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.

The 2014 budget initiatives have been designed to improve our student outcomes and include updating of computer hardware and classroom projection systems to further enhance the delivery of our curriculum by our instructors especially in view of our changing software requirements. At every new annual budget review, all functional managers are required to provide a list of any equipment needs that will help them provide the best customer service and classroom delivery of our curriculum. Generally, all requests are added to the next year’s budget after careful evaluation of need and purpose.
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, F. William King, is the on-site administrator for the ITT Technical Institute, Spokane Valley campus. Mr. King joined ITT Technical Institute on February 3, 1997 and assumed responsibility for the school on that date. In addition to attending the most recent ACICS accreditation workshop in Seattle in June 2014, Mr. King has attended multiple accreditation and evaluator workshops over his 36 years in the private sector.

Mr. King has over seven years of secondary teaching experience in California and nearly 30 years of specific School Director experience in California, Oregon and Washington coordinating self-studies for both public and private accrediting bodies. Mr. King has also served on various state and regional private career college advisory committees.

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, classroom 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
- National Technical Honor Society activities

Program specific professional chapters include:

- American Design Drafting Association (ADDA)
- Information System Security Association (ISSA)
- Future Business Leaders of America - Phi Beta Lambda (FBLA-PBL)
- Institute of Electrical and Electronics Engineers (IEEE)

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 or faculty member designated as subject matter expert for each program 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 AAC internal 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:
- LRC Usage
- Holdings inventory including checked out items
- LRC Annual Report

f. Instructional supplies and equipment
An inventory of supplies and equipment is maintained by the campus’ Administrative Assistant.

g. School plant
Copies of the following documents are on file at the campus:
- Property ownership 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
- ACICS Data Sheets for employees above grade level nine (except representatives)

i. Student activities
- Guest Speaker Events
- Field trip events
- INBC Blood Donation events

j. Student personnel
- Application for employment
- Federal Work Study Award Letter
- On campus Program Agreement
- On campus Job Description

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. Another resource 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Indicates a superior level of achievement.</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>Indicates a good level of achievement.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Indicates a good level of achievement.</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>Indicates an average level of achievement.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Indicates an average level of achievement.</td>
</tr>
<tr>
<td>D+</td>
<td>1.5</td>
<td>Indicates a marginal level of achievement.</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Indicates a marginal level of achievement.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>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.</td>
</tr>
</tbody>
</table>
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.

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.

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.

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”).

Passing - Indicates a passing grade in a course designated as a pass-fail course. “P” is not considered in computing the grade point average.

Indicates that the course was repeated.

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 canceled 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 assurance 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/](http://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.

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/.

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, Bill Souders, is responsible for administering the SAP Policy as outlined in the campus catalog. His experience and qualifications are as follows:

Bill Souders is the Dean for ITT Technical Institute in Spokane Valley, Washington. Mr. Souders was initially hired in September 1997 as an Electronics instructor and in September 2000 he accepted a Graduate Teaching position at Eastern Washington University allowing him to pursue his Masters degree. In December 2002, Mr. Souders returned to ITT Technical Institute Spokane Valley as a Program Chair and in September 2004 was selected as the Associate Dean. In June 2006, Mr. Souders accepted the position of Dean at ITT Technical Institute Spokane Valley. Prior to ITT Technical Institute, Mr. Souders spent 8 years active duty Navy as an Aviation Electronics Technician where he was a workcenter supervisor responsible for the training and safety of 56 personnel. In December 2012, Mr. Souders concluded his Navy career via the reserves and retired from the United States Navy after 20 years of service. Mr. Souders received his Associate of Applied Science degree from Salt Lake Community College (1991), his Bachelor of Science in Applied Mathematics from the University of Oregon (1996) and his Masters of Science in Mathematics from Eastern Washington University (2004).

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:

<table>
<thead>
<tr>
<th>Evaluation Point*</th>
<th>Required OCGPA</th>
<th>Required Credit Completion Percentage</th>
<th>See Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of the student’s first academic year (as defined below)</td>
<td>1.5</td>
<td>50%</td>
<td>(1)</td>
</tr>
<tr>
<td>End of the student’s second academic year</td>
<td>2.0</td>
<td>66.67%</td>
<td>(1)</td>
</tr>
<tr>
<td>End of each of the student’s seventh and any subsequent academic quarters</td>
<td>2.0</td>
<td>66.67%</td>
<td>(1)</td>
</tr>
</tbody>
</table>

| 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”)                           | 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 preceding 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:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Total Number of Quarter Credit Hours of Courses Successfully Completed in the Student’s Program of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>0-36</td>
</tr>
<tr>
<td>Second</td>
<td>37-72</td>
</tr>
<tr>
<td>Third</td>
<td>73-108</td>
</tr>
<tr>
<td>Fourth</td>
<td>109-144</td>
</tr>
<tr>
<td>Fifth</td>
<td>145-180</td>
</tr>
<tr>
<td>Sixth</td>
<td>181-216</td>
</tr>
</tbody>
</table>

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 preceding 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 preceding 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 and Opportunity Scholarship and the Judith E. Clarke Scholarship. 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 course(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.

Judith E. Clarke Scholarship Program

ITT Technical Institute will award eight merit scholarships valued at $5,000 each to seniors graduating in the class of 2014. Scholarship awards will be applied to the student’s tuition in the appropriate program of study, divided and applied evenly to tuition in each quarter of the first year. Scholarships will be awarded to the most qualified applicants and will not be necessarily be divided evenly among academic programs. The total merit scholarship value awarded during 2014 will be $40,000.

Eligibility Criteria:

- Applicant must be a senior in high school at the time of application and be a June 2014 graduate.
- Applicant must agree to begin the program of study to which the scholarship will be applied in the available class sessions (i.e. morning, afternoon, or evening) during which the program is offered.
- All applications must be submitted to the ITT Technical Institute’s Scholarship Committee no later than April 16, 2014.
- Scholarships will be awarded based upon recommendations, academic record and an essay indicating interest in completing a degree program. Selection of recipients will be made by ITT Technical Institute’s Scholarship Committee.

Applicants must submit the following documents:

- Completed application
- Two letters of reference from people unrelated to the applicant (i.e. teachers, counselors, employers)
- A typed statement containing a minimum of 250 words explaining in detail the following:
  - Why the applicant wants a career in this particular field, why the applicant feels he or she would be successful at ITT Technical Institute and any other information of significance in consideration for this scholarship.
  - The essay must be typed on standard 8 1/2 x 11 paper and must have the applicant’s name, address and high school in the upper left corner.
  - The essay must end with the following certification by the applicant: “I am the only author of this essay, as required by the Scholarship Committee of ITT Technical Institute” followed by the applicant’s signature and date.
  - An official copy of the applicant’s academic transcript record to date.
  - Applicant must successfully complete the ITT entrance requirems.

The applicant must return all of the requested documents together by April 16, 2014 to the Scholarship Committee at ITT Technical Institute, 13518 East Indiana Ave., Spokane Valley, Washington 99216. Scholarship recipients will be notified by May 1, 2014.
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

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<tr>
<th>CALENDAR WEEK OF THE QUARTER</th>
<th>PERCENTAGE OF THE TUITION</th>
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<tr>
<td>1st</td>
<td>10%</td>
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<tr>
<td>2nd</td>
<td>20%</td>
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<tr>
<td>3rd</td>
<td>30%</td>
</tr>
<tr>
<td>After the 3rd</td>
<td>100%</td>
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</tbody>
</table>

(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.
(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

<table>
<thead>
<tr>
<th>CALENDAR WEEK OF THE QUARTER</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>1st through 3rd</td>
<td>50%</td>
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<tr>
<td>After the 3rd</td>
<td>100%</td>
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</tbody>
</table>

(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.

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<thead>
<tr>
<th>CALENDAR WEEK OF THE QUARTER</th>
<th>PERCENTAGE OF ANY ACADEMIC FEE and THE ADMINISTRATIVE FEE</th>
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<tbody>
<tr>
<td>1st through 3rd</td>
<td>50%</td>
</tr>
<tr>
<td>After the 3rd</td>
<td>100%</td>
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</tbody>
</table>

(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;
2nd: private or institutional parental loans;
3rd: unsubsidized Federal Stafford loans;
4th: subsidized Federal Stafford loans;
5th: unsubsidized Federal Direct Stafford loans;
6th: subsidized Federal Direct Stafford loans;
7th: Federal Perkins loans;
8th: Federal PLUS loans;
9th: Federal Direct PLUS loans;
10th: state student loans;
11th: state parental loans; and

(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; |
| 2nd: | subsidized Federal Stafford loans; |
| 3rd: | unsubsidized Federal Direct Stafford loans; |
| 4th: | subsidized Federal Direct Stafford loans; |
| 5th: | Federal Perkins loans; |
| 6th: | Federal PLUS loans; |
| 7th: | Federal Direct PLUS loans; |
| 8th: | Federal Pell Grants; |

| 9th: | Federal Academic Competitiveness Grants; |
| 10th: | Federal National Science and Mathematics Access to Retain Talent Grants; and |
| 11th: | Federal SEOG Program aid. |

**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, 13518 East Indiana Avenue, Spokane Valley, Washington 99216. 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 (DOF) is Helen Horton. She was hired in 1982 at the Seattle campus as a Financial Aid Administrator and was promoted to Director of Finance in 1985 for the opening of the Spokane Valley campus. Prior to that she was a Financial Aid Counselor for the Seattle Opportunities Industrialization Center (SOCl) for two years. Her primary function there was to audit and prepare them for their first Department of Education compliance visit. Prior to SOCI, Helen worked three years at City University as a Financial Aid Counselor.
Rhonda Duren has been a Financial Aid Administrator at the Spokane Valley Campus since 1994. Prior to that, she worked as a Financial Aid Administrator at Phillips Junior College in Spokane for two years.

4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

The DOF attends quarterly training update dates and enhancements thru our corporate office via web conferencing. The DOF also attends bi-weekly district DOF phone calls for information update dates. DOF also attends state financial aid conferences and training workshops on a yearly basis.

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?

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate: 3 YR CDR</th>
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<tbody>
<tr>
<td>2009</td>
<td>28.0% (3 YR CDR)</td>
</tr>
<tr>
<td>2010</td>
<td>26.8% (3 YR CDR)</td>
</tr>
<tr>
<td>2011</td>
<td>23.5% (3 YR CDR)</td>
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</table>

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 orientation is usually held in the evening each quarter. 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.

Due to our retention performance in the Associate of Applied Science in Business Management, 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 attend 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 coordinated through 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 SME in place we will continue to improve. We also identified two courses for the electronics' 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 AS Network Systems 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 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 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.
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 documenting 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:
  - ADDA (American Design Drafting Association)
  - IEEE (Institute of Electrical and Electronic Engineers)
  - ISSA (Information Systems Security Association)
  - FBLA-PBL (Future Business Leaders of America-Phi Beta Lambda)
  - NTHS (National Technical Honor Society)
  - INBC 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 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.

CONSTRUCTION MANAGEMENT

BACHELOR OF SCIENCE DEGREE

Objectives - This program covers the fundamentals and offers a foundation in construction management, construction techniques and legal issues relating to the construction management field. Areas of study include building codes, site construction and measurement, construction documents, construction project management and construction safety management. The goal of the program is to help the student acquire skills that can be used to enter the workplace and be a versatile member of a construction team.

Career Opportunities - Graduates of this program may begin their careers in a variety of entry-level positions involving construction estimating, construction safety, construction project management or building code compliance.
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.

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.

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.

Bill Souders, Dean, is responsible for the overall administration of all academic programs. Please refer to Q 4.7.

5.2.2 Administration of each academic program offered.

The Dean is supported by the following faculty within each School of Study:

<table>
<thead>
<tr>
<th>School of Study</th>
<th>Faculty Member, Title</th>
<th>Summary of Academic and Experiential Qualifications</th>
</tr>
</thead>
</table>
| School of Information Technology | Doug Tapken, Chair    | M.A., Computer Resources & Information Management, Webster University  
|                                  |                       | B.A., Business, University of Northern Iowa  
|                                  |                       | Certified Systems Engineer, Microsoft  
|                                  |                       | Certified Entry Networking Technician, Cisco  
|                                  |                       | Member ISSA (Information System Security Association)  
<p>|                                  |                       | Doug has worked in the IT and Training industries since 1998, holding positions with |</p>
<table>
<thead>
<tr>
<th>School of Electronics Technology</th>
<th>Justin Wendt, Instructor/Subject Matter Expert</th>
<th>Software Spectrum, Getronics and Next IT before joining ITT Technical Institute. Doug started as an adjunct instructor in 2011 and was promoted to his current position as Chair, School of Information Technology in 2012.</th>
</tr>
</thead>
</table>
|                                  | B.S., Electronics and Communications Engineering Technology, ITT Technical Institute | A.A.S., Computer and Electronics Engineering Technology, ITT Technical Institute  
Certified Computer Electronics, Brianbench  
Amplifiers and Filters Certification, ExpertRating Global Certifications  
Certified Assembly Language, BrainBench  
Certified Electronics Technician (ISCET) |
|                                  | Justin has been in the electronics field since 1998 where he was an active duty electronics technician in the U.S. Navy. After leaving the Navy he owned and operated businesses involved in contracting, repair, software development and assembly of electronic equipment. In 2004 he started his engineering career with R.B.S. Future and held a position there until 2011. Justin started at ITT Technical Institute as an adjunct instructor in 2006 and was promoted to Chair in 2011. In 2014 he had an opportunity to reenter the engineering field and took a position with Solar Roadways as their Senior Engineer. Justin has decided to stay on as an adjunct instructor and the Subject Matter Expert representative of the electronics technology program. |
| School of Drafting and Design    | West Card, Chair/Subject Matter Expert        | M.B.A, ITT Technical Institute  
B.S., Construction Management, ITT Technical Institute  
A.A.S., Computer Aided Drafting, ITT Technical Institute  
Certified Mechanical Drafter (ADDA) |
|                                  | West started his administrative career in the U.S. Army from 1989 to 1998. Additionally, he has held office management positions with Office Team and Metcalf & Eddy Engineers from 1998 to 2007. He has also held positions as a drafter and designer with Metcalf & Eddy. |
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.

Curriculum 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 (NCWET) 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 how 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. The following individuals participate from the campus on National Curriculum Committees:

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 curriculum 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 anticipated number 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.

ITT Technical Institute, Spokane Valley, does not have any internship or externship programs at this 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 Curriculum 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 Information Technology
(Bachelor of Science Degree – ISC)
(Associate of Applied Science Degree – IT-NSA, IT-SVD)

Mr. Sean Lickfold, Senior Network Engineer at Nuvodia, a premier IT company that creates, manages and supports leading edge IT Solutions. Sean has a Master’s Degree in Engineering and Technology Management from Washington State University and has over 15 years of experience.

Mr. Mark Philipy, Project Manager at Avista Corp. Mark has a Bachelor’s Degree from BYU in Design Engineering Technology and has over 17 years of experience.

Ms. Shawna Brown, IT PMO Director at PAML, Pathology and Associates Medical Laboratories. Project Management Professional (PMP® earned in May 2005) and Certified SCRUM Master (CSM) with over 16 years’ experience in management, software development and project leadership in the financial solutions industry, with the last eight years focused on IT Project Management using the Agile methodology successfully in software development and implementation projects. She has a Bachelor’s Degree from Eastern Washington University in Computer Information Systems.

Mr. Kevin Ulstad, IT Auditor at Washington State University. Kevin has over 16 years’ experience in the field and taught at ITT Tech in 2007 and 2008.

Mr. Steve Vessels, Business Development Manager with Intellatek, a managed IT company. Steve is a graduate of Washington State University, School of Business and Economics.

Mr. Jim Barry, Business Continuity Services, 360 Consulting Group, Inc. Jim is a senior level executive with demonstrated success in the strategic application of information technology and project management and general business management, including financial management, new business development, strategic management, business continuity and resiliency planning. Jim received his Strategic Business Degree from Gonzaga University.

Mr. Richard Keames, Senior Project Manager at Imprezzo. Richard has 30 years of experience in the areas of project management, resource management and technology development and has his Bachelor of Science Degree in Electronics Technology and Computer Science from BYU.

Ms. Elizabeth Albano, Solution Designer at Umpqua Bank. Elizabeth has over 23 years’ experience, and graduated from Washington State University with a Bachelor’s Degree in Mathematics.

Mr. Dan Suhr, Board of Directors/Treasurer at W2ater International, whose mission is to partner with local communities to bring clean water solutions. He is also the Regional Director of Learning and Development for Qualfon. Dan has over 20 years of experience in technology education and has a Bachelor’s Degree from the University of Idaho in Education and Technical Ed.

Mr. Clint Skelton, Scrum Master at Next IT, the world’s largest provider of Intelligent Virtual Assistants that assist companies deliver the perfect online customer experience. He has been involved in systems and software development his entire career of over 30 years and studied Business,
Management, Marketing and Related Support Services at Eastern Washington University.

Mr. Stu Farnham, Director of IT at Group Photographer Associates. Group Photographer Associates provides photographers with innovative sports photo products and lab services. Stu has over 35 years of experience in the computer science field.

School of Business
(Bachelor of Science Degree – PMA)
(Associate of Applied Science Degree – BMG)

Ms. Deanna Tiemann, Owner of Squishy Peanut Marketing. Specializing in internet marketing for Spokane and regional small businesses, serving clients who work in both B2B and B2C commerce. Deanna has over 10 years of experience and a Bachelor of Science Degree in Communications from Hope College.

Mr. Mark Qualley, VP of Operations at Humanix Staffing. Humanix provides a full range of placement for temporary and contract to hire technical positions. Mark holds a Bachelor's Degree from Eastern Washington University in Business and has more than 18 years of experience.

Ms. Eldonna Shaw, President and CEO, Greater Spokane Valley Chamber of Commerce. Eldonna has over 19 years in Organization Management in Chambers of Commerce. She was recognized in 2007 as one of 22 executives nationally to earn the Certified Chamber of Commerce Executive (CCE) designation. Eldonna has her Masters of Organizational Leadership from Gonzaga University and also is an Adjunct Instructor at Eastern Washington University.

Mr. Kenny Hall, Human Resource Director at Servatron; Servatron is a contract electronics manufacturer in Spokane. Kenny is also a CPA and has his Bachelor's Degree in Business with Accounting Emphasis from Eastern Washington University.

Mr. Bill Sweigert, HR Solutions Engineer with Associated Industries. Bill has over 26 years of experience solving complex HR issues and is a graduate of Gonzaga University.

Ms. Jennifer Little, Human Resource Recruiter at Numerica Credit Union. She received her Bachelor of Business Administration (BBA), Human Resources Management/Personnel Administration from Eastern Washington University.

School of Electronics Technology
(Bachelor of Science Degree – EECT)
(Associate of Applied Science Degree – ELCT)

Mr. Mike Germano, Operations Manager at Lite Check. Lite-Check is an electronics manufacturer that builds devices that checks the functionality of semi-truck trailers. Mike has over 30 years’ experience in the field.

Ms. Tammy Koschalk, Human Resource Director at AMX Autopatch in Cheney, Washington. AMX manufactures audio and video switching equipment. Tammy received her Bachelor of Business Administration (B.B.A.), Human Resources Management/Personnel Administration from Eastern Washington University.
Mr. Les Janzen, Manufacturing Operations Manager at AMX Autopatch in Cheney, Washington. Les has over 20 years of electronics manufacturing experience and has his Bachelor’s Degree from Eastern Washington University.

Mr. Jake Bird, Project Manager at Crystalfontz America. Crystalfontz is a company that manufactures liquid crystal displays for the electronics industry in Spokane, WA. Jake has his Associates of Applied Science Degree in Electronics from ITT Technical Institute and is currently working on his Bachelors of Science Degree at WGU.

Mr. Bill Sweitzer, Manager - Hardware Lab at F5 Networks. F5 Networks is the global leader in Application Delivery Networking (ADN). Bill has an Associate’s Degree in Electronics and over 28 years of experience in the field.

Mr. Edmond Berry, Electrical & Electronics Engineering at PCO, Inc. PCO Inc. is a company that designs, manufactures and supports security systems. Edmond is a graduate from ITT Technical Institute and received a Bachelor of Science Degree in Electronics.

**School of Drafting and Design**

*(Associate of Applied Science Degree – DDT)*

Mr. Tyler Baker, Drafter at Trinderella – an engineering firm in Coeur d’Alene, ID with a focus on electrical, controls, lighting and energy. Tyler has three years of experience in the field and received his Associate’s Degree from ITT Technical Institute.

Mr. Ryan Broadwater, Engineering Tech with the City of Spokane Valley.

Mr. Randy Budano, Engineering Tech with the City of Spokane Valley. Randy has 14 years of experience in the field and an Associate’s Degree from ITT Technical Institute in Drafting and Design Technology.

Mr. Kurt Niven, Principal and Electrical Engineer at Coffman Engineers. Coffman Engineers is a full service engineering firm in Spokane Washington. Kurt has over 25 years of experience in the field.

Mr. CW Cam Buffington, President and COO of Colmac Industries, Inc. Colmac Industries Inc. is the major manufacturer of garment pressing and finishing systems for the industrial launderer. Cam holds a Bachelor’s Degree and has over 25 years’ experience in the manufacturing industry.

Mr. Terry Schultz, Construction Manager, Contract Manager, Designer at J&M Design Drafting. J & M Design Drafting provides all around drafting and design support and specializes in rapid prototyping, UL Industrial control panels and laser engraving. Terry holds a Bachelor’s Degree in Construction Management from ITT Technical Institute.

Mr. Jason Streeter, Estimator and Project Manager for ASC Steel Deck, a steel deck manufacturer delivering a quality line of structural floor and roof deck profiles that have been fully tested for commercial construction. It is their objective to provide the highest quality products and services in the steel deck industry. Jason holds his Bachelor’s Degree from ITT Technical Institute in Construction Management.

Mr. Nathan Huestis, CAD/BIM Manager at MSI Engineers. MSI Engineers provides mechanical engineering services, specializing in cost-effective and innovative solutions, designed from the start
with construction, operation and comfort in mind. Nathan has over 14 years of experience in the field, and an Associate’s Degree in Computer Drafting and Design.

Mr. Jeremy Gross, Drafting Supervisor at Garco Building Systems. Garco Building Systems has a proven history of engineering and manufacturing a full range of building types from the simplest of structures to multi-faceted, heavy industrial complexes. Jeremy has over 14 years’ experience in the field and holds his Associate’s Degree in Computer-Aided Drafting and Design from ITT Technical Institute.

Mr. Jeremy Ruby, Drafting Supervisor at Garco Building Systems. Garco Building Systems has a proven history of engineering and manufacturing a full range of building types from the simplest of structures to multi-faceted, heavy industrial complexes. Jeremy has over 18 years’ experience in the field and holds his Associate’s Degree in Computer-Aided Drafting and Design from ITT Technical Institute.

Mr. Brian DeHaan, Design Manager at DCI Engineers. DCI is based in Seattle, WA with offices in Spokane, Portland, San Diego, Austin, Irvine, Eugene, San Francisco and Anchorage. They are licensed in all 50 states and most Canadian provinces. Brian has over 12 years of experience in the field and holds his Associate’s Degree from ITT Technical Institute in Computer-Aided Drafting and Design.

Ms. Darcy Morden, Project Manager/Design Engineer at Womer & Associates. Womer & Associates is a Native American design firm specializing in planning, architectural services and construction management. Darcy is a graduate of Michigan Technological University and holds a Bachelor’s Degree in Civil Engineering.

### 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?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

#### 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 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:
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 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:

<table>
<thead>
<tr>
<th>School of Study</th>
<th>New Program Name</th>
<th>Credential Level</th>
<th>Program CIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Technology</td>
<td>Computer and Electronic Systems Technology</td>
<td>Academic Associate</td>
<td>15.1201</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Computer Systems Support and Administration</td>
<td>Academic Associate</td>
<td>11.1006</td>
</tr>
<tr>
<td>Drafting and Design</td>
<td>Drafting and Design – Architectural and Civil</td>
<td>Academic Associate</td>
<td>15.1303</td>
</tr>
<tr>
<td>Drafting and Design</td>
<td>Construction Engineering Technology</td>
<td>Bachelor</td>
<td>15.1001</td>
</tr>
<tr>
<td>Business</td>
<td>Accounting</td>
<td>Diploma</td>
<td>52.0302</td>
</tr>
<tr>
<td>Business</td>
<td>Business Management</td>
<td>Diploma</td>
<td>52.0101</td>
</tr>
<tr>
<td>Drafting and Design</td>
<td>Drafting and Design Technology</td>
<td>Diploma</td>
<td>15.1301</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>Electrical Engineering Technology</td>
<td>Diploma</td>
<td>15.0303</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Network Systems Administration</td>
<td>Diploma</td>
<td>11.1002</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Software Development</td>
<td>Diploma</td>
<td>11.0201</td>
</tr>
</tbody>
</table>

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. Core courses are 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 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.

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 designated 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 28,000 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 anywhere 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:
- FAC101 – Creating Student Success
- FAC102 – Preparing to Teach
- FAC103 – Basic Teaching Skills
- FAC104 – 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.ittech.edu/, an acquisition 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.**

<table>
<thead>
<tr>
<th>Month/Year</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/2014</td>
<td>LMS (Learning Management System)</td>
</tr>
<tr>
<td>12/2014</td>
<td>eBooks and educational opportunities</td>
</tr>
<tr>
<td>03/2015</td>
<td>ePortfolios and enhancing outcomes</td>
</tr>
<tr>
<td>06/2015</td>
<td>Methods of instruction: Traditional vs.</td>
</tr>
<tr>
<td></td>
<td>Technological</td>
</tr>
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</table>

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?

The overall student-teacher ratio for Spokane Valley was 10.65/1 in 2012, 9.41/1 in 2013 and 8.70/1 so far in 2014. In September 2014, the Master Schedule indicated the student-teacher ratio in the core courses was 13.2/1 in Business, 14/1 in Drafting and 7.7/1 in Electronics.

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?

89%
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?

60%

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?

Brady Nielsen: Possesses M.B.A but teaches in the School of Information Technology. Brady holds current industry certifications and currently works in the IT industry. Copy of current resume detailing experience and certifications on file.

Ralph Parkison: Possesses M.B.A but teaches in the School of Information Technology. Ralph holds current industry certifications and currently works in the IT industry. Copy of current resume detailing experience and certifications on file.

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 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.

The campus schedules the beginning of its Bachelor programs based on the fact that there will be 10-15 starts to sustain sufficient enrollment during the length of the program. Thus, all programs do not begin every quarter.
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 28,500 square feet comprised of theory classrooms, laboratories, administrative offices, library and bookstore. The facility has a capacity for 500 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 no plans to improve the physical plant and equipment at this point.
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](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.

LRC associate also works for the Spokane Public Library and has a verbal agreement with them for utilizing their collection.

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:

516 books
15 periodical subscriptions
279 videos/DVDs
13 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 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**

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 postgraduate 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 provides students with a computerized catalog of LRC materials. The AutoLibrarian system is available to students and faculty to search for materials by title, author, subject, or keyword.

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 LRC coordinator, Charles Salt, has 31 years of library experience, both public and academic. He has received LRC Service Provider training plus training on EBSCO databases, e-books databases and has experience using most of the subscription databases in the Virtual Library. He attends training offered by the National Librarian when is does not interfere with his job at Spokane Public Library. He has served on the LRC Advisory Committee. He is also a member of the Washington Library Association and attends their annual conferences.

The campus employs a Library Assistant for 30 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 $4724.

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 curriculum.

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 collection 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.
- Acquiring technology-related computer-based tutorial programs.
- Implementing interlibrary loan arrangements with Spokane Public Library which will allow the students to check out materials from any local library, including the academic libraries in the area, with their campus student ID cards.
- 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 depth and breadth of online resources available through 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 a Library Assistant for 30 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?

The percentage varies from year to year but is in the neighborhood of 1% of Spokane Valley revenue.

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:

- 516 books
- 15 periodical subscriptions
- 279 videos/DVDs
- 13 CD-ROMS and computer software

8.17.2 Total number of online collections available

The Virtual Library includes licensed online books to support all ITT Technical Institute curricula. As of May 2014, there are approximately 25,000 titles to support business courses (economics, industry, commerce and finance) as well as several business-related multi-volume encyclopedias.

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

The campus currently subscribes to 15 periodicals.

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 LRC Coordinator (or ITT Tech faculty/staff member on duty at the time). The transaction is noted in AutoLibrarian 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.

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
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’ periodic edition. 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 Resources 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.
- Implementing interlibrary loan arrangements with the Spokane Public Library.
- Adding materials to support the curriculum in the areas of (networking, drafting and design, electrical engineering, information technology, business administration and project management.)
- Pursuing opportunities to promote information literacy.
- 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 depth and breadth of online resources available through the Virtual Library.
- Increasing the number of services, such as training modules, available to Virtual Library users.
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 9:30 p.m. weekdays. The LRC is also open from 8:00 am to 2:00 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 Edleann 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 identifier 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/eBook, 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 identifier 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.


**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 (residential 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/eBook, 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 identifier 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](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.
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 June 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 June 2014.

Specific Self-Study Committee assignments were made as follows:

- **Section 1 – Mission and Objectives** ............................................. F. William King, Director
- **Section 2 – Organization** .......................................................... F. William King, Director
- **Section 3 – Administration** ...................................................... Heather Gross, Registrar
- **Section 4 – Relations with Students** ......................................... William Souders, Dean
- **Section 5 – Educational Activities** ............................................. William Souders, Dean
- **Section 6 – Educational Facilities** ............................................. Douglas Tapken, Chair of IT
- **Section 7 – Publications** ......................................................... F. William King, Director
- **Section 8 – Library, Instructional Resources, and Materials** .......... Charles Salt, Library Asst.

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.
<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. William King, Director</td>
<td>10/10/14</td>
</tr>
<tr>
<td>William Souders, Dean</td>
<td>10/10/14</td>
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<tr>
<td>Helen Horton, Director of Finance</td>
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<tr>
<td>Dennis Gaggin, Director of Recruitment</td>
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<td>Jeffery Tonev, Director of Career Services</td>
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<td>Heather Gross, Registrar</td>
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<tr>
<td>Charles Salt, Library Assistant</td>
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<tr>
<td>Donald Tanke, Chair of Information Technology</td>
<td>10/10/14</td>
</tr>
<tr>
<td>Laura Palmquist, Administrative Assistant</td>
<td>10/10/14</td>
</tr>
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</table>
### Three-Year Student Complaint History - ITT Tech, Spokane

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<th>Type</th>
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<th>School</th>
<th>State</th>
<th>Dist</th>
<th>Func Dept</th>
<th>Complaint Code</th>
<th>Final Disp</th>
<th>Analyst</th>
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<tr>
<td>New Complaint</td>
<td>Complaint</td>
<td>Hildebrand, Eric</td>
<td>Former Student</td>
<td>1/7/2011</td>
<td>1/17/2011</td>
<td>10</td>
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<td>WA</td>
<td>NW</td>
<td>Finance/Financial Aid</td>
<td>Finance/Financial aid</td>
<td>Unable to Substantiate</td>
<td>Jane Laszkowski Hart</td>
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<td>Com Summary</td>
<td>The former student from the Spokane campus is disputing a balance owed after withdrawing from his program in 2008.</td>
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<td>Johnston, Dana</td>
<td>Student</td>
<td>1/31/2011</td>
<td>2/8/2011</td>
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<td>WA</td>
<td>NW</td>
<td>Director/Administration</td>
<td>General Concern</td>
<td>Unable to Substantiate</td>
<td>Donna Smith</td>
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<td>Com Summary</td>
<td>The student from the Spokane campus complained via the Student Portal that she is against the new non-smoking policy on campus.</td>
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<tr>
<td>Com Summary</td>
<td>The former student from the Spokane Valley campus alleges she withdrew and was told she did not have a balance. Then she found out she was in collections when she tried to</td>
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<td>New Student Survey</td>
<td>Complaint</td>
<td>Carey, Wayne</td>
<td>Student</td>
<td>1/18/2012</td>
<td>1/19/2012</td>
<td>3</td>
<td>Spokane</td>
<td>WA</td>
<td>NW</td>
<td>Academic Affairs</td>
<td>Inadequate instructor</td>
<td>Valid</td>
<td>Mark Urschel</td>
</tr>
<tr>
<td>Com Summary</td>
<td>The student from the Spokane campus has indicated dissatisfaction via the Student Survey in ITT302 in this area: instructor.</td>
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<td>New Complaint</td>
<td>Complaint</td>
<td>McFall, Brenton</td>
<td>Prospective stu</td>
<td>3/13/2012</td>
<td>3/15/2012</td>
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<td>Spokane</td>
<td>WA</td>
<td>NW</td>
<td>Academic Affairs</td>
<td>Admission require</td>
<td>Unable to Substantiate</td>
<td>Mark Urschel</td>
</tr>
<tr>
<td>Com Summary</td>
<td>The prospective student from the Spokane campus alleges he verified all the answers on his Readiness Offering and received a completion confirmation, but he was then told by t</td>
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<td>3/28/2012</td>
<td>4/9/2012</td>
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<td>Spokane</td>
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<td>NW</td>
<td>Academic Affairs</td>
<td>Inadequate instructor</td>
<td>Unable to Substantiate</td>
<td>Mark Urschel</td>
</tr>
<tr>
<td>Com Summary</td>
<td>The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in GE375 in this area: instructor.</td>
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<td>New Student Survey</td>
<td>Complaint</td>
<td>Waid, John</td>
<td>Student</td>
<td>4/3/2012</td>
<td>4/4/2012</td>
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<td>WA</td>
<td>NW</td>
<td>Academic Affairs</td>
<td>Inadequate instructor</td>
<td>Valid</td>
<td>Mark Urschel</td>
</tr>
<tr>
<td>Com Summary</td>
<td>The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in GE117 in this area: instructor.</td>
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<td>New Student Survey</td>
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<td>Rowntila, Christopher</td>
<td>Student</td>
<td>4/3/2012</td>
<td>4/11/2012</td>
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<td>NW</td>
<td>Director/Administration</td>
<td>Equipment–outdated</td>
<td>Unable to Substantiate</td>
<td>Mark Urschel</td>
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<tr>
<td>Com Summary</td>
<td>The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in EG381 in this area: equipment.</td>
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<td>4/11/2012</td>
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<td>WA</td>
<td>NW</td>
<td>Director/Administration</td>
<td>Equipment–quality</td>
<td>Valid</td>
<td>Mark Urschel</td>
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<tr>
<td>Com Summary</td>
<td>The student from the Spokane campus has indicated dissatisfaction via the Student Survey in ITT309 and VC230 in this area: equipment.</td>
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<td>New Student Survey</td>
<td>Complaint</td>
<td>Peterson, Nick</td>
<td>Student</td>
<td>7/24/2012</td>
<td>8/2/2012</td>
<td>9</td>
<td>Spokane</td>
<td>WA</td>
<td>NW</td>
<td>Academic Affairs</td>
<td>Equipment–incompe</td>
<td>Unable to Substantiate</td>
<td>Shantel Hickie</td>
</tr>
<tr>
<td>Com Summary</td>
<td>The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in TB332 in this area: equipment.</td>
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<td>New Student Survey</td>
<td>Complaint</td>
<td>Peterson, Nick</td>
<td>Student</td>
<td>7/24/2012</td>
<td>8/2/2012</td>
<td>9</td>
<td>Spokane</td>
<td>WA</td>
<td>NW</td>
<td>Academic Affairs</td>
<td>Equipment–outdated</td>
<td>Unable to Substantiate</td>
<td>Shantel Hickie</td>
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<tr>
<td>Com Summary</td>
<td>The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in TB332 in this area: equipment.</td>
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<td>New Student Survey</td>
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<td>Blackman, Kris</td>
<td>Student</td>
<td>7/24/2012</td>
<td>7/26/2012</td>
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<td>Spokane</td>
<td>WA</td>
<td>NW</td>
<td>Academic Affairs</td>
<td>Textbook–inadequate</td>
<td>Unable to Substantiate</td>
<td>Shantel Hickie</td>
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<tr>
<td>Com Summary</td>
<td>The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in E3110 in this area: textbook.</td>
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<td>New Student Survey</td>
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<td>Westrum, Adam</td>
<td>Student</td>
<td>7/24/2012</td>
<td>7/31/2012</td>
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<td>NW</td>
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<td>General Concern</td>
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<td>Shantel Hickie</td>
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<td>Com Summary</td>
<td>The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in ITT331 in this area: general.</td>
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<td>McPhee, Curtis</td>
<td>Student</td>
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<td>8/1/2012</td>
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<td>Spokane</td>
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<td>NW</td>
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<td>Textbook Availability</td>
<td>Unable to Substantiate</td>
<td>Shantel Hickie</td>
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<td>Com Summary</td>
<td>The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in GS1140 in this area: course material.</td>
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<td>New Complaint</td>
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<td>Morrison, William</td>
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<td>Academic Affairs</td>
<td>General Concern</td>
<td>Unable to Substantiate</td>
<td>Shantel Hickie</td>
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<tr>
<td>Com Summary</td>
<td>The student from the Spokane campus complains that there is only one faculty member who knows how to operate the AutoCad programs.</td>
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</table>

**Complaint Summary:**

- **Richards, Bryan:**
  - **Student:**
  - **1/24/2013:**
  - **1/24/2013:**
  - **Spokane:**
  - **NW:**
  - **Academic Affairs:**
  - **Textbook—inaudible:**
  - **Unable to substantiate:**
  - **Shantel Hickle**

- **Complaint:**
  - The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in NT1430 in this area: Textbook and Equipment.

- **New Complaint:**
  - **Eveland, Anne:**
  - **Student:**
  - **6/19/2013:**
  - **6/21/2013:**
  - **Spokane:**
  - **NW:**
  - **Academic Affairs:**
  - **Accommodation:**
  - **Unable to substantiate:**
  - **Shantel Hickle**

- **New Student Survey:**
  - **Richards, Bryan:**
  - **Student:**
  - **8/1/2013:**
  - **8/2/2013:**
  - **Spokane:**
  - **NW:**
  - **Academic Affairs:**
  - **Inadequate instructor:**
  - **Valid in part:**
  - **Shantel Hickle**

- **New Student Survey:**
  - **Huller, Richard:**
  - **Student:**
  - **11/5/2013:**
  - **11/8/2013:**
  - **Spokane:**
  - **NW:**
  - **Academic Affairs:**
  - **Textbook—inaudible:**
  - **Valid:**
  - **Shantel Hickle**

- **New Student Survey:**
  - **Stevens, Shelley:**
  - **Student:**
  - **11/11/2013:**
  - **11/12/2013:**
  - **Spokane:**
  - **NW:**
  - **Academic Affairs:**
  - **Inadequate instructor:**
  - **Valid:**
  - **Shantel Hickle**

- **New Student Survey:**
  - **Regan, Ryan:**
  - **Student:**
  - **11/20/2013:**
  - **11/25/2013:**
  - **Spokane:**
  - **NW:**
  - **Academic Affairs:**
  - **Inadequate instructor:**
  - **Valid:**
  - **Shantel Hickle**

- **New Student Survey:**
  - **The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in GE347 in this area: Textbook.**

- **Complaint:**
  - The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in NT1430 in this area: Textbook and Equipment.

- **New Student Survey:**
  - **The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in NT1430 in this area: Textbook and Equipment.**

- **New Student Survey:**
  - **The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in NT2670 and PT2520 in this area: Textbook and Instructor.**

- **New Student Survey:**
  - **The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in NT2670 and PT2520 in this area: Textbook and Instructor.**

- **New Student Survey:**
  - **The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in NT2580 in this area: Textbook.**

- **Complaint:**
  - The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in NT2580 in this area: Textbook.

- **New Student Survey:**
  - **The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in EN1420 in this area: Instructor.**

- **New Student Survey:**
  - **The student from the Spokane Valley campus has indicated dissatisfaction via the Student Survey in EN1320 in this area: Instructor.**
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<td>Frisbie, Wayne</td>
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<td>Com Summary:</td>
<td>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</td>
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<td>9/3/2014</td>
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<td>Virtual Library</td>
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<td>Student</td>
<td>8/27/2014</td>
<td>9/1/2014</td>
<td>5</td>
<td>Spokane</td>
<td>WA NW</td>
<td>Academic Affairs</td>
<td>Virtual Library</td>
<td>Unable to substantiate, Shantel Hickie</td>
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<td>Com Summary:</td>
<td>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</td>
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<td>Student Survey</td>
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<td>Student</td>
<td>8/27/2014</td>
<td>9/1/2014</td>
<td>5</td>
<td>Spokane</td>
<td>WA NW</td>
<td>Academic Affairs</td>
<td>Inadequate instructor</td>
<td>Unable to substantiate, Shantel Hickie</td>
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<td>Com Summary:</td>
<td>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</td>
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<td>Masica, Jason</td>
<td>Student</td>
<td>8/19/2014</td>
<td>8/26/2014</td>
<td>7</td>
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<td>WA NW</td>
<td>Recruitment</td>
<td>Recruitment process</td>
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<td>Com Summary:</td>
<td>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 his objections.</td>
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<td>Complaint</td>
<td>Masica, Jason</td>
<td>Student</td>
<td>8/19/2014</td>
<td>8/26/2014</td>
<td>7</td>
<td>Seattle</td>
<td>WA NW</td>
<td>Academic Affairs</td>
<td>Accommodation</td>
<td>Unable to substantiate, Jane Lasowski Hart</td>
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<td>Com Summary:</td>
<td>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 his objections.</td>
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<td>New</td>
<td>Student Survey</td>
<td>Stover, Joseph</td>
<td>Student</td>
<td>8/27/2014</td>
<td>8/28/2014</td>
<td>1</td>
<td>Everett</td>
<td>WA NW</td>
<td>Academic Affairs</td>
<td>LRC</td>
<td>Unable to substantiate, Shantel Hickie</td>
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<td>The student from the Everett campus has indicated dissatisfaction via the Student Survey in EN3220 in this area: LRC</td>
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<tr>
<td>New</td>
<td>Student Survey</td>
<td>Davis, Leilani</td>
<td>Student</td>
<td>8/27/2014</td>
<td>8/29/2014</td>
<td>2</td>
<td>Everett</td>
<td>WA NW</td>
<td>Academic Affairs</td>
<td>Inadequate instructor</td>
<td>Unable to substantiate, Shantel Hickie</td>
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<td>Com Summary:</td>
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<td>New</td>
<td>Student Survey</td>
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<td>8/27/2014</td>
<td>8/28/2014</td>
<td>1</td>
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<td>WA NW</td>
<td>Academic Affairs</td>
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<tr>
<td>1</td>
<td>11/2011</td>
<td>BS</td>
<td>Project Management and Administration and Information Systems and Cybersecurity</td>
<td>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.</td>
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<td>2</td>
<td>11/2011</td>
<td>BS</td>
<td>Project Management and Administration w/Options</td>
<td>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.</td>
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<tr>
<td>3</td>
<td>12/2011</td>
<td>AAS</td>
<td>General Education Course</td>
<td>MA1210 College Mathematics course description update. The new course description more accurately reflects the content of the course.</td>
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<tr>
<td>4</td>
<td>8/2012</td>
<td>BS</td>
<td>Project Management</td>
<td>This change request was to update the prerequisites/co requisites 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.</td>
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<td>5</td>
<td>8/2012</td>
<td>BS</td>
<td>Electrical Engineering and Communications Technology</td>
<td>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.</td>
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<td>6</td>
<td>11/2012</td>
<td>AAS</td>
<td>All AAS 90 quarter credit hour programs:</td>
<td>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.</td>
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<td>• Drafting and Design Technology</td>
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<td>7</td>
<td>12/2012</td>
<td>BS</td>
<td>Project Management and Administration w/Options</td>
<td>PM4795, 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.</td>
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<td>8</td>
<td>3/2013</td>
<td>AAS</td>
<td>All AAS 90 quarter credit hour programs:</td>
<td>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.</td>
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<td>9</td>
<td>6/2013</td>
<td>BS</td>
<td>Electrical Engineering and Communications Technology</td>
<td>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.</td>
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<td>10</td>
<td>8/2014</td>
<td>AAS</td>
<td>Several AAS programs:</td>
<td>Refer to detail, rationale provided on [9] Capstone 2014 worksheet.</td>
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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 Administrative 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. Maximum emphasis has and will continue to be placed in hiring personnel that have both the academic and work background to the specific position.

B. Physical Plant
   The campus relocated to its current location in November 2004 and went through a significant renovation in 2013. Budget is provided annually to upgrade equipment and furniture as needed in the office and lab areas. Presently, the well-lit and professional facility more than adequately serves Spokane Valley’s students and employers alike.

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
   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 for 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:

<table>
<thead>
<tr>
<th>School of Study</th>
<th>New Program Name</th>
<th>Credential Level</th>
<th>Program CIP</th>
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<tbody>
<tr>
<td>Electronics Technology</td>
<td>Computer and Electronic Systems Technology</td>
<td>Academic Associate</td>
<td>15.1201</td>
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<tr>
<td>Information Technology</td>
<td>Computer Systems Support and Administration</td>
<td>Academic Associate</td>
<td>11.1006</td>
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<tr>
<td>Drafting and Design</td>
<td>Drafting and Design – Architectural and Civil</td>
<td>Academic Associate</td>
<td>15.1303</td>
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<td>Drafting and Design</td>
<td>Construction Engineering Technology</td>
<td>Bachelor</td>
<td>15.1001</td>
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<td>Accounting</td>
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<td>Business Management</td>
<td>Diploma</td>
<td>52.0101</td>
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<tr>
<td>Criminal Justice</td>
<td>Criminology and Forensic Technology</td>
<td>Diploma</td>
<td>43.0111</td>
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<td>Drafting and Design Technology</td>
<td>Diploma</td>
<td>15.1301</td>
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<tr>
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<td>Electrical Engineering Technology</td>
<td>Diploma</td>
<td>15.0303</td>
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<td>Information Technology</td>
<td>Network Systems Administration</td>
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<tr>
<td>Information Technology</td>
<td>Software Development</td>
<td>Diploma</td>
<td>11.0201</td>
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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

Spokane

Last Update
8/15/2014
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APPENDIX 1: PROGRAM OFFERINGS AND CHARACTERISTICS
APPENDIX 2: RETENTION IMPROVEMENT PLAN
APPENDIX 3: PLACEMENT IMPROVEMENT PLAN
APPENDIX 4: GRADUATE SURVEY (Rationale for Questions)
APPENDIX 5: EMPLOYER SURVEY (Rationale for Questions)
APPENDIX 6: PERFORMANCE PLANS
INTRODUCTION

History of the Campus
The ITT Technical Institute in Spokane 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
Selected programs of study at ITT Technical Institute, Spokane Valley, WA 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
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: F. William King
- Academic Dean: William Souders
- Director of Finance: Helen Horton
- Director of Recruitment: Dennis Gagaoin
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 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 4 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 the workplace.

See Appendix 1 for detailed characteristics 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 DEMOGRAPHICS

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.

<table>
<thead>
<tr>
<th>Chart (A)(2) Part 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Demographics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.M. Students</td>
<td>0</td>
</tr>
<tr>
<td>P.M. Students</td>
<td>303</td>
</tr>
<tr>
<td>Part-Time Students</td>
<td>76</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>19.5%</td>
</tr>
<tr>
<td>Male</td>
<td>80.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian or White, non-Hispanic</td>
<td>72.9%</td>
</tr>
<tr>
<td>African-American or Black, non-Hispanic</td>
<td>2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.3%</td>
</tr>
<tr>
<td>Asian or Pacific Islanders</td>
<td>2%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>1.6%</td>
</tr>
<tr>
<td>Undisclosed</td>
<td>18.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 17 - 20</td>
<td>31</td>
</tr>
<tr>
<td>Age 21 – 25</td>
<td>85</td>
</tr>
<tr>
<td>Age 26 – 30</td>
<td>64</td>
</tr>
<tr>
<td>Age 31 – 40</td>
<td>80</td>
</tr>
<tr>
<td>Age 41 – 50</td>
<td>34</td>
</tr>
<tr>
<td>Age 51 – 60</td>
<td>7</td>
</tr>
<tr>
<td>Age &gt; 61</td>
<td>1</td>
</tr>
</tbody>
</table>

Data Source: Census Cube (Cognos)
### Program Demographics

<table>
<thead>
<tr>
<th>Programs</th>
<th>Census</th>
<th>% Total Enrolled</th>
<th>P.M. Students</th>
<th>% of Program Census</th>
<th>% of Program Census</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31</td>
<td>10.23%</td>
<td>100%</td>
<td>Male 32.26%</td>
<td>White 83.87%</td>
</tr>
<tr>
<td>AASBMG</td>
<td>35</td>
<td>11.55%</td>
<td>100%</td>
<td>African American 3.23%</td>
<td></td>
</tr>
<tr>
<td>AASDDT</td>
<td>54</td>
<td>17.82%</td>
<td>100%</td>
<td>Under Age 25 35.48%</td>
<td></td>
</tr>
<tr>
<td>AASELCT</td>
<td>80</td>
<td>26.4%</td>
<td>100%</td>
<td>Age 25 and Over 64.52%</td>
<td></td>
</tr>
<tr>
<td>AASNSA</td>
<td>44</td>
<td>14.52%</td>
<td>100%</td>
<td>Male 62.86%</td>
<td></td>
</tr>
<tr>
<td>AASSDV</td>
<td>1</td>
<td>0.33%</td>
<td>100%</td>
<td>White 82.86%</td>
<td></td>
</tr>
<tr>
<td>BSCM</td>
<td>11</td>
<td>3.63%</td>
<td>100%</td>
<td>African American 0%</td>
<td></td>
</tr>
<tr>
<td>BSEEECT</td>
<td>32</td>
<td>10.56%</td>
<td>100%</td>
<td>Under Age 25 0%</td>
<td></td>
</tr>
<tr>
<td>BSISC</td>
<td>35</td>
<td>11.65%</td>
<td>100%</td>
<td>Age 25 and Over 80%</td>
<td></td>
</tr>
<tr>
<td>BSPMA</td>
<td>10</td>
<td>3.3%</td>
<td>100%</td>
<td>Male 64.09%</td>
<td></td>
</tr>
<tr>
<td>BSPMC</td>
<td>5</td>
<td>1.65%</td>
<td>100%</td>
<td>White 70.45%</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>303</td>
<td>100%</td>
<td>100%</td>
<td>% 100%</td>
<td></td>
</tr>
</tbody>
</table>

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)
### Campus Effectiveness Plan August 2014

<table>
<thead>
<tr>
<th>Year Ending June 30</th>
<th>ACICS Aggregate Retention/Placement</th>
<th>Campus Retention Benchmark/Compliance Standards</th>
<th>Campus Placement Benchmark/Compliance Standards</th>
<th>Goals Retention/Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>72%/70%</td>
<td>60%</td>
<td>65%</td>
<td>71.74% 65.22% 75% 65%</td>
</tr>
<tr>
<td>2012</td>
<td>73%/66%</td>
<td>67%/52%</td>
<td>64%/47%</td>
<td>74.52% 66.01% 75% 65%</td>
</tr>
<tr>
<td>2013</td>
<td>TBD%</td>
<td>70%/60%</td>
<td>70%/60%</td>
<td>72.94% 60.53% 75% 70%</td>
</tr>
<tr>
<td>2014</td>
<td>TBD%</td>
<td>70%/60%</td>
<td>70%/60%</td>
<td>75.30% 65.12% 75% 70%</td>
</tr>
</tbody>
</table>

Data Source: ITT Reports and ACICS CAR Data Dumps

### Chart (C)

<table>
<thead>
<tr>
<th>Year Ending June 30</th>
<th>Program Retention Benchmark/Compliance Standards</th>
<th>Program Placement Benchmark/Compliance Standards</th>
<th>Program Licensure Benchmark/Compliance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2011</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2012</td>
<td>62%/52%</td>
<td>58%/47%</td>
<td>60%/40%</td>
</tr>
<tr>
<td>2013</td>
<td>65%/60%</td>
<td>70%/60%</td>
<td>70%/60%</td>
</tr>
</tbody>
</table>

*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.*

<table>
<thead>
<tr>
<th>Credential</th>
<th>Programs</th>
<th>Three Year Avg</th>
<th>CAR Retention/Placement 2011</th>
<th>2012</th>
<th>2013</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Computer and Electronics Engineering Technology</td>
<td>79.41% 84.75%</td>
<td>70.37% 83.33% 82.14% 90.91%</td>
<td>85.71% 80%</td>
<td>75% 70%</td>
<td></td>
</tr>
<tr>
<td>AA</td>
<td>Computer Drafting and Design</td>
<td>79.45% 77.04%</td>
<td>71.07% 83.33% 87.27% 70%</td>
<td>80% 77.78%</td>
<td>75% 70%</td>
<td></td>
</tr>
<tr>
<td>Bachelor</td>
<td>Construction Management</td>
<td>91.03% 83.33%</td>
<td>73.08% 83.33% 100% 66.67%</td>
<td>100%</td>
<td>75% 70%</td>
<td></td>
</tr>
<tr>
<td>AA</td>
<td>Criminal Justice</td>
<td>75.6% 45.69% 66.2%</td>
<td>50% 74.24% 40% 86.36%</td>
<td>47.08%</td>
<td>75% 70%</td>
<td></td>
</tr>
<tr>
<td>Bachelor</td>
<td>Criminal Justice</td>
<td>82.62% 0%</td>
<td>67.86% 57.14% 80% 57.14%</td>
<td>100%</td>
<td>75% 70%</td>
<td></td>
</tr>
<tr>
<td>AA</td>
<td>Criminology and Forensic Technology</td>
<td>74.52% 0%</td>
<td>100% 0% 68% 0% 55.56%</td>
<td>0%</td>
<td>75% 70%</td>
<td></td>
</tr>
<tr>
<td>Bachelor</td>
<td>Digital Entertainment and Game Design</td>
<td>84.08% 39.15%</td>
<td>68.75% 55.56% 95.24% 33.33%</td>
<td>88.24% 28.57%</td>
<td>75% 70%</td>
<td></td>
</tr>
<tr>
<td>AA</td>
<td>Drafting And Design Technology</td>
<td>0% 0% 0%</td>
<td>0% 61.29% 0%</td>
<td>68.83% 57.14%</td>
<td>75% 70%</td>
<td></td>
</tr>
<tr>
<td>Bachelor</td>
<td>Electrical Engineering and Communications Technology</td>
<td>0% 0% 0%</td>
<td>0% 100% 0%</td>
<td>87.5%</td>
<td>0%</td>
<td>75% 70%</td>
</tr>
<tr>
<td>AA</td>
<td>Electrical Engineering Technology</td>
<td>77.35% 0%</td>
<td>100% 0% 68.75% 0% 63.29%</td>
<td>100%</td>
<td>75% 70%</td>
<td></td>
</tr>
<tr>
<td>Bachelor</td>
<td>Electronics and Communications Engineering Technology</td>
<td>0% 0% 0%</td>
<td>100% 100% 0%</td>
<td>0%</td>
<td>75% 70%</td>
<td></td>
</tr>
<tr>
<td>AA</td>
<td>Graphic Communication and Design</td>
<td>73.52% 0%</td>
<td>100% 0% 47.83%</td>
<td>0% 72.73%</td>
<td>40%</td>
<td>75% 70%</td>
</tr>
<tr>
<td>AA</td>
<td>Industrial Engineering Technology</td>
<td>0% 0% 0%</td>
<td>0% 0% 0%</td>
<td>0%</td>
<td>75% 70%</td>
<td></td>
</tr>
<tr>
<td>Bachelor</td>
<td>Information Systems and Cybersecurity</td>
<td>87.02% 0%</td>
<td>100% 0% 70.83% 0% 90.24%</td>
<td>0%</td>
<td>75% 70%</td>
<td></td>
</tr>
<tr>
<td>Bachelor</td>
<td>Information Systems Security</td>
<td>93.22% 84.34%</td>
<td>90% 85.71% 89.66% 92.31%</td>
<td>100%</td>
<td>75% 70%</td>
<td></td>
</tr>
<tr>
<td>AA</td>
<td>Information Technology - Computer Network Systems</td>
<td>81.91% 73.42%</td>
<td>72.38% 52.94% 79.41% 83.33%</td>
<td>93.94%</td>
<td>84%</td>
<td>75% 70%</td>
</tr>
<tr>
<td>AA</td>
<td>Mobile Communications Technology</td>
<td>70.56% 0%</td>
<td>41.67% 0% 70% 0%</td>
<td>100%</td>
<td>57.14%</td>
<td>75% 70%</td>
</tr>
<tr>
<td>AA</td>
<td>Network Systems Administration</td>
<td>81.03% 0%</td>
<td>100% 0% 69.07% 0%</td>
<td>74.03% 78.57%</td>
<td>75% 70%</td>
<td></td>
</tr>
<tr>
<td>AA</td>
<td>Paralegal Studies</td>
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<td>100% 0% 100%</td>
<td>66.67%</td>
<td>0%</td>
<td>75% 70%</td>
</tr>
<tr>
<td>Bachelor</td>
<td>Project Management</td>
<td>0% 0% 0%</td>
<td>100% 100%</td>
<td>66.67%</td>
<td>0%</td>
<td>75% 70%</td>
</tr>
</tbody>
</table>
### Campus Effectiveness Plan August 2014

<table>
<thead>
<tr>
<th>Bachelor</th>
<th>Project Management and Administration: Project Management and Administration Option, Information Technology Option, Construction Option</th>
<th>72.39%</th>
<th>0%</th>
<th>100%</th>
<th>0%</th>
<th>65%</th>
<th>0%</th>
<th>52.17%</th>
<th>60%</th>
<th>75%</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Software Development</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>75%</td>
<td>70%</td>
</tr>
<tr>
<td>Bachelor</td>
<td>Software Development (Bachelor)</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<td>0%</td>
<td>75%</td>
<td>70%</td>
</tr>
<tr>
<td>AA</td>
<td>Visual Communications</td>
<td>72.62%</td>
<td>24.76%</td>
<td>69.37%</td>
<td>41.67%</td>
<td>81.82%</td>
<td>23.53%</td>
<td>66.67%</td>
<td>9.09%</td>
<td>75%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Data Source: ITT Reports and ACICS CAR Data Dumps

#### Chart (C1)

<table>
<thead>
<tr>
<th>Programs</th>
<th>Retention Year to Date</th>
<th>Placement Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASBMG</td>
<td>73.33%</td>
<td>NA</td>
</tr>
<tr>
<td>AASCDD</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>AASCFT</td>
<td>77.78%</td>
<td>60%</td>
</tr>
<tr>
<td>AASCJ</td>
<td>0%</td>
<td>N/A</td>
</tr>
<tr>
<td>AASDDT</td>
<td>73.61%</td>
<td>86%</td>
</tr>
<tr>
<td>AASELCT</td>
<td>71.72%</td>
<td>75%</td>
</tr>
<tr>
<td>AASGCD</td>
<td>100%</td>
<td>50%</td>
</tr>
<tr>
<td>ASITCNS</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>AASNSA</td>
<td>74.53%</td>
<td>72%</td>
</tr>
<tr>
<td>AASSDV</td>
<td>79.03%</td>
<td>N/A</td>
</tr>
<tr>
<td>AASVC</td>
<td>33.33%</td>
<td>0%</td>
</tr>
<tr>
<td>BSCM</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>BSDEGQ</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>BSEEECT</td>
<td>100%</td>
<td>66.67%</td>
</tr>
<tr>
<td>BSISC</td>
<td>98.31%</td>
<td>69.23%</td>
</tr>
<tr>
<td>BSSS</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>BSPMA/BSPMC</td>
<td>84.21%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Placement rates updated as of September 10, 2014.

#### Chart (D) Student Attrition

<table>
<thead>
<tr>
<th>Programs</th>
<th>Twelve Quarter (Three Year Average)</th>
<th>Eight Quarter (Two Year Average)</th>
<th>Four Quarter (One Year Average)</th>
<th>Year-To-Date Average</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASBMG</td>
<td>0%</td>
<td>5.38%</td>
<td>5.46%</td>
<td>7.71%</td>
<td>5%</td>
</tr>
<tr>
<td>AASCFT</td>
<td>5.93%</td>
<td>5.08%</td>
<td>3.19%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>AASDDT</td>
<td>7.43%</td>
<td>6.50%</td>
<td>5.82%</td>
<td>3.72%</td>
<td>5%</td>
</tr>
<tr>
<td>AASELCT</td>
<td>7.01%</td>
<td>6.90%</td>
<td>5.57%</td>
<td>6.55%</td>
<td>5%</td>
</tr>
<tr>
<td>AASNSA</td>
<td>6.05%</td>
<td>5.67%</td>
<td>6.05%</td>
<td>5.35%</td>
<td>5%</td>
</tr>
<tr>
<td>AASSDV</td>
<td>0%</td>
<td>0%</td>
<td>4.21%</td>
<td>4.11%</td>
<td>5%</td>
</tr>
<tr>
<td>AASVC</td>
<td>9.84%</td>
<td>12.95%</td>
<td>13.13%</td>
<td>20.0%</td>
<td>5%</td>
</tr>
<tr>
<td>BSCM</td>
<td>3.5%</td>
<td>4.91%</td>
<td>6.25%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>BSDEGQ</td>
<td>1.1%</td>
<td>0.51%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>BSEEECT</td>
<td>0%</td>
<td>1.16%</td>
<td>1.19%</td>
<td>1.59%</td>
<td>4%</td>
</tr>
<tr>
<td>BSISC</td>
<td>4%</td>
<td>1.40%</td>
<td>0.64%</td>
<td>0.81%</td>
<td>4%</td>
</tr>
<tr>
<td>BSPMA</td>
<td>7.45%</td>
<td>10.65%</td>
<td>10.12%</td>
<td>2.38%</td>
<td>4%</td>
</tr>
<tr>
<td>BSPMC</td>
<td>2.16%</td>
<td>1.52%</td>
<td>1.25%</td>
<td>0%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Data Source: Census Cubes (Cognos) Business Quarters
## Chart (E)  
### Student Engagement

<table>
<thead>
<tr>
<th>Programs</th>
<th>Twelve Quarter (Three Year) Average</th>
<th>Eight Quarter (Two Year) Average</th>
<th>Four Quarter (One Year) Average</th>
<th>Year-To-Date Average</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS BMG</td>
<td>0%</td>
<td>70.66%</td>
<td>77.08%</td>
<td>73.70%</td>
<td>80%</td>
</tr>
<tr>
<td>AAS CFT</td>
<td>0%</td>
<td>77.11%</td>
<td>79.09%</td>
<td>71.23%</td>
<td>80%</td>
</tr>
<tr>
<td>AAS DDT</td>
<td>0%</td>
<td>77.40%</td>
<td>77.87%</td>
<td>78.31%</td>
<td>80%</td>
</tr>
<tr>
<td>AAS ELCT</td>
<td>0%</td>
<td>76.59%</td>
<td>78.55%</td>
<td>75.73%</td>
<td>80%</td>
</tr>
<tr>
<td>AAS NSA</td>
<td>0%</td>
<td>79.52%</td>
<td>79.69%</td>
<td>81.44%</td>
<td>80%</td>
</tr>
<tr>
<td>AAS SDV</td>
<td>0%</td>
<td>39.06%</td>
<td>78.11%</td>
<td>77.57%</td>
<td>80%</td>
</tr>
<tr>
<td>AAS VC</td>
<td>0%</td>
<td>65.33%</td>
<td>56.25%</td>
<td>58.82%</td>
<td>80%</td>
</tr>
<tr>
<td>BS CM</td>
<td>0%</td>
<td>61.73%</td>
<td>33.46%</td>
<td>72.00%</td>
<td>80%</td>
</tr>
<tr>
<td>BS EECT</td>
<td>0%</td>
<td>72.35%</td>
<td>64.15%</td>
<td>87.22%</td>
<td>80%</td>
</tr>
<tr>
<td>BS ISC</td>
<td>0%</td>
<td>88.42%</td>
<td>88.93%</td>
<td>88.99%</td>
<td>80%</td>
</tr>
<tr>
<td>BS PMA</td>
<td>0%</td>
<td>63.70%</td>
<td>40.63%</td>
<td>82.12%</td>
<td>80%</td>
</tr>
<tr>
<td>BS PMC</td>
<td>0%</td>
<td>80.45%</td>
<td>83.90%</td>
<td>90.27%</td>
<td>80%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Survey</th>
<th># of Students Surveyed</th>
<th># of Students Responding</th>
<th>Student Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Students</td>
<td>394</td>
<td>228</td>
<td>57.87%</td>
</tr>
<tr>
<td>2012 Students</td>
<td>272</td>
<td>119</td>
<td>43.75%</td>
</tr>
<tr>
<td>2013 Students</td>
<td>245</td>
<td>87</td>
<td>35.51%</td>
</tr>
<tr>
<td>2014 Students</td>
<td>61</td>
<td>19</td>
<td>31.15%</td>
</tr>
</tbody>
</table>

### Goals:
- Minimum Response Rate: 65%
- Overall Aggregate Rating: 4.0

### Student Survey Questions:

1. The class sessions generally started and ended on time  
   - 2011 Student Response Results: 4.61
   - 2012 Student Response Results: 4.58
   - 2013 Student Response Results: 4.43

2. I was satisfied with the textbook and other course materials for this course  
   - 2011 Student Response Results: 4.17
   - 2012 Student Response Results: 4.21
   - 2013 Student Response Results: 4.19

3. I was satisfied with the technological environment (e.g., software, network performance, etc.)  
   - 2011 Student Response Results: 4.29
   - 2012 Student Response Results: 4.29
   - 2013 Student Response Results: 4.27

4. The course included utilization of the Learning Resource Center/Virtual Library  
   - 2011 Student Response Results: 0
   - 2012 Student Response Results: 0
   - 2013 Student Response Results: 4.13

5. The labs and other equipment utilized in this course were in good condition and working order  
   - 2011 Student Response Results: 4.35
   - 2012 Student Response Results: 4.35
   - 2013 Student Response Results: 4.34

6. I would recommend this course to other students  
   - 2011 Student Response Results: 0
   - 2012 Student Response Results: 0
   - 2013 Student Response Results: 4.29

7. The instructor gave me a course syllabus that listed grading criteria and course objectives at the beginning of the course  
   - 2011 Student Response Results: 4.72
   - 2012 Student Response Results: 4.7
   - 2013 Student Response Results: 4.6

8. The instructor updated me regularly (a minimum of every three weeks) with the grade report on my performance in the course  
   - 2011 Student Response Results: 4.58
   - 2012 Student Response Results: 4.57
   - 2013 Student Response Results: 4.57

9. The instructor was prepared for class  
   - 2011 Student Response Results: 4.59
   - 2012 Student Response Results: 4.6
   - 2013 Student Response Results: 4.59

10. The instructor communicated and taught in a way that was organized and easily understood  
    - 2011 Student Response Results: 4.45
    - 2012 Student Response Results: 4.44
    - 2013 Student Response Results: 4.44

11. I would recommend this instructor for this course to other students  
    - 2011 Student Response Results: 4.51
    - 2012 Student Response Results: 4.51
    - 2013 Student Response Results: 4.53

Data Source: Operations Business Analyst

ITT Technical Institute – Spokane  

ED00003736
Chart (G)
Quarterly Student Evaluation
Responses are ranked: 5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

<table>
<thead>
<tr>
<th>Survey</th>
<th># of Students Surveyed</th>
<th># of Students Responding</th>
<th>Student Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
<td></td>
<td>64.26%</td>
</tr>
</tbody>
</table>

Student Survey Questions:

Overall, how satisfied are you with:

1 School Administration?
2 Academic Affairs Administrators and Services?
3 Faculty/Instructors?
4 Finance Department Staff and Services?
5 Career Services Staff and Services?
6 Recruitment Staff and Services?
7 Registrar Staff and Services?
8 Learning Resource Center?
9 Program Curriculum
10 Virtual Library?
11 Would you recommend the program or school in which you enrolled to a friend?

Minimum Response Rate: 65% Overall Aggregate Rating: 4.0

<table>
<thead>
<tr>
<th>Twelve Quarter (Three Year) Average</th>
<th>2013 Student Response Results [Overall rating, e.g., 3]:</th>
<th>2014 Student Response Results [Overall rating, e.g., 3]:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.45</td>
<td>4.08</td>
<td></td>
</tr>
<tr>
<td>4.35</td>
<td>4.10</td>
<td></td>
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<tr>
<td>4.42</td>
<td>4.12</td>
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<tr>
<td>4.43</td>
<td>4.24</td>
<td></td>
</tr>
<tr>
<td>4.39</td>
<td>4.09</td>
<td></td>
</tr>
<tr>
<td>4.29</td>
<td>4.04</td>
<td></td>
</tr>
<tr>
<td>4.32</td>
<td>4.08</td>
<td></td>
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<td>4.38</td>
<td>4.02</td>
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<td>4.19</td>
<td>3.81</td>
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<td>3.78</td>
<td>3.48</td>
<td></td>
</tr>
<tr>
<td>4.31</td>
<td>3.83</td>
<td></td>
</tr>
</tbody>
</table>

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 exceeded that of the most recent ACICS average retention rate. This accomplishment was made possible by the focused efforts of the entire administration and staff. Attention to historical data and feedback from various students, faculty and staff will continue to be used to help ensure the campus’ successful retention rate continues. The following programs are being closely monitored with regard to retention rate:

- Business Management

See Appendix 2 for Retention Program Improvement Plans for underperforming programs.

Due to our retention performance in the Associate of Applied Science in Business Management 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 attend 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 coordinated through 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 SME in place we will continue to improve. We also identified two courses for the electronic’s 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.

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:

- Equipment (e.g., software, network performance, labs)
- Learning Resource Center/Virtual Library

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 ASDDT and ASNSA programs. After an intensive review and emphasis on these two programs the schools overall 2nd quarter of 2014 attrition improved by 2.37% over the second quarter of 2013 led by the ASNSA 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 SST 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.

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 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.

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)**

<table>
<thead>
<tr>
<th>Year Ending June 30</th>
<th>ACICS Aggregate Retention/Placement</th>
<th>Campus Retention Benchmark/Compliance Standards</th>
<th>Campus Placement Benchmark/Compliance Standards</th>
<th>Campus Retention Rate</th>
<th>Campus Placement Rate</th>
<th>Goals Retention/Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>72%/70%</td>
<td>60%</td>
<td>65%</td>
<td>71.74%</td>
<td>65.22%</td>
<td>73.74% / 67.22%</td>
</tr>
<tr>
<td>2012</td>
<td>73%/66%</td>
<td>67%/52%</td>
<td>64%/47%</td>
<td>74.52%</td>
<td>66.01%</td>
<td>76.52% / 68.01%</td>
</tr>
<tr>
<td>2013</td>
<td>TBD%</td>
<td>70%/60%</td>
<td>70%/60%</td>
<td>72.94%</td>
<td>60.58%</td>
<td>74.94% / 70%</td>
</tr>
<tr>
<td>2014</td>
<td>TBD%</td>
<td>70%/60%</td>
<td>70%/60%</td>
<td>75.30%</td>
<td>65.12%</td>
<td>75% / 70%</td>
</tr>
</tbody>
</table>

### Chart (C)

**Program Retention Benchmark/Compliance Standards**

<table>
<thead>
<tr>
<th>Year Ending June 30</th>
<th>Program Retention Benchmark/Compliance Standards</th>
<th>Program Placement Benchmark/Compliance Standards</th>
<th>Program Licensure Benchmark/Compliance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2011</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2012</td>
<td>62%/52%</td>
<td>58%/47%</td>
<td>60%/40%</td>
</tr>
<tr>
<td>2013</td>
<td>65%/60%</td>
<td>70%/60%</td>
<td>70%/60%</td>
</tr>
</tbody>
</table>

**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.

### CAR Retention/Placement

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Business Management</td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>55.56% / 0% / 75% / 70%</td>
</tr>
<tr>
<td>AA</td>
<td>Computer and Electronics Engineering Technology</td>
<td></td>
<td>79.41%</td>
<td>84.75%</td>
<td>70.37%</td>
<td>83.33%</td>
<td>82.14%</td>
<td>90.91%</td>
<td>85.71% / 80% / 75% / 70%</td>
</tr>
<tr>
<td>AA</td>
<td>Computer Drafting and Design</td>
<td></td>
<td>79.45%</td>
<td>77.04%</td>
<td>71.07%</td>
<td>83.33%</td>
<td>87.27%</td>
<td>70%</td>
<td>80% / 77.76% / 75% / 70%</td>
</tr>
<tr>
<td>Bachelor</td>
<td>Construction Management</td>
<td></td>
<td>91.03%</td>
<td>83.33%</td>
<td>73.08%</td>
<td>83.33%</td>
<td>100%</td>
<td>66.67%</td>
<td>100% / 75% / 70%</td>
</tr>
<tr>
<td>AA</td>
<td>Criminal Justice</td>
<td></td>
<td>75.6%</td>
<td>45.69%</td>
<td>66.2%</td>
<td>50%</td>
<td>74.24%</td>
<td>40%</td>
<td>86.36% / 47.06% / 75% / 70%</td>
</tr>
<tr>
<td>Bachelor</td>
<td>Criminal Justice</td>
<td></td>
<td>82.62%</td>
<td>0%</td>
<td>67.86%</td>
<td>57.14%</td>
<td>80%</td>
<td>57.14%</td>
<td>100% / 0% / 75% / 70%</td>
</tr>
<tr>
<td>AA</td>
<td>Criminology and Forensic Technology</td>
<td></td>
<td>74.52%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>68%</td>
<td>0%</td>
<td>55.56% / 0% / 75% / 70%</td>
</tr>
<tr>
<td>Bachelor</td>
<td>Digital Entertainment and Game Design</td>
<td></td>
<td>84.08%</td>
<td>39.15%</td>
<td>68.75%</td>
<td>55.56%</td>
<td>95.24%</td>
<td>33.33%</td>
<td>88.24% / 28.57% / 75% / 70%</td>
</tr>
<tr>
<td>AA</td>
<td>Drafting And Design Technology</td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>61.29%</td>
<td>0%</td>
<td>88.83% / 67.14% / 75% / 70%</td>
</tr>
<tr>
<td>Bachelor</td>
<td>Electrical Engineering and Communications Technology</td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>87.5% / 0% / 75% / 70%</td>
</tr>
<tr>
<td>AA</td>
<td>Electrical Engineering Technology</td>
<td></td>
<td>77.35%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>68.75%</td>
<td>0%</td>
<td>83.29% / 100% / 75% / 70%</td>
</tr>
<tr>
<td>Bachelor</td>
<td>Electronics and Communications Engineering Technology</td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>87.5% / 0% / 75% / 70%</td>
</tr>
<tr>
<td>AA</td>
<td>Graphic Communication and Design</td>
<td></td>
<td>73.52%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>47.83%</td>
<td>0%</td>
<td>72.73% / 40% / 75% / 70%</td>
</tr>
<tr>
<td>AA</td>
<td>Industrial Engineering Technology</td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0% / 0% / 75% / 70%</td>
</tr>
<tr>
<td>Bachelor</td>
<td>Information Systems and Cybersecurity</td>
<td></td>
<td>87.02%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>70.83%</td>
<td>0%</td>
<td>90.24% / 0% / 75% / 70%</td>
</tr>
<tr>
<td>Bachelor</td>
<td>Information Systems Security</td>
<td></td>
<td>93.22%</td>
<td>84.34%</td>
<td>90%</td>
<td>85.71%</td>
<td>89.66%</td>
<td>92.31%</td>
<td>100% / 75% / 75% / 70%</td>
</tr>
<tr>
<td>AA</td>
<td>Information Technology - Computer Network Systems</td>
<td></td>
<td>81.91%</td>
<td>73.42%</td>
<td>72.38%</td>
<td>52.94%</td>
<td>79.41%</td>
<td>83.33%</td>
<td>93.94% / 84% / 75% / 70%</td>
</tr>
</tbody>
</table>

ITT Technical Institute – Spokane

ED00003739
Campus Effectiveness Plan August 2014

| AA          | Mobile Communications Technology | 70.56% | 0% | 41.67% | 0% | 70% | 0% | 100% | 57.14% | 75% | 70% |
| AA          | Network Systems Administration   | 81.03% | 0% | 100%   | 0% | 69.07% | 0% | 74.03% | 78.57% | 75% | 70% |
| AA          | Paralegal Studies                | 0%     | 0% | 100%   | 0% | 100% | 66.67% | 0% | 0% | 75% | 70% |
| Bachelor    | Project Management               | 0%     | 0% | 100%   | 66.67% | 100% | 100%   | 0% | 0% | 75% | 70% |
| Bachelor    | Project Management and Administration Option, Information Technology Option, Construction Option | 72.36% | 0% | 100%   | 0% | 65% | 0% | 52.17% | 60% | 75% | 70% |
| AA          | Software Development             | 0%     | 0% | 0%     | 0% | 0% | 0% | 100% | 0% | 75% | 70% |
| Bachelor    | Software Development (Bachelor)  | 0%     | 0% | 0%     | 0% | 0% | 0% | 0% | 0% | 75% | 70% |
| AA          | Visual Communications            | 72.62% | 24.76% | 69.37% | 41.67% | 81.82% | 23.53% | 66.67% | 9.09% | 75% | 70% |

Data Source: ITT Reports and ACICS CAR Data Dumps

Chart (C1)

<table>
<thead>
<tr>
<th>Programs</th>
<th>Retention Year to Date</th>
<th>Placement Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASBMG</td>
<td>73.33%</td>
<td>N/A</td>
</tr>
<tr>
<td>AASCDD</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>AASCFT</td>
<td>77.78%</td>
<td>60%</td>
</tr>
<tr>
<td>AASCJ</td>
<td>0%</td>
<td>N/A</td>
</tr>
<tr>
<td>AASDDT</td>
<td>73.61%</td>
<td>88%</td>
</tr>
<tr>
<td>AASELCT</td>
<td>71.72%</td>
<td>75%</td>
</tr>
<tr>
<td>AASGCD</td>
<td>100%</td>
<td>50%</td>
</tr>
<tr>
<td>AASITONS</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>AASNSA</td>
<td>74.53%</td>
<td>72%</td>
</tr>
<tr>
<td>AASSDV</td>
<td>79.03%</td>
<td>N/A</td>
</tr>
<tr>
<td>AASVC</td>
<td>33.33%</td>
<td>0%</td>
</tr>
<tr>
<td>BSCM</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>BSDEGD</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>BSEECT</td>
<td>100%</td>
<td>66.67%</td>
</tr>
<tr>
<td>BSISC</td>
<td>98.31%</td>
<td>69.23%</td>
</tr>
<tr>
<td>BSIS</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>BSPMA/BSPMC</td>
<td>84.21%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Placement rates updated as of September 10, 2014.

Chart (O)

Graduate Salaries

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Twelve Quarter (Three Year) Average</th>
<th>Eight Quarter (Two Year) Average</th>
<th>Four Quarter (One Year) Average</th>
<th>Year-To-Date Average</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>$29,772</td>
<td>$29,884</td>
<td>$30,284</td>
<td>$27,621</td>
<td>$30,000</td>
</tr>
<tr>
<td>Bachelor</td>
<td>$34,014</td>
<td>$33,221</td>
<td>$30,605</td>
<td>$37,706</td>
<td>$35,000</td>
</tr>
</tbody>
</table>

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, in cooperation with the 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.

ITT Technical Institute – Spokane

ED00003740
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 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 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 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.

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 their 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

<table>
<thead>
<tr>
<th>Survey</th>
<th># of Students Surveyed</th>
<th># of Students Responding</th>
<th>Student Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Students</td>
<td>394</td>
<td>228</td>
<td>57.87%</td>
</tr>
<tr>
<td>2012 Students</td>
<td>272</td>
<td>119</td>
<td>43.75%</td>
</tr>
<tr>
<td>2013 Students</td>
<td>245</td>
<td>87</td>
<td>35.51%</td>
</tr>
<tr>
<td>2014 Students</td>
<td>61</td>
<td>19</td>
<td>31.15%</td>
</tr>
</tbody>
</table>

**Goals:**
Minimum Response Rate: 65%
Overall Aggregate Rating: 4.0

<table>
<thead>
<tr>
<th>Student Survey Questions:</th>
<th>Twelve Quarter (Three Year) Average</th>
<th>2011 Student Response Results [Overall rating, e.g., 3]:</th>
<th>2012 Student Response Results [Overall rating, e.g., 3]:</th>
<th>2013 Student Response Results [Overall rating, e.g., 3]:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The class sessions generally started and ended on time</td>
<td>4.61</td>
<td>4.58</td>
<td>4.61</td>
<td>4.65</td>
</tr>
<tr>
<td>2 I was satisfied with the textbook and other course materials for this course</td>
<td>4.17</td>
<td>4.21</td>
<td>4.1</td>
<td>4.21</td>
</tr>
<tr>
<td>3 I was satisfied with the technological environment (e.g., software, network performance, etc.)</td>
<td>4.29</td>
<td>4.29</td>
<td>4.27</td>
<td>4.32</td>
</tr>
<tr>
<td>4 The course included utilization of the Learning Resource Center/Virtual Library</td>
<td>0</td>
<td>0</td>
<td>4.19</td>
<td>4.13</td>
</tr>
<tr>
<td>5 The labs and other equipment utilized in this course were in good condition and working order</td>
<td>4.35</td>
<td>4.35</td>
<td>4.34</td>
<td>4.35</td>
</tr>
<tr>
<td>6 I would recommend this course to other students</td>
<td>0</td>
<td>0</td>
<td>4.3</td>
<td>4.29</td>
</tr>
<tr>
<td>7 The instructor gave me a course syllabus that listed grading criteria and course objectives at the beginning of the course</td>
<td>4.72</td>
<td>4.7</td>
<td>4.7</td>
<td>4.75</td>
</tr>
<tr>
<td>8 The instructor updated me regularly (a minimum of every three weeks) with the grade report on my performance in the course</td>
<td>4.58</td>
<td>4.57</td>
<td>4.57</td>
<td>4.6</td>
</tr>
<tr>
<td>9 The instructor was prepared for class</td>
<td>4.59</td>
<td>4.6</td>
<td>4.57</td>
<td>4.59</td>
</tr>
<tr>
<td>10 The instructor communicated and taught in a way that was organized and easily understood</td>
<td>4.45</td>
<td>4.44</td>
<td>4.47</td>
<td>4.44</td>
</tr>
<tr>
<td>11 I would recommend this instructor for this course to other students</td>
<td>4.51</td>
<td>4.51</td>
<td>4.53</td>
<td>4.48</td>
</tr>
</tbody>
</table>

**Data Source:** Operations Business Analyst

### Chart (FF)
#### Graduate Survey
Responses are ranked: 5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

<table>
<thead>
<tr>
<th>Survey</th>
<th># of Graduates Surveyed</th>
<th># of Graduates Responding</th>
<th>Graduate Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Graduates</td>
<td>79</td>
<td>5</td>
<td>6.33%</td>
</tr>
<tr>
<td>2013 Graduates</td>
<td>138</td>
<td>9</td>
<td>6.52%</td>
</tr>
</tbody>
</table>

**Goals:**
Minimum Response Rate: 10%
Overall Aggregate Rating: 4.0

<table>
<thead>
<tr>
<th>Graduate Survey Questions:</th>
<th>Three Year Average</th>
<th>2011 Graduate Response Results [Overall rating, e.g., 3]:</th>
<th>2012 Graduate Response Results [Overall rating, e.g., 3]:</th>
<th>2013 Graduate Response Results [Overall rating, e.g., 3]:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My program of study taught me the knowledge and skills in the workforce</td>
<td>0</td>
<td>4</td>
<td>3.89</td>
<td>0</td>
</tr>
<tr>
<td>I am satisfied with the education I received in my program of study</td>
<td>0</td>
<td>3.75</td>
<td>3.67</td>
<td>0</td>
</tr>
<tr>
<td>I would recommend ITT Tech to a prospective student</td>
<td>0</td>
<td>3</td>
<td>3.33</td>
<td>0</td>
</tr>
</tbody>
</table>

**The strengths of the applicable program of study were:  "Hands-on" projects and labs**

- 0%
- 20%
- 55.56%
- 0%

**ITT Technical Institute – Spokane**
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.

Additional goals and initiatives related to graduate satisfaction:

- Each School Chair will provide quarterly equipment review summaries to the school Director with recommendations for improving overall quality and provide additional training sessions for all faculty on the use of software programs as needed.
- The Director will ensure that survey results are reviewed, analyzed, and shared campus-wide at quarterly meetings.
- The Dean will develop a formal action plan to address graduate satisfaction of faculty and will report findings at every CEP meeting.
- 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.
- The Dean will ensure that curriculum review is performed in accordance with ITT/ESI policy and appropriately communicated to the National Curriculum Committee(s).

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 (practice started in late 2009); results from these surveys are reviewed by applicable campus leadership as another tool for measuring employer satisfaction.
Campus Effectiveness Plan August 2014

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

<table>
<thead>
<tr>
<th>Survey</th>
<th># of Employers Surveyed</th>
<th># of Employers Responding</th>
<th>Employer Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Graduates</td>
<td>29</td>
<td>3</td>
<td>10.34%</td>
</tr>
<tr>
<td>2012 Graduates</td>
<td>59</td>
<td>6</td>
<td>10.17%</td>
</tr>
</tbody>
</table>

**Employer Survey Questions:**
- Capacity for Working with Minimal Supervision
- Potential for Increased Responsibility
- Quality of Work Performance
- Technical Skills Proficiency
- Communication Skills
- Overall Evaluation

<table>
<thead>
<tr>
<th>Goals: 10% Minimum Response Rate: 10%</th>
<th>Three Year Average</th>
<th>2011 Employer Response Results [Overall rating, e.g., 3.5: ]</th>
<th>2012 Employer Response Results [Overall rating, e.g., 3: ]</th>
<th>2013 Employer Response Results [Overall rating, e.g., 3: ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity for Working with Minimal Supervision</td>
<td>0</td>
<td>4</td>
<td>3.78</td>
<td>0</td>
</tr>
<tr>
<td>Potential for Increased Responsibility</td>
<td>0</td>
<td>4.25</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Quality of Work Performance</td>
<td>0</td>
<td>4.25</td>
<td>4.11</td>
<td>0</td>
</tr>
<tr>
<td>Technical Skills Proficiency</td>
<td>0</td>
<td>4</td>
<td>4.11</td>
<td>0</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>0</td>
<td>3.25</td>
<td>3.56</td>
<td>0</td>
</tr>
<tr>
<td>Overall Evaluation</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Survey</th>
<th># of Committee Members Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 Committee Members</td>
<td>202</td>
</tr>
</tbody>
</table>

**Survey Questions:**

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)
2. Analyze information (apply critical thinking skills to assess arguments, proposals and solutions)
3. Demonstrate an ability to solve complex problems
4. Communicate orally in an effective and appropriate manner
5. Communicate in a written format in an effective and appropriate manner

<table>
<thead>
<tr>
<th>Goals: Overall Aggregate Rating: 4.0</th>
<th>Three Year Average</th>
<th>2013 Response Results [Overall rating, e.g., 3.5: ]</th>
<th>2014 Response Results [Overall rating, e.g., 4.0: ]</th>
<th>2015 Response Results [Overall rating, e.g., 4.75: ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>0</td>
<td>4.14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1. Demonstrate personal responsibility (meeting expectations for deadlines, ethics, personal conduct, and product quality)</td>
<td>0</td>
<td>4.01</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Analyze information (apply critical thinking skills to assess arguments, proposals and solutions)</td>
<td>0</td>
<td>3.91</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Demonstrate an ability to solve complex problems</td>
<td>0</td>
<td>3.97</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Communicate orally in an effective and appropriate manner</td>
<td>0</td>
<td>3.94</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Communicate in a written format in an effective and appropriate manner</td>
<td>0</td>
<td>3.94</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Campus Effectiveness Plan August 2014

<table>
<thead>
<tr>
<th></th>
<th>Contribute appropriately as a member of a team</th>
<th>0</th>
<th>4.12</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Demonstrate a willingness and ability to pursue lifelong learning opportunities (gain new knowledge or new technological skills)</td>
<td>0</td>
<td>4.15</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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 reveals some insight into factors contributing to employer satisfaction. Results indicated that the campus should focus new initiatives aimed at improving in the areas of:

- Demonstrate personal responsibility
- Apply and demonstrate critical thinking
- Work effectively as a team member
- Demonstrate continuous learning and development
- Demonstrate strong oral and written communication skills

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:

- Improve employer response rate by a minimum of 10%
- Increase employer visits by a minimum of 10%
- School Chairs will implement survey-based initiatives to support continued improvement.
- 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. 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

<table>
<thead>
<tr>
<th>Programs</th>
<th>Course</th>
<th>Twelve Quarter (Three Year) Average GPA</th>
<th>Eight Quarter (Two Year) Average GPA</th>
<th>Four Quarter (One Year) Average GPA</th>
<th>Year-To-Date Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASDDT</td>
<td>DT2799</td>
<td>0</td>
<td>0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>AASELCT</td>
<td>ET2799</td>
<td>0</td>
<td>0</td>
<td>2.7</td>
<td>2.3</td>
</tr>
<tr>
<td>BSISC</td>
<td>IS4799</td>
<td>0</td>
<td>0</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>AASNSA</td>
<td>NT2799</td>
<td>0</td>
<td>0</td>
<td>3.5</td>
<td>3.4</td>
</tr>
</tbody>
</table>

Data Source: Fact Enrollment Snapshot (Cognos) Academic Term

Chart (E)
Student Engagement

<table>
<thead>
<tr>
<th>Programs</th>
<th>Twelve Quarter (Three Year) Average</th>
<th>Eight Quarter (Two Year) Average</th>
<th>Four Quarter (One Year) Average</th>
<th>Year-To-Date Average</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS BMG</td>
<td>0%</td>
<td>70.66%</td>
<td>77.08%</td>
<td>73.70%</td>
<td>80%</td>
</tr>
<tr>
<td>AAS DDT</td>
<td>0%</td>
<td>77.40%</td>
<td>77.87%</td>
<td>78.31%</td>
<td>80%</td>
</tr>
<tr>
<td>AAS ELCT</td>
<td>0%</td>
<td>76.59%</td>
<td>78.55%</td>
<td>75.73%</td>
<td>80%</td>
</tr>
<tr>
<td>AAS NSA</td>
<td>0%</td>
<td>79.52%</td>
<td>79.69%</td>
<td>81.44%</td>
<td>85%</td>
</tr>
<tr>
<td>AAS SDV</td>
<td>0%</td>
<td>39.08%</td>
<td>78.11%</td>
<td>77.57%</td>
<td>80%</td>
</tr>
<tr>
<td>AAS VC</td>
<td>0%</td>
<td>65.33%</td>
<td>56.25%</td>
<td>58.82%</td>
<td>80%</td>
</tr>
<tr>
<td>BS CM</td>
<td>0%</td>
<td>61.73%</td>
<td>33.46%</td>
<td>72.00%</td>
<td>80%</td>
</tr>
<tr>
<td>BS EECT</td>
<td>0%</td>
<td>72.35%</td>
<td>64.15%</td>
<td>87.22%</td>
<td>90%</td>
</tr>
<tr>
<td>BS ISC</td>
<td>0%</td>
<td>88.42%</td>
<td>88.93%</td>
<td>88.99%</td>
<td>90%</td>
</tr>
<tr>
<td>BS PMC</td>
<td>0%</td>
<td>63.70%</td>
<td>40.83%</td>
<td>82.12%</td>
<td>85%</td>
</tr>
<tr>
<td>BS PMA</td>
<td>0%</td>
<td>80.45%</td>
<td>83.90%</td>
<td>90.27%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Data Source: Engagement Rate by Program (Cognos) Academic Terms

Chart (U)
Student Success (By Program)

<table>
<thead>
<tr>
<th>Programs</th>
<th>Twelve Quarter (Three Year) Average</th>
<th>Eight Quarter (Two Year) Average</th>
<th>Four Quarter (One Year) Average</th>
<th>Year-To-Date Average</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS CM</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>33.33%</td>
<td>80%</td>
</tr>
<tr>
<td>DEGD</td>
<td>98.51%</td>
<td>98.5%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>AAS BMG</td>
<td>0%</td>
<td>62.67%</td>
<td>65.21%</td>
<td>40.67%</td>
<td>80%</td>
</tr>
<tr>
<td>AAS DDT</td>
<td>66.57%</td>
<td>74.56%</td>
<td>75.89%</td>
<td>53.09%</td>
<td>80%</td>
</tr>
<tr>
<td>AAS ELCT</td>
<td>74.93%</td>
<td>75.67%</td>
<td>77.91%</td>
<td>50.63%</td>
<td>80%</td>
</tr>
<tr>
<td>AAS SDV</td>
<td>0%</td>
<td>0%</td>
<td>76.71%</td>
<td>46.33%</td>
<td>80%</td>
</tr>
<tr>
<td>BS ISC</td>
<td>88.73%</td>
<td>91.5%</td>
<td>91.84%</td>
<td>61.84%</td>
<td>80%</td>
</tr>
<tr>
<td>BS PMC</td>
<td>80.92%</td>
<td>90.15%</td>
<td>93.25%</td>
<td>58.73%</td>
<td>80%</td>
</tr>
<tr>
<td>AAS NSA</td>
<td>77.65%</td>
<td>79.26%</td>
<td>78.64%</td>
<td>52.64%</td>
<td>80%</td>
</tr>
<tr>
<td>BS EECT</td>
<td>0%</td>
<td>95.89%</td>
<td>98.33%</td>
<td>13.51%</td>
<td>80%</td>
</tr>
<tr>
<td>BS PMA</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>51.19%</td>
<td>80%</td>
</tr>
<tr>
<td>AAS VC</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>33.33%</td>
<td>80%</td>
</tr>
</tbody>
</table>

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 each program is reaching its desired level of success with the exception of AASELCT. In particular, the capstone GPA has reduced 14.81% from 2.7 to 2.3. This decrease is one focus area of investigation for the Student Success Committee, which has been tasked...
with reviewing the current outcomes as compared to historic outcomes as related to learning environment, instructor selection and curriculum. It is the objective of each capstone course that program expertise is clearly evidenced. Although desired levels have been achieved to-date for most programs, 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 improved 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 Capstone assessment and course results.
- Utilize Student Success Committee recommendations for improving capstone GPA outcomes.
- Third quarter student learning outcomes will be analyzed by program to determine any systemic or programmatic issues. Both faculty and peer tutoring schedules will be expanded as needed.
- 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.
- Increase the number of demonstrations of the Virtual Library for increased utilization of peer-reviewed scholarly resources in addition to the provided course texts.
- 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

<table>
<thead>
<tr>
<th>Survey</th>
<th># of Students Surveyed</th>
<th># of Students Responding</th>
<th>Student Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Students</td>
<td>394</td>
<td>228</td>
<td>57.87%</td>
</tr>
<tr>
<td>2012 Students</td>
<td>272</td>
<td>119</td>
<td>43.75%</td>
</tr>
<tr>
<td>2013 Students</td>
<td>245</td>
<td>87</td>
<td>35.51%</td>
</tr>
<tr>
<td>2014 Students</td>
<td>61</td>
<td>19</td>
<td>31.15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Survey Questions:</th>
<th>Twelve Quarter (Three Year) Average</th>
<th>2011 Student Response Results (Overall rating, e.g., 3):</th>
<th>2012 Student Response Results (Overall rating, e.g., 3):</th>
<th>2013 Student Response Results (Overall rating, e.g., 3):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  The class sessions generally started and ended on time</td>
<td>4.61</td>
<td>4.59</td>
<td>4.61</td>
<td>4.65</td>
</tr>
<tr>
<td>2  I was satisfied with the textbook and other course materials for this course</td>
<td>4.17</td>
<td>4.21</td>
<td>4.1</td>
<td>4.21</td>
</tr>
<tr>
<td>3  I was satisfied with the technological environment (e.g., software, network performance, etc.)</td>
<td>4.29</td>
<td>4.29</td>
<td>4.27</td>
<td>4.32</td>
</tr>
<tr>
<td>4  The course included utilization of the Learning Resource Center/Virtual Library</td>
<td>0</td>
<td>0</td>
<td>4.19</td>
<td>4.13</td>
</tr>
<tr>
<td>5  The labs and other equipment utilized in this course were in good condition and working order</td>
<td>4.35</td>
<td>4.35</td>
<td>4.34</td>
<td>4.35</td>
</tr>
<tr>
<td>6  I would recommend the course to other students</td>
<td>0</td>
<td>0</td>
<td>4.3</td>
<td>4.29</td>
</tr>
<tr>
<td>7  The instructor gave me a course syllabus that listed grading criteria and course objectives at the beginning of the course</td>
<td>4.72</td>
<td>4.7</td>
<td>4.7</td>
<td>4.76</td>
</tr>
<tr>
<td>8  The instructor updated me regularly (a minimum of every three weeks) with the grade report on my performance in the course</td>
<td>4.58</td>
<td>4.57</td>
<td>4.57</td>
<td>4.6</td>
</tr>
<tr>
<td>9  The instructor was prepared for class</td>
<td>4.59</td>
<td>4.6</td>
<td>4.57</td>
<td>4.59</td>
</tr>
<tr>
<td>10 The instructor communicated and taught in a way that was organized and easily understood</td>
<td>4.45</td>
<td>4.44</td>
<td>4.47</td>
<td>4.44</td>
</tr>
<tr>
<td>11 I would recommend this instructor for this course to other students</td>
<td>4.51</td>
<td>4.51</td>
<td>4.53</td>
<td>4.48</td>
</tr>
</tbody>
</table>

**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:**
- Removed CM380 Construction Management Information Systems with CM490 Capstone Project
- 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
- 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-requisite updates.

Analysis of Curriculum Review

A review of Student Course Evaluations indicated moderate student concern related to curriculum. Results indicated that the campus should focus new initiatives aimed at improving the curriculum as it relates to:
- Equipment
- Learning Resource Center/Virtual Library Resources
- General Overall Satisfaction

Advisory Committees are an important part of improving the programs offered at the institution. Their feedback has supported the current curriculum. Additionally, Advisory Committee members have provided multiple opportunities to use them to enhance the programs of study, i.e., by providing opportunities for field trips and 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:
- Increase opportunities for students and faculty to make specific suggestions to improve learning resources
- Increase campus awareness of any specific equipment needs and respond aggressively
- 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.
- 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)

<table>
<thead>
<tr>
<th>Programs</th>
<th>New Starts Total</th>
<th>December 2013</th>
<th>March 2014</th>
<th>June 2014</th>
<th>September 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prior Year's Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AASBMG</td>
<td>18</td>
<td>24</td>
<td>8</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>AASDDD</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AASCEET</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AASCT</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AASCJ</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AASDDT</td>
<td>52</td>
<td>20</td>
<td>7</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>AASELCT</td>
<td>56</td>
<td>35</td>
<td>7</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>AASGCD</td>
<td>1</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>AASITNGS</td>
<td>0</td>
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</tr>
<tr>
<td>AASITM</td>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>

ITT Technical Institute – Spokane
### Campus Effectiveness Plan August 2014

<table>
<thead>
<tr>
<th>Program</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
</tr>
</thead>
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**Total** 268 191 45 56 82 74 70 61 71 0

Data Source: Census Cube for New Start Enrollment (Cognos) Business Quarters

### Chart (Y)

#### Re-Entries Quarterly Enrollment (By Program and Term)

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**Total** 51 45 14 14 14 14 10 16 13 1

ITT Technical Institute – Spokane

ED00003750
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.
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 DRAFTING AND DESIGN

CONSTRUCTION MANAGEMENT (Bachelor of Science)
This program covers the fundamentals and offers a foundation in construction management, construction techniques and legal issues relating to the construction management field. Areas of study include building codes, site construction and measurement, construction documents, construction project management and construction safety management. The goal of the program is to help the student acquire skills that can be used to enter the workplace and be a versatile member of a construction team.

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.

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.
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.

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.

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.
**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.

<table>
<thead>
<tr>
<th>Campus Name &amp; ACICS ID #, Program Name &amp; 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).</th>
<th>ITT Technical Institute, [Spokane Valley] ACICS ID 00016074 Business Management, Academic Associate Degree</th>
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<tr>
<td><strong>Data</strong> - 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.</td>
<td>The Business Management (associate degree) program’s retention rate initially started at 55.56% as reported on the 2013 CAR. There are not previous data to refer to as this was the initial offering. Year-to-date this program is at 73.33% retention rate which is an early indication of this year’s improved performance.</td>
</tr>
<tr>
<td><strong>Analysis</strong> - 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.</td>
<td>The program experienced several issues related to the initial roll out of the program. Since the initial start we have put in place a specific SME and now have a Chair to support the students during the education. This has significantly impacted the retention.</td>
</tr>
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</table>
| **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 Business Management program:  
- The Instructor will be asked to meet with at-risk students individually by mid-quarter to offer assistance in the form of tutoring.  
- The Chair will ensure instructors are contacting at-risk students and documenting contacts in IRIS on a weekly basis.  
- The Chair will observe the course once per quarter to assess instructor’s delivery of the material.  
- The Instructor will incorporate in-class activities to encourage participation and attendance as well as reinforcing the course content. |
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Option</th>
<th>Objective</th>
<th>How Data Will Be Used</th>
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</table>
| **Graduate Information** | Populated by data submitted on GEI | Hire information of record, basis of which we will update information | • 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 | Strongly Agree  
• Agree  
• Neutral  
• 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 |
| Graduated 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)

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<tr>
<td><strong>1. Employer Feedback for Graduates</strong></td>
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</table>
| 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  
• Don’t know | Obtain employer feedback on college Career Services Department | Use data to assess college’s interview preparation ability |

*ITT Technical Institute – Spokane*
<table>
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<th>Question</th>
<th>Yes, definitely</th>
<th>Yes, in most ways</th>
<th>Somewhat</th>
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<td>Did your ITT Tech contact follow-up with you in a timely manner for</td>
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<td>Obtain employer feedback on college Career Services Department</td>
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<td>Use data to assess college’s ability to respond to employer needs in a</td>
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4. Would you recommend the ITT Technical Institute as a talent source for others in your company and industry seeking to hire?

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## APPENDIX 6
### PERFORMANCE PLAN

**Academic Affairs, Dean**

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Achieve Gross Drop Abortion Rate (measured against 2014 budget)</td>
<td>1</td>
<td>50%</td>
<td>Less than 10bp below budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100bp to 50bp below budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>49bp below budget to 20bp above budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30bp to 99bp above budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100bp or more above budget</td>
</tr>
</tbody>
</table>

### Initiatives

1a. Faculty Performance Management through the use of data from Faculty Performance Statements. Continue to review quarterly performance metrics with instructors through the utilizing the Quarterly Faculty Performance Review Summary sheet to assist in achieving at a minimum 50bp below budget (goal of 2).

1b. Implementation of Student Success Committee. Meet monthly to review results of the Town Hall Meetings and implement positive changes to impact student satisfaction to assist in achieving a goal of 2.

1c. Integration of LMS into course offerings. Once rolled out to our campus: Aggressively train campus personnel on the use of the LMS system. Continue to expand use each quarter to positively impact student engagement, satisfaction and success.

1d. Implementation of Student Laptop Best Practices. Once rolled out to our campus: Aggressively train campus personnel on the use of laptops to enhance the overall learning environment.

1e. Implementation of S.P.E. Best Practice. Consistently work closely with Career Services to identify, initiate and complete S.P.E. Continue to aggressively implement requirements in curriculum and establish projects throughout the campus to support curriculum needs.

1f. Maintain daily contact in classrooms to resolve any possible issues/complaints that might arise.

<table>
<thead>
<tr>
<th>Objective</th>
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<th>Weight</th>
<th>Goals (Rating Levels)</th>
<th><strong>Target</strong> Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Quarterly average re-entries as measured by past 12-month drop</td>
<td>1</td>
<td>15%</td>
<td>&gt;12.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12.00% to 12.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12.00% to 10.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8.50% to 6.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.00% to 4.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>&lt;7.50%</td>
</tr>
</tbody>
</table>

### Initiatives

2a. Implementation of the Re-entry Plan vs. Actual Performance Model. Ensure proper use of S3 in conjunction with RPVA such that accurate information is tracked to assist in achieving >10.01% (goal of 2).

2b. Aggressively follow-up on Student Services and Academic Support Center (SSASC) campaigns. Once identified as potential reenrollees by the SSASC, immediately include in tracking number and schedule for enrollment and financial appointments.

2c. Continue to participate in weekly Dean Reentry phone conferences. Ensures continued involvement in reentry process through weekly updating and tracking of reenrollees.

2d. Continue to schedule reentry appointments during drop process and then maintain contact with newly dropped and newly identified reenrollees.

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<th><strong>Target</strong> Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>First Academic Year Persistence (four quarter average)</td>
<td>2</td>
<td>20%</td>
<td>≤3.49%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11.49% to 8.50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13.99% to 11.50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19.99% to 14.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>≥20%</td>
</tr>
</tbody>
</table>

### Initiatives

3a. Ensuring faculty with high student engagement rates are assigned to early quarter courses by working closely with the registrar and through the utilization of the instructional fit criteria from HCC to assist in achieving >81.50% (goal of 2).

3b. Initiation of SPE for all cohort students as evidenced by the curriculum. Actively work with instructors and Career Services to ensure initiation.

3c. Insure timely submission of e-Portfolio assignments. Actively work with instructors to ensure e-Portfolio submissions are completed as required by curriculum.

3d. New program implementation. Work closely with Admissions and Career Services to establish and implement product knowledge training in support of new program offerings.

**ITT Technical Institute – Spokane**

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## Campus Effectiveness Plan August 2014

<table>
<thead>
<tr>
<th>Objective</th>
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<th>Goals (Rating Levels)</th>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Timely Submitted Work in Blended Sections</td>
<td></td>
<td>2</td>
<td>10%</td>
<td></td>
<td>Weekly</td>
</tr>
<tr>
<td></td>
<td>84.0%</td>
<td>81.50%</td>
<td>77.0%</td>
<td>72.01%</td>
<td>76.99%</td>
</tr>
<tr>
<td>Initiatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Weekly</td>
</tr>
<tr>
<td>4a Weekly advising of students with a submission rate lower than 73%. Continue to advise students as they attend the ITT999 on-site section as to their standing and review improvement strategies to enhance their performance. Track those students not attending and aggressively advise up to and including withdrawing from online course for non-attendance of ITT999. This will assist in achieving &gt;75.50% (goal of 2).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Weekly</td>
</tr>
<tr>
<td>4b Adhere strictly to the enrollment requirements set forth by HQ concerning Online/Blended courses. Students not meeting credit requirements or those continuing to fail will not be allowed to engage in an online/blended format until remedial training (HSP) is completed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quarterly</td>
</tr>
<tr>
<td>4c Continue to participate in weekly submission of the Blended tracking report to build historical data as it pertains to the online/blended section submissions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Weekly</td>
</tr>
<tr>
<td>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), qtr avg</td>
<td></td>
<td>3</td>
<td>10%</td>
<td></td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td>18.00</td>
<td>16.00</td>
<td>13.50</td>
<td>11.00</td>
<td>10.00</td>
</tr>
<tr>
<td>Initiatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quarterly</td>
</tr>
<tr>
<td>5a Promotion of Hybrid/Blended course sections for those classes where enrollment numbers are small (&lt;6, or as defined by HQ). This will assist in achieving &gt; 16.00 (goal of 2).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quarterly</td>
</tr>
<tr>
<td>5b Continue to work closely with the registrar to ensure maximum class size through combining like sections. Utilize historical data to ensure the classes being combined to enlarge section sizes are typically successful at larger enrollment rates.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quarterly</td>
</tr>
<tr>
<td>5c Faculty Performance Management through the use of data from Faculty Performance Statements. Continue to review quarterly performance metrics with instructors through the utilizing the Quarterly Faculty Performance Review Summary Sheet.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quarterly</td>
</tr>
<tr>
<td>5d Ensuring faculty with high student engagement rates are assigned to early quarter courses by working closely with the registrar and through the utilization of the instructional fit criteria from HQ.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quarterly</td>
</tr>
<tr>
<td>6. Maintain percentage of courses taught by Adjunct Faculty as measured on a Monday of week 5 of each of the following quarters: DEC 2013, MAR 2014, JUN 2014 and SEP 2014. Excludes Nursing Faculty.</td>
<td></td>
<td>3</td>
<td>10%</td>
<td></td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td>85.00%</td>
<td>80.00% 84.99%</td>
<td>72.00% 79.99%</td>
<td>61.00% 71.99%</td>
<td></td>
</tr>
<tr>
<td>Initiatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quarterly</td>
</tr>
<tr>
<td>6a Analysis of Faculty Allocation report until schedule is finalized each Quarter. This allows for ease in tracking instructor loading as the schedule is built and manipulated to ensure proper coverage and assist in achieving &gt; 80.00% (goal of 2).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quarterly</td>
</tr>
<tr>
<td>6b Ensuring faculty with high student engagement rates are assigned to courses by working closely with the registrar and through the utilization of the instructional fit criteria from HQ.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quarterly</td>
</tr>
<tr>
<td>6c Strictly hold adjunct teaching loads to no more than 2-3 classes per quarter maintaining a larger pool of adjunct instructors. This allows for flexibility in scheduling as well as last minute substitution options.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

ITT Technical Institute – Spokane

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## Campus Effectiveness Plan August 2014

<table>
<thead>
<tr>
<th>Objective</th>
<th>Related Corporate Objective</th>
<th>Weight</th>
<th>Goals (Rating Levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>3</td>
<td>5%</td>
<td>4.75 to 3.75 to 3.00 ≤ 2.99</td>
</tr>
</tbody>
</table>

### Initiatives

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>7a Analysis of Faculty Allocation report until schedule is finalized each Quarter. This allows for ease in tracking instructor loading as the schedule is built and manipulated to ensure proper coverage and assist in achieving &gt; 4.25 (goal of 2).</td>
<td>Quarterly</td>
</tr>
<tr>
<td>7b Maximize Chair teaching load as per “School of” census levels. Balancing teaching loads to responsibility levels.</td>
<td>Quarterly</td>
</tr>
<tr>
<td>7c Ensure proper utilization of Chairs for ITT999 Blended section coverage. Aggressively schedule students from specific schools of study to their chair responsible for the ITT999 section.</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

### Director of Career Services

<table>
<thead>
<tr>
<th>Objective</th>
<th>Related Corporate Objective</th>
<th>Weight</th>
<th>Goals (Rating Levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rolling 4 quarters Graduate 2014 EGIR Rate, measured on 3/31/14, 6/30/14, 9/30/14, and 12/31/14.</td>
<td>4</td>
<td>40%</td>
<td>≥ 90.00% 79.99% to 75.00% 74.99% to 70.00% 69.99% to 64.99% ≤ 63.99%</td>
</tr>
</tbody>
</table>

### Initiatives

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Implementation of CS Performance Management Model - meeting daily with CSS for planning, obtaining buy-in, monitoring, developing, evaluating, and recognizing good performance in regard to PVA activity.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>1b Conduct weekly EGC “show” meetings with Director, DOCS, CSS, and Chairs to discuss job search activities and progress with students and graduates.</td>
<td>Weekly</td>
</tr>
<tr>
<td>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 within 2 days of receiving feedback.</td>
<td>Quarterly</td>
</tr>
<tr>
<td>1d Assure that each program achieves, at a minimum, 70% EGIR by monitoring rate weekly and increase job search activity such as job order creation to 10 jobs per week, related to programs of study that are below 70%.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>1e Assist with local enrollment efforts for the Center for Professional Development by offering certification program opportunities to PAC members and other employers.</td>
<td>January 2014 and Ongoing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Weight</th>
<th>Goals (Rating Levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Rolling 4 quarters Graduate Salary Improvement by degree level (with unreported salaries &lt;5%), measured on 3/31/14, 6/30/14, 9/30/14, and 12/31/14.</td>
<td>4</td>
<td>30%</td>
<td>≥ 5.00% 4.00% to 3.99% 2.00% to 1.99% ≤ 1.00%</td>
</tr>
</tbody>
</table>

### Initiatives

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a Train CS team on effective salary negotiation sharing real world examples during weekly CS meetings of what has worked and what has not when negotiating for higher salary designed to increase salaries by 4% over 2013.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2b Target appropriate employers with acceptable compensation ranges, and up-selling the skill sets of students who are currently working in entry level positions in order to increase average salaries by 4%.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2c Review student submissions to e-Portfolio and make suggestions for changes as necessary to improve salary potential of our graduates.</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Weight</th>
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</tr>
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<tbody>
<tr>
<td>3. Pre-graduate placement rates for Mar 14, Jun 14, Sept 14 and Dec 14, measured on 3/31/14, 6/30/14, 9/30/14, and 12/31/14.</td>
<td>4</td>
<td>10%</td>
<td>&gt; 55.00% 45.01% to 55.00% 35.01% to 45.00% 25.01% to 35.00% ≤ 25.00%</td>
</tr>
</tbody>
</table>

### Initiatives

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a Improve the initiation and completion of SPE activities; helping to push pre-grad over 50%.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>3b Use Pre-graduate Quarterly Calendar to drive engagement and action timelines, communicating with Advanced Strategies class</td>
<td>Ongoing</td>
</tr>
<tr>
<td>3c Optimize the use of social media as a tool in finding career opportunities for our students prior to graduation by utilizing the approved LinkedIn statements, participating in discussion groups, and inviting students to join.</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

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<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Student Professional Experience Completion rates for students having less than 72 credit hours, measured on Mar 31, Jun 30, Sept 30 and Dec 31.</td>
<td>4</td>
<td>10%</td>
<td>&gt; 80.00%</td>
<td>45.01% - 90.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Employer Survey Response Rate</td>
<td>4</td>
<td>10%</td>
<td>≥ 30.1%</td>
<td>20.1% - 30.0%</td>
</tr>
</tbody>
</table>

### Director of Finance

<table>
<thead>
<tr>
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<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>New Student Packaging</td>
<td>1.3</td>
<td>30%</td>
<td>&gt;67.00%</td>
<td>62.00% - 66.99%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Weight</th>
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<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Collections Per Student</td>
<td>3</td>
<td>40%</td>
<td>&gt;$5,249</td>
<td>$4,750 - $5,249</td>
</tr>
</tbody>
</table>
### Campus Effectiveness Plan August 2014

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<th>Goals (Rating Levels)</th>
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</tr>
</thead>
</table>

**Initiatives**
- **3a** Improve Process Management Utilizing the Cognos Repack Report by utilizing DOF repack action plan to identify and verify accurate listings of repacks by end of week one of the quarter.
  - On-going
- **3b** Review with the FAC’s number of scheduled repacks each week needed to achieve goal date.
  - Weekly
- **3c** Insure timely completion of reconciliation of upcoming repack accounts to achieve timely repackaging by reviewing on a weekly basis.
  - On-going

<table>
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<th>Weight</th>
<th>Goals (Rating Levels)</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. % of packaged students that start at lock</td>
<td>3</td>
<td>10%</td>
<td>&gt; 85.00%</td>
<td>84.99% - 84.99%</td>
</tr>
</tbody>
</table>

**Initiatives**
- **4a** Effective use of FAC Plan versus Actual Performance Management Model to achieve 80% by utilizing weekly ASR follow-up to ensure timely contact and follow up with future students weekly.
  - Weekly
- **4b** Implementation of Show Meeting Best Practice and continued review by DOF & DOF to achieve overcoming the obstacles for the FAC’s and REP’s.
  - On-going
- **4c** FAC plan versus Actual review weekly to monitor future packaging to achieve 80% minimum.
  - Weekly

### Director of Recruitment

<table>
<thead>
<tr>
<th>Objective</th>
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<th>Weight</th>
<th>Goals (Rating Levels)</th>
<th>Target Completion Dates</th>
</tr>
</thead>
</table>

**Initiatives**
- **1a** Effective use of the Rep Plan Vs. Actual Performance Management Model to achieve 14.3% Conduct to Inquiry, 7% FAC Conduct to Inquiry, and 5.1% Conversion Start to Inquiry.
  - Weekly
- **1b** Aggressively follow-up on Student Services and Academic Support Center (SSASC) campaigns.
  - Quarterly
- **1c** New program implementation through regular product knowledge trainings.
  - Quarterly

<table>
<thead>
<tr>
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<th>Weight</th>
<th>Goals (Rating Levels)</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Achieve Re-entry Goals (measured by re-entries as a % of past 12 months gross drops)</td>
<td>1</td>
<td>15%</td>
<td>&gt; 12.00%</td>
<td>12.00% - 12.00%</td>
</tr>
</tbody>
</table>

**Initiatives**
- **2a** Support reentry engagement with structured call sessions bi-weekly.
  - Bi-Weekly
- **2b** Ensure Representatives are following-up with their assigned dropped students through monitoring of S3 activities.
  - Monthly
- **2c** Implement Reentry Open House initiative.
  - Quarterly
<table>
<thead>
<tr>
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<th>Related Corporate Objective</th>
<th>Weight</th>
<th>Goals (Rating Levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. New High School Starts (measured against Budget)</td>
<td>1</td>
<td>10%</td>
<td>110.00% - 105.00% - 100.00% - 95.00% - 90.00% - &lt;90.00%</td>
</tr>
</tbody>
</table>

**Initiatives**

3a. Effective use of the CRS Plan Vs. Actual Performance Model to achieve 6.6% Application to Inquiry and 37% Show Rate
3b. Conduct High School Career Day events on campus and host at minimum 2 High School Groups per event
3c. Implement new Open House initiative and host Counselors, Teachers, and Administrators from a minimum of 3 High Schools in local market

**Target Completion Dates**
Weekly
Quarterly
Quarterly

<table>
<thead>
<tr>
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<th>Weight</th>
<th>Goals (Rating Levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. CDL Conversion Rate to inquiry to Start (measured against Budget)</td>
<td>1.3</td>
<td>20%</td>
<td>≥.50% +0.25% to +.50% 0.00% to 0.24% -0.01% to -0.50% &gt;-0.50% of budget</td>
</tr>
</tbody>
</table>

**Initiatives**

4a. Implementation of Show Meeting Best Practice to achieve Net to Cancellation rate greater than 1.0.
4b. Effective use of Tapti reports to achieve 14.3% Conduct to Inquiry, 90% Contact to Inquiry, and First Attempt Contact within 48 hours per Inquiry
4c. Incorporate e-Book initiative into school tour

**Target Completion Dates**
Weekly
Weekly
Ongoing

<table>
<thead>
<tr>
<th>Objective</th>
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<th>Weight</th>
<th>Goals (Rating Levels)</th>
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</thead>
<tbody>
<tr>
<td>5. % of packaged students that start @ school</td>
<td>3</td>
<td>10%</td>
<td>&gt;85.00% 80.00% - 84.99% 75.00% - 79.99% 70.00% - 74.99% &lt;70.00%</td>
</tr>
</tbody>
</table>

**Initiatives**

5a. Implementation of Show Meeting Best Practice to achieve 7% FAC Conduct to Inquiry
5b. Conduct follow-up calls with all accepted students and review WITY WITY to solidify commitment as necessary
5c. Ensure Representatives are conducting follow-up contacts with accepted students by monitoring S3 scheduled activities

**Target Completion Dates**
Weekly
Weekly
Weekly

<table>
<thead>
<tr>
<th>Objective</th>
<th>Related Corporate Objective</th>
<th>Weight</th>
<th>Goals (Rating Levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Referrals and PDL’s For Budgeted Representative, Per Week (based on quarterly average active reps)</td>
<td>3</td>
<td>10%</td>
<td>≥.55 ≤4.54 ≤.25 ≤.39 10 - .24 &lt;10</td>
</tr>
</tbody>
</table>

**Initiatives**

6a. Implementation of weekly variance meetings discussing referrals and holding Representatives accountable for 1 Referral per week.
6b. Implement system of asking for referrals at minimum 3 points of contact with student: Initial Contact, during Conduct, and proceeding the FA Conduct
6c. Conduct referral training and review how Representatives are asking for referrals at minimum once a month

**Target Completion Dates**
Weekly
Weekly
Monthly

ITT Technical Institute – Spokane
ED00003764
### Campus Effectiveness Plan August 2014

<table>
<thead>
<tr>
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<th>Goals (Rating Levels)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Optimize Class Schedule: non-DE course enrollments (Looking at Monday Wk 5) divided by total non-DE sections offered (Looking at Monday Wk 5): 4 qtr avg</td>
<td>3, 55%</td>
<td>16.00 to 17.99</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12.00 to 13.99</td>
<td></td>
</tr>
<tr>
<td>1a</td>
<td>Manage small program starts to a minimum of 15 AAS and 12 BA starts per quarter. Discuss small programs during weekly No-Show meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b</td>
<td>Maximize full-time enrollment by scheduling everyone for full-time status and adjusting only when FA makes recommendation to do so.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c</td>
<td>Utilize hybrid courses for small sections by moving all small sections to blended when initial list comes out and track reentries for blended as they complete paperwork.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1d</td>
<td>Assist with Center for Professional Development (CPD) scheduling to insure smooth transition of CPD on campus.</td>
<td></td>
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<td></td>
</tr>
</tbody>
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<tbody>
<tr>
<td>2.</td>
<td>Maximize Full Time Students. Points allocated based on Credits Attempted (≥12 = 3 pl, 8-11.9 = 2 pls, &lt; 8 = 1 pl) – 4 qtr average</td>
<td>3, 30%</td>
<td>2.72 to 2.79</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.64 to 2.71</td>
<td></td>
</tr>
<tr>
<td>2a</td>
<td>Schedule all students full-time in S3; adjust only if FA necessary and encourage them to keep full time schedule to avoid delays in graduation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b</td>
<td>Work closely with VA students to allow a full-time schedule as often as possible. Give VA students the option of 4 classes to keep them full time. (Dean approval required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2c</td>
<td>Utilize blended courses to keep students full-time; give students option for blended that have done well in the past.</td>
<td></td>
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<td></td>
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<tbody>
<tr>
<td>3.</td>
<td>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</td>
<td>3, 5%</td>
<td>≥85.00% to 84.99%</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>79.99% to 79.99%</td>
<td></td>
</tr>
<tr>
<td>3a</td>
<td>Work with Dean to adjust master schedule teaching loads as soon as the schedule imports to S3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3b</td>
<td>Keep accurate and current information in Ad Astra related to instructors’ fit and courses eligible to teach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3c</td>
<td>Run % load report in ITT Reports starting Week 8 to start to ensure instructor teaching loads are within required range</td>
<td></td>
<td></td>
<td></td>
</tr>
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<tbody>
<tr>
<td>4.</td>
<td>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)</td>
<td>3, 5%</td>
<td>Version 1 NA</td>
<td>Weekly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Version 1 $0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Version 1 $0.01-$3.00</td>
<td></td>
</tr>
<tr>
<td>4a</td>
<td>Request transcripts within 24 hrs of initial application to make sure all transcripts are received no later than week 4 of the quarter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b</td>
<td>Follow up on transcripts not received within 2 weeks from the time they were mailed. Keep detailed notes regarding conversations with schools and GED offices.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>Review questionable online diplomas during initial visit and make determination and send foreign high school transcripts for review after application is made.</td>
<td></td>
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</tr>
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ITT Technical Institute – Spokane
## Campus Effectiveness Plan August 2014

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<tbody>
<tr>
<td>5.</td>
<td>Student Success Rate Variance to Target as measured over the following four quarters: DEC 2013, MAR 2014, JUN 2014 and SEP 2014</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&gt; 2.00%</td>
</tr>
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### Initiatives

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<th>Initiative</th>
<th>Target Completion Dates</th>
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</thead>
<tbody>
<tr>
<td>5a</td>
<td>Work with Dean to insure instructor's test in AdAstra is accurate.</td>
</tr>
<tr>
<td>5b</td>
<td>Active participation in Student Success Committee by providing feedback in student success committee to hit student success variance expectation.</td>
</tr>
<tr>
<td>5c</td>
<td>Assist the Dean and DOF with implementation of e-Book initiative to ensure the e-Book initiative is effectively implemented.</td>
</tr>
</tbody>
</table>

## Academic Affairs, School Chair – Business

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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>New Starts (measured against budget) in Assigned School of Study</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>≥ 110.00% of Budget</td>
</tr>
</tbody>
</table>

### Initiatives

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<thead>
<tr>
<th>Initiative</th>
<th>Target Completion Dates</th>
</tr>
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<tbody>
<tr>
<td>1a</td>
<td>Presentation on Bachelors programs for students in Q5 - Q7 each quarter. Work closely with Admissions and Career Services to visit classes and present bachelor program opportunities and advantages. This will assist in achieving &gt;100.01% (goal of 2).</td>
</tr>
<tr>
<td>1b</td>
<td>New program implementation. Work closely with Admissions and Career Services to establish and implement product knowledge training in support of new program offerings.</td>
</tr>
<tr>
<td>1c</td>
<td>Initiate local high school outreach program through volunteerism and activities.</td>
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## ITT Technical Institute – Spokane

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<tbody>
<tr>
<td>2.</td>
<td>Improve ESI YTD Gross Drop Attrition Rate (measured against national averages) in assigned school of study.</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&lt;3.90%</td>
</tr>
</tbody>
</table>

### Initiatives

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<tr>
<th>Initiative</th>
<th>Target Completion Dates</th>
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<tbody>
<tr>
<td>2a</td>
<td>Faculty Performance Management through the use of data from Faculty Performance Statements. Continue to review quarterly performance metrics with instructors through the utilizing the Quarterly Faculty Performance Review Summary sheet to assist in achieving &lt; 5.0% (goal of 2).</td>
</tr>
<tr>
<td>2b</td>
<td>Implementation of Student Laptop Best Practice. Once rolled out to our campus: Aggressively train campus personnel on the use of laptops to enhance the overall learning environment.</td>
</tr>
<tr>
<td>2c</td>
<td>Integration of LMS into course offerings. Once rolled out to our campus: Aggressively train campus personnel on the use of the LMS system. Continue to expand use each quarter to positively impact student engagement, satisfaction and success.</td>
</tr>
<tr>
<td>2d</td>
<td>Maintain daily contact in classrooms to resolve any possible issues/complaints that might arise.</td>
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## Campus Effectiveness Plan August 2014

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<th>Goals (Rating Levels)</th>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Quarterly average re-entries in assigned School of Study as measured by past 12 month drops.</td>
<td>2</td>
<td>20%</td>
<td>$\geq 12.00%$</td>
<td>Implementation of the Re-entry Plan vs. Actual Performance Model. Ensure proper use of S3 in conjunction with RPVA such that accurate information is tracked to assist in achieving $&gt;10.01%$ (goal of 2).</td>
<td>Weekly</td>
</tr>
<tr>
<td>3b. Aggressively follow-up on Student Services and Academic Support Center (SSASC) campaigns. Once identified as potential reenrollees by the SSASC, immediately include in tracking network and schedule for enrollment and finance appointments.</td>
<td></td>
<td></td>
<td>$\rightarrow 12.00%$</td>
<td></td>
<td>Weekly</td>
</tr>
<tr>
<td>3c. Implementation of Student Laptop Best Practice. Once rolled out to our campus: Aggressively train campus personnel on the use of laptops to enhance the overall learning environment.</td>
<td></td>
<td></td>
<td>$\rightarrow 10.00%$</td>
<td></td>
<td>Weekly</td>
</tr>
<tr>
<td>4. Engagement Rate Variance to Target for all courses taught during the following Quarters: DEC 2013, MAR 2014, JUN 2014, and SEP 2014.</td>
<td>1</td>
<td>20%</td>
<td>$\geq 9.00%$ to $8.00%$</td>
<td>Faculty Performance Management through the use of data from Faculty Performance Statements. Continue to review quarterly performance metrics with instructors through the utilizing the Quarterly Faculty Performance Review Summary sheet. This will assist in achieving $&gt;3.00%$ (goal of 2).</td>
<td>Quarterly</td>
</tr>
<tr>
<td>4b. Meet individually with all new first quarter students.</td>
<td></td>
<td></td>
<td>$\rightarrow 2.99%$</td>
<td></td>
<td>Quarterly</td>
</tr>
<tr>
<td>4c. Change culture regarding attendance perception. Promoting regular attendance as if school was the employment.</td>
<td></td>
<td></td>
<td>$\leq -1.01%$</td>
<td></td>
<td>Quarterly</td>
</tr>
<tr>
<td>5. Rolling 4 quarters’ Graduate 2014 ETG Rate, measured on 3/31/14, 6/30/14, 9/30/14, and 12/31/14 in assigned school of study</td>
<td>4</td>
<td>10%</td>
<td>$\geq 80.00%$</td>
<td>Implementation of S.P.E. Best Practice. Consistently work closely with Career Services to identify, initiate, and complete SPE. Continue to aggressively implement requirements in curriculum and establish projects throughout the campus to support curriculum needs. This will assist in achieving $&gt;75.00%$ (goal of 2).</td>
<td>Monthly</td>
</tr>
<tr>
<td>5b. Insure timely submission of e-Portfolio assignments. Actively work with instructors to ensure e-Portfolio submissions are completed as required by curriculum.</td>
<td></td>
<td></td>
<td>$\leq 70.00%$</td>
<td></td>
<td>Weekly</td>
</tr>
<tr>
<td>5c. Work in partnership with Career Services to present new job opportunities to students.</td>
<td></td>
<td></td>
<td>$\leq 63.99%$</td>
<td></td>
<td>Weekly</td>
</tr>
<tr>
<td>6. Rolling 4 quarters’ Graduate Salary Improvement by degree level (with unreported salaries &lt;5%), measured on 3/31/14, 6/30/14, 9/30/14, and 12/31/14 in assigned school of study</td>
<td>1</td>
<td>10%</td>
<td>$\geq 5.00%$</td>
<td>Presentation on Bachelors programs for students in Q5 – Q7 each quarter. Work closely with Admissions and Career Services to visit classes and present Bachelor program opportunities and advantages. This will assist in achieving $&gt;4.00%$ (goal of 2).</td>
<td>Quarterly</td>
</tr>
<tr>
<td>6b. Ensure timely submission of e-Portfolio assignments. Actively work with instructors to ensure e-Portfolio submissions are completed as required by curriculum.</td>
<td></td>
<td></td>
<td>$\leq 1.99%$</td>
<td></td>
<td>Quarterly</td>
</tr>
<tr>
<td>6c. Work with PAC to prep students for work world of work.</td>
<td></td>
<td></td>
<td>$&lt;1.00%$</td>
<td></td>
<td>Quarterly</td>
</tr>
</tbody>
</table>
## Campus Effectiveness Plan August 2014

### Objective 1: New Starts (measured against budget) in Assigned School of Study

<table>
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<tr>
<th>Related Corporate Objective</th>
<th>Weight</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>≥ 110.00% of Budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100.01% - 109.99%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>95.00% - 100.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90.00% - 94.99%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt; 90.00% of Budget</td>
</tr>
</tbody>
</table>

### Initiatives

1a. Presentation on Bachelor programs for students in Q5 - Q7 each quarter. Work closely with Admissions and Career Services to visit classes and present bachelor program opportunities and advantages. This will assist in achieving >100.01% (goal of 2).

Target Completion Dates: Quarterly

1b. New program implementation. Work closely with Admissions and Career Services to establish and implement product knowledge training in support of new program offerings.

Target Completion Dates: Monthly

1c. Initiate local high school outreach program through volunteerism and activities.

Target Completion Dates: 

### Objective 2: Improve ESI YTD Gross Drop Attrition Rate (measured against national averages) in assigned school of study.

<table>
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<tbody>
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<td></td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;3.90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.90% - 4.99%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.0% - 6.79%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.00% - 7.99%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>≥ 8.0%</td>
</tr>
</tbody>
</table>

### Initiatives

2a. Faculty Performance Management through the use of data from Faculty Performance Statements. Continue to review quarterly performance metrics with instructors through the utilizing the Quarterly Faculty Performance Review Summary sheet to assist in achieving < 5.0% (goal of 2).

Target Completion Dates: Quarterly

2b. Implementation of Student Laptop Best Practice. Once rolled out to our campus: Aggressively train campus personnel on the use of laptops to enhance the overall learning environment.

Target Completion Dates: Quarterly

2c. Integration of LMS into course offerings. Once rolled out to our campus: Aggressively train campus personnel on the use of the LMS system. Continue to expand use each quarter to positively impact student engagement, satisfaction and success.

Target Completion Dates: Quarterly

2d. Maintain daily contact in classrooms to resolve any possible issues/complaints that might arise.

Target Completion Dates: Daily

### Objective 3: Quarterly average re-entries in assigned School of Study as measured by past 12 month drops.

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</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>20%</td>
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<tr>
<td></td>
<td></td>
<td>&gt; 12.00%</td>
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<tr>
<td></td>
<td></td>
<td>10.01% to 12.00%</td>
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<tr>
<td></td>
<td></td>
<td>8.50% to 10.00%</td>
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<tr>
<td></td>
<td></td>
<td>7.50% to 8.49%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt; 7.50%</td>
</tr>
</tbody>
</table>

### Initiatives

3a. Implementation of the Re-entry Plan vs. Actual Performance Model. Ensure proper use of S3 in conjunction with RPYA such that accurate information is tracked to assist in achieving >10.01% (goal of 2).

Target Completion Dates: Weekly

3b. Aggressively follow-up on Student Services and Academic Support Center (SSASC) campaigns. Once identified as potential reenrollees by the SSASC, immediately include in tracking number and schedule for enrollment and finance appointments.

Target Completion Dates: Weekly

3c. Implementation of Student Laptop Best Practice. Once rolled out to our campus: Aggressively train campus personnel on the use of laptops to enhance the overall learning environment.

Target Completion Dates: Weekly
### Campus Effectiveness Plan August 2014

#### Objectives and Related Corporate Objectives

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<td>4.</td>
<td>Engagement Rate Variance to Target for all courses taught during the following Quarters: DEC 2013, MAR 2014, JUN 2014, and SEP 2014.</td>
<td>1 20%</td>
<td>3.00% to 8.9% to 2.99% to 1.01% to 0.01%</td>
</tr>
<tr>
<td>5.</td>
<td>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</td>
<td>4 10%</td>
<td>79.99% - 75.00% - 70.00% - 65.00% - 60.00%</td>
</tr>
<tr>
<td>6.</td>
<td>Rolling 4 quarters Graduate Salary Improvement by degree level (with unreported salaries &lt;5%), measured on 3/31/14, 6/30/14, 9/30/14, and 12/31/14 in assigned school of study</td>
<td>1 10%</td>
<td>5.00% - 4.99% - 3.99% - 1.99% - 1.00%</td>
</tr>
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#### Initiatives

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<tbody>
<tr>
<td>4a</td>
<td>Faculty Performance Management through the use of data from Faculty Performance Statements. Continue to review quarterly performance metrics with instructors through the utilizing the Quarterly Faculty Performance Review Summary sheet. This will assist in achieving &gt;3.00% (goal of 2).</td>
</tr>
<tr>
<td>4b</td>
<td>Meet individually with all new first quarter students.</td>
</tr>
<tr>
<td>4c</td>
<td>Change culture regarding attendance perception. Promoting regular attendance as if school was the employment.</td>
</tr>
<tr>
<td>5a</td>
<td>Implementation of S.P.E. Best Practice. Consistently work closely with Career Services to identify, initiate and complete S.P.E. Continue to aggressively implement requirements in curriculum and establish projects throughout the campus to support curriculum needs. This will assist in achieving &gt;75.00% (goal of 2).</td>
</tr>
<tr>
<td>5b</td>
<td>Insure timely submission of e-Portfolio assignments. Actively work with instructors to ensure e-Portfolio submissions are completed as required by curriculum.</td>
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<td>5c</td>
<td>Work in partnership with Career Services to present new job opportunities to students.</td>
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<td>6a</td>
<td>Presentation on Bachelors programs for students in Q5 – Q7 each quarter. Work closely with Admissions and Career Services to visit classes and present bachelor program opportunities and advantages. This will assist in achieving &gt;4.00% (goal of 2).</td>
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<td>6b</td>
<td>Insure timely submission of e-Portfolio assignments. Actively work with instructors to ensure e-Portfolio submissions are completed as required by curriculum.</td>
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<tr>
<td>6c</td>
<td>Work with P.D. to prep students for work of work.</td>
</tr>
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**Academic Affairs, School Chair – Electronics Technology**

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<th>Related Corporate Objective</th>
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<tr>
<td>1.</td>
<td>New Starts (measured against budget) in Assigned School of Study</td>
<td>1 20%</td>
<td>≥110.00% of Budget 109.99% - 100.00% 95.00% - 100.00% 90.00% - 94.99% &lt;90.00% of Budget</td>
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#### Initiatives

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<tr>
<td>1a</td>
<td>Presentation on Bachelors programs for students in Q5 - Q7 each quarter. Work closely with Admissions and Career Services to visit classes and present bachelor program opportunities and advantages. This will assist in achieving &gt;100.01% (goal of 2).</td>
</tr>
<tr>
<td>1b</td>
<td>New program implementation. Work closely with Admissions and Career Services to establish and implement product knowledge training in support of new program offerings.</td>
</tr>
<tr>
<td>1c</td>
<td>Initiate local high school outreach program through volunteerism and activities.</td>
</tr>
</tbody>
</table>

**ITT Technical Institute – Spokane**
## Campus Effectiveness Plan August 2014

<table>
<thead>
<tr>
<th>Objective</th>
<th>Related Corporate Objective</th>
<th>Weight</th>
<th>Goals (Rating Levels)</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve ESI YTD Gross Drop Attrition Rate (measured against national averages) in assigned school of study.</td>
<td>1</td>
<td>20%</td>
<td>&lt;3.90% to 7.99%</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.90% to 4.99%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5.0% to 6.79%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6.80% to 7.99%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&gt;8.0%</td>
<td></td>
</tr>
</tbody>
</table>

### Initiatives

#### 2a.
Faculty Performance Management through the use of data from Faculty Performance Statements. Continue to review quarterly performance metrics with instructors through the utilizing the Quarterly Faculty Performance Review Summary sheet to assist in achieving < 5.0% (goal of 2).

#### 2b.
Implementation of Student Laptop Best Practice. Once rolled out to our campus: Aggressively train campus personnel on the use of laptops to enhance the overall learning environment.

#### 2c.
Integration of LMS into course offerings. Once rolled out to our campus: Aggressively train campus personnel on the use of the LMS system. Continue to expand use each quarter to positively impact student engagement, satisfaction and success.

#### 2d.
Maintain daily contact in classrooms to resolve any possible issues/complaints that might arise.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Related Corporate Objective</th>
<th>Weight</th>
<th>Goals (Rating Levels)</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quarterly average re-entries in assigned School of Study as measured by past 12 month drops.</td>
<td>2</td>
<td>20%</td>
<td>&gt;12.00% to 7.50%</td>
<td>Weekly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10.01% to 8.49%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8.50% to 10.00%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7.50% to 8.49%</td>
<td></td>
</tr>
</tbody>
</table>

### Initiatives

#### 3a.
Implementation of the Re-entry Plan vs. Actual Performance Model. Ensure proper use of S3 in conjunction with RPVA such that accurate information is tracked to assist in achieving >10.01% (goal of 2).

#### 3b.
Aggressively follow-up on Student Services and Academic Support Center (SSASC) campaigns. Once identified as potential re-entrants by the SSASC, immediately include in tracking number and schedule for enrollment and finance appointments.

#### 3c.
Implementation of Student Laptop Best Practice. Once rolled out to our campus: Aggressively train campus personnel on the use of laptops to enhance the overall learning environment.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Related Corporate Objective</th>
<th>Weight</th>
<th>Goals (Rating Levels)</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Engagement Rate Variance to Target for all courses taught during the following Quarters: DEC 2013, MAR 2014, JUN 2014, and SEP 2014.</td>
<td>1</td>
<td>20%</td>
<td>&gt;9.00% to ≤ 6.01%</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.00% to 2.99%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-1.00% to -1.01%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-0.00% to ≤ 6.01%</td>
<td></td>
</tr>
</tbody>
</table>

### Initiatives

#### 4a.
Faculty Performance Management through the use of data from Faculty Performance Statements. Continue to review quarterly performance metrics with instructors through the utilizing the Quarterly Faculty Performance Review Summary sheet. This will assist in achieving >3.00% (goal of 2).

#### 4b.
Meet individually with all new first quarter students.

#### 4c.
Change culture regarding attendance perception. Promoting regular attendance as if school was the employment.
### Campus Effectiveness Plan August 2014

<table>
<thead>
<tr>
<th>Objective</th>
<th>Related Corporate Objective</th>
<th>Weight</th>
<th>Goals (Rating Levels)</th>
<th>Targets</th>
<th>Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>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</td>
<td>4</td>
<td>10%</td>
<td>&gt; 60.00%</td>
<td>70.00%</td>
</tr>
<tr>
<td>6a</td>
<td>Implementation of S.P.E. Best Practice. Consistently work closely with Career Services to identify, initiate and complete SPE. Continue to aggressively implement requirements in curriculum and establish projects throughout the campus to support curriculum needs. This will assist in achieving &gt;75.00% (goal of 2).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6b</td>
<td>Insure timely submission of e-Portfolio assignments. Actively work with instructors to ensure e-Portfolio submissions are completed as required by curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6c</td>
<td>Work in partnership with Career Services to present new job opportunities to students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Rolling 4 quarters’ Graduate Salary Improvement by degree level (with unreported salaries &lt;3%), measured on 3/31/14, 6/30/14, 9/30/14, and 12/31/14 in assigned school of study</td>
<td>1</td>
<td>10%</td>
<td>≥5.00%</td>
<td>4.00%</td>
</tr>
<tr>
<td>6a</td>
<td>Presentation on Bachelors programs for students in Q5 – Q7 each quarter. Work closely with Admissions and Career Services to visit classes and present bachelor program opportunities and advantages. This will assist in achieving &gt;4.00% (goal of 2).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6b</td>
<td>Insure timely submission of e-Portfolio assignments. Actively work with instructors to ensure e-Portfolio submissions are completed as required by curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6c</td>
<td>Work with PAC to prep students for world of work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Academic Affairs, School Chair – Information Technology

<table>
<thead>
<tr>
<th>Objective</th>
<th>Related Corporate Objective</th>
<th>Weight</th>
<th>Goals (Rating Levels)</th>
<th>Targets</th>
<th>Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>New Start (measured against budget) in Assigned School of Study</td>
<td>1</td>
<td>20%</td>
<td>≥ 110.00% of Budget</td>
<td>100.01% - 119.99%</td>
</tr>
<tr>
<td>1a</td>
<td>Presentation on Bachelors programs for students in Q5 – Q7 each quarter. Work closely with Admissions and Career Services to visit classes and present bachelor program opportunities and advantages. This will assist in achieving &gt;100.01% (goal of 2).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b</td>
<td>New program implementation. Work closely with Admissions and Career Services to establish and implement product knowledge training in support of new program offerings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c</td>
<td>Initiate local high school outreach program through volunteerism and activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Campus Effectiveness Plan August 2014

### Objective 2:
**Improve ESI YTD Gross Drop Attrition Rate (measured against national averages) in assigned school of study.**

<table>
<thead>
<tr>
<th>Related Corporate Objective</th>
<th>Weight</th>
<th>Goals (Rating Levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20%</td>
<td>&lt;3.9%</td>
</tr>
</tbody>
</table>

|   | 2    | 3.3% to 4.9% | 5.0% to 6.7% | 6.8% to 7.9% | ≥8.0% |

**Initiatives**

- **2a.** Faculty Performance Management through the use of data from Faculty Performance Statements. Continue to review quarterly performance metrics with instructors through the utilizing the Quarterly Faculty Performance Review Summary Sheet to assist in achieving < 5.0% (goal of 2).

- **2b.** Implementation of Student Laptop Best Practice. Once rolled out to our campus: Aggressively train campus personnel on the use of laptops to enhance the overall learning environment.

- **2c.** Integration of LMS into course offerings. Once rolled out to our campus: Aggressively train campus personnel on the use of the LMS system. Continue to expand use each quarter to positively impact student engagement, satisfaction and success.

- **2d.** Maintain daily contact in classrooms to resolve any possible issues/complaints that might arise.

**Target Completion Dates**

- Quarterly
- Quarterly
- Quarterly
- Daily

### Objective 3:
**Quarterly average re-entries in assigned School of Study as measured by past 12 month drops.**

<table>
<thead>
<tr>
<th>Related Corporate Objective</th>
<th>Weight</th>
<th>Goals (Rating Levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>20%</td>
<td>&gt;12.0%</td>
</tr>
</tbody>
</table>

|   | 2    | 10.0% to 12.0% | 8.5% to 10.0% | 7.5% to 8.4% | <7.50% |

**Initiatives**

- **3a.** Implementation of the Re-entry Plan vs. Actual Performance Model. Ensure proper use of S3 in conjunction with RPVA such that accurate information is tracked to assist in achieving >10.0% (goal of 2).

- **3b.** Aggressively follow-up on Student Services and Academic Support Center (SSASC) campaigns. Once identified as potential re-enrollments by the SSASC, immediately include in tracking number and schedule for enrollment and finance appointments.

- **3c.** Implementation of Student Laptop Best Practice. Once rolled out to our campus: Aggressively train campus personnel on the use of laptops to enhance the overall learning environment.

**Target Completion Dates**

- Weekly
- Weekly
- Weekly

### Objective 4:
**Engagement Rate Variance to Target for all courses taught during the following Quarters: DEC 2013, MAR 2014, JUN 2014, and SEP 2014.**

<table>
<thead>
<tr>
<th>Related Corporate Objective</th>
<th>Weight</th>
<th>Goals (Rating Levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20%</td>
<td>≥ 9.00%</td>
</tr>
</tbody>
</table>

|   | 2    | 3.00% to 8.99% | -1.00% to 2.99% | -8.00% to -1.01% | ≤ -8.01% |

**Initiatives**

- **4a.** Faculty Performance Management through the use of data from Faculty Performance Statements. Continue to review quarterly performance metrics with instructors through the utilizing the Quarterly Faculty Performance Review Summary Sheet. This will assist in achieving >3.00% (goal of 2).

- **4b.** Meet individually with all new first quarter students.

- **4c.** Change culture regarding attendance perception. Promoting regular attendance as if school was the employment.

**Target Completion Dates**

- Quarterly
- Quarterly
- Quarterly
## Campus Effectiveness Plan August 2014

### Objective

<table>
<thead>
<tr>
<th>Objective</th>
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<td>1</td>
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<tr>
<td>6. Rolling 4 quarters Graduate Salary Improvement by degree level (with unreported salaries &lt;5%), measured on 3/31/14, 6/30/14, 9/30/14, and 12/31/14 in assigned school of study</td>
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<td>10%</td>
<td>≥5.00%</td>
</tr>
</tbody>
</table>

### Initiatives

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a</td>
<td>Implementation of S.P.E. Best Practice. Consistently work closely with Career Services to identify, initiate and complete SPE. Continue to aggressively implement requirements in curriculum and establish projects throughout the campus to support curriculum needs. This will assist in achieving &gt;75.00% (goal of 2).</td>
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<table>
<thead>
<tr>
<th>Initiative</th>
<th>Target Completion Dates</th>
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<tbody>
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<td>6c</td>
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### Section IV – Individual Objectives, Goals and Initiatives

#### Library Assistant

<table>
<thead>
<tr>
<th>Objective</th>
<th>Related Corporate Objective</th>
<th>Weight</th>
<th>Goals (Rating Levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Follow and Implement all policies by ACICS for the LRC</td>
<td>1</td>
<td>60%</td>
<td>&gt;9 key policies as listed below</td>
</tr>
</tbody>
</table>

#### Initiatives

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Accessibility of collection to students (catalog access/shelving scheme)</td>
</tr>
<tr>
<td>1b</td>
<td>Staff and Faculty Accessibility</td>
</tr>
<tr>
<td>1c</td>
<td>LRC Measurement (Circulation statistics)</td>
</tr>
<tr>
<td>1d</td>
<td>Complete Corporate Annual Report</td>
</tr>
<tr>
<td>1e</td>
<td>Virtual Library Administration (Student and Staff Registration)</td>
</tr>
<tr>
<td>1f</td>
<td>Enforcement of established procedures and protocols (internet use, proctoring of class tests per request)</td>
</tr>
<tr>
<td>1g</td>
<td>Quality Control of LRC activity (addressing audit deficiencies and other Quality shortcomings)</td>
</tr>
<tr>
<td>1h</td>
<td>LRC Committee meetings quarterly with documentation</td>
</tr>
</tbody>
</table>

ITT Technical Institute – Spokane
Campus Effectiveness Plan August 2014

<table>
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<th>Objective</th>
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<th>Goals (Rating Levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Develop and maintain local LRC standards.</td>
<td>1</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Initiatives**

| 2a. | Coordinate, implement and archive LRC usage assignments from instructors via School Chairs | Quarterly |
| 2b. | Coordinate and support tutoring program | Weekly |
| 2c. | Software assistance on LRC computers (including MS Office suite and Internet browser) | Daily |
| 2d. | Student involvement with LRC resources | Daily |
| 2e. | Facility cleanliness and approachability | Daily |
| 2f. | Support all other departments | Quarterly |

<table>
<thead>
<tr>
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<th>Related Corporate Objective</th>
<th>Weight</th>
<th>Goals (Rating Levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Professional Development Activities</td>
<td>2</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Initiatives**

| 3a. | Complete one Professional Development Activity. Examples: concurrent related business experience, membership and participation in educational associations, professional organizations, continuance of education, professional writing/publications, attendance at seminars conferences, workshops, conferences, etc. | Annually |
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.

<table>
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<tr>
<th>Institution ID: 00016074</th>
<th>Institution Name: ITT Technical Institute, Spokane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Name: Accounting</td>
<td>Program Length (wks): 84</td>
</tr>
</tbody>
</table>

Identify the institution's unit of credit [SELECT ONE]
- Clock
- Quarter
- Semester

<table>
<thead>
<tr>
<th>*DE = Distance Education</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Titles</th>
<th>Gen Ed (Y/N)</th>
<th>*DE (Y/N)</th>
<th>Lecture</th>
<th>Lab</th>
<th>Practicum</th>
<th>Internship</th>
<th>Externship</th>
<th>Total Credits Awarded</th>
<th>Insert credit adjustment less than calculated</th>
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<td>Y</td>
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<td>Y</td>
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<td>N</td>
<td>Y</td>
<td>45.00</td>
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<td>4.5</td>
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<tr>
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<td>Accounting Principles I</td>
<td>N</td>
<td>Y</td>
<td>34.00</td>
<td>22.00</td>
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<td></td>
<td>4.5</td>
<td></td>
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<td>Fundamentals of Supervision</td>
<td>N</td>
<td>Y</td>
<td>45.00</td>
<td></td>
<td></td>
<td></td>
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<td>4.5</td>
<td></td>
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<tr>
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<td>Accounting Principles II</td>
<td>N</td>
<td>Y</td>
<td>34.00</td>
<td>22.00</td>
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<td></td>
<td>4.5</td>
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<td>4.5</td>
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<td>4.5</td>
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*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.*
### Accounting

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<tr>
<th>Credit</th>
<th>Lecture Hrs</th>
<th>Laboratory Hrs</th>
<th>Externship Hrs</th>
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<td>Quarter</td>
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<td>Semester</td>
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*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

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<tr>
<th>Course Number</th>
<th>Course Titles</th>
<th>Gen Ed (Y/N)</th>
<th>*DE (Y/N)</th>
<th>Lecture</th>
<th>Lab</th>
<th>Practicum Externship</th>
<th>Clock Contact Hrs</th>
<th>Lecture</th>
<th>Lab</th>
<th>Intern Extern</th>
<th>Total Credits Awarded</th>
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**TOTALS**

- 839.00
- 182.00
- 93.00
- 53.00

**Optional**

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.