initiatives		Target Completion Dates
4a	Request HS/GED documentation at time of application within 24 hours of acceptance.	24 hours
4b	Follow with verbal and/or written verification of HS/GED documentation within 2 weeks with follow up in 4 weeks and 7 weeks.	Week 8
4c	Investigate all online HS diplomas prior to admission in order to ensure validity.	Ongoing

Academic Affairs, School Chair – Electronics Technology

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
1.	New Starts (measured against budget) in Assigned School of Study	1	20%	≥ 110.00%	105.00% - 109.99%	100.00% - 104.99%	90.00% - 99.99%	<90.00%

Initiatives		Target Completion Dates
1a.	Participate in weekly "Show" meeting with Recruiting and Management Teams and welcome new students on the ASR into the program within seven days of application	Weekly
1b.	Conduct Product Knowledge training once per quarter with the Rep Team and personal sessions with newly hired Reps.	Quarterly
1c.	Identify and welcome 100 % of new students by phone, email or in person within seven days of acceptance.	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
2.	Improve ESI YTD Gross Drop Attrition Rate (measured against national averages) in assigned school of study.	1	20%	<3.90%	3.90% to 4.99%	5.0% to 6.79%	6.80% to 7.99%	≥8.0%

Initiatives		Target Completion Dates
2a.	Meet with each faculty member once a quarter to review performance statement and plan improvement activities	Quarterly
2b.	Teach in first and/or second quarter classes to establish a relationship with incoming students.	Weekly
2c.	Attend daily "Students at Risk" meeting with Director, Dean, and Chairs to identify students that may need additional advising and follow up with the students within two days.	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
3.	Quarterly average re-entries in assigned School of Study as measured by past 12 month drops.	2	20%	>12.00%	10.01% to 12.00%	8.50% to 10.00%	7.50% to 8.49%	<7.50%

Initiatives		Target Completion Dates
3a.	Increase reentries by planning and using two hours of block calling per week..	Weekly
3b.	Review reentry contact list quarterly and contact students at least twice a quarter through approved mailings.	Quarterly
3c.	Meet with students at time of drop to discuss reentry plans and initiate the reentry process with at least 20% of drops.	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
4.	Engagement Rate Variance to Target for all courses taught during the following Quarters: DEC 2013, MAR 2014, JUN 2014, and SEP 2014.	1	20%	≥ 9.00%	3.00% to 8.99%	-1.00% to 2.99%	-8.00% to -1.01%	≤ - 8.01%

Initiatives		Target Completion Dates
4a	Review instructor engagement rates and discuss weekly with instructors at or below -2.0 % variance from target.	Weekly
4b	Conduct quarterly Design and Drafting department meetings to mentor instructors on engagement "best practices".	Quarterly
4c	Call "At Risk" students to once a week to assess progress and encourage attendance and arrange weekly personal meetings with those with an established pattern of poor attendance.	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
5.	Rolling 4 quarters' Graduate 2014 ETG Rate, measured on 3/31/14, 6/30/13, 9/30/14, and 12/31/14 in assigned school of study	4	10%	≥ 80.00%	79.99%-75.00%	74.99%-70.00%	69.99%-64.00%	≤ 63.99%

Initiatives		Target Completion Dates
5a	Increase student portfolio development participation to 80% by assigning activities using the E-portfolio in the first two quarters.	Quarterly
5b	Hold monthly meetings with the instructor team to align curriculum with employer needs using PAC data and community trends.	Monthly
5c	Work with Career Services to meet, identify and encourage employers to participate in future Career Fairs.	Quarterly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
6.	Rolling 4 quarters' Graduate Salary Improvement by degree level (with unreported salaries <5%), measured on 3/31/14, 6/30/14, 9/30/14, and 12/31/14 in assigned school of study	1	10%	≥5.00%	4.00%-4.99%	2.00%-3.99%	1.00%-1.99%	<1.00%

Initiatives		Target Completion Dates
6a	Weekend workshops focused on skill building and local business needs and promotion of SPE opportunities.	Weekly
6b	Increase student awareness of professional organizations and certification opportunities through in-class presentations in collaboration with Career Services.	Weekly
6c	Conduct quarterly town hall meetings to encourage participation in SPE Activities while increasing industry knowledge.	Quarterly

Academic Affairs, School Chair – Information Technology

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
1.	New Starts (measured against budget) in Assigned School of Study	1	20%	≥ 110.00%	105.00% - 109.99%	100.00% - 104.99%	90.00% - 99.99%	<90.00%

Initiatives		Target Completion Dates
1a.	Participate in weekly "Show" meeting with Recruiting and Management Teams and welcome new students on the ASR into the program within seven days of application	Weekly
1b.	Conduct Product Knowledge training once per quarter with the Rep Team and personal sessions with newly hired Reps.	Quarterly
1c.	Identify and welcome 100 % of new students by phone, email or in person within seven days of acceptance.	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
2.	Improve ESI YTD Gross Drop Attrition Rate (measured against national averages) in assigned school of study.	1	20%	<3.90%	3.90% to 4.99%	5.0% to 6.79%	6.80% to 7.99%	≥8.0%

Initiatives		Target Completion Dates
2a.	Meet with each faculty member once a quarter to review performance statement and plan improvement activities	Quarterly
2b.	Teach in first and/or second quarter classes to establish a relationship with incoming students.	Weekly
2c.	Attend daily "Students at Risk" meeting with Director, Dean, and Chairs to identify students that may need additional advising and follow up with the students within two days.	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
3.	Quarterly average re-entries in assigned School of Study as measured by past 12 month drops.	2	20%	>12.00%	10.01% to 12.00%	8.50% to 10.00%	7.50% to 8.49%	<7.50%

Initiatives		Target Completion Dates
3a.	Increase reentries by planning and using two hours of block calling per week..	Weekly
3b.	Review reentry contact list quarterly and contact students at least twice a quarter through approved mailings.	Quarterly
3c.	Meet with students at time of drop to discuss reentry plans and initiate the reentry process with at least 20% of drops.	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
4.	Engagement Rate Variance to Target for all courses taught during the following Quarters: DEC 2013, MAR 2014, JUN 2014, and SEP 2014.	1	20%	≥ 9.00%	3.00% to 8.99%	-1.00% to 2.99%	-8.00% to -1.01%	≤ - 8.01%

Initiatives		Target Completion Dates
4a	Review instructor engagement rates and discuss weekly with instructors at or below -2.0 % variance from target.	Weekly
4b	Conduct quarterly department meetings to mentor instructors on engagement "best practices".	Quarterly
4c	Call "At Risk" students to once a week to assess progress and encourage attendance and arrange weekly personal meetings with those with an established pattern of poor attendance.	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
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5.	Rolling 4 quarters' Graduate 2014 ETG Rate, measured on 3/31/14, 6/30/13, 9/30/14, and 12/31/14 in assigned school of study	4	10%	≥ 80.00%	79.99%- 75.00%	74.99%- 70.00%	69.99%- 64.00%	≤ 63.99%

Initiatives		Target Completion Dates
5a	Increase student portfolio development participation to 80% by assigning activities using the E-portfolio in the first two quarters.	Quarterly
5b	Hold monthly meetings with the instructor team to align curriculum with employer needs using PAC data and community trends.	Monthly
5c	Work with Career Services to meet, identify and encourage employers to participate in future Career Fairs.	Quarterly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
6.	Rolling 4 quarters' Graduate Salary Improvement by degree level (with unreported salaries <5%), measured on 3/31/14, 6/30/14, 9/30/14, and 12/31/14 in assigned school of study	1	10%	≥5.00%	4.00%-4.99%	2.00%-3.99%	1.00%-1.99%	<1.00%

Initiatives		Target Completion Dates
6a	Weekend workshops focused on skill building and local business needs and promotion of SPE opportunities.	Weekly
6b	Increase student awareness of professional organizations and certification opportunities through in-class presentations in collaboration with Career Services.	Weekly
6c	Conduct quarterly town hall meetings to encourage participation in SPE Activities while increasing industry knowledge.	Quarterly

Academic Affairs, School Chair – Drafting and Design

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
1.	New Starts (measured against budget) in Assigned School of Study	1	20%	≥ 110.00%	105.00% - 109.99%	100.00% - 104.99%	90.00% - 99.99%	<90.00%

Initiatives		Target Completion Dates
1a.	Participate in weekly "Show" meeting with Recruiting and Management Teams and welcome new students on the ASR into the program within seven days of application	Weekly
1b.	Conduct Product Knowledge training once per quarter with the Rep Team and personal sessions with newly hired Reps.	Quarterly
1c.	Identify and welcome 100 % of new students by phone, email or in person within seven days of acceptance.	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
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Initiatives		Target Completion Dates
3a.	Increase reentries by planning and using two hours of block calling per week..	Weekly
3b.	Review reentry contact list quarterly and contact students at least twice a quarter through approved mailings.	Quarterly
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Initiatives		Target Completion Dates
6a	Weekend workshops focused on skill building and local business needs and promotion of SPE opportunities.	Weekly
6b	Increase student awareness of professional organizations and certification opportunities through in-class presentations in collaboration with Career Services.	Weekly
6c	Conduct quarterly town hall meetings to encourage participation in SPE Activities while increasing industry knowledge.	Quarterly

ACICS Application for Accreditation – PART II

Self – Study Narrative

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

INSTITUTIONAL PROFILE

INSTITUTIONAL INFORMATION

Name: **ITT Technical Institute**

Address: **12720 Gateway Drive, Suite 100, Seattle, Washington, 98168**

ACICS ID Code: **00016073**

Campus Classification: Main ☐ Additional Location ☒

If an additional location, please provide the following information:

Main Campus Name: **ITT Technical Institute**

Main Campus Address: **13518 E. Indiana Avenue, Spokane Valley, WA 99216**

Main Campus ID Code: **00016074**

History of accreditation with ACICS and with other agencies:

The campus has been continuously accredited by ACICS since1999. Programmatic accreditation is not applicable for any of the current program offerings.

Brief history of the institution:

The campus was founded in 1932, under the name Peterson School of Business. Over the years the school earned a fine reputation throughout the Northwest for highly specialized business education. On March 9, 1969, the school became part of the national network of private schools owned and operated by ITT Educational Services, Inc., Indianapolis, Indiana. The name of the school was changed to ITT Technical Institute on October 1, 1985. The school moved to its present location in March 1990. The school now offers associate of applied science degree programs of study in Accounting, Business Management, Criminal Justice, Criminology and Forensic Technology, Drafting and Design Technology, Electrical Engineering Technology, Graphic Communications and Design, Industrial Engineering Technology, Information Technology, Network Systems Administration and Software Development and bachelor of science degree programs of study in Criminal Justice, Electrical Engineering and Communication Technology, Information Systems and Cybersecurity, Project Management, Project Management and Administration, Software Applications Development and Software Development.

List of recent (past three years) complaints or adverse actions and current status:

A list of student complaints over the past three years is provided in **Appendix A-Student Complaints**. There have been no formal "adverse actions" filed relative to this campus.

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

Institutions of higher education with which the school has established an articulation agreement include the other ITT Technical Institutes across the country and those institutions listed on the ITT Technical Institute website (www.itt-tech.edu/articulation/) which include the following:

- American Business & Technology University
- American InterContinental University

- Ashford University
- Colorado Technical Uuniversity
- Harrison College
- Kaplan University
- Medaille College
- Southwestern College Professional Studies
- University of Phoenix
- Webster University

List of international activities:

Not Applicable

Description and scope of distance education activities: **Hybrid** ☒ **Fully Online** ☐

< 50% of program courses are offered in a distance education format.

Participation in Federal Financial Aid Programs: Yes ☒ No ☐

INSTIUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas: ***last review - 2009***

Management: The campus has had personnel changes in the Campus Director, Dean, Director of Career Services and Director of Recruitment positions. These positions are currently filled with qualified personnel.

Campus Director: Terry K. Smith

Dean: Tara Watson

Director of Career Services: Cynthia Balikian

Director of Recruitment: Laurie Isop

Change of Ownership: Not Applicable

Program offerings: There have been numerous new program additions since the time of the last evaluation visit in January 2007:

- School of Information Technology - BS in Information Systems and Cybersecurity and Software Development; AAS in Network Systems and Administration and Software Development
- School of Electronics Technology - BS in Electrical Engineering and Communications Technology; AAS in Electrical Engineering Technology
- School of Drafting and Design - AAS in Drafting and Design Technology, Graphic Communications and Design and Industrial Engineering Technology
- School of Business - BS in Project Management and Administration - Project Management and Administration Option, Construction Option, Information Technology Option; AAS in Accounting and Business Management
- School of Criminal Justice - AAS in Criminology and Forensic Technology

Curriculum: The newer program offerings as listed above incorporate a change from 4.0 quarter credit hour courses to 4.5 quarter credit hour course offerings. These programs represent enhancements to our existing educational offerings, and are intended to provide additional convenience and flexibility to our students.

The enhanced programs allow us to focus on areas of study that our employers have informed us are the most important and will make our programs more consistent with traditional program offerings at other institutions. Additionally, the

enhancements provide our students with the opportunity to enter the workforce more quickly and increase their return on investment dynamics without sacrificing any employer-determined learning objectives and program outcomes.

The associate programs contain 21 courses instead of 24, with the majority of courses awarding 4.5 credit hours for a total of 93 credit hours, allowing the students to graduate in seven quarters versus 8 quarters from associate programs and in 14 quarters versus 15 quarters from bachelor degree programs.

The newer associate degree programs were originally approved as 90 quarter credit hour programs. However, a 3.0 quarter credit hour course was later added, GS2745 Advanced Strategies for the Technical Professional. The new course focuses on professional skills to better prepare a graduate for the workplace and students take the course in their 6th or 7th quarter.

Institutional delivery: While distance education course offerings remain under 50% for students enrolled in a resident campus program, the campus began offering core courses in addition to general education courses in an online format March 2013. In addition, a blended model was introduced allowing resident campus students enrolled in distance education courses to receive tutoring at the resident campus, providing improved academic support and monitoring.

Other changes: None

1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria.*

MISSION AND OBJECTIVES

1.1 How was the mission developed?

ITT Technical Institute is one of a nationwide system of technical institutes operated by ITT Educational Services, Inc. ("ITT/ESI") located in Carmel, Indiana. Each individual institution supports a common mission.

The mission statement of ITT Technical Institute provides the guidance and vision for the institution and its operations. The staff and faculty of the institute are committed to this mission.

1.2 State the institution's mission and supporting objectives.

Mission

The ITT Technical Institute is an institution of higher learning that is committed to offering quality undergraduate and continuing education locally, nationally and worldwide to students of diverse backgrounds, interests and abilities. The institution offers career-related educational programs that integrate life-long learning with knowledge and skills to help students:

- pursue their personal interests and objectives;
- develop intellectual, analytical and critical thinking abilities; and
- provide service to their communities

The programs employ traditional, applied and adult-learning pedagogies and are delivered through traditional, accelerated and distance methodologies in a learner-centered environment of mutual respect.

Operating Philosphy

- Programs of study foster critical-thinking, communication, and teamwork skills while reinforcing the theoretical and in most programs applied principles of technology.
- Student support services facilitate the matriculation process and help students begin to prepare for career opportunities. Such services include assistance with housing and in applying for financial aid; advising; tutoring; assisting graduates with finding employment; and other special support programs as needs are identified.
- Cultural and ethnic diversity in its faculty, staff, and student body are encouraged.
- Course content is reviewed regularly to respond to changes in technology and industry needs.
- Each program of study integrates technology, lifelong learning, and professional development activities.
- Each program of study offers a learning environment that fosters communication and critical-thinking skills.

- Public service programs, civic engagement, and charitable activities are promoted as part of the education process to reinforce society's need to develop an informed, sensitive, and responsive citizenry.

Institutional Objectives

ITT Technical Institute is continuously monitoring itself and searching for ways to improve its effectiveness. The institute has identified several key objectives that are foundational to pursuing continuous improvement and development and meeting the needs of students, employees, and employers:

- Ensure that the school is responsive to the needs of the individual student and has the services available to maximize student success.
- Provide the resources and tools to assist students in acquiring technical, critical thinking, and interpersonal skills to help them achieve success in the workplace.
- Ensure that quality, compliance, and customer satisfaction are always at the forefront of all that we do.
- Focus on the development of faculty teaching skills by ensuring that individualized development plans are established and implemented.
- Ensure that the institute and its employees stay current with changes in business and industry as it relates to workplace skill needs.
- Assist students and graduates in securing exceptional employment opportunities related to their field of study.
- Provide ongoing career and education assistance to students and graduates.
- Ensure student enrollment is maintained at a level that allows for continued financial stability and institutional growth.

1.2.1 Cite where it is found in the catalog.

The mission statement can be found on the inside front cover of the campus catalog.

1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

The mission statement and supporting objectives establish a commitment for ITT Technical Institute to offer career-related, quality postsecondary educational programs of study to a diverse body of students, providing the necessary skills to pursue career goals.

1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery, and facilities of the campus?

The mission statement provides ITT Technical Institute with a description of the desired institutional environment plus a compelling call for action for all employees. Equally compelling is the call to strive continually to establish an environment for students and employees that promotes professional growth, encourages each person to achieve his/her highest potential, and fosters ethical responsibility and individual creativity within a framework of equal opportunity. The mission statement is a living process that continues to drive student, employee, and financial resources to establish ITT Technical Institute as a leader in education. ITT/ESI believes that its facilities, faculty, staff, and employer-driven curricula support this objective.

1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution's mission.

The mission statement establishes a commitment for ITT Technical Institute to offer quality education to a diverse body of students by offering career-related programs that integrate life-long learning with knowledge

and skills by employing traditional, applied, and adult-learning pedagogies delivered through traditional, accelerated, and distance methodologies in a learner-centered environment of mutual respect. This statement encourages each person to achieve his or her highest potential and fosters ethical responsibility and individual creativity within a framework of equal opportunity.

Internal policies and procedures center on compliance and performance evaluation to ensure that all functional areas are held to high standards in support of the institution's mission.

1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

- Students are surveyed each quarter and graduates are survyed six months following their date of graduation to identify how well the campus is meeting their needs and achieving its mission.
- Employers of ITT Technical Institute graduates are surveyed to ascertain quality of preparedness and performance.
- The administration regularly observes faculty members to assess their performance and to ensure that the campus' mission is fulfilled.
- The Campus Effectiveness Plan (CEP) Team holds strategic planning sessions on a quarterly basis to review the CEP and the policies and procedures that will promote the institution's mission.
- The primary focus of ensuring a positive student experience is the timely resolution of feedback we receive from our students. The Student Success Committee (SSC), comprised of the same core group as the CEP Committee, meets on a regular basis to review the student feedback, surveys, and community engagement.
- Management meetings and faculty/staff meetings are held throughout the year and focus on continuous improvement throughout the campus.
- Advisory Committees are utilized to review curriculum and improve the overall quality of the campus' educational programs to help ensure they remain current and meet the needs of the current job market.

1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

Each program contains an appropriate amount of vocational or "core" courses to achieve vocational objectives. The specific number of these courses is determined by the stated objectives and the applicable state and ACICS guidelines.

Each program also contains general education courses that comprise at least 25% of the total credit hours in any given program of study. Subject matter of each program's general education courses includes, but is not limited to, the humanities, composition, mathematics, and the social sciences. Programs are taught to emphasize critical thinking, communication, and teamwork skills while reinforcing the theoretical and applied principles of the topic. Additionally, the instructional staff relates the subject matter to the student's program of study and/or related industry.

1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

There are no planned changes to the institution's mission or supporting objectives.

INSTITUTIONAL EFFECTIVENESS

1.7 How was the campus effectiveness plan (CEP) developed?

The following process is used to develop the CEP:

- A CEP Team is formed at each campus to lead the efforts toward improving institutional effectiveness. The CEP Team is comprised of the following: Director, Dean, functional managers and faculty representatives
- The Team, using historical performance data and input from the staff and faculty, develops desired goals and activities (initiatives) to improve the institution's effectiveness.
- The Team monitors, through periodic review, the implementation and progress towards established goals for continuous improvement.
- Under the leadership of the campus Director, each Team member is responsible for the implementation of the CEP and solicits feedback from their respective departmental staff and faculty in order to involve all campus personnel in the implementation of the CEP. Throughout the year, the Team reviews the CEP for appropriateness, and when necessary, incorporates revisions or amendments to address changes affecting the CEP.

1.7.1 Who is responsible for implementing and monitoring the plan?

Primary responsbility rests with the campus Director. However, each Team member has responsibility for the implementation of the CEP to achieve specified inititatives and goals.

1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

Year: 2012 **Rate:** Retention: **70.37%** ((1026-304)/1026); Placement: **65.92%** (118/(221-42))

Year: 2013 **Rate:** Retention: **70.07%** ((822-246)/822); Placement: **69.89%** (123/(209-33))

Year: 2014 **Rate:** Retention: **75.52%** ((760-186)/(760)); Placement: **71.81%** (107/(177-28))

Explanation (if necessary)

Retention Calculation: ((Adjusted Unduplicated Total Enrollment-Withdrawals)/Adjusted Unduplicated Total Enrollment)

Placement Calculation: (In Field/Related Field Placements/(Graduates - Placement Waivers))

1.9 How do these annual retention and placement rates compare to prior rates, if applicable, and to rates at similar institutions?

The institutional retention rate has remained steady at an average of 70%, consistent with the most recent retention outcome of 70% reported by ACICS for 2013 for other institutions. For the 2014 reporting period, the campus retention rate has improved to 75%. In the 2013 CAR reporting cohort, the campus placement rate of 69% was an increase of 4% over prior year which, at 66% in 2012, was equal to the ACICS 2012 placement outcome for other institutions. The campus placement rate as of October 21, 2014 is above benchmark standard at 71.81% which is equal to the ACICS 2013 most recent published average placement rate for other institutions.

1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 75% **Placement:** 70%

1.10.1 What factors were taken into consideration when developing these goals?

Historical outcomes as a baseline as well as ACICS minimum standard requirements.

1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

Retention rates are a priority with ITT Technical Institute and are critical in fulfilling its mission. Procedures are in place at the campus to identify potentially high-risk students and with the help of internal reports and surveys to monitor retention/attrition. The campus will strive to achieve above-average student retention rates and has developed a number of initialive and goals targeted at improving retention. The additional goals and initiatives related to improving retention include:

- Improve the response rates and quality of the student survey responses
- Members of the academic management team will conduct one-on-one advising with all quarter one students shortly after the term begins.
- Student feedback will be continually assessed and new initiatives developed as needed.
- Instructors will be observed as outlined by ITT/ESI policy and development goals established to enhance their effectiveness in the classroom. Instructors will also be held accountable for contacting students who are absent from class.

It is the campus' goal to secure the best placement possible in the respective graduate's field of study. The campus continues to work closely with students through the Career Services office to assist students with placement. Campus goals and initiatives related to improving placement at the campus include:

- The Director of Career Services will work with faculty members to develop new job lead sources.
- Career Services will conduct job search related presentations in at least one general education class per quarter throughout the duration of the program.

1.12 What data are utilized to evaluate the following elements:

a. Level of graduate satisfaction

Career Services focuses on connecting our graduates with the career goals they are targeting upon completion of their academic degree programs. This connection is accomplished through student development, employer relationship building, and ultimately assisting the graduate in connecting with a professional career.

All graduates are surveyed electronically six months following their date of graduation. Graduate Satisfaction Survey results are reviewed by the institution's management as well as the ITT/ESI National Career Services management and other subject matter experts within the ITT/ESI as applicable. Issues requiring training or additional focus are reviewed and addressed by the National Director of Career Services. The survey is structured in such a way as to obtain data concerning the key elements of the institution.

The campus also monitors graduate salaries as a way to measure graduate satisfaction. An important component of ensuring graduate satisfaction is assisting each of our graduates with achieving the highest level of income possible. The institution focuses on strategic initiatives, student professional experience opportunities and pre-graduation employment, preparation and interviews and effective negotiation to support graduate salary goals.

b. Level of employer satisfaction

The campus builds relationships with local, regional and national employers to help benefit both the employers and ITT Technical Institute graduates. The Career Services Department at each ITT Technical Institute connects employers who are seeking certain skills, knowledge and characteristics in prospective employees with ITT Technical Institute graduates who meet those requirements.

Employer Surveys: In order to monitor the success level of training efforts, the institute surveys employers to obtain their opinion and input in determining success. Surveys are sent six months after graduation to employers that have hired graduates. The surveys provide an overview of the technical skills, professionalism, and soft-skills relating to the individual graduate's performance.

Advisory Committee Surveys: Advisory Committees are comprised in part of employers of the institute's graduates. Consequently, the institute also utilizes Advisory Committees as a tool for measuring employer satisfaction and identifying areas of the educational process that may require more emphasis or attention. Advisory Committee meetings occur semi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings; results from these surveys are reviewed by applicable campus leadership as another tool for measuring employer satisfaction.

c. Student learning outcomes

The emphasis on outcomes is prevalent through all levels of a curriculum: Specific student learning outcomes are defined for all programs and development of outcomes contained in each course syllabus specifically map to program requirements for student learning. The campus utilizes the following primary data points to measure student learning outcomes:

Capstone Courses: One of the academic benchmarks includes capstone course grades which is an indicator of program success or failure. Review of capstone courses is considered essential as part of assessing student learning outcomes. It is the objective of each capstone course that program expertise be clearly evidenced. The institute assesses capstone courses as results are made available.

Student Engagement: Student engagement is measured by student attendance and the ability to complete program courses. At ITT Technical Institute, student engagement is one of the key criteria employed to gauge the effectivenss of our instruction techniques and efforts. The key components of student engagement are student motivation and active learning.

Student Success: Student Success is measured by dividing the number of passing students by the number of student attempts (a student attempt is counted when a student sits for a section). We strive to help our students pursue education success. To esablish such focus, we continually assess the student success rate as well as the engagement rate metrics and implement school initiatives to help our students succeed.

Assessment of student learning extends beyond the above referenced measures and are included in the campus' overall assessment of a program's success or its deficiencies. Additional tools for assessment include student/graduate surveys, employer surveys, faculty feedback and Advisory Committee feedback. These assessments are ultimately used to improve the curriculum.

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

All graduates are surveyed electronically six months following their date of graduation. Salary data is collected through the process of documenting and verifiying graduate employment.

b. Satisfaction of employers

Employer surveys are administered electronically and sent out six months after graduation to employers that have hired graduates. Advisory Committee are comprised in part of employers of the institute's graduates. Meetings occur semi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings.

c. Student learning outcomes

Internal reports are available and utilized to monitor student learning outcomes for capstone course results, student engagement and student success as defined above.

1.13 How is the campus effectiveness plan evaluated?

The CEP Team reviews the CEP and its supporting data on a quarterly basis to ensure that inititatives are being implemented in the effort to achieve stated goals. Results from the most recent period are matched against historical data. Additionally, results for the most recent period are matched against stated goals to evaluate the institute's performance.

1.13.1 What is the schedule for evaluation?

The CEP is evaluated a minimum of quarterly.

2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.

2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

The campus is one of a network of co-educational, nondenominational private postsecondary educational institutions owned operated by ITT/ESI which is also referred to as Academic Administrative Center (AAC) within this self-study document.

All campuses owned and operated by ITT/ESI have the same management structure. A Director acts as a general manager over the Academic Affairs, Career Services, Finance, and Recruitment departments. Additionally, the Registrar of each campus reports directly to the Director. The campus Director reports to a District Manager, who in turn reports to the Senior Vice President, Operations at the AAC. Departmental directors and their staff and faculty work together coordinating numerous services for students and staff. A listing of faculty and administration is found in the back of the current catalog. A Statement of Ownership and listing of the AAC's officers and directors are also listed in the Campus Information section of the catalog.

Policies and procedures governing all aspects of operations are posted on the AAC's Employee Portal in the "Ethics and Compliance" section of the site. Some policies and procedures are general in nature, while others are specific to a particular functional area.

2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?

The duties and responsibilities of all employees are well defined. Employees are provided with detailed job descriptions as part of new employee orientation. In addition, new employees meet with their departmental supervisor to review the daily individual responsibilities of their position. The job description is signed by the employee and added to their personnel file.

Changes and updates in duties, schedules, policies, and procedures are presented as appropriate during regular employee meetings.

As part of a company-wide performance evaluation system, each full-time faculty/staff member is given a set of personal and team goals annually. These goals form the basis for establishing the focus for each individual and department. The results are monitored quarterly and the individual is evaluated annually.

2.2.1 How is this documented?

The policies and procedures, job descriptions, Faculty Handbook, Employee Handbook, faculty/staff meeting minutes, and outlines of faculty/staff in-service activities are maintained for review at the campus and/or the Employee Portal.

2.3 How does the administration monitor and evaluate activities of faculty and staff?

The methods used to monitor and evaluate faculty and staff include:

- CEP Team members review departmental performance on a regular basis to ensure that the campus meets its established goals and maintains compliance.
- Annual performance reviews.

- A full-time faculty member's annual performance review evaluates the duties, responsibilities, and professional growth. If necessary, it also includes corrective measures.
- Faculty members receive regular teaching evaluations with critiques and advising from the Dean or the School Chair.
- Student and Graduate Surveys are collected and the Director and Dean review the surveys to identify any issues. Areas of urgent concern are discussed at manager meetings or immediately with the appropriate department.

2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

The administration provides for the professional integrity of the staff through rigorous hiring practices, internal orientation and training programs, tuition reimbursement, membership in professional organizations, and quarterly in-service programs.

The faculty and staff are selected principally because of outstanding qualifications in the business and technical areas for which they are hired. In addition to the degree requirements, qualifications may include professional certifications, memberships in professional associations, and years of related job experience.

The institution utilizes a background check prior to hire to ensure the professional integrity of staff and faculty. All employees read and sign an ITT/ESI published Code of Business Conduct and Ethics.

2.5 How is the policy for ensuring academic freedom communicated to faculty?

The academic freedom policy is outlined in the Faculty Handbook and provided in ITT/ESI Policy "AA 11.0 Academic Freedom." As provided in the Faculty Handbook:

According to policy AA 11.0 Academic Freedom, ITT Technical Institute encourages academic freedom within defined guidelines. ITT Technical Institute considers academic freedom an essential element in maintaining institutional integrity. Faculty members must teach in relation to the objectives described in the curriculum. Faculty members have significant flexibility concerning instructional techniques and methodology. Faculty members should enhance students' overall learning experience by sharing their applicable field experiences or by including additional context-specific discussion during instruction.

2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

All campuses are governed by two policies regarding student satisfaction: "SA11 Customer Complaints" and "SA12 Student Surveys." In addition, each student is given a copy of the Student Complaint/Grievance Procedure via the Student Handbook and the campus catalog.

If a student follows the Student Complaint/Grievance Procedure and feels that his/her complaint was not adequately resolved, he/she may directly contact the Student Relations Specialist at the AAC in Carmel, IN. If the student is still not satisfied, he/she may contact ACICS and/or the applicable state governing agency.

Employee grievance procedures are communicated through the Employee Handbook. As provided in the Employee Handbook: ITT/ESI encourages open communication, feedback and discussion about any matter of importance to an employee without fear of retaliation.

If an employee has a question or concern about his or her job or work environment, the employee should bring the matter to his/her supervisor's attention in a timely manner. It is the responsibility of supervisors to listen to employee questions and concerns and, to the best of their ability, resolve the matters in a timely manner, raise the question or concern to the next level of supervision, if needed, and keep the employee informed of the progress regarding the resolution of his or her question or concern.

Most questions and concerns can and should be resolved in discussion with the employee's immediate supervisor; this is encouraged as the first effort to resolve a matter. If that is not feasible or the employee is uncomfortable for any reason in discussing the question or concern with the supervisor, or if the employee does not feel the question or concern has been adequately resolved, the employee is encouraged to discuss his or her question or concern with the next level of supervision. If that is not feasible or the employee is uncomfortable for any reason in discussing the concern with such person, or if such person does not take appropriate action, the employee should promptly report the matter to an ITT/ESI Human Resources Partner, the Director of Human Resources, the Vice President Compliance & Regulatory Affairs or the Employee Ethics Alert Line.

2.7 Describe any plans for the improvement of the organization.

The campus periodically reviews staffing, equipment, and operational needs as part of an ongoing budget and expense forecasting system. Additions to staff and other changes are made in response to changes in student census or the addition of new programs of study.

3. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

3.1. Who is the on-site administrator and what are that person's qualifications for this position?

The Director, Terry K. Smith, is the on-site administrator for the ITT Technical Institute, Seattle, campus. Mr. Smith joined ITT Technical Institute on July 14, 2014 and assumed responsibility for the school on that date. Mr. Smith brings 20 years of corporate leadership, human and financial management, business and marketing, operations and compliance leadership in both publicly and privately held corporations outside of the secondary for-profit educational sector. Mr. Smith is a graduate of the University of Alaska Anchorage with a BA in Business and Accounting and holds a MS degree from City University in Computer Systems. He also has post-graduate work towards his Doctorate in Education (EdD) in Leadership and Educational Management.

3.2. How does the administration provide for continuous evaluation of the following functions:

a. Programs of study

Local Advisory Committees review and comment on the programs of study on a regular basis. Advisory Committee feedback, National Curriculum Committee recommendations, observations, and suggestions representing faculty viewpoints are periodically reviewed at the AAC and determinations are then made and implemented for the improvement of its programs. Programs of study will also be evaluated by monitoring their impact on graduate placement and student success within each program.

In addition, student, employer, and graduate surveys are administered, and the results are reviewed locally as well as by the AAC to ensure feedback is appropriately applied to ongoing program improvement. These surveys include:

- Quarterly Student Evaluation Survey
- Student Course Evaluation Survey
- Employer Survey
- Graduate Survey

b. Student activity programs

The campus encourages student activities to help develop individual initiative, group leadership, and cooperation. Examples of student activities include:

- Field trips
- Guest speakers
- Town Halls
- Program-targeted employer visits
- Workshops

Program specific professional chapters such as

- National Technical Honor Society (NTHS)
- Association of Information Technology Professionals (AITP)
- Alpha Zeta Sigma for the School of Criminal Justice

- Electronics Technicians Association – International (ETA-I) for the School of Electronics Technology

The administration evaluates the effectiveness and value of each of these activities through observations and written evaluation, from both faculty and students.

c. Guidance services

The director of each department is responsible for the continued monitoring of student advisement. Faculty members form the "first line" of the advising process as they have contact with students on a daily basis and are typically first to address attendance, academic, disciplinary, and personal problems. Academic issues, if unresolved at the first level, are referred to the School Chairs or the Dean. Student advising sessions are documented in IRIS/S3 (the centralized databases). The Dean meets regularly with the School Chairs to evaluate the progress of students and review the status of the advising session documentation. The IRIS/S3 system assists the campus in this process by allowing a sharing of information about each student to the appropriate staff members and applicable AAC leadership.

d. Financial aid services

It is the responsibility of the Director and Director of Finance (DOF) to assure that the institution is adhering to the rules and guidelines of the accrediting council and government agencies (federal, state, and local). Institutional Student Information Records (ISIRs) and campus-based funding awards, as well as all verification documents, are reviewed at the campus and forwarded to Student Financial Services at the AAC for review before disbursements are made.

Additionally, student surveys include a question about the Finance department's performance. Financial aid services are also reviewed thoroughly in regularly scheduled internal (AAC's) audits.

e. Instructional procedures

The continuous evaluation of instructional procedures is accomplished with the various methods of evaluating faculty. During regularly scheduled and unannounced classroom visits, supervisors gather information to evaluate and improve instructional skills. New faculty members are observed at least once per quarter for the first four quarters they teach but it is recommended that they be observed three times during their first term teaching at the campus. Experienced faculty members are observed at least twice per year. The Dean is responsible for faculty professional development, including verification that the required numbers of classroom observations are completed for each faculty member.

Any significant observations and concerns from campus reviews are forwarded to the AAC's Academic Affairs department, who also perform regular review and updates to instructional procedures as warranted.

f. Instructional resources

The continuous evaluation of the Learning Resource Center (LRC) and ITT Technical Institute Virtual Library (VL) is accomplished through the following mediums:

- Surveys
- Monitoring usage
- Student outcomes (related to reference assignments)
- Information literacy sessions
- Collaborative meetings with faculty and LRC staff
- Collection assessment between faculty and LRC Committee

3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

Transcripts for each staff member's postsecondary credential(s) are kept in personnel files stored at the campus.

3.4. What records are kept relative to the following areas:

a. Financial aid activities

Financial aid records are maintained for each student. The files are retained for seven years following graduation or the student's last date of attendance. Depending on the student's situation, a financial aid file could consist of any or all of the following documents:

- Enrollment Agreement(s)*
- Cost Summary and Payment Addendum(s) *
- Free Application for Federal Student Aid (FAFSA)
- Student Financial Services Application (SFSA)
- Master Promissory Note(s)
- VA Documentation (Form DD214, Form 22-1999 and Form 22-1999B)
- Written Authorization for the Carryover of Excess Non-Title IV Funds to the next academic year
- Credit Authorization Form for Preliminary Credit Authorization
- Entrance Interview and Loan Test
- Loan Certification Page for Stafford, Plus and Private Loans
- Plus Loan Credit Denial
- Institutional Student Information Record (ISIR)
- Resolved "C" Code Documentation
- Cost of Attendance/Expected Family Contribution Page or Snap Page
- Student and/or Parent Taxes and W-2's
- ITT/ESI Forms and/or Dependency Override Paperwork
- Guarantees
- Scholarship Forms
- Exit Interview (only required for students who completed in person or returns it to school)

*Indicates required documents

b. Admissions

The following admission records are maintained either electronically or in hard copy in a student's academic file for seven years following graduation or last date of attendance:

- Admission Examination scores
- Proof of high school graduation or recognized equivalency certificate
- Enrollment Agreement
- Graduate Employment Information Disclosure
- Previous College Transcript (maintained permanently if applicable)
- Foreign Student paperwork (if applicable)
- ADA Documentation (if applicable)
- Acceptance Letter
- Student Handbook Acknowledgement

c. Curriculum

The AAC maintains an electronic curriculum database that is password protected and accessible to the Academic Affairs administrative staff. This database allows the Dean to easily access and download current curricula information. Regular communication from the AAC's Curriculum department via the Curriculum network and to the Dean keeps the campus apprised of revisions to curricula.

Faculty members create more detailed lesson plans from the standardized curriculum documentation. The hard copies are on file in secured storage.

d. Guidance

Students must receive academic, attendance, and/or financial aid advising from the campus as necessary. Documentation of student advising is entered into IRIS/S3 (the electronic file storage systems) where it becomes part of the student's record.

e. Library or instructional resources

The following records are maintained on campus for the LRC and Virtual Library:

- Usage of LRC, VL and resources
- Catalog of active resources

f. Instructional supplies and equipment

An inventory of supplies and equipment is maintained by the campus' Systems Support Technician.

g. School plant

Copies of the following documents are on file at the campus:

- Property lease documents
- Occupancy permit
- Building related inspection reports
- Contracts for other outside services, as applicable

h. Faculty and staff

A personnel file for each faculty and staff member contains the following documents:

- Application for employment
- Annual Performance Planning and Evaluations and/or Observations
- Annual salary review
- Professional development plans (not applicable for some staff positions)
- Official transcripts
- Citations for quality work
- Notices of community service and other relevant documents
- ACICS Data Sheets for employees above grade level nine (except representatives)

i. Student activities

- Field trip documentation

- Guest Speaker documentation
- Workshops held on campus

j. Student personnel

- Federal Work Study personnel file
- Award eligibility

k. Campus Accountability Reports

The ACICS annual CAR reports are maintained in the Director's office.

3.4.1 **Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.**

Each student has three files: academic, financial and career services, which contain specific documents based on established policies as well as state and federal requirements. Each functional area is responsible for the maintenance of the required documents. Student files are retained based on student status and type of document. Student record information is stored electronically in the centralized database IRIS/S3. The content of financial aid files is outlined above in Question 3.4. The following records are maintained in the academic and career services files:

Academic Records

- Final ITT Technical Institute Transcript (also maintained separately and permanently)
- Grade and Attendance Change (if applicable)
- Appeal letters (if applicable)
- Leave of Absence documentation
- Release of Information requests
- Veterans' Administration forms (if applicable)
- Admission Examination scores
- Proof of high school graduation or recognized equivalency certificate
- Enrollment Agreement
- Graduate Employment Information Disclosure
- Previous College Transcript (maintained permanently if applicable)
- Foreign Student paperwork (if applicable)
- ADA Documentation (if applicable)
- Acceptance Letter
- Student Handbook Acknowledgement

Career Services Records

- Acknowledgement for Employment Assistance
- Student Employment Assistance Waiver (if applicable)

- Graduate Employment documents:
- Graduate Employment Assistance Waiver (if applicable)
- Resume
- Simulated Mock Interview Evaluation Sheet
- Release Form – Educational and Employment
- Graduate Employment Information (GEI) Document
- Graduate Exit Surveys
- Employer Survey re: Graduate

3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

Not applicable. The institution does not admit ability-to-benefit students.

3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

Although students are ultimately responsible for providing proof of high school completion, the campus provides them with assistance. During the enrollment process, prospective students complete a certification statement indicating 1) if they are a high school graduate, 2) if they are currently attending high school or 3) that they have high school equivalency. The applicant completes a transcript release form that allows the Registrar to request the official high school, GED, and/or college transcripts directly from the issuing institutions. Reports are available to assist the Registrar in identifying students for whom transcripts have not yet been received. Documented proof of high school completion or equivalency must be provided prior to the end of the first quarter of enrollment. If the Registrar is unable to secure official transcripts from the institution and due diligence has been shown, the Registrar may accept a true and exact copy of the student's high school diploma/GED certificate.

Note: Due diligence means that two requests have been sent to the institution and one certified letter has been sent to the student. The student's certification at the point of application is also maintained within the student's file held in the Registrar's Office.

Any student accepted based upon previous postsecondary credit or degree must provide the campus with an official transcript from the institution where the credits or degree(s) were earned. The student's transcript release form enables the Registrar to request an official transcript directly from the applicable institution(s).

3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a "diploma mill."

To validate the legitimacy of schools, they are reviewed against National Center for Education Statistics which has a listing of schools that report their school data to the government. If a school isn't listed there, the institution's accreditation is reviewed. If accreditation review doesn't help with the validation, the next step is reaching out to the state Department of Education or Board of Education in the area where the school is located. Other resources used for this review may be the Better Business Bureau. In addition, the campus may collect more information from the school on their curriculum, graduation requirements, etc. This information is then reviewed by the AAC National Registrar to determine if the credential is acceptable or not.

3.7. What grading system does the campus employ to indicate student progress?

Grading is administered to assess the student's educational progress. Grading is based on the student's performance in class and level of achievement on assignments, projects and examinations. The following is a list of possible grades that a student may receive for a course, the points that each grade will contribute per course credit hour to the student's grade point average and a brief description of the grade:

Grade	Points	Description
A	4.0	Indicates a superior level of achievement.
B+	3.5	Indicates a good level of achievement.
B	3.0	Indicates a good level of achievement.
C+	2.5	Indicates an average level of achievement.
C	2.0	Indicates an average level of achievement.
D+	1.5	Indicates a marginal level of achievement.
D	1.0	Indicates a marginal level of achievement.
F	0.0	Indicates an unsatisfactory level of achievement. **Any student earning a grade of "F" in a course specified in the program outline of his/her program of study must repeat and successfully complete that course prior to graduation.**
I	N/A	Incomplete - Indicates that the student has not completed all work required for the course. The otherwise earned letter grade is awarded (normally a "F"), unless all required work is successfully completed within (a) six weeks following the end of a full-quarter course (excluding break week), or (b) three weeks following the end of a half-quarter course (excluding break week). Incompletes may only be awarded upon approval of the instructor and Dean.
CR	N/A	Credit - Indicates that the student demonstrated knowledge and skill in the course through previous experience. "CR" is not considered in computing the grade point average.
TR	N/A	Transferred Credit - Indicates the school accepted credit earned for previous postsecondary education at an institution other than an ITT Technical Institute. "TR" is not considered in computing the grade point average.
W	N/A	Withdrawal - Indicates that the student withdrew or was terminated from the course within the first 75% of that course. "W" is not considered in computing the grade point average. Withdrawals after the first 75% of the course has been completed will receive the otherwise earned letter grade (normally an "F").
P	N/A	Passing - Indicates a passing grade in a course designated as a pass-fail course. "P" is not considered in computing the grade point average.
*	N/A	Indicates that the course was repeated.
(R)	N/A	Indicates that the course was attempted previously.

A grade earned by a student in a course taken at any other ITT Technical Institute will be accepted by the school and appear on the student's academic transcript.

3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

Unit of credit is Quarter.

3.7.2. How does the campus ensure that a transcript is maintained for each student?

Student grades are captured electronically. ITT/ESI Policy (SS 5.0 Records Preservation and Retention) requires that student transcripts be retained permanently. A transcript is maintained for each student. Students are also provided quarterly grade reports.

3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

The grading system is on the back of the Academic Record (transcript), which is used for both official and unofficial transcripts.

3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?

Student academic and financial files are maintained in a secure fire resistant file room or fire resistant/proof file cabinets.

All graduate placement files are maintained in locked files in the Career Services offices.

All active personnel records are maintained in locked files in the campus Director's and Dean's offices as appropriate.

3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

All computerized records are maintained at the AAC and are backed up on a regular basis per internal service level agreements which vary by system.

3.9. How long are student records maintained by the campus?

The information contained in the student's financial aid, academic, and career services files are maintained by the campus for a minimum of seven years from a student's graduation or last date of attendance. The student's final transcript, and transcripts from other colleges, are retained indefinitely.

3.10. Describe any plans for improvement in the administration.

Key management personnel are in place and were selected for their past successes and applicable qualifications. Each individual continues to grow as a skilled administrator and team leader; however, further growth through on-the-job experience, individual and team mentoring, and selective third party training help the administration grow as effective stewards of quality education and customer service.

Tools that help ensure the success of the campus administration are continually developed at both the campus and AAC levels; these include streamlined procedures, forms and reporting, and online training programs through e-campus learning.

The campus will continue to look for meaningful ways to improve upon its record of success.

4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria*.

ADMISSIONS AND RECRUITMENT

4.1 What is the admissions policy?

A student may be admitted into a program of study offered by the school upon satisfying all of the following requirements:

(a) The student is at least 16 years of age.

(b) The student has:

(1) a high school diploma; or

(2) a recognized equivalent of a high school diploma (e.g., typically a general education development (GED) certificate or a document from a state authority (to the satisfaction of the school) recognizing that the student has successfully completed secondary school through home schooling (as defined by state law)).

The student must either:

(i) certify (on a form and in a manner acceptable to the school) the following at or before the start of the student's first quarter of attendance at the school, or the student will be terminated from his or her program of study:

(A) the student has graduated from a high school; or

(B) the student has obtained a recognized equivalent of a high school diploma; or

(ii) provide the school with the following before the end of the student's first quarter of attendance at the school, or the student will be terminated from his or her program of study:

(A) a copy of the student's high school diploma;

(B) a copy of the student's recognized equivalent of a high school diploma;

(C) the student's official high school transcript;

(D) the student's GED scores at or above the passing level set by the state agency awarding the GED; or

(E) a document from a state authority (to the satisfaction of the school) recognizing that the student successfully completed secondary school through home schooling (as defined by state law).

If the student satisfies this admission requirement by certifying that the student graduated from a high school or obtained a recognized equivalent of a high school diploma, the school may, in its discretion, require the student to provide the school with documentary proof of the student's high school graduation or equivalency, in a form acceptable to the school.

(c) The student passes (as determined by the school in its discretion) an individual interview, which may include assessment of English proficiency for an English as a Second Language ("ESL") student, with the Registrar, if the Registrar requests an interview with the student.

Upon the student's satisfaction of all of the above requirements with respect to his or her selected program of study, the school will promptly notify the student that he or she is admitted into that program of study at the school.

Late Admission

A new student must be admitted into a program of study and begin attending classes in at least one of the program courses: (a) taught over 12 weeks that he or she is registered to take during the first quarter of the student's enrollment in that program of study (i) within 14 calendar days following the first class session of a program course taught in residence or (ii) on or before the third Sunday of the quarter for a program course taught online, or the student's registration in that program of study will be canceled by the school or; (b) taught over six weeks that he or she is registered to take during the first quarter of the student's enrollment in that program of study (i) within seven calendar days following the first class session of a program course taught in residence or (ii) on or before the first Sunday of the quarter for a program course taught online, or the student's registration in that program of study will be cancelled by the school. If a student's enrollment in a program of study is canceled by the school, the student may seek readmission to the program at the next available date that the program of study is offered by the school.

4.1.1 Does the policy differ based on the credential awarded or program of study?

No

4.1.2 Explain how the admissions policy adheres to the institution's mission.

The admissions policy adheres to the institution's mission through the application and testing process that seeks to ensure accepted students possess the ability to prepare for career opportunities in their chosen field. Applicants who already possess a college degree have previously demonstrated the ability to meet the challenges of a postsecondary education. Admission is denied to any applicants who fail to meet all of the admission requirements. The campus documents the basis for denial.

4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

Not applicable. The campus does not accept ability-to-benefit students.

4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

The campus maintains student records in both paper and/or electronic formats. The campus' admission policies and procedures require that the following admissions records be maintained in each student's academic file:

- Admission Examination scores
- Proof of high school graduation or recognized equivalency certificate
- Enrollment Agreement
- Graduate Employment Information Disclosure
- Previous College Transcript (maintained permanently if applicable)
- Foreign Student paperwork (if applicable)
- ADA Documentation (if applicable)
- Acceptance Letter
- Student Handbook Acknowledgement

4.4 Describe the student recruitment program.

ITT Technical Institute seeks to communicate to prospective students, information that enables them to make an informed decision about whether ITT Technical Institute is a good fit for him/her. To generate interest among potential students, the AAC engages in a broad range of activities to inform potential students and their parents about ITT Technical Institute and the programs offered.

Each campus' advertising is generally comprised of broadcast, direct mail and company Web site activities. Links to the company Web site may also be placed on other Web sites that are owned by third parties. The school website, http://www.itt-tech.edu, provides information on the AAC, campus locations, programs, and admissions, and allows prospective students to schedule a campus visit, request a brochure, or apply online.

AAC-sponsored television advertising is centrally coordinated and developed. Television advertising is directed at a combination of both the national market and the local markets in which each campus is located. The television commercials generally include a toll free telephone number for direct responses as well as an internet URL. Direct responses to television advertising are centrally received, tracked, and promptly forwarded to the appropriate campus. Responses to direct mail campaigns, targeted at high school students and other potential postsecondary education students, are also centrally received, tracked, and forwarded to the appropriate location.

The campus seeks to attract students with the interest to complete the career-oriented educational programs offered by the ITT Technical Institutes.

Representatives make presentations to prospective adult and high school students. They discuss the programs available for study and assess the interest in the career field related to the student's education, and if there's a fit between the prospective student and the standards of the campus, the representatives continue through the enrollment process with the students, into a specific program of study.

The campus also employs a Community Relations Specialist who develops relationships with high school administrators, faculty, and other key influencers within the community to raise the awareness of the programs of study. A primary function of the Community Relations Specialist is to make presentations at local high schools, job fairs, and other related events.

Recruiting policies and procedures as well as standards for hiring and training representatives are established centrally but are implemented at the local level. The Director of Recruitment (DOR), reports to the campus Director and both are responsible for the training and supervision of the campus' recruitment representatives as well as ensurance to conformity with AAC policies and procedures. The AAC's Internal Audit department reviews the recruiting practices relating to the execution and completion of enrollment agreements on an annual and random basis. Further, student recruitment activities are subject to regulation at both the state and federal level.

4.5 Describe how admissions representatives are trained, compensated, and monitored.

Representatives are selected after being interviewed by the DOR and the campus Director. Offers of employment are extended after a thorough background check has been completed and after approval by the AAC HR Partner. Representatives are not permitted to recruit before completing required training and certification, including completion of the Annual Compliance – Recruitment e-Campus Course . They are monitored by the campus DOR, the AAC Internal Audit department (through scheduled and unscheduled audits), and through a regular overdue e-Campus report sent to District Managers via AAC. Representatives are also subject to other random reviews by campus administration. They are compensated pursuant to the rules and regulations of the state, the ACICS Accreditation Criteria and federal laws.

Representative training is a combination of a self-directed program composed of e-Campus courses, onsite activities covering five content areas, and additional supervisor directed learning:

- Local Orientation
- Company Orientation
- Recruitment Orientation
- Enrollment Process
- Skill Development

The e-Campus courses offer basic knowledge regarding the process of providing information to prospective students wherein they can make an informed decision, while the onsite activities provide hands-on development of the concepts and techniques addressed in the e-Campus courses. After the employee has completed the e-Campus courses and onsite activities, he/she is required to:

- Pass the comprehensive e-Campus assessment.
- Submit the packet of completed on-site activities to his/her supervisor.
- Become certified on the interview presentation.
- Successful completion of the e-Campus courses is documented on an e-Campus transcript in the AAC's learning management system.
- Complete the Annual Compliance – Recruitment e-Campus Course

Once certified, all representatives undergo periodic and ongoing training, an important objective of the daily/weekly supervisory tasks for the DOR. The DOR periodically reviews the representatives' presentations and meets with each representative to review the outcomes of the required quarterly observations and informal regular observations. The DOR continuously utilizes the contact time with representatives to inform, train, and undertake all related management oversight activities to ensure the quality effectiveness and regulatory compliance of representative activity and admissions operations.

4.6 Describe the policies and procedures regarding incoming transfer of credit.

A student may request credit for courses in the student's program of study at the school based on the student's previous postsecondary education or experience, by submitting a written request to the Registrar.

Previous Postsecondary Education - Following the Registrar's receipt of the student's written request, the school may grant the student credit for course(s) in the student's program of study based on the student's previous postsecondary education at a different institution, if the student satisfies all of the following requirements:

(a) The student provides the school with an official transcript from each educational institution awarding any credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school. If the educational institution is located (I) in the U.S., it must be accredited by an accrediting agency recognized by the U.S. Department of Education, or (II) outside the U.S., it must be accredited or similarly acknowledged by an agency deemed acceptable to the school in its discretion.

(b) The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific core, technical basic and general studies course requirements of the student's program of study at the school is determined, in the school's discretion, to be equivalent to the subject matter of such core, technical basic and general studies course(s). The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific general education course requirements of the student's program of study at the school is determined, in the school's discretion, to be substantially similar to the subject matter of such general education course(s). The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy any elective course requirements of the student's program of study at the school is determined, in the school's discretion, to represent a level of rigor that is equal to or greater than the rigor of the school's lower division courses.

(c) The number of credits that the student desires to transfer to the school to satisfy the requirements of a specific course in the student's program of study at the school must equate, as determined by the school, to at least the same number of quarter credit hours of that course as specified in the Program Outline for the student's program of study at the school.

(d) The student completed each course represented by credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school with at least: (i) a grade of "C" (i.e., 2.0 on a 4.0 scale), if the credits were earned at a postsecondary educational institution other than an ITT Technical Institute; or (ii) a passing grade, if the credits were earned at an ITT Technical Institute.

Other institutions of higher education with which the school has established an articulation agreement include the other ITT Technical Institutes across the country and those institutions listed on the ITT Technical Institute website at www.itt-tech.edu/articulation/. Many of the same and other limitations and conditions specified above with respect to credit granted by the school for a student's previous postsecondary education at a different institution will apply to credit granted by a different institution for a student's postsecondary education at the school. As a result, any student considering continuing his or her education at, or transferring to, any institution other than an ITT Technical Institute must not assume that any credits earned in any course taken at the school will be accepted by the receiving institution. The student must contact the registrar of the receiving institution to determine what credits earned at the school, if any, that institution will accept.

(2) **Previous Experience** - Upon the Registrar's receipt of the student's written request, a $500 processing charge will be due and payable by the student to the school, unless the student's previous experience is based solely on military experience (e.g., a SMART transcript). Following the Registrar's receipt of the student's written request, the school: (a) will add the $500 processing charge, as applicable, to the amount that is due and payable by the student to the school; and (b) may grant the student credit for course(s) in the student's program of study based on the student's previous experience, if the student demonstrates, to the school's satisfaction, that he or she has sufficiently grasped the knowledge and skills offered by the specific course(s) contained in the student's program of study at the school that the student desires credit for previous experience. The student must demonstrate such knowledge and skills by completing a proficiency examination(s) and/or project(s) acceptable to the school for each such course and receiving a grade or score thereon as required by the school. Notwithstanding the foregoing, a student may not receive credit based on the student's previous experience with respect to any course(s) in the student's program of study at the school that the student previously attempted at the school or at any other ITT Technical Institute.

Any student eligible to receive veterans educational benefits while attending any course(s) in an eligible program of study at the school will be denied veterans educational benefits for any such course(s) that the student previously successfully completed (as determined in the school's discretion in accordance with U.S. Department of Veterans Affairs regulations) elsewhere. As a result, each student eligible and desiring to receive veterans educational benefits while attending an eligible program of study at the school must provide the school with an official transcript for all previous postsecondary education and the student's military discharge document DD214, prior to the first scheduled class in the first course that the student is registered to take in the student's eligible program of study at the school. The school will determine, in its discretion, whether: (a) the subject matter of any course previously taken by the student is substantially the same as the subject matter of any course contained in the student's eligible program of study at the school; and (b) the number of credits of any course previously taken by the student equate to at least the same number of quarter credit hours of any course having substantially the same subject matter that is contained in the student's eligible program of study at the school. If the school determines that (I) the subject matter of any prior course taken by the student is substantially the same as the subject matter of a course in the student's eligible program of study at the school and (II) the number of credits of that prior course equates to at least the same number of quarter credit hours as the course in the student's eligible program of study that has substantially the same subject matter, the school will grant the student credit for such prior course.

The total number of credits for courses in the student's program of study which may be granted to the student by the school based on the student's previous postsecondary education at an institution other than the school (which includes the main campus or any additional location of the school) and/or previous experience as provided above cannot exceed 75% of the quarter credit hours required to graduate from the program. See the Graduation Requirements section of this catalog for further information. If the school grants the student credit for any course in the student's program of study based on the student's previous postsecondary education or

experience as provided above: (a) the student will receive a grade of "TR" for that course, if credit was granted based on the student's previous postsecondary education at a different institution; and (b) the student will receive a grade of "CR" for that course, if credit was granted based on the student's previous experience.

4.6.1 Where are these policies and procedures published?

The policy and procedure is published in the campus catalog.

4.6.2 Describe any articulation agreements with other institutions.

Institutions of higher education with which the school has established an articulation agreement include the other ITT Technical Institutes across the country and those institutions listed on the ITT Technical Institute website (www.itt-tech.edu/articulation/).

4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.

The information concerning articulation agreements is published in the campus catalog.

4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

Students are notified through publication in the campus catalog. In addition, students acknowledge transferability of credit information on a Documentation and Disclosure Summary utilized in the enrollment process as defined in Recruitment Policy REC 1.4.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?

The campus Dean, Tara Watson, is responsible for administering the SAP Policy as outlined in the campus catalog. She has served as the Dean at the Seattle campus for over a year. Mrs. Watson earned a BS in Psychology from California State University and a MA in Education from University of Phoenix.

4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

Each student must make satisfactory academic progress toward completing his or her program of study, regardless of the student's course load in any academic quarter or whether the student receives financial aid. To be making satisfactory academic progress, a student must satisfy the criteria set forth below in this Satisfactory Academic Progress section. Any student who is failing to make satisfactory academic progress in his or her program of study at any Evaluation Point specified below will be notified by the School of such failure and either be placed on academic and financial aid probation ("AFAP") or terminated from that program of study as provided below.

Evaluation Points

A student will not be making satisfactory academic progress, if at any Evaluation Point specified below:

- the student's overall cumulative grade point average ("OCGPA") in his or her program of study is less than the OCGPA required at that Evaluation Point; or
- the student has not successfully completed the percentage of the total cumulative credit hours he or she has attempted in his or her program of study ("Credit Completion Percentage") required at such Evaluation Point:

Evaluation Point*	Required OCGPA	Required Credit Completion Percentage	See Note
End of the student's first academic year (as defined below)	1.5	50%	(1)
End of the student's second academic year	2.0	66.67%	(1)
End of each of the student's seventh and any subsequent academic quarters	2.0	66.67%	(1)
End of any academic quarter of the student's AFAP	See Note (2) below	See Note (2) below	(3)
100% of the Maximum Time Frame for Completion ("MTFC") (as defined below)	2.0	66.67%	(3)

*If, at any point in time, more than one Evaluation Point is applicable to a student, the student's satisfactory academic progress determination will be based on the applicable Evaluation Point that requires the highest OCGPA and Credit Completion Percentage and the most restrictive note(s).

Notes:

(1) If a student is not making satisfactory academic progress in his or her program of study at this Evaluation Point, the student will be terminated from that program of study, unless:

- the student appeals the school's determination in writing to the Dean (as provided below in the Appeal section);
- the Dean grants the student's appeal; and
- the student satisfies all of the conditions specified below in the Academic and Financial Aid Probation section to be placed on AFAP.

If all of the conditions specified in the sentence immediately above are satisfied, the student will be placed on AFAP during the student's next academic quarter of attendance in the program.

(2) The OCGPA and Credit Completion Percentage required at the end of the immediately preceeding academic quarter.

(3) If a student is not making satisfactory academic progress in his or her program of study at this Evaluation Point, the student will be terminated from that program of study at the school.

The calculation of the student's OCGPA in his or her program of study will include the points associated with the grade earned by the student with respect to each course that the student took at the school and/or at any other ITT Technical Institute when the student: (a) was enrolled in that program of study; and (b) was enrolled in a different program of study, if (i) the subject matter of that course is substantially the same as any course in his or her current program of study or (ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

Maximum Time Frame for Completion

The student's Maximum Time Frame for Completion ("MTFC") for his or her program of study is 150% of the credit hours designated in the Program Outline for such program of study (as such credit hours may be revised or modified from time to time by the school in its discretion), rounded down to the nearest whole credit hour. For example, if a program of study consists of 90 credit hours, the student's MTFC is 135 credit hours (150% of 90). Each credit hour in a program of study that is "attempted" (as defined below) by a student is counted toward the student's MTFC of that program of study each and every time the credit hour is attempted by the student. A credit hour is "attempted," if the student receives any of the following grades from the school and/or from any other ITT Technical Institute for the course represented by the credit hour: "A," "B+," "B," "C+," "C," "D+," "D," "F," "I," "W," "P," "CR" or "TR". For example, if a student takes Course X, consisting of 4.5 credit hours, and receives a grade of "W" and the student retakes Course X and earns a grade of "B," the student will have attempted 9 credit hours with respect to Course X. A student may not exceed his or her MTFC for the student's program of study. The student's MTFC for his or her program of study will include the credit hours attempted with respect to each course that the student took at the school and/or at any other ITT Technical Institute when the student:

(a) was enrolled in that program of study; and

(b) was enrolled in a different program of study, if

  (i) the subject matter of that course is substantially the same as any course in his or her current program of study or

  (ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

A student will not be making satisfactory academic progress and will be terminated from his or her program of study if, at any time, the school determines that the student is unable to graduate from his or her program of study without exceeding the student's MTFC for that program of study.

Academic Year

An academic year is three academic quarters in length. Any academic quarter that the student attended in any program of study at the school or any other ITT Technical Institute during which the student attempted any course that is included in, counts toward or satisfies any of the coursework requirements of the student's current program of study (whether a core, general education, general studies, technical basic, elective or any other type of course), will be counted for purposes of determining the student's applicable academic year and/or academic quarter under the Evaluation Points section.

Credit Completion Percentage

The Credit Completion Percentage is calculated by dividing (a) the total number of credit hours in the courses included in the student's program of study for which the student receives a grade of "A,", "B+," "B," "C+," "C," "D+," "D," "CR" or "TR" from the school by (b) the total number of credit hours that the student has attempted in the courses included in the student's program of study (including, without limitation, the credit hours associated with any course for which the student receives a grade of "CR" or "TR"). The calculation of the student's Credit Completion Percentage in his or her program of study will include the number of credit hours attempted by the student with respect to each course that the student took at the school and/or at any other ITT Technical Institute when the student:

(a) was enrolled in that program of study; and

(b) was enrolled in a different program of study, if

(i) the subject matter of that course is substantially the same as any course in his or her current program of study or

(ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

Student Status

A student who, in any academic quarter, takes courses in his or her program of study that represent:

- 12 or more credits is a full-time student;
- 9 to 11 credits is a three-quarter-time student;
- 6 to 8 credits is a half-time student; or
- less than 6 credits is a less than half-time student.

If the total number of quarter credit hours of the courses which comprise a program of study offered by the school exceeds 72, the school has determined that the program of study cannot normally be completed in two academic years of full-time study, based on a full-time student taking a course load representing 12 or 13.5 quarter credit hours at the school each academic quarter. A student's grade level is based on the total number of quarter credit hours of the courses in the student's program of study at the school that the student has successfully completed, as follows:

Grade Level	Total Number of Quarter Credit Hours of Courses Successfully Completed in the Student's Program of Study
First	0-36
Second	37-72
Third	73-108
Fourth	109-144
Fifth	145-180
Sixth	181-216

The amount of federal and state student financial aid that a student may qualify to receive may depend on the student's grade level and could be adversely affected if the student is anything other than a full-time student. Any student who is not a full-time student should contact the school's Finance Department for more information.

Academic and Financial Aid Probation

During any academic quarter that a student is on AFAP, the Dean may require the student to repeat some or all of the courses that the student previously received a grade of "D+," "D," "F" or "W" before the student can attempt any other courses in the student's program of study. At the end of the academic quarter of the student's AFAP, the student's OCGPA and Credit Completion Percentage will be recalculated to determine if the student is making satisfactory academic progress in the program of study based on the OCGPA and Credit Completion Percentage required at the end of the immediately preceeding academic quarter.

A student will be considered to be making satisfactory academic progress during the academic quarter of the student's AFAP. All of the credit hours represented by the courses that the student repeats during the academic quarter of the student's AFAP will have been attempted by the student in determining the student's Credit Completion Percentage,

and all of the grades (and associated points) earned by the student in those courses will replace the previous grades (and associated points) earned in determining the student's OCGPA. All grades earned for any courses the student attempts will, however, remain on the student's transcript.

Notwithstanding anything to the contrary in the Evaluation Points section, a student will not be placed on AFAP:

- if the school determines that the student will be unable to make satisfactory academic progress in the student's program of study at the end of the academic quarter of the student's AFAP;
- more than three times during any specific program of study in which the student is or was enrolled at the school or at any other ITT Technical Institute; or
- if the student was on AFAP during the immediately preceeding academic quarter that the student was enrolled in that program of study at the school or at any other ITT Technical Institute.

Incompletes and Repeats

If the student receives a grade of "A," "B+," "B," "C+," "C," "D+," "D," "P," "CR" or "TR" with respect to any course, the student will have successfully completed that particular course. If the student receives an "I" grade and does not successfully complete the required work to remove the "I" grade from his or her record, the student will receive the otherwise earned letter grade (normally an "F"). For full-term courses, the required work must be completed six weeks from the end of the quarter in which the "I" grade was received, not including the break week at the end of the quarter. For half-term courses, the required work must be completed three weeks from the end of the quarter in which the "I" grade was received, not including the break week at the end of that quarter Any student who does not successfully complete a course included in his or her program of study must repeat and successfully complete that course prior to: (a) taking any course with respect to which the failed course is a prerequisite; and (b) graduation. Any student who successfully completes a course may request in writing for permission from the school to repeat that course. If a course is repeated, the grade earned for repeating the course will replace the previous grade earned in determining the student's OCGPA in the student's program of study and whether the student has successfully completed the course. All grades earned for all courses the student attempts will, however, remain on the student's transcript.

Readmission

A student who withdraws or is terminated from a program of study at the school or any other ITT Technical Institute may not seek readmission into any program of study at the school, whether the same or a different program, before the next academic quarter that the course(s) the student would take upon readmission into the program of study is(are) offered by the school.

All readmission determinations will be made by the school in its discretion and will be final and binding on the student. The school is not obligated to readmit any student. As part of the school's determination to readmit any student, the school will consider whether the student was making satisfactory academic progress at the last Evaluation Point that the student was enrolled in a program of study, whether at the school or at a different ITT Technical Institute. If the student was not making satisfactory academic progress in his or her program of study as of that Evaluation Point, the student will not be readmitted into:

(a) a different program of study that is at a different credential level; or

(b) the same program of study or a different program of study that is at the same credential level, unless:
- the student appeals the school's determination in writing to the Dean (as provided below in the Appeal section);
- the Dean grants the student's appeal; and
- the student satisfies all of the conditions specified above in the Academic and Financial Aid Probation section to be placed on AFAP.

In no event will any student be readmitted into the same program of study, or a different program of study that is at the same credential level, at the school, if the student:

- for any reason withdrew or was terminated from a program of study at the school or at a different ITT Technical Institute during an academic quarter when the student was on AFAP;
- is unable to make satisfactory academic progress in that program of study, as determined by the school; or
- does not possess the motivation, desire or academic ability to satisfactorily progress academically through and graduate from that program of study, as determined by the school.

If the school decides to readmit a student, who was not making satisfactory academic progress at the last Evaluation Point that the student was enrolled in a program of study at an ITT Technical Institute, into the same program of study or a different program of study that is at the same credential level, the student:

- will be placed on AFAP during the student's next academic quarter of attendance in that program of study at the school; and
- must agree in writing to the terms for readmission and execute a new Enrollment Agreement with the school and pay all then current tuition, fees and any other costs associated with the student's program of study.

Reestablishing Financial Aid

A student must be making satisfactory academic progress to be eligible to receive any federal, state or other student financial aid to attend any course(s) in his or her program of study at the school. If a student loses his or her eligibility to receive financial aid for failure to make satisfactory academic progress in his or her program of study, the student cannot reestablish his or her eligibility to receive financial aid to attend any course(s) at the school, unless:

- the student enrolls in a different program of study at the school that is at the same credential level as the program of study in which he or she failed to make satisfactory academic progress; and
- the school determines that the student is making satisfactory academic progress in that different program of study.

Non-Credit Courses

Non-credit courses are taken on a pass-fail basis. Grades earned in non-credit courses are not included in the computation of a student's OCGPA. Nevertheless, the student must repeat and successfully complete any failed non-credit courses prior to the student graduating from his or her program of study at the school. Non-credit courses are also not included in the calculation of the student's MTFC or Credit Completion Percentage at any Evaluation Point, because non-credit courses are not worth any credit hours.

Non-Punitive Grades

Non-punitive grades for courses awarded by the school include: "CR," "TR," "W," "P" and "I." Non-punitive grades are not included in the computation of a student's OCGPA. The credit hours associated with any courses for which non-punitive grades are received by a student are included in the calculation of the student's MTFC and Credit Completion Percentage as specified above in those sections.

Appeal

If the school determines that a student is failing to make satisfactory academic progress in his or her program of study at the school, the student may appeal the school's determination in writing to the Dean. The student's written appeal must explain in detail the special circumstances that caused the student not to make satisfactory academic progress (such as the student suffering an illness or injury, the death of a relative of the student or other special circumstances) and what has changed in the student's situation that will allow the student to be making satisfactory academic progress at the end of the student's next quarter of attendance in a program of study at the school. The Dean will review the student's written appeal to determine whether, based on the student's special circumstances and the information submitted by the student in his or her written appeal, the student can remain enrolled in (or be readmitted into) that same program of study at the school despite the student's failure to conform to the requirements of this Satisfactory Academic Progress

section. The determination of the student's written appeal will be:

- made by the Dean (in his or her discretion and in conformity with this Satisfactory Academic Progress section);
- communicated in writing to the student; and
- final and binding on the student.

If the Dean grants the student's appeal and all of the conditions specified above in the Academic and Financial Aid Probation section are satisfied, the student will, at the school's discretion, be placed on AFAP during the student's next academic quarter of attendance in a program of study at the school. The school will not develop or consider any academic plan for a student.

4.8.1 Who reviews the student's records and advises the student?

The Dean is responsible for reviewing student records and ensuring that each student not making satisfactory academic progress is advised as to the campus' satisfactory progress requirements.

4.8.2 Who monitors probation?

The campus Dean as part of SAP policy.

4.8.3 How is attendance verified?

Attendance is taken by faculty and captured electronically. Each student is required to regularly attend each course that the student is registered to take in the program in which the student is enrolled. For residence courses, attendance means (a) physical participation in the class meetings and other activities of the course; and (b) other positive academic participation by the student, as approved by the school, such as attending a class meeting in a different class section of the same course or completing and submitting coursework. For online courses, attendance means logging into the course website and engaging in at least one of the following activities:

- submitting a course assignment;
- participation in a course discussion thread by posting a comment, question or response related to a course topic;
- an email communication with an instructor related to a course topic, such as the submission of an "Ask the Instructor" question in the learning management system; or
- taking a quiz or exam.

Students attending online courses are required to follow the protocols specified by the school to record the student's attendance in the class communications and activities that are part of the course. Any failure by a student attending an online course to follow the protocols specified by the school to record the student's attendance in a class communication or activity that is part of the course may, as determined by the school, result in the school identifying the student as absent from or a non-participant in the class communication or other activity of the course.

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

This is defined in the SAP Policy information provided under Q 4.8

FINANCIAL RELATIONS

4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

The campus currently offers three institutional scholarships: 1) Winter Scholarship related to the Accounting program; 2) President's Scholarship; 3) Opportunity Scholarship. As published in the campus catalog, these scholarships are described as follows:

Institutional Scholarships

2014 Winter Scholarship

The primary purpose of the 2014 Winter Scholarship (the "WS") is to help address the demand for individuals providing technical administrative support to accountants and other financial management personnel in the United States by encouraging students to graduate from the associate degree program in Accounting at the school (the "Accounting Program"). The WS is only available to eligible new students who first begin the Accounting Program in the quarter that begins in December 2014 ("12/14 Students").

At the end of the first academic year of attendance for which the 12/14 Student is eligible to receive a WS award and each subsequent academic year that an eligible 12/14 Student is enrolled in the Accounting Program, the school will determine if the eligible 12/14 Student qualifies for a WS award for that academic year. If the eligible 12/14 Student qualifies for a WS award for the first academic year or any subsequent academic year after the first academic year, the eligible 12/14 Student will receive a WS award in the form of a retroactive reduction of the amount of tuition and fees that was financed by debt and charged to the eligible 12/14 Student for the courses of the Accounting Program taken by the eligible 12/14 Student in that academic year, after first applying any other institutional scholarships to the eligible 12/14 Student's account. In no event will a refund be issued to an eligible 12/14 Student as a result of receiving a WS award – instead, the WS award for that 12/14 Student will be proportionately reduced to avoid a resulting credit balance.

The maximum amount of the WS awards for which a 12/14 Student may be eligible and qualify will not exceed:

- $1,250 in any quarter of attendance for which the 12/14 Student is eligible and qualifies for a WS award;
- $2,500 in any academic year of attendance for which the 12/14 Student is eligible and qualifies for a WS award; or
- $5,000 in total for all academic years.

Eligibility Requirements – To be eligible for the WS, a 12/14 Student must first begin attending courses in the Accounting Program at the school in the quarter that begins on December 8, 2014. The first academic year of attendance for which a 12/14 Student is eligible to receive a WS award, however, is:

- the 12/14 Student's first academic year that would start on or after December 8, 2014, if the 12/14 Student:
  - was attending one or more courses in an associate or bachelor degree program of study at an ITT Technical Institute at any time in the quarter that began on September 15, 2014 ("09/14 Quarter"); and
  - remained continuously enrolled in his or her associate or bachelor degree program of study at an ITT Technical Institute; or
- the 12/14 Student's first academic year that starts on or after December 8, 2014, if the 12/14 Student was not attending one or more courses in an associate or bachelor degree program of study at an ITT Technical Institute at any time in the 09/14 Quarter.

Qualification Requirements – An eligible 12/14 Student will qualify for a WS award for the first academic year of attendance for which the 12/14 Student is eligible to receive a WS award, as specified above in the Eligibility Requirements section. To qualify for a WS award for any subsequent academic year, an eligible 12/14 Student must:

- be enrolled at all times during that academic year in at least two (2) distinct, credit-bearing courses in the eligible 12/14 Student's Accounting Program at the school; and

- be making satisfactory academic progress in the Accounting Program at the end of that academic year.

Upon admission to the Accounting Program, the 12/14 Student must contact the school's Finance Department to determine if he or she is eligible for the WS. If the school determines that the 12/14 Student satisfies the eligibility requirements of the WS, the 12/14 Student will have the opportunity to qualify for a WS award for each academic year of attendance in the Accounting Program. An eligible 12/14 Student may not receive a WS award for more than two academic years of the 12/14 Student's enrollment in the Accounting Program.

President's Scholarship

The primary purpose of the President's Scholarship (the "PS") is to encourage graduates of an ITT Technical Institute associate degree program who have demonstrated above-average academic achievement to obtain a higher level of education. The PS is only available to eligible new students who begin a bachelor degree program of study at an ITT Technical Institute in the quarter that begins in December 2014 ("12/14 BP Students").

At the end of each academic year that an eligible 12/14 BP Student is enrolled in a bachelor degree program, the school will determine if the eligible 12/14 BP Student qualifies for a PS award for that academic year. If the eligible 12/14 BP Student qualifies for a particular academic year, the eligible 12/14 BP Student will receive a PS award in the form of a retroactive reduction of the amount of tuition and fees that was financed by debt and charged to the eligible 12/14 BP Student for the courses of the bachelor degree program of study taken by the eligible 12/14 BP Student in that academic year, after first applying any other institutional scholarships to the eligible 12/14 BP Student's account. In no event will a refund be issued to an eligible 12/14 BP Student as a result of receiving a PS award – instead, the PS award for that 12/14 BP Student will be proportionately reduced to avoid a resulting credit balance.

The maximum amount of the PS awards for which a 12/14 BP Student may be eligible and qualify will not exceed:

- $2,500 in any quarter of attendance for which the 12/14 BP Student is eligible and qualifies for a PS award;
- $5,000 in any academic year of attendance for which the 12/14 BP Student is eligible and qualifies for a PS award; or
- $10,000 in total for all academic years.

Eligibility Requirements – To be eligible for the PS, a 12/14 BP Student must (1) have graduated from an ITT Technical Institute associate degree program of study with an overall cumulative grade point average of at least 3.0 for all of the courses included in that program prior to attending classes in a bachelor degree program of study; and (2) must first begin attending courses a bachelor degree program of study at the school in the quarter that begins on December 8, 2014. The first academic year of attendance for which a 12/14 BP Student is eligible to receive a PS award, however, is:

- the 12/14 BP Student's first academic year that would start on or after December 8, 2014, if the 12/14 BP Student:
  - was attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the quarter that began on September 15, 2014 ("09/14 Quarter"); and
  - remained continuously enrolled in his or her bachelor degree program of study at an ITT Technical Institute; or
- the 12/14 BP Student's first academic year that starts on or after December 8, 2014, if the 12/14 BP Student was not attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the 09/14 Quarter.

Qualification Requirements – An eligible 12/14 BP Student will qualify for a PS award for the first academic year of attendance for which the 12/14 BP Student is eligible to receive a PS award, as specified above in the Eligibility Requirements section. To qualify for a PS award for any subsequent academic year, an eligible 12/14 BP Student must:

- be enrolled at all times during that academic year in at least two (2) distinct, credit-bearing courses in the eligible 12/14 BP Student's bachelor degree program at the school; and
- be making satisfactory academic progress in his or her bachelor degree program at the end of that academic year.

Upon admission to a bachelor degree program of study at the school, the student must contact the school's Finance Department to determine if he or she is eligible for the PS. If the school determines that the student satisfies the eligibility requirements of the PS upon admission to a bachelor's degree program at the school, the student will have the opportunity to qualify for a PS award for each academic year of attendance in his or her bachelor degree program. An eligible student may not receive a PS award for more than two academic years of the student's enrollment in his or her bachelor degree program.

Opportunity Scholarship

The primary purpose of the Opportunity Scholarship (the "OS") is to encourage certain students to commit to pursuing their educational goals. The OS is only available to eligible students attending classes at an ITT Technical Institute in:

- an associate degree program of study ("AP Students"); or
- a bachelor degree program of study ("BP Students").

An AP Student or a BP Student will qualify for an OS award for each quarter of the first academic year of attendance for which the AP Student or BP Student is eligible to receive an OS award. At the end of each academic year that an eligible AP Student is enrolled in an associate degree program or an eligible BP Student is enrolled in a bachelor degree program, the school will determine if the eligible AP Student or eligible BP Student qualifies for an OS award for next academic year. If the eligible AP Student or eligible BP Student qualifies for an OS award for a particular academic year:

- the eligible AP Student will receive an OS award in the form of a reduction of the amount of tuition and fees charged to the eligible AP Student for the course(s) of the associate degree program of study taken by the eligible AP Student in each quarter of that academic year; and
- the eligible BP Student will receive an OS award in the form of a reduction of the amount of tuition and fees charged to the eligible BP Student for the courses(s) of the bachelor degree program of study taken by the eligible BP Student in each quarter of that academic year.

The amount of an OS award to an eligible AP Student or an eligible BP Student in any particular quarter of an academic year will be based on the eligible AP Student's or eligible BP Student's demonstrated need. An eligible AP Student's or an eligible BP Student's demonstrated need will be determined by the school, in its sole discretion, based on the AP Student's or BP Student's expected family contribution toward his or her tuition and fees owed to the school for that quarter. The maximum amount of the OS awards for which:

- an AP Student who (1) is less than 21 years of age at the time of his or her initial enrollment in the associate degree program and (2) graduated from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
  - $5,000 in the first quarter of attendance for which the AP Student is eligible and qualifies for an OS award;
  - $4,285 in any subsequent quarter of attendance for which the AP Student is eligible and qualifies for an OS award; or
  - $35,000 in total for all quarters of all academic years; or
- an AP Student who (1) is at least 21 years of age at the time of his or her initial enrollment in the associate degree program or (2) did not graduate from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
  - $4,375 in the first quarter of attendance for which the AP Student is eligible and qualifies for an OS award;
  - $3,750 in any subsequent quarter of attendance for which the AP Student is eligible and qualifies for an OS award; or
  - $25,000 in total for all quarters of all academic years; or

- a BP Student who (1) is less than 23 years of age at the time of his or her initial enrollment in the bachelor degree program and (2) graduated from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
  - $4,285 in any quarter of attendance for which the BP Student is eligible and qualifies for an OS award; or
  - $60,000 in total for all quarters of all academic years; or
- a BP Student who (1) is at least 23 years of age at the time of his or her initial enrollment in the bachelor degree program or (2) did not graduate from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
  - $3,750 in any quarter of attendance for which the BP Student is eligible and qualifies for an OS award; or
  - $50,000 in total for all quarters of all academic years.

Eligibility Requirements – To be eligible for the OS, an AP Student must attend one or more courses in an associate degree program of study at the school in a quarter that begins on or after March 18, 2013. The first quarter of attendance for which an AP Student is eligible to receive an OS award, however, is:

- the first quarter of the AP Student's next academic year that would start on or after March 18, 2013, if the AP Student:
  - was attending one or more courses in an associate degree program of study at an ITT Technical Institute at any time in the quarter that began on December 10, 2012 ("12/12 Quarter"); and
  - remained continuously enrolled in his or her associate degree program of study at an ITT Technical Institute; or
- the first quarter of the AP Student's first academic year that starts on or after March 18, 2013, if the AP Student was not attending one or more courses in an associate degree program of study at an ITT Technical Institute at any time in the 12/12 Quarter.

To be eligible for the OS, a BP Student must attend one or more courses in a bachelor degree program of study at the school in a quarter that begins on or after June 17, 2013. The first quarter of attendance for which a BP Student is eligible to receive an OS award, however, is:

- the first quarter of the BP Student's next academic year that would start on or after June 17, 2013, if the BP Student:
  - was attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the quarter that began on March 18, 2013 ("3/13 Quarter"); and
  - remained continuously enrolled in his or her bachelor degree program of study at an ITT Technical Institute; or
- the first quarter of the BP Student's first academic year that starts on or after June 17, 2013, if the BP Student was not attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the 3/13 Quarter.

Qualification Requirements – An eligible AP Student or an eligible BP Student will qualify for an OS award for the first quarter of the first academic year of attendance for which the AP Student or BP Student is eligible to receive an OS award, as specified above in the Eligibility Requirements section. To qualify for an OS award for any subsequent quarter of the first and any subsequent academic year, an eligible AP Student or an eligible BP Student must:

- be enrolled at all times during that quarter in courses in the AP Student's associate degree program of study at the school or the eligible BP Student's bachelor degree program of study at the school that represent at least six quarter credit hours; and
- at the end of the AP Student's or BP Student's first and any subsequent academic year, be making satisfactory academic progress in his or her program of study.

Upon admission to an associate degree program of study or a bachelor degree program of study at the school, a student must contact the school's Finance Department to determine if he or she is eligible for the OS. If the school determines that the student satisfies the eligibility requirements of the OS, the eligible AP Student or eligible BP Student will have the opportunity to qualify for an OS award for each quarter of each academic year that the AP Student or BP Student remains enrolled in his or her program of study at the school, beginning with the student's first academic year of eligibility. The school may, at any time in its sole discretion, terminate the OS, which termination will be effective as of the start of the next quarter.

4.10 What evidence does the campus have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

Tuition per credit hour, fees, and other charges are published in the campus' catalog and are detailed on the enrollment agreements. The method of determination of tuition owed is the same for all students. Tuition for each course taken is determined by multiplying the tuition per credit hour by the number of credits for the course; the tuition for each quarter of study is determined by multiplying the tuition per credit hour by the total credit hours for all courses in the quarter. Tuition and fees are the same for all students who enroll and start their programs during the effective times stipulated in the campus catalog; estimated tool charges are the same for all students in programs requiring tools.

4.11 What are the refund policies and procedures?

Cancellation

The student's enrollment in the program will be canceled and all monies received by the school from or with respect to the student under the student's Enrollment Agreement with the school will be returned to the appropriate party(ies) within 30 days, if:

(a) The student notifies the school before the student's first day of recorded attendance in any program course that the student has canceled the student's Enrollment Agreement with the school; or

(b) the school cancels the program.

Refund

(a) If, during the first quarter that the student is enrolled in the program, the student withdraws or is terminated from:

(1) any program course during any of the following specified calendar weeks of the quarter, the student will be obligated to the school for

- the entire cost of any tools purchased by the student from the school for use in that program course, and
- the following corresponding percentage of the tuition for that program course; and

CALENDAR WEEK OF THE QUARTER	PERCENTAGE OF THE TUITION
1st	10%
2nd	20%
3rd	30%
After the 3rd	100%

(2) the program during any of the following specified calendar weeks of the quarter, the student will also be obligated to the school for the following corresponding percentage of

- any Academic Fee charged to the student in that quarter, and
- the Administrative Fee.

CALENDAR WEEK OF THE QUARTER	PERCENTAGE OF ANY ACADEMIC FEE AND THE ADMINISTRATIVE FEE
1st	10%
2nd	20%
3rd	30%
After the 3rd	100%

(b) If, during any quarter that the student is enrolled in the program (other than the first quarter), the student withdraws or is terminated from:

(1) any program course during any of the following specified calendar weeks of the quarter, the student will be obligated to the school for

- the entire cost of any tools purchased by the student from the school for use in that program course, and
- the following corresponding percentage of the tuition for that program course; and

CALENDAR WEEK OF THE QUARTER	PERCENTAGE OF THE TUITION
1st through 3rd	50%
After the 3rd	100%

(2) the program during any of the following specified calendar weeks of the quarter, the student will also be obligated to the school for the following corresponding percentage of

- any Academic Fee charged to the student in that quarter, and
- the Administrative Fee.

CALENDAR WEEK OF THE QUARTER	PERCENTAGE OF ANY ACADEMIC FEE AND THE ADMINISTRATIVE FEE
1st through 3rd	50%
After the 3rd	100%

(c) The student's withdrawal or termination date for purposes of calculating any refund due under this section will be the student's last date of recorded attendance in a program course.

(d) Notwithstanding anything to the contrary above in this section, if the student withdraws or is terminated from any program course or the program during any quarter, the student will remain obligated to the school for:

- all of the tuition, fees, cost of any tools and cost of any other supplies owed to the school for any previous attendance by the student at the school; and

- all other amounts owed to the school under the student's Enrollment Agreement with the school (including any addenda thereto to the student's Enrollment Agreement with the school) and/or any other agreement between the student and the school.

(e) If, at the time the student withdraws or is terminated from any program course or the program, the school has received any monies for tuition, the Academic Fee, the Administrative Fee or any tools from or on behalf of the student in excess of the student's obligation for those items as provided in this section, the school will refund such excess to the appropriate party(ies) as specified below in this section.

(f) Any refund required under this section will be paid first to eliminate any outstanding balances for any student financial aid received by or with respect to the student in the following order and priority (unless applicable law requires otherwise) and within the time period prescribed by law:

1st: private or institutional student loans;	5th: unsubsidized Federal Direct Stafford loans;	9th: Federal Direct PLUS loans;
2nd: private or institutional parental loans;	6th: subsidized Federal Direct Stafford loans;	10th: state student loans;
3rd: unsubsidized Federal Stafford loans;	7th: Federal Perkins loans;	11th: state parental loans; and
4th: subsidized Federal Stafford loans;	8th: Federal PLUS loans:	12th: Washington State Need Grants.

(g) The school will pay the student any refund remaining after all outstanding balances specified in item (f) immediately above in this section are eliminated, within 60 days following:

(1) The student's last date of recorded attendance in a program course, if the school terminated the student from the program course or the program;

(2) the latter of

- The student's last date of recorded attendance in a program course,

- the date that the school received the student's written notice of withdrawal from a program course or the program, or

- the withdrawal date from a program course or the program specified in the student's written notice of withdrawal received by the school,

if the student withdrew from the program course or the program and the school received the student's written notice of withdrawal; or

(3) the 22nd consecutive calendar day after the student's last date of recorded attendance in a program course, if the student withdrew from the program course or the program and such calendar day occurred before any applicable date in item (2) immediately above in this section.

Return of Federal Financial Aid

If the student withdraws or is terminated from the program, depending on when his or her withdrawal or termination occurs during the quarter, the student and/or his or her parent(s) may be ineligible to use a portion of any federal student financial aid awarded to the student and/or his or her parent(s) for use in that quarter.

(a) If the student's withdrawal or termination from the program occurs:

- within the first 60% of the quarter, the amount of federal student financial aid awarded for use in that quarter that the student and/or his or her parents may use is a proportional calculation based on the percentage of the quarter that has elapsed as of the student's withdrawal or termination date; or
- after the first 60% of the quarter, the student and/or his or her parents may use 100% of the federal student financial aid awarded for use in that quarter.

(b) If the student and/or his or her parent(s) are ineligible to use a portion of any federal student financial aid remitted to the school to satisfy the student's obligation for tuition, fees or other costs of the student's education:

- federal law requires the school to return to the appropriate party(ies) such unusable aid;
- the school will advise the student of the amount of such unusable aid returned by the school; and
- the student will be liable for an amount equal to the portion of such unusable aid for which the student is obligated to the school under the Refund section above, and will immediately pay that amount to the school in full.

(c) If the student and/or his or her parent(s) are ineligible to use a portion of any federal student financial aid received by the student and/or the parent(s) and not remitted to the school:

- federal law requires the student and/or the parent(s) to repay to the appropriate party(ies) such unusable aid; and
- the school will advise the student and/or the parent(s) of the amount of such unusable aid.

(d) Any return or repayment of unusable federal student financial aid required under this section will be paid first to eliminate any outstanding balances for any federal student financial aid received by or with respect to the student in the following order and priority and within the time period prescribed by law:

1st: unsubsidized Federal Stafford loans;	5th: Federal Perkins loans;	9th: Federal Academic Competitiveness Grants;
2nd: subsidized Federal Stafford loans;	6th: Federal PLUS loans;	10th: Federal National Science and Mathematics Access to Retain Talent Grants; and
3rd: unsubsidized Federal Direct Stafford loans;	7th: Federal Direct PLUS loans;	11th: Federal SEOG Program aid.
4th: subsidized Federal Direct Stafford loans;	8th: Federal Pell Grants;	

NOTE: The Cancellation and Refund sections contained herein apply to a student who is a resident of the state in which the school is located. A student who is a non-resident will be subject to the Cancellation and Refund sections contained in the student's Enrollment Agreement with the school.

Cancellation and Refund Requests

Any cancellation or refund request by a student should be made in writing and mailed to: Director, ITT Technical Institute,12720 Gateway Drive, Suite 100, Seattle, Washington 98168. If the student is a minor, however, the request must be made by the student's parent or guardian.

Return of Washington State Need Grant

If Student withdraws or is terminated from the Program, depending on when his or her withdrawal or termination occurs during the Quarter, Student may be ineligible to use a portion of any Washington State Need Grant ("WSNG") aid awarded to Student for use in that Quarter.

(a) If Student's withdrawal or termination from the Program occurs:

- within the first 50% of the Quarter, the amount of WSNG aid awarded for use in that Quarter that Student may use is a proportional calculation based on the percentage of calendar days in the Quarter that have elapsed through Student's last date of recorded attendance in a Program course during that Quarter ("Usable WSNG Aid Percentage"); or
- after the first 50% of the Quarter, Student may use 100% of the WSNG aid awarded for use in that Quarter.

(b) If Student is ineligible to use a portion of any WSNG aid remitted to the School to satisfy Student's obligation for tuition, fees or other costs of Student's education:

- state law requires the School to return to the Washington State Higher Education Coordinating Board ("WSHECB") such unusable aid to the extent it amounts to $50.00 or more;
- the amount of the unusable WSNG aid is calculated by:
  - subtracting Student's Usable WSNG Aid Percentage from 100% ("Remaining WSNG Aid Percentage");
  - multiplying the Remaining WSNG Aid Percentage by the total amount of WSNG aid awarded for use in the Quarter ("Remaining WSNG Aid Amount"); and
  - multiplying the Remaining WSNG Aid Amount by 0.5;
- the School will advise Student of the amount of the unusable WSNG aid returned by the School; and
- Student will be liable for an amount equal to the portion of the unusable WSNG aid for which Student is obligated to the School under the Refund Section above, and will immediately pay that amount to the School in full.

(c) Both the numerator and denominator in the calculation of the Usable WSNG Aid Percentage exclude the number of calendar days in any class break scheduled by the School during the Quarter that is longer than four calendar days.

4.12 What are the qualifications of the financial aid officer?

The Director of Finance, Ryan Dupy is the manager for the financial aid department for the ITT Technical Insitiute, Seattle. Mr Dupy joined ITT Technical Insitute in 2004 and assumed responsibility for the financial aid department in December 2008. Mr Dupy is a graduate of Washington State University with a BA in Humanities. He is also currently pursuing an MBA in Business from Washington State University.

4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

The Director of Finance, Ryan Dupy, is a member of the Washington Financial Aid Association and attends their annual fall conference in order to receive state, as well as federal, updates. The Financial Aid Coordinators, Melinda Antolin and Rae Ann Pagatpatan are also members of the Washington Financial Aid Association and attend and annual workshop regardining state updates.

4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations.

The campus promotes student loan repayment early in the enrollment process via entrance counseling. Further, each borrower is provided with a copy of his/her Cost Summary and Payment Addendum to Enrollment Agreement (CSPA) which outlines the specific financial obligations for the academic year (three academic quarters). During each subsequent academic year, a new CSPA is provided and a financial aid coordinator reviews any changes with the student. Each student is advised during his/her initial interview and during the second week of class when an entrance interview is done. They are further advised at the beginning of each subsequent academic year during their campus tenure. Finally, when they leave the campus, an exit interview is conducted covering responsibilities to student loans, an overview of balances due for loans, the grace period for loans, and different payment options are reviewed. The student is given a debt management guide, deferment eligibility chart, and a repayment estimator chart to help assist in making decisions about their student loans. Contact numbers and email addresses of lending institutions and other important offices are provided to students for possible future use. Exit interview documents are sent by certified mail if the student is unavailable for an interview.

4.13.1 What is the cohort default rate for the last three years?

Year: 2009 **Rate:** 28.0% (3 YR CDR)

Year: 2010 **Rate:** 26.8% (3 YR CDR)

Year: 2011 **Rate:** 23.5% (3 YR CDR)

4.14 If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.

The campus does not offer a cash discount.

STUDENT SERVICES

4.15 Describe how the campus provides orientation for new students.

The campus holds student orientation sessions for each group of starting students. The first session is normally held during the day with a separate session held in the evening. Family and friends are invited to accompany new students to this orientation event. The Director welcomes students and describes the world of postsecondary technical education and their potential for success. The Dean, School Chairs, faculty, and functional managers then meet and greet new students and utilize the orientation to reinforce program expectations.

Financial aid staff also meet with students, as needed, to ensure that financial paperwork and related requirements have been, or are being, completed. Career Services personnel are available to answer questions about career choices and trends. It is the objective of the campus that every student understands the campus and program expectations, all questions have been answered, and the student is confident about starting a new program of study.

Essential components of orientation sessions include a review of campus policies and expectations, good study habits, grievance policy overview, and general questions. ID pictures are taken for new students who need them. The Dean reviews the campus' attendance policy, the student handbook, and resource guide. Students are then divided into their programs of study to discuss specific program expectations with School Chairs.

The atmosphere during orientation is kept light and engaging. By dividing the students into programs of study, the presentations can be short and informal, allowing the opportunity for students to ask more questions.

4.16 Describe all academic and personal counseling services offered.

The campus does not currently employ a professional counselor; the staff limits assistance to advisement. Any need for further counseling is referred to outside professional services. There are many human-social service and mental help agencies in the area and a comprehensive listing of agencies and offices that can offer aid to students at little or no cost is available in the office.

The director of each department is responsible for the continued monitoring of student advisement. Faculty members form the "first line" of the advising process as they have contact with students on a daily basis and are typically first to address attendance, academic, disciplinary, and personal problems. Academic issues, if unresolved at the first level, are referred to the School Chairs. Student advising sessions are documented in IRIS/S3 (the centralized databases). Other issues, may be referred directly to the Dean. The Dean meets regularly with the School Chairs to evaluate the progress of students and review the status of the advising session documentation. The IRIS/S3 system assists the campus in this process by allowing a sharing of information about each student to the appropriate staff members and applicable AAC leadership.

4.16.1 What are the qualifications of the staff responsible for the counseling program(s)?

Qualifications are provided in the Administration and Faculty sections of the campus catalog.

4.17 Describe the retention program.

Retention rates are a priority with ITT Technical Institute and are critical in fulfilling its mission. Procedures are in place to identify potentially high-risk students and with the help of internal reports and surveys to monitor retention/attrition and student engagement, the campus will strive to achieve above-average student retention rates.

Additional goals and initiatives related to improving retention include:

- Improve the number of and quality of survey responses
- Dean and School Chairs will conduct one-on-one follow-up advising with quarter one students after the term begins.
- Reduce attrition by .1 to .4%
- Improve student engagement by 1 to 2%

4.18 Describe employment services offered to students.

Career Services

The school's career services as specified below, are available to students and interested graduates, but the school does not make any promise or representation whatsoever to any student or graduate: (1) that the student or graduate will obtain any employment, whether full-time, part-time, upon graduation, during school, related to his or her education or otherwise; or (2) regarding any career opportunity, position, salary level and/or job title

in any employment that the student or graduate may obtain, whether during school or upon graduation. No employment information or career service provided by the school to any student or graduate will be considered by the student or graduate, either expressly or impliedly, as any: (a) guarantee or promise of employment; (b) likelihood of employment; (c) indication of the level of employment or compensation any student or graduate may expect; or (d) indication of the types or job titles of positions for which students or graduates may qualify. Students and graduates are encouraged to not place restrictions on their job search endeavors regarding location, starting salary or specific benefits, as doing so may similarly restrict employment options and opportunities. Any employment that a student or graduate may obtain with the help of the school's career services will, in all probability and likelihood, be at an entry-level position.

Part-time Career Services

The school will assist any interested student in finding part-time work during his or her enrollment in a program of study at the school. The student must schedule his or her part-time employment so it does not interfere with the student's Class Schedule.

Graduate Career Services

The student will be advised of job postings and interview opportunities. Students will also be advised of where to access information on how to prepare for and appear at job interviews and how to conduct himself or herself during job interviews. The school offers helpful reference sources to assist the student in locating firms and geographic areas within the United States that offer employment opportunities related to his or her education. Job search activities generally intensify as the student nears graduation, so the student is encouraged to maintain contact with the Career Services Department and utilize its assistance. The Career Services Department is available to consult with any interested student regarding career opportunities that may be available to him or her upon graduation. Alumni are also welcome to contact the Career Services Department for information on career opportunities. The graduate may have to relocate to take advantage of employment opportunities he or she may receive from potential employers.

4.18.1 Describe how placement verification is documented.

Company Policy CS-3 outlines specific, detailed procedures for documeting valid employment. It is the responsibility of the Director of Career Services (DOCS) to document a valid employment based on company procedures. The DOCS, graduate, or employer (if available) completes a Graduate Employment Information (GEI) form upon learning of a valid employment as outlined in CS-3. The GEI form is maintained in the graduate file. Career Services files are included in the AAC's campus audit reviews.

4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.

Career Services focuses on connecting our graduates with the career goals they are targeting upon completion of their academic degree programs. This connection is accomplished through student development, employer relationship building, and ultimately assisting the graduate in connecting with a professional career.

Graduate Surveys: All graduates are surveyed electronically six months following their date of graduation. Graduate Satisfaction Survey results are reviewed by the institution's management as well as ITT/ESI National Career Services management and other subject matter experts within ITT/ESI as applicable. Issues requiring training or additional focus are reviewed and addressed by the National Director of Career Services. The survey is structured in such a way as to obtain data concerning the key elements of the institution.

The campus builds relationships with local, regional and national employers to help benefit both the employers and ITT Technical Institute graduates. The Career Services Department at each ITT Technical Institute connects employers who are seeking certain skills, knowledge and characteristics in prospective employees with ITT Technical Institute graduates who meet those requirements.

Employer Surveys: In order to monitor the success level of training efforts, the institute surveys employers to obtain their opinion and input in determining success. Surveys are sent six months after graduation to employers that have hired graduates. The surveys provide an overview of the technical skills, professionalism, and soft-skills relating to the individual graduate's performance.

Advisory Committee Surveys: Advisory Committees are comprised in part of employers of the institute's graduates. Consequently, the institute also utilizes Advisory Committees as a tool for measuring employer satisfaction and identifying areas of the educational process that may require more emphasis or attention. Advisory Committee meetings occur semi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings; results from these surveys are reviewed by applicable campus leadership as another tool for measuring employer satisfaction.

4.20 Describe the programs of extracurricular activities, if any.

Students are encouraged to participate in a variety of extracurricular activities during their school tenure. Student clubs and professional organizations:

- ADDA (American Design Drafting Association)
- ETA (Electronic Technicians Association)
- AITP (Association of IT Professionals)
- Alpha Zeta Sigma
- NTHS (National Technical Honor Society)
- Community Blood Drives
- Quarterly Student Honors Award Certificates
- LRC Tutoring Services

4.21 Describe any areas needing improvement in the area of relations with students.

The primary focus of ensuring a positive student experience is the timely resolution of feedback we receive from our students. The Student Success Committee (SSC), comprised of the same core group as the CEP Committee, meets on a regular basis to review the student feedback, surveys, and community engagement.

To improve overall relations with the students, representatives maintain active communication with students through quarterly one-on-one meetings and phone calls if students have missed classes or drop a class. Additionally, students are provided ongoing opportunities to voice concerns and get their concerns resolved expeditiously.

Student services are continuously reviewed and evaluated for improvements. The faculty and staff are committed to providing quality education and customer service.

5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations, and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200, and 3-6-400 of the *Accreditation Criteria*.

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

The mission statement provides ITT Technical Institute with a description of the desired institutional environment plus a compelling call for action for all employees. Equally compelling is the call to strive continually to establish an environment for students and employees that promotes professional growth, encourages each person to achieve his/her highest potential, and fosters ethical responsibility and individual creativity within a framework of equal opportunity. The mission statement is a living process that continues to drive student, employee, and financial resources to establish ITT Technical Institute as a leader in education. The AAC believes that its facilities, faculty, staff, and employer-driven curricula support this objective.

ITT Technical Institute bases its operating philosophy on the following:

- Programs of study foster critical-thinking, communication, and teamwork skills while reinforcing the theoretical and in most programs applied principles of technology.
- Student support services facilitate the matriculation process and help students begin to prepare for career opportunities. Such services include assistance with housing and in applying for financial aid; advising; tutoring; assisting graduates with finding employment; and other special support programs as needs are identified.
- Cultural and ethnic diversity in its faculty, staff, and student body are encouraged.
- Course content is reviewed regularly to respond to changes in technology and industry needs.
- Each program of study integrates technology, lifelong learning, and professional development activities.
- Each program of study offers a learning environment that fosters communication and critical-thinking skills.
- Public service programs, civic engagement, and charitable activities are promoted as part of the education process to reinforce society's need to develop an informed, sensitive, and responsive citizenry.

5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).

The campus' degree programs blend traditional academic classroom study with applied hands-on or virtual laboratory activities, to prepare students for technological and healthcare careers. A growing body of research points to "active learning" as a way to engage students, cultivate critical thinking, and improve the overall educational experience. Active learning is a process whereby students talk, listen, read, write, compute, analyze, and reflect as they immerse themselves into an applied learning environment. This approach lessens the dependency on rote memorization. Students grasp scientific and technological principles more thoroughly and more efficiently when education includes the active learning experience. In a laboratory setting, theoretical principles are tested via practical application of the technology being studied.

Most full-time students take one general education and two core courses each quarter. The concentrated blocks of time, at a consistent time of day for most students, help avoid the scheduling problems that a traditional collegiate schedule might pose for students with full-time employment and family commitments.

Each individual course meets at least 11 times in a twelve-week academic quarter. First quarter courses for all programs are offered each quarter provided sufficient student interest is demonstrated. Most students attend four quarters per year and can complete an associate degree program within two years.

General education and a limited number of core courses are taught in residence or online in order to provide students with greater flexibility to complete those courses. Only those students who establish that they are academically qualified will have the option of taking their courses online. Students who take courses online will be combined, as appropriate, in online classes with students taking the same courses at other ITT Technical Institutes.

The current program offerings and objectives are as follows:

INFORMATION SYSTEMS AND CYBERSECURITY

BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level information systems and cybersecurity. This program introduces students to a variety of topics, such as assessing the security needs of computer and network systems, various computer and network safeguarding solutions, and managing the implementation and maintenance of security devices, systems, procedures and countermeasures.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving information security. The positions may involve the design, configuration, installation and/or maintenance of information technology security systems.

SOFTWARE DEVELOPMENT

BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to a variety of skills utilized in entry-level software design, software administration and software development positions. Students will be exposed to knowledge

and skills of programming, website design and development, and mobile application design and development.

Career Opportunities - This program offers students an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level programming, application design and software development positions, such as programmer, software engineer, web developer, and application developer.

NETWORK SYSTEMS ADMINISTRATION

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level computer network systems administration positions. Students will be exposed to various aspects of network hardware and software maintenance and monitoring, configuring and supporting a local area network (LAN) and a wide area network (WAN), Internet systems and segments of network systems.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level network systems administration and support positions, such as network administrator, network technician, network specialist, information technology specialist, local area network (LAN) or wide area network (WAN) administrator.

SOFTWARE DEVELOPMENT

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills used in entry-level software development, software analysis and application design positions. Students will be exposed to various aspects of programming, databases, website design and the development of a software product.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that they can use to help them pursue careers in a variety of entry-level programming, application design and software development positions, such as Web developer, systems analyst, database programmer or testing analyst.

INFORMATION TECHNOLOGY - COMPUTER NETWORK SYSTEMS OPTION

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - Information technology (IT) is a diverse area of study encompassing several computer-based system and application areas. The advancement of computers and communication technology continues to have profound impact on our lives. A need exists for technically competent individuals to provide appropriate computing solutions for users. The objective of the IT program is to provide a broad-based foundation in the area of IT and a concentration in one of four IT options.

In addition to technical knowledge, it is important for IT workers to be able to communicate, handle multi-tasking situations and to assess user needs when developing computer-based solutions.

The Computer Network Systems option of the IT program can help graduates prepare to perform tasks associated with installing, upgrading and maintaining computer network systems in typical LAN/WAN environments. This option explores a number of networking and internetworking technologies. Additional curriculum topics, investigated through classroom and laboratory experiences, include introductory computer programming, survey of operating systems, network design and implementation, network systems management and other related technical subjects. Information Technology (Computer Network Systems) consists of a foundation core of computing and general education courses, followed by studies in computer network systems applications.

Career Opportunities - Graduates may begin their careers in Information Technology involving the option pursued in a variety of entry-level positions. For the Computer Network Systems option, such positions may include computer network analyst, computer network technician, help desk analyst and WAN/LAN technician.

ELECTRICAL ENGINEERING AND COMMUNICATIONS TECHNOLOGY

BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level positions in electrical engineering and communications technology. Students will be exposed to a variety of basic electronics and computer principles and technical skills in both theory and practical application in a laboratory environment. Students explore various topics in electrical circuitry, testing, systems analysis and testing, systems maintenance and report preparation.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level electronics and computer technology fields.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving electrical engineering and communications technology.

ELECTRICAL ENGINEERING TECHNOLOGY

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level electrical and electronics technician positions. Students are exposed to the theory of various electronics and electrical circuitry in a classroom environment and to various techniques and applications in a laboratory environment.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level electrical and electronics engineering technology positions, such as electronics technician, service technician, telecommunications technician and engineering technician.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving electrical engineering technology.

DRAFTING AND DESIGN TECHNOLOGY

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level computer aided-drafting (CAD) and design positions. Students are exposed to CAD technologies and conventional drafting methods to produce various designs, working drawings, charts, forms and records. Students will be exposed to both classroom theory and laboratory projects.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving drafting and design, and may include mechanical drafting and design, Building Information Modeling (BIM), architectural drafting and design, parametric modeling, civil drafting and design and structural detailing.

GRAPHIC COMMUNICATIONS AND DESIGN

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to fundamental skills utilized in entry-level graphic design, visual communications and related positions. The program can help students explore communicating ideas and concepts through print and interactive multimedia communication. The program emphasizes

creativity, visualization and critical thinking to help students generate technologically appropriate, functional and aesthetically pleasing solutions for graphic communications and design projects.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving graphic communications and design which may include the production of interactive multimedia, print media and other communications at a variety of organizations.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving graphic communications and design.

INDUSTRIAL ENGINEERING TECHNOLOGY

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level industrial and manufacturing positions. Students will be exposed to various aspects of optimization, human factors, economic analysis, industrial processes, industrial planning procedures, computer applications, and report and presentation preparation.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue employment in a variety of entry-level positions that utilize various aspects of industrial engineering technology in both service and manufacturing organizations, such as industrial engineering technician, quality technician, test technician and manufacturing technician.

PROJECT MANAGEMENT AND ADMINISTRATION - PROJECT MANAGEMENT AND ADMINISTRATION OPTION, CONSTRUCTION OPTION, AND INFORMATION TECHNOLOGY OPTION

BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level project management and administrative positions. Students will be exposed to a variety of skills relating to planning, organizing, implementing, leading and controlling the work of a project to meet the goals and objectives of the organization. The program explores various areas of the Project Management Body of Knowledge (PMBOK®).

The Project Management and Administration option of the Project Management and Administration program helps students understand the project planning process, including the project life cycle, requirements and scope and quality assurance plans. Core competencies include tools and techniques used in project management for planning, scheduling and creating strategies to identify risks and quantify their impact.

The Construction option of the Project Management and Administration program exposes students to a variety of techniques utilized to manage, coordinate and supervise the construction process from concept development through project completion on timely and economic bases.

The Information Technology option of the Project Management and Administration program helps students understand how to apply principles of information technology, computer systems management and business operations to the planning, management and evaluation of information technology in organizations.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level project management and administration positions.

ACCOUNTING

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives – The program exposes students to fundamental knowledge and skills utilized in entry-level accounting. Students will be exposed to a variety of skills used to provide technical administrative support to professional accountants and other financial management personnel. Students are introduced to a variety of accounting topics, including posting transactions to accounts, record-keeping systems, accounting software operation and general accounting principles and practices.

Career Opportunities – This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level accounting and bookkeeping positions.

BUSINESS MANAGEMENT

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to fundamental skills utilized in a variety of entry-level business positions and offers a foundation to help students develop business knowledge and skills. The program introduces the fundamentals of marketing, accounting, communications, supervision and management. Students are exposed to teamwork concepts, technology and multiple approaches to problem solving.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level business positions.

CRIMINOLOGY AND FORENSIC TECHNOLOGY

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in the field of criminology and forensics. Areas of study include the criminal justice system, criminal law, law enforcement, forensics and investigations. This program contains report writing, communications, problem solving and computer coursework designed to help students prepare for entry-level positions in the field of criminal justice.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level corrections, criminology and investigative positions.

5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:

5.2.1 Overall administration of all academic programs.

The campus Dean, Tara Watson, is responsible for administering the SAP Policy as outlined in the campus catalog. She has served as the Dean at the Seattle campus for over a year. Mrs. Watson earned a BS in Psychology from California State University and a MA in Education from University of Phoenix.

5.2.2 Administration of each academic program offered.

The Dean is supported by the following faculty within each School of Study:

School of Study	Faculty Member, Title	Summary of Academic and Experiential Qualifications
Electronics Technology	Jose Suchite,Chair School of Electronics	BS, Southern Illinois University MS, Embry Riddle Aeronautical University PhD, Oregon State University Jose spent 24 years in the US Air Force in the electronics arena and has many years of electronics technician management along with facilities implementation management. He joined the ITT Faculty in 1998.
Information Technology	Peter Turylo, Chair School of Electronics	BA, BAS, MBA University of Toronto Peter has been involved with IT Analysis and Software Development and Management since early 2001 for a number of companies in the region. He has also been an exceptional member of our faculty since 2005
Information Technology, Electronics Technology	Ying-Sang Ho – Adjunct Instructor	B.S.E.E., M.S.E.E., University of Washington Ying-Sang has been a software developer since the early days of programming languages. His programming experience begin in 1978 and continues today.
General Education	Berkley, William – Adjunct Instructor	A.A., Shoreline Community College B.A., Northwest Baptist College M.A., Moody Graduate School William began working in Software Quality Assurrance in 1998. He also began to teach in 2004 as adjunct faculty and as a member of a corporate helpdesk.
Criminal Justice, Business	Ronald Pumphrey – Adjunct Instructor	B.A., M.B.A, J.D, University of Washington Ronld has held many position in the Criminal Justice field from an entry level Security Guard, Police Officer and Police Chief since 2002. He has also been an Adjunct Faculty member and Criminal Justice Department Chair for Kaplan College since 2010.
Drafting and Design	Brian Smith - Instructor	B.S., Brigham Young University Brian Smith is a Licenced Professional Engineer for the State of Washington since 1990. He has held a number of jobs as an Engineer and Designer since 1983. His teaching at ITT began teaching in 1997.

General Education	Ramsey, Debbie – Adjunct Instructor	B.A., Evergreen State College M.S., Ph.D., University of Arizona Teaching Certificate, State of Washington Debbie is a certified Marine Engineer and specializes in Physics and Environmental Engineering. She began teaching in at both the Secondary and Undergraduate levels in 1985

5.3 Describe the role of the faculty, administration, and others in establishing the educational programs.

Faculty Governance

The academic functional structure within the ITT Technical Institutes promotes collaborative governance, and faculty participation in academic governance is critical. Through curriculum committees and the faculty portal as described below, faculty members participate in curriculum content development and revision. Such faculty participation may supplement other efforts to align course content with the industry needs and trends.

Each ITT Technical Institute's Campus Effectiveness Plan (CEP) provides faculty members an opportunity to develop and enhance initiatives addressing student engagement, student retention and student learning.

Our faculty governance furthers the established ITT Technical Institute's cultural values, which are:

- Committed to our Mission – Commitment to making a difference in people's lives.
- Integrity and Ethics – A fair and ethical operating style with commitment to high standards of integrity and compliance.
- Respect for Others – Treating others with respect and courtesy.
- Customer Focus – Strives to meet and exceed customers' expectations.
- Drive for Results – An above-average performer achieves measurable results while demonstrating personal accountability, conscientiousness and perseverance.
- Structure – Operating within the ITT Technical Institute structured environment.

Faculty Committees

National Curriculum Committees: Curriculum development and revisions are conducted under the guidance and oversight of National Curriculum Committees. A National Curriculum Committee is comprised of faculty members usually representing each District. The Managing Director of Instructional Operations for the respective school of study coordinates the Committee's efforts, and publishes curriculum updates. Faculty direct their curriculum specific feedback to their respective District representative on the National Curriculum Committee.

Campus Effectiveness Plan (CEP) Committee: The campus has a CEP that is developed under the guidance of a CEP Committee comprised of various school personnel. The CEP is reviewed periodically and faculty members should participate during such scheduled reviews. The purpose of the CEP is to develop strategies and formulate goals and objectives for student retention, learning outcomes, graduate employment and student/graduate/employer satisfaction. Periodically, the CEP Committee also reviews the equipment and facility needs of the school.

Learning Resource Center (LRC) Committee: The LRC Committee is chaired by the library staff member and is comprised of faculty members, Chairs, the Dean, and other school personnel. The committee periodically assesses the current inventory of LRC resources, reviews emerging LRC needs identified by its members, and recommends procurement of additional resources for the LRC. The school library staff member submits an annual LRC report to the Corporate Librarian highlighting school's LRC operational statistics and plans.

Faculty Portal

The faculty portal at http://myportal.itt-tech.edu/faculty/Pages/default.aspx provides required instructional support documentation for faculty members. The Curriculum Management section of the faculty portal lists syllabi, instructor primer and program implementation outlines for each course. For his or her assigned courses, each faculty member has permission to download the complete set of instructional materials from the faculty portal. The faculty portal also has information and definitions for desired student learning outcomes and learning outcome assessment metrics. The faculty portal has an information tab for Program Curriculum Committee members. Faculty members are encouraged to submit their course curriculum specific feedback to their respective Curriculum Committee district representatives.

To facilitate peer feedback and assistance, a Collaboration Portal is available at:
http://myportal.itt-tech.edu/employee/dept/curriculum/FC/default.aspx

At this portal location, faculty may review a school of study specific information, for example School of Drafting and Design information is available at:

http://myportal.itt-tech.edu/employee/dept/curriculum/FC/FCDD/default.aspx
On a specific school of study portal page, faculty may find other information tabs. For example, under School of

Drafting and Design, the following tabs and hyperlinks are available:

- DD Shared Documents: At this location, the Drafting and Design Managing Director of Instructional Operations and faculty members share important files and documents with others. Posted files and documents can be downloaded from the site.

- School of DD - External Links: At this location, the Drafting and Design Managing Director of Instructional Operations shares links to external websites that might be of interest to all faculty in the School of Drafting and Design.

- DD Announcements: At this location, the Drafting and Design Managing Director of Instructional Operations posts important announcements for the program of study.

- DD Collaboration Forums: This section contains forums developed for faculty members to collaborate with their peers and colleagues. Faculty members can respond to each other and share files via discussion forums.

Faculty members can set up "Alerts" on these sections to receive an email alert when content is added, changed or removed. Faculty members are provided with a Faculty Collaboration User Manual on the Faculty Portal.

Curriuclum Development

The curriculum for a new or updated program is not created solely from a person or a group; it is developed over a period of time and involves dozens of educators and industry experts, both inside and outside the AAC. The curriculum development process generally can be broken into three stages:

- Concept exploration
- Research
- Content development

Concept Exploration

The Curriculum department includes Managing Directors of Instructional Operations who specialize in a particular industry or area of expertise. Each of these Managing Directors of Instructional Operations keeps up with trends, changes and standards in their specific industries, through attendance at industry conferences; participation in industry trade associations; reading industry journals, books and news; consultation with textbook publishers, hardware and software vendors; technology service providers; and interaction with other educators in that field. In addition, they interact with central campus faculty, who bring their unique experiences to bear on industry directions. Advisory Committees comprised of employers provide input through surveys and meetings at each school.

Periodically the department holds curriculum meetings with curriculum committees, comprised of faculty from various ITT Technical Institutes, in which the findings of all the above sources are discussed and an assessment of potential responses to recent industry trends is conducted. From these curriculum meetings, arise the early definitions of possible new programs of study, or updates to existing programs. The industry trends and needs and possible program attributes associated with them are analyzed to assist in the overall needs assessment step of the process.

The findings of the needs assessment are then shared more widely with additional internal and external resources to confirm and refine the findings. These resources again include AAC and campus educators as well as outside industry experts. Some of the individuals involved at this point stay with the development program and are referred to as Subject Matter Experts (SMEs).

Research

From among these and other individual members a development task force is formed. Every new program of study and most major program updates all involve such a task force. Development task forces are comprised of a variety of individuals: School Chairs and faculty from various parts of the country, professionals working in the industry related to the specific curriculum, academics in the specific discipline related to the program and SMEs and writers from textbook publishing companies.

Under the guidance of the Managing Directors of Instructional Operations, the Curriculum Committee compiles the specifications around which the curriculum must be created. They include:

- Standards and skill sets identified by national and international academic and industry organizations. For example, standards or skill sets identified by groups such as the International Standards Organization, the Institute of Electrical and Electronics Engineers, the American National Standards Institute, the Electronics Industries Alliance, the Foundation for Industrial Modernization, the American Design Drafting Association and the National Workforce Center for Emerging Technologies (NWCET) have been incorporated into various curricular programs.
- Desired student learning outcomes. Outcomes focus on the skills and knowledge the student must have obtained to progress to the next subject matter or course in the program, as well as what skills and knowledge related to the employment opportunities associated with the program of study. Outcomes may also focus on more than technical skills; they may identify the communication, critical thinking, and business skills desirable for employment areas. Ideas and comments from individual college-level Advisory Committees are incorporated at this stage of the process as well.
- Specific courses that would produce the needed skills, knowledge, and outcomes, both technical and general education.

- Content, academic body of knowledge, outcomes, and any other aspect required by the accrediting bodies and the many state regulatory bodies to assure quality of program and to verify it to be a college level offering.

Both the industry trends and needs and this in-depth information on skills, knowledge, and outcomes are then combined to create a Concept Paper for the curricular program. The assumptions of the Concept Paper are then examined by the Market Research department, which gauges the market demand and trends for the jobs for which the program is targeted. If sufficient market demand is demonstrated, the financial, and operational aspects of the program are analyzed. When it is determined that the program is financially viable and operationally feasible, the AAC approves the campus to proceed through the necessary approval processes.

The actual content development process is a complex acknowledgment of these multiple influences:

- industry needs and trends as articulated by employers
- emphasis on demonstrable outcomes
- the "commonly accepted" body of knowledge associated with a subject, as articulated by academe to the accrediting bodies
- multiple learning styles of students

Content Development

Emphasis on Industry Standards

As mentioned above, employer priorities play a significant role in the initial creation of a program or course and continue to influence when and how a program or course is updated. The strong emphasis on industry standards is one of the key differences between the development process used by the institution and those used by many of the "traditional" four-year colleges and universities.

Industry trends and employer needs are assessed both at the national level, through interaction with industry associations and skills standard boards, and at the local level through industry Advisory Committees and faculty input. The campuses are divided into geographic districts, each with a faculty representative reporting the employer needs and faculty observations of that district to the centralized Curriculum department.

While the resulting curricula meet or exceed the academic requirements of accreditors, closer attention is paid to industry trends and emphasis to assure that the outcomes toward which the curriculum is directed are employer-centered. Use of industry trends as the prime driver also results in more frequent updates of curriculum than would be the case if academic standards were the driver, since industry changes are much more rapid. Technology programs in particular must acknowledge new developments in both software and hardware, which also cause program revisions.

Emphasis on Outcomes

The emphasis on outcomes is prevalent through all levels of a curriculum: at the program level, course level and unit level. This emphasis also is the reason behind the use of centralized program and course design—to ensure consistent quality of outcomes. These horizontal and vertical controls are employed because the standards on which the curriculum is based are "hard" standards. Often there is only one correct answer and only one methodology or order of steps to reach the correct answer. For this reason, exams are standardized and performance-based to ensure that the desired outcomes can be demonstrated by the student.

The centralized curriculum development model also means that the faculty can devote more focus on classroom activities. This "customer-centered" focus is also in contrast to the more "content centered" model often associated with traditional degree programs, in which the faculty member has emphasized development of the program content, which is transmitted via lecture. While the content and outcomes are proscribed at all levels

of the curriculum, the individual faculty member is responsible for selecting learning activities at the unit level so that the students' learning styles and academic abilities can be accommodated in the classroom or lab.

Education as a Foundation

Anecdotal evidence also reinforces that, even while employers had to focus on their short-term labor needs, they knew that in the longer term they would be better served by employees with an appropriate educational foundation that would allow for continued learning as job responsibilities grew and technology evolved. Certification programs are viewed as a practical means of exposure to new developments in technology but not a substitute for the industry foundation needed to apply a new technology.

These are the reasons that the curricula emphasize the understanding of foundation knowledge as much as the acquisition of core skills. The core courses provide layers of inter-related foundation content, enhanced by "soft skill" courses selected to relate to the specific program.

Employers also emphasize the importance of these "soft skills." Critical thinking, problem solving, communication, and teamwork skills are essential. In today's rapidly changing work environment, it is also important that students know how to be independent learners and be able to logically process and apply new information. Modern workers also must be prepared to be part of work teams that include workers from various specialties and to "translate" the needs or requests from other departments into solutions.

Although general education courses must meet the strict academic body of knowledge standards for the area of study, they are also designed to assist the student in the development of the required "soft skills." Like their core counterparts, the course focus is on the demonstration of the skills rather than just the theory. The standardized curriculum includes projects that require critical reading and thinking, problem solving, communication, and teamwork skills as the student applies the required theory.

The core and the general education courses are designed to work hand in hand to provide students with a solid academic foundation and the skills to be continuous learners throughout their careers.

Campus faculty members play a key role in the development and delivery of the educational programs. Faculty members in some locations serve on National Curriculum Committees as previously described. All faculty members have the ability to recommend changes or additions to existing curricula by working through the established communications systems. Each faculty member also has the authority to add up to 20% of additional objectives to the stated course objectives based on that faculty member's expertise and experience.

5.4 Describe how the educational programs reflect the needs of the students and the community.

The AAC conducts a study prior to the implementation of any program. This study includes evaluating market research and the extent to which current demand is met by similar programs in the community.

Existing programs are regularly reviewed. These reviews include student, graduate, and employer surveys, marketing results, student outcomes, feedback from Advisory Committees, and other available resources. Such reviews indicate that the programs are meeting the basic needs of the students and the community/employers in which they serve.

As employment opportunities become more competitive, new employment requirements are emerging. Employers want workers who know the required technology, but these same employers also want workers who can reason, solve problems, communicate clearly, learn new skills, and work effectively in teams. Programs have been specifically designed to teach students in each of these critical areas. ITT Technical Institute's collaboration with the employers of its graduates provides valuable feedback to help maintain the currency of its existing curricula and to provide guidance for developing new curricula to meet their ever increasing needs. Students ultimately reap the benefit of this collaboration because their program of study exposes them to the knowledge and skills to help them be successful in their employment.

5.5 How are provisions made for individual educational differences among students?

Individual differences among students are provided for based on the particular difference. Students enrolling with previous college credits may receive transfer credit in their program of study provided the requested transfer courses comply with the established transfer of credit policy. Additionally, applicants may request in writing that they be granted credit for demonstrated knowledge and competency. The student must demonstrate such knowledge and skills by completing a proficiency examination(s) and/or project(s) acceptable to the school for each such course and receiving a grade or score as required by the school.

Faculty members encourage all accelerated students to undertake extra projects and to assist fellow students whenever possible.

Below average performers are advised by their faculty and/or School Chair whenever a problem is identified. If it is determined that skills are below average, students are encouraged to attend tutoring sessions. Tutoring with the faculty and/or School Chair is available by appointment and typically conducted out of the LRC. Individual education plans for students with identified learning disabilities may be developed in accordance with AAC policy.

Other student differences are addressed within the guidelines established by the AAC.

5.6 How are the community resources utilized to enrich the programs?

Community resources are an integral part of the programs and services offered at the campus. These resources are intended to serve as a conduit for expert advice to flow from business and industry to the campus and, in turn, for program awareness to flow from the campus to the community.

Guest speakers from various industries and the community are invited to speak in relevant classes. They are also invited to be part of the campus Advisory Committees and/or guest speakers. In addition to guest speakers, field trips to industry locations and technical exhibitions are used to enhance the learning experience within a given program of study.

Members of the Advisory Committees also play a key role in program review since they are used to offer advice or assistance in the following areas:

- Guest Speakers
- Field Trips
- Curriculum
- Industry trends
- Employer needs
- Equipment
- Laboratory layout
- Instructors
- Assist with faculty professional development
- Job opportunities for students

5.6.1 Describe how the utilization of these resources is documented.

The campus maintains a community resources binder. Advisory Committee meeting documentation includes a sign-in sheet, agenda and meeting minutes and documentation to support field trip and guest speaker activity is maintained.

5.7 Describe the policy on the responsibility and authority of faculty in academic governance.

As outlined in the Faculty Handbook: The academic functional structure within the ITT Technical Institutes promotes collaborative governance, and faculty participation in academic governance is critical. Through curriculum committees and the faculty portal, faculty members participate in curriculum content development and revision. Such faculty participation may supplement other efforts to align course content with the industry needs and trends.

Each ITT Technical Institute's Campus Effectiveness Plan (CEP) provides faculty members an opportunity to develop and enhance initiatives addressing student engagement, student retention and student learning.

Our faculty governance furthers the established ITT Technical Institute's cultural values, which are:

- Committed to our Mission – Commitment to making a difference in people's lives.
- Integrity and Ethics – A fair and ethical operating style with commitment to high standards of integrity and compliance.
- Respect for Others – Treating others with respect and courtesy.
- Customer Focus – Strives to meet and exceed customers' expectations.
- Drive for Results – An above-average performer achieves measurable results while demonstrating personal accountability, conscientiousness and perseverance.
- Structure – Operating within the ITT Technical Institute structured environment.

5.7.1 How was the academic governance policy communicated to the faculty?

Through faculty orientation and the Faculty Handbook which all faculty members are required to acknowledge.

5.8 Is there a detailed syllabus on file for each course?

There is a detailed syllabus maintained in the curriuclum database for each active course.

5.8.1 How are syllabi developed?

The syllabus is developed by the AAC's Curriculum department under the supervision of the Managing Director of Instructional Operations (who possesses the relevant content expertise). The syllabus is made available to the campus for its classroom delivery via a centralized curriculum database and is distributed directly to the students by the appropriate faculty member.

The syllabus contains the following:

- Cover page, which contains course name, course number, contact hours, credit hours and pre/co-requisites (if any), and instructional contact hours/credits,.
- Detail on the learning objectives, instructional materials and references, topical outline of the course, instructional methods, out-of-class learning activities and assignments, assessment criteria, method of evaluating students, and the date the syllabus was last reviewed.

The Instructor Guide is subdivided into units/lessons and includes the unit title, topics, overview, objectives, activities, assignments, resources, and in some cases labs or projects. In recently revised course guides, the faculty guide will also contain references, notes, and facility/equipment/tool information for the faculty.

5.8.2 How often are the syllabi revised?

The syllabus is periodically revised to accommodate:

- Recommendations made by administrators and faculty via the Curriculum Committee
- Enhancements made due to changes in technology
- Changes due to textbook replacement
- Changes in application software
- Enhancements made due to adoption of innovative classroom delivery methods
- Recommendations made via the Advisory Committee members

5.8.3 Describe the process for revising syllabi.

The syllabus is revised by the AAC's Curriculum department under the supervision of the Managing Director of Instructional Operations (who possesses the relevant content expertise).

5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

The program outline included in each developed course syllabus provides the anticiapted nubmer of hours for "Outside Prep Time." For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a "time-based option" for establishing out-of class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

5.9 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the campus and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.

The Associate of Applied Science in Criminology and Forensic Technology program of study contains an elective externship component. The externship component consists of 4.5 quarter credits 135 total contact hours respectively in an externship setting and requires a minimum of 67 credits earned in the program of study prior to enrollment. The externship experiences provide opportunity for application of theory in real world practice and development of skills and abilities acquired in the Criminal Justice program. Externship opportunities are limited and may not be available every quarter or for every student who desires to take the course. Any student interested in an externship in Criminal Justice must apply for and be selected for any externship opportunity that may be available at that time.

5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

For curriculum evaluation and revision/improvement, input is received from faculty, students, graduates, employers of graduates, local Advisory Committees, Managing Directors of Instructional Operations, Curriculum Committees, and outside consultants hired by the AAC. Utilization of these resources is substantially equal across program curriculums.

The expectation that faculty members participate in recommending improvements to curriculum design is expressly stated in the job description for instructors. Each faculty member has the following means available for communication on curriculum improvement:

- **National Curriculum Committees:** Curriculum development and revisions are conducted under the guidance and oversight of National Curriculum Committees. A National Curriculum Committee is comprised of faculty members representing each District. The Managing Director of Instructional Operations for the respective school of study coordinates the Committee's efforts, and publishes curriculum updates. Faculty direct their curriculum specific feedback to their respective District representative on the National Curriculum Committee.

- **Campus Effectiveness Plan (CEP) Committee:** The campus has a CEP that is developed under the guidance of a CEP Committee comprised of various school personnel to include faculty. The CEP is reviewed periodically and faculty members should participate during such scheduled reviews. The purpose of the CEP is to develop strategies and formulate goals and objectives for student retention, learning outcomes, graduate employment and student/graduate/employer satisfaction. Periodically, the CEP Committee also reviews the equipment and facility needs of the school.
- **Student Success Committee (SSC):** Comprised of the same core group as the CEP Committee, the SSC meets on a regular basis to review the student feedback, surveys, and community engagement.
- **Faculty Portal:** The faculty portal has an information tab for Program Curriculum Committee members. Faculty members are encouraged to submit their course curriculum specific feedback to their respective Curriculum Committee district representatives. To facilitate peer feedback and assistance, a Collaboration Portal is available at: http://myportal.itt-tech.edu/employee/dept/curriculum/FC/default.aspx
- **Advisory Committees:** Faculty members are invited to Advisory Committee meetings and the minutes of those meetings are forwarded to the respective Managing Director of Instructional Operations for review and assessment of potential curriculum changes.
- **Formal Procedure for Curriculum Change:** The AAC supports program evaluation as defined in procedure CUR 2.0 Curriuclum Change Procedure and AA1.2 Program Changes New Program R&D approval which allows proposals for curricula changes to be submitted by faculty members, School Chairs or Deans for review and consideration by AAC management and the appropriate Managing Director of Instructional Operations.
- **Faculty/In-Service Breakout Sessions:** Faculty in-service meetings can include a breakout session during which the School Chairs or faculty who serve as subject matter experts meet with faculty and have an open discussion regarding their respective programs of study. It is a systematic and continuous means by which faculty members are given the opportunity to discuss curriculum and recommend changes.

These methods are used to enhance the curriculum and pursue continuous improvement. Students and graduates, Advisory Committees and external consultants, curriculum committees, and employers of ITT Technical Institute students are given regular opportunities to help improve curriculum through relevant surveys and/or meetings. Additionally, Managing Directors of Instructional Operations are involved in staying current in the discipline of instructional design through meetings and ongoing review of publications of professional education and training organizations. Consequently, textbooks and equipment are regularly updated to support new techniques and meet the ever-changing work environment.

Any recommendations that require a major curriculum change are presented for consideration and action to the National Curriculum Committee and executive management. Evaluating instructional design is an important part of the AAC's curriculum development function and improvements are regularly and aggressively pursued, keeping in mind the quality of the student's learning experience.

5.10.1 If advisory boards are utilized, list board members and their qualifications.

The campus Advisory Committees are comprised of the following:

School of Business Advisory Committee Members	
Name	**Current Employer**
Stanley Gustin	IBM
Kakela Hall	University of Phoenix
Donald Kainz	T-Mobile

School of Criminal Justice Advisory Committee Members	
Name	**Current Employer**
Angela Clark	Pioneer Human Services
Kelly Donnely	Mercer Island PD
Catey Hicks	King County Corrections
Russ Hicks	City of Fife PD
Josh Kim	Security Industry Specialist
Rebecca MacGregor	City of Tukwila

School of Drafting and Design Advisory Committee Members	
Name	**Current Employer**
Terry Cromwell	Eclipse Engineering
John Duyoras	Walt Disney Company
Justin Flynn	Mitutoyo
Victor Gumbs	Tier IV Construction
Karl Koning	ALBDesigns
Shaun Tuthill	MacDonald-Miller
John Vollmen	Red Dot

School of Electronics Advisory Committee Members	
Name	**Current Employer**
Luis Abraham	Telecom Engineering
Allison Budvarson	Kelly Services
Mike Dugan	Citco
Victor Gumbs	Tier IV Construction
Phillip Henning	Meteor Communications
Mark Rogers	OMAX Corporation
Meg Rowland	Talent Recruiters
Glen Ruiz	Avionics Telecom

School of Information Technology Advisory Committee Members	
Name	**Current Employer**
David Chapin	Flow Works, Inc.
Steven Childress	MicroSystems, Inc.
Stanley Morency	Kent School District
Tony Newell	OMAX Corporation
Stephen Rose	Microsoft
Melinda Thrasher	Expeditors

5.11 How was the length of each program determined?

Program lengths are derived in the following manner:

- By cumulative credit hour requirements for the appropriate degree, as specified by ACICS and the state governing agency
- Through analysis of market research evaluation of the employment expectations in each of the disciplines
- By means of SMEs' evaluation of the time needed to acquire the knowledge and skills of the field being taught
- Through analysis and evaluation of each program by the appropriate Advisory Committee
- By review of comparable programs at other postsecondary institutions

5.12 Do any programs include training by a third party? If so, please explain.

No.

5.13 Is licensure or other certification required for persons employed in any program areas offered?

Yes ☐ No ☒

5.13.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.

Not Applicable

5.13.2 Describe any applicable examinations and the pass rate on each of these exams.

Not Applicable

5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)

Not Applicable

5.14.1 Explain the current status in holding such accreditation.

Not Applicable

5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?

Not Applicable

5.15 How are appropriate course sequencing and prerequisites determined?

Sequencing and prerequisites are determined with input from consultants with both industry and academic experience and through research regarding how programs at institutions similar to ITT Technical Institute sequence similar content.

5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

Curricula follow a logical progression from fundamentals to sophisticated applications. The prerequisites support and reflect the progressive nature of the coursework.

5.16 How is the need for curriculum changes determined?

To help ensure that the campus is meeting the current needs of industry and business, programs are reviewed on a continual basis by the campus and the AAC.

Recommendations from the Advisory Committees (local industry experts), employers, staff, faculty, and students/graduates can start the process for a curriculum change. Each School Chair or faculty serving as subject matter expert reviews any recommendations for curriculum change, and then submits such requests to the Dean and corresponding Managing Director of Instructional Operations . National Curriculum Committees for each program may communicate curriculum recommendations as well. Each of the programs of study is evaluated through surveys with the faculty and applicable graduates. Recommendations for curriculum changes are considered by the AAC's Academic Affairs department before implementation of any changes. If it is a major change, such as the elimination of an existing program or the implementation of a new program, a marketing study is conducted by the AAC before action is taken.

Actual curricula decision-making, including curriculum authoring and resource materials selection, is performed at the AAC, under the direct supervision of the Vice President of Instructional Operations.

5.16.1 How are faculty members involved in curriculum evaluation and revision?

This information is provided in response to Q. 5.3 and 5.10.

5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?

Feedback is collected to help evaluate curriculum through the administration of the following surveys:

Gradute Surveys: All graduates are surveyed electronically six months following their date of graduation. Graduate Satisfaction Survey results are reviewed by the institution's management as well as the ITT/ESI National Career Services management and other subject matter experts within ITT/ESI

as applicable. Issues requiring training or additional focus are reviewed and addressed by the National Director of Career Services. The survey is structured in such a way as to obtain data concerning the key elements of the institution.

Employer Surveys: In order to monitor the success level of training efforts, the institute surveys employers to obtain their opinion and input in determining success. Surveys are sent six months after graduation to employers that have hired graduates. The surveys provide an overview of the technical skills, professionalism, and soft-skills relating to the individual graduate's performance.

Advisory Committee Surveys: Advisory Committees are comprised in part of employers of the institute's graduates. Consequently, the institute also utilizes Advisory Committees as a tool for measuring employer satisfaction and identifying areas of the educational process that may require more emphasis or attention. Advisory Committee meetings occur semi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings; results from these surveys are reviewed by applicable campus leadership as another tool for measuring employer satisfaction.

Student Course Evaluation Surveys: According to policy SA 12.0 Customer Satisfaction Survey, each student is extended an opportunity to complete an electronic student course evaluation survey during the latter part of each course. Surveys offer students an opportunity to provide feedback concerning their learning experience at ITT Technical Institute. Both faculty and the school academic management team encourage all students to complete the course surveys within stated time frames. Some of the survey questions relate directly to the faculty and provide feedback on instructional methodologies and academic preparation. The Chair must review the faculty-specific survey feedback with their assigned faculty at the end of the quarter and develop actionable improvement plans.

5.17 What curriculum changes have been made during the last three years?

As identified in the "Institutional Changes" section of the self-study, of significance, several new programs have been introduced comprised of 4.5 quarter credit hour course offerings. These offerings incorporate a change from 4.0 quarter credit hour courses to 4.5 quarter credit hour course offerings. These programs represent enhancements to our existing educational offerings, and are intended to provide additional convenience and flexibility to our students.

The enhanced programs allow us to focus on areas of study that our employers have informed us are the most important and will make our programs more consistent with traditional program offerings at other institutions. Additionally, the enhancements provide our students with the opportunity to enter the workforce more quickly and increase their return on investment dynamics without sacrificing any employer-determined learning objectives and program outcomes.

The associate programs contain 21 courses instead of 24, with the majority of courses awarding 4.5 credit hours for a total of 93 credit hours, allowing the students to graduate in seven quarters versus 8 quarters from associate programs and in 14 quarters versus 15 quarters from bachelor degree programs.

The newer associate degree programs were originally approved as 90 quarter credit hour programs. However, a 3 quarter credit hour course was later added, GS2745 Advanced Strategies for the Technical Professional. The new course focuses on professional skills to better prepare a graduate for the workplace and students take the course in their 6th or 7th quarter.

Refer to **Appendix B-Curriculum Changes** in this document for additional curriculum change information.

5.17.1 What changes are contemplated for the next three years?

No significant changes are planned to the curriculum of current program offerings other than changes recommended by faculty to the course level outcomes and assessments. However, the campus has plans

to introduce several new programs as follows:

School of Study	New Program Name	Credential Level	Program CIP
Electronics Technology	Computer and Electronic Systems Technology	Academic Associate	15.1201
Information Technology	Computer Systems Support and Administration	Academic Associate	11.1006
Drafting and Design	Drafting and Design –Architectural and Civil	Academic Associate	15.1303
Drafting and Design	Construction Engineering Technology	Bachelor	15.1001
Business	Accounting	Diploma	52.0302
Business	Business Management	Diploma	52.0101
Criminal Justice	Criminology and Forensic Technology	Diploma	43.0111
Drafting and Design	Drafting and Design Technology	Diploma	15.1301
Electronics Technology	Electrical Engineering Technology	Diploma	15.0303
Information Technology	Network Systems Administration	Diploma	11.1002
Information Technology	Software Development	Diploma	11.0201

The new associate degree programs will require the completion of 93 quarter credit hours while the diploma offerings require 72 quarter credit hours. The diploma programs will allow students with busy schedules to complete a program in a shorter amount of time and give them needed skills to pursue entry-level employment sooner and potentially matriculate into an associate program. The new offerings leading to academic associate degrees as well as the new bachelor degree program are in fields of study where significant employment opportunities are expected to continue to be available to graduates and correlate to current areas of study where the campus has historically had the strongest retention and placement outcomes within the Schools of Information Technology, Electronics Technology and Drafting and Design.

An additional initiative planned for the local campus is the implementation and expansion of the Center for Professional Development (CPD) @ ITT Technical Institute. CPD offers instructor-led career-related training solutions for a variety of software platforms including Microsoft, Citrix, Cisco, Adobe, Java, CompTIA, EC-Council, ITIL, Project Management, and Business Analysis. Training options are delivered both on campus and virtually from home or office connected to the Internet.

5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?

Currently courses are offered on a 10:1 clock-to-credit hour conversion ratio for lecture hour (with at least 20 clock hours of outside preparation), 20:1 clock-to-credit hour conversion ratio for laboratory hours and 30:1 clock-to-credit hour conversion ratio for practicum (externship) hours. Most core courses are either four credits or four and a half quarter credit hours consisting of a minimum of 30 hours of lecture and 20 hours of lab or 34 hours of lecture and 22 hours of laboratory respectively of instruction each quarter. General Education courses are four or four and a half quarter credit hours and meet for a minimum of 40 or 45 contact hours respectively during a quarter when taught in residence. Currently, only the Criminology and Forensics Technology program contains a practicum/externship component.

The Managing Director of Instructional Operations determines the allocation based on state requirements, ACICS Criteria and:

- Thorough analysis of the AAC market research evaluation of the employment expectations in each of the disciplines
- By means of SMEs recommending the time needed to acquire the knowledge and skills of the field being studied
- By cumulative credit hour requirements for the appropriate degree, as specified by state and/or accreditation agencies

5.18.1 How does the campus monitor the number of contact hours completed for each course?

The number of contact hours for each course, including how the hours are allocated, is provided to faculty and Academic Affairs department administration in the curriculum documentation, which is part of an Implementation Guide prepared for each program. The Dean, with assistance from School Chairs or faculty serving as subject matter expert, monitors the implementation of each program. The course objectives are planned to ensure that the stated contact/credit hours are fulfilled through its lecture and laboratory activities. The institution monitors the accomplishment of the stated contact hours through its standard evaluation process which includes but is not limited to strict attendance procedures. Attendance is taken daily and recorded on a computerized system. Absenteeism is monitored and students must meet attendance requirements or face disciplinary action as outlined in the current catalog.

5.19 What are the procedures for developing the application of the U.S. Department of Education's definition of a credit hour (as required in Section 2-2-503 of the *Accreditation Criteria*)?

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a "time-based option" for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

5.19.1 Where are the procedures published?

Course syllabi and campus catalog.

5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?

Ad Astra software is used for scheduling classes/courses. The scheduling software includes prerequisite and corequisite checking algorithms. Effort is made to keep students enrolled in the desired number of courses and in a timeframe that allows students to complete their program of study on a timely basis. The campus makes use of the "zero student conflict" feature found in the scheduling software to ensure that students are not enrolled in day-conflicting courses.

To accommodate varying student needs, classes may be offered in morning, afternoon, and evening sessions, although all programs and courses may not be available during each session each quarter. A student requesting to attend a class on a different day or at a different time is generally accommodated if the class he/she needs is available on the day/time he/she wish to attend school. Course prerequisites are maintained in the scheduling of classes. Having different sessions throughout the day offers students the opportunity to pursue educational and career objectives, and meet other requirements of daily living.

5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.

Procedures concerning Credit for Previous Education or Experience is provided in response to Q 4.6 and is contained in the campus catalog.

INSTRUCTION AND FACULTY

In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300, and 3-6-500 of the *Accreditation Criteria.*

5.22 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.

The school occupies approximately 27,782 square feet of space. It contains theory classrooms and laboratories. Also included is space for a student lounge and administrative offices. Ample parking is provided. Facilities available for disabled persons include parking spaces, restroom facilities, drinking fountain, elevator and access ramps. Please see the Disabled Applicants and Students section of this catalog for further information. The facility is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health. Students at the campus learn in a clean, environmentally comfortable, well lighted, safe, and educationally appropriate atmosphere. Classrooms and labs have adequate space with up-to-date equipment.

The facility is monitored regularly for needed maintenance and equipment repair. The campus employs a System Support Technician to ensure equipment is functional for the needs of students, instructors, and administrators. Classroom furniture and equipment are upgraded and replaced when appropriate.

The campus has a significant number of computers assigned for student use, including multiple computers in the LRC. Classroom instruction is enhanced by the amount, appropriateness, and modernity of the computer equipment at this campus. Classroom computer equipment is upgraded a minimum of every three years as part of a standard refresh. Exceptions to standard upgrade schedules or plans are handled by the campus in cooperation with the AAC.

The resources available to the students contribute greatly to their learning experience and sense of community. Classrooms encourage educational interaction with peers and other available resources, such as the LRC and student lounge, provide positive learning environments that encourage success.

5.23 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

Each curriculum has a Managing Director of Instructional Operations who analyzes technical advancements and other matters of importance for the specific program assigned. He/she is an industry expert who is responsible for evaluating and recommending procedures, materials, and changes to the Curriculum Committees that advise the Vice President of Instructional Operations in program related decision-making. Input is also received and reviewed as appropriate from interested academic affairs and career services managers/specialists at the AAC and local campus, faculty, staff, and industry Advisory Committees. Materials are also evaluated by the students, both informally and through the formal survey processes. Issues emanating from the daily usage and resultant surveys are discussed and appropriately shared with other local and AAC level entities.

Instructional procedures are codified by AAC personnel and uniformly implemented by all campuses. Many procedures are directly related to U.S. Department of Education (DOE) and ACICS regulatory compliance requirements. Changes in DOE regulations and ACICS Criteria will trigger immediate changes in relevant procedures. Other procedures, that are not regulatory mandated, are evaluated by faculty and staff for effectiveness. Concerns and ideas for improvements are articulated and discussed at the local campus level and, if warranted, at the AAC's level with the various interested departments.

The analysis of program materials and procedures is ongoing throughout the academic year. All significant concerns regarding the effectiveness of program materials and procedures are reviewed and acted upon by the AAC's officials identified herein. Any change that may emanate from such activities is uniformly implemented throughout the campuses. The requirement of implementation uniformity helps produce more effective decision-making in such matters.

5.24 Describe how the campus ensures that students have access to appropriate learning materials (e.g., textbooks, laboratory equipment).

The campus and LRC maintain an inventory of appropriate educational materials and computers. Effective June 2014, laptops are issued to all students to support learning activity such as access to the Virtual Library as well as the implementation of eBooks. In courses where eBooks are available, students use their laptop to access course materials via a web based Learning Management System (LMS). Each student is issued the required textbooks, educational materials and/or laptop by their faculty during the first class meeting to ensure that he/she has access to the learning materials identified in the curriculum.

As publishers are increasingly reluctant to print and ship student textbook hard copies and while prices continue to rise for those products, the AAC has implemented the distribution of eBooks for use in many courses. eBooks offer the following benefits:

- eBooks have advanced features that facilitate student learning and access (notes, highlighting, summarizing, etc.).
- Students have access to the electronic copies for years post-graduation.
- Allows the inclusion and embedding of rich digital media and the use of a LMS.
- Facilitates virtual labs that would be impossible to duplicate in a physical lab.
- Employers will likely expect our graduates to have the skills to use and access similar online learning resources.

Classes are limited in size to ensure that each theory classroom and each laboratory classroom has sufficient equipment to allow each student appropriate access to equipment identified in the curriculum.

5.25 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

All licenses are maintained at the AAC and current license consumption levels are monitored by an automated system designed expressly for this purpose.

The campus is governed by a standing policy regarding computer licenses (i.e., LE 2.1). As stated in Policy, computer software is also covered by copyright under U.S. laws. The AAC has specific licensing agreements with the owners of software copyrights for all software installed by the AAC IT Department or the Purchasing and Administrative Services Department on campus computers. Employees must not copy any software installed on campus computers for installation on computers at the employees' homes or elsewhere without obtaining the written permission of the Purchasing and Administrative Services Department. Similarly, employees should not install personal software on campus computers without obtaining the written permission of the Purchasing and Administrative Services Department.

5.26 Who is responsible for faculty orientation?

New faculty orientation is a joint process between the AAC and local Academic Affairs administration and each new faculty member. All new faculty are required to complete the following e-campus modules prior to teaching:

- Creating Student Success
- Preparing to Teach

- Basic Teaching Skills
- New Faculty Orientation Workshop

5.26.1 Describe the orientation of the faculty to the campus.

The Dean is responsible for the new faculty orientation process at the local campus. After faculty members are hired, they participate in a new faculty orientation session. This training session includes learning AAC policies and procedures, preparation for and receiving support materials including a new instructor manual consisting of the Faculty Manual, policies and procedures, a copy of the Student Handbook, both the Pinnacle and IRIS/S3 Manuals, and general class management and teaching methodologies information. The System Support Technician is responsible for setting-up the logins and passwords for all new employees, including faculty.

Newly-hired faculty members are also required to complete the New Faculty Orientation Workshop provided by the AAC as part of the new faculty training program. The workshop appears as an e-Campus "course" in the New Faculty Training curriculum on the employee portal. The Orientation Workshop includes multiple e-Campus courses related to teaching pedagogies and is designed to reinforce the campus' commitment that faculty prepare to teach, care about students and engage students in their classrooms.

5.27 How does the administration determine the qualifications of a faculty member to teach a particular course?

The campus strives to offer its students outstanding quality of instruction and customer service in every class offered. The qualifications for faculty are set by AAC policy, taking into account the requirements of ACICS and the state. In addition to minimum educational requirements, each faculty member must have the requisite academic preparation and/or related experience to appropriately teach assigned courses, and possess a demonstrated desire and aptitude to help and teach students pursuing career dreams and objectives.

All core faculty have a minimum of a baccalaureate degree with at least 15 coursework hours in the assigned area of teaching or appropriate certifications and/or work experience; all general education faculty have a minimum of a master's degree with 18 semester (graduate) credits in the field of educational assignments.

Evaluations of faculty to teach assigned courses are conducted by the Dean or School Chair. Teaching assignments are made after the respective Academic Affairs administrator completes a thorough review of the faculty's college transcripts, related work and teaching history, and teaching personnel file (including student surveys and formal classroom evaluations if available).

5.27.1 Describe qualifications of non-degreed teachers for the subjects they teach.

Not Applicable

5.27.2 How are the qualifications documented?

Faculty qualifications are documented with original transcripts and other verification in the appropriate files at the campus.

5.28 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.

An in-depth background check is performed on new faculty hired to ensure all work history and education is accurate. After applicants are hired, campus administration request original, official transcripts directly from all institutions attended. Follow-up to these requests is performed, if needed, in order to secure the transcripts within 30 days of hire. Additionally, periodic review by the AAC to ensure original transcripts are secured is performed.

The original, official faculty transcripts are maintained in the faculty's file along with any evaluation(s) of foreign credentials by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE).

5.28.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).

Follow up communications via email and/or certified mail are documented to verify activity to obtain transcripts.

5.29 In what ways does the campus evaluate instruction?

New faculty are required to complete a teaching demonstration as part of the hiring process. New faculty members are also observed at least once per quarter for the first four quarters they teach but it is recommended that they be observed three times during their first term teaching at the campus. Experienced faculty members are observed at least twice per year. These evaluations may take place in the classroom or the lab and may be announced or unannounced.

After each staff evaluation, the evaluator meets with the faculty member to review the evaluation. If problems are identified, specific recommendations are made to help eliminate the deficiencies and a timetable for improvement is established. Typically, these actions will be included in the Faculty Development Plan. A follow up evaluation is scheduled based on the timetable. The faculty member is given the opportunity to provide his/her own comments on the evaluation instrument.

Any deficiencies in faculty performance are typically evident through either staff or student evaluations. Faculty are also evaluated by their students each quarter as a part of the Student Course Evaluation. The Dean reviews student critiques quarterly to determine if there are common student concerns regarding any aspect of the educational program. Issues are appropriately discussed with the faculty involved and plans of action are developed to address problems as needed.

5.29.1 What systematic processes are in place to enhance and promote teaching effectiveness?

Effective teaching is promoted through recommendations and plans of action developed through the assessment mechanisms noted above, research conducted by the Academic Affairs managers, and the consultative activities conducted with other AAC and campus based educational officials. Ongoing instructional improvement is facilitated through professional development activities as documented on individual faculty development plans. These include the opportunity for four faculty in-service training sessions per year, e-Campus opportunities, faculty meetings, program specific meetings, and specific activities for unique needs. The formal in-service training sessions are scheduled when classes are not in session to ensure maximum participation. Topics vary, but generally are determined according to identified training needs, new trends in education and emerging technologies in presentation methods. Faculty also receive a discount from our own Center for Professional Development , http://cpd.itt-tech.edu/, an acquision of ITT Technical Institute that was formerly known as Benchmark Learning.

5.30 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?

These requirements are outlined in Policy AA 8.0 Faculty Professional Development (FPD). The Dean is responsible for ensuring the Policy is followed. Review of campus FPDs is included as part of campus level internal audits conducted by the AAC.

5.30.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?

A faculty development plan is created for each faculty member and maintained in his/her file in the Academic Affairs department. The development plan is the product of several areas of review:

- Academic Affairs staff review the transcripts, prior teaching experience, student survey results, formal classroom observations, and completion of previous development plans to determine probable strengths or weaknesses in the area of teaching and classroom management.
- The Dean or School Chair provides input on technical training goals for the faculty member.
- The faculty member identifies instructional and/or technical areas of opportunity for which he/she would like to receive training.

5.30.2 How is the plan implemented?

The Academic Affairs staff and the faculty member meet annually to discuss the compiled information and arrive at a mutually agreed upon plan for the next 12 months.

5.30.3 How often is the plan reviewed?

Progress is monitored on a quarterly basis by Academic Affairs staff and may be adjusted to meet new needs/development opportunities. The plan includes specific training activities the faculty member should and would like to complete, including target completion dates. Responsibility for ensuring that each faculty member fully implements his/her development plan rests with the Dean.

5.31 Describe how the campus ensures that all faculty complete development plans.

The Academic Affairs staff and the faculty member meet annually, typically in the second quarter of the year, to discuss the information for the faculty member's development plan and arrive at a mutually agreed upon development plan for the next 12 months. Progress is monitored on a quarterly basis by Academic Affairs staff and may be adjusted to meet new needs/development opportunities.

Completed professional development activities must be documented with a completion certificate, diploma, transcript or some other formal type of documentation. Faculty members not making sufficient progress on their development plans are redirected and encouraged accordingly. Failure to complete the development plan satisfactorily can have a negative impact on the individual and his/her future with the organization.

5.31.1 How are the activities documented by the campus?

The faculty development plan with support documentation is on file for each faculty member in the Academic Affairs department. Responsibility for ensuring that each faculty member fully implements and documents his/her development plan rests with the Academic Affairs department.

5.32 Describe the program of in-service training for the improvement of instruction and curriculum.

ITT/ESI Policy AA 8.0 also provides the campuses with general guidance on the content and minimum frequency of in-service training. This policy states that "Quarterly in-service training should be planned and scheduled one year in advance. In-service training should be a minimum of two hours in length and should be conducted at a time and day that is acceptable for the majority of full-time and adjunct Instructors. There may be instances when the scheduled in-service training will need to be repeated at another day and time so that more Instructors can participate. Classes may not be cancelled or rescheduled to accommodate in-service training. There are two types of scheduled in-service activities: (a) lecture by an outside expert on a subject related to classroom instruction and methodology; and (b) lecture by an internal expert on a subject related to classroom instruction and methodology. Proper documentation of scheduled in-service activities is an attendance roster signed by everyone in attendance, copy of the agenda and all handouts distributed during the training session."

In-service training programs are held on a quarterly basis at the campus. These training sessions focus on instructional improvement.

5.32.1 List the schedule for the next 12 months.

Month/Year	Topic
12/2014	Retention
3/2015	Academic Best Practices
6/2015	Engagement
9/2015	Motivation

5.33 Describe how the administration documents professional growth for full- and part-time faculty members.

The campus requires that each faculty member, both full-time and part-time, implement a formal professional development plan pursuant to discussions with Academic Affairs managers and review of management teaching evaluations and student critiques.

Completed professional development activities must be documented with a completion certificate, diploma, transcript or some other formal type of documentation. As part of the professional development plan, each faculty member must participate in the campus' in-service training programs and is encouraged to attend monthly faculty meetings. Sign-in sheets are maintained to document attendance at these meetings. E-Campus courses are also part of the professional development of each instructor and completion certificates as well as electronic records of these completed courses are maintained for each instructor. Continuing education and/or concurrent work experience also constitute a significant part of many faculty members' development plan and formal documentation is secured to validate these activities.

Other significant development activities include active memberships in professional organizations and workshops and seminars relative to the faculty member's area of expertise. These completed activities also require formal documentation in each faculty file.

All faculty development plans with support documentation are on file in the Academic Affairs department. Responsibility for ensuring that each faculty member fully implements and documents his/her development plan rests with the Academic Affairs department.

5.34 Describe the frequency, content, and documentation of faculty meetings.

The campus generally uses two types of faculty meetings: campus meetings and departmental meetings. All meetings are intended to be informative discussion sessions aimed at reinforcing campus policies and procedures, improving teaching skills, and/or interdepartmental communication. Meeting attendance and content are documented with an agenda and formal minutes with sign-in sheets. The Academic Affairs department maintains copies of all faculty meeting documentation.

Campus Faculty Meetings

The campus faculty meetings are held on a quarterly basis. The main subjects of the meetings are retention, curriculum delivery, classroom management, and/or requested topics in the area of teaching methodology that are of interest or concern to the faculty as a whole.

Departmental Faculty Meetings

The departmental faculty meetings are held monthly and are supervised by the Dean and appropriate School Chair or faculty designated as subject matter expert. These meetings focus on issues directly related to the specific program and/or course. Documentation, available agendas and minutes with sign-ins, of these departmental meetings are maintained in the Academic Affairs department.

5.35 Describe the plans for ongoing improvement in curriculum and faculty.

Curriculum and faculty improvement are ongoing processes. A formal professional development plan is required annually by both full-time and adjunct faculty. Furthermore, all full-time personnel are encouraged to participate in the campus' tuition reimbursement program, and faculty members may be sponsored to attend appropriate professional seminars when such opportunities are convenient.

The Academic Affairs staff perform faculty evaluations and review quarterly class evaluations with each faculty member. Areas of concern are discussed, guidance is given, and improvement plans of action are implemented. Additionally, faculty members are encouraged to learn from their supervisors, peers, and other persons with recognized expertise through various faculty meetings and training opportunities. Each step is designed to improve the overall instructional performance for the betterment of students.

For curriculum improvement, input is received from faculty, students, graduates, employers of graduates, local Advisory Committees, Managing Directors of Instructional Operations, Curriculum Committees, and outside consultants hired by the AAC's office.

The expectation that faculty members participate in recommending improvements to curriculum design is expressly stated in the job description for instructors. Each faculty member has the following means available for communication on curriculum improvement: informal communication, feedback provide to National Curriculum Committees, attendance at Advisory Committee meetings, formal procedures for curriculum change and faculty in-service breakout sessions, participation on CEP and SSC committees and faculty portal.

This is used to enhance the curriculum and pursue continuous improvement. Students and graduates, Advisory Committees and external consultants, curriculum committees, and employers of ITT Technical Institute students are given regular opportunities to help improve curriculum through relevant surveys and/or meetings. Additionally, Managing Directors of Instructional Operations are involved in staying current in the discipline of instructional design through meetings and ongoing review of publications of professional education and training organizations. Consequently, textbooks and equipment are regularly updated to support new techniques and meet the ever-changing work environment. As described in response to Q 5.24, effective June 2014, laptops are issued to all students to support learning activity such as access to the Virtual Library as well as the implementation of eBooks. In courses where eBooks are available, students use their laptop to access course materials via a web based Learning Management System (LMS).

Any recommendations that require a major curriculum change are presented for consideration and action to the National Curriculum Committee and executive management. Evaluating instructional design is an important part of the AAC's curriculum development function and improvements are regularly and aggressively pursued, keeping in mind the quality of the student's learning experience.

5.36 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?

Instructors are considered full-time employees when they are regularly scheduled to teach between 24 - 30 contact hours per week and are assigned additional duties such as tutoring, supervising the LRC, participating on a committee or other similar duties. The average assignment does not exceed three fields of instruction.

Adjunct instructors are hired to teach on a quarter-to-quarter basis. In general, adjunct instructors are not scheduled to teach more than 19 contact hours per week during an academic quarter and do not teach more than five courses in a quarter. The average assignment does not exceed three fields of instruction.

5.37 What is the student-teacher ratio, for each program area, at the campus?

Year	Total Course Sections	Faculty Hours	Student Hours	Student Faculty Ratio
2012	686	32,188	323,040	10.04
2013	644	31,712	258,815	8.16
2014	496	25,371	251,787	9.92

September Quarter 2014 Data by School of Study:

School of Study	Total Course Sections	Total Students	Student Faculty Ratio
General Education	21	454	21.62
Business	2	19	9.50
Criminal Justice	5	40	8.00
Drafting	5	41	8.20
Electronics	14	145	10.36
Information Technology	22	357	16.23

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS

5.38 **Describe how the general education courses offered by the campus contribute to the development of the student.**

General education courses were developed to ensure a broad-based immersion into each area as the student advances through their program of study.

Numerous resources were utilized to determine the courses chosen for the general education component of the curricula. The AAC's Curriculum department staff examined regional accrediting association and professional accrediting board standards to determine the scope and intent of the general education courses

Based on occupational standards reports, alumni surveys, and recommendations from the Advisory Committees and National Curriculum Committees, the following general education areas were selected: mathematics, humanities, composition, natural sciences, and social sciences. The selected areas ensure a broad-based general education component of each program of study and meet state and ACICS requirements for general education. The current catalog lists all the available general education courses covering these specific education areas.

5.38.1 Cite examples:

The cumulative impact of all general education courses on the student is an outcome that enhances the student's critical thinking, communication (written and oral), and teamwork skills and capabilities consistent with the institution's mission.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.39 Describe how part-time faculty are utilized by the campus.

To maintain organizational integrity and continuity, adjunct faculty have the opportunity to contribute via curriculum committees, faculty collaboration portal. All faculty have the ability to submit suggestions through their Dean to the Managing Directors of Instructional Operations by using the curriculum portal. Adjunct faculty also attend in-service training, during which, in addition to training, the faculty members also provide actionable feedback to the administration. In addition, faculty members also have an opportunity to participate in the development of the Campus Effectiveness Plan, which is the strategic document for the institution.

Although an adjunct faculty may not have fixed office hours, they are continuously supporting the resident students via email, phone and learning portals. Their industry experience provides several development opportunities for students since these adjunct instructors may at times be a member of the Advisory Committee. Adjunct faculty members can enable industry opportunities for students, bring fellow industry workers as guest speakers to the classroom and align student learning objectives and lesson plans with the current industry needs.

Lastly, ITT Technical Institute adjunct faculty are included in the Student Success Committee that review all survey data and suggest changes at the campus based on that review.

5.39.1 What percentage of the faculty is part-time?

72.98% (2014 four-quarter average)

5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.

Procedures for the evaluation and monitoring of adjunct faculty are the same as those for full-time instructors. New faculty members are observed at least once per quarter for the first four quarters they teach but it is recommended that they be observed three times during their first term teaching at the campus. Experienced faculty members are observed at least twice per year. These evaluations may take place in the classroom or the lab and may be announced or unannounced. Responsibility for ensuring that each faculty member is evaluated and monitored rests with the Academic Affairs department.

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.40 What percent of those subjects which are part of academic associate's, bachelor's, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?

100%

5.40.1 Describe the efforts to recruit and retain qualified faculty members.

The campus seeks to recruit and retain highly qualified faculty for all programs and subject courses by offering highly competitive compensation packages and by creating a stimulating and supportive work environment. The campus recruits faculty via several means. These include:

- Networking contacts through faculty, other ITT Technical Institute campuses, staff, Advisory Committee members, professional associations, graduates, and personal contacts
- World Wide Web sites devoted to employment opportunities
- Newspaper advertisements

5.41 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

Official transcripts for each faculty member are on file at the campus. Areas of specific qualifications are typically recorded on Data Sheets for faculty and staff members. Related experience is similarly recorded on these documents and is supported by third party documentation.

5.41.1 If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?

Not Applicable

5.42 Describe how the campus ensures that there is sufficient enrollment in the second year of a two-year program or upper division courses in baccalaureate degree programs.

By blending course offering sections, the campus can maximize enrollments in the upper level courses. In addition, re-entry campaigns bring students back into the programs of study to resume their coursework, increasing enrollment in existing classes.

MASTER'S AND DOCTORAL DEGREE INSTITUTIONS – NOT APPLICABLE

5.43 Describe the oversight committee who has the responsibility for developing, modifying, and maintaining each graduate program.

Not Applicable

5.43.1 How often does the committee meet?

Not Applicable

5.43.2 What documentation does the campus maintain to evidence the role of this committee in the development of the program(s)?

Not Applicable

DOCTORAL DEGREE INSTITUTIONS – NOT APPLICABLE

5.44 What evidence is available to demonstrate that the members of the faculty are experts in their field of study in which they are assigned to teach?

Not Applicable

5.45 Describe how the campus encourages its faculty to engage in practical or scholarly research and to publish in professional journals.

Not Applicable

5.46 Explain how the core full- and part-time faculty is effective in ensuring the sound direction and development of its doctoral degree program(s).

Not Applicable

6. EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty, and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

6.1 Describe how the buildings, classrooms, equipment, furniture, and surroundings meet the needs of the campus in size and scope.

The campus is 27,782 square feet comprised of theory classrooms, laboratories, administrative offices, library, and bookstore. The facility has a capacity for 550 students and staff. The institution has not exceeded this size. Ample parking is available for students, staff, and visitors. The facility is in compliance with the ADA as well as other federal, state, and local ordinances and regulations, including those relating to safety and health.

The facility contains working environments for Finance, Recruitment, Career Services and Academic Affairs; a student lounge, employee lounge, testing rooms, and conference rooms are also available. The main student areas are comprised of electronics labs, computer labs, theory classrooms, and the LRC. Students have access to computers in the LRC throughout the day.

Facility and equipment maintenance is performed pursuant to appropriate schedules and on-demand as needed. The facility is clean and environmentally pleasing; the equipment is maintained pursuant to a priority response policy. Classrooms and laboratories are well lit and comfortable. The facilities are organized to promote a positive learning environment. The labs are equipped with sufficient equipment to allow students ample experiential learning. Equipment is kept in good working condition and upgrades are purchased as technology advances. Every effort is made to provide equipment that represents the industry standards for an entry-level position. The environment is designed to promote a friendly supportive place to work and learn.

6.1.1 Describe how the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

The facility, as required for occupancy, is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health.

6.2 Does the campus utilize a campus addition or additional space?

Yes ☐ No ☒

6.2.1 If yes, describe these locations.

Not Applicable

6.3 Describe any plans to improve the physical plant and equipment.

There are currently no near future plans in place to improve the physical location or equipment of this location as we recently concluded a refresh of the building finishes for the facility. The refinish included new carpeting, paint and tile throughout the facility.

7. PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria.*

7.1 Describe how the catalog reflects the educational programs, operations, and services.

The catalog is an informative document that is designed to provide prospective students and their parents and/or other interested persons with pertinent information about the campus policies and programs.

Each program of study is presented by providing objectives, career opportunities, course outlines, and course descriptions. Special attention is taken to ensure that the reader can understand the nature and scope of each program of study. The administrative section covers admission criteria, grading, attendance requirements, transfer of credit, grievance procedure, and other basic policies and procedures.

The financial assistance section describes the various financial aid programs available to qualifying students. The student services section provides important information regarding the assistance offered to students seeking part-time jobs while in school and full-time career related employment upon graduation. Other important information regarding the campus, faculty, administration, and Advisory Committees is also provided.

The catalog is scheduled for yearly publication or more frequently if changes dictate republication.

7.1.1 How often is the catalog published?

As needed related to program and policy/procedure and other required changes or updates but a minimum of annually.

7.2 How does the campus ensure that all enrolled students receive a copy of the campus catalog?

All enrolled students execute an enrollment agreement wherein they specifically acknowledge that they have received a copy of the current campus catalog. During the interview with the applicants prior to the enrollment, the representatives introduce and discuss the campus catalog. The campus catalog is further reviewed and referenced in the institution's orientation activities with students, and with re-entered students as part of their formal re-enrollment and financial aid processing. The campus catalog is placed on the campus' website. The campus is confident, by virtue of all of these activities, that each enrolled student has received the campus catalog.

7.2.1 What other publications are provided to enrolled students?

Enrolling students are provided access to a copy of the Student Handbook which is an Appendix in the campus catalog and provided with required student disclosures as outlined in Q 7.7.

7.3 Describe the advertising and promotional literature.

To generate interest among potential students, the AAC engages in a broad range of activities to inform potential students and their parents about ITT Technical Institute and the programs offered.

Each campus' advertising is generally comprised of broadcast, direct mail and company Web site activities. Links to the company Web site may also be placed on other Web sites that are owned by third parties. The school website, http://www.itt-tech.edu, provides information on the AAC, campus locations, programs, and admissions, and allows prospective students to schedule a campus visit, request a brochure, or apply online.

The messages in all media are consistent in that they suggest that ITT Technical Institute should be considered for career-oriented education. Broadcast radio and television may use a graduate testimonial, a slice-of-life dramatization or a didactic approach. The direct mail is a simple letter that explains the practical nature of the programs.

AAC-sponsored television advertising is centrally coordinated and developed. Television advertising is directed at a combination of both the national market and the local markets in which each campus is located. The television commercials generally include a toll free telephone number for direct responses as well as an internet URL. Direct responses to television advertising are centrally received, tracked, and promptly forwarded to the appropriate campus. Responses to direct mail campaigns, targeted at high school students and other potential postsecondary education students, are also centrally received, tracked, and forwarded to the appropriate location.

7.4 Describe any plans for changes in publications.

The AAC will continue to review catalog content and format in order to comply with future changes mandated by state and accrediting council requirements. Other publications, including marketing materials, will also be changed as new programs are introduced or advertising requirements are otherwise changed.

7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

Prerequisites for each course, if applicable, are listed with the course description for each course. Course descriptions are found in the pages immediately following the program outlines; a description of the course numbering system follows the course description section in the catalog.

The prefix of a course designated in the program outline for each program of study stands for the type of course. Courses may be designated with a three digit or four digit numerical code. The first digit indicates the course level. Courses designated with a first digit of one or two are lower division courses. Courses designated with a first digit of three or four are upper division courses. Some courses designated with a first digit of three may be required during the latter quarters of an associate degree program. Refer to the applicable Program Outline in the catalog for a listing of any required associate degree courses designated with a first digit of three.

7.5.1 How does the catalog explain the course numbering system?

There is a Course Number System section of the campus catalog that reads as follows: The prefix of a course designated in the program outline for each program of study stands for the type of course. Courses may be designated with a three digit or four digit numerical code. The first digit indicates the course level. Courses designated with a first digit of one or two are lower division courses. Courses designated with a first digit of three or four are upper division courses. Some courses designated with a first digit of three may be required during the latter quarters of an associate degree program. Refer to the Program Outline for a listing of any required associate degree courses designated with a first digit of three.

7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

Each program outline includes a list of general education courses, which include courses in the humanities, composition, mathematics, the sciences, and the social sciences. The course descriptions identify the general education category pertaining to each general education course and provide a brief description of the course.

7.7 Describe the published performance information concerning student achievement.

The AAC provides the following required disclosures to students:

The AAC publishes Program of Study Information at programinfo.itt-tech.edu which provides information concerning the programs of study offered at the ITT Technical Institutes, including, among other things: the

occupations that each Program can help students prepare to enter; the on-time graduation rate for each Program; the costs associated with each Program; the placement rate for students who completed each Program; and the median loan debt incurred by students who completed each Program.

Study Body Diversity and Completion and Retention Rate disclosures are published in the Student Handbook.

Graduate Employment Information (GEI) disclosures are provided to students for the respective program in which they are enrolling. The GEI provides the program placement rate, positions secured by placed graduates and respective salaries.

7.7.1 Where is the campus performance achievement information published?

Student Handbook and on the ITT Technical Institute website at programinfo.itt-tech.edu.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the library or learning resource center is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The library or learning resource center should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business and technical world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400, and 3-6-700 of the *Accreditation Criteria*.

FOR ALL INSTITUTIONS

8.1 Explain how the instructional resources serve the needs of the educational programs.

Library resources and services, including print and electronic resources, AV materials and software provide fundamental support for learning, teaching and research needs. Our intent is to provide an array of materials to provide students and faculty with multiple means of engaging in learning course concepts and objectives. Within the Virtual Library, specialized subject area pages offering selected links relevant to ITT Technical Institute programs are made available to provide convenient access to databases, professional organizations, recommended links, selected textbooks/eBooks, online magazines, journals and research guides and tutorials.

Effective June 2014, laptops are issued to all students to support learning activity such as access to the Virtual Library as well as the implementation of eBooks. In courses where eBooks are available, students use their laptop to access course materials via a web based Learning Management System (LMS). Each student is issued the required textbooks, educational materials and/or laptop by their faculty during the first class meeting to ensure that he/she has access to the learning materials identified in the curriculum.

As publishers are increasingly reluctant to print and ship student textbook hard copies and while prices continue to rise for those products, the AAC has implemented the distribution of eBooks for use in many courses. eBooks offer the following benefits:

- eBooks have advanced features that facilitate student learning and access (notes, highlighting, summarizing, etc.).
- Students have access to the electronic copies for years post-graduation.
- Allows the inclusion and embedding of rich digital media and the use of a LMS.
- Facilitates virtual labs that would be impossible to duplicate in a physical lab.
- Employers will likely expect our graduates to have the skills to use and access similar online learning resources.

8.1.1 Describe any contracts or agreements with outside libraries or resource centers.

Not Applicable

8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)

Physical Holdings

The LRC collection includes:

430 books

98 periodical subcriptions

68 videos/DVDs

10 CD-ROMS and computer software

Online Holdings

The Virtual Library provides convenient access to online information 7 days a week, 24 hours a day. Similar to a traditional library, the Virtual Library offers a variety of resources that support the curricula. All items are full-text unless otherwise indicated.

Periodical Databases

The Virtual Library currently provides access to over 20,000 full-text magazines and professional journals as well as an abstracts and indexing for hundreds of additional titles through fourteen databases. Back-file holdings vary title-by-title and database by database, but generally are provided for the last ten years. These periodical databases provide a mix of article searching and information delivery to bring documents directly to a user's desktop. These databases meet the needs of students and faculty who require relevant information quickly, conveniently and economically by combining advanced search capabilities with a simple and efficient article delivery system.

- **ProQuest**
  ProQuest databases provide online access to an extensive collection of technology-related publications as well as publications in the fields of criminal justice and health sciences. Additionally, we subscribe to ProQuest Newsstand database The Newspapers database includes full-text of the Atlanta Journal-Constitution, Boston Globe, Chicago Tribune, Christian Science Monitor, Los Angeles Times, New York Times, USA Today, Wall Street Journal and Washington Post plus an additional 350 U.S. and international newspapers. ProQuest Criminal Justice Periodicals is a collection of U.S. and international criminal justice journals including information for professionals in law enforcement, corrections administration, drug enforcement, rehabilitation, family law, and industrial security. ProQuest Health Information Management database includes information from leading publications covering all aspects of health administration, including public health and safety, hospitals, finance, personnel management, insurance, population studies, labor relations and law.

- **EbscoHost**
  The EbscoHost databases provide access to information on a broad range of general interest topics including business, education, computers, social sciences, nursing, health, humanities, science, and the arts. The Academic Search Elite provides full text for more than 1,200 peer-reviewed journals covering nearly every area of academic study including: social sciences, humanities, education, computer sciences, engineering, physics, chemistry, language and linguistics, arts & literature, medical sciences, and ethnic studies. Business Source Premier database covers management, economics, finance, accounting, international business, and more; it includes many scholarly business journals, peer-reviewed business publications, country economic reports, and industry and company profiles. CINAHL Plus with Full Text is a comprehensive source of full text for nursing & allied health journals and is considered a core resource in the field. EbscoHost MasterFile Premier covers a wide variety of topics including general reference, business, education, health, and science. EbscoHost Regional Business News covers regional business publications from major metropolitan areas. And EbscoHost SocIndex with Full Text covers sociology topics including criminal justice, criminology, and ethnic and gender studies.

- **ACM Digital Library**
  The ACM (Association for Computing Machinery) Digital Library includes bibliographic information, abstracts, reviews, and full-text for articles published in ACM periodicals and conference proceedings.

- **Criminology**
  This database includes the full-text of 23 journals published by SAGE and participating societies. It covers such subjects as Criminal Justice, Juvenile Delinquency, Juvenile Justice, Corrections, Penology, Policing, Forensic Psychology, and Family and Domestic Violence.

- **LexisNexis Academic**
  LexisNexis Academic is an online service providing a wealth of information from over 6000 publications. Comprehensive coverage of news and current events, government, business, medical, and legal topics, as well as general reference information is included. LexisNexis Academic includes international and domestic newspapers, magazines and trade journals, broadcast transcripts, company financial information, industry and market news, wire services, federal and state case law, law reviews, medical news and abstracts, and state and country profiles. The Company Dossier feature is used to retrieve detailed company information and financial performance measures or identify and compare companies matching specific criteria. This product also provides access to the renowned Shepard's Citations® service for all federal and states court cases back to 1789.

- **Ovid Nursing Journals**
  Ovid Nursing Journals is a collection of 54 full-text journals, plus back-files. The journals focus on patient care, nursing fundamentals, and professional development. Additionally, indexing is provided for Ovid Nursing Database and Ovid Medline.

- **Gale Computer Database**
  This database of over 800 full-text publications covers computer-related topics such as product introductions, news and reviews in areas such as hardware, software, electronics, engineering, communications and the application of technology.

Reference Resources

- **AccessScience** is a database that provides full-text search and retrieval of the *McGraw-Hill Encyclopedia of Science and Technology* (24 volumes). It contains in-depth articles on many areas of science and technology and includes biographies, recent research developments, news, and study guides. The online version of this standard science and technology reference source offers increased functionality over the print version in that it allows keyword searching, is updated continuously, offers Q & A support, and provides current science news updates.

- **Britannica Online**, the online version of *Encyclopedia Britannica*, is available through the Virtual Library. Students frequently use this authoritative general encyclopedia to locate reliable basic information on a wide variety of topics. The online version offers the advantages of keyword searching across all articles, hyperlinks to cross-references, photographs and other graphics, videos, statistical tools, timelines, maps, news, quotations, selected classical literature, and links to pertinent Internet sites.

- **Gale Virtual Reference Library**
  The Gale Virtual Reference Library platform supports a collection of hundreds of specialized reference books that add quality and depth to our library. Topics including criminal justice, computers, law, social sciences, nursing and medicine, and business. GVRL's particular strength is in the many multi-volume encyclopedias. Content can be easily translated into numerous languages and students appreciate the read-aloud function which allows content to be downloaded to an MP3 player.

- **Opposing Viewpoint Resource Center**
  Opposing Viewpoints Resource Center is a full-text resource covering current social issues. Drawing on the acclaimed series published by Greenhaven Press and other Gale imprints, this database brings together information to help fully understand an issue: pro and con viewpoint articles, primary source documents, government and organizational statistics, multimedia, links to selected web sites, and more. Opposing Viewpoints Resource Center helps to develop critical thinking and information literacy skills by assisting students with researching, analyzing, and organizing various types of data for research assignments, persuasive essays, and debates. Opposing Viewpoints Resource Center is cross-searchable with Gale Virtual Reference Collection.

- **Mergent**
  This service is a suite of global business and financial information products including U.S and international company data and U.S. and international annual reports. It provides access to more than 30,000 U.S. and non-U.S. publicly traded companies, including real time access to SEC (EDGAR) filings dating back to 1993 as well as real-time news headlines and complete text. Directory-type information for private companies is also included.

- **IBISWorld**
  The IBISWorld database covers over 700 industries of the U.S. economy. Two types of reports are available; Industry Market Research reports and Industry Risk Ratings. The U.S. Industry Market Research Reports contain key statistics, industry conditions, market characteristics, industry performance, external market drivers, key success factors, and 5-year revenue forecasts for each US industry. The Industry Risk Ratings determine how much risk an industry will face over the next 18 months by assessing the operating conditions for companies in the industry. Each report contains a high level of analysis to support each score component. IBISWorld provides in-depth coverage of the underlying structures and external economic forces that drive each industry, as well as the interrelationships between those industries.

- **MADCAD Online Building Codes**
  This resource provides access to 2012 International Building Code, 2012 International Existing Building Code, and 2012 International Residential Code. Also ADA guidelines.

Many additional online reference sources are linked from the Virtual Library. Our collection includes links to additional encyclopedias, both general and specialized, dictionaries, directories, government publications, almanacs, ~~maps~~, library catalogs, statistical sources, style manuals, and tutorials.

Online Books

- **Books24x7**
  The Books24x7 collection of online books offers access to information technology and business related titles selected for reference support of ITT Technical Institute curricula. Each title is full-text and includes the illustrations, charts, and diagrams of the print counterpart. The functionality of online full-text books makes them ideally suited for reference and research. Students are able to quickly search for specific information using keywords, either in a single title or across a group of titles. Search results are ranked by relevancy and hyperlinks are provided to top section hits. The collection consists of approximately 19,000 information technology and business-related titles.

- **CRC Press Collections**
  EngNetBase and ForensicNetBase consist of full-text CRC Press handbooks in PDF format. The collections are keyword searchable offering the capability to search within one, several, or all titles. Boolean searching and advanced search features are available. Some of the topic areas included in EngNetBase include circuits and

devices, communications, composite materials, computer engineering, digital signal processing, electronics, industrial engineering and manufacturing, material science, microelectronics, and photonics. ForensicNetBase includes forensics, criminal justice, and law enforcement.

- **Ebrary**
  A book database that offers full-text online access to over 100,000 authoritative titles with concentrations in Business & Economics, Computers & Technology, Humanities, the Social Sciences, and more. The Business & Economics collection includes titles from over 40 publishers—nearly three quarters of which were published within the past two years. The range of the list supports course work at the undergraduate as well as post-graduate level, with category strengths in business administration, management, economic history and theory, global business and economic development, and business practice. Ebrary's Computers, Technology & Engineering collection is especially strong in computing programming, networking and applications technology, telecommunications and engineering, and IT case studies in business. Ebrary's Humanities collection covers a vast range of subjects including history, language, and linguistics, literature and literary criticism, and philosophy. Ebrary's Life & Physical Sciences collection covers all fields in natural and physical sciences. Category strengths include agriculture and food science, environmental science, math and statistics, and medicine. The Social & Behavioral Sciences collection spans the full range of social science disciplines. This collection is particularly strong in education, political science, psychology, and sociology.

- **eBooks on EbscoHost**
  eBooks on EbscoHost is a collection of over 3900 online books and digital audio-books on various academic topics. The collection includes a wide range of reference, scholarly, and professional titles from leading commercial publishers and university presses. Titles are selected to support ITT Technical Institute curricula and programs of study. This collection offers outstanding support for students, faculty, and staff on subjects such as architecture, business, engineering, technology, computers, social sciences, criminal justice, design, health sciences, information security, medicine, electronics, manufacturing, and construction. The digital audio-books can be downloaded or played on a desktop, laptop, or portable device. This new format provides an alternate way for users to interact with selected books.

- **Gale Virtual Reference Library**
  This collection of unabridged encyclopedias, dictionaries, directories, almanacs and other references provides excellent curricula support for ITT Technical Institute programs. In addition to standard reference resources, the collection includes many monographs useful for research and study.

Schools of Study
Specialized subject area pages offering selected links relevant to ITT Technical Institute programs are made available to provide convenient access to databases, professional organizations, recommended links, selected textbooks, online magazines and journals, ~~and~~ research guides, and tutorials.

Virtual Library Services

Ask a Librarian
The Virtual Library's Ask a Librarian is a service that provides students, faculty, and staff with the means to seek and receive online library reference services.

Virtual Library users can get help with library resources any time, day or night by utilizing real-time online chat. The online chat session is much like any library reference transaction--students ask their questions and librarians respond with suggestions, explanations, and instructions. It's a great way to get quick help from any location--school, work, or home. The service is staffed by Altarama.

In addition to online chat, users can also ask questions via e-mail or text messaging. The Ask a Librarian service is being utilized in all three ways by students requesting assistance with reference questions, search strategies, and using online resources

Ask a Librarian is designed to assist students, faculty, and staff take full advantage of the electronic resources available to them through the Virtual Library. The service provides online assistance to users who need help devising an effective search strategy, information about the databases that comprise the Virtual Library's online collection, or help with reference questions. Course-related questions are referred to appropriate instructors or Program Chairs. In general, the Ask a Librarian service is a means of providing guidance and support for the information seeker.

Student Research and Information Learning Guides
Student Research guides are available through the Virtual Library to provide online assistance to students at the first stage of research. The research guides cover topics that represent common assignments made by faculty. Relevant sources of information, both print and online, are identified. The guides serve as pathfinders for the students and are structured to assist in the development of information literacy skills. Self-paced exercises to aid in the development of information literacy skills are also available. Links to online tutorials on various topics of interest to the student body are provided as well.

Staff Resources
The staff resource areas are being continuously developed to provide resources and services to support the educational mission. Faculty and staff are provided access to professional development materials, manuals, and other support materials.

8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.

The campus provides its students and faculty with a Virtual Library that not only supports their teaching, learning, and research needs, but also offers opportunities for further academic and intellectual exploration. The Virtual Library is available 7 days a week, 24 hours a day, from any Web-enabled computer. By utilizing technological advances and the dynamic environment of the World Wide Web, the AAC has created a library that comes to the user. The Virtual Library provides access to rich databases that provide a mix of searching and information delivery to bring documents directly to a user's desktop. The online collection includes full-text books, periodical databases providing full-text magazines, newspapers, and journals, authoritative encyclopedias and other reference sources and links to Web sites selected for relevance to the programs of study. In addition, the Virtual Library provides traditional library services in the online environment. Information seekers receive support through the "Ask a Librarian" reference service and curriculum-specific research guides, tutorials, and collections of frequently asked questions and answers.

The campus is currently working on providing students with a computerized catalog of LRC materials. The Library World system will be available to students and faculty to search for materials by title, author, subject, or keyword. The system will include a workstation catalog of holdings and a circulation system.

Information technology in the LRC includes networked computers, each offering a CD-ROM drive. Primarily the computers are general purpose, offering Microsoft Office (word processing, spreadsheet, database, and presentation software) and tutorial programs. They are connected to the classroom network and have Internet access and access to laser printers.

8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.

The LRC holdings are classified by the Library of Congress Classification System and shelved accordingly. Information explaining the Library of Congress system is posted in the LRC for the convenience of users. LRC users can search the collection by title, author, subject or keyword using the aforementioned campus systems.

The Virtual Library is organized much like a traditional physical library. Reference materials, such as databases, encyclopedias, dictionaries, and directories are grouped together. Full-text books are also available from one starting point as well as linked from records in the Virtual Library Catalog. In addition, the Virtual Library offers resources grouped by programs. For example, the Information Technology Resource area offers links to program-specific career resources, online journals, news, recommended links, and professional organizations all related to the Information Technology program.

All print books, videos, current and back issues of periodicals are stored in the campus LRC.

8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?

The AAC has developed an innovative and responsive system to fulfill its vision of providing library resources and services to support campus curricula, to meet the increasing demands for "anytime, anywhere access" and to guide the development of information literacy skills in its students. At the AAC, the National Librarian plans, coordinates, and manages centralized library resources and services. At the campus level, the Dean oversees the LRC and its staff.

Kathryn Closter, the AAC's National Librarian, holds a Master of Library Science degree from Indiana University. She has over 26 years of professional library experience, specializing in reference services, online searching, and electronic resources, with nineteen years of library management experience. She is a member of the American Library Association, Association of College and Research Libraries, Special Libraries Association, Indiana Library Federation and the Midwest Collaborative for Library Services. Ms. Closter's professional awareness is maintained by attendance at national, state and local conferences, subscription to professional journals, participation in library discussion forums and research conducted to support the development of training materials, procedural documents, and long-range plans.

The National Librarian provides information about ITT Technical Institute library resources and services to support day-to-day LRC and Virtual Library procedures, including Library of Congress cataloging, updates and changes in electronic resources, acquisitions, orientation and programming, information literacy, and reference services.

The local campus Dean and LRC staff benefit from the professional growth activities of the National Librarian and other system librarians who share and exchange information through the National LRC Advisory Committee and the LRC Best Practices Web site. The information network is coordinated and managed by the National Librarian. The network utilizes email, conference calls, Web casts, regular telephone and fax exchanges, online publishing and the periodic distribution of procedural and instructional materials. The information shared in these documents comes in part from professional publication sources and is intended to keep each LRC staff member aware of library-related services and resources available at other educational institutions and with new developments related to the library profession.

The Library Assistants have both received ongoing training since their hire dates. They have completed the SABA training and LRC Service Provider Training. They also completed a SAGE Publications, Introduction to SAGE Journals online. Most recently they completed an Online Books Webinar. They attend all training offered through the National Librarian to enhance their skills and make theem an even more valuable asset to the organization.

The campus employs Library Assistants for 80 hours per week. The Library Assistants have no supervisory responsibility but works under the supervision of the Dean to assist students and faculty. Responsibilities include checking materials in and out, providing instruction on using library resources, routine cataloging, re-shelving books, and inventory tasks.

A staffing combination of the Dean, School Chairs, faculty, and Library Assistants assist students and faculty in the use of Learning Resource Center resources and equipment. All individuals utilize the LRC Operations Manual to guide day-to-day operations.

Student assistants employed through the work-study program are utilized in the LRC to increase the level of service and to assist trained staff. Student workers perform routine filing, re-shelve books and other materials, assist with copiers and printers, assist with materials processing tasks and check items in and out. Student workers are scheduled for no more than one hour alone in any four-hour block of time. This ensures that a member of the school's professional staff is available within an hour to assist students with library resources. Academic Affairs department management is always present in the building when student workers are assigned in the LRC.

8.6 What is the budget for instructional resources (excluding personnel allocations)?

The total budget amount is $7,897 ($6,397 Virtual Library/$1,500 LRC)

8.6.1 How is the budget determined?

The Virtual Library budget allocation which is divided among campuses is determined based on student census. LRC expenditures are determined based on current program offerings and respective needs to support curriuclum.

8.7 Describe the assessment strategy for library resources and information services.

The LRC collection is regularly assessed by the faculty through the annual process coordinated by the LRC Committee. The review results in recommendations for adding new titles and identifying for withdrawal those titles that have outlived their usefulness. The process of assessing currency and relevance utilizes circulation data, faculty-supplied information about anticipated demand and availability of current materials for purchase.

Recommendations for LRC acquisitions are encouraged from the faculty. An example of a Resource Recommendation Form used by faculty is available for review at the campus. Recommendations are regularly solicited from faculty at faculty meetings, in-service programs, and continuously by the Chairs and LRC Committee.

One of the strengths of the collection of online resources is its timeliness. Many of the periodical issues can be found in the online periodical databases prior to the date that print versions are mailed to subscribers. The online books collections are also extremely current; 82% of the online books have been published in the last ten years.

Assessment techniques utilized by the Virtual Library to ensure the currency and relevance of its resources is similar to the campus LRC process. The National Librarian and Managing Directors of Instructional Operations regularly review and assess resources for their ability to support the ITT Technical Institute curricula. Many faculty members take the opportunity to supply feedback and recommendations to the National Librarian and the Curriculum Committees on current and future online resources. Usage data on licensed resources is evaluated to determine usefulness to students for course assignments.

8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.

There are many "How To" Guides, Database Guides, and Research Guides available from the Research Help tab on the top navigation bar of the Virtual Library that help new students and faculty become familiar with the library and its resources. LRC staff is invited each quarter to attend online webinars that focus on various online resources. Detailed information is provided on content, features, and best practices for instructional presentations.

8.9 Describe the facility where library and instructional resources are held.

The school's Learning Resource Center ("LRC") is conveniently located within the school facility and is available to students during normal school hours. The LRC supports the school's programs of study by providing an organized collection of materials (both paper and electronic), instruction on using these materials

and equipment to access electronic resources. The electronic collection, which is available 24 hours a day, seven days a week, offers online access to books, periodical databases, electronic curricula support materials and other online reference and information resources.

8.10 Describe any plans for improving instructional resources.

Current plans for improvement of the campus library involve:

- Regularly expanding the LRC collection of books, periodicals, and audio-visual materials through ongoing purchases,
- Adding materials to support the curriculum in the area(s) of (networking, Web development, multimedia, or any new programs to be offered).
- Pursuing the development of online LRC catalog.
- Integrating activities into all curricula that will support the development of information literacy skills.
- Utilizing user feedback for continuous improvement of the Virtual Library.
- Increasing the number of services, such as training modules, available to Virtual Library users.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.

The campus employs Library Assistants for 80 hours per week. The Library Assistants have no supervisory responsibility but works under the supervision of the Dean to assist students and faculty. Responsibilities include checking materials in and out, providing instruction on using library resources, routine cataloging, re-shelving books, and inventory tasks.

A staffing combination of the Dean, School Chairs, faculty, and Library Assistants assist students and faculty in the use of Learning Resource Center resources and equipment. All individuals utilize the LRC Operations Manual to guide day-to-day operations.

Student assistants employed through the work-study program are utilized in the LRC to increase the level of service and to assist trained staff. Student workers perform routine filing, re-shelve books and other materials, assist with copiers and printers, assist with materials processing tasks and check items in and out. Student workers are scheduled for no more than one hour alone in any four-hour block of time. This ensures that a member of the school's professional staff is available within an hour to assist students with library resources. Academic Affairs department management is always present in the building when student workers are assigned in the LRC.

8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.

All staff who work in the LRC assisting students are required to complete an e-campus LRC Provider training module. In addition, LRC assistants are required to complete professional development activities to include AAC directed training sessions.

8.12 Explain how the instructional resources serve the needs of the educational programs.

Refer to response provided in 8.1.

8.12.1 How does the campus determine which reference works are acquired?

The Reference collection is selected and acquired to support the learning, teaching and information needs of students and faculty. The campus Reference collection is focused on subject support for the programs offered. Emphasis is placed on key resources that are not available online from the Virtual Library. The Reference collection includes sources that index or summarize information usually contained in the general circulating collection.

8.13 What percentage of total tuition revenue is spent for library acquisitions?

An average of $7,897 is spent on library acquisitions annually to include the Virtual Library cost allocation to this campus.

8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?

Three year Virtual Library budget:

2012: $ 981,050

2013: $1,150,707

2014: $ 945,439

8.14.1 Explain.

Budget allocations for library acquisitions have fluctuated slightly over the past three years in part due to the timing of various renewals.

The AAC will continue to build strong digital collections. LRC materials will also be appropriately allocated.

8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.

The LRC holdings are classified by the Library of Congress Classification System and shelved accordingly. Information explaining the Library of Congress system is posted in the LRC for the convenience of users. LRC users can search the collection by title, author, subject or keyword using the aforementioned campus system.

The Virtual Library is organized much like a traditional physical library. Reference materials, such as databases, encyclopedias, dictionaries, and directories are grouped together. Full-text books are also available from one starting point as well as linked from records in the Virtual Library Catalog. In addition, the Virtual Library offers resources grouped by programs. For example, the Information Technology Resource area offers links to program-specific career resources, online journals, news, recommended links, and professional organizations all related to the Information Technology program.

All print books, videos, current and back issues of periodicals are stored in the campus LRC.

8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?

The campus strives to provide resources for reference and research in a variety of formats and approaches to address the various learning styles and information needs of the students. Study resources may take the form of books, tutorial software, online tutorials or Web sites. Reading resources may be both print and online books and periodicals. Information technology resources include the provision of a Virtual Library as well as computer workstations and software available in the LRC. Many of the software programs utilized in coursework are available on the LRC workstations so that students can work on projects outside of class. These resources help students develop skills in the use of electronic communication, word processing, online databases, and the Internet. Additionally, the LRC and the Virtual Library contribute resources and services

that benefit the development of information literacy. Learning to assess information needs, find information efficiently, critically evaluate the information found and use it effectively are skills that prepare students for information challenges they will face in their careers.

8.17 Describe the physical and online library resources, including information about the

8.17.1 Total number of physical volumes

The LRC collection includes:

430 books

98 periodical subcriptions

68 videos/DVDs

10 CD-ROMS and computer software

8.17.2 Total number of online collections available

The ITT Technical InstituteVirtual Library provides access to 26 online collections comprised of full-text books, periodicals, and reference resources.

8.17.3 Number of titles and/or online collections related to each program offering

School of Information Technology

- 14 online collections
- Approximately 12,000 online books

School of Electronics Technology

- 12 online collections
- Approximately 6,000 online books

School of Drafting and Design

- 14 online collections
- Approximately 8,000 online books

School of Criminal Justice

- 14 online collections
- Approximately 11,000 online books

School of Business

- 16 online collections
- Approximately 25,000 online books

8.17.4 Number of titles and/or online collections related to general education courses taught

General studies

- 14 online collections
- Approximately 40,000 online books

8.17.5 Number of program-related periodicals to which the institution currently subscribes

None

8.17.6 Number of other periodicals available

The Virtual Library provides access to 12 periodical databases, approximately 20,000 full-text publications.

8.18 Describe the library's procedures regarding student borrowing and return of materials.

Students and staff must bring their library resource request to the Library Assistant (or ITT Technical Institutefaculty/staff member on duty at the time). The transaction is noted in Library World by the Library Assistant or faculty/staff member for a checkout period of two weeks.

8.19 Describe how online resources, if any, are made available to students.

Students are able to access online resources using any of the Internet-enabled computers available in the campus LRC and the computer labs.

8.20 Describe how the campus monitors student usage of the library and instructional resources?

Quarterly Virtual Library usage reports are available on-demand to Deans and Directors through the Cognos report system. The report provides the following data:

- Number of Students Accessing: number of unique students accessing the library site at least once during the reporting period.
- Number of Faculty/Staff Accessing: number of unique faculty or staff accessing the library site at least once during the reporting period.
- Total Accesses: count of all accesses during the reporting period by all location users (students, faculty, staff, and alumni)
- Percentage (of students accessing the Virtual Library at least once) provides a measure to assess the level of usage among the student body for the reporting period.
- A separate Resource table provides each campus with a count of how many times users at their location used a specific online resource.

8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:

a. faculty

Recommendations of faculty

The LRC Committee regularly supplies each faculty member with a form that can be used to make recommendations for the acquisition of LRC materials. LRC staff routinely circulate publishers' book catalogs and review materials to acquaint faculty with new materials as they become available. Faculty meetings and in-service programs are additional forums that are utilized to gather information from faculty on library holdings and recommendations. The Virtual Library's "Contact Us" feature is frequently used to make recommendations for online resources or the National Librarian is contacted directly by email or telephone.

b. appropriate national professional organizations and societies, and

Recommendations from national professional organizations and societies:

Many of the faculty members as well as the Managing Directors of Instructional Operations maintain organizational memberships that offer access to professional materials and resources. The organizations

frequently provide reviews in their organizational publications of new and important resources that are then shared with colleagues and the LRC Committee or with the National Librarian. The librarians in the system also receive information from professional library organizations that publish subject bibliographies and guides to recommended resources. The following represents a partial list of organizations offering resource recommendations utilized by the faculty and staff:

- ACM SIGGRAPH
- American Civil Liberties Union
- American Correctional Association
- American Design Drafting Association
- American Health Information Management Association
- American Health Quality Association
- American Hospital Association
- American Institute of Architects
- American Institute of Constructors
- American Institute of Graphic Arts
- American Institute of Steel Construction
- American Medical Informatics Association
- American Nurses Association
- American Probation and Parole Association
- American Radio Relay League
- American Society for Engineering Education
- American Society for Testing and Materials
- American Society of Civil Engineers
- American Society of Criminology
- American Society of Interior Designers
- American Society of Landscape Architects
- American Society of Mechanical Engineers
- American Subcontractors Association
- Associated Builders and Contractors
- Associated General Contractors of America
- Association for Computing Machinery
- Association for Information Systems
- Association for Logic Programming
- Association for Multimedia Communications
- Association for Women in Computing
- Association of C and C++ Users
- Association of Construction Inspectors
- Association of Information Technology Professionals
- Association of Internet Professionals
- Association of Shareware Professionals
- Autodesk User Group International (AUGI)
- Building Trades Association
- Business Software Alliance
- Computer Graphics Society
- Computer Professionals for Social Responsibility
- Construction Management Association of America

- Consumer Electronics Association
- Digital Games Research Association
- DVD Association
- Electronics Industry Alliance
- Electronics Technicians Association
- Entertainment Software Association
- Graphic Artists Guild
- Healthcare Information and Management Systems Society
- Healthcare Information Technology Standards Panel
- IEEE Components, Packaging and Manufacturing Technology Association
- IEEE Computer Society
- IEEE Computer Society's Technical Committee on Security and Privacy
- IEEE Robotics and Automation Society
- IEEE: Institute of Electrical and Electronics Engineers
- Industrial Designers Society of America
- Information Systems Audit and Control Association
- Information Systems Security Association (ISSA)
- Information Technology Association of America (ITAA)
- International Association of Chiefs of Police
- International Association of Law Enforcement Planners
- International Game Developers Association
- International Society of Certified Electronics Technicians
- Internet Society
- Materials Research Society
- National Alliance for Health Information Technology
- National Association of Health Data Organizations
- National Association of Home Builders
- National Association of Women in Construction
- National Council of the State Boards of Nursing
- National Crime Prevention Council
- National Criminal Justice Association
- National Cyber Security Alliance
- National Fluid Power Association
- National League for Nursing
- National Police Officers
- National Police and Security Officers Assoc. of America
- National Sheriffs' Association
- National Society of Black Engineers
- National Student Nurses Association
- Network and Systems Professionals Association
- Network Professional Association
- Product Development and Management Association
- Project Management Institute
- Robotics Industries Association
- Robotics International of SME
- SkillsUSA-VICA
- Society for Technical Communication

- Society of Automotive Engineers
- Society of Internet Professionals
- Society of Manufacturing Engineers
- Society of Women Engineers
- Software and Information Industry Association
- Surface Mount Technology Association
- Telecommunications Industry Association
- The Instrumentation, Systems, and Automation Society
- United Telecom Council
- Visual Resources Association
- Women in Technology International (WITI)
- World Organization of Webmasters
- World Wide Web Consortium

c. a nationally recognized list (or lists) of online collections, books, and periodicals?

(ALA, 1988) is long out-of-date and has been supplanted by the Association of College and Research Libraries' periodical, CHOICE. CHOICE annually publishes a list of outstanding academic books of the previous year and this publication is utilized by the National Librarian and Managing Directors of Instructional Operations as a source when reviewing both online and print recommended resources. Developing Library and Information Center Collections, 5th Edition (Libraries Unlimited, 2005), Recommended Reference Books for Small and Medium Sized Libraries and Media Centers, Rev. Ed. (Libraries Unlimited, 2010), the Kovacs Guide to Electronic Library Collection Development: Essential Core Subject Collections, Criteria, and Guidelines, 2nd Ed (Neal-Schuman, 2009), Sci-Tech News, Library Journal, Booklist, Science Books and Films, and Academia are additional nationally recognized sources that are used by ITT Technical Institute staff in building high quality collections. Bibliographies included in Accessscience, the Licensed Online Version of the McGraw-Hill Encyclopedia of Science and Technology, Britannica Online, and Publications of Eevl (Internet Guide to Engineering, Mathematics, and Computing) are also used for collection development. Materials are acquired from a wide variety of publishers and publishers' catalogs are another source utilized for selection. LRC staff also exchange information about recommended resources through the LRC Best Practices Web site since resource needs are similar throughout the library system.

8.22 Describe any plans for improving the library.

Current plans for improvement of the campus library involve:

- Regularly expanding the LRC collection of books, periodicals, and audio-visual materials through ongoing purchases,
- Adding materials to support the curriculum in the area(s) of (networking, Web development, multimedia, or any new programs to be offered).
- Pursuing the development of online LRC catalog.
- Integrating activities into all curricula that will support the development of information literacy skills.
- Utilizing user feedback for continuous improvement of the Virtual Library.
- Increasing the number of services, such as training modules, available to Virtual Library users.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

8.23 How does the professionally trained individual maintain his/her professional awareness?

Kathryn Closter, the AAC's National Librarian, holds a Master of Library Science degree from Indiana University. She has over 26 years of professional library experience, specializing in reference services, online searching, and electronic resources, with nineteen years of library management experience. She is a member of the American Library Association, Association of College and Research Libraries, Special Libraries Association, Indiana Library Federation and the Midwest Collaborative for Library Services. Ms. Closter's professional awareness is maintained by attendance at national, state and local conferences, subscription to professional journals, participation in library discussion forums and research conducted to support the development of training materials, procedural documents, and long-range plans.

8.24 How many hours a week does the professionally trained individual personally supervise the library?

The National Librarian personally supervises and manages the AAC's library system on a regular daily basis or approximately 40+ hours per week. Responsibilities include managing the Virtual Library, designing strategic plans for library collections, selecting and implementing electronic resources to support the curricula, developing training materials and providing support to Deans and LRC staff to provide efficient and effective library services to students. Direct reference assistance to students is provided by the National Librarian and other professional librarians through the "Ask a Librarian" online reference service. The National Librarian works with the Dean at each campus to ensure the delivery of library services. The Dean is responsible for staffing the LRC, overseeing LRC acquisitions and collection maintenance, training LRC service providers, and completing the Annual LRC Report and submitting it to the National Librarian.

8.25 Describe the information technology available in the library. List web-based research and information literacy resources currently used by students and faculty.

The campus provides its students and faculty with a Virtual Library that not only supports their teaching, learning, and research needs, but also offers opportunities for further academic and intellectual exploration. The Virtual Library is available 7 days a week, 24 hours a day, from any Web-enabled computer. By utilizing technological advances and the dynamic environment of the World Wide Web, the AAC has created a library that comes to the user. The Virtual Library provides access to rich databases that provide a mix of searching and information delivery to bring documents directly to a user's desktop. The online collection includes full-text books, periodical databases providing full-text magazines, newspapers, and journals, authoritative encyclopedias and other reference sources and links to Web sites selected for relevance to the programs of study. In addition, the Virtual Library provides traditional library services in the online environment. Information seekers receive support through the "Ask a Librarian" reference service and curriculum-specific research guides, tutorials, and collections of frequently asked questions and answers.

The campus provides students with a computerized catalog of LRC materials. The (name) system is available to students and faculty to search for materials by title, author, subject, or keyword. The system includes a Web-based or networked or workstation catalog of holdings, a circulation system, and (any other modules included).

Information technology in the LRC includes networked computers, each offering a CD-ROM drive. Primarily the computers are general purpose, offering Microsoft Office (word processing, spreadsheet, database, and presentation software) and tutorial programs. They are connected to the classroom network and have Internet access and access to laser printers.

8.26 What system is used to catalog library titles?

The LRC holdings are classified by the Library of Congress Classification System and shelved accordingly. Information explaining the Library of Congress system is posted in the LRC for the convenience of users. LRC users can search the collection by title, author, subject or keyword using the aforementioned campus systems.

The Virtual Library is organized much like a traditional physical library. Reference materials, such as databases, encyclopedias, dictionaries, and directories are grouped together. Full-text books are also available from one starting point as well as linked from records in the Virtual Library Catalog. In addition, the Virtual Library offers resources grouped by programs. For example, the Information Technology Resource area offers links to program-specific career resources, online journals, news, recommended links, and professional organizations all related to the Information Technology program.

All print books, videos, current and back issues of periodicals are stored in the campus LRC.

8.27 Describe how library resources are made available to students. (List the hours during which the library is open.)

LRC hours are 8:00 am to 9:00 p.m. weekdays. The LRC is also open from 8:00 am to 1:00 p.m. most Saturdays. No activities are conducted that are not consistent with traditional library functions.

The Virtual Library is available 24 hours a day, 7 days a week, 365 days a year from any Web-enabled computer.

8.28 Describe the interlibrary loan or other outside resource agreements, if applicable.

Not Applicable

8.29 What evidence indicates that the library collection (on-site and online) includes up-to-date holdings which are pertinent to the various subject fields and are responsive to the needs of individual courses?

The LRC collection is regularly assessed by the faculty through the annual process coordinated by the LRC Committee. The review results in recommendations for adding new titles and identifying for withdrawal those titles that have outlived their usefulness. The process of assessing currency and relevance utilizes circulation data, faculty-supplied information about anticipated demand and availability of current materials for purchase.

Recommendations for LRC acquisitions are encouraged from the faculty. An example of a Resource Recommendation Form used by faculty is available for review at the campus. Recommendations are regularly solicited from faculty at faculty meetings, in-service programs, and continuously by the Dean and Chairs or subject matter expert and LRC Committee. Many of the periodical issues can be found in the online periodical databases prior to the date that print versions are mailed to subscribers. The online books collections are also extremely current; 82% of the online books have been published in the last ten years.

Assessment techniques utilized by the Virtual Library to ensure the currency and relevance of its resources is similar to the campus LRC process. The National Librarian and Managing Directors of Instructional Operations regularly review and assess resources for their ability to support the ITT Technical Institute curricula. Many faculty members take the opportunity to supply feedback and recommendations to the National Librarian and the Curriculum Committees on current and future online resources. Usage data on licensed resources is evaluated to determine usefulness to students for course assignments.

FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

8.30 Describe how the library holdings exceed the requirements of the average student in order to encourage the intellectual development of all students and to enrich the professional development of the faculty.

Not Applicable

8.31 Describe the library resources the campus provides to support a better understanding of scholarly research at the graduate level.

Not Applicable

SELF-STUDY QUESTIONS SUPPLEMENT

9. DISTANCE EDUCATION AND OTHER FORMS OF NONTRADITIONAL EDUCATION

For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used.

In addition to the self-study questions on the previous pages, institutions that offer distance education and other forms of nontraditional education must answer the questions below. In responding to the following questions, please consult Appendix H, Principles and Guidelines for Nontraditional Education of the *Accreditation Criteria.*

INSTITUTIONAL READINESS

9.1 List the course(s)/program(s) approved by ACICS for delivery through distance education and/or self-paced.

Most of the courses currently offered online to resident students are general education courses. Core courses associated with online degree programs offered by the ITT Technical Institute, Indianapolis—Online Division, may also be available to resident students in an online format. The specific name and description for each of these courses can be found in the enclosed catalog.

General education courses and approved core courses are taught in residence or online in order to provide students with greater flexibility to complete those courses. Students taking these courses online will be combined, as appropriate, in online classes with students taking the same courses at other ITT Technical Institutes. In some instances, the online delivery is blended, meaning there is the online component combined with residence tutoring support.

9.1.1 Indicate the percentage that each program is available for distance education and/or self-paced instruction.

<50% of resident program courses may be taken in an online format.

9.2 Describe the method(s) used to deliver the distance education and/or self-paced course(s)/program(s).

The strategy of offering courses online makes sense from a delivery and practical point of view. The online courses offered across the ITT Technical Institute system have identical learning objectives as the resident courses. Online delivery allows for greater flexibility in student schedules. The ability to offer courses online provides students, most of whom work at least part-time, more flexibility and provides additional options in balancing educational endeavors with the other commitments.

Distance education courses are delivered online over the Internet through an asynchronous learning network using the ITT Technical Institute Learning Management System (LMS). There is a prescribed schedule for completion for each of the courses. Support materials for each distance education course are provided to resident students at the local campus. Students enrolled in fully online degree programs receive support materials by various means, depending on the format in which the material is available. These may include direct shipment to the student's personal address, provision of electronic copies via the Student Portal or Virtual Library, or links contained directly within the LMS. Support materials may include course syllabus, textbook (print or electronic), CD-ROM, and other printed documents required for the distance education course. Interaction between students, faculty, and online support personnel is conducted through the LMS, telephone and the ITT Technical Institute email system.

All learning objectives pertaining to resident and online course delivery were developed at the AAC by its professional curriculum development staff within the Curriculum department. Course development for these two delivery types follows separate but similar processes to address the particular needs of each delivery format. For both delivery types, systematic instructional design processes were followed in selecting the

content for each course. As with the residential versions of the courses, evaluation of the distance education students is based on the students completing the course objectives.

Because all students enrolled at a resident campus receive instruction at the resident location in addition to any online courses taken, the student services are the same for all these students, regardless of the mode of delivery. Students enrolled in the fully online degree programs are provided services analogous to those offered at resident locations through a dedicated online Student Support staff, School/Program Faculty Managers, online tutors, and online instructors. These support services are available to students through various means, including email, toll-free phone access, and the ITT Technical InstituteLearning Management System.

9.2.1 Indicate any other institution or entities that are involved in the delivery of distance education for students at the campus.

All online courses are delivered by ITT Technical Institute, Indianapolis—Online Division

9.2.2 If distance education is provided under a consortium agreement, provide the name of the Host institution and the relationship with this institution or entity. Include the percentage of the program offered by the Host institution or entity.

Not Applicable

9.3 Describe how the Campus Effectiveness Plan incorporates distance education as a mode of delivery

Students complete a student satisfaction survey quarterly as part of each distance education class. Survey data contains information on student satisfaction on the online delivery format, faculty, curriculum, and student services. This data is analyzed by the online administration on a quarterly basis and is included in the student survey statistics, which are part of the campus CEP. Survey results are used in the course revision process, assigning of faculty to courses for subsequent quarters and to improve student satisfaction.

Faculty members are provided many avenues to provide feedback on the online courses and their experiences. Faculty members provide curriculum feedback on a regular basis during the regular faculty meetings and through enhancement requests for both the learning management system and the course curriculum. There is also a faculty collaboration portal where online faculty can interact and provide curriculum feedback.

9.3.1 What data is the campus collecting to assess student and faculty satisfaction with distance education and/or self-paced instruction?

Students complete a student satisfaction survey quarterly as part of each distance education class. Survey data contains information on student satisfaction on the online delivery format, faculty, curriculum, and student services. This data is analyzed by the online administration on a quarterly basis and is included in the student survey statistics, which are part of the campus CEP. Survey results are used in the course revision process, assigning of faculty to courses for subsequent quarters and to improve student satisfaction.

Faculty members are provided many avenues to provide feedback on the online courses and their experiences. Faculty members provide curriculum feedback on a regular basis during the regular faculty meetings and through enhancement requests for both the learning management system and the course curriculum. There is also a faculty collaboration portal where online faculty can interact and provide curriculum feedback.

9.4 Who oversees the distance education and/or self-paced course/program curriculum?

Dr. Dean Kempter is the Vice President and Chief Academic Officer of the ITT Technical Institutes and Dr. Karley K. Adney is the Managing Director of Instructional Operations for the Online Division.

9.4.1 What are this individual's qualifications?

Dr. Dean Kempter is the Vice President and Chief Academic Officer of the ITT Technical Institutes, which includes the Breckinridge School of Nursing and Health Sciences and related distance education. Dr. Kempter joined ITT/ESI October 11, 2004 and served as the college Director at ITT Technical Institute, Everett. Prior to ITT/ESI, Dr. Kempter was the Vice President of North American Operations at the City University of Seattle and Executive Director at the Edlearn Consortium of Washington (state) colleges and universities. He earned his Doctorate in Educational Leadership and Policy Studies from the University of Washington, MBA from the City University of Seattle, and BS in Economics from Central Washington University. Dr. Kempter oversees the academic administration and student assessment of the ITT Technical Institutes.

Dr. Karley K. Adney is the Managing Director of Instructional Operations for the Online Division. She supervises faculty and academic staff in the Hybrid and fully Online Degree Programs to ensure delivery of high-quality online instruction. She earned a Doctor of Philosophy degree in British literature from Northern Illinois University; she obtained Master and Bachelor of Arts degrees in English and a minor in Mathematics from St. Cloud State University. Prior to this role, Dr. Adney was an Assistant Professor for the University of Wisconsin-Colleges system.

9.4.2 Who is responsible for course/program evaluation for nontraditional education mode of delivery?

Dr. Dean Kempter and Dr. Karley K. Adney.

ADMISSIONS REQUIREMENTS AND ENROLLMENT

9.5 What are the admission requirements for students taking distance education coursework? (If there are any differences from the residential admissions policy, explain.)

Students must meet the campus' admission requirements as described in the admission section of the catalog. Admissions requirements for fully online degree programs are described in the Indianapolis catalog. For resident students wishing to take online courses, only those students who establish that they are academically qualified will have the option of taking their general education courses either online or in residence. Students who choose to take courses online will be combined, as appropriate, in online classes with students taking the same courses at other ITT Technical Institutes.

9.6 How does the campus make it clear in writing at the time of enrollment:

9.6.1 How the student's identity will be verified throughout the course and program?

Any student who is registered to take a distance education course is assigned a unique login identifier and prompted to create a unique password. The unique login indentifier and instructions on how to create a unique password is sent via e-mail to the student's e-mail account at the school. The student may not share his or her login identifier or password with other students or any person at the school. A copy of the school's privacy policy can be obtained at http://www.itt-tech.edu/privacy.cfm/. A student will not be charged any fees for verifying the student's identity.

9.6.2 How the student's privacy will be protected in the identity verification process?

The campus has a privacy policy as disclosed in the campus catalog: http://www.itt-tech.edu/privacy.cfm/.

9.8 Describe the orientation program for distance education and/or self-paced students.

Each student is offered an online orientation program that prepares students to be successful in distance education courses. The orientation program introduces students to the LMS, requires students to complete exercises to master the mechanics of the system and provides guidance for students to follow to maximize the effectiveness of the learning experience. In addition to the online orientation, resident students have access to

resident campus staff for assistance with orientation as requested. Students in fully online degree programs receive additional orientation from the Student Support staff via targeted and scheduled email and phone campaigns. These campaigns are designed to provide timely and useful information related to available resources and academic policies.

CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY

9.9 Describe how interaction between faculty and students takes place.

Students and faculty interact within the LMS through email, shared and private folders, and through the discussion forums established for each course. Courses are designed so that active student participation in these interactivities is strongly encouraged and in some cases required.

If required, students and faculty have the ability to interact via the telephone or via private email. However, interaction within the LMS is preferred.

9.10 Describe how interaction among students takes place.

Students interact with other students within the LMS via the message center, shared folders, and through the discussion forums established for each course. Many of the courses offered in distance education have group activities as part of the graded learning plan.

9.11 What is the student-teacher ratio for distance education courses?

Online courses are typically offered with a 25:1 student-teacher ratio.

9.11.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

When students first enroll in an online course, they are issued a login and password that allows their entrance into the LMS and their specific course(s) for that quarter. Students introduce themselves to the faculty member and student cohort using the discussion forums and the message center. Interaction between students, faculty, and online support personnel is conducted through the LMS and the email system and occasional personal telephone calls. Faculty members are required to respond to all questions posted by students within 24 hours. In addition, all distance education faculty members are required to host office hours for a minimum of two hours each week to provide additional interaction between the students and the faculty member.

The faculty member may post threaded discussion topics and questions to which students respond as part of the lesson plan. Students complete assignments and faculty provide feedback, coaching, and instruction, and refer students to additional online tutorials as required. For new students, the delivery of their online course is structured to ensure that all discussion forums that are part of the learning plan are graded. Faculty members can create additional discussion forums that are not a part of the graded learning plan but serve to facilitate group activities and to encourage the students to discuss other topics relevant to the course. Students who take online courses while enrolled at a resident campus enjoy additional opportunities to communicate with other members of the campus staff in a face-to-face as well as online setting. Students who are enrolled in fully online degree programs are contacted frequently by a Student Support staff tasked with monitoring student progress, assisting students with navigating the LMS and other institutional resources, and providing guidance pertaining to the learning process as it relates to online courses at the institution. These additional support opportunities play a significant role in student success.

FACULTY AND INSTRUCTIONAL SUPPORT

9.12 Describe the faculty training program to prepare faculty to teach self-paced courses or in a distance education environment.

The institution provides a mandatory, facilitated faculty training program specifically related to teaching in an online environment. The training includes an orientation to the LMS, program overview, policies and procedures, and course syllabi. This training includes an emphasis on faculty development in the online environment and provides an ongoing set of activities and resources devoted to communicating with students and improving academic performance and student satisfaction. The training/orientation includes the following major topics:

- Creating Student Success – Online
- Preparing to Teach – Online
- Basic Teaching Skills - Online

Instructors also have access to the Virtual Library and all of its resources. The faculty collaboration portal provides Directors, Deans, and LRC employees an easy and convenient way to communicate with colleagues regarding questions, issues, procedures, concerns, and activities. The forums are moderated and serve as up-to-date conduits of information. Additional staff resource areas are in development to deliver training materials, newsletters, collections of recommended Web links, bibliographies, file downloads, and events calendars.

9.13 Identify the educational resources and technology available to faculty on campus and on-line.

Each faculty member receives a detailed course syllabus, assigned textbooks, and supporting materials and access to all established course materials. In addition, all faculty members have access to educational resources specifically selected to support the curricula available through the Virtual Library.

9.14 Identify the platform used to deliver instruction.

Distance education courses are delivered online over the Internet through an asynchronous learning network. The AAC has invested in the development of its own learning management system. This system allows for the direct control of all functionality related to delivering high quality distance education program offerings.

The Virtual Library includes supplemental learning materials such as texts associated with select courses and a wide range of reference materials to assist in researching course topics.

RESOURCES AND EQUIPMENT

9.15 What is the budget allocated to distance education delivery?

The AAC budgets nearly ten million dollars per year to distance education. This amount includes administrative and faculty salaries, training costs, telephone, and mail expenses related to communicating with students, course management system development and maintenance, capital equipment, and facility rentals. Each campus shares in these costs based on the number of students enrolled in courses offered through distance education.

9.16 Describe the instructional resources, equipment, and library resources available to students on-line and residentially.

Each student taking a course offered through distance education has access to the campus LRC and to the Virtual Library that are described in detail in section eight of this self-study narrative.

Distance education courses are delivered online over the Internet through an asynchronous learning network. There is a prescribed schedule for completion for each of these courses. Support materials for each distance education course are sent to the student. These materials may include course syllabus, textbook, CD-ROM and other printed documents required for the distance education course. Students are assigned a cohort group for

each distance education course. Online interaction within their assigned group and with the instructor is through discussion board and e-mail systems.

Any student who is registered to take a distance education course will be assigned a unique login identifier and prompted to create a unique password. The unique login indentifier and instructions on how to create a unique password will be sent via e-mail to the student's e-mail account at the school. The student may not share his or her login identifier or password with other students or any person at the school. A copy of the school's privacy policy can be obtained at http://www.itt-tech.edu/privacy.cfm/. A student will not be charged any fees for verifying the student's identity.

Online Student Preparation - Prior to starting any of the distance education courses taught online over the Internet in any program, the student is required to complete the online student preparation, which describes the protocols that the student must follow when taking a distance education course online over the Internet.

Student Equipment - The student is responsible, at his or her expense, for providing all supplies and equipment for the student's use in the distance education courses in any program that is taught online over the Internet. The student equipment includes, without limitation, a computer (and the associated accessories and peripheral equipment, including without limitation, a monitor, keyboard and printer), software, Internet service and e-mail account ("Student Equipment"). In order to assist students whose access to their Student Equipment is disrupted, the school will, from time to time in its discretion, make available certain computers, associated peripheral equipment and Internet access at the school for use by those students.

Required student equipment is outlined in detail in response to Q. 9.26.

STUDENTS AND STUDENT SERVICES

9.17 Describe the student services available to students taking coursework on-line.

Most students taking general education courses online are also enrolled in core courses that are offered on campus, providing these students with access to all of the student services available to students as described previously in this Self-Study. Students communicate with online faculty members through the LMS message center, email, and telephone. In addition, Student Support Coordinators are available to all online students (resident and fully online) via email and telephone for technical assistance on Monday through Friday from 8:00 a.m. to 12:00 midnight EST, Saturday from 8:00 a.m. to 7:00 p.m. EST, and on Sunday from 1:00 p.m. to 12:00 midnight EST.

STUDENT EVALUATION AND PROGRAM ASSESSMENT

9.19 How are students taking self-paced and/or distance education courses evaluated?

Students taking distance education courses are evaluated through a variety of required activities including participation in discussions, quizzes and tests, assignments, labs, projects, and / or exams. Graded activities are submitted to the faculty for evaluation through the LMS.

9.20 How is retention monitored?

Retention of a student enrolled in both online and resident courses is monitored by the online administrative staff, local campuses and by the AAC through a variety of reports available through the campus' electronic records maintenance system and through reports generated through the LMS. Examples of these reports are available at the campus for review by the visiting team. Because most resident students enrolled in a distance education course also typically attend two courses on campus during the same quarter, the students are additionally monitored for retention as described in section one of this self-study narrative.

Retention of students enrolled in fully online degree programs is monitored by the Vice President of Online Instructional Operations, Manager of Instructional Operations, Manager of Academic Administration, School/Program Faculty Managers, and Student Support Coordinators. Using the reporting systems described

in the preceding paragraph, these students are proactively contacted by Student Support staff to ensure that regular attendance is maintained and that obstacles to student success are removed wherever possible.

9.21 Describe the placement services that are available.

Resident students participating in distance education courses also attend residence classes. Consequently, students have access to employment-related services described throughout this self-study. Students enrolled in fully online degree programs are served by a dedicated online Career Services staff, whose services are analogous to those offered at resident campuses. Moreover, the online Career Services department coordinates with its resident ITT Technical Institute campus counterparts to leverage employment contacts in local communities in the vicinity of job markets of interest to the online student.

9.22 Describe how student, faculty, and employer satisfaction are identified.

Student, faculty, and employer satisfaction are identified through the mechanisms described earlier in this self-study. Students complete a student satisfaction survey quarterly as part of their last week activities in their distance education class. Survey data contains information on student satisfaction on the online delivery format, faculty member, curriculum, and student services. This data is analyzed by the online administration on a quarterly basis. Survey results are used in the course curriculum revision process, assigning of faculty to courses for subsequent quarters and to improve student satisfaction.

9.23. How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?

The institution measures mastery objectives for the courses offered in a distance education environment through evaluation of student production including participation, quizzes and tests, assignments, projects, and / or exams. Mastery of the core competencies of the program is measured through academic results, student satisfaction, and employer satisfaction as described earlier in this self-study.

9.24 How are equivalent out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

There is no "seat time" requirement implicit in the definition of a credit hour. An institution that is offering asynchronous online courses must determine the amount of student work expected in each online course in order to achieve the course objectives, and to assign a credit hour based on at least an equivalent amount of work as represented in the definition of credit hour. Since there is no clear definition for in class and out of class work for an online course, the AAC designs online courses so that the total time spent by students on course work is a minimum of 135 hours.

PUBLICATIONS

9.25 Do the statements in the catalog, Web site, and, when appropriate, in advertising and promotional materials meet requirements for institutions offering coursework through distance education?

The statements in the catalog, Web site, and advertising/promotional materials regarding distance education meet the requirements for institutions offering coursework through distance education. Please refer to the current catalog, the itt-tech.edu Web site, and other related materials.

9.26 Describe the information given in the catalog regarding nontraditional education, if applicable, including mode of delivery, admissions requirements, tests to determine access, resources offered to nontraditional education students, and any special costs for the students associated with nontraditional education.

As provided in the campus catalog, Any or all of the courses in a program that are marked with a "+" in the program outline for that program in the Curricula section of this catalog may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. In order to help

students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.

Distance education courses are delivered online over the Internet through an asynchronous learning network. There is a prescribed schedule for completion for each of these courses. Support materials for each distance education course are sent to the student. These materials may include course syllabus, textbook, CD-ROM and other printed documents required for the distance education course. Students are assigned a cohort group for each distance education course. Online interaction within their assigned group and with the instructor is through discussion board and e-mail systems.

Any student who is registered to take a distance education course will be assigned a unique login identifier and prompted to create a unique password. The unique login indentifier and instructions on how to create a unique password will be sent via e-mail to the student's e-mail account at the school. The student may not share his or her login identifier or password with other students or any person at the school. A copy of the school's privacy policy can be obtained at http://www.itt-tech.edu/privacy.cfm/. A student will not be charged any fees for verifying the student's identity.

Online Student Preparation - Prior to starting any of the distance education courses taught online over the Internet in any program, the student is required to complete the online student preparation, which describes the protocols that the student must follow when taking a distance education course online over the Internet.

Student Equipment - The student is responsible, at his or her expense, for providing all supplies and equipment for the student's use in the distance education courses in any program that is taught online over the Internet. The student equipment includes, without limitation, a computer (and the associated accessories and peripheral equipment, including without limitation, a monitor, keyboard and printer), software, Internet service and e-mail account ("Student Equipment"). In order to assist students whose access to their Student Equipment is disrupted, the school will, from time to time in its discretion, make available certain computers, associated peripheral equipment and Internet access at the school for use by those students.

Computer, Software Requirements and Specifications and Internet Service - The computer (and the associated accessories and peripheral equipment), software and Internet service included in the Student Equipment must satisfy the following specifications:

Minimum Requirements for Computer: Intel ®Core™ 2 Duo or AMD Phenom™ II or equivalent PC-compatible (Macintosh or UNIX-based machines are not supported), 1.8 GHz processor speed (or greater), 2GB RAM (4GB preferred), DVD±R optical media drive, 40GB free space (60GB preferred) on master hard drive (additional free space may be required during installation), 1280x1024 display resolution, 16-bit color qualified hardware accelerated Open GL 3.1 (or greater) video card supporting DX10 (shader 4.0), 256MB video memory, stereo sound card, sound output device (internal or external speakers, or headset), sound input device (microphone) (combination headset with microphone recommended), available USB 2.0 port.

Minimum Requirements for Software: Microsoft Windows 7 (or higher), Microsoft Internet Explorer 7.0 (or higher), Microsoft Office Professional 2007 (or higher), and functional e-mail address with file attachment capabilities. The student will be required to obtain any software tools, plug-ins and/or applications identified in the course syllabus for any course in the program of study.

Minimum Requirements for Internet Service: Broadband connection such as cable or DSL.
The student is obligated for any expense associated with obtaining access to the above specified computer equipment, software, Internet service and e-mail account.

Explanation of Self-Study Planning Process

Please explain how the self-study was planned; who organized, supervised, and participated in its preparation; which person or persons prepared each section of the report (include signatures); and to what extent the document is viewed by the institution as a planning document for the future.

A Self-Study Committee was formed in July 2014 to include the Director, Dean, Director of Finance, Director of Recruitment, Registrar, Chair of Information Technology, Director of Career Services, Library Assistant, and Administrative Assistant. A review of the Self-Study procedures, guidelines and the CEP was conducted and assignments for completion of the Self-Study and an updated CEP made as appropriate. Due dates were established for the initial review and final editing of the documents. The Dean served as Self-Study coordinator.

Upon completion, the Self-Study was reviewed as a whole for accuracy and quality. The Self-Study was completed as a cooperative effort of the Self-Study Committee at the campus and the ITT/ ESI Regulatory Affairs department personnel (who provided both narrative and statistical support).

The campus Director and Dean attended the ACICS Accreditation Workshop in September 2014.

Specific Self-Study Committee assignments were made as follows:

Section 1 – Mission and Objectives ..... Terry K. Smith, Director

Section 2 – Organization ..... Terry K. Smith, Director

Section 3 – Administration ..... Martina Doherty, Registrar

Section 4 – Relations with Students ..... Tara Watson, Dean

Section 5 – Educational Activities ..... Tara Watson, Dean

Section 6 – Educational Facilities ..... Peter Turylo, Chair of IT

Section 7 – Publications ..... Terry K. Smith, Director

Section 8 – Library, Instructional Resources, and Material ..Tenashaya Griffin, Library Assist.

Please note that the Distance Education portion of the Self-Study was reviewed and revised by the division of ITT Technical Institutes responsible for distance education delivery.

SELF-STUDY COMMITTEE SIGNATURES

(b)(6) 10/13/14

Terry K. Smith /Director Date

(b)(6)

Tara Watson, Dean Date

(b)(6) 10/13

Ryan Dupy /Director of Finance Date

(b)(6) 10-13-14

Laurie Isop, Director of Recruitment Date

(b)(6) 10/13/14

Cynthia Balikian, Director of Career Services Date

(b)(6) 10/13/14

Martina Doherty, Registrar Date

(b)(6) 10/13/14

Tenashaya Griffin, Library Assistant Date

(b)(6) 10/13/2014

Peter Tirylo, Chair of Information Technology Date

Appendix A - Student Complaints

Type	Category	Complainant	Profile	Logged	Closed	Days	seat School	State	Dist	Func Dept	Complaint Code	Final Disp	Analyst
New	Complaint	Cobarr, Christie	Student	5/4/2011	6/7/2011	34	Seattle	WA	NW	Academic Affairs	Academic advising	Unable to Substanti	Donna Smith
Com Summary:	The student from the Seattle campus alleges she was told she could attend 2 schools simultaneously and transfer her GE courses to ITT, but now was told this will not be allowed												
New	Complaint	Lynskey, Steven	Student	8/12/2011	8/24/2011	12	Seattle	WA	NW	Finance/Financial Aid	Finance/financial aid	Valid	Donna Smith
Com Summary:	The student from the Seattle campus alleges his Pell refund is late, and he cannot get a straight answer from the campus as to why.												
New	Complaint	Bennett, Kris	Student	8/25/2011	9/16/2011	22	Seattle	WA	NW	Academic Affairs	Quality of education	Unable to Substanti	Donna Smith
Com Summary:	The student from the Seattle campus has complained to the WA State Higher Ed. Coordinating Bd that the quality of his IT113 class was substandard. He also alleges his FAFSA												
New	Complaint	Valdez, Joseph	Student	9/28/2011	10/3/2011	5	Seattle	WA	NW	Director/Administration	Physical Facility	Unable to Substanti	Kristi Green
Com Summary:	The student from the Seattle campus has complained via the Student Portal that the restrooms on campus are filthy with dried, uncleaned waste.												
New	Complaint	Gullickson, Bruce	Student	9/30/2011	10/3/2011	3	Seattle	WA	NW	Director/Administration	General Concern	Unable to Substanti	Kristi Green
Com Summary:	The student from the Seattle campus has presented a petition to restore funding for the position of security consultant to continue the employment of Anthony Williams in this ca												
Prev Relat	Complaint	Valdez, Joseph	Student	10/20/2011	10/24/2011	4	Seattle	WA	NW	Director/Administration	Physical Facility	Valid In Part	Donna Smith
Com Summary:	The student from the Seattle campus alleges the restrooms are still not clean, the chairs with armrests are being removed from the class rooms, and vendors are being allowed to												
Prev Relat	Complaint	Bennett, Kris	Former Studen	1/4/2012	1/31/2012	27	Seattle	WA	NW	Academic Affairs	Quality of education	Unable to Substanti	Donna Smith
Com Summary:	The former student from the Seattle campus has escalated his complaint to the WA Attorney General's office. He is asking for a full refund for IT113 and IT220, and continues to												
New	Student Survey	Kinzel, Robert	Student	1/16/2012	1/27/2012	11	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Valid In Part	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in CS210 and CS140 in this area: instructor; and in CS210 in these areas: Course mate												
New	Student Survey	Williams, Mathew	Student	1/16/2012	1/30/2012	14	Seattle	WA	NW	Academic Affairs	Textbook--incompatib	Valid	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in IT331 in this area: textbook—incompatible; and in IT255 in this area: instructor.												
New	Student Survey	Hector, Marcus	Student	1/16/2012	1/25/2012	9	Seattle	WA	NW	Director/Administration	Equipment--outdated	Valid In Part	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in NT1110 in this area: equipment--outdated.												
New	Student Survey	Horton, Michael	Student	1/16/2012	1/25/2012	9	Seattle	WA	NW	Academic Affairs	Textbook--incompatib	Valid In Part	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in PM3225 in this area: textbook--incompatible.												
New	Student Survey	Okorie, Utchay	Student	1/16/2012	1/25/2012	9	Seattle	WA	NW	Director/Administration	Equipment availability	Valid	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in IT320 in this area: equipment availability.												
New	Student Survey	Jordan, Katelind	Student	1/16/2012	2/1/2012	16	Seattle	WA	NW	Academic Affairs	Tutoring Availability	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in MA1210 in this area: tutor availability.												
New	Student Survey	Stinson, Kirby	Student	1/24/2012	1/30/2012	6	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Valid	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in CS210 in this area: Instructor.												
New	Student Survey	Powell, Mark	Student	1/24/2012	2/1/2012	8	Seattle	WA	NW	Academic Affairs	Textbook--incompatib	Valid	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in PM3225 in this area: Textbook-outdated.												

New	Student Survey	Tyler, Scott	Student	1/24/2012	1/30/2012	6	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Valid	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in IT255 in this area: Instructor.												
New	Student Survey	Ackerman, Richard	Student	2/1/2012	3/1/2012	29	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Valid In Part	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in IT203 and IT255 in these areas: instructor and course content-no hands on.												
New	Student Survey	Deymonaz, Jeff	Student	2/9/2012	2/10/2012	1	Seattle	WA	NW	Director/Administration	Equipment availability	Valid In Part	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in CS210 in these areas: instructor, equipment-availability, course materials-unavailable.												
New	Complaint	Tyler, Scott	Student	2/9/2012	3/1/2012	21	Seattle	WA	NW	Director/Administration	Employee/student int	Valid In Part	Mark Urschel
Com Summary:	The student from the Seattle campus alleges Dean Chris Reed sent him a condescending email regarding issues the student raised about an instructor.												
New	Student Survey	Magee, Dameon	Student	2/9/2012	2/10/2012	1	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in EN1320 in this area: instructor.												
New	Student Survey	Alexander, James	Student	2/15/2012	2/15/2012	0	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Valid In Part	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in ET215 in this area: instructor.												
New	Student Survey	Gosciewski, Thomas	Student	2/15/2012	2/16/2012	1	Seattle	WA	NW	Academic Affairs	Textbook Availability	Valid In Part	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in IT3340 in this area: textbook-unavailable.												
New	Student Survey	Jordan, Katelind	Student	3/28/2012	4/3/2012	6	Seattle	WA	NW	Academic Affairs	Tutoring Availability	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in MA1310 and GC1330 in this area: tutoring and schedule.												
New	Student Survey	Jordan, Katelind	Student	3/28/2012	4/3/2012	6	Seattle	WA	NW	Academic Affairs	Class scheduling	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in MA1310 and GC1330 in this area: tutoring and schedule.												
New	Student Survey	Banks, Jesse	Student	3/28/2012	4/1/2012	4	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in ET3150 in this area: instructor.												
New	Student Survey	Geer, John	Student	3/29/2012	5/1/2012	33	Seattle	WA	NW	Director/Administration	Equipment availability	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in CS410 in this area: textbook and equipment.												
New	Student Survey	Galland, Leland	Student	4/3/2012	4/4/2012	1	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in MA1210 in this area: instructor.												
New	Student Survey	Powell, Mark	Student	4/3/2012	4/13/2012	10	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in MA3110 in this area: instructor.												
New	Complaint	Gordon, Patrick	Student	4/18/2012	4/18/2012	0	Seattle	WA	NW	Career Services	Career services	Unable to Substanti	Mark Urschel
Com Summary:	The graduate from the Seattle campus has complained that Career Services has provided inadequate job search assistance.												
New	Student Survey	Gosciewski, Thomas	Student	4/19/2012	5/1/2012	12	Seattle	WA	NW	Academic Affairs	Course content--inad	Valid In Part	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in IS3120 in these areas: equipment and course content.												
New	Student Survey	Gosciewski, Thomas	Student	4/19/2012	5/1/2012	12	Seattle	WA	NW	Academic Affairs	Equipment availability	Valid In Part	Mark Urschel
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in IS3120 in these areas: equipment and course content.												
New	Complaint	Tyler, Scott	Student	5/24/2012	5/24/2012	0	Seattle	WA	NW	Academic Affairs	Employee/student int	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Seattle campus alleges Cindy in Career Services was hostile and unprofessional to him, and Career Services is not providing any job search assistance.												

New	Complaint	Tyler, Scott	Student	5/24/2012	5/24/2012	0	Seattle	WA	NW	Career Services	Career services	Unable to Substanti	Mark Urschel
Com Summary:	The student from the Seattle campus alleges Cindy in Career Services was hostile and unprofessional to him, and Career Services is not providing any job search assistance.												
New	Student Survey	Galland, Leland	Student	7/4/2012	7/10/2012	6	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Helena Masters
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in MA1310 in this area: instructor and in NT1330 in this area: equipment.												
New	Student Survey	Muse, Sarah	Student	7/4/2012	7/10/2012	6	Seattle	WA	NW	Academic Affairs	General Concern	Unable to Substanti	Helena Masters
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in IT107 in this area: general.												
New	Student Survey	Gosciewski, Thomas	Student	7/4/2012	7/10/2012	6	Seattle	WA	NW	Academic Affairs	Equipment--outdated	Unable to Substanti	Helena Masters
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in IS3220 in these areas: equipment and textbook.												
New	Student Survey	Magee, Dameon	Student	7/4/2012	7/10/2012	6	Seattle	WA	NW	Academic Affairs	General Concern	Unable to Substanti	Helena Masters
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in ET285 in this area: general.												
New	Student Survey	Gosciewski, Thomas	Student	7/4/2012	7/10/2012	6	Seattle	WA	NW	Academic Affairs	Textbook--incompatib	Unable to Substanti	Helena Masters
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in IS3220 in these areas: equipment and textbook.												
New	Student Survey	Galland, Leland	Student	7/4/2012	7/10/2012	6	Seattle	WA	NW	Academic Affairs	Equipment--outdated	Unable to Substanti	Helena Masters
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in MA1310 in this area: instructor and in NT1330 in this area: equipment.												
New	Student Survey	Mccall, Shannon	Student	7/4/2012	7/9/2012	5	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Helena Masters
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in CJ333 in this area: instructor.												
New	Student Survey	Hardy, Michael	Student	7/4/2012	7/10/2012	6	Seattle	WA	NW	Academic Affairs	Equipment--outdated	Unable to Substanti	Helena Masters
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in PT1420 in these areas: course content and textbook, and NT1430 in equipment.												
New	Student Survey	Hardy, Michael	Student	7/4/2012	7/10/2012	6	Seattle	WA	NW	Academic Affairs	Textbook--inadequat	Unable to Substanti	Helena Masters
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in PT1420 in these areas: course content and textbook, and NT1430 in equipment.												
New	Student Survey	Hardy, Michael	Student	7/4/2012	7/10/2012	6	Seattle	WA	NW	Academic Affairs	Course content--inad	Unable to Substanti	Helena Masters
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in PT1420 in these areas: course content and textbook, and NT1430 in equipment.												
New	Student Survey	Ackerman, Richard	Student	7/4/2012	7/10/2012	6	Seattle	WA	NW	Academic Affairs	LRC	Unable to Substanti	Helena Masters
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in GE347 in this area: LRC.												
New	Complaint	Vang, Vince	Student	8/16/2012	8/20/2012	4	Seattle	WA	NW	Academic Affairs	Grade dispute	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus disputes his final grade in his Essentials of Security course from the September 2010 quarter.												
New	Student Survey	White, Tim	Student	10/4/2012	10/11/2012	7	Seattle	WA	NW	Academic Affairs	Course content--inad	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in NT2580 these areas: Course content and Equipment												
New	Student Survey	Sherman, Mike	Student	10/4/2012	10/9/2012	5	Seattle	WA	NW	Academic Affairs	Equipment--incompat	Valid	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in NT2580 this area: Equipment												
New	Student Survey	Johnson, Greg	Student	10/4/2012	10/11/2012	7	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in EN1420 in this area: Instructor												
New	Student Survey	Stoves, Farrah	Student	10/4/2012	10/8/2012	4	Seattle	WA	NW	Academic Affairs	Equipment--quality	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in DT1210 in this area: Equipment												

New	Student Survey	White, Tim	Student	10/4/2012	10/11/2012	7	Seattle	WA	NW	Academic Affairs	Equipment--quality	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in NT2580 these areas: Course content and Equipment												
New	Student Survey	Sherman, Mike	Student	10/4/2012	10/9/2012	5	Seattle	WA	NW	Academic Affairs	Equipment availability	Valid	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in NT2580 this area: Equipment												
New	Student Survey	Olsen, Angela	Student	1/30/2013	1/30/2013	0	Seattle	WA	NW	Academic Affairs	Curriculum	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in CJ1320 in this area: Curriculum												
New	Student Survey	Greene, Cheyenne	Student	1/30/2013	1/30/2013	0	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Valid In Part	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in ET2530 in this area: Instructor												
New	Student Survey	Funes, Kendall	Student	1/30/2013	2/4/2013	5	Seattle	WA	NW	Academic Affairs	Equipment--incompat	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in NT1430 in this area: Equipment												
New	Student Survey	Gosciewski, Thomas	Student	1/30/2013	2/8/2013	9	Seattle	WA	NW	Academic Affairs	Course content--inad	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in IS4550 in this area: Equipment, Textbooks, Course content												
New	Student Survey	Burke, Elizabeth	Student	1/30/2013	1/30/2013	0	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in MA1210 in this area: Instructor												
New	Student Survey	Gosciewski, Thomas	Student	1/30/2013	2/8/2013	9	Seattle	WA	NW	Academic Affairs	Equipment--incompat	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in IS4550 in this area: Equipment, Textbooks, Course content												
New	Student Survey	Gosciewski, Thomas	Student	1/30/2013	2/8/2013	9	Seattle	WA	NW	Academic Affairs	Textbook Availability	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in IS4550 in this area: Equipment, Textbooks, Course content												
New	Complaint	Albayati, Karzan	Student	2/8/2013	2/8/2013	0	Seattle	WA	NW	Academic Affairs	Curriculum	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus complains via Facebook that he does not like or agree with recent curriculum changes. He also claims that graduates are not able to obtain j												
New	Student Survey	Sherman, Mike	Student	4/23/2013	4/29/2013	6	Seattle	WA	NW	Academic Affairs	Course content--inad	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in SP2750 in this area: Course content and Instructor												
New	Student Survey	Sherman, Mike	Student	4/23/2013	4/29/2013	6	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in SP2750 in this area: Course content and Instructor												
New	Student Survey	Santiano, Demetrius	Student	4/24/2013	4/24/2013	0	Seattle	WA	NW	Academic Affairs	Equipment availability	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in ET2750 in this area: Equipment												
New	Student Survey	Gosciewski, Thomas	Student	4/24/2013	4/25/2013	1	Seattle	WA	NW	Academic Affairs	Equipment--outdated	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in IS4680 in this area: Equipment												
New	Student Survey	Bemis, Daniel	Student	5/9/2013	5/10/2013	1	Seattle	WA	NW	Academic Affairs	Textbook--inadequat	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in ES2555 in this area: Textbook												
New	Student Survey	Rux, Glen	Student	11/5/2013	11/11/2013	6	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Valid In Part	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in NT2580 in this area: Instructor and Textbook												
New	Student Survey	Rux, Glen	Student	11/5/2013	11/11/2013	6	Seattle	WA	NW	Academic Affairs	Textbook--inadequat	Valid In Part	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in NT2580 in this area: Instructor and Textbook												

New	Student Survey	Jensen, Lucas	Student	11/8/2013	11/15/2013	7	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in ET4640 in this area: Instructor												
New	Complaint	Housden, Garry	Student	12/9/2013	12/13/2013	4	Seattle	WA	NW	Academic Affairs	Admission requireme	Unable to Substanti	Shantel Hickle
Com Summary:	The former student from the Seattle campus complains that he is unable to re-enter because his High School diploma is no longer accepted by the school.												
New	Student Survey	Olsen, Amanda	Student	1/24/2014	1/24/2014	0	Seattle	WA	NW	Academic Affairs	Equipment availability	Valid In Part	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in MA3110 in this area: Course materials, Instructor, and Equipment												
New	Student Survey	Olsen, Amanda	Student	1/24/2014	1/24/2014	0	Seattle	WA	NW	Academic Affairs	Inadequate instructor	Valid In Part	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in MA3110 in this area: Course materials, Instructor, and Equipment												
New	Student Survey	Olsen, Amanda	Student	1/24/2014	1/24/2014	0	Seattle	WA	NW	Academic Affairs	Course materials (no	Valid In Part	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in MA3110 in this area: Course materials, Instructor, and Equipment												
New	Student Survey	Windham, Ray	Student	1/29/2014	2/1/2014	3	Seattle	WA	NW	Academic Affairs	Textbook--inadequat	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in CS410 and CS420 in this area: Textbook												
New	Student Survey	Maki, Derek	Student	4/23/2014	4/23/2014	0	Seattle	WA	NW	Academic Affairs	General Concern	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Seattle campus has indicated dissatisfaction via the Student Survey in CJ439 in this area: General concern												

Line 2 View Selection

- Complaint Summary
- Action Taken
- Resolution Summary
- FERPA Details
- Process Improvement

Line 2 Display

- (•) Show all
- ( ) Hide blanks

Keyword Search on Line 2

Status Filter

- Open
- Close
- All

Date Range - Logged: From 1/2011 To 6/2014

Date Range - Closed: From All To All

Record Count 73 Of 9480

Double-click to view or edit a complaint

Add New | Reports | Students & Complainants | Exit

Current User

ALL	ALL							wa		ALL		ALL	ALL
Type	Category	Complainant	Profile	Logged	Closed	Days	School	State	Dist	Func Dept	Complaint Code	Final Disp	Analyst
New	Student Survey	Frisbie, Wayne	Student	8/27/2014	9/1/2014	5	Spokane	WA	NW	Academic Affairs	Curriculum	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Murray campus has indicated dissatisfaction via the Student Survey in GS1145 and DT1110 in this area: Curriculum, Instructor, and Virtual Library												
New	Student Survey	Blakeney, David	Student	8/26/2014	9/3/2014	8	Spokane	WA	NW	Academic Affairs	Virtual Library	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Spokane campus has indicated dissatisfaction via the Student Survey in PM4550 in this area: Virtual Library												
New	Student Survey	Frisbie, Wayne	Student	8/27/2014	9/1/2014	5	Spokane	WA	NW	Academic Affairs	Virtual Library	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Murray campus has indicated dissatisfaction via the Student Survey in GS1145 and DT1110 in this area: Curriculum, Instructor, and Virtual Library												
New	Student Survey	Frisbie, Wayne	Student	8/27/2014	9/1/2014	5	Spokane	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Murray campus has indicated dissatisfaction via the Student Survey in GS1145 and DT1110 in this area: Curriculum, Instructor, and Virtual Library												
New	Complaint	Masnica, Jason	Student	6/19/2014	6/26/2014	7	Seattle	WA	NW	Recruitment	Recruitment process	Unable to Substanti	Jane Laskowski Hart
Com Summary:	WA AG DUE 7/7/14 The case worker for a student from the Seattle campus has complained to the WA AG that the student was targeted and manipulated into enrolling despite hi												
New	Complaint	Masnica, Jason	Student	6/19/2014	6/26/2014	7	Seattle	WA	NW	Academic Affairs	Accommodation	Unable to Substanti	Jane Laskowski Hart
Com Summary:	WA AG DUE 7/7/14 The case worker for a student from the Seattle campus has complained to the WA AG that the student was targeted and manipulated into enrolling despite hi												
New	Student Survey	Stover, Joseph	Student	8/27/2014	8/28/2014	1	Everett	WA	NW	Academic Affairs	LRC	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in EN3220 in this area: LRC												
New	Student Survey	Davis, Leilani	Student	8/27/2014	8/29/2014	2	Everett	WA	NW	Academic Affairs	Inadequate instructor	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in PH2530 in this area: Instructor												
New	Student Survey	Stover, Ian	Student	8/27/2014	8/28/2014	1	Everett	WA	NW	Academic Affairs	Textbook--inadequat	Unable to Substanti	Shantel Hickle
Com Summary:	The student from the Everett campus has indicated dissatisfaction via the Student Survey in EN3220 in this area: Textbook												

Line 2 View Selection

- Complaint Summary
- Action Taken
- Resolution Summary
- FERPA Details
- Process Improvement

Line 2 Display

- (•) Show all
- ( ) Hide blanks

Keyword Search on Line 2

Status Filter

- Open
- Close
- All

Date Range - Logged: From 6/2014 To 10/2014

Date Range - Closed: From All To All

Record Count 9 Of 10099

Double-click to view or edit a complaint

Add New | Reports | Students & Complainants | Exit

Current User

ITT Technical Institute
Three-Year History
of Formal Curriculum Changes
As of 10/8/14

#	Date	Credential	Program	Description
1	11/2011	BS	Project Management and Administration and Information Systems and Cybersecurity	IS3120, PM3140 course description change. This change was to update the prerequisites for two courses, IS3120 Network Communications Infrastructure and PM3140 Systems Analysis, from NT2799 Network Systems Administration Capstone Project or equivalent to more appropriate courses to allow a smoother transition and transfer for students entering these bachelor programs from other institutions and programs other than the ITT Tech, Associate, Information Technology – Computer Network Systems program.
2	11/2011	BS	Project Management and Administration w/Options	PM3320 pre-requisite change. Updated the prerequisite for PM3320 Project Cost and Budget Management. The prerequisite, FN3140 Accounting and Finance for Business or equivalent was removed from PM3320 because FN3140 is not offered in the Construction and Information Technology options, only in the Project Management and Administration option.
3	12/2011	AAS	General Education Course	MA1210 College Mathematics course description update. The new course description more accurately reflects the content of the course.
4	8/2012	BS	Project Management	This change request was to update the prerequisites/corequisites for PM469 Project Management Integration II (Capstone) offered in the above referenced program. This is a part II of a two-part capstone course that must be taken in sequence. The way the prerequisite statement read, the courses could be scheduled in the same quarter which was detrimental to the students' learning, and counter-productive to the intention of the two-part course design.
5	8/2012	BS	Electrical Engineering and Communications Technology	This change is to add lab activity back into the two calculus courses used in the above referenced program: MA3310 Calculus I and MA3410 Calculus II. When these courses were transitioned from 4.0 quarter credit hour courses to 4.5 quarter credit hour courses, the lab portion was unintentionally dropped. At the recommendation of the General Education Math and Science National Curriculum Committee, lab work is being added back in. It is expected that the additional hands-on learning opportunities in these courses will help increase student success in the program.
6	11/2012	AAS	All AAS 90 quarter credit hour programs: • Business Management • Drafting and Design Technology • Electrical Engineering Technology • Network Systems Administration	Addition of 3.0 quarter credit hour course - GS2745 Advanced Strategies for the Technical Professional. The new course focuses on professional skills to better prepare a graduate for the workplace and students will take the course in their 6th or 7th quarter.
7	12/2012	BS	Project Management and Administration w/Options	PM4799, PM4797, PM4795 Course Description Changes: This course description change request updated the PMA, PMIT and PMC capstone courses in the Project Management and Administration program. The purpose of the change was to more accurately reflect the activities and outcomes of the courses.
8	3/2013	AAS	All AAS 90 quarter credit hour programs: • Business Management • Drafting and Design Technology • Electrical Engineering Technology • Network Systems Administration	Capstone course description updates; CO2520 Communications course sequencing. Reduced the capstone course prerequisites from 72 credits to "Completion of a minimum of 75 credits earned in the program of study" and other tweaks to capstone course descriptions to allow scheduling flexibility in the last two quarters of each program.

ITT Technical Institute
Three-Year History
of Formal Curriculum Changes
As of 10/8/14

#	Date	Credential	Program	Description
9	6/2013	BS	Electrical Engineering and Communications Technology	ET4671 and ET4771 replace ET4670 and ET4770; Removed the lab component from a number of the courses and replaced two other courses with more updated course descriptions. This was a fairly new program at the time with modifications materializing during the ongoing process of program development.
10	8/2014	AAS	Several AAS programs: • Accounting • Business Management • Drafting and Design Technology • Electrical Engineering Technology • Network Systems Administration • Software Development	Refer to detail, rationale provided on (9) Capstone 2014 worksheet.

ACICS Application for Accreditation– PART II
Future Plans for the Institution

Please provide an explanation of the future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions and graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other plans.

Consistent with our mission statement, the campus continues to offer career-related education designed to teach the technical knowledge and skills desired by many employers for entry-level positions. Our graduate and employer surveys, in addition to our advisory committees, will continue to assist our institution in assessing and updating curricula, equipment and laboratory designs. We believe that the strength of our programs, in addition to our emphasis on customer service and community involvement, will continue to reflect positive results for our graduates.

A. Faculty and Administration Changes

It is the goal of ITT Technical Institute to continuously seek a well-qualified and diverse workforce in both its faculty and administrative areas. This includes promotion of professional growth amongst its current faculty and staff and an aggressive recruiting program for potential new hires. ITT Technical Institute will continue to solicit and hire the most qualified individuals for available positions.

B. Physical Plant

The campus moved into its current location in March 1990. At that time all new furniture was purchased in the administrative office area. Lab benches in the electronics lab and theory classroom chairs are scheduled to be replaced in 2015. The current facility more than adequately meets the needs of the staff, faculty and students in the Seattle area.

C. Equipment

Capital expenditures for equipment are considered during the budgeting process that begins in July of each year. Equipment upgrades and new equipment necessary for the implementation of new programs or curriculum changes are projected through this procedure. ITT Technical Institute will continue to be committed to updating equipment and securing the necessary equipment to support new and changing curriculum. The 2015 budget process will be completed late in 2014 and will provide funds to adequately upgrade our future equipment needs.

D. Learning Resource Center/Virtual Library

The Learning Resource Center will continue to be upgraded with additional volumes for both the new program offerings and for existing programs. Additionally, the Virtual Library is continually upgraded to meet the needs of students, graduates, faculty and staff. The Virtual Library is currently available to all parties through the Internet on campus as well as off-site. This will continue to be an area of expansion as new technologies and new applications emerge

E. Curriculum

No significant changes are planned to the curriculum of current program offerings other than changes recommended by faculty to the course level outcomes and assessments. However, the campus has plans to introduce several new programs as follows:

School of Study	New Program Name	Credential Level	Program CIP
Electronics Technology	Computer and Electronic Systems Technology	Academic Associate	15.1201
Information Technology	Computer Systems Support and Administration	Academic Associate	11.1006
Drafting and Design	Drafting and Design –Architectural and Civil	Academic Associate	15.1303
Business	Accounting	Academic Associate	15.0612
Drafting and Design	Construction Engineering Technology	Bachelor	15.1001
Business	Accounting	Diploma	52.0302
Business	Business Management	Diploma	52.0101
Criminal Justice	Criminology and Forensic Technology	Diploma	43.0111
Drafting and Design	Drafting and Design Technology	Diploma	15.1301
Electronics Technology	Electrical Engineering Technology	Diploma	15.0303
Information Technology	Network Systems Administration	Diploma	11.1002
Information Technology	Software Development	Diploma	11.0201

The new associate degree programs will require the completion of 93 quarter credit hours while the diploma offerings require 72 quarter credit hours. The diploma programs will allow students with busy schedules to complete a program in a shorter amount of time and give them needed skills to pursue entry-level employment sooner and potentially matriculate into an associate program. The new offerings leading to academic associate degrees as well as the new bachelor degree are all fields where significant employment opportunities are expected to continue to be available to graduates and correlate to current areas of study where the campus has historically had the strongest retention and placement outcomes within the Schools of Information Technology, Electronics Technology and Drafting and Design.

An additional initiative planned for the local campus is the implementation and expansion of Center for Professional Development (CPD) @ ITT Technical Institute. CPD offers instructor-led career-related training solutions for a variety of software platforms including Microsoft, Citrix, Cisco, Adobe, Java, CompTIA, EC-Council, ITIL, Project Management, and Business Analysis. Training options are delivered both on campus and virtually from home or office connected to the Internet.

Implementation of these changes is anticipated late 2014/early 2015.

F. Retention and Placement

Retention of students and placement of graduates will continue to be a top priorities of the campus. The focus will be on improving the quality of the faculty and enhancing the experience of the student through graduation and placement.

G. Recruitment and Admissions

Retention of representatives and the quality of the admissions process are high priorities for the campus. Additional emphasis will be put on training and coaching of the applicable staff to help ensure the success of its student population.

CAMPUS EFFECTIVENESS PLAN

ITT Technical Institute

Seattle

Last Update
8/8/2014

ED00003546

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INTRODUCTION

History of the Campus

The ITT Technical Institute in Seattle is part of a nationwide system of colleges. The campus was founded in 1932, under the name Peterson School of Business. Over the years the school earned a fine reputation throughout the Northwest for highly specialized business education. On March 9, 1969, the school became part of the national network of private schools owned and operated by ITT Educational Services, Inc.. The name of the school was changed to ITT Technical Institute on October 1, 1985. The school moved to its present location in March 1990. The school currently offers academic associate degree and bachelor degree programs.

Institutional Mission Statement

The mission statement of ITT Technical Institute provides the guidance and vision for the institution and its operations. The staff and faculty of the institute are committed to this mission. The mission statement of the institute is as follows:

The ITT Technical Institute is an institution of higher learning that is committed to offering quality undergraduate and continuing education locally, nationally and worldwide to students of diverse backgrounds, interests and abilities. The institution offers career-related educational programs that integrate life-long learning with knowledge and skills to help students:

- *pursue their personal interests and objectives;*
- *develop intellectual, analytical and critical thinking abilities; and*
- *provide service to their communities*

The programs employ traditional, applied and adult-learning pedagogies and are delivered through traditional, accelerated and distance methodologies in a learner-centered environment of mutual respect.

Institutional Philosophies

- Programs of study will foster critical thinking, communication and teamwork skills while reinforcing both the theoretical and applied principles of technology.
- Student support services will facilitate the matriculation process and help students prepare for potential career opportunities. Our student services include financial aid assistance, helping students prepare for employment opportunities, tutoring and academic advising.
- Cultural and ethnic diversity in its faculty, staff and student body will be encouraged.
- Course content will be reviewed periodically to ensure continued relevance with technology in the workplace.
- To help students pursue their evolving education goals, each program of study may integrate technology, lifelong learning and professional development activities.
- Each program of study will promote an active learning environment.
- Public service programs, civic engagement and charitable activities may be promoted as part of the education process.

Statement of Ownership

ITT Technical Institute is owned and operated by ITT Educational Services, Inc. (ITT/ESI), a leading private college system focused on technology-oriented programs of study. ITT/ESI operates more than 140 ITT Technical Institutes in 38 states, which provide career-focused degree programs. Headquartered in Carmel, Indiana, ITT/ESI has been actively involved in the higher education community in the United States since 1969.

Accreditation and Approval

The school maintains approval to operate from the Washington Student Achievement Council. Selected programs of study at ITT Technical Institute-Seattle, Washington are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

The institute is accredited by the Accrediting Council for Independent Colleges and Schools to award academic associate degree and bachelor degree programs.

CEP OVERVIEW

Purpose

The Campus Effectiveness Plan (CEP) is a systematic and ongoing process to implement continuous improvement, determine internal effectiveness, assess progress and change, communicate outcomes, and demonstrate regulatory compliance. This is accomplished by collecting, analyzing, and acting on data and information related to the goals and initiatives developed to support ITT Technical Institutes' mission and philosophies.

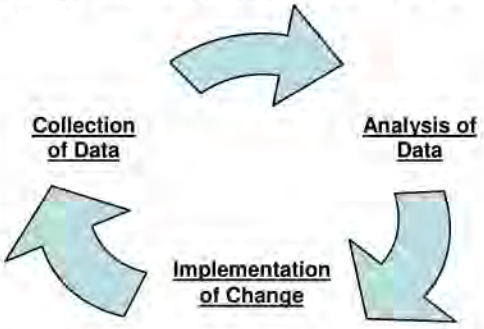
The primary categories measured to determine institutional effectiveness are:

- Student Retention
- Graduate Placement
- Graduate Satisfaction
- Employer Satisfaction
- Student Learning Outcomes
- Graduation Rates
- Curriculum Review
- Student Enrollment

The key activities used to track and make appropriate recommendations for progress and/or improvement in these categories are:

- Instruments of assessment
  - Identify and describe how data is collected
  - Provide rationale for using each type of data
- Analyze historical data
  - Where the institution has been
  - Where the institution is now
  - Baseline measures for future progress
- Establish goals for future results in agreement with the mission statement, Operating Plan, and Strategic Plan
- Develop plans to achieve goals in agreement with the mission statement, Operating Plan, and Strategic Plan
  - Establish initiatives
  - Determine monitoring responsibilities
- Implement initiatives to improve institutional effectiveness in agreement with the mission statement, Operating Plan, and Strategic Plan
- Analyze the initiatives for effectiveness and agreement with the mission statement, Operating Plan, and Strategic Plan
- Repeat the process at established intervals

These activities are implemented using a Continuous Improvement Circle concept to ensure consistent incremental progress for the institution and the clientele it serves.



Development

The CEP Team and Responsibilities
Using the institute's mission statement as the guiding vision of the CEP, the development and implementation of the CEP is a collective effort.

The institution is organized into key functional areas of operation. These department areas include:

- Academics
- Recruiting/Marketing
- Finance (Financial Aid)
- Career Services
- Administration (includes Registrar)

The CEP is developed, reviewed, analyzed, maintained, and monitored by a campus steering team.

The CEP Team consists of:

- Terry Smith, Director
- Tara Watson, Dean
- Henry Baird, Associate Dean General Studies
- Ryan Dupy, Director of Finance
- Laurie Isop, Director of Recruitment
- Cynthia Balikian, Director of Career Services
- Martina Doherty, Registrar
- Faculty Representatives from each School of Study
    - Jose Suchite, School of Electronics Technology
    - Peter Turylo, School of Information Technology

The functional directors work within their departmental teams to perform the actions included in the CEP. The campus Director has the ultimate responsibility to ensure the implementation of the CEP.

The responsibilities of the CEP Team have been established to monitor and assess the institution's effectiveness using the following guidelines:

- Each department is represented on the CEP Team. Using historical performance data and input from the various departmental staff, the CEP Team establishes baseline data for each of the primary areas of evaluation.
- The CEP Team develops a list of desired goals and initiatives. These goals and initiatives are necessary to improve the school's effectiveness in meeting the needs of students, employers, employees, and other communities it serves.
- The CEP Team develops a cohesive strategy for continuous improvement for the school. Specific departmental objectives are identified which satisfy the overall plan.
- The progress and success of stated goals, initiatives, and outcomes are reviewed quarterly and appropriate amendments and/or revisions may be added. The agenda, participants, and minutes of these quarterly meetings are maintained at the school.
- The institute's management team discusses the progress of many of the plan's initiatives at weekly managers' meetings. In addition, several of the initiatives may be discussed at faculty meetings, faculty in-services, and other school departmental gatherings.

Objectives
ITT Technical Institute is continuously monitoring itself and searching for ways to improve its effectiveness. The institute has identified several key objectives that are foundational to pursuing continuous improvement and development and meeting the needs of students, employees, and employers:

- Ensure that the school is responsive to the needs of the individual student and has the services available to maximize student success.
- Provide the resources and tools to assist students in acquiring technical, critical thinking, and interpersonal skills to help them achieve success in the workplace.
- Ensure that quality, compliance, and customer satisfaction are always at the forefront of all that we do.
- Focus on the development of faculty teaching skills by ensuring that individualized development plans are established and implemented.

- Ensure that the institute and its employees stay current with changes in business and industry as it relates to workplace skill needs.
- Assist students and graduates in securing exceptional employment opportunities related to their field of study.
- Provide ongoing career and education assistance to students and graduates.
- Ensure student enrollment is maintained at a level that allows for continued financial stability and institutional growth.

It will be these basic objectives that will drive the CEP.

PROGRAM OFFERINGS AND CHARACTERISTICS

ITT Technical Institute is divided into 5 schools of study offering academic associate degree and bachelor degree programs. All programs blend traditional academic instruction with practical applications of theory in a laboratory environment and are designed to foster critical thinking, communication, and teamwork skills, while reinforcing both the theoretical and applied principles of technology. Each curriculum integrates technology, lifelong learning, and professional development activities. Curricular integration helps students connect the entire learning process to their lifetime career goals. These skills are essential for success in a dynamic information society. Students also receive instruction in general education subjects. The programs consist of introductory quarters of basic knowledge and skills common to all programs. The later quarters of the programs allow students to pursue more specialized areas of study.

Instructors, corporate curriculum specialists, and Advisory Committees review curriculum content regularly to ensure continued relevance with technology or with current trends in healthcare in the workplace.

See **Appendix 1** for detailed chartacteristics of each program offered at the campus.

Distance Education

Distance education courses are delivered online over the Internet through an asynchronous learning network. There is a prescribed schedule for completion for each of the courses. Support materials for each distance education course are provided to the student. These materials may include course syllabus, textbooks or E-textbooks, CD-ROMs and other printed documents required for the distance education course. Interaction between students, faculty, and Online support personnel is conducted through the Learning Management System and the email system.

General education courses are taught in residence or online in order to provide students with greater flexibility to complete those courses. Students taking the general education courses online will be combined, as appropriate, in online classes with students taking the same courses at other ITT Technical Institutes. In some instances, the online delivery is blended, meaning there is the online component combined with residence tutoring support.

Prior to starting any of the distance education courses taught online over the Internet in any program, the student is required to complete the Online Student Preparation (OSP) offering, which describes the protocols that the student must follow when taking a distance education course online over the Internet.

The courses were developed at the institution's national headquarters by its professional curriculum development staff. Systematic instructional design processes were followed in selecting the content for the course. As with the residential versions of the courses, evaluation of the distance education students is based on the students completing the course objectives. Student services are the same for all students, regardless of the mode of delivery.

INSTITUTIONAL/PROGRAM DEMOGRAHICS

Students' ages fall into non-traditional postsecondary age ranges but all students have a high school diploma or a GED. With a flexible schedule of classes, students have time available for at least part-time employment. Although it is not encouraged, many students work full-time.

Chart (A)(2) Part 1
Institutional Demographics

Total Enrollment			# of Students
	A.M. Students		60
	P.M. Students		385
	Part-Time Students		**79**
Gender:		**% of Students**	
	Female	25.4%	
	Male	74.6 %	
Race:		**% of Students**	
	Caucasian or White, non-Hispanic	40.9%	
	African-American or Black, non-Hispanic	15.3%	
	Hispanic	8.5%	
	Asian or Pacific Islanders	11%	
	American Indian or Alaskan Native	1.6%	
	Undisclosed	22.3%	
Age:			**# of Students**
	Age 17 - 20		37
	Age 21 – 25		111
	Age 26 – 30		116
	Age 31 – 40		119
	Age 41 – 50		51
	Age 51 – 60		11
	Age > 61		0

Data Source: Census Cube (Cognos)

Chart (A)(2) Part 2
Program Demographics

		% of Program Census						
Programs	Census	% Total Enrolled	P.M. Students	Male	White	African/ American	Under Age 25	Age 25 and Over
AASBMG	5	1.12%	0%	60%	0%	80%	40%	60%
AASCFT	34	7.64%	67.65%	47.06%	41.18%	17.65%	52.94%	47.06%
AASDDT	38	8.54%	28.95%	52.63%	63.16%	5.26%	23.68%	76.32%
AASELCT	91	20.45%	42.86%	65.93%	34.07%	18.68%	24.18%	75.82%
AASNSA	130	29.21%	25.38%	52.31%	49.23%	16.92%	29.23%	70.77%
AASSDV	38	8.54%	71.05%	81.58%	47.37%	26.32%	42.11%	57.89%
BSCJ	7	1.57%	14.29%	14.29%	0%	0%	42.86%	57.14%
BSEECT	41	9.21%	36.59%	78.05%	21.95%	4.88%	9.76%	90.24%
BSISC	41	9.21%	85.37%	60.98%	39.02%	7.32%	4.88%	95.12%
BSPMA	19	4.27%	89.47%	63.16%	26.32%	10.53%	5.26%	94.74%
BSSAD	1	0.22%	0%	0%	100%	0%	100%	0%
TOTAL	445							

Data Source: Census Cube (Cognos)

The demographic information of the school reflects the communities in which it serves.

OUTCOMES

Student Retention

The campus focus is on developing a rapport with students and proactive retention activities to ensure good learning outcomes and maximize the retention of students.

Instruments of Assessment

The institute utilizes the ACICS Campus Accountability Report (CAR) as a key tool for measuring student retention rates. This tool provides two benefits: (1) A well thought out and consistent measure for tracking and analyzing retention rates, and (2) the ability to utilize the aggregate data provided by ACICS as a measuring tool to evaluate its own performance.

Additional key instruments used to assess student retention include the following:

- *Student Attrition:* Attrition is the counterpart to retention. High attrition indicates low retention and vice versa. The Census Report is reviewed at least monthly.
- *Student Engagement*: Student engagement is measured by student attendance and the ability to complete program courses.
- *Student Course Evaluations*: Student Course Evaluations are administered at the completion of each course. These surveys are reviewed and possible retention issues identified.
- *Quarterly Student Evaluation*: This evaluation is administered quarterly and are another way to identify underlying reasons for low retention.

Historical Data

Baseline data to be used in assessing and evaluating institutional effectiveness for the retention element is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow. If the three year average is available, it is used as the benchmark. If the three year average is not available, the next available historical rate(s) is used for comparison to current performance and future goal-setting and initiatives.

Chart (B)

Retention/Placement History (Three Years of CAR Information)

Year Ending June 30,	ACICS Aggregate Retention/ Placement	Campus Retention Benchmark/ Compliance Standards	Campus Placement Benchmark/ Compliance Standards	Campus Retention Rate	Campus Placement Rate	Goals Retention/ Placement	
2011	72%/70%	60%	65%	66.61%	66.07%	68.61%	68.07%
2012	73%/66%	67%/52%	64%/47%	70.37%	65.92%	72.37%	67.92%
2013	TBD%	70%/60%	70%/60%	70.07%	69.89%	72.07%	70%
2014	TBD%	70%/60%	70%/60%	75.53%	64.64%	75%	70%

Data Source: ITT Reports and ACICS CAR Data Dumps

Chart (C)

Year Ending June 30,	Program Retention Benchmark/Compliance Standards	Program Placement Benchmark/Compliance Standards	Program Licensure Benchmark/Compliance Standards
NOTE: Any program falling below benchmark standards must have a Program Improvement Plan. Those under compliance must bring into compliance within two years.			
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	62%/52%	58%/47%	60%/40%
2013	65%/60%	70%/60%	70%/60%

Credential	Programs	CAR Retention/Placement

		Three Year Avg		2011		2012		2013		Goals	
		Ret.	Pla.	Ret.	Pla.	Ret.	Pla.	Ret.	Pla.	Ret.	Pla.
AAS	Business Management	0%	0%	66.67%	0%	0%	0%	0%	0%	65%	70%
AAS	Computer and Electronics Engineering Technology	74.1%	82.19%	63.19%	90.91%	75.23%	78.38%	83.87%	77.27%	76.1%	84.19%
AAS	Computer Drafting and Design	66.09%	45.83%	58.65%	42.86%	55%	57.14%	84.62%	37.5%	68.09%	70%
BS	Construction Management	64.72%	0%	59.09%	50%	63.64%	0%	71.43%	66.67%	65%	70%
AAS	Criminal Justice	66.58%	68.39%	60.67%	52.38%	73.85%	77.78%	65.22%	75%	68.58%	70%
BS	Criminal Justice	69.9%	0%	62.2%	30%	74.58%	0%	72.92%	80%	71.9%	70%
AAS	Criminology and Forensic Technology	81.24%	0%	100%	0%	84.62%	0%	59.09%	50%	83.24%	70%
BS	Digital Entertainment and Game Design	77.08%	60.51%	93.75%	61.54%	87.5%	70%	50%	50%	79.08%	70%
AAS	Drafting And Design Technology	74.82%	0%	100%	0%	50%	0%	74.47%	50%	76.82%	70%
BS	Electrical Engineering and Communications Technology	82.44%	0%	100%	0%	55%	0%	92.31%	0%	84.44%	70%
AAS	Electrical Engineering Technology	82.87%	0%	100%	0%	77.08%	0%	71.52%	100%	84.87%	70%
BS	Electronics and Communications Engineering Technology	84.6%	76.08%	81.58%	100%	88.89%	88.24%	83.33%	40%	86.6%	78.08%
AAS	Graphic Communication and Design	68.3%	0%	100%	0%	66.67%	0%	38.24%	0%	70.3%	70%
AAS	Industrial Engineering Technology	0%	0%	0%	0%	0%	0%	0%	0%	65%	70%
BS	Information Systems and Cybersecurity	0%	0%	0%	0%	79.17%	0%	93.02%	77.78%	65%	70%
BS	Information Systems Security	77.46%	81.9%	72%	76.47%	88.37%	76.92%	72%	92.31%	79.46%	83.9%
AAS	Information Technology - Computer Network Systems	76.98%	65.48%	74.75%	75.68%	77.51%	51.06%	78.69%	69.7%	78.98%	70%
AAS	Network Systems Administration	80.31%	0%	100%	0%	72.07%	0%	68.86%	100%	82.31%	70%
AAS	Paralegal	91.67%	0%	100%	0%	75%	0%	100%	50%	93.67%	70%
AAS	Paralegal Studies	48.18%	0%	42.86%	0%	58.82%	50%	42.86%	66.67%	65%	70%
BS	Project Management	91.96%	72.22%	84.21%	50%	91.67%	66.67%	100%	100%	93.96%	74.22%
BS	Project Management and Administration: Administration Option, Information Technology Option, Construction Option	73.75%	0%	100%	0%	55.88%	0%	65.38%	0%	75.75%	70%
BS	Software Applications Development	87.56%	0%	94.74%	0%	83.33%	33.33%	84.62%	100%	89.56%	70%
AAS	Software Development Technology	77.27%	67.44%	57.75%	66.67%	81.08%	66.67%	93%	69%	65%	70%
AAS	Visual Communications	77.75%	54.47%	65.26%	84.62%	78%	45.45%	90%	33.33%	79.75%	70%

Data Source: ITT Reports and ACICS CAR Data Dumps

Chart (C1) - 2014 CAR Report Period (placement updated as of 8/26/14)

Programs	Retention	Placement

	Year to Date	Year to Date
AASBMG	42.11%	N/A
AASCDD	100%	100%
AASCFT	65.57%	50%
AASCJ	85.71%	75%
AASDDT	81.67%	33.33%
AASELCT	75.14%	74.07%
AASGCD	87.5%	28.57%
AASITCNS	80%	66.67%
AASNSA	76.71%	83.33%
AASPLS	100%	N/A
AASSDV	82.61%	N/A
AASVC	50%	100%
BSCJ	85.19%	60%
BSCM	50%	100%
BSEECT	88.89%	83.33%
BSISC	90.32%	46.15%
BSISS	75%	66.67%
BSPM	100%	50%
BSPMA	80.65%	60%
BSSAD	84.21%	53.33%

Chart (D)
Student Attrition

Programs	Twelve Quarter (Three Year) Average	Eight Quarter (Two Year) Average	Four Quarter (One Year) Average	Year-To-Date Average	Goals
AASSBMG	0%	14.13%	12.8%	16.18%	15%
AASSCFT	6.04%	7.17%	7.13%	3.44%	6%
AASSCJ	13.59%	16.67%	23.48%	16.66%	14%
AASSDDT	5.27%	3.45%	3.25%	4.14%	6%
AASSELCT	5.54%	5.25%	5.39%	4.25%	5%
AASSGCD	7.34%	7.88%	4.8%	6.97%	7%
AASSNSA	6.11%	5.79%	5.74%	3.88%	6%
AASSPLS	12.51%	15.17%	19.2%	0%	0%
AASSSDV	0%	0%	3.84%	5.12%	4%
BSCJ	4.61%	3.94%	3.11%	2.15%	4%
BSCM	14%	18.2%	25%	50%	0%
BSEECT	4.78%	2.94%	2.78%	1.58%	4%
BSISC	2.29%	1.31%	1.64%	1.6%	2%
BSPM	2.91%	4.02%	0%	0%	2%
BSPMA	6.2%	4.73%	3.68%	2%	6%
BSSAD	2.32%	1.44%	1.45%	0%	2%

Data Source: Census Cubes (Cognos) Business Quarters

Chart (E)
Student Engagement

Programs	Twelve Quarter (Three Year) Average	Eight Quarter (Two Year) Average	Four Quarter (One Year) Average	Year-To-Date Average	Goals
AASS BMG	0%	25.93%	51.85%	62.07%	65%
AASS CFT	0%	73.69%	72.74%	76.55%	75%
AASS CJ	0%	0%	10%	40%	65%
AASS DDT	0%	84.91%	84.35%	82.8%	80%

AASS ELCT	0%	81.08%	80.17%	78.32%	80%
AASS GCD	0%	82.72%	86.44%	86.45%	80%
AASS NSA	0%	79.28%	78.62%	79.19%	80%
AASS SDV	0%	17.69%	35.39%	75.69%	80%
BS CJ	0%	72.39%	70.75%	68.03%	65%
BS CM	0%	75.22%	67.73%	90%	65%
BS EECT	0%	87.07%	85.09%	85.67%	85%
BS ISC	0%	86.26%	86.42%	84.55%	85%
BS PM	0%	83.15%	67.93%	55%	65%
BS PMA	0%	72.15%	73.06%	76.38%	80%
BS SAD	0%	86.23%	87.57%	90.35%	85%

Data Source: Engagement Rate by Program (Cognos) Academic Terms

Chart (F)
Student Course Evaluation
Responses are ranked: **5** = Strongly Agree **4** = Agree **3** = Neutral **2** = Disagree **1** = Strongly Disagree

Survey	# of Students Surveyed	# of Students Responding	Student Response Rate
2011 Students	634	305	48.11%
2012 Students	464	265	57.11%
2013 Students	379	187	49.34%
2014 Students	93	25	26.88%

		Goals:	Minimum Response Rate: 65%		Overall Aggregate Rating: 4.0	
	Student Survey Questions:		Twelve Quarter (Three Year) Average	2011 Student Response Results [Overall rating, e.g., 3]:	2012 Student Response Results [Overall rating, e.g., 3]:	2013 Student Response Results [Overall rating, e.g., 3] :
1	The class sessions generally started and ended on time		4.67	4.61	4.64	4.75
2	I was satisfied with the textbook and other course materials for this course		4.29	4.24	4.22	4.42
3	I was satisfied with the technological environment (e.g., software, network performance, etc.)		4.29	4.19	4.25	4.44
4	The course included utilization of the Learning Resource Center/Virtual Library		0	0	4.31	4.42
5	The labs and other equipment utilized in this course were in good condition and working order		4.35	4.26	4.3	4.5
6	I would recommend this course to other students		0	0	4.33	4.43
7	The instructor gave me a course syllabus that listed grading criteria and course objectives at the beginning of the course		4.77	4.74	4.74	4.83
8	The instructor updated me regularly (a minimum of every three weeks) with the grade report on my performance in the course		4.6	4.55	4.57	4.69
9	The instructor was prepared for class		4.64	4.6	4.61	4.7
10	The instructor communicated and taught in a way that was organized and easily understood		4.49	4.42	4.47	4.57
11	I would recommend this instructor for this course to other students		4.52	4.48	4.49	4.6

Data Source: Operations Business Analyst

Chart (G)
Quarterly Student Evaluation
Responses are ranked: **5** = Strongly Agree **4** = Agree **3** = Neutral **2** = Disagree **1** = Strongly Disagree

Survey	# of Students Surveyed	# of Students Responding	Student Response Rate			
2013	776	259	33.38%			
		Goals:	Minimum Response Rate: 65%		Overall Aggregate Rating: 4.0	
	Student Survey Questions:		Twelve Quarter (Three Year) Average	2013 Student Response Results [Overall rating, e.g., 3]:	2014 Student Response Results [Overall rating, e.g., 3]:	2015 Student Response Results [Overall rating, e.g., 3] :
Overall, how satisfied are you with:						
1	School Administration?		N/A	4.39	TBD	TBD
2	Academic Affairs Administrators and Services?		N/A	4.36	TBD	TBD
3	Faculty/Instructors?		N/A	4.5	TBD	TBD
4	Finance Department Staff and Services?		N/A	4.35	TBD	TBD
5	Career Services Staff and Services?		N/A	4.28	TBD	TBD
6	Recruitment Staff and Services?		N/A	4.13	TBD	TBD
7	Registrar Staff and Services?		N/A	4.21	TBD	TBD
8	Learning Resource Center?		N/A	4.36	TBD	TBD
9	Program Curriculum		N/A	4.11	TBD	TBD
10	Virtual Library?		N/A	4.02	TBD	TBD
11	Would you recommend the program or school in which you enrolled to a friend?		N/A	4.14	TBD	TBD

Data Source: Operations (2013 is first year data is available)

Analysis of Retention Data

The campus regularly reviews available retention and attrition data. The campus' three year average retention rate is comparable to the ACICS multi-average retention rate. The campus considers itself a good example of what can be achieved when both administration and faculty work together to help students stay focused on the long-term goal of completing their programs of study. The campus' most recent average retention rate was comparable to that of the most recent ACICS average retention rate because of the campus initiatives implemented and accomplishments realized. The campus will set goals and establish initiatives to exceed these averages by learning from both its successes and failures. The available historical data does indicate that two programs are affecting the current or average retention rate.

Business Management Associate of Applied Science
Criminology and Forensic Technology Associate of Applied Science

See Appendix 2 for Retention Program Improvement Plans for these underperforming programs.

Attrition is the counterpart to retention; attrition is regularly monitored by the campus. Student engagement is also monitored regularly. *Attrition and Student Engagement* are indicators of success or failure in retaining students. Programs trending below stated goals are the first programs to be reviewed for opportunities for improvement. Programs trending above the current goals are potential sources for identifying best practices that can help those programs that are trending low. Historical data shows that two programs are performing significantly below the campus' attrition goals but each program is considered important in achieving both program-level and campus-level goals related to retaining our students:

Business Management Associate of Applied Science
Criminology and Forensic Technology Associate of Applied Science

Historical data shows that two programs are performing significantly below the campus' student engagement goals:

Business Management Associate of Applied Science
Criminology and Forensic Technology Associate of Applied Science

Student Course Evaluations and Student Satisfaction Surveys reveal some insight into factors contributing to student retention. Results indicated that the campus should focus new initiatives aimed at improving in the areas of:

Course Materials
Learning Resource Center

Goals and Initiatives to Improve Retention

Retention rates are a priority with ITT Technical Institute and are critical in fulfilling its mission. Procedures are in place to identify potentially high-risk students and with the help of internal reports and surveys to monitor retention/attrition and student engagement, the campus will strive to achieve above-average student retention rates.

Additional goals and initiatives related to improving retention include:

- Improve the number of and quality of survey responses
- Dean, ADGS, and School Chairs will conduct one-on-one follow-up advising with quarter one students after the term begins.
- Reduce attrition by .1 to .4%
- Improve student engagement by 1 to 2%

Please see **Appendix 6** for goals and initiatives by campus position.

Graduate Placement

As outlined in its mission, the institution offers career-related educational programs that promote life-long learning and the development of career-related skills. The Career Service Department is focused on connecting its graduates with the career goals they are targeting upon completion of their academic programs. This connection is accomplished through student development, employer relationship building, and ultimately assisting the graduate in connecting with a professional career.

Instruments of Assessment

The campus utilizes the ACICS Campus Accountability Report (CAR) as a key tool for measuring student placement rates. This tool provides two benefits: (1) A well thought out and consistent measure for tracking and analyzing placement rates, and (2) the ability to utilize the aggregate data provided by ACICS as a measuring tool to evaluate its own performance.

The campus also uses information related to the local economic outlook and networking opportunities by the Career Services department as additional indicators of graduate placement successes. Additionally, graduate salaries are reviewed by degree level.

Historical Data:

Baseline data to be used in assessing and evaluating institutional effectiveness for the placement element is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow. If the three year average is available, it is used as the benchmark. If the three year average is not available, the next available historical rate(s) is used for comparison to current performance and future goal-setting and initiatives.

Chart (B)

Retention/Placement History (Three Years of CAR Information)

Year Ending June 30,	ACICS Aggregate Retention/ Placement	Campus Retention Benchmark/ Compliance Standards	Campus Placement Benchmark/ Compliance Standards	Campus Retention Rate	Campus Placement Rate	Goals Retention/ Placement	
2011	72%/70%	60%	65%	66.61%	66.07%	68.61%	68.07%
2012	73%/66%	67%/52%	64%/47%	70.37%	65.92%	72.37%	67.92%
2013	TBD%	70%/60%	70%/60%	70.07%	69.89%	72.07%	70%
2014	TBD%	70%/60%	70%/60%	75.53%	64.64%	75%	70%

Data Source: ITT Reports and ACICS CAR Data Dumps

Chart (C)

Year Ending June 30,	Program Retention Benchmark/Compliance Standards	Program Placement Benchmark/Compliance Standards	Program Licensure Benchmark/Compliance Standards
NOTE: Any program falling below benchmark standards must have a Program Improvement Plan. Those under compliance must bring into compliance within two years.			
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	62%/52%	58%/47%	60%/40%
2013	65%/60%	70%/60%	70%/60%

		CAR Retention/Placement									
		Three Year Avg		2011		2012		2013		Goals	
Credential	Programs	Ret.	Pla.	Ret.	Pla.	Ret.	Pla.	Ret.	Pla.	Ret.	Pla.
AAS	Business Management	0%	0%	66.67%	0%	0%	0%	0%	0%	65%	70%
AAS	Computer and Electronics Engineering Technology	74.1%	82.19%	63.19%	90.91%	75.23%	78.38%	83.87%	77.27%	76.1%	84.19%
AAS	Computer Drafting and Design	66.09%	45.83%	58.65%	42.86%	55%	57.14%	84.62%	37.5%	68.09%	70%
BS	Construction Management	64.72%	0%	59.09%	50%	63.64%	0%	71.43%	66.67%	65%	70%
AAS	Criminal Justice	66.58%	68.39%	60.67%	52.38%	73.85%	77.78%	65.22%	75%	68.58%	70%
BS	Criminal Justice	69.9%	0%	62.2%	30%	74.58%	0%	72.92%	80%	71.9%	70%
AAS	Criminology and Forensic Technology	81.24%	0%	100%	0%	84.62%	0%	59.09%	50%	83.24%	70%
BS	Digital Entertainment and Game Design	77.08%	60.51%	93.75%	61.54%	87.5%	70%	50%	50%	79.08%	70%
AAS	Drafting And Design Technology	74.82%	0%	100%	0%	50%	0%	74.47%	50%	76.82%	70%
BS	Electrical Engineering and Communications Technology	82.44%	0%	100%	0%	55%	0%	92.31%	0%	84.44%	70%
AAS	Electrical Engineering Technology	82.87%	0%	100%	0%	77.08%	0%	71.52%	100%	84.87%	70%
BS	Electronics and Communications Engineering Technology	84.6%	76.08%	81.58%	100%	88.89%	88.24%	83.33%	40%	86.6%	78.08%
AAS	Graphic Communication and	68.3%	0%	100%	0%	66.67%	0%	38.24%	0%	70.3%	70%

	Design										
AAS	Industrial Engineering Technology	0%	0%	0%	0%	0%	0%	0%	0%	65%	70%
BS	Information Systems and Cybersecurity	0%	0%	0%	0%	79.17%	0%	93.02%	77.78%	65%	70%
BS	Information Systems Security	77.46%	81.9%	72%	76.47%	88.37%	76.92%	72%	92.31%	79.46%	83.9%
AAS	Information Technology - Computer Network Systems	76.98%	65.48%	74.75%	75.68%	77.51%	51.06%	78.69%	69.7%	78.98%	70%
AAS	Network Systems Administration	80.31%	0%	100%	0%	72.07%	0%	68.86%	100%	82.31%	70%
AAS	Paralegal	91.67%	0%	100%	0%	75%	0%	100%	50%	93.67%	70%
AAS	Paralegal Studies	48.18%	0%	42.86%	0%	58.82%	50%	42.86%	66.67%	65%	70%
BS	Project Management	91.96%	72.22%	84.21%	50%	91.67%	66.67%	100%	100%	93.96%	74.22%
BS	Project Management and Administration: Administration Option, Information Technology Option, Construction Option	73.75%	0%	100%	0%	55.88%	0%	65.38%	0%	75.75%	70%
BS	Software Applications Development	87.56%	0%	94.74%	0%	83.33%	33.33%	84.62%	100%	89.56%	70%
AAS	Software Development Technology	77.27%	67.44%	57.75%	66.67%	81.08%	66.67%	93%	69%	65%	70%
AAS	Visual Communications	77.75%	54.47%	65.26%	84.62%	78%	45.45%	90%	33.33%	79.75%	70%

Data Source: ITT Reports and ACICS CAR Data Dumps

Chart (C1) - 2014 CAR Report Period (placement updated as of 8/26/14)

Programs	Retention Year to Date	Placement Year to Date
AASBMG	42.11%	N/A
AASCDD	100%	100%
AASCFT	65.57%	50%
AASCJ	85.71%	75%
AASDDT	81.67%	33.33%
AASELCT	75.14%	74.07%
AASGCD	87.5%	28.57%
AASITCNS	80%	66.67%
AASNSA	76.71%	83.33%
AASPLS	100%	N/A
AASSDV	82.61%	N/A
AASVC	50%	100%
BSCJ	85.19%	60%
BSCM	50%	100%
BSEECT	88.89%	83.33%
BSISC	90.32%	46.15%
BSISS	75%	66.67%
BSPM	100%	50%
BSPMA	80.65%	60%
BSSAD	84.21%	53.33%

Chart (O)
Graduate Salaries

Degree Level	Twelve Quarter (Three Year) Average	Eight Quarter (Two Year) Average	Four Quarter (One Year) Average	Year-To-Date Average	Goals
Associate	$33,485	$34,795	$37,165	$36,829	$37,000
Bachelor	$39,771	$41,101	$39,888	$46,120	$42,000

Data Source: Career Services Daily Cube (Cognos)

Analysis of Placement Data:

The national and local economic conditions play a key role in the placement rates of the institution. The campus' three year average placement rate is comparable to that of the ACICS multi-year average placement rate. These initiatives and accomplishments were realized in part by the Career Services' department, faculty and administration who help prepare graduates for employment. Active Advisory Committees, who are part of the employer community, also contribute in achieving placement for graduates of the institution.

The campus' most recent average placement rate is comparable to that of the most recent ACICS average placement rate. Despite fluctuating economic factors, the campus realized comparable placement rates. Future initiatives will concentrate on developing new employment contacts within the community and engaging them as critical Advisory Committee members.

Programs to be more closely monitored over the next year for their specific impact on campus placement rates will include the following:

Drafting and Design Technology Associate of Applied Science
Information Systems and Cybersecurity Bachelor of Science

Placement improvement plans have been developed to address the impact of the placement rates from these programs. The improvement plans are located in the appendix of this document.

In spite of the economy, graduates of the campus have seen an increase in salaries.

See Appendix 3 for Placement Program Improvement Plans for underperforming programs.

Goals and Initiatives to Improve Placement:
Placement of the campus' graduates is a top priority at ITT Technical Institutes. It is the campus' goal to secure the best placement possible in the respective graduate's field of study.

Goals and initiatives related to improving placement include:

- The Director of Career Services will work with faculty to develop new job leads.
- Career Services will be present in at least one general education class per quarter throughout the duration of the program.

Please see **Appendix 6** for goals and initiatives by campus position.

Graduate Satisfaction

Instruments of Assessment
Satisfaction surveys are completed by graduates to provide the campus with an overview of the graduate's satisfaction with his/her program of study at ITT Technical Institute, both immediately following their final courses and again six months after graduation---after he/she has an opportunity to apply the knowledge and skills acquired.

- *Student Course Evaluations*: Student Course Evaluations are administered at the completion of each course. These surveys are reviewed and possible retention issues identified.

- *Graduate Survey*: All graduates are surveyed electronically six months following thei date of graduation. The results are shared with the management team, the CEP Team, and the faculty. The survey is structured in such a way as to obtain data concerning the key elements of the institution.

Historical Data

Baseline data to be used in assessing and evaluating institutional effectiveness for the graduate satisfaction element is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow. If the three year average is available, it is used as the benchmark. If the three year average is not available, the next available historical rate(s) is used for comparison to current performance and future goal-setting and initiatives.

Chart (F)
Student Course Evaluation
Responses are ranked: **5** = Strongly Agree **4** = Agree **3** = Neutral **2** = Disagree **1** = Strongly Disagree

Survey	# of Students Surveyed	# of Students Responding	Student Response Rate
2011 Students	634	305	48.11%
2012 Students	464	265	57.11%
2013 Students	379	187	49.34%
2014 Students	93	25	26.88%

		Goals:	Minimum Response Rate: 65%		Overall Aggregate Rating: 4.0	
	Student Survey Questions:		Twelve Quarter (Three Year) Average	2011 Student Response Results [Overall rating, e.g., 3]:	2012 Student Response Results [Overall rating, e.g., 3]:	2013 Student Response Results [Overall rating, e.g., 3] :
1	The class sessions generally started and ended on time		4.67	4.61	4.64	4.75
2	I was satisfied with the textbook and other course materials for this course		4.29	4.24	4.22	4.42
3	I was satisfied with the technological environment (e.g., software, network performance, etc.)		4.29	4.19	4.25	4.44
4	The course included utilization of the Learning Resource Center/Virtual Library		0	0	4.31	4.42
5	The labs and other equipment utilized in this course were in good condition and working order		4.35	4.26	4.3	4.5
6	I would recommend this course to other students		0	0	4.33	4.43
7	The instructor gave me a course syllabus that listed grading criteria and course objectives at the beginning of the course		4.77	4.74	4.74	4.83
8	The instructor updated me regularly (a minimum of every three weeks) with the grade report on my performance in the course		4.6	4.55	4.57	4.69
9	The instructor was prepared for class		4.64	4.6	4.61	4.7
10	The instructor communicated and taught in a way that was organized and easily understood		4.49	4.42	4.47	4.57
11	I would recommend this instructor for this course to other students		4.52	4.48	4.49	4.6

Data Source: Operations Business Analyst

Chart (FF)
Graduate Survey
Responses are ranked: **5** = Strongly Agree **4** = Agree **3** = Neutral **2** = Disagree **1** = Strongly Disagree

Survey	# of Graduates Surveyed	# of Graduates Responding	Graduate Response Rate			
2011 Graduates	113	7	6.19%			
2012 Graduates	165	13	7.88%			
Goals:			**Minimum Response Rate: 10%**		**Overall Aggregate Rating: 4.0**	
Graduate Survey Questions:			**Three Year Average**	**2011 Graduate Response Results** [Overall rating, e.g., 3]::	**2012 Graduate Response Results** [Overall rating, e.g., 3]: :	**2013 Graduate Response Result** [Overall rating, e.g., 3]:s :
My program of study taught me the knowledge and skills in the workforce			0	4	3.5	0
I am satisfied with the education I received in my program of study			0	3.83	3.7	0
I would recommend ITT Tech to a prospective student			0	2.83	3.4	0
The strengths of the applicable program of study were:						
"Hands-on" projects and labs			0%	57.14%	38.46%	0%
Theory classes			0%	42.86%	15.38%	0%
Course content			0%	28.57%	30.77%	0%
Faculty			0%	57.14%	38.46%	0%
Books and materials			0%	28.57%	23.08%	0%
Clubs/Program-related activities			0%	14.29%	7.69%	0%
Opportunity to gain professional experience			0%	57.14%	15.38%	0%

Data Source: Survey Monkey/Operations Business Analyst

Please see **Appendix 4** for the rationale behind each of the graduate survey questions.

Analysis of Graduate Satisfaction
A review of Student Course Evaluation Survey did not reveal any specific area of concern as it relates to achieving the campus' graduate satisfaction goals. Results indicated that the campus is achieving acceptable standards in core areas of operations, as measured by graduate opinion.

A review of Graduate Surveys (post-graduation) did not reveal any specific area of concern as it relates to achieving the campus' graduate satisfaction goals. Results indicated that the campus is achieving acceptable standards in preparing students for their fields of study and furthering their academic interests, as measured by (documented) graduate opinion.

Goals and Initiatives to Improve Graduate Satisfaction

Graduate satisfaction with their education is important to the institute. Goals and initiatives are established with this in mind:

- The Director will ensure that survey results are reviewed, analyzed, and shared campus-wide at quarterly meetings.
- The Library Assistant will conduct quarterly presentations at orientations and in the classroom to improve student awareness of the tools and resources available in the Learning Resource Center (LRC) and Virtual Library. Additionally, the Dean will work with the Corporate Librarian to address any deficiencies in campus resources related to the LRC and Virtual Library.

Please see **Appendix 6** for goals and initiatives by campus position.

Employer Satisfaction

Instruments of Assessment:
Key instruments used to assess employer satisfaction include the following:

- Employer Surveys: In order to monitor the success level of training efforts, the institute surveys employers to obtain their opinion and input in determining success. Surveys are sent six months after graduation to employers that have hired graduates. The surveys provide an overview of the technical skills, professionalism, and soft-skills relating to the individual graduate's performance.

- Advisory Committee Surveys: Advisory Committees are comprised in part of employers of the institute's graduates. Consequently, the institute also utilizes Advisory Committees as a tool for measuring employer satisfaction and identifying areas of the educational process that may require more emphasis or attention. Advisory Committee meetings occur bi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings; results from these surveys are reviewed by applicable campus leadership as another tool for measuring employer satisfaction.

Historical Data:

Baseline data to be used in assessing and evaluating institutional effectiveness for the employer satisfaction element is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow. If the three year average is available, it is used as the benchmark. If the three year average is not available, the next available historical rate(s) is used for comparison to current performance and future goal-setting and initiatives.

Below is the most recent data gathered from the Employer Surveys:

Chart ZZ Employer Surveys
Responses are ranked: **5** = Strongly Agree **4** = Agree **3** = Undecided **2** = Disagree **1** = Strongly Disagree

Survey	# of Employers Surveyed	# of Employers Responding	Employer Response Rate
2011 Graduates	40	1	2.5%
2012 Graduates	94	4	4.26%

Goals:	Minimum Response Rate: 10%		Overall Aggregate Rating: 4.0	
Employer Survey Questions:	**Three Year Average**	**2011 Employer Response Results** [Overall rating, e.g., 3]: :	**2012 Employer Response Results** [Overall rating, e.g., 3]: :	**2013 Employer Response Results** [Overall rating, e.g., 3]::
Capacity for Working with Minimal Supervision	0	4.5	4.2	0
Potential for Increased Responsibility	0	4	4.4	0
Quality of Work Performance	0	4.5	4.4	0

Technical Skills Proficiency	0	5	4	0
Communication Skills	0	3.5	4.8	0
Overall Evaluation	0	4.5	4.4	0

Data Source: Survey Monkey/Operations Business Analyst

Please see **Appendix 5** for the rationale behind each of the employer survey questions.

Below is the most recent data gathered from the Advisory Committee Surveys:

Chart (R)
Advisory Committee Surveys
Responses are ranked: 5 = Strongly Prepared 4 = Prepared 3 = Undecided 2 = Unprepared 1 = Strongly Unprepared

Survey	# of Committee Members Responding
2013 Committee Members	202

	Goals:	Overall Aggregate Rating: 4.0			
	Survey Questions:	**Three Year Average**	**2013 Response Results** [Overall rating, e.g., 3.5]:	**2014 Response Results** [Overall rating, e.g., 4.0]:	**2015 Response Results** [Overall rating, e.g., 4.75] :
Thinking about the ITT Tech graduates who have been employed at your organization, please rate how well PREPARED they have been to do each of the following.					
1	Demonstrate personal responsibility (meeting expectations for deadlines, ethics, personal conduct, and product quality)	0	4.14	0	0
2	Analyze information(apply critical thinking skills to assess arguments, proposals and solutions)	0	4.01	0	0
3	Demonstrate an ability to solve complex problems	0	3.91	0	0
4	Communicate orally in an effective and appropriate manner	0	3.97	0	0
5	Communicate in a written format in an effective and appropriate manner	0	3.94	0	0
6	Contribute appropriately as a member of a team	0	4.12	0	0
7	Demonstrate a willingness and ability to pursue lifelong learning opportunities (gain new knowledge or new technological skills	0	4.15	0	0

Data Source: PAC Surveys from Academic Affairs (Spring and Fall Each Year)

Analysis of Employer Satisfaction
History indicates that an increasing number of employers are reluctant to return surveys regarding their satisfaction with graduates. Additionally, a review of the Employer Surveys returned did not reveal any specific area of concern as it relates to the graduates' preparedness for their respective jobs. Results indicated that the campus is achieving acceptable standards in core areas, as measured by (documented) employer opinion.

A review of Advisory Committee Surveys did not reveal any specific area of concern as it relates to achieving graduate and employer satisfaction. Results indicated that the campus is achieving acceptable standards in preparing graduates for their fields of study.

It is the campus' intention to see continuous improvement. The institute will always consider employer feedback to ensure continued progress and institutional effectiveness.

Goals and Initiatives to Improve Employer Satisfaction
The following goals have been established as they relate to employer satisfaction:

- School Chairs will implement survey-based initiatives to support continued improvement.

- Survey results will be shared with faculty and consequently will implement initiatives to support continued improvement of their respective program(s). Survey results will be shared with faculty at quarterly meetings, or otherwise appropriate, while ensuring confidentiality of the student and employer.

Please see **Appendix 6** for goals and initiatives by campus position.

Student Learning Outcomes

Instruments of Assessment:
Key instruments used to assess student learning outcomes include the following:

- *Capstone Courses*: Many of the ITT Technical Institute programs utilize a capstone course to solidify the student's overall learning process and to determine the level of the students understanding of the program objectives. Beginning in 2009, the Dean began tracking class average grades for capstone courses. This will develop a history of data to be used for analyzing student learning outcomes in future CEPs.

- *Capstone Assessment Data:* For some programs, specific learning outcomes assessment is carried out through the application of assessment rubrics. As capstone outcomes assessment data become available, faculty (number listed in the table) review proficiency levels achieved by graduates (percentage reflected in the table) with respect to specific outcomes and takes improvement actions as needed. The number

- *Student Engagement*: Student engagement is measured by student attendance and the ability to complete program courses.

- *Student Success*: Student Success is measured by dividing the number of passing students by the number of student attempts (a student attempt is counted when a student sits for a section).

Historical Data:

Baseline data to be used in assessing and evaluating institutional effectiveness for the student learning outcomes element is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow. If the three year average is available, it is used as the benchmark. If the three year average is not available, the next available historical rate(s) is used for comparison to current performance and future goal-setting and initiatives.

Chart (S)
Student Capstone Course Grade by Program

Programs	Course	Twelve Quarter (Three Year) Average GPA	Eight Quarter (Two Year) Average GPA	Four Quarter (One Year) Average GPA	Year-To-Date Average GPA
AASSCFT	CJ2799	0	0	0	1.2
BSCJ	CJ475	0	3.1	2.4	2
BSSAD	CS490	0	0	3.8	3.2
AASSDDT	DT2799	0	0	3.4	1.7
AASSELCT	ET2799	0	0	3.9	2.1
BSEECT	ET4799	0	0	2.9	0.6
AASSGCD	GC2799	0	0	4	4
BSISC	IS4799	0	0	2.9	3.9
AASSNSA	NT2799	0	0	3.9	2.5

Data Source: Fact Enrollment Snapshot (Cognos) Academic Term

Chart (E)
Student Engagement

Programs	Twelve Quarter (Three Year) Average	Eight Quarter (Two Year) Average	Four Quarter (One Year) Average	Year-To-Date Average	Goals
AASS BMG	0%	25.93%	51.85%	62.07%	65%
AASS CFT	0%	73.69%	72.74%	76.55%	75%
AASS CJ	0%	0%	10%	40%	65%
AASS DDT	0%	84.91%	84.35%	82.8%	80%
AASS ELCT	0%	81.08%	80.17%	78.32%	80%
AASS GCD	0%	82.72%	86.44%	86.45%	80%
AASS NSA	0%	79.28%	78.62%	79.19%	80%
AASS SDV	0%	17.69%	35.39%	75.69%	80%
BS CJ	0%	72.39%	70.75%	68.03%	65%
BS CM	0%	75.22%	67.73%	90%	65%
BS EECT	0%	87.07%	85.09%	85.67%	85%
BS ISC	0%	86.26%	86.42%	84.55%	85%
BS PM	0%	83.15%	67.93%	55%	65%
BS PMA	0%	72.15%	73.06%	76.38%	80%
BS SAD	0%	86.23%	87.57%	90.35%	85%

Data Source: Engagement Rate by Program (Cognos) Academic Terms

Chart (U)
Student Success (By Program)

Programs	Twelve Quarter (Three Year) Average	Eight Quarter (Two Year) Average	Four Quarter (One Year) Average	Year-To-Date Average	Goals
AASS NSA	78.85%	81.05%	80.92%	55.55%	75%
BS EECT	89.51%	89.99%	89.07%	56.67%	80%
BS PMA	72.93%	76.52%	82.45%	61.62%	75%
AASS CJ	0%	0%	0%	33.33%	50%
BS SAD	88.44%	89.09%	90.63%	94.64%	85%
AASS DDT	80.68%	85.58%	84.84%	51.57%	80%
AASS BMG	0%	0%	60.67%	45.59%	65%
AASS ELCT	82.28%	84.87%	85.02%	55.48%	80%
AASS GCD	83.35%	86.81%	92.92%	95.24%	80%
AASS SDV	0%	0%	0%	36.41%	65%
BS CM	88.45%	91.31%	100%	100%	85%
BS PM	78.97%	68.45%	60.41%	66.67%	70%
AASS CFT	79.48%	74.4%	74.64%	53.56%	70%
BS ISC	83.34%	91.21%	91.9%	64.29%	75%
BS CJ	79.77%	82.03%	80.48%	61.04%	75%

Data Source: School Chair Dashboard (Cognos) Business Quarters

Analysis of Student Learning Outcomes:

Capstone course grades and outcomes assessment (from capstone rubrics) are indicators of program success or failure. Review of capstone courses is considered essential as part of assessing student learning outcomes. A review at this campus indicates that only some programs are reaching their desired level of student success. It is the objective of each capstone course that program expertise is clearly evidenced. With these mixed results, courses evidencing below standard results are having both applicable program curriculum content and faculty delivery assessed.

ITT Technical Institute classes utilize mid-term and final exams provided from a corporate generated curriculum and evaluation process. While these are not the only elements in determining a student's final grade, they carry significant weight to lessen the subjectivity an instructor may insert into the process. Assessment of student learning, however, extends beyond grades and those measures are included in the campus' overall assessment of a program's success or its deficiencies.

Student Success is another component of assessing learning outcomes. The number of students starting and passing a course is one indicator of the potential to achieve positive student learning outcomes. Historical data indicates that faculty's and Academic Affairs' historical initiatives were not yielding desired Student Success rates. New initiatives must be created and sustained to achieve consistent and positive Student Success rates.

The campus evidences its strength through its teachers and curriculum. Core to student success is the ability of his/her respective instructors to effectively communicate the learning material and encourage learning. Student Success and Capstone course results along with Student Engagement are components of assessing learning outcomes. Historical data related to Student Engagement indicates that the campus' efforts to promote good class attendance and successful completion of program courses have resulted in meeting its stated goals.

Goals and Initiatives to Improve Student Learning Outcomes:

Goals and initiatives related to student learning outcomes include:

- Improve Student Engagement results by a minimum 2%
- Increase the number of demonstrations of the Virtual Library for increased utilization of peer-reviewed scholarly recourses in addition to the provided course texts.

Please see **Appendix 6** for goals and initiatives by campus position.

Curriculum Review

The following instruments are used in the assessment of current curriculum review practices:

- *Student Course Evaluations*: Student surveys are administered on a quarterly basis as an online survey near the end of each quarter. The information secured from the survey results is used to make appropriate changes, which will improve student outcomes, student service, and operational effectiveness.

- *Advisory Committees*: The Advisory Committees meet twice a year for general assembly and twice a year with breakout sessions with School Chairs focusing on curriculum updates and industry changes.

- *Faculty Input*: Faculty exercise academic freedom by developing daily lesson plans and selecting appropriate instructional methodology. Faculty has the opportunity to suggest curricula or text change ideas through an established curriculum review process.

Historical Data

Baseline data to be used in assessing and evaluating institutional effectiveness for curriculum review is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow. If the three year average is available, it is used as the benchmark. If the three year average is not available, the next available historical rate(s) is used for comparison to current performance and future goal-setting and initiatives.

Chart (F)
Student Course Evaluation
Responses are ranked: **5** = Strongly Agree **4** = Agree **3** = Neutral **2** = Disagree **1** = Strongly Disagree

Survey	# of Students Surveyed	# of Students Responding	Student Response Rate
2011 Students	634	305	48.11%
2012 Students	464	265	57.11%
2013 Students	379	187	49.34%
2014 Students	93	25	26.88%

		Goals:	Minimum Response Rate: 65%		Overall Aggregate Rating: 4.0	
	Student Survey Questions:		Twelve Quarter (Three Year) Average	2011 Student Response Results [Overall rating, e.g., 3]:	2012 Student Response Results [Overall rating, e.g., 3]:	2013 Student Response Results [Overall rating, e.g., 3] :
1	The class sessions generally started and ended on time		4.67	4.61	4.64	4.75
2	I was satisfied with the textbook and other course materials for this course		4.29	4.24	4.22	4.42
3	I was satisfied with the technological environment (e.g., software, network performance, etc.)		4.29	4.19	4.25	4.44
4	The course included utilization of the Learning Resource Center/Virtual Library		0	0	4.31	4.42
5	The labs and other equipment utilized in this course were in good condition and working order		4.35	4.26	4.3	4.5
6	I would recommend this course to other students		0	0	4.33	4.43
7	The instructor gave me a course syllabus that listed grading criteria and course objectives at the beginning of the course		4.77	4.74	4.74	4.83
8	The instructor updated me regularly (a minimum of every three weeks) with the grade report on my performance in the course		4.6	4.55	4.57	4.69
9	The instructor was prepared for class		4.64	4.6	4.61	4.7
10	The instructor communicated and taught in a way that was organized and easily understood		4.49	4.42	4.47	4.57
11	I would recommend this instructor for this course to other students		4.52	4.48	4.49	4.6

Data Source: Operations Business Analyst

Student feedback will continue to be gathered and reviewed by faculty and recommendations for changes to curriculum submitted/made as warranted. Changes are processed through the National Chairs of each respective program.

Feedback from varying sources resulted in the following curriculum changes:

2010:

- Replaced IT103 Operating Systems with IT255 Introduction to Information Systems Security

2011:

- Replaced EG453 Political Issues and the Economy with EG452 Economics and Change
- Replaced GE172 State and Local Government and GE175 American Government

2012:

- EECT bachelor program revisions to include changes in theory/lab components of several courses and two course replacements. Lab component added to: MA3310 Calculus I and MA3410 Calculus II
- PM469 Capstone Course pre-requisite correction/update
- Addition of GS2745 Advanced Strategies for the Technical Professional 3.0 credit hour course

- PM4799, PM4797, PM4795 course description changes

2014:

- Associate degree program course pre-requite updates. Additional details can be found with the self-study which includes the required curriculum changes over the past three years.

Analysis of Curriculum Review

A review of Student Course Evaluations did not reveal any specific area of concern as it relates to curriculum. Results indicated that the campus is meeting student expectations related to curriculum content and resources.

Advisory Committees are an important part of improving the programs offered at the institution. Their feedback has historically prompted program changes, e.g., in textbooks and in specific equipment/tools used. Additionally, Advisory Committee members have provided multiple opportunities to enhance the program curriculum by providing opportunities for field trips and use of relevant (general and program-specific) guest speakers.

Goals and Initiatives to Improve Curriculum
Based on feedback, the following campus goals and initiatives related to curriculum review have been established:

- Increase opportunities for students and faculty to make specific suggestions to improve learning resources

Student Enrollment

Instrument of Analysis
Historical student enrollment activity is the key source for measuring the recruitment process. This data is available from a variety of ITT Technical Institute reports and resources. The data is collated and analyzed to determine enrollment success associated with two key areas:

- New Starts
- Student Re-Entries

Historical Data:

Baseline data to be used in assessing and evaluating institutional effectiveness for student enrollment is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow.

Chart (X) **New Starts Quarterly Enrollment (By Program and Term)**

Programs	New Starts Total		December 2013		March 2014		June 2014		September 2014	
	Prior Year's Total	Current Year-to-Date	Prior Year's December Quarter	Quarter*	Prior Year's March Quarter	Quarter*	Prior Year's June Quarter	Quarter*	Prior Year's September Quarter	Quarter*
AASSBMG	11	11	0	7	0	4	0	0	11	0
AASSCDD	0	0	0	0	0	0	0	0	0	0
AASSCEET	0	0	0	0	0	0	0	0	0	0
AASSCFT	30	21	8	2	7	9	1	10	14	0
AASSCJ	6	2	0	0	0	1	4	1	2	0
AASSDDT	22	16	0	0	7	2	7	14	8	0
AASSELCT	81	68	18	15	24	33	18	20	21	0
AASSGCD	1	0	1	0	0	0	0	0	0	0
AASSITCNS	0	0	0	0	0	0	0	0	0	0
AASSITM	0	0	0	0	0	0	0	0	0	0
AASSITSAP	0	0	0	0	0	0	0	0	0	0
AASSMCT	0	0	0	0	0	0	0	0	0	0
AASSNSA	119	69	25	22	31	27	32	20	31	0
AASSPL	0	0	0	0	0	0	0	0	0	0
AASSPLS	0	0	0	0	0	0	0	0	0	0
AASSSDT	2	0	0	0	1	0	1	0	0	0
AASSSDV	0	46	0	10	0	20	0	16	0	0
AASSVC	0	0	0	0	0	0	0	0	0	0
BSCJ	0	0	0	0	0	0	0	0	0	0
BSCM	0	0	0	0	0	0	0	0	0	0
BSDEGD	0	0	0	0	0	0	0	0	0	0
BSECET	0	0	0	0	0	0	0	0	0	0
BSEECT	28	20	11	11	0	0	17	9	0	0
BSISC	24	21	1	11	14	8	0	2	9	0
BSISS	0	0	0	0	0	0	0	0	0	0
BSPM	0	0	0	0	0	0	0	0	0	0
BSPMA	19	3	0	3	9	0	0	0	10	0
BSPMC	0	0	0	0	0	0	0	0	0	0
BSSAD	0	0	0	0	0	0	0	0	0	0
BSSET	0	0	0	0	0	0	0	0	0	0
Total	343	277	64	81	93	104	80	92	106	0

Data Source: Census Cube for New Start Enrollment (Cognos) Business Quarters

Chart (Y) **Re-Entries Quarterly Enrollment (By Program and Term)**

Programs	Re-Entries Total		December 2013		March 2014		June 2014		September 2014	
	Prior Year's Total	Current Year-to-Date	Prior Year's December Quarter	Quarter*	Prior Year's March Quarter	Quarter*	Prior Year's June Quarter	Quarter*	Prior Year's September Quarter	Quarter*
AASSBMG	0	2	0	0	0	1	0	1	0	0
AASSCDD	3	0	2	0	0	0	1	0	0	0
AASSCEET	2	0	1	0	0	0	1	0	0	0
AASSCFT	9	3	0	0	4	2	1	1	4	0
AASSCJ	8	2	4	0	1	2	3	0	0	0
AASSDDT	1	6	0	1	0	3	1	2	0	0
AASSELCT	11	14	0	2	1	7	4	5	6	0
AASSGCD	4	2	1	0	0	2	0	0	3	0
AASSITCNS	5	0	2	0	0	0	2	0	1	0
AASSITM	0	0	0	0	0	0	0	0	0	0
AASSITSAP	0	0	0	0	0	0	0	0	0	0
AASSMCT	0	0	0	0	0	0	0	0	0	0
AASSNSA	32	25	5	5	6	10	4	10	17	0
AASSPL	0	0	0	0	0	0	0	0	0	0
AASSPLS	4	1	3	0	1	1	0	0	0	0
AASSSDT	2	0	1	0	0	0	1	0	0	0
AASSSDV	0	3	0	0	0	2	0	1	0	0
AASSVC	1	0	0	0	1	0	0	0	0	0
BSCJ	9	2	2	0	1	1	3	1	3	0
BSCM	0	1	0	0	0	1	0	0	0	0
BSDEGD	1	0	0	0	1	0	0	0	0	0
BSECET	0	0	0	0	0	0	0	0	0	0
BSEECT	6	4	0	2	1	2	5	0	0	0
BSISC	2	1	0	0	0	0	1	1	1	0
BSISS	4	0	1	0	0	0	2	0	1	0
BSPM	1	0	0	0	0	0	1	0	0	0
BSPMA	5	3	1	1	2	1	0	1	2	0
BSPMC	0	0	0	0	0	0	0	0	0	0
BSSAD	0	0	0	0	0	0	0	0	0	0
BSSET	0	0	0	0	0	0	0	0	0	0
Total	110	69	23	11	19	35	30	23	38	0

Data Source: Census Cube for Re-Entries Enrollment (Cognos) Business Quarters

*Total applicable enrollment for the referenced quarter

Analysis of Student Enrollment:
Review of student enrollment over the last twelve months reflects an increase in enrollments. The Director of Recruitment in cooperation with the Director and staff help ensure that enrollment goals are met. By meeting enrollment goals, financial stability is maintained, resources are available to enhance the learning experience and students have a larger population from which to interact and learn.

Goals and Initiatives to Improve Student Enrollment:

Please see **Appendix 6** for goals and initiatives by campus position.

SUMMARY

The faculty and staff of ITT Technical Institute embrace a workplace culture that is founded on the core principles of ITT Educational Services, Inc., which include:

- Quality
- Compliance
- Customer Satisfaction

The campus continually seeks new and innovative ways to improve the services and learning environment for its students. The campus works to build a strong, positive reputation in the community.

The success of the enrollment process, the campus' completion rates, and the campus' corresponding employment rates are direct evidence of the CEP's effectiveness. Employer feedback, both anecdotal and via surveys, are reviewed regarding curriculum content, equipment used, graduates' qualifications and capabilities, and other education-related areas. Students, graduates, and employers are surveyed as outlined in the CEP regarding the performance of ITT Technical Institute, and their feedback is shared with appropriate corporate entities to ensure the ongoing success of the programs of study offered at ITT Technical Institute.

The CEP is instrumental in keeping the campus focused on its mission and continual improvement.

APPENDIX 1

PROGRAM OFFERINGS AND CHARACTERISTICS

SCHOOL OF BUSINESS

PROJECT MANAGEMENT ADMINISTRATION (Bachelor of Science)
This program combines theory and techniques used by professional project management practitioners in a digital global environment. The program includes instruction on the project management knowledge areas and processes designated by the Project Management Institute (PMI). Courses teach knowledge and skills to help participate in and lead the management of a variety of project types. The program offers students the opportunity to learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring and controlling a project through an integrated process to meet identified requirements on time and on budget. The program is also designed to foster critical thinking, analysis and communication skills. The program offers three options: Construction, Information Technology, and Project Management Administration.

ACCOUNTING (Associate of Applied Science)
The program exposes students to fundamental knowledge and skills utilized in entry-level accounting. Students will be exposed to a variety of skills used to provide technical administrative support to professional accountants and other financial management personnel. Students are introduced to a variety of accounting topics, including posting transactions to accounts, record-keeping systems, accounting software operation and general accounting principles and practices. This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level accounting and bookkeeping positions.

BUSINESS MANAGEMENT (Associate of Applied Science)
This program offers a foundation to help students develop business knowledge and skills. It combines the study of fundamentals of marketing, finance and communication. The program also emphasizes the impact of the dynamic, global information age on business and how to make efficient use of technology. The program includes three major focuses. The business focus provides an introduction to functional areas of business. The marketing focus offers marketing principles and practices with emphasis on consumer behavior. The communication focus offers a foundation in professional communication, including principles of professional business communication and methods and techniques used in the information age. The program also offers instruction on teamwork, technology and problem solving and includes general education coursework.

SCHOOL OF CRIMINAL JUSTICE

CRIMINAL JUSTICE (Bachelor of Science)
This program teaches the fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence and criminology. Areas of study include law enforcement, the courts and corrections. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment. The upper-level courses enhance the study of the criminal justice system and expand into areas such as criminalistics, victimology and forensics investigations. The curriculum is designed to offer a balance of theory and application used in the field by integrating interpersonal skills and administrative subject matter. Students will examine the criminal justice process and study interpersonal communication skills. The program offers an interdisciplinary study of the mechanisms of social control, criminology and criminal justice in American society. Program content includes communication, criminal law and procedures, cybercrime and homeland security issues as well as technology skills. The program can help graduates cultivate particular human relations skills appropriate to the industry and an understanding of the causes and prevention of crime.

CRIMINAL JUSTICE (Associate of Applied Science)
This program teaches fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence and criminology. Areas of study include law enforcement, the courts and corrections. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment. The curriculum is designed to offer a balance of theory and application

used in the field by integrating interpersonal skills and criminal justice subject matter. The program examines the criminal justice process in the United States and involves the study of interpersonal communication skills. Program content includes communication, criminology, courts, correctional programs, criminal investigations, security and policing.

CRIMINOLOGY AND FORENSIC TECHNOLOGY (Associate of Applied Science)
This program exposes students to fundamental knowledge and skills utilized in the field of criminology and forensics. Areas of study include the criminal justice system, criminal law, law enforcement, forensics and investigations. This program contains report writing, communications, problem solving and computer coursework designed to help students prepare for entry-level positions in the field of criminal justice.

SCHOOL OF DRAFTING AND DESIGN

DRAFTING AND DESIGN TECHNOLOGY (Associate of Applied Science)
This program exposes students to a variety of fundamental skills utilized in entry-level computer aided-drafting (CAD) and design positions. Students are exposed to CAD technologies and conventional drafting methods to produce various designs, working drawings, charts, forms and records. Students will be exposed to both classroom theory and laboratory projects. This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving drafting and design, and may include mechanical drafting and design, Building Information Modeling (BIM), architectural drafting and design, parametric modeling, civil drafting and design and structural detailing.

GRAPHIC COMMUNICATIONS AND DESIGN (Associate of Applied Science)
This program exposes students to fundamental skills utilized in entry-level graphic design, visual communications and related positions. The program can help students explore communicating ideas and concepts through print and interactive multimedia communication. The program emphasizes creativity, visualization and critical thinking to help students generate technologically appropriate, functional and aesthetically pleasing solutions for graphic communications and design projects. This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving graphic communications and design which may include the production of interactive multimedia, print media and other communications at a variety of organizations.

INDUSTRIAL ENGINEERING TECHNOLOGY (Associate of Applied Science)
This program exposes students to a variety of fundamental skills utilized in entry-level industrial and manufacturing positions. Students will be exposed to various aspects of optimization, human factors, economic analysis, industrial processes, industrial planning procedures, computer applications, and report and presentation preparation. This program offers graduates an opportunity to develop knowledge and skills that can help them pursue employment in a variety of entry-level positions that utilize various aspects of industrial engineering technology in both service and manufacturing organizations, such as industrial engineering technician, quality technician, test technician and manufacturing technician.

SCHOOL OF ELECTRONICS TECHNOLOGY

ELECTRICAL ENGINEERING AND COMMUNICATIONS TECHNOLOGY
(Bachelor of Science)
The purpose of this program is to help graduates prepare for career opportunities in a variety of entry-level positions in various fields involving electronics engineering technology, including communication systems. Courses in this program offer an expansive foundation in electronic circuitry and communications engineering technology through the study of subjects such as circuit analysis, circuit design, data and network communications, digital communications in the presence of noise, calculus and additional general education coursework.

ELECTRICAL ENGINEERING TECHNOLOGY (Associate of Applied Science)
This program helps graduates begin to prepare for careers in a variety of entry-level positions in many fields of electronics and computer technology, such as aviation, communications, computers, consumer products, defense and research and development. The program acquaints students with certain circuits, systems and specialized techniques used in electronics and computer technology

career fields and exposes students to a combination of classroom theory and practical application in a laboratory environment.

SCHOOL OF INFORMATION TECHNOLOGY

INFORMATION SYSTEMS AND CYBERSECURITY (Bachelor of Science)
Individuals with knowledge of information systems security are now considered to be an important part of most IT infrastructure teams. Roles cover a range of activities spanning from analysis, to design and implementation of security systems, to security monitoring and countermeasures and ongoing administration. Students will study the essentials of information security and the security aspects of common information technology platforms. Students will be exposed to techniques used to deploy and manage security systems and configure security solutions.

PROJECT MANAGEMENT (Bachelor of Science)
This program combines theory and techniques used by professional project management practitioners in a digital global environment. The program includes instruction on the project management knowledge areas and processes designated by the Project Management Institute (PMI). Courses teach knowledge and skills to help participate in and lead the management of a variety of project types. The program offers students the opportunity to learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring and controlling a project through an integrated process to meet identified requirements on time and on budget. The program is also designed to foster critical thinking, analysis and communication skills.

SOFTWARE DEVELOPMENT (Bachelor of Science)
This program exposes students to a variety of skills utilized in entry-level software design, software administration and software development positions. Students will be exposed to knowledge and skills of programming, website design and development, and mobile application design and development. This program offers students an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level programming, application design and software development positions, such as programmer, software engineer, web developer, and application developer.

SOFTWARE DEVELOPMENT (Associate of Applied Science)
This program exposes students to a variety of fundamental skills used in entry-level software development, software analysis and application design positions. Students will be exposed to various aspects of programming, databases, website design and the development of a software product. This program offers graduates an opportunity to develop knowledge and skills that they can use to help them pursue careers in a variety of entry-level programming, application design and software development positions, such as Web developer, systems analyst, database programmer or testing analyst.

INFORMATION TECHNOLOGY - COMPUTER NETWORK SYSTEMS (Associate of Applied Science)
The Information Technology - Computer Network Systems program can help graduates prepare to perform tasks associated with installing, upgrading and maintaining computer network systems in typical LAN/WAN environments. This program explores a number of networking and internetworking technologies. Additional curriculum topics, investigated through classroom and laboratory experiences, include introductory computer programming, survey of operating systems, network design and implementation, network systems management and other related technical subjects. Information Technology - Computer Network Systems consists of a foundation core of computing and general education courses, followed by studies in computer network systems applications.

NETWORK SYSTEMS ADMINISTRATION (Associate of Applied Science)
This program exposes students to a variety of fundamental skills utilized in entry-level computer network systems administration positions. Students will be exposed to various aspects of network hardware and software maintenance and monitoring, configuring and supporting a local area network (LAN) and a wide area network (WAN), Internet systems and segments of network systems. This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level systems network administration and support positions, such as network administrator, network technician, network specialist, information technology specialist, local area network (LAN) or wide area network (WAN) administrator.

APPENDIX 2: RETENTION IMPROVEMENT PLAN

PROGRAM IMPROVEMENT PLAN

Please use this form (or format) for each program for which an improvement plan is required, and include it in, or append it to, the Campus Effectiveness Plan.

Campus Name & ACICS ID #, Program Name & Credential Level – *One plan may be used to address more than one deficiency in a program's outcomes (retention, placement and/or licensure pass rate*).	**ITT Technical Institute, [Seattle]** **ACICS ID 00016073** **Business Management, AAS**
Data - *Please include data on the relevant measure or measures from the last three CARs. Add any relevant information on graduate satisfaction, employer satisfaction, student learning outcomes or other topics which the campus finds useful.*	Business Management (Associate degree) program's retention rate YTD for 2014 is at 42.11%. The outcome was N/A for the 2013 CAR report year. During 2014 this program was re-introduced and began enrolling students. Historical CAR data for the BMG program has been included for reference. 2013 CAR: - No Enrolled Students 2012 CAR rate: 0.00% - No Enrolled Students 2011 CAR rate: 66.67%
Analysis - *Please provide a narrative description, based upon a review of the data and information, of the reasons why the institution believes the rate(s) has fallen below the ACICS standard.*	There is a need for more direct focus on the resolution of specific issues negatively impacting student engagement and satisfaction. In the curriculum offered in this program, there is conflict *between* the courses in terms of "spacing the assignments" throughout the term which can be overwhelming to a first year student. It has also been determined that there is a need for better communication and strengthening of relationships within each school of study, that students may benefit from 24-7 access to technology and that improved internal systems will help the campus with being able to access and act on more timely information for our students and improve communications with our students.
Planned Activities - *Please provide a narrative description of the activities the institution plans to take to raise the relevant rate(s). If the campus has submitted a previous plan, please describe how activities in that plan were implemented, why they have not yet achieved the desired outcome, and when that outcome will be reached.*	**Student Satisfaction Committee**: We are forming a monthly committee to improve student engagement, retention and satisfaction through enhanced communication and resolution of issues negatively impacting the student experience on campus. The committee is comprised of all Functional Managers and other key personnel, including the faculty. The committee will also review the employee and student feedback and implement positive changes from the results of: • Student course surveys • Employer surveys • Graduate surveys • Town hall meetings by program • Program Advisory Committee meetings

	The committee will proactively look to seek out opportunities to have successful alumni return to the campus to speak at School of Study Town Hall Meetings, PAC meetings, and graduations. Agendas for the monthly meeting also includes short and long range planning to increase student engagement and retention through increased access to: • Student clubs • Guest speakers • Internships and Student Professional Experience (SPE) opportunities • Reputation Development Initiatives (RDI) • Identify non-profit organizations and businesses that we can partner with to identify potential instructors, guest speakers, and SPE opportunities. • VIP visits and distinguished graduation speakers • Community service opportunities **Curriculum Revision** The school updated the curriculum to 4.5 credit classes that were formerly delivered in 4.0 credit classes. Particularly in the early-program, high-volume courses, this change resulted in lower student success and retention during the critical first year of attendance. In order to address this issue, we engaged in a comprehensive review of not only the content of these courses, but also the sequencing of courses and how the work load and number of assignments in all of the courses that a student is simultaneously enrolled in for the first year interact with each other. Early indications are that while the individual courses are well written and complete, there is conflict *between* the courses in terms of "spacing the assignments" throughout the term. Having a large number of assignments in all three classes at the same week of the term can overwhelm a first year student, even if the total workload is appropriate across the entire term. We are also evaluating how the assignments "map" to the learning objectives in each of the courses to ensure adequate coverage without redundancy. **Town Hall Meetings by School of Study:** In order to increase the campus engagement rate and retention through increasing communication and strengthening relationships within each school of study, we are implementing quarterly Town Hall Meetings by School of Study. Process summary: • Registrar aligns schedule so that all possible students in a particular School of Study have a common class day • At least 2 times per quarter the Director, Dean and key staff meet with each school of study • Classes for that school of study start 30-60 minutes later than usual to accommodate meeting by school (class time must be made up) • Topics include: curriculum and technology previews, SPE opportunities, guest speakers, employer visits, upcoming bachelor starts Successful implementation of this initiative will allow us to leverage academic administrators across more students in a single "advising transaction" and also increase the accessibility of our key faculty and

	staff to students who often are only on campus during class time. In addition, it allows us to present curriculum and technology previews, Student Professional Experience (internship) opportunities, and important updates. These interactive sessions will also give us "early warning" of potential areas of concern within that School of Study. **eTextbook Program**: In order to ensure our students have 24-7 access to technology, as well as their course materials, we will be issuing new students a fully functional laptop PC. Our pilot program indicated that the student engagement went up in courses using this tool, so we are rapidly expanding the program and should have over half of our schools utilizing this technology in 2014. **Student Information System Upgrade**: We can increase our retention by getting better and more timely information to and from our students in our student information system. Currently about half of our campuses have been upgraded to the new S3 Student Information System. This new system gives us better optics into student attendance, and allows us to create advising tasks for our instructors and academic administrators so we can ensure consistent and proactive follow up with "at risk" students. The system also has additional functionality to facilitate more efficient communications with our students. One of our most effective retention strategies is to have our instructors immediately call any student that is absent from their class, and our policy, in fact, requires it. Our new student information system allows us to ensure that this critical activity takes place. • Weekly review of key metrics between instructor and School Chair. Expected Outcome: Instructor is aware of student success and attendance issues. • Retention meetings: Meet with Dean and School Chairs to review students that are missing class and failing. Develop plans to assist those students. Expected outcome: To intervene at early stages so as to avoid excessive drops. • Missing student calls by instructors: Absent students are called by the instructor at the first break to attempt to have them come and not miss the whole class. Expected Outcome: To encourage students to attend and provide needed one-on-one assistance. • Absent student calls by School Chairs: Student who fail to attend the previous days classes are contacted by the School Chair. Expected Outcome: Opportunity to build relationship with student and to encourage them to come to class. Expected Outcome: Opportunity to build relationship with student and to encourage them to come to class. • Academic Advising for failing students: After weeks 6 and 9, the School Chairs will contact all students that are failing to provide assistance. Expected Outcome: Students should feel that the instructors and School Chairs are there to offer assistance and encouragement.

	• Visits to Classrooms: In-class evaluations are made on a regular basis through the quarter. At least once each month. Expected Outcome: Ensure expectations are met to achieve student success. • In-class Evaluations: Instructor performance is evaluated quarterly. Expected Outcome: Implementation of diversified teaching methodologies. Expected Outcome: Implementation of diversified teaching methodologies. • End-of-quarter Instructor Evaluation: Instructor performance is evaluated each quarter before offering new assignments to that instructor. Expected Outcome: Under-performing instructors are replaced. • Guest Speakers: Invitations are extended to guest speakers from industry. One guest speaker per program each month. Expected Outcome: To provide students with current trends and employment opportunities in industries. • Field trips: Students take field trips throughout the year. At least one per program each quarter. Expected Outcome: To provide students with hands-on exposure to real-world work environment.

PROGRAM IMPROVEMENT PLAN

Please use this form (or format) for each program for which an improvement plan is required, and include it in, or append it to, the Campus Effectiveness Plan.

Campus Name & ACICS ID #, Program Name & Credential Level – *One plan may be used to address more than one deficiency in a program's outcomes (retention, placement and/or licensure pass rate*).	**ITT Technical Institute, [Seattle]** **ACICS ID 00016073** **Criminology and Forensic Technology, AAS**
Data - *Please include data on the relevant measure or measures from the last three CARs. Add any relevant information on graduate satisfaction, employer satisfaction, student learning outcomes or other topics which the campus finds useful.*	Criminology and Forensic Technology (Associate degree) program's retention rate YTD for 2014 is at 65.57%. This is an increase from the prior year of 59.09% as reported on the 2013 CAR. Historical CAR data for the CFT program has been included for reference. 2012 CAR rate: 84.62% 2011 CAR rate: 100%
Analysis - *Please provide a narrative description, based upon a review of the data and information, of the reasons why the institution believes the rate(s) has fallen below the ACICS standard.*	There is a need for more direct focus on the resolution of specific issues negatively impacting student engagement and satisfaction. In the newer course curriculum offered in this program, there is conflict *between* the courses in terms of "spacing the assignments" throughout the term which can be overwhelming to a first year student. It has also been determined that there is a need for better communication and strengthening of relationships within each school of study, that students may benefit from 24-7 access to technology and that improved internal systems will help the campus with being able to access and act on more timely information for our students and improve communications with our students. Although the program retention rate for 2013 is below compliance, the weighted average over the past three reporting periods is above compliance at 81.24% as provided in the 2013 CAR Report.
Planned Activities - *Please provide a narrative description of the activities the institution plans to take to raise the relevant rate(s). If the campus has submitted a previous plan, please describe how activities in that plan were implemented, why they have not yet achieved the desired outcome, and when that outcome will be reached.*	**Student Satisfaction Committee**: We are forming a monthly committee to improve student engagement, retention and satisfaction through enhanced communication and resolution of issues negatively impacting the student experience on campus. The committee is comprised of all Functional Managers and other key personnel, including the faculty. The committee will also review the employee and student feedback and implement positive changes from the results of: • Student course surveys • Employer surveys • Graduate surveys • Town hall meetings by program • Program Advisory Committee meetings

	The committee will proactively look to seek out opportunities to have successful alumni return to the campus to speak at School of Study Town Hall Meetings, PAC meetings, and graduations. Agendas for the monthly meeting also includes short and long range planning to increase student engagement and retention through increased access to: • Student clubs • Guest speakers • Internships and Student Professional Experience (SPE) opportunities • Reputation Development Initiatives (RDI) • Identify non-profit organizations and businesses that we can partner with to identify potential instructors, guest speakers, and SPE opportunities. • VIP visits and distinguished graduation speakers • Community service opportunities **Curriculum Revision** The school updated the curriculum to 4.5 credit classes that were formerly delivered in 4.0 credit classes. Particularly in the early-program, high-volume courses, this change resulted in lower student success and retention during the critical first year of attendance. In order to address this issue, we engaged in a comprehensive review of not only the content of these courses, but also the sequencing of courses and how the work load and number of assignments in all of the courses that a student is simultaneously enrolled in for the first year interact with each other. Early indications are that while the individual courses are well written and complete, there is conflict *between* the courses in terms of "spacing the assignments" throughout the term. Having a large number of assignments in all three classes at the same week of the term can overwhelm a first year student, even if the total workload is appropriate across the entire term. We are also evaluating how the assignments "map" to the learning objectives in each of the courses to ensure adequate coverage without redundancy. **Town Hall Meetings by School of Study:** In order to increase the campus engagement rate and retention through increasing communication and strengthening relationships within each school of study, we are implementing quarterly Town Hall Meetings by School of Study. Process summary: • Registrar aligns schedule so that all possible students in a particular School of Study have a common class day • At least 2 times per quarter the Director, Dean and key staff meet with each school of study • Classes for that school of study start 30-60 minutes later than usual to accommodate meeting by school (class time must be made up) • Topics include: curriculum and technology previews, SPE opportunities, guest speakers, employer visits, upcoming bachelor starts Successful implementation of this initiative will allow us to leverage academic administrators across more students in a single "advising transaction" and also increase the accessibility of our key faculty and

	staff to students who often are only on campus during class time. In addition, it allows us to present curriculum and technology previews, Student Professional Experience (internship) opportunities, and important updates. These interactive sessions will also give us "early warning" of potential areas of concern within that School of Study. **eTextbook Program**: In order to ensure our students have 24-7 access to technology, as well as their course materials, we will be issuing new students a fully functional laptop PC. Our pilot program indicated that the student engagement went up in courses using this tool, so we are rapidly expanding the program and should have over half of our schools utilizing this technology in 2014. **Student Information System Upgrade**: We can increase our retention by getting better and more timely information to and from our students in our student information system. Currently about half of our campuses have been upgraded to the new S3 Student Information System. This new system gives us better optics into student attendance, and allows us to create advising tasks for our instructors and academic administrators so we can ensure consistent and proactive follow up with "at risk" students. The system also has additional functionality to facilitate more efficient communications with our students. One of our most effective retention strategies is to have our instructors immediately call any student that is absent from their class, and our policy, in fact, requires it. Our new student information system allows us to ensure that this critical activity takes place. • Weekly review of key metrics between instructor and School Chair. Expected Outcome: Instructor is aware of student success and attendance issues. • Retention meetings: Meet with Dean and School Chairs to review students that are missing class and failing. Develop plans to assist those students. Expected outcome: To intervene at early stages so as to avoid excessive drops. • Missing student calls by instructors: Absent students are called by the instructor at the first break to attempt to have them come and not miss the whole class. Expected Outcome: To encourage students to attend and provide needed one-on-one assistance. • Absent student calls by School Chairs: Student who fail to attend the previous days classes are contacted by the School Chair. Expected Outcome: Opportunity to build relationship with student and to encourage them to come to class. Expected Outcome: Opportunity to build relationship with student and to encourage them to come to class. • Academic Advising for failing students: After weeks 6 and 9, the School Chairs will contact all students that are failing to provide assistance. Expected Outcome: Students should feel that the instructors and School Chairs are there to offer assistance and encouragement.

	• Visits to Classrooms: In-class evaluations are made on a regular basis through the quarter. At least once each month. Expected Outcome: Ensure expectations are met to achieve student success. • In-class Evaluations: Instructor performance is evaluated quarterly. Expected Outcome: Implementation of diversified teaching methodologies. Expected Outcome: Implementation of diversified teaching methodologies. • End-of-quarter Instructor Evaluation: Instructor performance is evaluated each quarter before offering new assignments to that instructor. Expected Outcome: Under-performing instructors are replaced. • Guest Speakers: Invitations are extended to guest speakers from industry. One guest speaker per program each month. Expected Outcome: To provide students with current trends and employment opportunities in industries. • Field trips: Students take field trips throughout the year. At least one per program each quarter. Expected Outcome: To provide students with hands-on exposure to real-world work environment.

APPENDIX 3: PLACEMENT IMPROVEMENT PLAN

PROGRAM IMPROVEMENT PLAN

Please use this form (or format) for each program for which an improvement plan is required, and include it in, or append it to, the Campus Effectiveness Plan.

Campus Name & ACICS ID #, Program Name & Credential Level – *One plan may be used to address more than one deficiency in a program's outcomes (retention, placement and/or licensure pass rate*).	**ITT Technical Institute, Seattle, WA** **ACICS ID 00016073** **AAS Drafting and Design Technology**
Data - *Please include data on the relevant measure or measures from the last three CARs. Add any relevant information on graduate satisfaction, employer satisfaction, student learning outcomes or other topics which the campus finds useful.*	Drafting and Design Technology (Associate degree) program's placement rate YTD for 2014 is at 33.3%. This is a decrease from the prior year of 50% as reported on the 2013 CAR. Historical CAR data for the DDT program has been includes for reference. 2012 CAR rate: N/A 2011 CAR rate: N/A
Analysis - *Please provide a narrative description, based upon a review of the data and information, of the reasons why the institution believes the rate(s) has fallen below the ACICS standard.*	The following factors contribute to the placement rate for this program: • Low level of graduate engagement and relationship with Career Services • Weak job development • Lack of community outreach • Unprepared candidates • Low pre-graduate employment
Planned Activities - *Please provide a narrative description of the activities the institution plans to take to raise the relevant rate(s). If the campus has submitted a previous plan, please describe how activities in that plan were implemented, why they have not yet achieved the desired outcome, and when that outcome will be reached.*	Reconnect and reengage the program graduates in placement related activities. Contact graduates through phone and/or email at least once a week. Invite graduates to workshops, alumni gathering events, employer panels, job fairs. Target 3-5 new opportunities weekly to connect graduates with. Expected Outcome: Increase exposure of graduates to industry professionals and opportunities in the field. Increase networking opportunities through alumni gathering events, employer panels and job fairs. Increase targeted job development. Set and achieve quarterly/weekly/daily activity goals (cold and warm calls, employer visits, internet prospecting) as part of the individual plan vs. actual for the Career Services team members at a level that will ensure appropriate number of job leads for this program. Reconnect and introduce the new Career Services team to employers who have successfully collaborated with the Campus in the past. Alumni networking events. Expected Outcome: An adequate number of job opportunities presented to the graduates. Leverage the experience and

	hiring skills/opportunities of ITT alumni. Identifying job opportunities that match certain skill sets the graduates possess for a better hiring rate Community Outreach: Target weekly exposure to employers in the community through off site visits, on Campus hiring events, guests class presentations. Expected Outcome: Leverage the heavy industrial area with large, well-known companies within miles of the campus. Pre-graduate employment: Increase class presence and workshops following a pre-set schedule of activities that will ensure early awareness and engagement in placement activities starting with the 5th Quarter. Collaboration with instructors and Program Chairs in reaching out to students and stress the importance of staring their career of choice while still in school. Expected Outcomes: Increase to 50% of each quarter graduates will have a job in the field of study at the time of graduation ensuring not only education (degree earned) but also experience to better position them with employers for a higher return of investment (higher salaries) Celebrate career success and inspire more students to seek employment while in school: Showcase the students' successes through displays on the Career Services area, class visits by the Dean and College Director to publicly congratulate the individual students who get hired in the field of study. Expected Outcome: Increase awareness and engagement in early employment activities; create a competitive environment between students focused on employment encouraging everyone to reach out to Career Services to obtain employment while in school. ITT Tech students' exposure to key Companies in their field of study: Leverage the Program Advisory Board Members commitment to the success of their programs by inviting them and other hiring executives to participate and assist in grading the Capstone projects and presentation. Expected Outcome: Create opportunities for graduating students to present their projects and work to the industry professionals in a classroom setting during their final projects and connect with employers who can get acquainted first-hand with skills and knowledge that they learned in school and may find them as good fits for their companies

PROGRAM IMPROVEMENT PLAN

Please use this form (or format) for each program for which an improvement plan is required, and include it in, or append it to, the Campus Effectiveness Plan.

Campus Name & ACICS ID #, Program Name & Credential Level – *One plan may be used to address more than one deficiency in a program's outcomes (retention, placement and/or licensure pass rate*).	**ITT Technical Institute, Seattle, WA** **ACICS ID 00016073** **Information Systems and Cybersecurity, BS**
Data - *Please include data on the relevant measure or measures from the last three CARs. Add any relevant information on graduate satisfaction, employer satisfaction, student learning outcomes or other topics which the campus finds useful.*	**Information Systems and Cybersecurity** (Bachelors degree) program's placement rate YTD for 2014 is at 46.15%. This is a decrease from the prior year of 78% as reported on the 2013 CAR.
Analysis - *Please provide a narrative description, based upon a review of the data and information, of the reasons why the institution believes the rate(s) has fallen below the ACICS standard.*	The following factors contribute to the placement rate for this program: • Low level of graduate engagement and relationship with Career Services • Weak job development • Lack of community outreach • Unprepared candidates • Low pre-graduate employment
Planned Activities - *Please provide a narrative description of the activities the institution plans to take to raise the relevant rate(s). If the campus has submitted a previous plan, please describe how activities in that plan were implemented, why they have not yet achieved the desired outcome, and when that outcome will be reached.*	Reconnect and reengage the program graduates in placement related activities. Contact graduates through phone and/or email at least once a week. Invite graduates to workshops, alumni gathering events, employer panels, job fairs. Target 3-5 new opportunities weekly to connect graduates with. Expected Outcome: Increase exposure of graduates to industry professionals and opportunities in the field. Increase networking opportunities through alumni gathering events, employer panels and job fairs. Increase targeted job development. Set and achieve quarterly/weekly/daily activity goals (cold and warm calls, employer visits, internet prospecting) as part of the individual plan vs. actual for the Career Services team members at a level that will ensure appropriate number of job leads for this program. Reconnect and introduce the new Career Services team to employers who have successfully collaborated with the Campus in the past. Alumni networking events. Expected Outcome: An adequate number of job opportunities presented to the graduates. Leverage the experience and hiring skills/opportunities of ITT alumni. Identifying job opportunities that match certain skill sets the graduates possess for a better hiring rate Community Outreach: Target weekly exposure to employers in the community through off site visits, on Campus hiring events, guests class presentations. Expected Outcome: Leverage the heavy industrial area with large, well-known companies within miles of the campus. Pre-graduate employment: Increase class presence and workshops

	following a pre-set schedule of activities that will ensure early awareness and engagement in placement activities starting with the 5th Quarter. Collaboration with instructors and Program Chairs in reaching out to students and stress the importance of staring their career of choice while still in school. Expected Outcomes: Increase to 50% of each quarter graduates will have a job in the field of study at the time of graduation ensuring not only education (degree earned) but also experience to better position them with employers for a higher return of investment (higher salaries) Celebrate career success and inspire more students to seek employment while in school: Showcase the students' successes through displays on the Career Services area, class visits by the Dean and College Director to publicly congratulate the individual students who get hired in the field of study. Expected Outcome: Increase awareness and engagement in early employment activities; create a competitive environment between students focused on employment encouraging everyone to reach out to Career Services to obtain employment while in school. ITT Tech students' exposure to key Companies in their field of study: Leverage the Program Advisory Board Members commitment to the success of their programs by inviting them and other hiring executives to participate and assist in grading the Capstone projects and presentation. Expected Outcome: Create opportunities for graduating students to present their projects and work to the industry professionals in a classroom setting during their final projects and connect with employers who can get acquainted first-hand with skills and knowledge that they learned in school and may find them as good fits for their companies

APPENDIX 4
GRADUATE SURVEY (Rationale for Questions)

Question	Answer Option	Objective	How Data Will Be Used
Graduate Information	Populated by data submitted on GEI	Hire information of record, basis of which we will update information	
		Graduate can update position with company	• Updated position information • Updated salary information • Potential employer/graduate information contact
Present Employer	Only presented if graduate is no longer with employer of record	Updated graduate information	• Updated position information • Updated salary information • Potential employer/graduate information contact
Which of the following is accurate concerning your employment?	• I am employed in a position in which I am using my education • I am employed, but not in a position in which I am using my education • I am unemployed and seeking a position using my education • I am unemployed and not seeking a position	Categorize employment status: • In field • Out of field • Unemployed • Identify graduates who are unemployed and request assistance	• Assist graduates who request assistance • Identify potential employments not previously recorded
ITT Program Feedback			
• My program of study taught me the knowledge and skills necessary to enter the workforce • I am satisfied with the education I received in my program of study	• Strongly Agree • Agree • Neutral • Disagree • Strongly Agree	Graduate feedback on the effectiveness of their program in preparing them to work in their field of study Measure graduate satisfaction with their education	Measure graduate satisfaction of program, CEP input
What did you consider to be the strengths of your program of study	• Hands-on projects and labs • Theory classes • Course content • Faculty • Books and materials • Clubs/Program related activities • Opportunities to gain professional experience	Graduate feedback on different aspects of their education	Identify strengths and areas of opportunity for improvement, CEP input
I would recommend ITT Tech to a prospective student	• Strongly Agree • Agree • Neutral • Disagree • Strongly Agree	Graduate feedback on satisfaction with ITT Tech	Measure graduate satisfaction with college CEP input
Would you be interested in sharing you success story and experience at ITT with others? *	• Yes • No thanks	Identify graduates to assist in marketing and public relations initiatives	Identify graduates to assist in marketing and public relations initiatives

* Presented only if they responded as working in field and responded as "Agree/Strongly Agree" to the question on recommending ITT Tech to a prospective student.

APPENDIX 5
EMPLOYER SURVEY (Rationale for Questions)

Question	Answer Option	Objective	How Data Will Be Used
1. Employer Feedback for Graduates			
Capacity for working with minimal supervision	• Excellent • Good • Average • Poor • Unsatisfactory	Obtain employer feedback on graduate	CEP input
Potential for increased responsibilities	• Excellent • Good • Average • Poor • Unsatisfactory	Obtain employer feedback on graduate	CEP input
Quality of work performance	• Excellent • Good • Average • Poor • Unsatisfactory	Obtain employer feedback on graduate	CEP input
Technical skills proficiency	• Excellent • Good • Average • Poor • Unsatisfactory	Obtain employer feedback on graduate	CEP input Curriculum input
Communication skills	• Excellent • Good • Average • Poor • Unsatisfactory	Obtain employer feedback on graduate	CEP input Curriculum input
Overall Evaluation	• Excellent • Good • Average • Poor • Unsatisfactory	Obtain employer feedback on graduate	CEP input Measure progress of CEP plan to improve
2. ITT Tech Career Services Feedback			
Did a member of ITT Technical Institute Career Services Department assist you in hiring this graduate?	• Yes • No	Employer feedback	

3. Rate the ITT Tech Career Services Department on the following (presented only if question 2 was "yes")			
Were you satisfied with the overall customer service provided by ITT Tech?	• Yes, definitely • Yes, in most ways • Somewhat • Not really • No • Don't know	Obtain employer feedback on college Career Services Department	Measure customer service of college's Career Services Department
Were you satisfied with the technical knowledge and quality of the candidates that our Career Services department presented to you?	• Yes, definitely • Yes, in most ways • Somewhat • Not really • No • Don't know	Obtain employer feedback on college Career Services Department	Use data to assess college's ability match graduate to employer opening
Were the candidates well-prepared for the interviews?	• Yes, definitely • Yes, in most ways • Somewhat • Not really • No • Don't know	Obtain employer feedback on college Career Services Department	Use data to assess college's interview preparation ability
Did your ITT Tech contact follow-up with you in a timely manner for feedback on resumes, interviews, and hires?	• Yes, definitely • Yes, in most ways • Somewhat • Not really • No • Don't know	Obtain employer feedback on college Career Services Department	Use data to assess college's ability to respond to employer needs in a timely manner
4. Would you recommend the ITT Technical Institute as a talent source for others in your company and industry seeking to hire?			
	• Yes • No	Employer feedback	Identify employers for potential referrals or future public relations initiatives

APPENDIX 6
PERFORMANCE PLANS

Section IV – Individual Objectives, Goals and Initiatives

Academic Affairs, Associate Dean – General Studies

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
1.	Engagement Rate Variance to Target for all courses taught during the following Quarters: DEC 2013, MAR 2014, JUN 2014, and SEP 2014.	1	20%	≥ 9.00%	3.00% to 8.99%	-1.00% to 2.99%	-8.00% to -1.01%	≤ - 8.01%

Initiatives		Target Completion Dates
1a.	Review engagement report weekly. Address all sections with negative variance to target.	Weekly
1b.	Maintain accurate mail distribution list for each class. Increase frequency of messages for sections below target.	Weekly
1c.	Initiate intensive communication with students having poor attendance records.	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
2.	Achieve Gross Drop Attrition Rate (measured against 2014 budget)	1	20%	More than 100bp below budget	100bp to 50bp below budget	Budget to 49bp below budget	1bp to 99bp above budget	100bp or more above budget

Initiatives		Target Completion Dates
2a.	Faculty Performance Management through the use of data from Faculty Performance Statements.	Weekly
2b.	Implementation of Student Laptop Best Practice	Monthly
2c.	Assist in reducing attrition by following through to ensure thoughtful, effective and prompt responses to all complaints and concerns that students bring to my attention.	Daily

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
3.	Average Engagement Rate in Resident General Education/General Studies Courses	5	20%	≥ 84.00%	81.00% - 83.99%	78.00% - 80.99%	73.00% - 77.99%	< 73.00%

Initiatives		Target Completion Dates
3a	Ensuring faculty with high student engagement rates are assigned to early General Education/ General Studies courses	Quarterly
3b	Integration of LMS into course offerings	Daily
3c	Use Instructor Weekly Engagement Rate Report to counsel instructors below target each Tuesday morning.	Weekly
3d	Visit classrooms daily, per schedule, to address pending class needs and demonstrate our willingness to address student concerns.	Daily

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
4.	Timely Submitted Work in Blended Sections	2	20%	> 74.17%	73.50% to 74.17%	72.83% to 73.49%	72.15% to 72.82%	< 72.15%

Initiatives		Target Completion Dates
4a	Weekly advising of students with a submission rate lower than 70%	Weekly
4b	**Raise September Quarter 2013 submission rate from 83.17% to 90% by referencing each week with previous quarter.**	Weekly
4c	**Create spreadsheet with student schedules for all underachieving students not attending blended lab and meet them before or after their classes.**	Daily

Note: Colleges in states that do not offer hybrid courses will add 10% to the weighting of Objective 2 and 10% to Objective 3

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
5.	Rolling 4 quarters' Graduate 2014 ETG Rate, measured on 3/31/14, 6/30/13, 9/30/14, and 12/31/14	4	10%	≥ 80.00%	79.99%-75.00%	74.99%-70.00%	69.99%-64.00%	≤ 63.99%

Initiatives		Target Completion Dates
5a	Support S.P.E implementation in conjunction with DOCS, Dean and School Chairs	Weekly
5b	Ensure timely submission of e-Portfolio assignments by monthly reminders to instructors.	Monthly
5c	Encourage faculty to share potential business contacts who might have a need for our graduates as employees.	Monthly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
6.	Rolling 4 quarters' Graduate Salary Improvement by degree level (with unreported salaries <5%), measured on 3/31/14, 6/30/14, 9/30/14, and 12/31/14	1	10%	≥5.00%	4.00%-4.99%	2.00%-3.99%	1.00%-1.99%	<1.00%

Initiatives		Target Completion Dates
6a	Presentation on Bachelor programs for Students in Q5 – Q7, in conjunction with CO2520 and GS2745 instructors.	Quarterly
6b	Encourage developing contact with Career Services office in all student advising sessions.	Daily
6c	Suggest that instructors incorporate workplace skills counseling as appropriate into their classroom environments.	Weekly

Section IV – Individual Objectives, Goals and Initiatives

Academic Affairs, Dean

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
1.	Achieve Gross Drop Attrition Rate (measured against 2014 budget)	1	35%	Less than 100bp budget	100bp to 50bp below budget	49bp below budget to 29bp above budget	30bp to 99bp above budget	100bp or more above budget

Initiatives		Target Completion Dates
1a.	Manage the implementation of School of Study Town Hall meetings and continued follow up to improve student satisfaction and improve gross drop attrition by 25bps over the last six months.	Monthly
1b.	Aggressively follow up on phone calls made to absent students by instructors, Chairs, and ADGS	Weekly
1c.	Integration of LMS into course offerings for student retention and gross drop attrition within .3% of budget each quarter.	Quarterly
1d.	Implementation of Student Laptop Best Practice for student retention and gross drop attrition within .3% of budget each quarter.	Quarterly
1e.	Telephone absent students within first hour of each class utilizing LRC and Front Desk personnel to improve gross drop attrition by 25bps over last six months	Daily
1f.	Implementation of classroom visits to be conducted twice daily (AM and PM sessions) by the Dean, ADGS, and Chairs to improve customer service, student retention, and gross drop attrition within .3% of budget each quarter.	Daily

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
2.	Quarterly average re-entries as measured by past 12 month drops	1	15%	>12.00%	10.01% to 12.00%	8.50% to 10.00%	7.50% to 8.49%	<7.50%

Initiatives		Target Completion Dates
2a.	Implementation of the Re-entry Plan vs. Actual Performance Model	Weekly
2b.	Aggressively follow-up on the Re-entry campaigns and block phone calls for Chairs and the ADGS	Weekly
2c.	Review student Packaging and course registration with DOF and Registrar respectively	Weekly
2d.	Implement and Manage the inclusion of Re-entry show meetings with campus show meetings to improve communication about Re-entries and to increase re-enters with a goal to achieve the Star Goal each quarter.	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
3.	First Academic Year Persistence (four quarter average)	2	15%	≥ 84.0%	81.50% to 83.99%	77.0% to 80.49%	72.01% to 76.99%	≤ 72.00%

Initiatives		Target Completion Dates
3a	Ensuring faculty with high student engagement rates are assigned to early quarter courses	Quarterly
3b	Initiation of SPE for all cohort students: increase SPE opportunities for students with cooperative efforts in Academics and Career Services to increase completion and participation by 20%	Quarterly
3c	Insure timely submission of e-Portfolio assignments: increase submissions by requiring students to use the tool in each course for assignment completion, Insure faculty are appropriately trained on how to utilize the e-portfolio system for assignment requirements in their respective courses.	Quarterly
3d	New program implementation: Assist the Admissions team in training on new programs for prospective students and review course curriculum to insure appropriate faculty are assigned to new program specific courses.	Quarterly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
4.	Timely Submitted Work in Blended Sections	2	10%	> 74.17%	73.50% to 74.17%	72.83% to 73.49%	72.15% to 72.82%	< 72.15%

Initiatives		Target Completion Dates
4a	Increase weekly advising of students with a submission rate lower than 70% by including the Chairs and ADGS in the support and advising of students.	Weekly
4b	Insure hybrid/blended students are aware of support and resources available on campus by collaborating with ADGS and faculty assigned to ITT999 for increased monitoring and providing any needed tutors to support students in these courses.	Weekly
4c	Management of a hybrid/blended course orientation with faculty support in the IT999 section to increase the percentage of HSP completion prior to the start of the quarter.	Quarterly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
5.	Optimize Class Schedule: non-DE course enrollments (Locked at Monday Wk 5) divided by total non-DE sections offered (Locked at Monday Wk 5); 4 qtr avg	3	10%	≥ 18.00	16.00 to 17.99	14.00 to 15.99	12.00 to 13.99	≤ 11.99

Initiatives		Target Completion Dates
5a	Promotion of Hybrid/Blended course sections through collaboration with ADGS and the Registrar.	Quarterly
5b	Collaborate with Registrar, Chairs and other Functional Managers to review list of sections during creation process and utilize hybrid class options for small sections to increase the section size to a goal of 16.0.	Quarterly
5c	Work with operations on frequency of BS class starts in order to increase 3000-4000 level course section size	Quarterly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
6.	Maintain percentage of courses taught by Adjunct Faculty as measured Monday of week 5 of each of the following quarters: DEC 2013, MAR 2014, JUN 2014 and SEP 2014. Excludes Nursing Faculty	3	10%	≥85.00%	80.00% to 84.99%	75.00% to 79.99 %	70.00% to 74.99%	< 70.00%

Initiatives		Target Completion Dates
6a	Analysis of Faculty Allocation report until schedule is finalized each Quarter	Quarterly (week 5-8)
6b	Evaluate census to FT faculty ration in each school study	Quarterly
6c	Work with Chairs to hire additional adjunct faculty to ensure full complement of subject matter expertise	Quarterly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
7.	Maintain Chair teaching load as measured at week 6 of each of the following quarters: DEC 2013, MAR 2014, JUN 2014 and SEP 2014	3	5%	≥4.75	4.25 to 4.74	3.75 to 4.24	3.00 to 3.74	≤ 2.99

Initiatives		Target Completion Dates

7a	Analysis of Faculty Allocation report until schedule is finalized each Quarter	Quarterly (weeks 5-8)
7b	Implement corporate operations directives regarding required Chair teaching loads	Quarterly
7c	Utilize Chairs to support Capstone and introductory courses in school of study to build rapport and encourage bachelor starts	Quarterly

Section IV – Individual Objectives, Goals and Initiatives

Director of Career Services

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
1.	Rolling 4 quarters' Graduate 2014 ETG Rate, measured on 3/31/14, 6/30/13, 9/30/14, and 12/31/14.	4	40%	≥ 80.00%	79.99%-75.00%	74.99%-70.00%	69.99%-64.00%	≤ 63.99%

Initiatives		Target Completion Dates
1a.	Implementation of CS Performance Management Model is assist in increasing ETG approximately 70%	On-going
1b.	Conduct weekly EGC "show" meetings with Director, DOCS, CSS, and Chairs	Weekly
1c.	Aggressively follow-up on Student Services and Academic Support Center (SSASC) campaigns to employers and graduates to ensure we are positively engaging and assisting our graduates	On-going
1d.	Assure that each program achieves, at a minimum, 70% ETG	Quarterly
1e.	Increase attendance at Chamber of Commerce / Community Events	Monthly
1f.	Assist with local enrollment efforts for the Center for Professional Development	On-going

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
2.	Rolling 4 quarters' Graduate Salary Improvement by degree level (with unreported salaries <5%), measured on 3/31/14, 6/30/14, 9/30/14, and 12/31/14.	4	30%	≥5.00%	4.00%-4.99%	2.00%-3.99%	1.00%-1.99%	<1.00%

Initiatives		Target Completion Dates
2a	Implement Salary Negotiation Training for CS staff and students to grow salaries by >3%.	Quarterly
2b	Target appropriate employers with acceptable compensation ranges. As noted within our geographically dependent matrices	On-going
2c	Review student submissions to e-Portfolio. Conduct workshops on E-portfolio and career social media importance.	Quarterly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
3.	Pre-graduate placement rates for Mar 14, Jun 14, Sept 14 and Dec 14, measured on measured on 3/31/14, 6/30/14, 9/30/14, and 12/31/14.	4	10%	> 55.00%	45.01%-55.00%	35.01%-45.00%	25.01%-35.00%	≤ 25.00%

Initiatives		Target Completion Dates
3a	Improve the initiation and completion of SPE activities to greater than 20%. Engage local non-profits for volunteer or paid opportunities for students thru cooperative efforts of DOCS and Dean.	Weekly
3b	Use Pre-graduate Quarterly Calendar to drive engagement and action timelines	Weekly

3c	Optimize the use of social media as a tool in finding career opportunities for our students prior to graduation. Conduct workshops on E-portfolio and career social media importance.	On-going
3d	Prepare a Career Action Plan with Action Items and Timetables for each OF and UE Pre-graduate	Quartely

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
4.	Student Professional Experience Completion rates for students having less than 72 credit hours, measured on Mar 31, Jun 30, Sept 30 and Dec 31.	4	10%	> 90.00%	45.01%-90.00%	25.01%-45.00%	5.01%-25.00%	≤ 5.00%

Initiatives		Target Completion Dates
4a	Meet bi-weekly with Academics to ensure that students receive maximum exposure to experiential opportunities	Bi-weekly
4b	Assure SPE activity is recorded in e-Portfolio	Quarterly
4c	Work with DOF to identify IF or RF employed students	Quarterly
4d	Conduct classroom visits to create buy-in for SPE	Quarterly
4e	Conduct Resume workshops designed for internship positions for 2nd and 3rd quarter students	Monthy

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
5.	Employer Surveys	4	10%	≥ 30.1%	20.1%-30.0%	10.1%-20.0%	5.0%-10.0%	<4.99%

Initiatives		Target Completion Dates
4a	Make quarterly calls to all Surveyed Employers prior to survey mailing to emphasize the importance of their response	Quarterly
4b	Explain to Employers during the initial employment documentation process that we will be proactively seeking their feedback	On-going
4c	During all "Re-Contact Previous Employer" PVA activities, express interest in our employed graduates' performance and underscore how important their feedback is to helping us best prepare our graduates for success	On-going

Section IV – Individual Objectives, Goals and Initiatives

Director of Finance

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
1.	New Student Packaging	1.3	30%	≥67.00%	62.00% - 66.99%	57.00% - 61.99%	52.00% - 56.99%	<52.00%

Initiatives		Target Completion Dates
1a.	**Maintain packaging rate >65.00% while improving % of packaged students that start above 75.00%. Utilize HQ FAC Plan versus Actual Performance Model as well as DOF Performance tracking sheet to monitor packaging process.**	Weekly
1b.	**Hold weekly show meetings with Recruitment to review packaging obstacles. Ensure 62% or greater packaging.**	Ongoing
1c.	**Monitor and review FAC Plan versus Actual for training/ coaching opportunities.**	Ongoing

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
2.	Collections Per Student	3	40%	> $5,249	$4,750 – $5,249	$4,250 – $4,749	$3,750 – $4,249	< $3,750

Initiatives		Target Completion Dates
2a.	**Effective use of the AR Follow up Report and AR by FAC Report with weekly meeting to manage data. Improve fund collection per student to $4750 or greater.**	Weekly
2b.	**Collaborate with Student Services and Academic Support Center campaigns for remaining Temp Credit accounts to reduce AR effectively.**	Ongoing
2c.	**Improve Opportunity Scholarship Management with the use of HQ reports.**	Ongoing

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
3.	Repacks completed 3 weeks prior to start	3	20%	> 99.00%	97.00% - 98.99%	93.00% - 96.99%	85.00% - 92.99%	< 85.00%

Initiatives		Target Completion Dates
3a	**Utilize DOF Repack Action Plan to identify and process repacks quickly to maintain repack % >98.00%.**	Quarterly
3b	**Notify all students to update award year documents for timely process beginning 02/01/2014.**	Ongoing
3c	**Discuss repack completion progress during weekly FAC/DOF 1 on 1 meetings.**	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
4.	% of packaged students that start @ lock	3	10%	> 85.00%	80.00% – 84.99%	75.00% – 79.99%	70.00% – 74.99%	<70.00%

Initiatives		Target Completion Dates
4a	**Improve % from 77.00% to >80.00% by utilizing weekly ASR follow-up to ensure timely contacts with future students.**	Weekly
4b	**DOF/DOR collaboration on overcoming obstacles for FACs/Reps.**	Ongoing
4c	**FAC Plan versus Actual follow-up to monitor future packaging.**	Weekly

Section IV – Individual Objectives, Goals and Initiatives

Director of Recruitment

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
1.	New Starts (measured against Budget)	1	35%	≥ 110.00% of Budget	100.01% - 109.99%	95.00% - 100.00%	90.00% - 94.99%	<90.00% of Budget

Initiatives		Target Completion Dates
1a.	Effective use of the Rep Plan Vs. Actual Performance Management Model. Daily evaluation and weekly meetings with representative team to identify negative variances and correct same.	Daily
1b.	Aggressively follow-up on Student Services and Academic Support Center (SSASC) campaigns	Monthly
1c.	New program implementation and applicable training/education in conjunction with academic team. Accomplished through classroom visits and concentrated sessions with instructor and recruitment personnel.	Quarterly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
2.	Achieve Re-entry Goals (measured by re-entries as a % of past 12 months gross drops)	1	15%	>12.00%	10.01% to 12.00%	8.50% to 10.00%	7.50% to 8.49%	<7.50%

Initiatives		Target Completion Dates
2a.	Support reentry engagement with structured call sessions. Forge relationships with academics and dean to identify re-entry candidates and establish recruitment plan.	Weekly
2b.	Conduct a local phone-a-thon for re-entry students. Focus on timely marketing of events such as Open House, Tech Fest, etc. to drive interest.	Monthly
2c.	Introduce Opportunity Scholarship to re-entry students. Refresher training with recruitment team on updates to the Opportunity Scholarship and presentation of same to returning students.	On-going

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
3.	New High School Starts (measured against Budget)	1	10%	≥ 110.00% of Budget	100.01% - 109.99%	95.00% - 100.00%	90.00% - 94.99%	<90.00% of Budget

Initiatives		Target Completion Dates
3a.	Effective use of the CRS Plan Vs. Actual Performance Model. Partner with Everett CRS to communicate weekly goals for Settle campus. Weekly calls with targets and successes updated.	Weekly
3b.	Conduct High School Career Day events on campus. In conjunction with support of Everett CRS, coordinate events as scheduled.	Quarterly
3c.	Implement new Open House initiative. Utilize materials available in the Marketing Toolkit to craft flyers and postcards and distribute these to current and prospective students to drive interest and attendance.	Quarterly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
4.	CDL Conversion Rate to Inquiry to Start (measured against Budget)	1, 3	20%	≥+.25%	+.01% to +.24%	-0.25% to 0.00%	-0.24% to -0.50%	>-0.50% of budget

Initiatives		Target Completion Dates
4a	Implementation of Show Meeting Best Practices. Conduct a brisk, informative Show Meeting with goal of maintaining a clean, accurate ASR. Hold representatives accountable for contact and follow-up of all students. FA scheduling. Brainstorm as team to proactively engage in problem resolution.	Weekly
4b	Effective use of Tapit reports to improve inquiry to conduct rate. Weekly reporting to team of expected vs. actual calling metrics, while concurrently monitoring quality of calls.	Weekly
4c	Incorporate e-Book initiative into school tour, on approval from HQ.	Daily

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
5.	% of packaged students that start @ lock	3	10%	> 85.00%	80.00% – 84.99%	75.00% – 79.99%	70.00% – 74.99%	<70.00%

Initiatives		Target Completion Dates
5a	Implementation of Show Meeting Best Practices.	Weekly
5b	Closely monitor ASR to ensure FA packaging is complete before lock. Partner with financial aid team to identify at-risk students and take steps to proactively resolve potential issues.	Weekly
5c	Conduct phone observations on student follow-up calls and S3 activity observations	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
6.	Referrals and PDL's Per Budgeted Representative, Per Week (based on quarterly average active reps)	3	10%	≥.55	.40 - .54	.25 - .39	.10 - .24	<.10

Initiatives		Target Completion Dates
6a	On-going staff training implementing various techniques in referral acquisition: during interviews, events, etc. Accurate entry of referral and pdl leads into S3.	Weekly
6b	Hold representatives accountable for meeting referral-applied goals.	Weekly
6c	Have representatives ask for a referral when following up on applies, graduates and inquiries.	Weekly

Section IV – Individual Objectives, Goals and Initiatives

Registrar

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
1.	Optimize Class Schedule: non-DE course enrollments (Locked at Monday Wk 5) divided by total non-DE sections offered (Locked at Monday Wk 5); 4 qtr avg	3	55%	≥ 18.00	16.00 to 17.99	14.00 to 15.99	12.00 to 13.99	≤ 11.99

Initiatives		Target Completion Dates
1a	Manage small program starts / >10 students per program	Week 10 -12
1b	Maximize full-time enrollment / offer 4 or more courses to students who qualify	Week 6 - 2
1c	Utilize hybrid courses for small sections / anticipate hybrid offerings during schedule creation in Ad Astra	Week 10 - 2
1d	Assist with Center for Professional Development (CPD) scheduling	On-going

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
2.	Maximize Full Time Students. Points allocated based on Credits Attempted (≥12 = 3 pt, 8 -11.9 = 2 pts, < 8 = 1 pt) – 4 qtr average	3	30%	≥ 2.80	2.72 to 2.79	2.64 to 2.71	2.56 to 2.63	≤ 2.55

Initiatives		Target Completion Dates
2a	Set every student's S3 record preference to 13.5 credit hours; manage by exception	On-going
2b	Print and work through the Less-than-Full-time report and add classes to every possible student	Week 6 - 2
2c	Identify qualified students working with AAS and FA and extend the option to add a fourth or fifth course	Week 10 - 2
2d	Encourage struggling students to utilize tutoring and the LRC / explain the impact of dropping/canceling classes on the PS	On-going

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
3.	Maintain percentage of courses taught by Adjunct Faculty as measured at Monday of week 5 of each of the following quarters: DEC 2013, MAR 2014, JUN 2014 and SEP 2014. Excluding Nursing Faculty	3	5%	≥85.00%	80.00% to 84.99%	75.00% to 79.99 %	70.00% to 74.99%	< 70.00%

Initiatives		Target Completion Dates
3a	Update faculty versatility and instructional fit quarterly prior to Ad Astra scheduling	Week 2 - 4
3b	Work closely with AAS to identify courses needing specific faculty	Week 2 - 6
3c	Keep track of student census by program and update FT/Chair teaching loads accordingly	Week 4 - 8

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
4.	Minimize zero ledger card adjustments due to ineligible student admissions (measured as a ratio of TL refunds per student start for period 1/1/2014 – 12/31/2014)	3	5%	Version 1 NA Version 2/3 $0-$7.00	Version 1 $0.00 Version 2/3 $7.01-$20.00	Version 1 $0.01-$3.00 Version 2/3 $20.01-$50.00	Version 1 > 3.00 Version 2/3 $50.01-$72.00	Version 1 NA Version 2/3 > $72.00

Initiatives		Target Completion Dates
4a	Request HS/GED transcripts within 48 hours of receipt of Authorization Form	On-going
4b	Follow up mid-quarter for missing documentation	Week 6
4c	Work closely with students who are still missing documentation by Week 10	Week 10

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
5.	Student Success Rate Variance to Target as measured over the following four quarters: DEC 2013, MAR 2014, JUN 2014 and SEP 2014	3	5%	≥ 2.00%	-1.00% to 1.99%	-5.00% to -1.01%	-8.00% to -5.01%	≤ - 8.01%

Initiatives		Target Completion Dates
5a	Accuracy and utilization of Instructor Fit in AdAstra	Week 4 - 6
5b	Active participation in Student Success Committee / assess student satisfaction & resolve issues in a timely manner	On-going
5c	Assist with implementation of e-Book initiative to impact retention and minimize drops	On-going

Section IV – Individual Objectives, Goals and Initiatives

Academic Affairs, School Chair – Electronics Technology

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
1.	New Starts (measured against budget) in Assigned School of Study	1	20%	≥ 110.00% of Budget	100.01% - 109.99%	95.00% - 100.00%	90.00% - 94.99%	<90.00% of Budget

Initiatives		Target Completion Dates
1a.	Presentation on Bachelor programs for students in Q-5-Q7 each quarter. Keep students interested in their field of study by giving examples of previous graduates, where they work, and their successes. Arrange for graduate students to visit the campus to make class presentations.	Quarterly
1b.	Encourage instructors to take classes on field trips to surrounding companies. This will also encourage students to work harder toward a degree so that they can work for these companies.	Quarterly
1c.	Implementation of classroom visits to be conducted twice daily (AM and PM sessions) by the Dean, ADGS, and Chairs to improve customer service, student retention, and gross drop attrition within .3% of budget each quarter.	Daily

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
2.	Improve ESI YTD Gross Drop Attrition Rate (measured against national averages) in assigned school of study.	1	20%	<3.90%	3.90% to 4.99%	5.0% to 6.79%	6.80% to 7.99%	≥8.0%

Initiatives		Target Completion Dates
2a.	Brief all re-entry students before they return to school discussing steps to prevent dropping again explaining ITT's MTFC policy. Closely manage the performance of faculty using data from faculty performance statements.	On-Going
2b.	Integration of LMS into course offerings. During first absence, e-mail and call student reminding that missing class places them further behind increasing the possibilities of failing the class and having to pay to retake the same class.	On-Going
2c.	Implementation of student Laptop best practices. Identify low attendance students and those having academic problems. Monitor their work ensuring they get assistance. Advise them to sign up for tutoring at the LRC.	On-Going

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
3.	Quarterly average re-entries in assigned School of Study as measured by past 12 month drops.	2	20%	>12.00%	10.01% to 12.00%	8.50% to 10.00%	7.50% to 8.49%	<7.50%

Initiatives		Target Completion Dates
3a.	Implementation of the Re-entry Plan vs. Actual Performance Model.	On-Going
3b.	Review each dropped list and concentrate on bringing back only those who will apply themselves and not drop out of school again. Keep an updated list of possible school returnees with updated telephone numbers and e-mails.	Quarterly
3c.	Aggressively follow-up on student services and Academic Support Center campaigns. Explain the importance of education in today's society giving them hints on how to obtain that goal and be successful.	Quarterly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
4.	Engagement Rate Variance to Target for all courses taught during the following Quarters: DEC 2013, MAR 2014, JUN 2014, and SEP 2014.	1	20%	≥ 9.00%	3.00% to 8.99%	-1.00% to 2.99%	-8.00% to -1.01%	≤ - 8.01%

Initiatives	Target Completion Dates

4a	Weekly advising of students with an engagement rate lower than 50%.	Quarterly
4b	Introduce yourself to first quarter students during the first weeks of the quarter offering help advising them about tutoring services. Monitor and prevent students from getting too far behind in their courses.	Quarterly
4c	Develop special briefings for 1st quarter students pointing out areas of interest and what to expect in future classes. Show new technological developments in the field and where they will fit as future graduates. Keep their dream alive.	Quarterly

Objective		**Related Corporate Objective**	**Weight**	**Goals** *(Rating Levels)*				
				1	2	3	4	5
5.	Rolling 4 quarters' Graduate 2014 ETG Rate, measured on 3/31/14, 6/30/13, 9/30/14, and 12/31/14 in assigned school of study	4	10%	≥ 80.00%	79.99%-75.00%	74.99%-70.00%	69.99%-64.00%	≤ 63.99%
Initiatives							**Target Completion Dates**	
5a	Act as the catalyst for S.P.E implementation. Meet bi-weekly with Career Services to insure that students receive maximum exposure to S.P.E. opportunities.						On-Going	
5b	Ensure timely submission of e-portfolio assignments. Interact with Career Services, potential employers and other community agencies to keep students engaged toward achieving career goals and aspirations						On-Going	
5c	Contact possible employers and work with advisory committee members for other employment opportunities. Pass this information to career services to market futures graduates and help in job acquisition.						On-Going	

Objective		**Related Corporate Objective**	**Weight**	**Goals** *(Rating Levels)*				
				1	2	3	4	5
6.	Rolling 4 quarters' Graduate Salary Improvement by degree level (with unreported salaries <5%), measured on 3/31/14, 6/30/14, 9/30/14, and 12/31/14 in assigned school of study	1	10%	≥5.00%	4.00%-4.99%	2.00%-3.99%	1.00%-1.99%	<1.00%
Initiatives							**Target Completion Dates**	
6a	Assist career services in the presentation on Bachelor Programs for Students in Q5 – Q7 each Quarter						Quarterly	
6b	Coach, counsel, and explain advantages of a college degree and how it impacts employability, wages, promotion & other job benefits						On-Going	
6c	Coordinate with the Director of Recruiting, the Director of Career Services, and instructors to arrange meetings with future graduates explaining the employer's requirements for hiring workers and how student knowledge impacts job placement.						Quarterly	

Section IV – Individual Objectives, Goals and Initiatives

Academic Affairs, School Chair – Information Technology

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
1.	New Starts (measured against budget) in Assigned School of Study	1	20%	≥ 110.00%	105.00% - 109.99%	100.00% - 104.99%	90.00% - 99.99%	<90.00%

Initiatives		Target Completion Dates
1a.	Presentation on Bachelors programs for students in Q5 – Q7 each quarter	Quarterly
1b.	New program implementation	Quarterly
1c.	Provide support to representatives for prospective students	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
2.	Improve ESI YTD Gross Drop Attrition Rate (measured against national averages) in assigned school of study.	1	20%	<3.90%	3.90% to 4.99%	5.0% to 6.79%	6.80% to 7.99%	≥8.0%

Initiatives		Target Completion Dates
2a.	Faculty Performance Management through the use of data from Faculty Performance Statements and daily visits to classrooms to provide customer service	Daily
2b.	Implementation of Student Laptop Best Practice	Quarterly
2c.	Integration of LMS into course offerings	Quarterly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
3.	Quarterly average re-entries in assigned School of Study as measured by past 12 month drops.	2	20%	>12.00%	10.01% to 12.00%	8.50% to 10.00%	7.50% to 8.49%	<7.50%

Initiatives		Target Completion Dates
3a.	Implementation of the Re-entry Plan vs. Actual Performance Model.	Weekly
3b.	Aggressively follow-up on Student Services and Academic Support Center campaigns	Weekly
3-c.	Pursue contact of recently dropped students for re-entry	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
4.	Engagement Rate Variance to Target for all courses taught during the following Quarters: DEC 2013, MAR 2014, JUN 2014, and SEP 2014.	1	20%	≥ 9.00%	3.00% to 8.99%	-1.00% to 2.99%	-8.00% to -1.01%	≤ -8.01%

Initiatives	Target Completion Dates

4a	Contact absent students	Weekly
4b	Invite guest speakers for campus presentations	Monthly
4c	Counsel and assist underperforming students	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
5.	Rolling 4 quarters' Graduate 2014 ETG Rate, measured on 3/31/14, 6/30/13, 9/30/14, and 12/31/14 in assigned school of study	4	10%	≥ 80.00%	79.99%-75.00%	74.99%-70.00%	69.99%-64.00%	≤ 63.99%

Initiatives		Target Completion Dates
5a	Act as the catalyst for S.P.E. implementation	Weekly
5b	Ensure timely submission of e-Portfolio assignments	Quarterly
5c	Promote Career Services assistance with resumes and cover letters	Weekly

Objective		Related Corporate Objective	Weight	Goals *(Rating Levels)*				
				1	2	3	4	5
6.	Rolling 4 quarters' Graduate Salary Improvement by degree level (with unreported salaries <5%), measured on 3/31/14, 6/30/14, 9/30/14, and 12/31/14 in assigned school of study	1	10%	≥5.00%	4.00%-4.99%	2.00%-3.99%	1.00%-1.99%	<1.00%

Initiatives		Target Completion Dates
6a	Presentation on Bachelor Programs for Students in Q5 – Q7 each Quarter	Quarterly
6b	Promote employment opportunities with PAC members	Weekly
6c	Encourage membership and participation in professional organizations	Weekly

Accrediting Council for Independent Colleges and Schools
ACADEMIC CREDIT ANALYSIS

Initial, Renewal of Accreditation, and Branch Campus Application Processes

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. **See INSTRUCTIONS worksheet for detailed instructions.**

Institution ID: 00016073 Institution Name: ITT Technical Institute

Program Name: **Criminal Justice** Program Length (wks): **96** Credential Level: **Academic Associate**

Identify the institution's unit of credit **[SELECT ONE]**

	Clock							
X	Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs	
	Semester	15	lecture hrs	30	labatory hrs	45	externship hrs	

*DE = Distance Education

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

				CONTACT HOURS				ACADEMIC CREDIT HOURS				
Course Number	**Course Titles**	**Gen Ed (Y/N)**	***DE (Y/N)**	**Lecture**	**Lab**	**Practicum Internship Externship**	**Clock /contact hours**	**Lecture**	**Lab**	**Intern Extern**	**Total Credits Awarded**	**Insert credit adjustment less than calculated**
	TOTALS			**900.00**	**120.00**	-	**1,020.00**	**90.00**	**6.00**	-	**96.00**	**Optional**
	Unspecified General Education Courses	Y	Y	200.00	-		200.00	20.00	-	-	20.0	
	Unspecified Elective Core Courses	N	Y	80.00	-		80.00	8.00	-	-	8.0	
GE175	American Government	Y	Y	40.00	-		40.00	4.00	-	-	4.0	
GE375	Psychology	Y	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ123	Criminal Law	N	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ131	Introduction to Criminal Justice	N	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ132	Criminal Justice Organization and Administration	N	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ133	Criminology	N	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ151	Priniciples of Policing and Law Enforcement	N	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ152	Law Enforcement Reporting and Recording	N	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ211	Correctional Programs: Probation and Parole	N	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ241	Criminal Investigation	N	Y	40.00	-		40.00	4.00	-	-	4.0	
CJ242	Forensics and Crime Scene Investigation	N	Y	30.00	20.00		50.00	3.00	1.00	-	4.0	
CJ243	The Criminalistics of Cybercrime	N	Y	30.00	20.00		50.00	3.00	1.00	-	4.0	
CJ261	Essentials of Security	N	Y	30.00	20.00		50.00	3.00	1.00	-	4.0	
CJ299	Criminal Justice Capstone	N	Y	30.00	20.00		50.00	3.00	1.00	-	4.0	
TB133	Strategies for the Technical Professional	N	Y	30.00	20.00		50.00	3.00	1.00	-	4.0	
TB143	Introduction to Personal Computers	N	Y	30.00	20.00		50.00	3.00	1.00	-	4.0	
TB332	Professional Procedures and Portfolio Development	N	Y	40.00	-		40.00	4.00	-	-	4.0	
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Accrediting Council for Independent Colleges and Schools
ACADEMIC CREDIT ANALYSIS
Initial, Renewal of Accreditation, and Branch Campus Application Processes

Institution ID: 00016073   Institution Name: ITT Technical Institute

Program Name: **Criminal Justice**   Program Length (wks): **96**   Credential Level: **Academic Associate**

Identify the institution's unit of credit **[SELECT ONE]**

	Clock						
X	**Quarter**	10	lecture hrs	20	labatory hrs	30	externship hrs
	Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

**DE = Distance Education*

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

			TOTALS	900.00	120.00	-	1,020.00	90.00	6.00	-	96.00	Optional
				CONTACT HOURS				ACADEMIC CREDIT HOURS				
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	Total Credits Awarded	Insert credit adjustment less than calculated
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FINAL ROW - If program requires more than 25 lines for course information, please use ***Program with >25 courses*** **template.**

ACICS Application for Accreditation – PART II

Self – Study Narrative

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

INSTITUTIONAL PROFILE

INSTITUTIONAL INFORMATION

Name: **ITT Technical Institute**

Address: **13518 E. Indiana Avenue, Spokane Valley, WA 99216**

ACICS ID Code: **00016074**

Campus Classification: Main ☒ Additional Location ☐

If an additional location, please provide the following information:

Main Campus Name:

Main Campus Address

Main Campus ID Code:

History of accreditation with ACICS and with other agencies:

ITT Technical Institute, Spokane, has been continuously accredited by ACICS since1999. Programmatic accreditation is not applicable for any of the current program offerings.

Brief history of the institution:

ITT Technical Institute was opened in Spokane, Washington in March 1985, primarily offering programs of study in the fields of Electronics Technology and Drafting Technology. The school moved to its present location in November 2004 and currently offers Associate of Applied Science and Bachelor of Science degree programs in Information Technology, Electronics Technology, Business, and Drafting and Design.

List of recent (past three years) complaints or adverse actions and current status:

A list of student complaints over the past three years is provided in **Appendix A-Student Complaints**. There have been no formal "adverse actions" filed relative to this campus.

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

Institutions of higher education with which the school has established an articulation agreement include the other ITT Technical Institutes across the country and those institutions listed on the ITT Technical Institute website (www.itt-tech.edu/articulation/) which include the following:

- American Business & Technology University
- American InterContinental University
- Ashford University
- Colorado Technical Uuniversity
- Harrison College
- Kaplan University
- Southwestern College Professional Studies
- University of Phoenix
- Webster University

List of international activities:

Not Applicable

Description and scope of distance education activities: **Hybrid** ☒ **Fully Online** ☐

< 50% of program courses are offered in a distance education format.

Participation in Federal Financial Aid Programs: Yes ☒ No ☐

INSTIUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas:

Management: Director of Career Services: Jeffery Toney; Director of Recruitment: Dennis Gagaoin

Change of Ownership: Not Applicable

Program offerings: There have been numerous new program additions since the time of the last evaluation visit in January 2007:

- School of Information Technology - BS in Information Systems and Cybersecurity and Software Development; AAS in Network Systems and Administration and Software Development
- School of Electronics Technology - BS in Electrical Engineering and Communications Technology; AAS in Electrical Engineering Technology
- School of Drafting and Design - AAS in Drafting and Design Technology, Graphic Communications and Design and Industrial Engineering Technology
- School of Business - BS in Project Management and Administration - Project Management and Administration Option, Construction Option, Information Technology Option; AAS in Accounting and Business Management

Curriculum: The newer program offerings, as listed above, incorporate a change from 4.0 quarter credit hour courses to 4.5 quarter credit hour course offerings. These programs represent enhancements to our existing educational offerings and are intended to provide additional convenience and flexibility to our students.

The enhanced programs allow us to focus on areas of study that our employers have informed us are the most important and will make our programs more consistent with traditional program offerings at other institutions. Additionally, the enhancements provide our students with the opportunity to enter the workforce more quickly and increase their return on investment dynamics without sacrificing any employer-determined learning objectives and program outcomes.

The associate programs contain 21 courses instead of 24, with the majority of courses awarding 4.5 credit hours for a total of 93 credit hours, allowing the students to graduate in 7 quarters versus 8 quarters from associate programs and in 14 quarters versus 15 quarters from bachelor degree programs.

The newer associate degree programs were originally approved as 90 quarter credit hour programs. However, a 3.0 quarter credit hour course was later added, GS2745 Advanced Strategies for the Technical Professional. The new course focuses on professional skills to better prepare a graduate for the workplace and students take the course in their 6th or 7th quarter.

Institutional delivery: While distance education course offerings remain under 50% for students enrolled in a resident campus program, the campus began offering core courses in addition to general education courses in an online format March 2013. In addition, a blended model was introduced allowing resident campus students enrolled in distance education courses to receive tutoring at the resident campus, providing improved academic support and monitoring.

1. MISSION, OBJECTIVES AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly and simply stated in terms readily understandable by a prospective student, parents, the public and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria.*

MISSION AND OBJECTIVES

1.1 How was the mission developed?

ITT Technical Institute is one of a nationwide system of technical institutes operated by ITT Educational Services, Inc. ("ITT/ESI") located in Carmel, Indiana. Each individual institution supports a common mission.

The mission statement of ITT Technical Institute provides the guidance and vision for the institution and its operations. The staff and faculty of the institute are committed to this mission.

1.2 State the institution's mission and supporting objectives.

Mission

The ITT Technical Institute is an institution of higher learning that is committed to offering quality undergraduate and continuing education locally, nationally and worldwide to students of diverse backgrounds, interests and abilities. The institution offers career-related educational programs that integrate life-long learning with knowledge and skills to help students:

- pursue their personal interests and objectives;
- develop intellectual, analytical and critical thinking abilities; and
- provide service to their communities

The programs employ traditional, applied and adult-learning pedagogies and are delivered through traditional, accelerated and distance methodologies in a learner-centered environment of mutual respect.

Operating Philosphy

- Programs of study foster critical-thinking, communication and teamwork skills while reinforcing the theoretical, and in most programs, applied principles of technology.
- Student support services facilitate the matriculation process and help students begin to prepare for career opportunities. Such services include assistance with housing and in applying for financial aid; advising; tutoring; assisting graduates with finding employment; and other special support programs as needs are identified.
- Cultural and ethnic diversity in its faculty, staff and student body are encouraged.
- Course content is reviewed regularly to respond to changes in technology and industry needs.
- Each program of study integrates technology, lifelong learning and professional development activities.
- Each program of study offers a learning environment that fosters communication and critical-thinking skills.

- Public service programs, civic engagement and charitable activities are promoted as part of the education process to reinforce society's need to develop an informed, sensitive and responsive citizenry.

Institutional Objectives

ITT Technical Institute is continuously monitoring itself and searching for ways to improve its effectiveness. The institute has identified several key objectives that are foundational to pursuing continuous improvement and development and meeting the needs of students, employees and employers:

- Ensure that the school is responsive to the needs of the individual student and has the services available to maximize student success.
- Provide the resources and tools to assist students in acquiring technical, critical thinking and interpersonal skills to help them achieve success in the workplace.
- Ensure that quality, compliance and customer satisfaction are always at the forefront of all that we do.
- Focus on the development of faculty teaching skills by ensuring that individualized development plans are established and implemented.
- Ensure that the institute and its employees stay current with changes in business and industry as it relates to workplace skill needs.
- Assist students and graduates in securing exceptional employment opportunities related to their field of study.
- Provide ongoing career and education assistance to students and graduates.
- Ensure student enrollment is maintained at a level that allows for continued financial stability and institutional growth.

1.2.1 Cite where it is found in the catalog.

The mission statement can be found on the inside front cover of the campus catalog.

1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

The mission statement and supporting objectives establish a commitment for ITT Technical Institute to offer career-related, quality postsecondary educational programs of study to a diverse body of students, providing the necessary skills to pursue career goals.

1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery and facilities of the campus?

The mission statement provides ITT Technical Institute with a description of the desired institutional environment plus a compelling call for action for all employees. Equally compelling is the call to strive continually to establish an environment for students and employees that promotes professional growth, encourages each person to achieve his/her highest potential and fosters ethical responsibility and individual creativity within a framework of equal opportunity. The mission statement is a living process that continues to drive student, employee and financial resources to establish ITT Technical Institute as a leader in education. ITT/ESI believes that its facilities, faculty, staff and employer-driven curricula support this objective.

1.3 Explain how the faculty, financial resources, physical plant, administration, management and educational activities contribute to the implementation of the institution's mission.

The mission statement establishes a commitment for ITT Technical Institute to offer quality education to a diverse body of students by offering career-related programs that integrate life-long learning with knowledge

and skills by employing traditional, applied and adult-learning pedagogies delivered through traditional, accelerated and distance methodologies in a learner-centered environment of mutual respect. This statement encourages each person to achieve his or her highest potential and fosters ethical responsibility and individual creativity within a framework of equal opportunity.

Internal policies and procedures center on compliance and performance evaluation to ensure that all functional areas are held to high standards in support of the institution's mission.

1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

- Students are surveyed each quarter and graduates are survyed six months following their date of graduation to identify how well the campus is meeting their needs and achieving its mission.
- Employers of ITT Technical Institute graduates are surveyed to ascertain quality of preparedness and performance.
- The administration regularly observes faculty members to assess their performance and to ensure that the campus' mission is fulfilled.
- The Campus Effectiveness Plan (CEP) Team holds strategic planning sessions on a quarterly basis to review the CEP and the policies and procedures that will promote the institution's mission.
- The primary focus of ensuring a positive student experience is the timely resolution of feedback we receive from our students. The Student Success Committee (SSC), comprised of the same core group as the CEP Committee, meets on a regular basis to review the student feedback, surveys and community engagement.
- Management meetings and faculty/staff meetings are held throughout the year and focus on continuous improvement throughout the campus.
- Advisory Committees are utilized to review curriculum and improve the overall quality of the campus' educational programs to help ensure they remain current and meet the needs of the current job market.

1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

Each program contains an appropriate amount of vocational or "core" courses to achieve vocational objectives. The specific number of these courses is determined by the stated objectives and the applicable state and ACICS guidelines.

Each program also contains general education courses that comprise at least 25% of the total credit hours in any given program of study. Subject matter of each program's general education courses includes, but is not limited to, the humanities, composition, mathematics and the social sciences. Programs are taught to emphasize critical thinking, communication and teamwork skills while reinforcing the theoretical and applied principles of the topic. Additionally, the instructional staff relates the subject matter to the student's program of study and/or related industry.

1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

There are no planned changes to the institution's mission or supporting objectives.

INSTITUTIONAL EFFECTIVENESS

1.7 How was the campus effectiveness plan (CEP) developed?

The following process is used to develop the CEP:

- A CEP Team is formed at each campus to lead the efforts toward improving institutional effectiveness. The CEP Team is comprised of the following: Director, Dean, functional managers and faculty representatives.
- The Team, using historical performance data and input from the staff and faculty, develops desired goals and activities (initiatives) to improve the institution's effectiveness.
- The Team monitors, through periodic review, the implementation and progress towards established goals for continuous improvement.
- Under the leadership of the campus Director, each Team member is responsible for the implementation of the CEP and solicits feedback from their respective departmental staff and faculty in order to involve all campus personnel in the implementation of the CEP. Throughout the year, the Team reviews the CEP for appropriateness and when necessary, incorporates revisions or amendments to address changes affecting the CEP.

1.7.1 Who is responsible for implementing and monitoring the plan?

Primary responsbility rests with the campus Director. However, each Team member has responsibility for the implementation of the CEP to achieve specified inititatives and goals.

1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates and explain as necessary.)

Year: 2012 **Rate:** Retention: **74.5%** ((628-160)/628); Placement: **66%** (101/(179-26))

Year: 2013 **Rate:** Retention: **73%** ((547-148)/547); Placement: **61%** (83/(146-11))

Year: 2014 **Rate:** Retention: **75%** ((502-124/502)/68%; Placment: **68%** (61/102-12))

Explanation: The 2014 numbers represent the year-to-date data as of the submission of this document.

Retention Calculation: ((Adjusted Unduplicated Total Enrollment-Withdrawals)/Adjusted Unduplicated Total Enrollment)

Placement Calculation: (In Field/Related Field Placements/(Graduates - Placement Waivers))

1.9 How do these annual retention and placement rates compare to prior rates, if applicable and to rates at similar institutions?

The institutional retention rate has remained steady at an average of 73%, consistent with the most recent retention outcome of 73% reported by ACICS for 2012 for other institutions. For the 2014 reporting period, the retention rate improved year-to-date to 75%. In the 2013 CAR reporting cohort, the campus placement rate dropped by 5% from prior year which, at 66%, was equal to the ACICS 2012 placement outcome for other institutions. The final placement rate for the 2014 report period is pending but is presently at 68% which is an improvement of 7% over 2013.

1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 75% **Placement:** 70%

1.10.1 What factors were taken into consideration when developing these goals?

Historical outcomes as a baseline as well as ACICS minimum standard requirements.

1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

Due to our retention performance in the Associate of Applied Science in Business Management, Drafting and Design Technology and Electrical Engineering Technology, we have established two primary initiatives for improvement:

1. **Absent student calling procedure.** This procedure requires that instructors provide a roster of absent students to the night time front desk by 6:30 pm. The attendant then calls the absent students in the hopes that they are already on their way to school or at least give us an opportunity to encourage them to attend. This procedure differs and is in addition to the standing requirement that instructors call their absent students nightly.

2. **Tutoring program.** We have two types of opportunities for our students to receive additional help. The first being the established tutoring schedule published quarterly for students to refer to and attend sessions with faculty in our Learning Resource Center (LRC). The second is peer tutoring managed through the National Technical Honor Society. Several members of NTHS have volunteered to be available by appointment for tutoring sessions.

Additionally, we now have a Chair for the School of Business who has experience in the drafting field as well. With a sound subject matter expert in place, we will continue to improve. We also identified two courses in our electronic program that, when offered in the same quarter, presents a challenge for our students. We have since scheduled these two courses in two different quarters which should continue to help improve our performance.

Attrition is the counterpart to retention; attrition is regularly monitored by the campus. Student engagement is also monitored regularly. Attrition and Student Engagement are indicators of success or failure in retaining students. Historical data shows that no program is performing significantly above or below the campus' attrition or student engagement goals and therefore, each program of study is deemed to be following the practices set forth by the institution as a whole. However, improvements can always be made and faculty will be challenged to improve on their current successes. Programs trending below stated goals are the first programs to be reviewed for opportunities for improvement. Those trending above the current goals are potential sources for identifying best practices that can help those programs that are trending low. Each program is considered important in achieving both program-level and campus-level goals related to retaining our students.

The 1st quarter of 2014 showed an increase in net attrition (gross drops minus reentries) of nearly 1.5% over the 1st quarter of 2013. The drops differential occurred primarily in the AAS Drafting Design and Technology and AAS Network Systems Administration programs. After an intensive review and emphasis on these two programs, the school's overall 2nd quarter of 2014 attrition improved by 2.37% over the second quarter of 2013 led by the AAS Network Systems and Administration program which improved by nearly 5%. Clearly, the reemphasis on attendance follow-up and tutoring did make a significant difference in the 2nd quarter. Compared to the overall net attrition in quarter 1 2014 (4.96%), the 2nd quarter's 2.68% showed remarkable improvement which again indicates the importance of continued effort and focus on key retention issues. In addition, our Support Systems Technician spent extensive hours focusing on the software issues in the LRC which also contributed to the improved attrition in quarter two and was a response to the student survey census in quarter one.

Student Course Evaluations reveal some valuable insight into factors contributing to student retention. Results indicated that the campus should focus new initiatives aimed at improving in the areas of:

Equipment (e.g., software, network performance, labs)
Learning Resource Center/Virtual Library

Goals and Initiatives to Improve Retention

Retention rates are a priority with ITT Technical Institute and are critical in fulfilling its mission. Procedures are in place to identify potentially high-risk students and with the help of internal reports and surveys to monitor retention/attrition and student engagement, the campus will strive to achieve above-average student retention rates.

Additional goals and initiatives related to improving retention include:

- Address issues identified in survey responses.
- Increase opportunities to build a sense of community.
- Students needing additional one-on-one attention will have increased tutoring opportunities with expanded office hours and additional peer mentors.
- Provide a number of academically-focused student activities, such as a student news broadcast, membership in clubs and associations and the career-related training exercises mingling outside professionals and students. The purpose is to foster a sense of community among the student population so that the student may find additional motivation to continue as a student during difficult times.
- The Dean, through the assistance of the Registrar, maintains a watch list of students with excessive tardiness and/or absences. The Dean and the instructors are responsible for follow-up with students who have excessive absenteeism.
- Student feedback will be continually assessed and new initiatives developed as needed.
- Instructors will be observed as outlined by ITT/ESI policy and development goals established to enhance their effectiveness in the classroom. Instructors will also be held accountable for contacting students who are absent from class.

Goals and Initiatives to Improve Placement

Placement of the campus' graduates is a top priority at ITT Technical Institutes. It is the campus' goal to secure the best placement possible in the respective graduate's field of study. Some programs perform below minimum placement standards and are, therefore, evaluated for factors adversely affecting their success. The Career Services staff works with individual instructors and local employers to identify these factors and possible opportunities for increasing 2014 placement of current graduates.

Based on the most recent CAR data, all of our programs that still have enrollments are projected to be at 70% or more in 2014 or have less than 10 graduates.

Goals and initiatives related to improving placement include:

- Increase placement rate to ACICS minimum of 70%.
- Increase the number of employer contacts to develop strong relationships.
- The Director of Career Services will establish an aggressive schedule to contact graduates to promote placement training and activities.
- The Director of Career Services will aggressively contact key accounts within the employer database to increase job lead development, targeting employers within the fields of study below the 70% placement threshold.
- The campus will participate in local technical job fairs with a target of one per quarter.
- Career Services will be present in at least one general education class per quarter throughout the duration of the program.
- Provide resume, portfolio and salary negotiation workshops for graduates and pre-graduates.
- Create opportunities for employers to visit the campus.

1.12 What data are utilized to evaluate the following elements:

a. Level of graduate satisfaction

Career Services focuses on connecting our graduates with the career goals they are targeting upon completion of their academic degree programs. This connection is accomplished through student development, employer relationship building and ultimately assisting the graduate in connecting with a professional career.

All graduates are surveyed electronically six months following their date of graduation. Graduate Satisfaction Survey results are reviewed by the institution's management as well as the ITT/ESI National Career Services management and other subject matter experts within the ITT/ESI as applicable. Issues requiring training or additional focus are reviewed and addressed by the National Director of Career Services. The survey is structured in such a way as to obtain data concerning the key elements of the institution.

The campus also monitors graduate salaries as a way to measure graduate satisfaction. An important component of ensuring graduate satisfaction is assisting each of our graduates with achieving the highest level of income possible. The institution focuses on strategic initiatives, student professional experience opportunities and pre-graduation employment, preparation and interviews and effective negotiation to support graduate salary goals.

b. Level of employer satisfaction

The campus builds relationships with local, regional and national employers to help benefit both the employers and ITT Technical Institute graduates. The Career Services Department at each ITT Technical Institute connects employers who are seeking certain skills, knowledge and characteristics in prospective employees with ITT Technical Institute graduates who meet those requirements.

Employer Surveys: In order to monitor the success level of training efforts, the institute surveys employers to obtain their opinion and input in determining success. Surveys are sent six months after graduation to employers that have hired graduates. The surveys provide an overview of the technical skills, professionalism and soft-skills relating to the individual graduate's performance.

Advisory Committee Surveys: Advisory Committees are comprised in part of employers of the institute's graduates. Consequently, the institute also utilizes Advisory Committees as a tool for measuring employer satisfaction and identifying areas of the educational process that may require more emphasis or attention. Advisory Committee meetings occur semi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings; results from these surveys are reviewed by applicable campus leadership as another tool for measuring employer satisfaction.

c. Student learning outcomes

The emphasis on outcomes is prevalent through all levels of a curriculum: Specific student learning outcomes are defined for all programs and development of outcomes contained in each course syllabus specifically map to program requirements for student learning. The campus utilizes the following primary data points to measure student learning outcomes:

Capstone Courses: One of the academic benchmarks includes capstone course grades which is an indicator of program success or failure. Review of capstone courses is considered essential as part of assessing student learning outcomes. It is the objective of each capstone course that program expertise be clearly evidenced. The institute assesses capstone courses as results are made available.

Student Engagement: Student engagement is measured by student attendance and the ability to complete program courses. At ITT Technical Institute, student engagement is one of the key criteria

employed to gauge the effectivenss of our instruction techniques and efforts. The key components of student engagement are student motivation and active learning.

Student Success: Student Success is measured by dividing the number of passing students by the number of student attempts (a student attempt is counted when a student sits for a section). We strive to help our students pursue education success. To esablish such focus, we continually assess the student success rate as well as the engagement rate metrics and implement school initiatives to help our students succeed.

Assessment of student learning extends beyond the above referenced measures and are included in the campus' overall assessment of a program's success or its deficiencies. Additional tools for assessment include student/graduate surveys, employer surveys, faculty feedback and Advisory Committee feedback. These assessments are ultimately used to improve the curriculum.

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

All graduates are surveyed electronically six months following their date of graduation. Salary data is collected through the process of documenting and verifiying graduate employment.

b. Satisfaction of employers

Employer surveys are administered electronically and sent out six months after graduation to employers that have hired graduates. Advisory Committee are comprised in part of employers of the institute's graduates. Meetings occur semi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings.

c. Student learning outcomes

Internal reports are available and utilized to monitor student learning outcomes for capstone course results, student engagement and student success as defined above.

1.13 How is the campus effectiveness plan evaluated?

The CEP Team reviews the CEP and its supporting data on a quarterly basis to ensure that inititatives are being implemented in the effort to achieve stated goals. Results from the most recent period are matched against historical data. Additionally, results for the most recent period are matched against stated goals to evaluate the institute's performance.

1.13.1 What is the schedule for evaluation?

The CEP is evaluated a minimum of quarterly.

2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.

2.1 Describe the governance, control and corporate organization of the institution and cite where it is stated in the catalog.

The campus is one of a network of co-educational, nondenominational private postsecondary educational institutions owned operated by ITT/ESI which is also referred to as Academic Administrative Center (AAC) within this self-study document.

All campuses owned and operated by ITT/ESI have the same management structure. A Director acts as a general manager over the Academic Affairs, Career Services, Finance and Recruitment departments. Additionally, the Registrar of each campus reports directly to the Director. The campus Director reports to a District Manager, who in turn reports to the Senior Vice President, Operations at the AAC. Departmental directors and their staff and faculty work together coordinating numerous services for students and staff. A listing of faculty and administration is found in the back of the current catalog. A Statement of Ownership and listing of the AAC's officers and directors are also listed in the Campus Information section of the catalog.

Policies and procedures governing all aspects of operations are posted on the AAC's Employee Portal in the "Ethics and Compliance" section of the site. Some policies and procedures are general in nature, while others are specific to a particular functional area.

2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report and the standards by which the success of their work is measured?

The duties and responsibilities of all employees are well defined. Employees are provided with detailed job descriptions as part of new employee orientation. In addition, new employees meet with their departmental supervisor to review the daily individual responsibilities of their position. The job description is signed by the employee and added to their personnel file.

Changes and updates in duties, schedules, policies and procedures are presented as appropriate during regular employee meetings.

As part of a company-wide performance evaluation system, each full-time faculty/staff member is given a set of personal and team goals annually. These goals form the basis for establishing the focus for each individual and department. The results are monitored quarterly and the individual is evaluated annually.

2.2.1 How is this documented?

The policies and procedures, job descriptions, Faculty Handbook, Employee Handbook, faculty/staff meeting minutes and outlines of faculty/staff in-service activities are maintained for review at the campus and/or the Employee Portal.

2.3 How does the administration monitor and evaluate activities of faculty and staff?

The methods used to monitor and evaluate faculty and staff include:

- CEP Team members review departmental performance on a regular basis to ensure that the campus meets its established goals and maintains compliance.
- Annual performance reviews.

- A full-time faculty member's annual performance review evaluates the duties, responsibilities and professional growth. If necessary, it also includes corrective measures.
- Faculty members receive regular teaching evaluations with critiques and advising from the Dean or the School Chair.
- Student and Graduate Surveys are collected and the Director and Dean review the surveys to identify any issues. Areas of urgent concern are discussed at manager meetings or immediately with the appropriate department.

2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

The administration provides for the professional integrity of the staff through rigorous hiring practices, internal orientation and training programs, tuition reimbursement, membership in professional organizations and quarterly in-service programs.

The faculty and staff are selected principally because of outstanding qualifications in the business and technical areas for which they are hired. In addition to the degree requirements, qualifications may include professional certifications, memberships in professional associations and years of related job experience.

The institution utilizes a background check prior to hire to ensure the professional integrity of staff and faculty. All employees read and sign an ITT/ESI published Code of Business Conduct and Ethics.

2.5 How is the policy for ensuring academic freedom communicated to faculty?

The academic freedom policy is outlined in the Faculty Handbook and provided in ITT/ESI Policy "AA 11.0 Academic Freedom." As provided in the Faculty Handbook:

According to policy AA 11.0 Academic Freedom, ITT Technical Institute encourages academic freedom within defined guidelines. ITT Technical Institute considers academic freedom an essential element in maintaining institutional integrity. Faculty members must teach in relation to the objectives described in the curriculum. Faculty members have significant flexibility concerning instructional techniques and methodology. Faculty members should enhance students' overall learning experience by sharing their applicable field experiences or by including additional context-specific discussion during instruction.

2.6 Describe the grievance policies and procedures for students, employees and other interested parties. How are students, faculty and administrative staff made aware of these policies?

All campuses are governed by two policies regarding student satisfaction: "SA11 Customer Complaints" and "SA12 Student Surveys." In addition, each student is given a copy of the Student Complaint/Grievance Procedure via the Student Handbook and the campus catalog.

If a student follows the Student Complaint/Grievance Procedure and feels that his/her complaint was not adequately resolved, he/she may directly contact the Student Relations Specialist at the AAC in Carmel, IN. If the student is still not satisfied, he/she may contact ACICS and/or the applicable state governing agency.

Employee grievance procedures are communicated through the Employee Handbook. As provided in the Employee Handbook: ITT/ESI encourages open communication, feedback and discussion about any matter of importance to an employee without fear of retaliation.

If an employee has a question or concern about his or her job or work environment, the employee should bring the matter to his/her supervisor's attention in a timely manner. It is the responsibility of supervisors to listen to employee questions and concerns and, to the best of their ability, resolve the matters in a timely manner, raise the question or concern to the next level of supervision, if needed and keep the employee informed of the progress regarding the resolution of his or her question or concern.