

EXHIBIT 6

1. [REDACTED] (ID 6091, 8011), Alabama-Bessemer, CNS Computer Networking Systems, 8/2005-8/2007:

“Most of their classed used outdated material, training equipment that did not work[.]We were told that we would have top notch education with state of the art equitment. 90% of my technical classes just repeated the same thing over and over again and most of the students had to bring their own laptop because the equipment did not ever work correctly.”

2. [REDACTED] (ID 4835), Alabama-Bessemer, Multimedia/Game Design, 8/2004-5/2008:

“Although the teachers were nice, most lacked the knowledge to teach a class. Most classes were taught with pirated and outdated programs. The curriculum was basically open the program and play around in it. It had little to no structure on how to develop skills to acquire a job. Because I was in school for gaming, one of the classes was basically me driving 35 mins to class only for the teacher to have the students to play video games.”

3. [REDACTED] (ID 8289), Alabama-Bessemer, Game Design, 3/2007-2/2010:

“ITT Tech claimed that it hired quality instructors with experience in the field to teach their classes. However this wasn't always the case. Case in point I had one instructor who was hired to teach video editing. He was a friend of the program chair and was only a camera man for the local news station. Typically this class consisted of using school owned equipment to make group projects of filming a skit and editing it. My instructor did not know anything about editing. So we instead spent 3 months talking about the camera he used at the new station and different camera angles. We never actually used a camera and only used the editing software on a few occasions. We had to use videos pulled off the internet to edit and I actually ended up having to show the instructor how to use the software because I, along with a couple of others, actually had some experience with video editing. Our complaints fell on deaf ears. [] Overall I feel like ITT did nothing to prepare me for the job market. As is reflected by my job prospects as I left school.”

4. [REDACTED] (ID 5172), Alabama-Bessemer, Software Development, 3/2006-7/2010:

“One of the other draws to the school was the claims of industry professionals on the staff. This was not entirely wrong as there were many pros. However, not all classes were taught by people who knew the material and there was no teaching standards. On one occasion an instructor did

not face a background check and didn't know the material causing the class to be canceled half-way through. On another, a teacher that didn't work in the field they were teaching left for another school. The schoolwork wasn't entered resulting in students failing or barely passing and the school just ignoring the issue. On other occasions, instructors were clearly using the time as just another paycheck as the entire course was to follow the books to the letter, including practice work with little to no interaction with the instructors. Reporting these actions got no result from the administration and other instructors admitting that they were, for the most part during my time there, unregulated in order to keep the claim of hiring industry professionals to give a solid education reinforced with real-world experience."

5. [REDACTED] (ID 4710), Alabama-Bessemer, 3D Game Design, 8/2004-8/2008:

"Most of the instructors were inept, mainly reading out of the books provided, and using outdated software. I didn't feel I was being instructed by someone that actually knew about the programs and software that was being taught. I felt that in order to turn in acceptable classwork, that I would have to learn the material myself."

6. [REDACTED] (ID 9348), Alabama-Bessemer, Criminal Justice, 9/2010-9/2012:

"I had several classes that were a complete joke as in all we did was watch movies or YouTube videos. I had a teacher who had a twin and they would after switch spots. Every aspect of the hands on part I was promised was a lie. Classes that should have had hands on training or field time were taught by video like loading and shooting a gun. I was told that would be taught at the shooting range. We went on 2 in the field trips my whole time at this school. They never prepared us for police Academy or any of the training that comes along with being in law enforcement. I went into the field completely unaware of all the things I still had to do to become a cop. Most of my jobs outside of ITT have been security guard jobs. Definitely not what I paid 30,000 to do with my life."

7. [REDACTED] (ID 2619), Alabama-Madison, Electrical and Electronics Engineering Technology, 6/2012-12/2014:

"When my recruiter walked me through the school he had a vastly different idea of the kind of things we'd be doing in the lab than what we actually ended up doing. We did do labs but most of them were rushed and mostly incomplete half the time because of the rush job they do every quarter to get you through the eleven weeks. The equipment was a crap shoot; sometimes you found a working multimeter and oftentimes you didn't. I found out after I came out with my "honors" and all my high grades that I'm really not all that well qualified for a lot that I should be, with my degree. I failed a soldering test because it had parts I'd never seen before."

8. [REDACTED] (ID 8146), Alabama-Madison, 9/3-12/5:

“They said all the teachers worked in the field of study. One of my teachers who was there throughout my schooling kept telling us the book wasn't important and that when we found jobs they would train us. He would also let us use the book on finals. Which half the people still failed cause exams and books didn't match up most of the time. [] We had people bring their kids in with them to class which I'm not heartless I understand being a single parent is hard but kids running around the class room is a distraction. I've seen kids show up drunk or stoned and teachers act like it wasn't anything wrong.”

9. [REDACTED] (ID 9235), Alabama-Madison, Network Security, 9/2009-8/2010:

“Their teachers were not qualified to teach the classes. usually there was no control of the classroom, No course material (using youtube for lessons) or the just plain allowed obvious cheating to occur in the class room. All complaints went ignored.”

10. [REDACTED] (ID 8979), Alabama-Mobile, Information Technology - Computer Network Systems, 9/2009-9/2011:

“I was misled into believing I would be taught by (successful) people with ample experience in the field of my study. While many of the teachers professed to be employed in my field of study, many did not seem to have the experience I was led to believe they would have. A few teachers, while having a good deal of experience, did not sound very successful when in talks with students; having been laid off or fired from several jobs and even refusing to follow, what I have come to learn as best practices through actual on-job experience, due to the curriculum. Having on job experience has really enlightened me as to how un-qualified for teaching many of the teachers I had were in the first place.”

11. [REDACTED] (ID 7953), Arizona-Tempe, IT/CNS, 5/2009-5/2011:

“My exchange instructor was too busy during class time to teach as he was working on a flash games site. All of the equipment and software were outdated. We were still learning Exchange 2003 in 2009-2011.”

12. [REDACTED] (ID 8230), Arizona-Tempe, Electrical Engineering, 9/2011-3/2015:

“Classes we took were outdated using technology 7 yrs behind. Books were published 5 yrs ago didn't get current technology updates.”

13. [REDACTED] (ID 9415), Arizona-Tempe, Information Security, 3/2006-6/2011:

“They also claimed to have flexible schedules, top notch instructors, and great equipment. These all turned out to be bold-faced lies. I expected to find some of the introductory classes easy given my experience with computers, but as time went on I realized that none of the classes were actually designed to help us learn. Our books were laughably out of date; our training equipment worked only part of the time; many of our “professors” did not understand basic concepts about computers. In fact, ITT fired the few good professors we had because they would not get with the program and all the others never had any teaching experience and only lasted a short time. There were several classes I took where I had replacement teachers throughout the classes and they never understood the material that they were presenting., not to mention our Dean even had to come in to try and teach us as they were looking for replacements at times. This was a very poor leaning experience and complete waste of money. Several of my classmates and I complained to the dean and our chair several times and gave several bad reviews on our end of quarter reviews. We talked to everyone we could but no one listened. ITT milked as much money as it could get out of me.”

14. [REDACTED] (ID 8375), Arizona-Tucson, Computer Drafting and Design, 3/2004-3/2007:

“I was told I would have the knowledge to do the job I wanted after completion of the degree. Once I got into my field, there were some very important, key functions of the industry standard software we were taught that were never even mentioned in the classes. Using "external references" is a huge part of working with Autocad and this was never taught to us among other key features which I had to learn on the job. What we learned in school was the minimal to get us a foot in the door for a job, we were not provided all the tools to be successful in our field as we were told we would be. The CD340 Physical & Computer Aided 3D Modeling class was a complete sham, the teacher did nothing but give us the book and told us to do the exercises. If you look at my transcripts you'll see I was an 'A' student in these course specific classes, I failed CD340 because the teacher DID NOT teach! I went to the Dean and I was brushed off, nothing was done about the teacher not teaching us. I had to take the class again the next quarter and I passed with a 'B+' that time. I was extremely angry that we were paying for a class to be taught and the teacher did nothing but sit at his desk and do whatever he was doing on OUR time. There were several teachers who did not know what they were teaching, there was a lot of just reading the book and learning from it, not the practical experience that a "teacher" is supposed to bring to a class.”

15. [REDACTED] (ID 5391), Arkansas-Little Rock, Criminal Justice, 3/2007-7/2010:

“We were promised hands on learning in the classroom and in the real world, but neither were true. The closest we came to hands on training was by one teacher, who was also the officer at the Little Rock PD crime lab. Unfortunately that teacher was reprimanded for teaching us information and skills not in the school provided syllabus.”

16. [REDACTED] (ID 3874), Arkansas-Little Rock, Visual Communications/Game Design, 6/2002-3/2008:

“I was taught out of date material on outdated equipment. Our books where outdated and we received no software to take home and work with. In fact I was only taught one animation program and it wasn't even industry standards.”

17. [REDACTED] (ID 2631), Arkansas-Little Rock, Criminal Justice / Networking, 9/2006-10/2007:

“I was told that I would receive a great education to lead me to a more successful career. all of this was a lie. they did not prepare me or any other student for their field. ITT taught outdated material with outdated material, and used instructors who where poorly educated about the subject themselves. ITT robbed their students of their hopes and dreams of having a successful career in their fields.”

18. [REDACTED] (ID 8136), Arkansas-Little Rock, 1/2004-1/2009:

“Swapping teachers in the middle of the course, and hiring former students that graduated to teach classes, some with no experience in the Program that they were there to teach.”

19. [REDACTED] (ID 2716), Arkansas-Little Rock, Information Systems Security, 6/2004-9/2010:

“We were told in the ISS program that we would be able to go right out and get a six figure job with this degree. I applied and interviewed with many companies with the field. The main response I was told about why I would not be a good candidate for the position was that; 1) we needed to have 10+ years experience and 2) the software, programs and equipment, etc we used were at least 2+ years out of date.”

20. [REDACTED] (ID 2629), Arkansas-Little Rock, Multimedia/Game Design, 6/2005-9/2009:

“The quality of education that I received versus what I was told that I would receive was like night and day. The classrooms and the material being taught was not even close to the industry standards at the time of my attendance. The books were not only outdated material, but most of the time we either didn't even use the book, or couldn't use the book because it did not match up

with our software, or entire chapters where missing from our books. There was a few semesters that we did not even have teachers for the courses, they assigned the student workers to help oversee the classes so they wouldn't lose money for the fiscal quarter due to not having adequate instructors to teach the class. during our web design class we did not even learn anything about web programming because they brought in programmers to do all of the coding, all we did was the graphic work."

"During the few semesters that we didn't have instructors and they used student workers, I was told that we were not going to be charged for the course because they could not find an instructor ,but they were going to let us attend the class anyways so we did not have to wait an entire year to take the class again. I was also told that I would not be charged for an online math class that was having several technical issues. I took one of the quizzes in front of the associated dean and showed him even though I choose the right answer it was counting the answer as wrong but showing that the choice I made was indeed the right one. Due to this technical error I was pulled from the class and told that I would not be charged until the next time I took it after they fixed the issues."

21. [REDACTED] (ID 3721), Arkansas-Little Rock, Criminal Justice, 9/2006-6/2010:

"Books and Materials: The material in many of the text books was of poor quality. The information was not updated in many of them and they were filled with spelling and grammatical errors. One of the books on Criminology had over forty spelling errors in the first chapter alone. When the books were updated it was most often found that the accompanying class assignments and materials were not. Many times we did not have the proper lab equipment to perform required labs in classes such as forensics and investigation. How can we work in our field if pertinent components of our education are being skipped?"

"The Instructors: I personally know of a few instructors that found other teaching positions after only a short time with ITT-Technical Institute because they did not believe in the school's standards or methods (can provide names). I still maintain contact with these instructors today. Also, many courses are taught by people who are not qualified to teach that particular class. Ex. Someone who only has experience in security teaching a course on probation and parole."

"Classrooms availability: Many times students were forced to have class in the small library or employee offices due to lack of space. There were never enough computers for students when classes were running."

22. [REDACTED] (ID 2757), Arkansas-Little Rock, Multimedia, Game Design, 6/2005-9/2009:

"Every class was different, some "instructors" weren't even qualified to teach the course and didn't even know how to use the programs or tools that we had to pay for to use. ITT lied about

the tools we were to use, saying things like "We have the latest technology for our students." Only to find out they were using 8 year old computers and completely outdated software. We had to petition the school with our instructors to have them buy new computers only for them to come substandard, because the dean thought the computers were "too expensive" knowing full well that the computers were completely up to date and wouldn't need to be replaced for at least 3 years. They lied about the books and resources we had at our disposal. The "library" was never in stocked with any book that was relevant to our courses. They had VHS tapes we could "rent" for our own research. And had outdated books that were in tatters because they never replaced them."

23. [REDACTED] (ID 7942), California-Anaheim, Digital Entertainment and Game Design, 6/2004-6/2009:

"Yes as stated before they claimed to have students in the gaming industry and that the program would prepare us for game design. In reality it didn't, i didn't learn enough to do much, at the end of the program i could create very poor non organic objects and some what make an animation of it moving. no where near what is needed to make actual video games. No actual programming which is a major component of gaming, no organic modeling of actual characters which as we know visuals is a large percentage of game design and entertainment. I also came to find that the student that were in the gaming industry were actually video game testers. To be a video game tester you sit there and play the game that has already been created and is soon to be published, you play the game and find any bugs and note them. Thats no where remotely close to what a game designer does. Not to mention they never found me a job in the gaming industry."

"When they made the initial pitch they were selling it as a fast paced hands on education that would get me ready for the industry. They claimed that i could have my bachelors in 3 years time i didn't get my bachelors until 5 years later. Their excuses were that certain classes weren't available and that has to do with the instructors they hire. Most of the instructors are people with a bachelors. At one point i came across one of their adds hiring for a teaching position minimum requirement was bachelors. They also welcomed back students to teach. With the Bachelors i have there is no way i qualify to teach a class. I believe that is the reason my education was so bad. They lacked the skill and knowledge to teach they lacked communication skills and most of the time it was reading straight from the book with no real input from an experienced professional. One of the teachers also yelled and cursed at me for being late to his class by a few mins each time. He said he would drop me from the class, i was tardy because at that time i was taking on a job that the career services had sent me to which had strict hours. I had to quit the job to stay in class. ITT tech was made out to be a great place to learn and advance yourself but it was a horrible education with nothing to show for it."

24. [REDACTED] (ID 7679), California-Anaheim, Data Communications, 3/2004-11/2009:

“Finally, the program consisted of 2.5 hrs of theory and 2.5 hrs of lab time per class session. My tuition included any labs fees and the equipment and lab material was poor and outdated. It did no prepare me to enter the workforce with current skills.”

25. [REDACTED] (ID 9406), California-Concord, Electronics and Communications Engineering Technology, 9/2009-6/2013:

“The also said they had all the equipment and tools to do our labs and we often were missing things. There were several labs that we didn't complete because we didn't have the proper tools. The books were also outdated and often they would use the same book for two classes and they charged us for two books when we only needed one. We were told that many of the teachers worked in the fields they taught and they could help us prepare for interview. As it turned out many of the teachers didn't have jobs in their fields, all of them had other jobs and taught at ITT for additional income.”

26. [REDACTED] (ID 6057), California-Culver City, Drafting Design, 6/2008-4/2010:

“The teachers: they often would quit or argue back to the admin of the location of teaching. What i mean is that we would go on not having a teacher for semesters or teachers not qualified for teaching that certain background. We would have teachers cursing and infuriated at the school because admin would place them in a class they know nothing of and we end up with am easy A and not knowing what we learned!”

27. [REDACTED] (ID 7700), California-Hayward, Software Development, 3/2016-8/2016:

“My coding class was ALL theory? Youtube videos in entire lecture. Total sham of a school. I had to do self teaching for majority of all work I did thus far. Teachers are horrible. In one course we didn't evem get our books until half the quarter.”

28. [REDACTED] (ID 8989), California-Lathrop, IT- Information Technology Systems, 5/2008-3/2012:

“When we would advice teachers about the equipment not working they would day that was part of the field to "figure it out" but would not provide us with the fix or ever fix it themselves. The equipment was outdated most of the time. we where working on windows XP when windows 8 was already out for example. All of the linux and programming classes that we took where very basic, so basic that anywhere I applied what I had learned was far less than what the employer was looking for. And I received an A or B in those classes so that tells you it wasn't on my part why I didn't meet the employers standards. I was a straight A and B student while attending in

all of the IT classes but when I started to try and work in the field on my own (fixing computers for friends) I quickly realized none of what I learned applied to what I was doing. I once applied to Home Depots computer repair department and when they interviewed me they where surprised of the amount of info I didn't know about computers. That should tell you a lot about the courses, how does a A and B student not know enough information to work in the field. As I stated before mostly everything I learned about computers I learned on my own free time.”

29. [REDACTED] (ID 7109), California-Lathrop, 3/2006-6/2008:

“In every class the teacher would explain what the lab intended to teach us, but when we ran into problems could not figure out how to do the labs themselves. We were 8 weeks behind in a 12 week course in some classes because nothing they "taught" us worked. We only passed the classes because we showed up every day and the teachers felt bad. The schooling was a joke, in our introduction to securities class all we did was sit around and talk about theories, no one actually did anything. I literally learned nothing, making it impossible to get a serious job.”

30. [REDACTED] (ID 7734), California-National City, Project Management and Administration, 12/2009-10/2013:

“We were lead to believe that the Teaching Staff there was excellent. I had to rally a class together to get a teacher let go because he did not care about teaching the students but rather collect a paycheck. It took two semesters for them to do anything about it. I went straight to the director and nothing was done on my initial complaint. I had to get a few students to say something before they even looked into it. They finally let him go after he taught my Capstone class (the second semester I had the same teacher) where he was literally ZERO help with any of us. Not a single student that attended that class learned a thing other than what we taught our self out of boredom just sitting there.”

31. [REDACTED] (ID 9266), California-Orange, Electronics Technology, 1/2004-1/2008:

“The classes at ITT felt very outdated and not current to the field I was in.”

32. [REDACTED] (ID 4731), California-Orange, 10/2010-12/2012:

“Classes provided lacked the quality promised before signing on. Textbooks were outdated and equipment did not work 50% of the time. Teachers were also not skilled in their field.”

33. [REDACTED] (ID 9349), California-Oxnard, Network Systems Administration, 9/2014-8/2015:

“Many of the classes within my career course had nothing to do with what I should have been learning. They were given titles to make them seem as if they were in coherence with the career

path. The lack of proper programs and substandard computers within the ITT tech school was embarrassing.”

34. [REDACTED] (ID 5718), California-Oxnard, Game Design, 2/2011-5/2014:

“We had teachers quit due to the curriculum they were being made to teach be utterly irrelevant to anything that entry level jobs would require.”

35. [REDACTED] (ID 8300), California-Oxnard, AS Multimedia, BS Digital Entertainment and Game Design, 6/2003-3/2007:

“Most of the books were full of typos. In my Operating Systems class the book was so bad, the teacher refused to use it. Halfway through the term we were re-issued a new version of the same book since it was so poorly written. We were also all told we'd be issued hard drives to transport our work on, once enrolled they kept telling us we'd get them the next term, eventually the school staff acted as if we were crazy and said we had no need for hard drives and we'd need to find a different way to transport our work. [Halfway through the bachelors program I found out that the only teacher of the game program, Mr. Johnathan Bair, only had a bachelors degree and very little experience, infact he had only graduated a few years prior from the Art Institute. Most of his classes began with playing games, then we'd do a bit of 3d modeling. Usually have around an hour break in the middle. I do not recall ever doing any kind of tests in his class. The math class taught by Mr. Al-Barack was a joke, he would literally write out the homework and the answers on the board, we'd just copy that down and turn it in, no real learning required. I had several other classes that they'd give us a work sheet to take home for homework. However when we'd bring it back the following week the teacher would have us pull it out and never collect it, they'd then give us the "final" which would be the exact same work sheet. During the third year I started the game design classes. At first we didn't even have enough computers for everyone, there wasn't even 15 people in the class. It took a few weeks to finally get this resolved.”

36. [REDACTED] (ID 8410), California-Rancho Cordova, 8/2001-6/2005:

“ITT did NOT explain that they were not ABET accredited and that most employers will not hire new graduates from non-ABET accredited institutions; however they mislead you to believe that their accreditation was widely accepted in the industry. Several industry standards and standard practices were not covered (eg: creepage and clearance, UL, etc.).”

37. [REDACTED] (ID 8291), California-Rancho Cordova, Information Systems Security, 12/2004-6/2010:

“ITT-Tech claimed to offer an education that would result in IT jobs, and my goal was to become a Network Admin. [] In reality the computers were very old and many were broken, the only lab equipment I saw was from the teachers' personal collections or workplaces, and I spent less than 30 minutes with a real router the entire time I attended the school. The education had nearly nothing to do with being ready for certification, and none of the coursework prepared me for testing. When I compared my Capstone projects to real-world examples, my work was very inadequate.”

38. [REDACTED] (ID 8324), California-San Bernardino, 9/2006– 7/2009:

“ITT Technical Institute told me that I would be receiving an education that would prepare me for the latest specifications in the industry of my field of study. This was false, the industry uses completely different technologies that ITT Tech was incapable of educating it's students on. I was laughed at during job interviews when I told them what ITT Tech had informed me of.”

39. [REDACTED] (ID 8176), California-San Diego, CNS (Computer Networking Systems), 3/2008– 6/2010:

“Not once was I taught about Networking Systems. I had been given basic English and Math courses that would be at about a 10th grade level in the public school system. My technical classes consisted of learning excel, and basic operating system usage and administration. These are a simple operations that I and many of the students attending already knew how to do. One of the classes was installing Windows XP... this is a guided setup by Microsoft... It couldn't get any easier already.”

40. [REDACTED] (ID 6624), California-San Diego, BS Criminal Justice, 12/2007-9/2010:

“Yes.... that all the instructors were employed in the field they teach. Not so I had an Electronics teacher teaching Threat Management and a Workers Comp Attorney teaching numerous different subjects. How are these individuals able to teach in a field they don't know other than reading the same book I am.”

41. [REDACTED] (ID 7404, 7524), California-San Diego, Game Design, 4/2005-11/2008:

“The classes were an utter joke!! [] The instructors were not qualified and most of them couldn't even use the programs we were supposed to be learning. There was a class that was integral to multimedia design and the teacher didn't know how to work the computer program. I was struggling with a lot of what we were working on, mostly because the instructors didn't

know what they were doing. Most of them had no problem passing me with decent grades. Any other school I would have failed!”

“The instructors didn't even know how to use half the programs we were learning. It was very frustrating. Most of the classes were being taught by people who were obviously not qualified to be teachers. I learned next to nothing and am in no way qualified to ever work in my field of study. Even the programs we were learning were outdated.”

42. [REDACTED] (ID 9052), California-San Diego, Computer Networking (AA) Information Security Systems (BS), 3/2003– 3/2007:

“From what I observed in the ITT Technical Institute commercials, recruiters, and staff I was under the impression that what I was being taught was cutting/bleeding edge information and that a large number of former students of ITT have be able to land excellent high paying jobs. I felt as if the school preyed on the fact that the majority of the students there were new to this industry and very naive as to what to expect to be learning.”

“Knowing what I know now I would have never started the CNS program. The content taught in the CNS courses were mediocre. I distinctly remember a student that was already working in the field claiming that the courses were a huge joke.”

43. [REDACTED] (ID 8529), California-San Diego, 9/2010-6/2012:

“During one of my classes, a webdesign class, we had no official teacher for more then 2 weeks. During that time, I found out that classes could be tested out of. I asked to be tested out of that class and they told me I wasn't allowed to. I asked them why and they replied that its because it was 2 weeks into the class and they had taken the loans/money for the class already. I replied that was unfair and I could teach my classmates the very class itself (In fact, I was already teaching my classmates webdesign because we had no real teacher for the course for that period very successfully) and they still did not care nor believed me. I was ushered out with not being able to have a proper webdesign class and forbidden to test out of class.”

44. [REDACTED] (ID 5526), California-San Dimas, Computer Drafting and Design, 6/2008– 6/2010:

“I was led to believe that the software being taught by the school was the industry standard but I later learned that it was not and the school chair was not willing to get the more widely used tools for the students to learn.”

“I did have one job using my degree and I was terminated 6 months later due to not knowing anything needed to perform in the position and now that I work with other Engineers I know now that everything ITT taught me was useless for working in fields that they claimed to train us in.”

45. [REDACTED] (ID 4010), California-Sylmar, Digital Entertainment and Game Design, 9/2006-9/2010:

“I was told that I would learn a lot of things and that the education was the best, that not everyone finish their degrees because the school was hard. Come to class I found that the Sibelius was really extent and there was lots of stuff in it, but all the teachers really didn't seem like they cared too much about teaching. Classes were easy A's many times. One major project we had to do involved making a 3D character, the teacher gave us a video that was 30 hours long. This was our capstone project, and that's all we did for the whole quarter while the teacher only took attendance. I did my part, but most students would just kick back and play around on the internet. I had my model almost finish (3 quarter of a way before the end of the quarter) when the school chair wanted to pay a visit to the class and see everyone's progress on the project. He said he was going to be by next week. Here is when the teacher started to see who had what on the model. He found out that no one had really done anything on those two months of school, then he came over and saw my work. He told me if he could have my model file to give to the other students, that way when the chair person came by he could show how much everyone had done. Basically I gave my two month work to everyone in the class, while they did nothing all quarter, and this was ok by the teacher. Reading other peoples experiences on other campuses, I found out that all teachers were easy like that, and the a lot of them even gave the students the answers to the test. This is so the school can get a good grade and get more money from the government.”

46. [REDACTED] (ID 9171), California-Torrance, Criminal Justice, 3/2006-4/2010:

“Just about every instructor complained about the books and we never used them. They all had the complaint that they were outdated and didn't touch on the information that we should be learning. I feel so stupid now but it never rang a bell that all of that was B.S. and they didn't prepare for the classes instead we spent a lot of time watching criminal justice movies and documentaries.”

47. [REDACTED] (ID 7973), Colorado-Aurora, Computer Networking Systems, 12/2005– 12/2007:

“The core program classes were also a joke. They were not up to date with what the current standard technology being used was.”

48. [REDACTED] (ID 7796), Florida-Doral, Criminal Justice, 6/2008-12/2011:

“They promised hands on training, but the only training I got was pouring clay into a dirt whole. There was a workbook with MANY lab studies and hand on training. I still have it. I paid for this book and NEVER used it. Just the 1st page. I brought it to the dean's attention and why

aren't we using this book and doing lab studies with it?? "We don't have the budget to finance those studies". Then why issue it out in the first place?! We received so many text books and not ever complete them! Tests? They were a joke! They tell you the answers and have you memorize them to pass it! Maybe two teachers out of the bunch tried to keep the classroom as educational as possible."

49. [REDACTED] (ID 8565), Florida-Doral, Computer Network Systems, 8/2004-12/2006:

"The quality of the education promised at ITT was far from the education I received while I attended there. Often teachers wouldn't show up, they would offer open-text finals exams, the technologies they taught were outdated. [] They weren't honest about the quality of their educators. I had a teacher once that had no teaching experience, he was actually an IT consultant. For our final exam we had to go with him to where his server equipment was and helped him move it to another data center. He made it seem like a "school field trip" but instead he just used us for his own benefit."

50. [REDACTED] (ID 8264), Florida-Doral, Computer Network Systems, 9/2005-12/2007:

"Claimed that there would be extensive hands-on training for Computer Networking. Only looked at one severely outdated network switch, and zero hands on training. All theory and very general book work. The classrooms were literally empty rooms with desks and had no sign of any intent to train in an environment that would simulate the career experience."

51. [REDACTED] (ID 4169, 9137, 5895), Florida-Fort Lauderdale, Multimedia, 7/2004-4/2007:

"I was sold on the fact that they had state-of-the-art equipment in their labs and the best instructors. I found out that it was all lies and nothing that promised me had actually been true. The equipment was not state of the art, in fact it was all very outdated. None of the software was the current version so projects that I worked on at home would not be compatible with the older versions. There was never enough supplies for each student and a lot of the time we had to work on our projects at home without any guidance. Multiple instructors would get fired mid-course and would never pick back up where we left off. Some instructors would teach us from YouTube videos or books bought from the book store that I could have done at home without paying a very hefty tuition fee."

"ITT Tech boasted about how their programs were the most current with industry standard computer systems and software. Little did I know that EVERYTHING at ITT Tech was severely out of date. The books, the lessons, the hardware and the software were all very dated. The computers were constantly crashing because they weren't the latest technology and needed to be upgraded. The software was at least 3-4 versions behind the current version which would cause

conflicts with files not being compatible with the newer version I had at home. The instructors were often times less educated than the students. Many times, students would have to teach other students because the instructors didn't know how to perform the tasks properly. Very often, instructors would be fired mid-course and the new instructors would not know where to pick up the lessons. There was no point in actually using 'lab time' because all of the software we would use was very outdated. That means that since I had the newer version at my home, some of the save files would not be compatible between the versions. I could either work on projects in class or at home. ITT Tech claimed to be an accredited school but as you can see, recently their accreditor ACICS had to drop them for not being in compliance. This isn't a recent thing either. ITT Tech hasn't been in compliance for decades. ACICS and ultimately The Department of Education failed to do its job and shut these scams down before they got too big."

52. [REDACTED] (ID 8369), Florida-Fort Lauderdale, Network System Administration, 9/2011-12/2014:

"The school, in general, did not teach its students. Many teachers would pull up YouTube videos or assign work that we never went over or discussed. It was all easily searchable on google. No one was taught to any degree except for maybe one or two teachers who actually cared. Most students would be given A's just to pass them along to the next class to keep the passing grade statistics up."

53. [REDACTED] (ID 7969), Florida-Fort Lauderdale, 3/2104-9/2016:

"The books were outdated, the technology was bad, and the teaching format is not conducive to someone who is looking to get into IT. Barely any hands on and, the classrooms were situated horribly, no pencils during test days, the WIFI was a joke and communication was never provided to the students."

54. [REDACTED] (ID 7937), Florida-Jacksonville, Computer Networking Systems, 7/2002-5/2005:

"They claimed that the teachers were educated and at most times the students knew alot more than the teachers . Some teachers would come in tired from their second jobs and simply sit their with their head on the desk and take a nap ."

55. [REDACTED] (ID 4413), Florida-Lake Mary, Computer Drafting and Design, 12/2010-12/2014:

"ITT technical institute's education is substandard and poor all around. I could of went to YouTube and would of received better knowledge than attending a campus with ridiculous tuition rates. Most of their teachers seemed to have little to no experience in teaching. Most would just show us (students) a bunch of slides on power point with little to no further explanation on its content. Afterwards they would hand us all worksheets for us to do and

seemed bothered if we were to ask for direction. I received better education in my public and free K-12 school than in this absurdly expensive "higher education school" It seems that ITT Technical Institute hires inexperienced "instructors" in an effort to save money to pocket more and more money."

56. [REDACTED] (ID 8042), Florida-Lake Mary, Data Communications Systems Technology, 5/2005-5/2009:

"I was left knowing that I didn't really learn anything beyond what i could have taught myself with a "For Dummies" book."

57. [REDACTED] (ID 7994), Florida-Lake Mary, 9/2007-12/2012:

"Changed teachers mid semester; changed deans several times a year; broken computers; labs never worked; missing supplies or partial labs"

58. [REDACTED] (ID 6014), Florida-Lake Mary, Network Systems Administration, 9/2013-5/2015:

"Most of the time teachers didn't show up to class. So we would wait and a substitute would finally show up but not have any idea what class they were teaching or even the curriculum. Teachers that did show left half way through the quarter. Most of the time the teachers that were there weren't qualified to teach that specific class and was evident because they did not understand the curriculum."

"The outdated text books for Windows Vista and XP were insufficient in learning today's technology, the labs that never worked and the teachers that didn't know how to work them caused the students to not learn, open book test taking made it too east to pass tests, and the school cycled through teachers and administration because they were unable to keep good ones that didn't want anything to do with the scam ITT Tech had created. They always had recruiters in your face in the lobby and at lunch begging to find more people to join the so they could make their quotas."

59. [REDACTED] (ID 6985), Florida-Orlando, Multimedia, 12/2002-12/2004:

"Again, see first note about accreditation. ITT Tech also stated that they had top-notch teachers that were masters in their field and Subject matter experts as well. None of this, to my knowledge, was true. Some of the instructors that I had, had no real world experience in the subject they were teaching. If not for the promise of job-placement I would have dropped out after the first year."

60. [REDACTED] (ID 8248), Florida-St. Petersburg, 9/2009-12/2010:

“There are several instances that I can think of when I was going to school where the quality of education was lacking. In my Physics class we lost our instructor around half way through the class. The administration people didn't even know she wasn't there until one of the students went and told them. There was a mad dash to find someone to finish the class but they couldn't find a physics teacher. We ended up with a substitute teacher who did not know Physics. We did home work that had answers at the end of the book and several people simply wrote down the answers. The explanations of the concepts were very difficult to follow with the replacement instructor as well.”

61. [REDACTED] (ID 6158), Florida-Tallahassee, Computer Electronics and Engineering, 12/2009-12/2011:

“Missing books for classes twice, not enough computers set up for everyone to use. We had 60 students in three programs (all they offered when they opened), none of the labs were ready. The IT tech had just graduated himself and was working overtime to get computers set up. I felt like they should have sent someone from the other campuses to help this campus be ready. The equipment in my programs' lab was just placed in there and turned on. We had to google and find information on how to set and calibrate the equipment. One class it took them 5 weeks to get the equipment working, so all of the exercises and labs we were suppose to get done, was not finished or completed.”

62. [REDACTED] (ID 8744), Florida-Tallahassee, 9/2010-3/2012:

“Absolutely, the software was outdated, the actual teachers thought it was a joke. They never had the right books to start the quarters, they cancelled the program before we could finish, although they bragged about a 90% success rate and hugely inflated salaries after graduation.”

63. [REDACTED] (ID 9181), Florida-Tampa, 6/2004-9/2007:

“Both equipment and classroom size were grossly insufficient to provide proper training required for classes that I had signed up for. Most of the time book study and videos were used to explain certain concepts but no hands-on experience was given for most of the more complicated of set ups in my field. Which after hearing about the ITT Labs that existed surprised me as well during my studies.”

64. [REDACTED] (ID 4453), Florida-Tampa, Digital Entertainment & Game Design, 1/2005-3/2009:

“We were promised up to date tools and were using outdated computers and software that could barely handle programs such as 3DS Max and Maya. We had one visitor from a small independent studio visit, but when he told us that wouldn't not be able to get jobs immediately

upon graduation, he was asked to leave. We were also not given opportunities to test or study for any coding certifications - something necessary in the industry.”

65. [REDACTED] (ID 9281), Florida-Tampa, Digital Entertainment and Game Design, 3/2006-3/2009:

“ITT Tech claimed full accreditation and repeatedly told me that the quality of the education I would receive there was equal to any other college or university. I ended up having teachers that spent the entire class sitting in the room playing their guitar and chatting with their friends in the classroom rather than teaching. [I]n other situations they had teachers with finance degrees teaching digital media, they had teachers with no work experience teaching development and management of projects. They had teachers showing up and falling asleep in class. The quality of their educational services was extremely poor.”

66. [REDACTED] (ID 9339), Florida-Tampa, 1/2007-11/2010:

“I was in the DEGD program, Digital Entertainment & Game Design. I was told they had labs and all the software needed to learn and attain the education needed for the game design field and that they had instructors who worked in the industry. All statements were false. The labs did not have the needed software or equipment, what software they did have had been obsolete for years plus the hardware wasn't powerful enough to run. They could not provide the software that was needed to finish our assignments forcing us to attain our programs through shady methods. None of the instructors had worked in the field, they were students who had recently graduated from better schools and still didn't know enough to properly teach us. Our assignments came straight from tutorials found on google & youtube which didn't correspond to the software versions that we did have.”

67. [REDACTED] (ID 9320), Georgia-Duluth, Criminal Justice, 12/2012-6/2015:

“They used books that were out dated by 10 years or greater. The teachers used youtube videos to do class assignments. None of the books can be used as a reference even. They were severely outdated. We didn't know what to expect and I felt they took advantage of us as students. The quality of the education was not good. I am disappointed severely.”

68. [REDACTED] (ID 7327), Georgia-Duluth, Project Management, 12/2010-1/2014:

“Software was outdated, staff was shaky at best and sometimes classes wouldn't be available that were needed.”

69. [REDACTED] (ID 9172), Georgia-Kennesaw, 9/2012-6/2015:

“The courses that were offered were very outdated, the computers barely worked so it was hard to do the work due to the systems not being compatible with the learning software for example- installing and being able to use VMWare.”

70. [REDACTED] (ID 3837), Georgia-Kennesaw, Computer Networking Systems, 6/2007– 9/2009:

“I was also told that i would have real world hands on experience with servers, and server software, cabling among other things and that was also a lie.”

71. [REDACTED] (ID 8184), Illinois-Arlington Heights, Information Technology, 1/2008-2/2012:

“ITT Tech stated that they have the necessary equipment and teachers to allow our students to fully understand the course and topics we were learning about. While attending school, I've found out that we are using very out dated books, and during some labs we had to skip certain exercises due to my school location not having the necessary equipment to handle the labs. They also stated that they have a high rate of employment after graduation in the field they graduated in. Most of the friends I made while attending ITT Tech, do not have a job in their industry of study.”

72. [REDACTED] (ID 8210), Illinois-Arlington Heights, Computer Network Systems, 3/2009– 6/2011:

“The classes where suppose to be hands on and it was always only theory. It got to the point we were researching about how to complete the labs. When we finally had a lab it would not work properly”

73. [REDACTED] (ID 9034), Illinois-Burr Ridge, Multimedia, 6/2003-6/2005:

“The multimedia program ITT provided at this campus was severely lacking. The teachers did not teach us very well. Also the school did not have any computer programs or the materials it needed to begin providing a multimedia program. I feel as us the students with what little knowledge we had in the field of multimedia was dictating to the school on what programs we would need.”

74. [REDACTED] (ID 8096), Illinois-Mount Prospect, 1/2006-4/2008:

“When I was going through the course it felt as if they didn't have the appropriate equipment to help me succeed in my career.”

75. [REDACTED] (ID 8139), Illinois-Mount Prospect, Computer Networking Systems/Information Security, 6/2009-6/2013:

"I was promised the utmost quality of education along with my school mates. We had teachers and programs chairs that were constantly changing from getting fired or quitting the company. We were left to fend for our own."

76. [REDACTED] (ID 7842), Illinois-Oak Brook, Information Systems Security, 6/2010-12/2013:

"I was definitely misled by the quality of the labs that we would have to work on for computers and networking equipment. Most of the labs that we had, we never got to do, because we did not have access to the ITT Technical Institute Virtual infrastructure that all the Lab books relied on. We would ask the department chair why we didnt have it, and he said because it didnt work. 95% of the labs, we were not able to complete."

77. [REDACTED] (ID 8684), Illinois-Oak Brook, Information Systems Security, 6/2009– 9/2013:

"ITT tech assured me that they had state of the art labs for student learning. I never even saw or touched a server in the 4 years that I attended the school. I only remember seeing one server rack throughout all of my classes. The IT students often shared the same classes as nursing and criminal justice students."

78. [REDACTED] (ID 8696), Illinois-Oak Brook, 6/2004-6/2006:

"I was part of the first class in their "Graphic Design" program. They did not have appropriate teachers, software, instruction, anything regarding graphic design or computer animation. We spent a majority of our class time Googling how to use the programs we were given. The classes were a joke."

79. [REDACTED] (ID 7840), Illinois-Oak Brook, 3/2010-12/2013:

"Labs described as up to date equipment that is used in field. Was just a pc room with outdated pc's."

80. [REDACTED] (ID 8014), Illinois-Orland Park, 3/2011-3/2013:

"Yes they did. Ill explain in detail. I was going for criminal justice. I would say about 80% of my classes for the 2 years were not about criminal justice. The ones that were never really went into detail for the education I was going for. I had 2 teachers leave mid semester to be replaced by substitutes that never did criminal justice. [] The material I received for this program were hardly ever used or were so outdated. Books that were pretty much dated and not useful. I was

told to by equipment that was part of my student loans and in the end was never used. A \$500 finger print kit that was used once.”

81. [REDACTED] (ID 4764), Indiana-Carmel, Computer Forensics, 1/2009-1/2014:

“Even their commercials boast about learning about new technology. The course content was nearly 3 Operating Systems behind. No one uses Windows 98 anymore and that is what we were learning off of. I complained about how severely outdated the course materials were and got no response from my professor or the school.”

82. [REDACTED] (ID 8242), Indiana-Carmel, Software Development in Information Technology, 7/2015-2/2016:

“Misleading information about the curriculum. The admissions adviser assured me their curriculum was up to current IT standards. I already have a previous background in Web Development. With that said, in the ever changing world of Information Technology it is imperative that both workers and schools, that are to be training future prospective workers, stay up to date with current technologies. I did not find this to be the case in the studies of information I was already very familiar with. When I begin a class that was based on creating websites, I found that it was teaching a primarily outdated web language for use on general websites. HTML 5.0 has been the web standard officially since October of 2014, and I know of many schools (I attended one and know of others that were learning in their respective schools) that were teaching it before it officially became the new standard as early as the beginning of 2014, if not sooner. I started this class at ITT in the Winter of 2015. I attempted several times to ask the instructor about the curriculum and why it was not updated and unless I inquired about other things in the same message I would get no response. Had I asked about anything else, then the curriculum questions were ignored.”

83. [REDACTED] (ID 8150), Indiana-Fort Wayne, Criminal Justice, Visual Communications, 12/2009-6/2012:

“They absolutely lied about offering the classes necessary to succeed in the field. None of the teachers were even remotely qualified to teach any of the courses. The last one I had, only had an Associates degree in the same field. Our books were 5 years old, programs 5 years old, computers about as old and the information was all outdated.”

84. [REDACTED] (ID 3075), Indiana-Indianapolis, 3/2011– 6/2013:

“Yes the promised small classes and one on one with the teacher. I had 40 people in my classes until graduation and never fully talked to a teacher more than 10 min because they were to busy with other students. [] Yhey kept telling me classes evolved with the field yet never seen any proof since we start on xp and didnt see window 7 until half way through my associates.”

85. [REDACTED] (ID 2531), Indiana-Indianapolis, 8/2005-6/2010:

“The Dean of criminal justice for my first two quarters never worked in the field. I had new teachers every quarter. None of the lab equipment worked. No teachers knew how they worked. My books were a rip off. They forgot to send me my books for certain online classes.”

86. [REDACTED] (ID 9714), Indiana-Indianapolis, Computer Forensics, 3/2011-12/2013:

“The books also were outdated and this led to a very poor quality of education that I received.”

87. [REDACTED] (ID 8390), Indiana-Indianapolis, Web Development, Technical Project Management, 9/2000-6/2006:

“The course materials were outdated and obsolete. My education was outdated at graduation and has only become more so.”

88. [REDACTED] (ID 8703), Indiana-Indianapolis, 3/2007-12/2009:

“I learned most of what I needed to know from online tutorials not from the instructors. We had instructors that came in drunk and taught us nothing. Even if you did not do any work you passed. [] The equipment was outdated, did not provide the necessary supplies IE: Computer programs, updated technology, software to do the classes. If it was not for other students that were more advanced then most of the instructors I would not have learned anything.”

89. [REDACTED] (ID 8036), Indiana-Merrillville, Nursing RN, 12/2010-6/2013:

“We had teachers walk out in the middle of class and after the semester started and then we were taught by teachers that did not know that specific class. All information given to us as a zerex copy. We bought books for classes that were never taken out of the plastic. We had 2 semesters of clinical s at the hospital where we spent 90 percent of the time in the cafeteria instead of on the floor learning. Then after the school was not allowed back at the hospitals we did our clinicals on you tube videos. There was also a class I had that we had the dean only show up to give us a test. Never had a teacher.”

90. [REDACTED] (ID 8470), Indiana-Newburgh, 6/2012-12/2014:

“My education experience at ITT was horrible. Teachers would quit or be fired mid class. At one time we had only 3 nursing instructors on staff. I had barely had clinical experience. No clinical a in OB, Gerintolgy, the instructor for those had is meet at a park to feed us answers to the up coming test.”

91. [REDACTED] (ID 9449), Indiana-Newburgh, Electronics, 8/1998-4/2001:

“Many of the classes that they offered were outdated and 2000 they are still teaching windows 3.5 and DOS shell.”

92. [REDACTED] (ID 8031), Indiana-Newburgh, School of Information Systems, 6/2009-6/2011:

“Most of the classes were horrible. The equipment was old, and the operating systems they were teaching us on were close to end of life. The instructors most of the time were not in class. [] When I landed my job, I was 2 versions of Windows behind, and 2 versions of server OS's behind from what they were teaching at ITT at the time. [] It was an absolute waste of time and money.”

93. (ID 8701), Indiana-Newburgh, Nursing, 9/2015-7/2016:

“Was lied to about the quality of the classes. Half of the teachers who taught the classes did not know what they were doing. They never knew exactly what was required of us as students and in our field. Half the teachers did not have the right books to even teach us. [] Was informed that we would have all learning materials needed and any assistance we needed. All the supplies we had from clinical tools to learning tools such as microscopes, mannequins and skeletons were all broke. Never had correct papers or text books either.”

94. [REDACTED] (ID 8718), Indiana-South Bend, Visual Communications, 8/2009-9/2011:

“I felt the quality of education was poor. The school was very easy, almost like high school. I had an Animation I class where the teacher had no idea what he was doing. He would sit at his desk with the book in his lap, project his computer onto the main screen, and step by step go through the book to try and teach us. He had no idea how to do it. It was like he himself was a student learning along with us. He even admitted he didn't know one thing about this program. The most I learned was to make a dog, starting with a box shape. Also, in another class, all the projects we did were not able to be used in our portfolio because the teacher had us using copyrighted images.”

95. [REDACTED] (ID 9716), Kentucky-Lexington, Associates of Science Drafting & Design Technology, 9/2011-12/2014:

“Many of the classes did not fulfill the actual needs to be able to learn true skills needed for drafting. Classes were basic skills only, things that could be self taught from utube videos etc. There were classes that I was not able to take due to lack of staff or not enough support to have the class. There was an online class that I needed but was not able to take due to staff not being able to help with the class. There were times if you did not understand something & the teacher

did not know how to help you they would actually teach you by watching utube videos in the class. Was not provided the types of classes that were actually needed to help me to perform drafting jobs or they were not detailed enough that it mattered in the real world work environment.”

96. [REDACTED] (ID 4257), Louisiana-Baton Rouge, 9/2014-9/2015:

“NT 1110 - Introduction to Computer Structure and Logic. The instructor was an electrical engineer (Mr. Cambre) that didn’t know the difference between a HDMI cable and an USB cable. Any time he was asked about the course material his answer was “just google it”.”

“NT 1210 - Introduction to Networking the instructor (Ms. Ussin) would come into class and say “I really don’t feel like being here” □ (this happened almost every class period) she would then proceed to go over the power point presentation. This would have been fine, however if there was something in the power point she didn’t feel like covering she would just skip it (diagrams, technical information, etc.) this happened every week. At week nine she assigned a group project. It was to be a mock bid to a fictional company to setup their network. During this time she had still not covered the proper material (sub-netting and ip addresses) for the students to successfully complete the project. On the tenth week of class the instructor gave us a worksheet. This was supposed to explain how to use and configure sub-net masks. The instructor did nothing else to explain how sub-nets work or are configured.”

“NT1230 Client Server Networking. Our instructor (Mr. Mazda) was another electrical engineer. On the first day of class he came in informed the students of his position and said “I am here because they asked me to, because they have no other instructors for this class”. Every class period was essentially the same. The students came in and the instructor gave handouts that were summaries of the chapters for the module along with the homework and labs to do. The instructor had no knowledge whatsoever on the course material, and how to help setup the labs for the students.”

97. [REDACTED] (ID 9353), Louisiana-Saint Rose, Network Administration, 12/2014-8/2016:

“The equipment used in class were out of date. The lessons were outdated. The instructors would regularly have to Google questions asked by students and from the workbooks the school provided. The resources they did have were over stretched. It would take over 20 minutes every semester for the students to log into the schools network. Instructors would pass students based on favoritism and for good student reviews.”

98. [REDACTED] (ID 7687), Louisiana-Saint Rose, 6/2008-10/2011:

“A few examples of things I observed over my stay there: One teacher walked out in the middle of class and quit. Several staff members were fired for going to a student's house to beat her up because she blew the whistle on staff misusing a ITT Company Credit Card. One teacher played pornography in class. Several teachers were engaging in sexual activity with students. Most of them told us to go to the lab and play around on Google until class time was over. Many of the teachers didn't even actually come from an IT background, but were teaching IT classes! My stay there felt like more of a bad Reality show than anything else.”

99. [REDACTED] (ID 7808), Louisiana-Saint Rose, Digital Entertainment and Game Design, 3/2005-6/2009:

“They didn't even have teachers that were qualified to teach certain subjects. We had the lead animation teacher that was pretty much forced to teach us math classes because they didn't have a qualified math teacher.”

100. [REDACTED] (ID 8587), Maryland-Hanover, 12/2013-1/2015:

“They stated that the education was hands on and provided qualified training that would prepare you with the general education alongside the technical to create a FULLY ROUNDED individual. Instead I came to find, the equipment didn't function properly, the internet would fail, there weren't more than a couple hands on training courses, the teachers were late and unprepared, the general education didn't provide any quality insight to actual application of general studies to the real world and lastly the textbooks and materials required were sub par.”

101. [REDACTED] (ID 8639), Maryland-Owings Mills, IT Security, 9/2011-6/2015:

“The classes I took were nothing like what I sat through. I was told that ITT offered more hands on training than any other school. The Bachelor's degree consisted of less than minimal hands on training with any equipment. I would say over 90% of all the hands on work happened in the AA program of my time at ITT Tech. During the Bachelor's program I took more general education classes than IT related classes. All of the IT related classes in the Bachelor's program were strictly taught by the textbook and the only time we used an actual computer was when we needed to research something on the internet.[]Whenever there was a problem that the teacher couldn't even solve, we were simply told to "google the answer". This happened on a regular basis, every semester. If I knew I could get a job in IT by simply Googling everything, I wouldn't have wasted the time and money going to ITT Technical Institute.”

102. [REDACTED] (ID 9215), Maryland-Owings Mills, Network Systems Administration, 9/2012– 5/2016:

“All of its classes were 10 years behind the job world and didn't teach what was necessary to make it in today's market.”

103. [REDACTED] (ID 9555), Maryland-Owings Mills, Multimedia, 9/2007-5/2009:

“I'm pretty sure that they just got random teachers with no expertise in the field they were teaching. Told them to just teach out of the book never providing us real world fundamentals.”

104. [REDACTED] (ID 7822), Massachusetts-Norwood, 1/2010– 12/2014:

“Also I went there for a degree mostly in Hacking or which they said would be in the bachelors degree so I signed up for the 4 years which when I finally got to the hacking portion it was extremely basic, none of the labs worked either the dean was the teacher of the class and couldn't get the server to turn on.”

105. [REDACTED] (ID 3697), Massachusetts-Norwood, Information Technology/Information Systems and Cybersecurity, 6/2012-1/2015:

“They told me I would get hands on but never in my 4 years did I receive hands on it was only working with VM wear and the computer equipment they had us use was out dated and was promised that they had the latest and greatest computer equipment.”

106. [REDACTED] (ID 9381), Massachusetts-Norwood, CNS, 8/2009-10/2011:

“Some of the teachers did not know what they were teaching and this was only something for a little extra money in their pockets. We were also using outdated equipment, and if a teacher didn't know the answer to something they would tell us to look it up ourselves.”

107. [REDACTED] (ID 9321), Massachusetts-Norwood, Information Technology - Computer Network Systems, 8/2009-7/2014:

“Most of the classes that were offered we repeat information from all the classes before. All the books looked the same claiming that they were from the same series, but it simply explained the same information in a different manner. The worst part was that ITT Tech offered a "Hands On" Experience where we would learn the skills necessary to succeed on our fields of study by working on a virtual environment and completing the lab requirements. However, the lab environment never worked, the steps that were on the books never followed the correct order to get the labs working, the environments used really outdated technology that was no longer used in industry standards, and even the instructor for the class could not figure out what was wrong with the labs. The same virtual environment was to be used through the totality of the degree and

we were never able to get anything to work. On one of our graduating classes our teacher asked us to back trace an intruder that would have infiltrated a complex network system, and none of the students in the class knew what he was talking about. All the classes were about laws and how to be compliant with the law, however none of the skills required to manage a complaint network were never taught. For example, a lot of the lectures explained the importance of having IPS (Intrusion Prevention Systems) and IDS (Intrusions Detection Systems), however, we were never taught how these systems worked how to install one or where to even get one to work with.”

“There were a few other behaviors that stood out during the process. One of them was that they would have "State of the art equipment" for us to work on our projects; however, the computer equipment there was old and outdated and was unable to handle the virtual environments that we needed to run in order to complete our work. I had found myself at some point having to borrow three workstations at the lab just to finish my homework. And in the end I got so fed up that I had to buy my own laptop to get my work done. I was not the only one who ended up doing this. Lots of other students started buying their own equipment to work on labs because the schools equipment was not capable.”

108. [REDACTED] (ID 7709), Massachusetts-Wilmington, 3/2010-8/2013:

“They cited that they had the most up to date programs and operating systems. Also that the instructors were the best in the field. None of these were true. We were using out of date operating systems and the teachers seemed to be fresh out of college. Very out of touch and very unprofessional. Feeding us answers to tests.”

109. [REDACTED] (ID 8790), Massachusetts-Wilmington, CEET, 3/2008-3/2010:

“They said it was hands on learning, but when I went back for my B.S. degree there was 30 people to a class, it wasn't a place to learn. It was a scam to fit as many people as possible to a class to get there money.”

110. [REDACTED] (ID 8874), Massachusetts-Wilmington, Electronics Technology, 6/2010-6/2012:

“The lack of education in the instructors, there was a lot of times where students had to correct teachers because the teacher did not know what to do. Several teachers that i became friends with stated ITT just hired them to "fill seats".”

111. [REDACTED] (ID 7707), Michigan-Canton, Visual Communications, 7/2007-11/2009:

“I was repeatedly given classes that had teachers dropping and never returning, leaving the class to bring the brand-new instructor up to speed on where the class was at in terms of lessons and homework. A handful of my 11-week-long courses were taught by up to three (sometimes four) different instructors that would need to have the class's progress up to that point explained to them before they could even begin our lessons. The amount of times that my classes were denied the computer laboratories for computer-based programs was beyond count.”

112. [REDACTED] (ID 7684), Michigan-Canton, Network Security/Administration, 1/2010-6/2012:

“ITT stated that the classes/instructors/material taught were 'cutting edge' and would be extremely beneficial to those that went to their school. In reality, the classes were taught by teachers who did not care about the material being taught, or the students in their classrooms. In many cases, the teachers would find any reason they could to pass a student that did not deserve to. Even if they failed assignments/finals/did not show up to class at all.”

113. [REDACTED] (ID 7843), Michigan-Canton, 12/2010-3/2014:

“The classes were outdated, the lab sessions used very outdated equipment and 90% of the time they were done incorrectly or incomplete because the teachers couldn't get them to work properly.”

114. [REDACTED] (ID 9625), Michigan-Canton, 12/2007-12/2010:

“ITT had all old equipment that was very outdated. Meters, scopes, and even operating systems on the computers. Nothing state of the art to give students the edge in a rapidly advancing technical market. I was left with knowledge of tools no longer in use and unable to say I'm trained in proper equipment to do the jobs I had applied for.”

115. [REDACTED] (ID 8847), Michigan-Dearborn, Computer Networking Systems, 9/2009-9/2011:

“This campus was the worst. No hands on activities at all. The teachers did not care about us, basically just passed everyone if you showed up. Classes barely went in depth on subjects.”

116. [REDACTED] (ID 8851), Michigan-Grand Rapids, 10/2000– 10/2002:

“ITT Tech promised to teach me hands on skills that employers were currently using. Instead they concentrated on Novell Netware, which was never used by any companies I worked with. I

had an emphasis on networking, but never learned even the most rudimentary commands and only discovered how to enable switches for config when a co-worker showed me.”

117. [REDACTED] (ID 4259), Michigan-Swartz Creek, Computers, Drafting and Design, 3/2009-3/2011:

“I had instructors who barely showed up. Who passed people no matter what. There were supplies & books that we didn't use. Outdated materials & computer programs. One instructor showed us how to download a "boot-leg" copy of AutoCad to use for the class.”

118. [REDACTED] (ID 8895), Michigan-Swartz Creek, Information Security System, 6/2007-6/2011:

“All the classes we had the books were outdated and the equipment they provided did not work and was outdated or the Instructors did not know how they worked.”

119. [REDACTED] (ID 8142), Michigan-Swartz Creek, 9/2010-6/2012:

“The turnover rates on teachers were atrocious. One semester I changed a teacher in a class 3 times-- not substitutes either. It was highly disruptive as many teachers did not know the material and had us watch Youtube videos or accepted assignments regardless of content or correctness. I felt as if I was going through the motions since they weren't really teaching anything. I learned more by self teaching than I did in 2 years of going there. I am extremely disappointed and unhappy that I wasted 2 years of my life there, put myself into financial ruin and put myself 2 steps back from square one because of the debt from ITT's loans.”

120. [REDACTED] (ID 2549), Michigan-Swartz Creek, 8/2009-9/2011:

“It was supposed to be a lot of labs and hands on learning. It was mostly lectures. Sometime teachers didnt show up. They would give answers to test..before the test.”

121. [REDACTED] (ID 8816), Michigan-Swartz Creek, 3/2011-12/2012:

“My teacher was an ex student that didn't even know the material he was teaching nor had a degree in the field. The material was outdated.”

122. [REDACTED] (ID 9039), Michigan-Troy, Electronics Engineering, 9/2011-6/2015:

“When I enrolled in ITT Technical Institute, I was told I would have a "hands on educational experience" that I could not obtain at any traditional universities or colleges. I was promised top of the line equipment that is "currently being used in the field today". What I actually received was quite the opposite. We did have hands on labs -- when the equipment was actually functional, which the majority of time it was not. When the equipment actually was working, it

was incredibly outdated and obsolete. We were given a special "electronics toolkit" that cost an outrageous amount of money (well over \$500.00). This "toolkit" turned out to be a fishing tackle box, with electronic components that literally cost pennies to purchase in bulk. Not to mention, there were several IOU slips in the toolkit for components that were missing. I have yet to receive these components, despite several inquiries to the dean of the school as well as the head of the finance department."

123. [REDACTED] (ID 9388), Michigan-Troy, Multimedia Development, 9/2001-9/2003:

"The biggest thing they did was lie to us about our instructors. We were told that we would have professionals in our field of study as our instructors. That they had years of experience and insight that would best prepare us to enter our field of study, which in our case was Multimedia and computer animation. The first couple of semesters seemed to go okay, as we had mostly the same folks and it was all the lower level classes like computer repair and debate. However, when we started taking more core classes we rarely had a teacher for more than one semester, and when they did show up they didn't do a very good job at giving us any direction or instruction. Some instructors were in our field of study, but they were never meant to be teachers. One thing myself and my classmates joked about while attending ITT was that we were basically teaching ourselves. We were not given the education we were promised."

124. [REDACTED] (ID 8117), Michigan-Troy, Digital Entertainment and Game Design, 7/2009-9/2013:

"ITT tech claimed that this program would give you the skills you needed to create video and computer games, yet the teachers they hired didn't know the material well and even in my last semester, I had very little knowledge of how to properly code games."

125. [REDACTED] (ID 9191), Michigan-Troy, Software Development, 6/2014– 3/2016:

"My recruiter told me that ITT-TECH will teach me all the skills I will need to get employed by major companies and receive a high paying career. Me and my fellow class mates were lied to about receiving a high quality education. We had instructors who confessed they weren't qualified to teach the material, another instructor quit and the school failed to bring in an adequate replacement, and in my seventh quarter, this instructor admitted he didn't do his best to teach our class but he will do a better job to teach the next class."

126. [REDACTED] (ID 9143), Michigan-Troy, Computer Drafting & Design and Digital Entertainment and Game Design, 6/2006-12/2011:

"Course material and books were out dated and over priced. Instructors were either old retirees or young fresh from college themselves teaching basic outdated information. Computer and

software were not up to speed with the every advancing technical world despite ITT Tech being a technology school. Class room training and hands on learning were minimal and lack any real connection to the real world. I often felt like I was teaching the instructor rather than them teaching me.”

127. [REDACTED] (ID 9276), Michigan-Troy, Information Technology - Web Development, 9/2001-9/2003:

“When inquiring with one prospective employer at the time why they did not feel I was qualified for the position I was told I did not have experience with current Web Development technologies which were being used at the time. ITT Technical Institute was teaching outdated web programming languages.”

128. [REDACTED] (ID 5154), Michigan-Troy, Computer and Electronics Engineering, 9/2001-12/2003:

“They claimed their teachers were hired from the best companies in their sectors. Instead most of the time they were adjunct teachers that had no time after classes to help out with further studies or questions.”

129. [REDACTED] (ID 8935), Michigan-Wyoming, Project Management Administration, 9/2006-9/2013:

“The school said they had hands on experience for the real world but the equipment for labs never worked. When I started my bachelors degree program I struggled to get my books on time. I would often times attend a class for 4 weeks before receiving a book. Sometimes I never received a book, what made me angry was when I would go to the book store I had to sign if I received any book. So if I could only get one I had to sign saying I got them all in order to get 1 of my 2 books.”

130. [REDACTED] (ID 5018), Michigan-Wyoming, Information System Security, 8/2007-6/2011:

“Out-dated equipment, or no equipment to work with. Teachers more concerned with there other jobs or sports games. We taught ourselves more than we were taught by most instructors.”

“ITT advertised that I would get a hand-on education to get a lucrative career. The hands-on was limited, at best. The degree is basically meaningless in the real world.”

131. [REDACTED] (ID 8549), Michigan-Wyoming, Electrical Engineering, 9/1997-9/1999:

“During the recruitment process I told them one of the reasons I wanted to go to their school was to learn PLC programming because I knew a lot of employers require that. They told me I would have enough accredited hands-on training in PLC programming to get those jobs that

required PLC programming experience. I attended ITT Tech for 2 years and only received 1 week of hands-on training in PLC programming. The teacher rushed through the training and I never was able to get enough experience to get a job that required PLC programming experience.”

132. [REDACTED] (ID 8216), Michigan-Wyoming, Electrical Engineering and Communications Technology, 6/2007-6/2014:

“The school never lied about their accreditation to me, but they did provide an extremely poor environment technologically. The entire campus was minimalist, what is the cheapest we can go to make money off the students. The books often did not match what was being taught and often did not even become available in the book store for some students until week 6-8 of the class, yet we were still billed for them. The computer lab computers still had Windows 2000 on them when I first started in 2007 and were not upgraded until when I came back for my Bachelors in 2012. During my networking class we had to use Windows 98 emulators for the labs - Windows 7 was the standard at the time and much different then 98. Basically the point I am trying to make is the equipment was just old and not up to date with current standards like it would have been at other colleges. Please see attached for more details.”

133. [REDACTED] (ID 7836), Michigan-Wyoming, 12/2009-9/2013:

“Most of the classes I enrolled in were not useful to the field I am in. Half the time, one of my teachers would leave me alone in the classroom for the duration of the class period and just tell me to "read the textbook, do the lab and then you can go home".”

134. [REDACTED] (ID 8239), Michigan-Wyoming, Criminal Justice, 12/2008-6/2012:

“ITT Tech's education was a complete joke, I learned more outside in the real world than I did through ITT Tech[.] Most of the time we would watch movies, that the teachers said pertained to the material we were learning about.”

135. [REDACTED] (ID 7736), Michigan-Wyoming, Drafting and Design, 9/2009-6/2012:

“We were told that they had great professors who all worked in the field and were qualified to teach us what we needed to know. Some of our professors had no idea what they were doing and the students were often teaching them how to use programs or what to do. Lack of teachers knowing what they were doing meant we were getting taught what we needed to know and therefor they would just give us a good grade for showing up to class. Which isn't what i signed up for. I didn't just want the degree i was going for. I wanted to be taught the skills i needed to succeed.”

136. [REDACTED] (ID 5791), Minnesota-Eden Prairie, Information Technology, 8/2007-12/2008:

“Learned nothing from it. They also had sub-par teachers with zero teaching experience. Much of class time is spent on your own with no guidance.”

137. [REDACTED] (ID 9401), Minnesota-Eden Prairie, Computer Aided Drafting & Design, 6/2010-7/2012:

“They said the instructors were leaders in the field and worked for several large companies. They also said we would be using state of the art equipment and software. The software was 7 years old.”

138. [REDACTED] (ID 9285), Minnesota-Eden Prairie, Digital Entertainment Gaming and Design, 9/2004-6/2008:

“There were several classes that did not have the proper equipment or software for student to use to get the hands on training that was promised upon enrollment of the program. [] Yes, they promised a unique learning experience that was hands on from people that worked in the field. None of that was true, it was all learning out of very expensive books without the proper equipment or software to get the hands on experience, failing to provide me with any kind of unique learning experience.”

139. [REDACTED] (ID 8580), Mississippi-Madison, Computer and Electronic Engineering, 9/2010-9/2012:

“This is absolutely my biggest complaint with the school. The teachers in our program were completely incompetent. From the first quarter to the last the majority of our teachers were a joke. []Two or three of the entire courses was nothing more than YouTube videos. There was occasions where teachers wouldn't show up and they would have us just sign the role and go home. There was even one instance where a teacher's car was repossessed while in class and he never showed his face back at the school. We never had a chair for our capstone program and the chair of the IT program filled in just so they could get us out of there. []There was two maybe three Deans during my two year tenure. The equipment in the labs was old and some of it didn't even work at all. The only resource we truly had was a computer and a printer which can be found at your local library. [] I regret the day that I ever signed up for this school and feel as though I was robbed of money and time.”

140. [REDACTED] (ID 8296), Missouri-Arnold, 9/2005-12/2009:

“I had many classes that started with one teacher but then they would stop showing up. We were told they got fired or left, then a new teacher took over. This usually started the class back all over but we ran out of time in the quarter. Those few classes ended up being a waste. I also had a few classes that were the same. I was able to turn in the same homework from quarters back. I

felt I was wasting money and not learning something important for my degree. Last I had one class I looked forward to. It was called ethical hacking, well all we ever did was book work. Our labs never happened in that class so we didn't get hands on review. We were told we would have a test server to hack and that never happened.”

141. [REDACTED] (ID 8581), Missouri-Arnold, Network Systems Administration, 9/2014-9/2016:

“The teachers did not show up half the time. Class would be cancelled last minute because of no teacher and would not be made up. I was taking classes that had very little to do with my degree. [] They were only interested in making more money off of me.”

142. [REDACTED] (ID 8191), Missouri-Arnold, Visual Communications, 9/2010-12/2012:

“Most of the time the education was watching YouTube videos. Once I had a 3D modeling instructor tell me to look my question up on Youtube because she did not know the answer to my question. It was a very simple question which I figured out on my own. Software and computers were outdated, not up to today's standards. The school barely met the minimum requirements for accreditation from ACICS, which I hear didn't meet the most recent minimum requirements.”

143. [REDACTED] (ID 5145), Missouri-Arnold, Information System Security, 8/2002-8/2006:

“The classes there were a joke, didn't really learn anything that helped me in my current career, they used outdated technologies at the time.”

144. [REDACTED] (ID 7911), Missouri-Arnold, Software Applications Development, 6/2009-6/2012:

“Myself and my classmates often felt that the teachers provided were inadequate, and often when we went to the teacher with questions they would either provide insufficient answers or just tell us to look in the book. In addition, there was a particular teacher (Gwen Arthur) who appeared to be particularly mentally unstable during her time as a teacher at ITT. She repeatedly had emotional outbursts during class, including crying and screaming at students. She once threw papers at a student while screaming because he recommended a solution different from hers. The project she had us accomplish for her class was an actual business product for her brother, who owned a flooring company. We were tasked with creating a database of products so that his customers could use the software to estimate costs. When we presented the final product to her brother, he identified an incorrect requirement that the teacher had confirmed with us previously. She got so angry she started crying and screaming and stormed out of the classroom. Her brother had to talk her down.”

“The quality of the materials provided by the school were completely inadequate, including: We were expected to bring our own laptops, as the lab computers were severely outdated. If you had to use a lab, you were expected to run a virtual machine on windows xp to run VS2005. The books provided often contained outdated or incorrect material. Book quotes include: “The two most popular browsers, Netscape Navigator and Microsoft Internet Explorer, have very fuzzy boundaries and include many more hooks to external applications than most people realize. On the most pervasive platform (Windows 95,98 and Millennium Edition)...”. Most of the books provided between 2009 and 2012 were dated between 2001 and 2007. (See Submission 2 - book related material). Test answers were often provided to us prior to the exams as “study guides”, and we were allowed to use them as references during our final exams. Word for word, they were the same test more often than not. If, on the off chance, we weren't fed the answers before hand, we'd go over the answers in class when our tests were returned. We would often discover during these discussions that the marked answers for the test were incorrect, and the teacher would often just give us default points for these problems.”

145. [REDACTED] (ID 7995), Missouri-Arnold, Digital Entertainment Game Design, 6/2006-3/2010:

“All of the Game Instructors had never worked in the field they taught. One Example, Wayne Trip, was a math teacher that taught a class about gameplay design. They would just put a teach in the class and didn't care about the extent of their knowledge. It is very hard to learn a specific skill or trade from someone who as neither worked in the field nor learned the trade to begin with.”

146. [REDACTED] (ID 8267), Missouri-Arnold, Visual Communication, 9/2009-6/2012:

“ITT Tech told me and my family when I applied that all the teacher had real world experience and degrees in their field. This was untrue.”

147. [REDACTED] (ID 8274), Missouri-Arnold, Digital Entertainment and Game Design, 9/2007-5/2012:

“The software that was available was usually a couple years behind and therefore, outdated. There was very minimal software that was available to us outside the classrooms/labs. We were given very basic teachings on a majority of the software. As a result, a lot of my learning came from outside research that I should NOT have had to do. There was a large amount of software that is widely used in the industry that we SHOULD have had access to and been taught how to use but we were not. It was not in the curriculum. So again, I took it upon myself to attempt to learn these programs outside of the classroom.”

148. [REDACTED] (ID 8358), Missouri-Arnold, Digital Entertainment and Game Design, 1/8-7/12:

“Normal understanding of the costs of classes usually include cost of books and upkeep of programs. The majority of my classes never used our textbooks for more than a few pages(less than 20) I have many still have in their cellophane. As for the programs, we used 3 consistent programs, Photoshop, 3ds Max, and unreal editor for 2004. We had many more systems to learn but because of the lack of information they had in the curriculum we didn't learn it. Usually the most we learned was from the teachers going rogue and showing us “better than of doing things.””

149. [REDACTED] (ID 6585), Missouri-Earth City, Network Security, 9/2006-12/2010:

“ITT represented falsely that it had experience teachers that worked in the field they were teaching. This was untrue. Many of the instructors worked in the field but were not capable teachers. Some instructors were not knowledgeable in the material they were teaching and had to Google search answers to our questions.”

150. [REDACTED] (ID 8886), Missouri-Earth City, CAD, 12/2000-12/2003:

“Yes they did all of that. I recall them saying to me you will land a job with great pay and chance for advancement because you went to ITT. Some classes they had you would be rushed through. For example i had a GIS class. We spent 2 weeks on it and moved to another and then another. I asked why i was told don't worry about it that is the way the time frame is set up. You want to learn more you have to pay. We went on break for the holidays and we came back to a new CAD program. I was told that we would have to pay extra fees to get books for the new program. Most the teachers were either employed at others jobs and taught at night and had no teaching degree.”

151. [REDACTED] (ID 2544), Missouri-Earth City, Visual Communications, 6/2008-11/2011:

“Most of the software/hardware used in my field was outdated by several years or wasn't even properly licensed for use. In one particular programming class the instructor used pirated software in order for us to complete our labs and assignments.”

152. [REDACTED] (ID 8972), Missouri-Earth City, Electronics Communication Engineering Technology, 9/2007-5/2011:

“The equipment provided for the labs was outdated and often did not work and it seemed like the staff was learning the material as they tried to teach the class.”

153. [REDACTED] (ID 7984), Missouri-Earth City, Electrical Engineering and Communications Technology, 9/2011-3/2015:

“I was lied to right off the bat about their education. I was told that I would put my hand in a computer which i didn't get to work within a computer. Plus half of their labs didn't even work most of the time. Which made me have a set back about my education and which also made me not get the on the job training that I was promised.”

154. [REDACTED] (ID 8407), Missouri-Kansas City, 9/2008-12/2012:

“The equipment and supplies were basically obsolete. We were given lab materials, that were no more than \$100 total, at inflated/outlandish fees. Often times we had to share equipment for lack of working units for the number of students.”

155. [REDACTED] (ID 7793), Missouri-Kansas City, 9/2006-1/2008:

“The course materials were outdated, illegible, misprinted or just plain wrong.”

156. [REDACTED] (ID 8023), Missouri-Kansas City, Information Systems Security, 12/2009-6/2013:

“ITT touted their courses to me as though they were skills that would land me any job in the industry. There were courses that were important, such as introduction to programming, however there were courses that we were initially promised, including Linux courses and courses furthering programming as a skill, that were cut entirely from the course work. The two year degree was as hands on as an entry level degree could be, but the four year degree became nothing more than report writing. Overall, the promised technical skills were never delivered, and the teachers were prone to passing students that didn't fully understand the content and moving on without fully explaining what was necessary.”

157. [REDACTED] (ID 9093), Missouri-Kansas City, Information Systems Security, 9/2005-12/2010:

“Students were left shortly after classroom or lab start returning hours later. Instructors had not sat through or were not prepared for labs. Equipment in labs did not work properly. Courses were taught on outdated operating systems.”

158. [REDACTED] (ID 9502), Nebraska-Omaha, Digital Entertainment and Game Design, 8/2008-8/2012:

“This is possibly the worst offense that ITT Tech made when it came to my education. They provided awful support and education but worst of all, they didn't provide enough teachers for our classes. Or replace teachers when they left. When I first started my game design degree in 2010 we had a senior video game developer from California (Bobby Steele) who was teaching us

classes along with Anthony Lanza, who was a 3D modeler that worked at EA before. After a quarter or so, our main teacher (Bobby Steele), ended up moving back to California to start his own game company. After he moved we only had 1 teacher left. So we were being taught every video game class by one guy (Anthony Lanza), who was only experienced in 3d Modeling. He was teaching us programming classes, art classes, design classes and modeling classes. He did provide good tips for modeling but that was it. I can't blame him. He was only experienced in 3d Modeling. But ITT Tech wasn't providing addition teachers for the other subjects in video game design. It was not a good deal. He mostly would set up at the front of the class and provide us with Youtube videos of things we could watch. Rather then being taught by actual teacher at the school. I was learning by myself from Youtube.”

159. [REDACTED] (ID 9188), Nebraska-Omaha, 1/2004-1/2006:

“I was mislead in the teaching qualifications and abilities of my teachers only to find out that those they hired were barely qualified in what they were parroting back to me. Most read from the teacher's answer books and stumbled through lessons.”

160. [REDACTED] (ID 6675), Nevada-Henderson, 9/9-11/2010:

“The education was terrible, the teachers half the time would just make you read from the book. No one seemed to take the class seriously, and the classes were useless and did not benefit me whatsoever. I can honestly say any education I received from ITT did no help whatsoever later for me in the future.”

161. [REDACTED] (ID 9209), Nevada-Henderson, Construction Management, 3/2007-6/2011:

“I was also told by one of my teachers that the deans told him to dummy down the course work for students who couldn't comprehend the material in order to keep ITT's success rating high. This teacher I speak of is a road scholar and very knowledgeable. He also ended up quitting, because he was not allowed to teach material that would of made us more valuable to employers in our degree field. Also in a lot of the classes, ITT utilized teachers who didn't have the necessary credentials and sometimes hired recent graduates to teach classes. Thinking back on this now has me doubting if I was actually smart enough to earn highest honors and valedictorian had I attended another college.”

162. [REDACTED] (ID 8081), Nevada-Henderson, Computer Network Systems, 9/2007-6/2009:

“ITT-Tech encouraged me to enroll with the premise that I would learn using state of the art equipment and learning the most up to date computer networking systems. In reality ITT-Tech taught me on systems that were out of date and not relevant to my future career aspirations. For example, the courses were entirely about Windows XP, then an out dated system that would

eventually see discontinued support from Microsoft. Knowledge of this system is useless as companies and employers have moved away from the system.”

163. [REDACTED] (ID 9525), Nevada-Henderson, Digital Entertainment and Game Design (DEGD), 9/2005-6/2009:

“We learned the basics of design in the broadest sense of the term. We had to learn dozens of useless material some of which was not even remotely relating to our field and in some instances we were using completely outdated software to learn modern concepts on which did no one any good. Trying to use software that at the time was already completely out of date or irrelevant was also misleading because we were told that this was what companies were using. The biggest misleading class came in the form of our game engine class. We were told we would learn on a game engine how to make games. We were given games that had 'World editors' to use in place of an actual game engine and told to make a game. We managed to do so but there was no actual game engine knowledge gained as we were using assets and code that were already part of an existing game. Game Editors are not the same as Game Engines and are a horrible stand in. It was the bait and switch tactics like this that started to get me upset with how they were 'Teaching' us. Coupled with the fact that by the end of the degree we had dozens of useless scraps that never came out to much of anything reasonably presentable to a game company. Only stuff we were able to build on our own time showed actual potential. Additionally almost every class was graded on a 'Curve' so it might have been possible the total competency of some students were exaggerated.”

164. [REDACTED] (ID 9085), Nevada-Henderson, Network Systems Administration, 5/2009-12/2013:

“Used outdated books and passed students who did not deserve to pass. It was ridiculous to see how many people passed classes when they shouldn't have and did not understand the curriculum at all. On top of all of that, we were using books that were YEARS old.”

165. [REDACTED] (ID 6142), Nevada-Las Vegas, Information Technology, 9/2007-3/2009:

“The materials were outdated and a lot of the classroom instruction was vague or did not meet what actually scenarios in the work place. Most of the teachers were not qualified in the class their were teaching.”

166. [REDACTED] (ID 8952), New Jersey-Marlton, 6/2011-12/2013:

“They offered all the classes that we needed to succeed in our field of study but they had us taught by teachers they had just recently hired that were learning the same material with us which caused us to not receive the full education for certain classes that we deserved.”

167. [REDACTED] (ID 9715), New Jersey-Marlton, CNS, 3/2015-7/2015:

“I attended ITT tech for a quarter, which is about 3 months. I dropped out for numerous reasons related to the poor quality of education ITT tech was providing me. []The systems they were teaching were outdated. Windows 2008 was as far as they taught up to, while industry standard is beyond that. The infrastructure the school was hosting for students was archaic. If every student logged into the network at the same time we collectively couldn't do anything because it would crash.”

168. [REDACTED] (ID 7639), New York-Albany, 1/2009-6/2012:

“Yes, our books were outdated and the programming languages they taught us are now obsolete.”

169. [REDACTED] (ID 8347), New York-Getzville, 3/2004-3/2006:

“Classes in 2004-2006 were based on operating systems and software released in 1998. Not up to date. Half the equipment in labs never worked. Labs were canceled.”

170. [REDACTED] (ID 7826), New York-Getzville, Computer Networking Systems, 11/2002-11/2004:

“The quality of education was poor at best. Every test I ever took was open book, we did not learn anything current (even at the time). We were learning ancient technology that is useless in the workplace. The teachers were only concerned about student attendance, if you showed up to class you automatically got an A or a B. They included the cost of books in tuition. I thought this was a good thing, but ITT tech owned the company that writes the books. The books were full of errors, and many of the teachers would not use the books. I was billed thousands of dollars for worthless class materials.”

171. [REDACTED] (ID 9462), New York-Getzville, Computer Networking Systems, 9/2011-9/2013:

“After entering the field, I found most of the material and equipment used in the course of my education was outdated.”

172. [REDACTED] (ID 8770), New York-Liverpool, IT Network Solutions, 9/2003-5/2005:

“They didn't disclose the quality of their teachers and later hired graduates to teach the classes they just took and passed without having outside experience.”

173. [REDACTED] (ID 7929), New York-Liverpool, 8/2002-3/2004:

“They claimed to be very hands on and have helpful teachers willing to guide us. But most of the teachers didn't take the time or care to really teach us. There were no real hands on practical lessons.”

174. [REDACTED] (ID 8422), North Carolina-Charlotte North, Information Technology and Cyber Security, 3/2010-3/2012:

“The school would fire and hire teachers that had nothing to do with the field, i was in and some days we just sat in the classrooms by ourselves, with no instructor, we have also had 3 rotating deans that just left.”

175. [REDACTED] (ID 6352), North Carolina-Charlotte North, 5/2011-8/2013:

“What led me to call or develop a interest in ITT Tech was the commercial that explained that the school had qualified teachers, that were experienced in that career that career path. Once I attended ITT Tech they did instructed that taught classes that they had no experience in , and our lap didn't work. You would ask the instruct for help he wouldn't know how to get the lap to work. In most cases we were told that we would skip those lap and move on to something else. Also while at ITT Tech my instructors would explain that we had old outdated software. ITT Tech was teaching an older version of windows server and a older versions of windows platform. [] The school was behind on technology in most cases.”

176. [REDACTED] (ID 7731), North Carolina-Charlotte South, Computer and Electronics Engineering Technology, 12/2009-12/2011:

“I was lied to and misled that the staff and teachers were the best in the country. I took classes where the teachers would leave in the middle of the semester and quit. Sometimes new teachers would show up out of nowhere and they didn't know what they were teaching. The equipment wouldn't work and I was constantly being called and harassed to continue my education with ITT and to take more loans. If I logged into the student portal they would always try to get more information from me to sell to me and my family. I felt that I was a victim of predatory lending and fraud was committed on me.”

177. [REDACTED] (ID 8098), North Carolina-Durham, Network Systems Administration, 9/2014-6/2016:

“The classes were so outdated and old. [O]ne of my classed didnt even have course material for it yet because it was something they threw in the program to get more money i suspect but it was terrible. [W]e had to use images they would get online or find for free and copy to complete labs and classwork.”

178. [REDACTED] (ID 3766), North Carolina-High Point, Computer Networking, 9/2009-3/2011:

“I spent countless hours waking up on a Saturday for a class that a teacher wouldn't teach. All these programs they had me download and install including operating systems go outdated before you even finish the next semester. I had to learn new softwares if I'd already completed that class on my own to work with another program for the next level class. A bunch of my classes teachers read from books because they didn't know the material. If you asked for help you couldn't get much more than what you read in the books. After I seen how under qualified the teachers were I was already in so far and wanted to just be done. Little did I know the teachers were graduates and they got the same education I got. Which was reading out of a book!”

179. [REDACTED] (ID 9630), Ohio-Akron, Drafting and Design, 3/2013-3/2015:

“I feel that the classes were subpar. I didn't learn much. I got to learn autocad somewhat, but the extent of the course was not even where it could have been. For the money the students paid, ITT could have given the students the programs that we were being taught. One class we all, students, had trouble downloading a program that the teacher told us to download off a website and just told us to use a different version. The different version didn't even have the same aspects as the one she was teaching us. [] For a school that has the name Technology in it, it sure was lacking it.”

180. [REDACTED] (ID 9419), Ohio-Akron, Computer and Electronics Engineering Technology, 9/2010-12/2012:

“Most of the teachers never really took teaching all that seriously. Most of the time they just read through the power points and then sent us off to labs, while they would spent time talking with friends they may have made there, Or spending a lot of time on their phones. I feel like a lot of the help I could've received was wasted in the pursuit of my education. It make certain things a little harder to learn.”

181. [REDACTED] (ID 3730), Ohio-Akron, Graphic Design, 6/2011-6/2013:

“On the classes for Graphic Design, particularly 3DMax, The instructor did not know how to work the program, and did not know how to teach it. She was replaced after 4 classes, but the next teacher was not any better. Did not learn 3DSMax. Was told I could "audit " the class when they offered it. Now that they no longer offer the Graphic design program at Akron, I am not able to audit a class and learn it. When I called Westerville Campus they told me I was not eligible to audit it there since I did not go to that campus. The Graphic Design classes only offered a very basic foundation of the programs. The text books were normal "Help Books" that

you can buy at any bookstore. These programs require more than an 8 week course in order to learn them. (And more in depth instruction).”

182. [REDACTED] (ID 5903), Ohio-Columbus, 7/2010-3/2015:

“In a 12 week plc class, the school wouldnt buy the 100\$ cord to connect the plc to computer until week 9, so i only got work with live plc 2 weeks. The lab supplies given to me were not for the more advanced lads offered in the lab books. The supplies were cheap, sometimes didnt work properly or at all and equipment and books were way outdated. At one point they baught us used books from amazon. They kept telling me that new equipment will be next quarter and then next quarter etc. They told me that we could open our minds for our capstone project but kept denying us ideas because a couple hundred dollars was not approved by corporate. My teacher, and us students paid for the majority of our capatone. Which by the way, in one capstone, all i did was buy my own supplies and hook up leds in on a board. Some of the reason is because thats all i really knew how to do. Thats all i really learned there. That stuff is quarter one material.”

183. [REDACTED] (ID 6143), Ohio-Columbus, Computer and Electronic Engineering, 9/2010-6/2012:

“ITT hired whatever teachers they could - some of them were amazing and cared for their students. There were others who seemed to treat it as an easy job and did not care for educating. There were teachers who did not really teach at all, instead spending the entire class period talking about stories (I once sat through an entire period consisting of a slideshow of their recent vacation).”

“In the very beginning, we received books and a toolbox of parts and tools. There were many students who received their things late, and couldn't do their school work to learn properly. Many of our classes revolved around 'labs', which was designed to teach us hands-on experience. But a great majority of these labs failed. Even our teachers who were truthfully too qualified to be teaching there could not get them to work. Sometimes this was because of faulty lab equipment, sometimes because the parts and tools from out toolbox were faulty, and often because the lab itself was faulty. There were many classes that the teacher had to make up their own lessons on the go because we could not even preform the lab due to missing or broken equipment, or where we had to accept the lecture without the lab because the lab just wouldn't work.”

184. [REDACTED] (ID 4894), Ohio-Dayton, Network Engineering, 1/2004-1/2006:

“ITT claimed that their teaching staff and courses were top notch and claimed that I would learn everything I needed to know to be successful. In reality, most, though not all, of the teachers were lazy, unorganized, unprepared, and unqualified to teach the classes. For many courses, ITT forced their students to use books that were created by ITT and that could only be provided

by them. These books were lacking in substance and accuracy. The lab books described labs that could not be performed on the equipment and network at the school. Often, the books were completely disconnected from the content being "taught" in the courses."

185. [REDACTED] (ID 8912), Ohio-Dayton, Computer and Electronics Engineering Technology, 9/2006-8/2008:

"They lied about the education....they stated they had cutting edge equipment and lab facilities but when getting into the course work was all out dated material and lab equipment was old and some didn't work at all.....We had different professors throughout my two years there. Students that barely showed up for class and failed to do their labs some how passed with A's...We had a local company come in and provided us all with a basic pre-employment test, to which all of us failed....and that was long into our second year in program!"

186. [REDACTED] (ID 9242), Ohio-Dayton, Computer Networking Systems Technology, 12/1999-12/2001:

"Most classes in this 2-year program didn't even teach us about the actual field of computer networking. There were general computer classes, computer programming classes, and logic courses but there were no actual networking specific classes. We had a new teacher one semester who was teaching us an Internet usage class (which is as useless as it sounds) and asked us if we wanted to learn something relevant to our degree seeing as how this class wasn't going to help us. He spent a few weeks teaching us IP subnetting which is the very basic building block skill that all network professionals need to know and it was the first relevant thing we had. Unfortunately some of the students who weren't understand it complained to the school director and the teacher was removed for not teaching us what was in the book. We then had a replacement who just had us read through the book ourselves. Those few weeks were the only time in the entire 2-years that I learned anything that turned out to be useful as a networking professional. The classes themselves were also terrible. Most of the classes we would just read ourselves while the teacher followed along. Classes were not taught by field qualified people. Thy would just put someone in there to make sure you were reading the book and following the lessons yourself. They didn't do lectures and couldn't answer technical questions. Their go to answer would be to open it up to the class and say you should research it to find the answer for yourself."

"They had so little care that they didn't even let my class give it final exam presentation. It was a group presentation that we worked on for an entire semester and it was to be given on the final day of class before we graduated. That day I showed up in a suit with the presentation ready and walked into an empty classroom. I found the head of the program, who was supposed to be one of the people to whom the presentation was given, and asked where everyone was and was told that something came up last minute and most of the people couldn't make it. Instead of rescheduling they just cancelled it. They forgot to call me to tell me not to show up. When I

asked about giving the presentation I was told not to worry about it. They saw how hard I worked through the semester and that was going to graduate. He wouldn't even take the presentation to look at. It was the perfect end to the terrible experience and even then I knew I had actually wasted 2 years there."

"They didn't care about the students. They didn't care about programs. As long as you were paying or qualifying for financial aid you were going to pass through. Not one person I went through that program with failed a single class. People were dropped for non-payment but never for educational failings. Open book tests were common when groups of students were complaining about a test. It was a joke. A sad joke for which I'm still paying."

187. [REDACTED] (ID 4187), Ohio-Dayton, Computer Electronics Engineering, 11/2005-8/2007:

"The classes were a joke. I learned more on my own by googling everything. They claimed they had the best tech for learning and best teachers. That was a lie. [] They said they had the best of everything. None of it was any good at. Teachers were always quitting and they always were having others scramble to cover classes because of teachers being hungover."

188. [REDACTED] (ID 7681), Ohio-Dayton, Computer Networking, Information Security Systems, 6/2006-6/2013:

"The hands on labs I was promised were often incomplete and often could not even be worked on because of either lack of proper equipment or the lack of teacher knowledge. Often the teachers gave credit for just showing up to the lab without doing any of the work because it could not be completed leading to no hands on learning at all which is the biggest selling point i had for attending ITT tech was the hands on promise."

189. [REDACTED] (ID 8984), Ohio-Hilliard, Multimedia/Graphic Design, 9/2005-5/2007:

"The quality of the education was a joke. They said they were always on the "cutting edge" with the equipment, which couldn't be further then the truth. They said ITT was respected when it came to jobs. One place I applied to told me they didn't go with me specifically because I went to ITT. ITT told me the programs they were using would make us look better, but it never did."

190. [REDACTED] (ID 8028), Ohio-Hilliard, 8/2007-2/2009:

"They said that companies will look at you going to ITT as a huge plus because it is a top of the line education in the field of IT. They said that it was on the cutting edge of technology and when i started my classes the information we were learning about was at least 5 years old which in the world of technology may as well be 100 years old. In speaking to former and current bosses they all have stated that typically when they see ITT tech they usually do not consider the person because they know the education they received was outdated."

191. [REDACTED] (ID 7023), Ohio-Hilliard, Drafting and Design, 9/2011-12/2013:

“None of the programs they taught us were up to date or really relevant in the field of study.”

192. [REDACTED] (ID 8648), Ohio-Maumee, Network Systems Engineer, 9/2015– 5/2016:

“I was told I was going to be able to work hands on with the material that I would see when I graduate, i was not able to. I was promised being able to work with server racks, servers, cabling, punch down kits, software to deploy servers, etc. Everything we tried in the classroom failed to work so we were unable to work with any of the servers that our instructors were attempting to instruct us on.”

193. [REDACTED] (ID 8939), Ohio-Norwood, 9/2006-9/2009:

“The classes offered at this location was a joke. Most of the classes had nothing to do with Networking. The biggest joke of a class was Group Dynamics. It consisted of us showing up, signing our name and talking to each other for 4 hours then going home.”

“One of the biggest and most misleading things about ITT Tech was them telling us how they had state of the art technology and the most qualified instructors to help us with our education. Most of the instructors had no idea what they were doing. I felt the most insulted when one of the instructors for a basic wiring class was a substitute teacher from the high school that I had gone to and I am not sure he was even qualified enough to be considered a substitute. My Fedora class that I had used a release that was five years old. There is no excuse for that since Linux is FREE. Half of the routers in my router class were broken, and when we tried to get help from the instructor he would tell us he didn't care because it was his last semester teaching there and then leave for the rest of the class. He would just give us all passing grades and not teach us any thing. Some of the classes I withdrew from simply because the instructors didn't care and would pass everyone with out teaching them any thing. I could go on forever about this place and how it ruined so much of my life.”

194. [REDACTED] (ID 9374), Ohio-Norwood, Network Systems Administration, 3/2012-12/2013:

“The education I received at ITT was largely outdated, and/or common knowledge materials one could find online. Specifically, I was promised certification path courses relating to Cisco (CCNA, among others). Never once did we touch or study Cisco equipment. Same with VMWare. Everything we studied was theory. ITT touted itself as the "real-world" environment, studying and learning skills that could be put directly to use in the field. This was not my experience. Once I began my independent certification study (Cisco CCNA and Microsoft MCSE), after graduating, I found that I was not prepared to approach the certification exams with more than a

passing familiarity with some of the terms. ITT had promised technical skills and tools that would translate directly into Cisco and Microsoft certifications; that's why I joined the school. It just didn't happen. I was a good student, my GPA was 3.91, I paid attention, I soaked in all the learning ITT had to offer when I was a student. But the education was weak, and did not equip myself, nor any other student with the skills promised in order to thrive in the technology field."

195. [REDACTED] (ID 2614), Ohio-Norwood, Computer Networking Systems Technology, 10/1999-12/2001:

"I was given outdated books, one class we weren't even provide a book and was told if we needed one we can order it from border's books. even at a estimate of \$50 a book I don't see how I managed to rack up so much debt on materials because if the bulk of that money was towards the education it wasn't anything I couldn't learn off the internet and honestly I wish I would have went to a cheaper college that would have actually taught me something. It's sad that the teachers didn't even make their own tests and exams they just copied questions out of the back of most of the books. They tested us on what we could memorize rather than utilizing what we learned in situations they could have made up themselves if they had the teaching skill to actually to come out from behind the book they were using as a crutch. The best was one of the "Microeconomics" classes where we just had to watch the movie Wall Street. ITT Tech is a joke."

196. [REDACTED] (ID 8815), Ohio-Norwood, Information Technology - Computer Network Systems, 12/2010-12/2012:

"Overall quality of the program was very poorly mismanaged during the duration of my attendance at ITT-Tech. Classes were not organized and class curriculum was not current to modern day standards. For example we had a Windows server class in which they brought in a windows certified instructor who had no teaching experience, and they did this 2 weeks prior to the class starting(he told us himself). As a result there was no real structure or organization to the class and the students had to teach themselves the material that was provided without the proper guidance needed. This left most if not all of us wondering what we were paying such a heavy price on these classes for. This happened on more than one occasion with several different classes."

197. [REDACTED] (ID 8788), Ohio-Strongsville, Graphic Design, 4/2002-4/2004:

"Curriculum at ITT was all over the place. Most of my classes had nothing to do with the field I was getting a degree in. Some of the teacher had no experience in the field. I remember a lot of student leaving school because they felt they weren't getting the education they needed."

198. [REDACTED] (ID 8149), Ohio-Strongsville, Computer Network Systems / Information Security Systems, 1/2010-1/2014:

“The classes were all the same in every way. I could not tell the difference between one class and another, they all blended in together. Most friends I have or colleagues I have worked with have had a very different college experience. The teachers did not seem to know the course material nor did they have any real insight. It was right from the book.”

199. [REDACTED] (ID 8151), Ohio-Strongsville, Computer Networking Systems, 9/2012-8/2014:

“The computers they offered us the use of were in horrible shape and in no way good enough for the programs we were asked to run on them. The books were out of date and most of the teachers barely knew what they were talking about. I learned more from the internet than I ever did from a teacher.”

200. [REDACTED] (ID 8999), Ohio-Strongsville, Networking Systems, 9/2007-4/2009:

“The courses I took were for outdated technology, and didn't prepare me for a career in IT. None of the classes yielded certificates that are recognized by the IT industry.”

201. [REDACTED] (ID 8961), Ohio-Warrensville, Computer and Electronics Engineering Technology, 6/2006– 6/2008:

“ITT Tech advertises the "Hands-ons" or "Real World" experience, but there were hardly any hands on activities. Instructors could not get the various labs that we did have to work, or just would simply skip labs, which were what the "Hands-on" approach was supposed to be. The degree was basically just paid for and not earned. I feel as if I was cheated out of knowledge that ITT Technical Institute instructors were supposed to be teaching. Most of the knowledge in my field was attained during on-the-job-training.”

202. [REDACTED] (ID 8159), Ohio-Youngstown, Web Design / Multimedia, 9/2000-3/2002:

“The quality of the education was below rudimentary. High school level classes are more detailed and more job preparatory than what was taught at ITT. A series of 'Dummies' books would have been more detailed and more job preparatory than the education provided at ITT. Many 'teachers' didn't understand the subjects they were teaching and were unable to answer even the most basic questions from students. In many cases students who were already informed on subject had to show other students how to complete a task because the instructors were unable to do the same. [] I was flat out lied to about the quality of the education.”

203. [REDACTED] (ID 4799, 2852), Ohio-Youngstown, Computer Network Systems, 1/1999-12/2002:

“I was told I would be working on state of the art equipment and would get the best education I could get, when in fact the equipment was old outdated and some of it did not even work.”

“I was told that I would be doing labs on state of the art equipment that was top of the line for the industry I was seeking to enter, (what equipment they had was all old and out dated.) I was told I would be taught by professionals that have and do work in the industry, (I had classes by teachers that didn't even know what the stuff was about). And they admitted they had never taught a class like that before).”

204. [REDACTED] (ID 8508), Ohio-Youngstown, Computer Network Systems, 6/2002-6/2004:

“The class was a joke. They had antiquated computers that we spent maybe 30mins on each week. Novell was a required class. By that time no one was running a Novell network. Throughput the whole time at ITT the software and text books were so outdated that nothing I learned was applicable in the real world or prorated me for certification tests.”

205. [REDACTED] (ID 8357), Oklahoma-Tulsa, 9/2013-9/2016:

“We were told upon our entry to the school that their accreditation was among the best in the country and that we would be a top notch education because of the 'hands-on' approach that they claimed to take. Most of our 'hands-on' experience was watching YouTube videos about the subject at hand instead of actually presenting us with new knowledge.”

“We were misled about the curriculum as a whole. We would see the course objectives on the site or in a syllabus. Then when the real class began, it was always just YouTube videos (that they didn't create) and following instructions like a cook-book. At nearly no point (unless the instructor decided to change the curriculum) did we have independent projects where we created something purely on our own. We would receive outdated or just simply not functional curriculum frequently. Many times the instructors would overhaul the course after seeing what was in it. And even the instructors didn't know what they were teaching most times until less than a week before it started, leaving them unprepared. All the while, we were told at least we would have good Internet there to do our work on. Many days the Internet at ITT was so slow, it was better to do your work from home if you could.”

206. [REDACTED] (ID 5836), Oklahoma-Tulsa, Electronics and Communications Engineering, 1/2009-1/2013:

“There was a very high turn over rate on their teachers there. Most of them not lasting more than six months and were very lacking in their teaching abilities. I was promised a quality education and did not receive it. I asked the Electronic chair member why I wasn't being taught

very well and why I couldn't design an electronics circuit and his response was that I would not learn any of that until my masters degree program (Which ITT doesn't even offer)."

207. [REDACTED] (ID 7732), Oklahoma-Tulsa, IT Department, Software Development, 6/2015-3/2016:

"ITT told me that by attending I would have some of the best teachers teaching me and have one on one tutoring if needed. None of the teachers were very good at teaching. They would tell you your assignment and then you had to do work on your own. They would sit on their phones and computers the entire time. And if I needed help I couldn't get it."

208. [REDACTED] (ID 7292, 8891), Oregon-Portland, Criminal Justice, 5/2009-10/2011:

"The teachers that I had most of them had no clue how to teach the so called curriculum. Teachers were being fired and replaced. The dean of students did not care who you were or your problems. The computers half the time never worked."

209. [REDACTED] (ID 8997), Oregon-Portland, AAS ELCT, 5/2012-10/2014:

"Much of their electronic equipment was broken, resulting in everyone in the class having to huddle around two or three machines and not allowing everyone to participate in the labs. Their books were commonly mistyped, one such occasion made the book unusable by auto correcting "Differences of Microprocessors & Microcontrollers" to change all instances of "Microcontrollers" to "Microprocessors" They advertised "Information for the Future" but all of their equipment and software is 10+ years old. They were still running Windows XP long after Microsoft stopped supporting it, even though there were other OSs available."

210. [REDACTED] (ID 8452), Oregon-Portland, 6/2014-1/2016:

"This school had us taking classes by teachers that were not qualified for the positions. I had an art teacher teaching drafting classes that fully admitted he had never even used the program before. [] I was learning from old curriculum, 2012 software (in 2015), teachers not teaching classes they had ever taught. I walked away after 7 terms and a 3.8 GPA with nothing learned that I needed to know about this trade."

211. (ID 2712), Pennsylvania-Greentree, Multimedia Technologies, 1/2006-1/2007:

"They misled me about the overall quality of the education offered. They covered many outdated techniques and were unable to adequately prepare me for working in the field I was interested in."

212. [REDACTED] (ID 7804), Pennsylvania-Harrisburg, 6/2005-9/2009:

“Teachers would quit during the term, Dean would come in and say book study. That is not hands on. This happened in multiple classes.”

213. [REDACTED] (ID 7011), Pennsylvania-Harrisburg, 6/2008-12/2010:

“They had promised hands on training at this school. Of my time there, majority of the "professionals" they chose as teachers spent time just talking about their sex lives, and never really teaching anything related to the courses. Most of the courses we had to fend for ourselves to even attempt to pass any kind of test they would give in order to show grades in this system. I had no hands on training with anything I had learned in my field of study.”

214. [REDACTED] (ID 4800), Pennsylvania-King of Prussia, 9/2005-8/2007:

“I was informed that the teachers / instructors were "best / good" in the industry and that I would be able to walk out at the end and be able to create and construct within my particular field. I had a teacher that was more interested in the young girls than teaching. I had a teacher that informed me that all that ITT required was that the instructor was to have a bachelors degree and they could teach at ITT. A teacher for one of the more difficult classes sat on the computer the entire class reading and looking at his email while the class did whatever they wanted loosely based on the name of the class and not the work for the class. Another teacher taught a challenging class that did not have a background in said class at all.”

215. [REDACTED] (ID 9012), Pennsylvania-King of Prussia, Architectural Drafting and Design, 6/2009-6/2011:

“The whole "education" was a joke. Most of the teachers had open book tests. I could barely use AutoCAD at my time of graduation. No one cared.”

216. [REDACTED] (ID 7900), Pennsylvania-Levittown, Computer Network Systems, 3/2010-6/2012:

“Some of the instructors did not seem to be "up to date". Using outdated practices and letting a lot of things go by when they shouldn't.”

217. [REDACTED] (ID 9511), Pennsylvania-Levittown, Information Technology, 6/2011-6/2013:

“I was led to believe that the equipment I would be learning on was the latest equipment available and I would be taught by highly trained professionals. Most of the equipment was outdated which I quickly found out when applying for jobs I wasn't qualified for due to my outdated training. The professors taught classes that they openly acknowledged they have never

taught. The common phrase became we can all learn this together. This led to well below average learning experience.”

218. [REDACTED] (ID 8140), Pennsylvania-Philadelphia, Computer Drafting & Design CAD, 1/2015-9/2016:

“I have not had a qualified professor since I started my final exams and midterms were given by substitute teachers who had no idea where the teacher left off or what we were suppose to be learning the information on the quizzes and test never matched the study guides or the text book chapters they gave for online and physical reading. They said I would get a new student set of books, materials, tablet, laptop, and other supplies which I have never received.”

219. [REDACTED] (ID 9027), Pennsylvania-Pittsburgh, Computer Science, 6/2011-1/2013:

“The material was outdated to where i had to learn most things on my own and then new the material before i went to class. So basically i was self taught.”

220. [REDACTED] (ID 8902), Pennsylvania-Pittsburgh, 3/2007-6/2009:

“While my teachers were excellent, I found out after that jobs were wanting a bachelor's degree, and that my Associate's was not enough. I was also lacking in certain areas that ITT did not teach (specific programming languages were not taught at ITT that most employers want).”

221. [REDACTED] (ID 8756), Pennsylvania-Plymouth Meeting, 8/2011-9/2013:

“We only learned obsolete technology. The department lead stood in front of my class and said everything we will learn has nothing to do with what we would be needed to know. In our capstone project we worked in groups. In my group there was one person that didn't do anything. I approached the department lead about it, and he told me too bad, he will still pass anyways. We had teachers that wouldn't teach us anything. I left the school with no knowledge of anything i need to know to be a testing tech. People who never did anything during class would still get a passing grade.”

222. [REDACTED] (ID 9393), South Carolina-Columbia, Computer Networking Systems, 6/2011-6/2013:

“They told me that I would be obtaining a state of the art IT degree that was designed to be up to date with today standards of the IT field needed to succeed. The classes were outdated material running Windows XP, Microserver 2006. The classes where taught poorly if at all. Numerous classes we just watched hak5 videos that I could have done at home at no cost and another we ate sausage biscuits at the instructors dime to not have to teach.”

223. [REDACTED] (ID 5425), South Carolina-Greenville, IT-Multimedia, 12/2007-12/2009:

“The school said that they would have "state-of-the art" and "industry-standard" technology prepared for students while in the classes. The school NEVER updated their computer equipment and in most cases, I had to bring in my OWN computer and use it instead, because their computers were not sufficient enough to handle the needs of the program I was in. They definitely do not apply hardly ANY of the money students pay them to equipment upgrades. They had the same computer equipment the entire time I was at the school and even after I left the school for the next year. (I still had friends attending bachelors programs.) Even the teacher of the 3d modeling and video editing classes (Mr. David Dara) would agree that the school needed to upgrade the equipment. We also did not have any sort of lighting or green screen to use for the video editing classes. Equipment of which IS industry standard. The teacher himself lended some of his own equipment from his PERSONAL side business for the students to use. The school did not provide the necessary equipment for its' classes in my field of study and if they had any equipment, it was far from state-of-the art as promised by the admissions dept. The money I borrowed in loans to attend this school was not worth it at all, and this school did not attribute to any successes in life for a career.”

224. [REDACTED] (ID 6075), South Carolina-Greenville, Visual Communications, 9/2009– 9/2011:

“I basically spent \$40,000 to go on YouTube to teach myself the programs during my freetime.”

225. [REDACTED] (ID 8033), South Carolina-Myrtle Beach, Electrical Engineering Technology, 8/2013-10/2015:

“Plus, the further into the quarters we went, the higher the turnover of teachers to subs that knew nothing about what the subject matter entailed. A lot of information was skipped over, due to time and a rush to get students graduated by their dates. The commercials promised "hands-on training" and experiences. Slim to none, in my opinion. We were given a lot of data to absorb and learn, and not enough time to truly make it part of ourselves as the professionals we were being trained to be.”

226. [REDACTED] (ID 5845), Tennessee-Cordova, Construction Management, 9/2007-6/2011:

“Potential employers do not respect ITT degrees and will not hire me because I attended ITT and received my degree from them. An example is the Construction Specifications Institute (CSI) came to ITT to help get graduates certified. Upon learning the curriculum, CSI suggested a change in curriculum so that the students were learning industry standards. When ITT told CSI no, CSI removed themselves from the campus. In Memphis, all construction companies are members of CSI and frown upon a degree from ITT.”

“Some of the teachers were not qualified to teach the subjects they were teaching. They had not reviewed the material prior to coming to class so we were pretty much teaching ourselves. We were also told we were working with the most up to date software, when some of our assignments were not compatible with the equipment we were working with.”

227. [REDACTED] (ID 5089), Tennessee-Johnson City, Networking Information Technology, 1/2012-2/2014:

“The teachers spent most of the class discussing sports and their family lives, and the little instruction I received was woefully out of date and completely useless in an actual work setting. []To be honest most of the instructors were nice people, to be honest, but none actually did a good job of actually teaching the outdated curriculum.”

228. [REDACTED] (ID 8384), Tennessee-Knoxville, Associate of Applied Science, 7/2006-5/2008:

“They told me I would be getting hands one real world classes from teachers that worked in the field. The teachers knew the program they were teaching because of the book they were reading to the class. When we had questions they had to go look for the answers in the book! They said that we would be hired over everyone because we would do "jobs" for real companies so we had experience not just a degree. We never did work for "real world companies.””

229. [REDACTED] (ID 9324), Tennessee-Knoxville, Electronic Engineering, 9/2011-12/2014:

“They stated that the equipment that was available to students was top of the line and on the cutting edge. Most equipment was extremely dated and not comparable to equipment used in the field.”

230. [REDACTED] (ID 8903), Tennessee-Knoxville, Project Management, 6/2008-6/2012:

“ITT Tech primarily lied about the quality of education I would receive. I was promised a great learning experience with qualified teachers that also worked in my field of study. This was an outright lie, I would say that at best a small handful of teachers were good teachers. The others were just there for a paycheck, one teacher was even someone who just graduated from that school the quarter before and had no real life experience in the area she was teaching. This school has made many promises to me that they never intended to fulfill.”

231. [REDACTED] (ID 8412), Tennessee-Knoxville, 3/2008-6/2010:

“The majority of teachers in my career field of programming could not themselves program. One of my teachers who taught an advanced class actually attended the beginning class with me

as a student. All of my graduating class in my career field felt cheated because we knew our teachers were not qualified.”

232. [REDACTED] (ID 8922), Tennessee-Memphis, 11/6-3/11:

“Half the equipment they had for hands on and for labs we never got to use. Something was always broken.”

233. [REDACTED] (ID 8277), Tennessee-Memphis, Software Development, 8/2011-11/2013:

“Teachers had no clue what they were really teaching on the subjects.”

234. [REDACTED] (ID 8620), Tennessee-Nashville, Software Application Development, 9/2008-3/2013:

“Some of the professors were grossly under-qualified to teach the classes that they were teaching. My class specifically had to reach out to the school to replace a teacher who was unable to keep up with the class.”

235. [REDACTED] (ID 9040), Tennessee-Nashville, Multimedia, 5/2004-6/2006:

“The college I was visiting told me none of my credits would transfer because they couldn't tell what the curriculum was from the names of the classes on my transcript and therefore couldn't transfer my credits. This was largely in part because ITT Tech published their own books and materials. ITT Tech told me they published their own books and materials because they had such high standards of education. I believed them but the real reason they publish their own material is so students are forced to continue their education at ITT because no other school will accept their credits.”

“I wanted to go to school for graphic design. The ITT Tech counselor told me the Multimedia program they offered was graphic and web design in one. I trusted ITT blindly and trusted that their curriculum would teach me what I needed to know about the graphic design industry to get an entry level opportunity. The classes taught the very basic fundamentals of a few programs. For instance, for Photoshop, all I learned in that class was how to color correct photos and maybe one or two other tidbits. However, after taking an independent, online Photoshop course in 2014, I learned more about Photoshop in one week in a \$300 course than I learned in a quarter at ITT. Everything I learned at ITT, I could have learned on YouTube. When looking for jobs after graduation, the gap in education and the industry standard for what potential employers were looking for in entry level candidates was incredible! They wanted entry level candidates that knew about layouts and had much more education about the programs than what I did; I felt so lost.”

236. [REDACTED] (ID 9110), Tennessee-Nashville, Software Development, 9/2013-12/2015:

“They often made it sound like they were great and would help people find jobs and that we were really getting to learn things in there that we needed. However, the school gave books that walked step for step, code by code, on what to do to make things happen when writing programs. This caused me to feel I was not really learning. The teachers never cared enough to explain things to my classmates or myself. I felt unprepared when I graduated.”

237. [REDACTED] (ID 8931), Tennessee-Nashville, Digital Entertainment and Game Design, 9/2007-6/2011:

“They heavily advertised Hands on Training, and learning from Industry experts. More often than not our assignments were given in a form of a video tutorial on Youtube. The textbooks provided were outdated and never used in class.”

238. [REDACTED] (ID 8844), Tennessee-Nashville, Digital Entertainment and Game Design, 5/2005-9/2011:

“In several classes, the instructors were less than qualified to teach the subject they were 'teaching.' Many of them involved the teachers that simply read out of a book, and if you have a question or need help with a technical aspect, they have no clue. Don't get me wrong, several teachers actually taught... but they quickly wised up to ITT's BS and left for a better school. By the time I graduated with my \$80k+ degree, we were being taught by STUDENTS who JUST graduated. No industry experience, no teaching experience and not really any actual experience outside of the classroom (as a student).”

239. [REDACTED] (ID 4770), Texas-Austin, CEET, 1/2009-1/2011:

“The teachers at ITT were terrible. I was valedictorian of my class and I'm not the smartest person. I feel a large lack of education from my degree there. There were many classes where the few top students would work together on the curriculum ourselves while the rest of the class would play around, be derailed by distinctive students, or have a teacher simply reading from a text book. One teacher was so old he didn't even pick up assignments to grade because he was too tired. Out of two years of classes there were only two teachers I had that were knowledgeable about their subject and could answer questions I had about the material. I got as far as I have from my own drive.”

240. [REDACTED] (ID 8745), Texas-Houston North, Computer Network Systems Technology, 11/1999-6/2001:

“Our school changed locations for some classes and we were put up in an old shopping center - it was rundown and had one bathroom in it that everybody shared-you had to go through the

class to use the bathroom closet. It was not state of the art classrooms. Some of the teachers were not qualified to teach us, some in particular would talk to us about there car or golf game and how great their life was. Our 1st teacher barely spoke english and you could not fail her classes. Fellow classmates would turn on papers based on baseball games-with answers like "strike-homerun-man on third" and still received an A on the paper."

241. [REDACTED] (ID 8736), Texas-Houston West, Information Systems Security, 9/2008-6/2012:

"Furthermore, most of the technical instructors at ITT Tech did not have valuable experiences on the courses they taught. So they just read off from the power point slides and did not offer any type of "real world" experiences. Also, ITT Tech did not have capable equipment available for us to be able to get "real world" experience through the technical course's lab simulations. I was not able to do most of my technical labs related to my courses due to this as well."

242. [REDACTED] (ID 8087), Texas-Houston West, CAD Drafting and Design, 9/1997-6/1999:

"The program they where having us learn was OUTDATED. The computers were antiques."

243. [REDACTED] (ID 7985), Texas-Houston West, Computer Science, 3/2009-5/2011:

"When I entered ITT, I was under the impression that all the teachers were highly qualified individuals who were committed to teaching the best of their knowledge. I was wrong. In some particular classes, there was never any "push" to help us succeed. Teachers would simply read from the books and expect us to pick it up. There were many times teachers were absent and I felt everyone given an "easy way out" to pass the class. People who slept in class somehow still passed their class and I felt the teachers were doing this to falsely claim a high pass rate."

244. [REDACTED] (ID 8717), Texas-Houston West, Information Systems Security, 6/2008-7/2012:

"I was mislead about the quality of the education i was receiving as well. There was a constant high turnover rate for the teaches on staff as well. It was common to have substitutes to finish out our classes because teachers were constantly being fired."

245. [REDACTED] (ID 9370), Texas-Richardson, Computer Networking System (CNS), 3/2008-11/2009:

"I was promised to be taught by instructors with experience in the field. This was the major factor for enrolling, as my field was something you couldn't learn in a University. The teachers for my courses were unqualified in this aspect. Most of my teachers had no experience in their courses. One quarter I had the same teacher for every one of my classes by the name of Karl

Topinka. He informed me that he was hired to teach one class, but then they assigned him to 8 a week before the term started. Because of his overloaded schedule, not only was he inexperienced with the course content but he had no time to prepare for and learn it. We were left to teach ourselves. I felt bad for the situation Karl was placed in, but I was the ultimate victim of these actions.”

246. [REDACTED] (ID 8812), Texas-Richardson, Network Systems Administration, 9/2013-6/2015:

“The education I received was subpar, scattered, and lacking relevancy to get employed in the field I was promised to work in after graduation. The technical field is a very adaptive and fast-paced changing environment. The software and knowledge we were trained on was thoroughly out of date in some even 13 year old out of date software that had no place in modern jobs. On numerous occasions the school lacked the required resources to properly teach a class and had new unequipped instructors teaching. One example is the Network cabling class. It was suppose to be more hands-on but we only made one CAT-5 Ethernet cable one day and was theory the rest of the semester. The teacher said we were going to make the variety of cables and the techniques to create them but the instructor said the school hadn't yet provided the necessary resources to do so yet. So we were just reading from the books provided and each week being delayed further and further until we were finished with the semester and did nothing of what was actually required and advertised to complete the course. Another example is the Network Security class. We had a new instructor and we had to wait 4 weeks before the instructor could get the provided material to teach the course. The semesters are 12 weeks long and 1/3 of the time we did absolutely nothing while still getting grades for being present in class.”

247. [REDACTED] (ID 5143), Texas-Richardson, Computer Networking, 1/2006-9/2008:

“Before enrolling, I was told that the learning plan would include instruction on the latest software to keep students on the edge of technology. This would put us ahead of others in the job market. Some classes were still teaching Microsoft Server 2003, even though later software had been out for a few years. I found books and courses online for Server 2008 to research outside of school hours. When I approached the teachers/counselor, I was told that books and class curriculum needed to be developed for new software, and that it would take time. This goes against what I was told when signing up for the school. I ended up learning Server 2008 and other newer versions of software outside of school and learned on my own to keep up with the latest job requirements.”

248. [REDACTED] (ID 8960), Texas-Richardson, Multimedia, 12/2003-12/2005:

“We had sub par professors and applications. Professors stumbled through the classes, some reading directly from the text books as if they were learning as we were. Software was outdated and not typically inline with the software being used in the industry. High turnover of teachers. One professor stopped showing up and we had several classes without a teacher while ITT scrambled to find a replacement.”

249. [REDACTED] (ID 9427), Texas-Richardson, Information Technology - Computer Networking Systems, 3/2008-11/2009:

“Another way I was defrauded was that the school’s deplorable staff hired to teach the students at the Richardson, TX campus when I attended. One of the main reasons I enrolled in this school was to take classes from professionals in their fields and learn from their hands-on experience. I took both day and night classes to finish sooner, and at the time, the school had one, yes one, full time teacher for my degree program. His name was Karl Topinka and he was a highly unqualified instructor to say the least. For example, one class I was required to take was "Intro to Programming" and it was 100% coding in Visual Basic. On the first day of class the first words out of his mouth was “hi guys, I don’t know how to program at all in Visual Basic, but we will get through this class together!” □ I went to talk to the Dean of my program after that class and report this, and his response was “sorry, he’s our only CNS (computer networking systems) instructor right now. You can either take the class now, or wait till it’s offered again next year.” So, I had no choice but to take the class and learn absolutely nothing for my \$1200 I paid for the class. I had this instructor for FIVE different classes during my time enrolled at the school. Each class was the same, and he taught us almost nothing. By that time, I was already half way done with the program, so instead of dropping out and losing all that time and money invested and moving to a REAL university, I stuck it out and had to teach myself the material in my free time and during class.”

250. [REDACTED] (ID 8865), Texas-Richardson, Bachelors in Information Systems and Cybersecurity, 6/2012-3/2016:

“Virtually all material that was taught at ITT has already been outdated to where even instructors would state the same thing. A majority of the teachers taught through powerpoints reading easy slide word for word that ITT had given to the instructors. There was no challenge to the curriculum - students could've learned on their own if they were given the powerpoints themselves to read. Acquiring books each quarter from ITT was useless and just a way to get more money from students - the books that we were given were rarely used if at all. Also when ITT switch to online books - I believe we were still being charged for the books even though we didn't have a physical copy and once the quarter was over - we couldn't keep the online book either. Its difficult to acquire a job with the way they taught their classes - during lab work all we

had to do was follow instructions and we would complete the assignment with no challenge at all. If anyone is given step-by-step instructions they can complete it a be given a 100 on their grade. With that type of teaching you can't take to a job interview because nothing was learned."

251. [REDACTED] (ID 9463), Texas-Richardson, 9/2004-9/2006:

"ITT Teachers were inadequate and unqualified. During numerous courses ITT instructors would put on movies or videos unrelated to the class without any assignments. Other students and I complained of such inadequacies in class content however the complaints were not acknowledged nor documented by the student advisors. Looking back this tactic seems to be in line to keep students graded highly for loan purposes and continuing their education within ITT."

252. [REDACTED] (ID 7788), Texas-Richardson, Network Systems Administration, 3/2011-6/2014:

"I was told that they used up to date equipment/software that popular employers used. The "professors" informed us that what we were being taught would allow us to pass our IT certifications from the first time. They were completely wrong!"

"It would have been nice to know ahead of time that the professors were hardly in class. When they were in class, they didn't really teach. They went over the book and gave us answers to the questions in the book. All tests were open book and worked within a group."

253. [REDACTED] (ID 7807), Texas-San Antonio, 12/2009-12/2011:

"They didn't have the computer that we required to do our work. Some of the teacher didn't care about the class as long as we show up and turn work they gave us a passing grade. []Also they give us book and some drafting tools and book that we never used."

254. [REDACTED] (ID 8743), Texas-Webster, Information Technology-Computer Network Systems, 9/2009-9/2011:

"I was lead to believe we would obtain Microsoft and Cisco certifications as part of the class. They gave the impression of on hands workshops, certifications and real work experience. [] [T]ook a Microeconomics class were students were failing exams and homework. Within a few weeks we did not have a teacher. Some of the staff or technical teachers sat in for our class."

255. [REDACTED] (ID 3373), Utah-Murray, Network Systems Administration, 6/2013-3/2015:

"Some of the classes used software that are no longer used, and you could not complete assignments because of the outdated software programs so the teacher would pass you without teaching the students on an updated software program. The quality of education was very poor,

some of the instructors did not follow the curriculum provided and gave out assignments such as "send me an email of what you learned today".

256. [REDACTED] (ID 9394), Utah-Murray, Electronic Engineering, 1/1997-1/2004:

"The quality of the classes and overall education were grossly exaggerated. The equipment in the classrooms was all very outdated and many of the classes were extremely basic and geared toward students with very low aptitude. While I do remember one or two teachers who were very engaged and interested in ensuring that their students received a quality education most of the instructors were very unmotivated and did not show much interest. Most of the instructors were retired professionals in the field who seemed like they were there to just collect a paycheck. [] There was very little meaningful direction in the lab work."

257. [REDACTED] (ID 9149), Utah-Murray, Electronics and Communications Engineering Technology, 12/2007-3/2013:

"Throughout the program the people overseeing the classes, For the most part I do not feel the title Teacher or Instructor would fit any of them, would say that we could be easily cleared into many different certification programs. When the quarter was over and I tried to find out more about the certifications and programs that could expand my career and status the people couldn't help me or didn't have time to help. The field of Electronics was outdated by 20+ years and by the time I had graduated my education was no longer relevant."

"The credentials of the "teachers", I use the term loosely, that were conducting the classes. Most of the "teachers" would just read straight from the book with out any insight to the subject. I learned later that the "teachers" were probably past students that needed help with their loans. The way I learned this was in the spring of 2016 I was contacted by ITT to teach a class. This call/discussion made me reflect on the program I completed at ITT and it made sense as to why the "Teachers" were how they were. If we, as a student body, are paying premium cost for a "premium" school we should have premium Instructors who KNOW, Understand, and have a passion for the subjects and students they are building."

"I have been out of school for three years and think of my time at ITT as one of the biggest mistakes of my adult life. It has done nothing, absolutely nothing, for me but put me so far under water that I had to move my family in with my Mother and almost cost me getting us into our own place to live."

258. [REDACTED] (ID 8380), Utah-Murray, Electrical Engineering and Communications Technology, 4/2004-3/2008:

"Recruiter when I was looking at the school promised me the best education and a great job on completion of said education. Most of the teachers at that school didn't belong there and could

barely teach the subject they were trying to help us learn. The way the schedule of classes was structured provided no time to learn something from instructors who were trying to learn the subject they were teaching.”

259. [REDACTED] (ID 7837), Utah-Murray, 6/2010-9/2012:

“They told me that their classes are taught by experts in that subject and that I would be a certified Adobe Suite Master.....I had teachers who didn't know one single thing about Adobe Flash, or Photoshop....while I was attending 2 teachers and the chairman quit!”

260. [REDACTED] (ID 8015), Utah-Murray, Electronic Engineering Tech, 1/2010-1/2014:

“The chair of my degree stole supplies from our lab. Equipment that didnt work in lab.”

261. [REDACTED] (ID 3735), Virginia-Chantilly, Information System Security, 12/2007-3/2013:

“The class books were years out of date and they had us running power point slides and "labs" that never worked and the teacher would just pass all of us if the labs didn't work instead of working with us to resolve the issues.”

262. [REDACTED] (ID 7469), Virginia-Chantilly, Computer Network Systems, 9/2010-12/2012:

“Materials for classes were standard Microsoft centered labs and lessons. The lab setup indicated in the materials was never present as indicated and we (the students) we instructed to simply make do. In some classes the teachers were not able to answer questions about the course material.”

263. [REDACTED] (ID 8540), Virginia-Chantilly, CNS (Computer Networking Systems), 1/2009-12/2011:

“When I graduated, everything I learn was outdated. Even the books they had us use, were outdated. Nothing was relative when it came to the real world use of technology. It falsely claimed they were a step of the IT curve, but that was a lie.”

264. [REDACTED] (ID 8583), Virginia-Chantilly, 8/2007-11/2009:

“I feel like all the instructor wasn't qualified to teach that course I mean how can English teacher teach Electronics (CEET) computer engineer electronic technician. The training facility in equipment is out of date it look like it was back 90 and there was no updates label indicating that has been calibrated.”

265. [REDACTED] (ID 9314), Virginia-Chantilly, IT Computer Network Systems, 5/2007-5/2009:

“When attending ITT tech courses I was lead to believe that I would be getting hands on training for skills that I would use in the job field. Most of the teachers running the courses were not involved with the lab portion of the courses. The teachers would simply hand you a piece of paper and say go do this and take a screenshot for a grade. This did not promote any kind of learning or retention capabilities. I felt like a monkey following orders just to get a good grade.”

266. [REDACTED] (ID 8875), Virginia-Richmond, Electrical Engineering, 9/2012-5/2016:

“I was told that I could get a job repairing high end factory equipment but all of the subject matter was focused on outdated and mostly unused technologies.”

267. [REDACTED] (ID 5981), Washington-Seattle, Computer Networking, 3/2009-5/2011:

“Hands on training is what they advertise, which is why i went to check out the program, they had no hands on anything. or instructors who know how to teach, I graduated with honors but learned very little. not even enough to fake my way into a job.”

268. [REDACTED] (ID 9095), Washington-Seattle, Networking Administration Services, 11/2013-9/2014:

“They course materials were outdated. They were illegally charging us some course materials that we never received such as laptops.”

269. [REDACTED] (ID 8389), Washington-Seattle, Criminal Justice, 9/2008-12/2010:

“I was told that the technology and resources they provided to us put us a step ahead of other applicants in our field of study. I never once used a new technological resource. They used outdated books some of which we didn't get until a week into our quarter. The student library was never operating. We watched criminal justice movies in class which our homework was writing papers about it. I would get high grades on papers I knew where poor. Our teachers did not have a teaching degree they just taught us what they did at their jobs.”

270. [REDACTED] (ID 5165), Washington-Seattle, Computer Network System (CNS), 1/2007-1/2009:

“Quality of Teaching Equipment: Network within the building was constantly down or "in repair" and necessary hardware to work on labs were broken and never repaired. Textbooks were a Scam: Books made specifically for ITT Tech were never disclosed to use before the

beginning of the quarter nor were the prices explained to us. The price was "rolled into our tuition" but never explained."

271. [REDACTED] (ID 8172), Washington-Spokane Valley, Drafting and Design, 10/1999-6/2001:

"My class at the beginning of our 2 year program was over 30 people. By the last quarter there was only 7. Not due to the difficulty but just poor teaching by instructors that had no teaching degrees. The computers were outdated, as was the software we had to use. Leading to myself and others losing all the data files from our course work. Never did I ever apply what I learned there throughout my design career, all self taught tutorials and on the job training."

272. [REDACTED] (ID 7722), Washington-Spokane Valley, Digital Entertainment and Game Design, 9/2007-6/2011:

"While I attended school it became very clear, very early that their equipment and programs were out of date. They were using programs such as Macromedia Flash 2004 even though Adobe was already the owner of Flash and it was 2007/2008. In order to keep from having to be at the school all the time in order to finish assignments I purchased a computer from them, thinking that it would help me with my school work. Once I got the computer and actually started doing digital work such as 3D and animation, I found out that very clearly, the computer was not up to snuff with what I was working on, even though it was extremely low poly work. I found out later that the computer they sold me for \$1,200 was Dell Latitude, a computer meant for business work such as Microsoft Word and Excell. Just doing a simple animation for a 3D final would constantly crash the computer, making me lose so much time while trying to complete assignments. The computers in the actual labs had difficulty running the relatively low-poly and simple animations. So, after trying to deal with the \$1,200 dollar laptop I managed to scrape up enough money to buy my own desktop and did my school work on that instead, not once having an difficulties doing the advanced animations I was doing later in my school work. There were also several programs we need to learn and ITT TECH never gave us access to them. Programs such as Photoshop, 3Ds Max, Premiere Pro and After Effects were all programs we required to learn but were only given access to them at the school. Since many students weren't wealthy and could not buy these programs we were told by a teacher to torrent the programs we needed."

273. [REDACTED] (ID 9719), Washington-Spokane Valley, Information System Security, 6/2007-6/2011:

"Many of the jobs I would apply for would ask for basic experience or knowledge with certain software/hardware. More than half the time I fell short of having that experience or knowledge. During my time at ITT Technical Institute we had minimal hands on training with the hardware and software that was necessary for our degree. Often times the computers were out of commission or the OS's on the computers were very out of date. We were working on Windows

Server that was 2 releases older than the newest. We never even got to work on a Mac OS computer. With networking we learned it all out of a book and only did 1 hands on lab. For all of my Security related classes they didn't provide us any software to learn the basics with. As a result our "teacher" brought in illegal software and showed us how to find information off of Hard Drives that way. I couldn't even use that as experience, because it was not legal software and I didn't get an actual education on it."

274. [REDACTED] (ID 9319), Washington-Spokane Valley, Technical Project Management, 9/2002-3/2007:

"We were told that we would be taught directly from the PMBOK and the PMP professional would be brought in to teach the classes. NONE of our teachers had a PMP, most didn't know what it was and several had no management experience at all. Our class was the first class through the Technical Project Management program in Spokane. We were told that management would work with us to address any hiccups that might occur with a new program. Starting quarter two, we complained about the general lack of PMP focused content and were promised it would come very soon. We complained about the teachers who often spent class time complaining about how ITT Tech had cut their hours and wouldn't go through any of the class content with us. Several attempts were made to discuss the lack-luster program with the the Program Chair and the Dean but nothing was addressed. During the 6th quarter, we complained again to the 3rd new Dean and we were told, in summary, "quit now and you still owe us the money or buckle down and just get the degree." Several classes were spent pencil whipping the prescribed ITT Tech curriculum/tests. Several teachers mentioned that they would get in trouble if we didn't turn in the work from the ITT Tech curriculum and often stated "if you do this for me, I'll teach you what you want to know". The one teacher who tried to help us receive PMP information was soon fired for complaining to management about the lacking class content."

275. [REDACTED] (ID 7749), Washington-Spokane Valley, Information Design & Computer Networking, 3/2000-3/2008:

"As we progressed through the curriculum, the classes would change, to 'meet the needs of the industry.' The books we would receive, still in cellophane wrap, were custom made for ITT, and outdated the SECOND we opened them. Some included toolset discs wouldn't even run in Vista."

276. [REDACTED] (ID 7750), Wisconsin-Germantown, Multimedia, 11/2004-7/2007:

"We were told companies were using Mac products for Multimedia. Yet they only provided Windows products. While being told we would have to learn how to use Mac products."

277. [REDACTED] (ID 4579), Wisconsin-Green Bay, Visual Communication, 5/2010-5/2012:

“We used pc computers instead of the mac that the industry uses, even the teachers would complain about the proper amount of time to learn the computer programs.”

“I was told we would have the best of equipment. That major employers seek students from ITT tech. Was never told that most employers want work related experiences. Was made to believe the industry was in the area.”

278. [REDACTED] (ID 4173), Wisconsin-Green Bay, Multimedia, 6/2005-12/2007:

“I was told that I would have all the experience in the software that I would need to land me a job in graphic design (if I did the Multimedia degree). I did not even learn Illustrator, one of the most basic programs for any graphic designer.”

“The teachers would get into class, then have us read out of a book, do the exercises in the book for them to check, and then we could leave for the day. There was barely any actual instruction from the teachers, and I could have learned the same thing if I would have just bought a "teach yourself" book from Amazon.”

279. [REDACTED] (ID 8710), Wisconsin-Green Bay, 9/2004-5/2008:

“They promised and showcased teachers that would be knowledgeable in the fields that I would be taking classes in. Upon my first class utilizing Autodesk 3dsMax we had a programming instructor that had never touched the program and never did again after our class teach us. This happened throughout the 4 years that I was there. We ended up spending all our time on-line in forums and go through walk-thru's from websites to get any information we could on the programs.”

280. [REDACTED] (ID 9416), Wisconsin-Green Bay, 12/2008-6/2013:

“This is my biggest concern about ITT. I was told I would have industry professionals as my instructors. Almost my ENTIRE bachelor's degree was taught by two people. One of them taught the most classes and he was the program chair. He never even worked in the industry before! He was nowhere near qualified to teach game design classes. Within the first two quarters of my bachelors degree (due to my hard work OFF campus) I was more qualified to teach than him. Our other instructor who taught many classes, true, was in the industry, and the business he worked for went bankrupt because it couldn't sell the games they made! And to top it off, he was a programmer, but yet he would teach us level design classes, that had nearly nothing to do with programming. The education was pathetic, but I was already too far in just to quit. I

was not raised a quitter, but wish I would have, to somehow save a little bit of this money they stole from me.”

“Now on the textbooks, almost every textbook we received was outdated. The technology industry is constantly changing, and we had textbooks that would be 7-8 years old! I would understand if it was a theory type class, but we were learning about designing games on a consoles that have been out for 5 years already. Not on the newest consoles that IF we did end up with a job out of college, we would be working with.”

“The hardware and software was below standard. We worked on Adobe CS1, by the time I entered school that was already a 5 year old software with 2 more versions released after that. For our hardware, we had below standard Dell workstations, that were not suited for 3d rendering by any means. The main point of 3d rendering is RENDERING! If you started an animation, it would easily take 3-4 DAYS to render. You would have to go to a computer lab, start a render and put a sign on it asking no one to use that computer, and just pray no one would touch it. If allowed, I could say more, there's so much more!”

281. [REDACTED] (ID 9677), Wisconsin-Green Bay, 12/2009-6/2013:

“When I signed up they told me that I would be taught by industry professionals and would be using top of the line software and tools to prepare for a job after graduation. When things stated I was only taught by one professional and had one top of the line software program, then as things moved forward and ITT decided to cancel my degree they started to fire the teachers that knew what they were doing to hire teachers off the street that knew nothing and would read verbatim out of 9 year old technology text books. The quality of education went from passable to laughable within a matter of weeks. All of the books were at least 5 years old if not more and the only program we had to use that the school "provided" was a 4 year old version of Photoshop. All of the software that we used otherwise was either found on our own to download or use our own money to buy.”

282. [REDACTED] (ID 8616), Wisconsin-Green Bay, Computer Electronics Engineering Technology, 6/2010-12/2012:

“I was told before I signed the papers that their learning environments were cutting edge modern technology. The electronics lab at the Green Bay campus was very basic. Computers, oscilloscopes, measuring devices, and other various bits of tools and technology were obviously dated. Some appeared to be well over 10 years old that were used for educational purposes in several different classes. Some of the parts of the curriculum were so dated that they were no longer used in the field, but dedicated entire class periods on the subject with even the instructor admitting that the material being taught was over 20 years old and obsolete. A good example of that is that a whole class period was dedicated to old "tube televisions" when flat-screen LCD and Plasma televisions were already the norm for televisions. There was maybe a paragraph or

two that covered each of these topics and didn't go into much detail. One of my text books was copyrighted 1999, I was enrolled in 2010. Another class I had touched base on personal computers. I have personal experience working with computers and my knowledge of the hardware was more recent than what was covered, and these were things I considered to be basic knowledge. The components discussed were five to 10 years and sometimes more out of date. Many technologies of which, at the time, were already obsolete. Talk about a useless class that cost nearly 2000 dollars! Many of my instructors seems lacking in their own education they used to teach with. One of my instructors was actually a very recent ITT graduate with extremely limited experience. He basically just read out of the "instructor" book and used canned examples that didn't go into very good detail of the principles and problems. I had some other instructors that had experience but weren't very good teachers. In my time at ITT, the program chair for my curriculum changed three times and I never was comfortable enough to ask them questions about my concerns."

283. [REDACTED] (ID 6645), Wisconsin-Green Bay, Digital Entertainment and Game Design, 8/2006-12/2009:

"ITT sold itself to me saying that they're teaching courses on the cutting edge of game development. At this time, the game industry was a great mystery, so nearly every class seemed to be of great merit. The reality was, many teachers had no experience with the field, and the curriculum was always terribly off-base and outdated."

284. [REDACTED] (ID 7669), Wisconsin-Green Bay, Information Science - Multimedia, 6/2002-6/2004:

"This was the first year they were offering the Multimedia classes. The instructor that we had teaching us was not certified or accredited. They knew nothing about the 3d modeling programs and just read from the books. Everyone who did any kind of work automatically passed the class. The teacher did not know how to grade the projects as they had no prior 3d modeling experience. They were also no help when we had questions. We had to look up the answers on Google or just let the question go. During the 2 years at ITT, in the core graphics and multimedia classes, I did not have an instructor that provided aide and value in experience to teach me. Thus, once out of college, I tried for many years to land a multimedia job but was way under qualified."

285. [REDACTED] (ID 8465), Wisconsin-Greenfield, Digital Entertainment and Game Design, 9/2005-12/2009:

"Most of the classes that I was forced to take had little to nothing to do with Digital Entertainment or Game Design. Classes like [introduction to personal computers] or [introduction to computer programming] were forced upon you as soon as you arrived on campus, charging you thousands of dollars to learn the very basics about computers and

computer programming, but neither were helpful. At the end of the 12 week class for Intro to PCs, students would have learned about as much as a ten minute Youtube video would have provided but the exam was written in a way that it would have been next to impossible to test out of the class, with questions about varieties of batteries and how they hold a charge being thrown on here for no good reason. Once I got further into my education, it became clear to me that the software and game engines that we would be learning about/on were old and outdated, rendering me practically useless upon graduation to any game studio worth their salt.”

286. [REDACTED] (ID 5095), Wisconsin-Greenfield, Computer Networking Systems, 9/2004-5/2006:

“The classes fell short of the goals of preparing me for the IT field. The information in the classes was often outdated or just plain inaccurate.”

287. [REDACTED] (ID 3878), Wisconsin-Greenfield, 9/2008-3/2012:

“They told me that all my classes were going to be hands on. I only had one class that was hands on because the teacher made it hands on. The equipment that they did have that we were supposed to use was broken the whole time I went to school there.”

288. [REDACTED] (ID 7692), Wisconsin-Greenfield, Information Systems Security, 6/2006-6/2010:

“The person giving me a guided tour of the campus stated that ITT Tech used the most up-to-date Hardware and Software for students to fulfill their needs to succeed both in the work place and when taking certifications. I found out on the first day of class that we were using outdated Hardware like various Cisco Switches and Servers and Software like Photoshop. I asked the teacher when ITT Tech will update their current Hardware/Software and he told us that there is no plans for updates. Instead of giving us real world scenarios we might encounter in the work world, they gave us outdated labs we would have to complete that offered no real world significance for job placement or taking our certifications.”

289. [REDACTED] (ID 5329), Wisconsin-Greenfield, Digital Art/Computers, 8/2006-12/2006:

“They claimed small classes, more than once we had so many students people left or had to sit in odd places like the floor, or the aisle. [] They claimed professor level instructors. Every single teacher was moonlighting from local high schools and did not care. Openly mocking the curriculum and classes and not being legit.”

290. [REDACTED] (ID 6163), Wisconsin-Greenfield, Associates of Applied Science in Visual Communications, 6/2009-7/2011:

“There were many classes provided that were not necessary to advance in my field of study. I was also told there was no way to test out of these unneeded courses. Courses available were not as described. Many of these were being taught by less than qualified individuals who did not understand the curriculum, nor engaged with many students regarding like issues. Most of these instances were met with easily passable testing, some of which had given out an answer key to pass the given exams. There were three teachers that come to mind that actually attempted to teach these students something valuable, but were met with many complaints their standards were too harsh on the students. One teacher came out on the last day regarding tactics the school was using on us that he did not agree with. That we should more than likely seek out another university to attend. He had resigned from his position the week after. The included required tool and textbooks provided by the bookstore were both vastly outdated and overpriced. Most of the tools we had received were not used in class, nor were most of the textbooks used.”

291. [REDACTED] (ID 4135), Wisconsin-Madison, Information Technology Computer Networking Systems, 9/2008-12/2010:

“We were supposed to have lab equipment enough that all students in a class could use them at once. We had limited access to routers and switches, the primary equipment we were supposed to be learning how to manage in "Computer Networking Systems." We had to share time at the console with other students, so no one student got to be at the screen through the whole lab doing the work at the command line.”

292. [REDACTED] (ID 9028), Networking, 3/2011-9/2013:

“I was told we had great instructors and the curriculum was great! We had a few teachers that would sit around and talk military to other students and not teach anything, we were basically on our own during those classes, had another teacher leave for a different job and had a student actually teach the class for the rest of the semester. The labs never worked as described and was very frustrating.”

293. [REDACTED] (ID 7087), 9/2007-9/2009:

“The curriculum was sub par the books even had misspellings and miss typed information. Some teachers didn't teach anything. A lot of the programs would drop continuously to keep students enrolled longer.”

294. [REDACTED] (ID 8584), Criminal Justice, 12/2007-6/2014:

“I was told from the very begging that this was a top notch school and that they employed best teachers even though they were mostly employees from the local police departments. Sometimes the students would be the ones teaching. None of the teachers were trained educators.”

295. [REDACTED] (ID 8050), 9/2012-6/2014:

“The computers and hardware were completely out dated. I remember sitting in the library 4 hours waiting for my final project to render and finally had to suffer a grade drop because it was still unfinished. There were multiple times when ITT was losing teachers midway through a course, leaving us clueless.”

296. [REDACTED] (ID 5482), Drafting, 8/1991-12/1993:

“I was told that they had the best teachers around. My teacher did not show up one day because he got lost on the way to school, he did not get off the 610 loop and just stayed on looping around Houston looking for the school (this was 2 months after he had been teaching us 5 days a week).”

297. [REDACTED] (ID 8675), Game Design, 9/2009-6/2011:

“We watched youtube videos for our class and then tried to replicate what we saw. We also were forced to use outdated software for our classes and book over 5 to 10 years old which is ancient in the gaming industry. Additional assistance was rarely provided because almost all of the teachers were fresh graduates themselves and working with families so they couldn't provide the help we needed for areas like programming and modeling. It was an education to make you a jack of all trades and master of none. Master of non and not understanding anything is more like it.”

“ITT described an atmosphere of professionals teaching their field and practice to students so they could learn the latest and greatest about game design in the game industry. The fact they handed out articles about games that were years old as new and relevant information was a joke. The head of our group didn't have any experience in our field, teachers would quit and leave us in the middle of a quarter. I had to teach and not get paid for teach and learning at the same time even though I was promised to have the cost of the capstone class waived since I did take over teaching. []Nothing was kept up to date for text books, software, hardware, it was a horrible experience to know what was going on as far as games coming out and then "learning how to make games" with technology that was so far in the past that as we graduated, we would be laughed out of interviews if we tried to demonstrate those skills.”

298. [REDACTED] (ID 8329), Criminal Justice, 9/2006-9/2008:

“I had a teacher for a few classes that could care less about teaching us, he wanted to discuss wrestling instead, one teacher I had got fired mid semester/quarter and was replaced by someone else who had no experience in the course being taught, it was irritating because a few of my classes were like that.”

299. [REDACTED] (ID 2743), Multimedia, 1/2006-1/2011:

“They said during the orientation and when we filled out paperwork when applying that all supplies would be taken care of with our student loans and we didn't have to worry about the graphic software, This was not true My graphic teacher had us bring in a blank DVD so she could put a torrented copy of the graphic software on it to be able to install on our own personal computers to be able to do assignments.”

300. [REDACTED] (ID 9065), Drafting and Design, 6/2011-6/2013:

“ITT promised a quality education with teachers that were experienced in what they were teaching. Boy was that wrong. After going through two years of school, I didn't learn anything more than I learned in drafting and core classes in high school. Most of the teachers weren't teachers, they were glorified babysitters who didn't know what they were teaching, they were just there to make sure you showed up and to give you a 100% for showing up.”

301. [REDACTED] (ID 9323), 9/2006-11/2008:

“The ITT criminal justice commercial and others around 2006 was a lie, nothing but a fraud, the lads they used in the commercial, the equipment they showed students using, that whole commercial was a scam. I was told by the recruiter that ITT had the best quality of education due to their labs, teachers and equipment. I told the ITT recruiter that i wanted to be a cop or a lawyer and was told i could transfer to law school or any other school of choice when needed but found out later that ITT credits did not transfer, all the schools i called told me they did not accept or acknowledge ITT credits. Cooley law school in lansing told me, i would have to start all over from a accepted credited school.”

302. [REDACTED] (ID 9580), 9/2011-5/2013:

“Most of the teachers were graduates themselves that could find work in the field so they gave up and started teaching instead.”

303. [REDACTED] (ID 9646), Network System Administrator, 8/2011-1/2014:

“I was told how much value I would be getting an being able to use the skills I learned. I attended three semesters where they did not even have enough teachers for the different courses, so they use a projector and play You tube videos.”

304. [REDACTED] (ID 7221), IT Computer Networking Systems, 2/2003-9/2005:

“My books were constantly being updated due to errors they printed. I had one teacher who refused to teach from the book but then in the middle of the semester we were forced to go through it. All promises were never kept when it came to quality of education. Very poor. Even teachers thought it was a joke.”

305. [REDACTED] (ID 9402), 6/2010-6/2012:

“As stated before, their equipment was out of date and there classes were out of date and did not apply to today's technology. 20 years out of date.”

306. [REDACTED] (ID 2730), 1/2011-1/2012:

“All the software I received was pirated and I even had a few teachers tell me that if I was serious about becoming a game designer that I should change schools because the job placement was nonexistent there. When I went for orientation there was computer labs everywhere. A few weeks later when classes started all of the labs were removed but 2. Sometimes our class couldn't get into a lab that week because another class was using it.”

307. [REDACTED] (ID 9122), 1/2006-10/2006:

“The school I went to used old out of date books. Half my teachers quit during the time I went there. Even our dean quit.”

308. [REDACTED] (ID 9505), Networking Systems Administration, 6/2014-6/2016:

“They stated that all classes would lead to employment and that the classes would replicate in the field. the classes i took were all outdated and agents in the field were at least 2 yrs ahead of the technology that ITT used.”

309. [REDACTED] (ID 9665), Network Systems Administration, 12/2011-6/2013:

“The lectures rarely seemed to coincide with the labs and the lab books were many times wrong. A lot of the time, the material was outdated. The VMs were so slow and it took so much time opening and closing the VM ware that we were limited on what time we had to actually do the

work. If we wanted to run a VM on our home machine, it was not compatible with the VMware in the labs. In Labs we were turned loose to follow meaningless step-by-step procedures with no real understanding of what we are doing and then had to fight for the instructors attention for help, and were publicly scorned []."

310. [REDACTED] (ID 3689), 2/2008-10/2014:

"They didn't have the proper equipment or up to date texts. I wasn't prepared for certification exams even though we used "microsoft certified" books."

311. [REDACTED] (ID 2532), Software Development, 9/2008-6/2011:

"[T]hey didn't even have teachers for the program. They would just throw me some work there were times I didn't even have class they would email me and say the teacher wouldn't be there."

312. [REDACTED] (ID 8438), 12/2005-8/2008:

"Outdated software and materials no cutting-edge old technology and little support."

313. [REDACTED] (ID 8334), Computer Electronic Engineering Technology, 6/2004-9/2008:

"Some off the class the teacher was hardly in the class with us. They said they was big on hands on training and giving you the tools you would need to be successful in the job you landed. Which was a lie. Just about everything I've learned was do to me figuring out how to make it work and the books we had misleading information also."

314. [REDACTED] (ID 9044), 9/2007-7/2009:

"They taught outdated CAD programs and no 3D modeling at all, making me virtually unemployable."

315. [REDACTED] (ID 8753), Electronic Engineering, 9/2009-5/2012:

"The hands on experience was ridiculous hardly any and teacher just sat in chair playing on computer."

316. [REDACTED] (ID 8257), 5/2003-12/2005:

"I was under the impression my education was on up to date technology but I was sadly mistaken. The technology I learned was at least 3 years outdated."

317. [REDACTED] (ID 8372), 8/2009-12/2011:

"The Tulsa Oklahoma campus moved 3 different times to 3 different locations. Also when I attended the school had to rent rooms at a Community civic building to hold classes. The facility

was extremely poorly equipped for classes to be held in the building. With other public and religious groups attending. Computer equipment, books, manuals and software programs were inadequate and way out of date. Also I told that state of the art equipment would be used. Two quarters I had to be put on part time student status because one of the classes was not available for my course if study. Instructors we're not present before classes to meet if help was needed. Tutors were not available when stated they were for extra help."

318. [REDACTED] (ID 2729), 9/2011-8/2013:

"Was told by many of the "teachers" to google the question i had instead of getting a in depth answer from someone educated on the subject."

319. [REDACTED] (ID 9294), 3/2007-5/2008:

"They were teaching us on outdated tech. Software that hadn't been used at the hospital I worked at for years. I was told we would only be studying current software."

320. [REDACTED] (ID 9377), IT-Computer Network Systems, 8/2010-9/2012:

"I had many classes where there was not equipment that I had to pay for available to us but students after us did get use of. As well as many classes that did not follow the standard curriculum and were modified based on the teachers knowledge which in most cases were teachers that knew nothing about the courses they were teaching. Also the course I was taking was canceled and changed to something different after the first year and we were not eligible for a change to the new courses. There were many things that I discovered after the first year that made me want to drop out then but I felt that I was too far in and was told by counselors that it would be worth it and to this day 4 years later i still feel it was a complete fraud."

321. [REDACTED] (ID 6365), Information System Security, 9/2006-3/2011:

"Claimed they provided hands on experience, only in one class in networking did we even touch cables, routers and switches yet all classes were about IT and never even touched the equipment much less even see it."

322. [REDACTED] (ID 7745), 5/2006-5/2010:

"They provide you with text books that you pay a ton of money for and never really use. The teachers did not appear to have much knowledge of the industry just a brief overview that you could get on the Internet. Lastly they convinced me that I needed to purchase a laptop from them using the financial aid and the computer was a complete waste of money."

323. [REDACTED] (ID 8240), Criminal Justice, 3/2006-6/2010:

“ITT promised me hands on experience with the tools in the field. I was promised to learn fingerprinting, cyber security techniques, police tactics and many other tools that I was never taught.”

324. [REDACTED] (ID 9445), Videogame Design, 8/2002-10/2004:

“Had teachers that really didn't know the software we were using and has software that just didn't work. Was told was the newest software when really it was several versions behind.”

325. [REDACTED] (ID 9643), 6/2010-12/2015:

“ITT advertised and promoted hands-on training and personalized attention through its program, but the actual experience involved the use of outdated technology, absent teachers, or being told to “Google” or “YouTube” the answers to questions. During the Bachelors program (Information systems cybersecurity) there was zero hands on training, no labs, and multiple classes substituted assignments for YouTube videos. During the bachelors program, we no longer received text books, but instead received a PDF document of chapters in the book. Our tuition was supposed to cover books. The price of tuition did not change, even though we no longer received actual text books.”

326. [REDACTED] (ID 8492), 3/2008-5/2010:

“Some of the course material seemed outdated, or elementary. Other course material that was relevant could have been obtained at a much cheaper cost, from another non-profit institution.”