

EXHIBIT 7

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

“ITT made sure anyone who went to their school passed. An example of this is that a friend of mine discovered that a person in his electronics class had cheated on his final exam and the dean of the schools response was that he had already paid his admission. Most of their classed used outdated material, training equipment that did not work, and instructors that did not know the material they were teaching. Instructors would also give the students the answers to the tests to make sure that they would receive a passing grade. Most of the classes were repetitive and rarely taught any new material.”

2. [REDACTED] (ID 9107), Alabama-Madison, 6/2015-8/2016:

“During my 2nd quarter, during a programming class, I was to submit a project that accounted for 25 percent of my grade. I did not turn it in and somehow still wound up with an A in the class. The teachers did not seem to care.”

3. [REDACTED] (ID 8502), Alabama-Madison, 9/2014-3/2016:

“The place was a joke. I was learning yes. But having to use Google to answer any questions I may have had because of the quality of teaching. Had a few group assignments wth other students whom they were letting pass courses and it was clear to me by trying get to work with the help students they did not have a grasp on a lot of the material. (Was software development courses and easy grouped with people that couldn't have passed the intro to programming courses if they were graded correctly)[.]”

4. [REDACTED] (ID 7136), Arizona-Tempe, 1/2005-5/2007:

“Any one can get through this college.. some instructors did teach useless material. On other hand even if you did not understand a word the instructor was saying you could still pass just by having good attendance. Their pass rate may of seem good at the time.. It's because any bozo off the street could pass as long as they have good attendance.”

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

“I know that as a student other students were passed that put in little to no effort while those of us that did the work made the same grades.”

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

“Adjustment of Records: ITT-Technical Institute is held responsible for their students’ attendance. It is required that no student miss more than one and a half class sessions of each course otherwise they would be dropped from that course. There have been several occasions when students have been marked in attendance when they were absent. I myself was amazingly able to stay in certain courses even though I had missed more than the time allotted. In the beginning students were allowed makeup days but those were canceled. ITT-Technical Institute is required to maintain a certain percentage of attendance.”

“Adjusted Grades: On many occasions the students’ grades were inflated so that ITT-Technical Institute could maintain a higher grade average. Many students would go the entire quarter without turning their work in until the last week or two and still pass with a decent grade.”

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

“ITT changed grades and attendance to make it seem like students are extra smart and always there.”

8. [REDACTED] (ID 7646), California-Lathrop, 1/2007-1/2009:

“The content for each class felt like it was created for high school students. The tests and end of semester projects were similar to art and craft projects i did when i was young. I should not have to pay this much money for a 7th grade education, for instructors that do not know how to teach and for being decieved in almost every aspect of the program.”

9. [REDACTED] (ID 2608), California-National City, Computer Network Systems, Network Systems Administrations, 2/2011-6/2014:

*“They didn’t even teach me most of the material or have most materials for the labs. They said the first program I was enrolled in was close to video game design. An associate dean actually *GAVE* me answers to a final on a post it once. I didn’t use them.”*

10. [REDACTED] (ID 9614), California-Orange, ASEE, 2/2009-9/2011:

“Teachers changed grades to benefit themselves and not the student. Teachers where graded on student attendance and grades.”

11. [REDACTED] (ID 8300), California-Oxnard, Associate of Science in Multimedia, Bachelor of Science in Digital Entertainment and Game Design, 6/2003-3/2007:

“During our Capstone class for our associates degree the teacher/program chair quit the day before we were to turn in our finals. After sitting there a few hours waiting on him a random staff member of the school was sent in to tell us he had quit the previous day and that we all passed. None of our work was turned in or checked.”

12. [REDACTED] (ID 8156), California-Oxnard, Computer Network Systems, 6/2010-6/2012:

“My first term at ITT was great. I had some great teachers that really seemed to care about me... I was a little thrown off by the fact that I felt like I was “sold” an education on day one, but I rolled with it. Something was fishy to me though when I overheard my best teacher telling someone that he was not being renewed to come back the next term - he was being let go because he gave students the grades that they earned and didn't just pass people. I worked hard to balance my life and my education, but the teachers were obviously told to pass all students and were let go if they didn't. I saw teachers actually give students the answer key to the exams. How's that for higher education.”

13. [REDACTED] (ID 5811), California-Rancho Cordova, Computer Network Systems, 9/2005-5/2007:

“ITT had a math teacher named Sonny between 2004-2007 that gave answers to the exams during the exam. He made very clear that any student DURING AN EXAM whom did not understand the questions should raise their hand so he could give them the answers. Sonny got his name and photo on a plaque in the hallway of the school while I was there, teach of the year it said. This is clearly Sonny understanding that the school has a vested interested in the enrollment and successful graduation of its students. They don't care what happens to you when you leave, but while you're there, they want you in class and getting good grades... regardless of whether you're actually learning anything or not.”

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

“Other students were often given passing grades even though they could not meet the same expectation or standards that I was meeting; all in the name of better passing statistics.”

15. [REDACTED] (ID 9115), California-Rancho Cordova, Electronics and Communication - Engineering Technology, 6/2005-11/2009:

“At enrollment, I was lead to believe that this school held students to a high standard. The programs that they had would be rigorous and teach a lot of information. The reality was that the classes were rudimentary and students with poor attendance and skills passed without a

problem. The only time someone would not pass a course was if they dropped from the program all together.”

16. [REDACTED] (ID 9287), California-Rancho Cordova, Project Management, 1/2011-9/2015:

“I worked my hardest to get an education that I could be proud of. Even when the issue of their reputation came up I was told that “It will all come down to your GPA/Grades weather you get a good job or not.” So I worked hard to get a 3.98 at the end of MY A.S. and a 3.52 at the completion of the B.S. program. During this time the students that did not try hard were constantly getting their grades changed at the end of the quarters so they could continue on. This puts even less meaning on my hard work and makes my degree worthless in the eyes of employers.”

17. [REDACTED] (ID 9474), California-San Bernardino, Computer Electronics, 1/2002-1/2006:

“Never really learned anything. All test were open book. All teachers passed all students regardless of there grades. One Math teacher was really good in teaching. most students were failing and he came in one day to class and let us know that his superiors wanted him to start passing all students regardless of their grades. This is when I knew I made a big mistake coming here. I received Valedictorian award for my class with a C avg grade. And I had no skills.”

18. [REDACTED] (ID 9035), California-San Bernardino, Computer and Electronics Engineering Technology, 3/2009-6/2011:

“Some of my teachers didn’t seem to care much about the job most of them had this as a second job and only were doing for the extra income. One time during a tests I wrote down the wrong answer on purpose to see if he would catch it and make me down for it but he didn’t he just placed 100 percent with out even looking at the paper. What I did notice the most was that every teacher would ask for this piece of paper that you had to bring to every class you had to print it out from the student portal and bring it to them that piece of paper was worth 20 percent of your grade. This paper only showed that you were at school nothing of value for learning anything. I failed a class on purpose only because I didn’t want to bring in that paper but I did all the other work but still failed. I noticed that a student there was bragging that he had paid all his loans to Itt tech he was rarely at school and when he would show up he would bring that piece of paper and leave and when we graduated he received Honors. I couldn’t believe it but it made sense know that the school is closing and they seem to have committed fraud to many other students all the wanted was the money.”

19. [REDACTED] (ID 9500), California-San Bernardino, Computer Networking Systems, 6/2008-6/2010:

“The education quality was laughable. The teachers were just out to get you to pass the class as it would benefit them. They would go over the answers to all tests before the test actually started to make sure the students pass. It wasn’t about teaching the students, it was about passing them.”

20. [REDACTED] (ID 7718), California-San Bernardino, School of Information Technology, 2/2007– 2/2012:

“I’ve had instructors tell me that they were forced to pass students, even if they weren’t learning the material.”

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

“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!”

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

“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.”

23. [REDACTED] (ID 7706), California-Sylmar, Electronics and Communications Engineering Technology, 1/2003-12/2007:

“Some of the illegal activities were my grades. I believe the teachers gave me higher grades so that the school could be giving more federal money because I was a military veteran. Most of the

classes all you had to do was show up and put little effort to get a grade letter of an "A". The school was more worried about your attendance than your education. Exams were corrected by other students in the class so you can get a better grade."

24. [REDACTED] (ID 948, 9485), California-Torrance, Computer Electronics Engineering Technology, 12/2010-12/2012:

"The academics where misleading as students were given answers to tests and exams before they were given. Multiple core class instructors were going over the exact questions and giving the answers of all the questions on the exams before we took them. I feel this was unfair to those who actually study and try to retain the knowledge of this pricy for profit school and shows a lack of integrity of teaching and promotes a "hand out" degree mentality instead of earning and achieving success through hard work and studying."

"The academic standard was extremely low due to teachers giving out answers to I also exams and quizzes before even taking them."

25. [REDACTED] (ID 4391), Colorado-Denver, Electronics & Communications Engineering Technology, 6/2007-3/2011:

"Grades for students during all my classes were consistently passing grades. I had a student in my classes that was consistently caught cheating. This student graduated with my class, receiving the same bachelor degree that I had received. I felt like the grades of our classes and other programs were inflated to keep the funding and enrollment of students at a higher level."

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

"One of the teachers that taught ethics blew the whistle. She found out how the school truly works. Allegedly, she had to flunk 3 students in her class, because they just didn't pass the course, however, ITT denied her request. Why? Because they prefer having the teacher by pass their students and grading them to pass with at least a C. So, even though they literally failed the course, they would get a low C on purpose to pass them. That right there should be noted and addressed! She was the only real teacher I had in that campus. She was very honest and blunt on the way she taught, and wasn't about to give in to ITT's bribes and lies. So, she came out with the truth to her class and quit."

"Tests? They were a joke! They tell you the answers and have you memorize them to pass it!"

27. [REDACTED] (ID 7035), Florida-Doral, Information Systems Security, 11/2006-5/2010:

"Instructors were somtimes graduates themselves working at ITT in order to pay off their debt to the college. The pass rate was based on attendance only and not actual grades/performance."

28. [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.”

29. [REDACTED] (ID 6973), Florida-Hialeah, Information Security Systems, 1/2009-1/2013:

“[T]eachers are very simple at grading students to push them out of school with passing grades with not really meeting the skills required to find a job.”

30. [REDACTED] (ID 9421), Florida-Jacksonville, Information Systems & Cybersecurity, 8/2013-9/2015:

“They led me to believe that I would have an education. People showed up and were given passing grades just for showing up.”

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

“Instructors at ITT Technical Institute would give away points to failing students for them (students) to be able to pass a class, test, exam, etc. This is clearly in an effort to make their records look good on “passing rate” for their students. It always seemed odd to me that every single student I knew had excellent grades, despite some missing class and/or clearly having no clear understanding of their field of study.”

32. [REDACTED] (ID 6014, 7885), Florida-Lake Mary, Network Systems Administration, 9/2013– 5/2015:

“Tests were given open book. You passed without turning in work. Kids that hardly ever showed up got the same grade as the student that was there everyday and worked super hard. Teacher’s couldn’t answer questions about what they were teaching and had to use help wizards to teach. Most teachers didn’t show up for classes and if they did weren’t prepared because they were thrown into classes they knew nothing about. [] Another teacher taught the wrong book the entire class and we didn’t find out until it was time for the final exam. She gave us the answers so we would pass.”

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

“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. Those same teachers would pass every student that skipped doing the work with an A.”

34. [REDACTED] (ID 4369), Georgia-Kennesaw, Information Technology, 6/2009-1/2010:

“I had not one but 2 teachers give answers to the finals to help his/hers pass ratio. You cant learn if the teachers are only concerned with the ratio of passing students.”

“Teachers gave answers to students on Final Exams!! Teachers are only worries about how many students pass or fail their class. They arent there to teach the students just to collect a paycheck.”

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

“Also, the school let students pass, that had no business passing. We called it the attendance game. Show up for one class, miss the next two. SHow up for a class, miss the next two. That student would just need to turn in his work ,that we was doing, and take whatever tests he was eligible for, and somehow they would pass. I know that one teacher started to put a stop to this, by assigning participation points, and not accepting any late work. A few students failed the class. The teacher was reprimanded, and told that he could not do that anymore. Needless to say a few quarters later, the teacher found work elsewhere, as he did not agree with the school encouraging students to just be pushed through classes so that the school could collect their funding.”

36. [REDACTED] (ID 8953), Indiana-Carmel, 12/2013-9/2016:

“The teachers never graded the work. they just gave you a 100% and never gave any feedback.”

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

“They quoted high grad rates and I found out that they pushed FAILING student through.”

38. [REDACTED] (ID 7712), Indiana-Indianapolis, ASN- Associate of Science in Nursing, 9/2009– 6/2013:

“The whole class failed the ATI the first time we took it. It was now a requirement for graduation. The class failed miserably, and they passed everyone. I have these emails.”

39. [REDACTED] (ID 8439), Indiana-Indianapolis, Network Administration, 9/2011– 3/2014:

“I was told that upon graduation I would be prepared to enter the workforce. I did get a job as an intern. within a week of starting, I was let go for my lack of knowledge. I then learned that the majority of my assignments were graded wrong. I received passing grades for assignments that I should have failed. I graduated with a degree and now realize I didn't learn anything valuable enough to get a job in my field of study. I was pushed through their system just so they could get paid.”

40. [REDACTED] (ID 2862), Indiana-Indianapolis, Information Systems Administration, 11/2006– 11/2008:

“Having ITT Tech. listed on your resume is not something prospective employers view favorably. The school’s reputation is that they push students through and pass them or give out unwarranted grades. In the technology, specifically the information mass date sector, ones ability to be able to preform their duties without fail means a business and or the public's information is secure. If an employer believes you lack the skills to do the job they will not even consider your application or resume.”

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

“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.”

42. [REDACTED] (ID 7909), Indiana-Newburgh, 8/2009-3/2012:

“Basically at the school I attended as long as you were paying or getting loans in order to pay them you would get passing grades, sometimes even A’s when they were not earned as long as you were there and they were getting funded no one failed in any of the classes. None of the classes I took taught me much of anything it was basically a hang out session with the teachers and students.”

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

“Most of the students showed up late (if at all) and did not do any of the work and somehow passed without any effort.”

44. [REDACTED] (ID 8091), Indiana-Newburgh, Associates of Applied Science in Computer Networking, 12/2001-12/2003:

“About a year into our 2 year degree, my class realized this was not a “real school”. 90% of our tests were open book, even though the top of the test stated it should not be. One instructor of MANY of our classes would not even attempt to really teach, it truly seemed he did not know the material. We took a closed book final in Active Directory, which is Very important part of this field, the entire class failed, yet we all wound up with A’s on that test?!?! My class filed a petition that day stating this teacher was not qualified and we were not being prepared for the material. Severe grading curves were a norm in that school. [] I had spoken with the Dean of Students at the time, telling him of my suspicions, that this school was passing people thru so they could get the federally secure student loans. He came to me one day and said my suspicions were true, but he would never admit it if I brought it up again, because he had a family to feed. Once I did find a job in the field, I was subsequently fired as I was not prepared for the job. I left the field and have not returned. There is so much more to this, it would take a book to fill the issues we discovered in this school.”

45. (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. Then there were teachers who would change the required homework and grades around in order for everyone to pass it was physically stated by a teacher that since she was leaving she was passing everyone.”

46. [REDACTED] (ID 8483), Indiana-South Bend, Nursing, 3/2014-4/2015:

“We were first given paper exams that would be graded the same day then “debated” by the students for questions being marked wrong when we could find the exact sentence in our book that stated it was correct. This buffered the pass rates of the exams; even the Dean of nursing was taking part. Then, we switched to computerized testing and could no longer debate our tests; even through we were having the same problem of the tests not matching what our books said. Our teachers didn’t even have the power to correct the questions that would be correct, we had to submit it to corporate and keep our fingers crossed they approved. Not to mention creating more “homework” in the middle of the quarter that counted for nothing other than completion points yet took three plus hours to complete-all because my campus was under scrutiny and they were trying to prove they were really trying to help us pass. My last quarter i was enrolled, only four people out of twelve passed the class, we all failed our first exam that quarter-it was all downhill from there.”

47. [REDACTED] (ID 8692), Louisiana-Saint Rose, Computer Electronics and Engineering Technology, 6/2009-5/2011:

“Basically as long as you showed up to your classes anybody would pass, whether or not u made good grades or bad grades. All of the classes were honestly straight pointless!”

48. [REDACTED] (ID 2815), Louisiana-Saint Rose, Information Technology & Computer Network Systems, 11/2004– 11/2006:

“[T]he school passes everyone, regardless of their work ethic or mental capacity.”

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

“One teacher gave everyone the answers to all the final exams. He literally gave us the answers to pass us since surveys were given out to students after each exam. Their bonuses depending on satisfactory surveys.”

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

“The teachers seemed to be fresh out of college. Very out of touch and very unprofessional. Feeding us answers to tests.”

51. [REDACTED] (ID 9189), Massachusetts-Wilmington, Computer Network Systems, 9/2007-6/2010:

“Students who did not show up or did poor work where passed with good grades anyway.”

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

“I managed to pass two different classes in particular that I never completed homework, nor the final exams for. With classrooms that would accompany more students than we had desks, the single instructor would do their best in keeping everybody up on their lessons but many of us fell behind, even dropping out. It would be reflected with a passing grade for many of us.”

53. [REDACTED] (ID 7684), Michigan-Canton, Network Security/Administration:

“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.”

54. [REDACTED] (ID 5405), Michigan-Canton, Criminal Justice, 11/2010-12/2012:

“[M]y math teacher was moving to Florida so he passed everyone those who knew what they were doing got better grades and people like me that didn’t understand still got a high grade average despite the fact I have no idea how to do it still. [W]e were not given the items for some classes like Forensics called for things that was needed and listed in the text books, school never provided so we skipped it and passed those assignments.”

55. [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. They would just give us a 100% passing grades even when we did not complete the lab due to hardware issues. The reasons the statistics are so high is because teachers would allow classmates to cheat on tests and get credit for homework without even doing it!”

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

“They say the pass rate for students were at the all time high. Of course it was. You could not turn home work in and not show up to class and they would pass the students so they would get the credit and raises they were promised.”

57. [REDACTED] (ID 7780), Michigan-Troy, Criminal Justice, 9/2009-12/2012:

“During the schooling the classes were barely even attended. I, myself, never missed a class and strived for a 4.0 GPA, however I noticed that others would brag that they got similar high grades but were barely there. they would say that they just emailed the professor and let them know that they could not make it for whatever reason, and the professor would say just watch this youtube video and you will be fine. It was a complete joke.”

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

“While attending ITT Technical Institute, I was constantly told that “what I put in is what I get out.” So I worked incredibly hard in my studies, constantly taking notes and completing homework assignments, on time, regardless of the workload. This was all thrown back into my face when, at the end of each quarter, some students were scrambling to turn in assignments that were due several weeks earlier. Despite missing nearly every assignment, the student would still pass the class, with an above average grade. How is this possible? I went above and beyond throughout the course of my studies, and the person who does a third of the amount of work passes with the SAME GRADE? This is not right and just further proves that ITT Technical

Institute was only about the money they were receiving from students who were attending the school because if that student failed, their federal funding would be hampered. So, instead of actually teaching, they just passed everyone in order to receive federal funding.”

59. [REDACTED] (ID 7925), Michigan-Troy, Information Security, 3/2009– 9/2013:

“Basically, if you showed up and did the minimum, you’ll pass with an A. This is horrible education and they failed every student that went to this school. The biggest issue with this is this is the reputation ITT has and employers know it.”

60. [REDACTED] (ID 5449), Michigan-Wyoming, Network Systems Administration, 9/2011-6/2013:

“Students were passed through classes despite not doing anything to earn their grades.”

61. [REDACTED] (ID 4518), Michigan-Wyoming, 3/2007-12/2008:

“I also know somebody who was a professor at the same school who hated working there he was told by the institution that he would have to explain himself to the institution if any student was receiving less than a passing grade. I graduated with people who passed without bad grades who could not wire a circuit properly which you think somebody with a degree in computer electronics would know how to do.”

62. [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, almost all tests were open note/book tests and I even remember students being allowed to take tests home. Most of the time we would watch movies, that the teachers said pertained to the material we were learning about.”

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

“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.”

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

“From the first quarter to the last the majority of our teachers were a joke. The chair of our program was Jack, can’t remember his last name. He was fired for having too many good ideas

for our programs. [] Also, Jack was probably let go for not giving students passing grades. We had a few students that could't do simple math but was pushed through the courses for the funds."

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

"The school enrolled and passed any student, regardless of them actually trying to learn the material or not. I was the top student of my class, I worked very hard and had perfect attendance. Other student of my class would never do their homework, often miss class, didn't do well on tests, their projects were not good, yet they pass with high grades. Mainly students got graded on just showing up and effort, not how well they do. Therefore the pass rate of students is very high. When employers hire those student who did not try, it makes students like me who worked hard look bad."

66. [REDACTED] (ID 7547, 2544), Missouri-Earth City, Multimedia and Design, 10/2008– 11/2011:

"I personally witnessed the grade and attendance inflation practices going on at the Earth City campus on a daily basis. Also lying about job placement and percentages and lying about the quality of education that would be received at ITT, lying about the amount of loans that would need, and lying about Pell Grants being distributed when they weren't."

"All any students had to do to 'pass' was to show up. Our instructors were pressured and threatened by unemployment if they didn't pass most if not all of the students to keep the federal funding coming in."

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

"There were several test where the class would do them together with the teacher and go over each question to ensure the class passed."

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

"[T]he teachers were prone to passing students that didn't fully understand the content and moving on without fully explaining what was necessary."

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

"[P]assed 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. []I also witnessed a dean telling a teacher to purposely raise a student's grade in order to pass the class."

The dean no longer works at the school (as the school is closed), but was also the dean at a ITT Tech location that was raided by the Federal Bureau of Investigation some years back, I don't remember the dean's name, but I do remember the teacher's name who he told to do that who was a complete sweetheart and is a master in her field. Her name is Rekha Subramaniam."

70. [REDACTED] (ID 2760), Nevada-Las Vegas, Electronic Engineering, 6/2009-3/2011:

"I was told I would learn a lot in the classes. I felt like they were just passing everybody. Even when I slacked off I was expecting a dip in my grade only to find out I still passed. It actually shocked me."

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

"The teachers were only concerned about student attendance, if you showed up to class you automatically got an A or a B."

72. [REDACTED] (ID 7476), New York-Liverpool, Computer Networking Systems, 8/2006-8/2008:

"All lies and scams just as if it was sent by someone from Nigeria via email. I graduated with perfect attendance and a 3.92gpa. GPA is pretty much meaningless from there anyways because they pass almost everyone if they show up at least half the time."

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

"ITT's instructors are some of the worst teachers I have ever encountered. Some would put false grades on tests and labs just to pass students. I caught on about mid way through when i was already to deep in debt to quit. I actually put down several wrong answers on a test to see if what i thought would happen would. And sure enough i came out of the test with a 100 percent knowing I put down wrong answers. I also know of one of my classmates who skipped just about all the classes and was supposed to be dropped but somehow stayed on track with me in my classes and i held a 3.5 gpa. funny how that happened."

74. [REDACTED] (ID 9025), Ohio-Columbus, 10/2013-6/2015:

"I had thought I would be getting a good education. Instead all of the test were open book test and their main interest was in doing whatever they could to ensure that students grades were good so that they could keep them enrolled. This included letting students turn in late work from the first week of school on the last day of class. There was not much teaching done as the classes were very elementary. As I've said before the answers for the test and quizzes were

essentially given to us, there was no having to learn and remember the little bit of material that we did have.”

75. [REDACTED] (ID 9121), Ohio-Columbus, Computer Networking Systems, 5/2009– 7/2010:

“ITT told me i would recieve a quality education. In reality i just push people through their programs. Some teaches even gave u the answer sheets to study for tests. For anyone to fail wouldve been a feat on its own. You wouldve had to try to fail.”

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

“Altered attendance to push students through.”

77. [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). However, it did not matter if the teachers were great or not, because they were all required to have a certain passing rate that was very high, no matter how well the students actually did. So teachers would inflate grades, and those who didn't got in trouble. The only students who ever seemed to fail were ones who literally never came to class. I was told first hand by a teacher about a class in which all the students came to them unprepared from their previous quarter and never turned in a single paper. He was not ALLOWED to fail any of them. As such, grades were never even and I don't even know the truth of my education because every class was forced to accept what the previous ones taught us and then push us on to the next one when we were done.”

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

“Students that barely showed up for class and failed to do their labs some how passed with A's.”

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

“The teachers seem to ether know it was a scam, or didn't care for the most part. I had multiple “Final Exams” where the answers were given to us. One class “Final Exam” was to watch a movie, and nothing more.”

80. [REDACTED] (ID 7693), Ohio-Hilliard, 3/2014-12/2015:

“I was told I would receive an education. Many of the instructors had no clue what they were doing and those who did were bullied for not passing enough students. We had one who on the first day of class openly admitted that he had no clue what he was doing and was learning the subject matter as we were. Students would turn in homework copied and pasted from the internet and receive passing grades.”

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

“Every class I took the teachers seemed as if they were required to pass students no matter what they did or if they truly understood any of the subject. Assignments were graded based on completion and could be turned in all at once in the last week of class. My entire physics class was failing going into the final so our teacher gave us an assignment based on completion that was enough credit to get us all into the final with a b or above. She then let us all take the test open book open laptop and working in groups. Needless to say we all got A’s. This type of thing seemed to happen in every class to some extreme or another.”

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

“[W]hen we tired 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.”

“The people in my capstone class didn’t even know what an Ethernet cord was. Couldn’t network two computers together to save their lives. They passed with a B. The place was a degree mill. Towards the end of my program I had instructors that was leaving the place for a different job tell me how much of a rip off the school was. I was already too far in to stop and the only option was to finish my degree. 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.”

83. [REDACTED] (ID 7142), Ohio-Norwood, Computer-Aided Drafting and Design, 6/2008– 6/2010:

“One class I took was Materials and Processes. I learned that this class had to be taught by a person that held a masters in the field. The instructor we had did not have this accreditation. There were also cases of students that received special help on homework and even test so that the student could move on. It was said that this was because the student had to pass for ITT to get the money from the loaner and to help ITT’s graduate numbers. I feel because of this there

are a number of inexperienced people in the field with ITT on there resume that when faced with a tasks might do poorly. If this became a trend then it would look badly a pond me just for having attended ITT.”

84. [REDACTED] (ID 7451), Ohio-Youngstown, Computer Network Systems, 9/2004-3/2007:

“The quality of education went completely downhill from the time I started to the time I finished. ITT went through the process of changing all professors from full time to part time. This caused some of the professors to quit and seek work elsewhere. The teaching and learning quality of the school went from okay to bad. Classes were graded on a curve instead of a standard system. Which I believe was so they could have a better overall passing rate for the students.”

85. [REDACTED] (ID 7987), Ohio-Youngstown, Drafting and Design, 10/2006– 10/2008:

“I know for a fact that the teachers were pressured to pass students. The teachers also were pressured to get the students to class by offering free food. Also, one of my exams every student got an A because our teacher gave us all the answers to the exams.”

86. [REDACTED] (ID 9579), Oregon-Portland, Visual Communications, 9/2008-6/2011:

“One of my friends happened to be in the same class as me, however he suffered from an attendance problem and would not show up. On this final day of class he was absent once again, and as per the rules he would have to be dropped from the course. I let “Mr. Cash” know that he would not be showing up after I checked in on my friend via text message, which led to him asking me to step into the hallway with him, where he then asked me to not say anything so that my friend could pass the class. Right away I knew that this was very wrong, and I agreed with him because he had put me in an uncomfortable position that I just wanted to get away from. Later on I would make an attempt to report these incidents, however there was a lack of interest from the faculty in pursuing the matter further.”

87. [REDACTED] (ID 8769), Oregon-Portland, 3/2009-7/2011:

“A major problem for me was the professors at my school had a certain ratio of students that NEEDED to pass the class, or they could no longer teach the class anymore. So this would result in poor teachers passing students so they could keep their job. I immediately thought this was a fraudulent practice, upon finding out about this during attendance.”

88. (ID 8452), Oregon-Portland, 6/2014-1/2016:

“Teachers were giving easy A’s to pass students, which was openly admitted by multiple teachers.”

89. [REDACTED] (ID 8826), Pennsylvania-Levittown, Computer and Electronic Engineering, 9/2008– 12/2010:

“Every exam was an open book exam. There were times when the teachers would post the answers to the test we were taking on the board. I passed all my classes with flying colors because, every class’ test was an open book test and homework was rarely collected and even rarer graded.”

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

“I had a teachers that would stand in front of the class and say i don’t care if anyone learns anything, i don’t need to be here. All classes were if you show up, you’ll pass. Most of the test were open book, so we didn’t need to know anything to get a good test score. In my graduating class, most do not have a job related to what the degree should imply.”

91. [REDACTED] (ID 9195), Pennsylvania-Tarentum, Criminal Justice, 8/2009-12/2010:

“There would be many days that I attended ITT and the instructor would either not show up or be late. There were also many days that I didn’t even do any work and still some how was receiving good grades for what I felt like was just showing up. I feel the reason that there are people passing and even claiming that it is a good school is because they are doing just that passing them by without even requiring work. I feel that they are just making you pay for a piece of paper that says you graduated but not teaching you anything to prepare you for the career that you are going to learn about.”

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

“The school was more concerned with attendance more than the quality of education. Many of the teachers weren’t qualified for teaching the classes and, at best, most didn’t teach so much as hand out work. You could pass most of the classes just by showing up and signing the form stating that you attended class.”

93. [REDACTED] (ID 8852), Tennessee-Knoxville, Project Management, 5/2008-6/2012:

“Most of the time, you could get an A by just showing up to class. They made too much of a stress about showing up rather than your grades.”

94. [REDACTED] (ID 8621), Tennessee-Nashville, Bachelor of Applied Science in Software Development, 6/2008– 6/2012:

“While attending ITT, I realized that there was no way to “fail”, that you would just pass every class no matter what. These students did not try, and rather than being failed, they were passed along with everybody else. These students would then be graduated and applying for jobs that I would also be applying for, making my job of applying for a job that much harder.”

95. [REDACTED] (ID 9598), Tennessee-Nashville, Information Technology - Computer Network Systems, 6/2009-5/2011:

“ITT Tech marketed themselves as an educational institution. After attending for some time, it became apparent that the business practices in place did not promote education at all from the administration or teachers. I talked with multiple teachers who disclosed that because of the teacher rating system, they essentially had to pass the majority of their students every quarter just to keep their position. It was not uncommon at all to see students pass classes and graduate who had not completed their coursework or shown up for class. This behavior diminishes the perceived value of any education received through ITT.”

96. [REDACTED] (ID 8522), Tennessee-Nashville, Computer Networking Systems, 9/2010– 9/2012:

“Every answer for every test was practically given to us. All you really had to do is show up for class and you would get a 4.0 gpa.”

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

“Many classes also allowed you to pass just for showing up once every three weeks. The teachers never cared, as long as their metrics looked good for the higher ups. I once forgot to inform my school I would be gone on a vacation for two weeks, and when I got back I saw that I had signed into the class each week I wasn’t actually there. The teacher just scanned in previous attendance sheets, or just outright forged the digital attendance records.”

98. [REDACTED] (ID 8884), Texas-Arlington, 12/2006– 12/2008:

“The “quality” education I received from ITT was anything but quality. The classes were often times loosely monitored and often times students were allowed to turn in unacceptable work but still receive a passing grade.”

99. [REDACTED] (ID 8490), Texas-Houston North, Computer Networking, 12/2008-12/2010:

“Most of the classes were not geared towards actually teaching or training. It almost seem as if it was all about the money. There were a few classes in which you were graded just on

attendance. Most of the exam material was either provided or several hints were given as to what would be on the exam. This did no help me at all being that I was new to information technology.”

100. [REDACTED] (ID 2806), Texas-Houston North, Business Management, 5/2012-8/2013:

“The grades received there were doctored. I maintained a high average but it was over inflated as teachers simply gave you a grade just for showing up.”

101. [REDACTED] (ID 9361), Texas-Houston North, Project Management, 12/2008-11/2011:

“[T]eachers were required to focus on maximizing attendance and giving high grades, even for disrespectful, disruptive and dishonest students who would hold back the entire classes progress through the curriculum.”

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

“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.”

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

“I never received a failing grade for any of my tests, even if i didn’t study for them. They would hand the tests back with corrections made by the teacher and i would receive a passing score regardless.”

“Another instance where I witnessed fraudulent practices was when it came to student attendance and passing absent students along to the next quarter. I witnessed on several occasions where students would show up for a few classes than would quit coming for the rest of the term. They would then would magically pull of a passing grade for the students at the end of the quarter so they could continue enrollment. Basically if you showed up for the finals you would pass.”

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

“I was encouraged by the teachers to help my classmates cheat during tests. This school did everything it could to see their students receive passing grades. As such, when I would finish a test they would ask me to assist the other students in class who needed help. This wasn’t a

concern for me in assignments or group work, but for examinations I felt this was extremely unprofessional.”

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

“Giving grades just for showing up. One example is a general education class that had no work given and just got a grade for showing up and listening to a unqualified teacher read from a book.”

“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.”

106. [REDACTED] (ID 8402), Texas-Richardson, Computer Networking and Administration, 10/2009-12/2011:

“I found that teachers were giving good grades to pass students mostly ones that had the GI Bill which I was one of them. I noticed that other students would not even complete their assignments and still receive as good if not better grades as those who did study. Before an exam they would give a review of the questions and answers to the questions just before the exam.”

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

“Another example of misconduct with this campus/Institution was the instructors at the school did everything short of giving us a copy of the tests ahead of time prior to the actual test to make sure we received passing grades. For example, before many final exams several instructors would said “these questions may be on the test, wink, wink, so write this down”, and did this for every question on their final. Then, when it was time to take their exams, every question they prepped us for during the review session, was on the test.”

“How can the school evaluate students’ knowledge of the material if the instructors give them the answers to their exams? Just unprofessional in my opinion.”

108. [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.”

109. [REDACTED] (ID 9615), Texas-San Antonio, 2/2007-10/2007:

“I was told that all the students at this ITT Tech location passed. The teachers were willing to help in any way possible to pass the students. And if I failed there were ways to acquire extra credit to help bring my grade up.”

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

“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. One of my english class the teacher left like 2 weeks before the quarter end and most of the student were failing that class. And they hire another teacher and he gives us all an A grade.”

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

“The reality was the teachers were more focused on having a high passing rate. This meant students were allowed to copy and use notes and books on exams.”

112. [REDACTED] (ID 8434), Utah-Murray, Computer Electronic Engineering Technology, 3/2009-3/2011:

“[T]he quality of the education i was the valedictorian and some of the courses had very little criteria. during one of my programming classes they stopped at week 4 and started the class over. resulting in only about half the material ever being presented and passing grades were evident because the entire class moved forward.”

113. [REDACTED] (ID 6108), Utah-Murray, Digital Entertainment & Game Design, 9/2005-12/2008:

“I cannot think of anyone that did not pass a class if their attendance was there. They may not have gotten a good grade, but they passed and advanced just like those of us who put in the time and work. I have since been told by more than one instructor that they were explicitly told that they needed to buff the pass rates as much as possible, so everyone should advance so long as their attendance was ok.”

114. [REDACTED] (ID 8015), Utah-Murray, Electronic Engineering Technology, 1/2010– 1/2014:

“The pass rate was inflated. I have maintained contact with a former employee who had quit after being asked to inflate grades. He will gladly talk if needed.”

“I also feel like my papers were graded incorrectly. I managed to get As in certain classes where no homework was turned in.”

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

“Some students who were clearly not actually learning things covered in class were receiving passing grades anyway.”

116. [REDACTED] (ID 6752), Virginia-Chantilly, Computer Networking, 6/2006– 6/2009:

“The quality of some classes were sometimes lacking. There were many instances where they didn’t have instructors for the class. One class had an instructor that barley knew basic English and they ended up canceling that class but allowing the students to pass anyway.”

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

“When attending ITT Technical Institute I was informed that over 80% of students who attend pass their classes. I realized while attending that this was due to the teachers giving free A+ grades for just showing up to class. I felt like I was receiving a lesser education due to the fact that the teachers were practically required to pass every student or they would get in trouble. The school also gave you a A+ grade each semester for filling out a teacher survey. This is yet another way in which I felt the education I was being provided was much less than promised.”

118. [REDACTED] (ID 2725), Washington-Seattle, Digital Entertainment and Game Design, 12/2004-5/2009:

“Some of the classes i took had little to do with Game Design. One of the classes I had to take was Economics, and this was one class I didn’t feel necessary for me to be in because it was not something i wanted to pursue. Another class i was forced to take was coding, and I already knew that was not the path i wanted to follow. What bothered me the most is had i taken these classes at a University or other college I would have never passed them - with ITT I got an A in coding and a B in Economics. I felt like I was handed the grades.”

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

“Grades were also inflated by full time teachers who needed to receive top “reviews” from students so they can continue to teach. Tests were covered in detail the day prior to the exam question by question so as to help with their reviews. Teachers got good reviews and students got good grades.”

120. [REDACTED] (ID 4982), West Virginia-Huntington, Computer Network Systems, 6/2010-6/2012:

“The school regularly inflated grades of students that did little to no work whatsoever in classes as well as lying on attendance records. I have spoken to multiple employers that have made it clear that my degree from ITT is essentially worthless some of them stating they have had other graduates from the school who did not have even a basic understanding of computer networks and troubleshooting.”

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

“People didn’t even show up to class half the time, and the times that they did they turned out such low grade work...but they all still passed.”

122. [REDACTED] (ID 8341), Wisconsin-Green Bay, Computer Network Systems, Information Systems Security, 9/2004– 6/2009:

“On quality of education, I feel that ITT lacked in several areas. There were several times where ITT instructors would give out answers regularly to exams and/or artificially inflate the scores on exams / grades.”

123. [REDACTED] (ID 5344), Wisconsin-Green Bay, 9/2005– 5/2007:

“Realizing that the people that were in classes with me would be getting the same degree that I would get was a little disappointing. Everyone passed, no matter how much work the instructors had to do with them or for them to get them to pass.”

124. [REDACTED] (ID 6646), Wisconsin-Greenfield, Computer Networking, 9/2001-9/2005:

“I had one programming class that 80% of the class failed. The entire class was offered a free retake (redo final before a few weeks review) and most of us had 3.5-4.0 from a failing grade.”

125. [REDACTED] (ID 8486), Wisconsin-Greenfield, Information Systems and Cybersecurity, 6/2012-12/2015:

“Would allow students to miss three consecutive without dropping to keep them on the class roster, then allowed students to turn in past homework and receive a full grade to help them pass. Also gave students the answers to midterm and final exams in the form of a “study guide” the week before. Some instructors also allowed the use of notes during tests which included the study guide that was the exact copy of a test.”

126. [REDACTED] (ID 7688), Wisconsin-Greenfield, Software Application Programming, 12/2006-1/2009:

“In addition, they would pass virtually anyone and everyone, regardless of the quality of their work or the effort they put into the class. I had one class, Operating Systems, that I really struggled in due to lack of interest in the topic. Despite failing to deliver almost all of my homework or put really any effort into the class at all, they passed me with a D+. I had absolutely zero right to be given a passing grade for that class. In even the most rudimentary class at any respectable school, I'd have been given a failing grade. The reality is that ITT cared more about it's appearances than they did about the education.”

127. [REDACTED] (ID 8344), Wisconsin-Greenfield, Computer Network Systems, 8/2005– 5/2010:

“Some professors would complain about how they were told to mark students present in order to receive federal funding, how they had to maintain a certain GPA across the entire student body to continue receiving the federal money.”

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

“The world lie became apparent when it was realized that even the worst students were being pushed through. Classmates that had very poor written skills were still getting A's in communications classes. There were few repercussions for disruptive students (and some students acted like they were still in high school). A student wouldn't be kicked out of class for making jokes or even confronted for interrupting the instructor with irrelevant banter. And once, an instructor announced she would be leaving at the end of the quarter and that she hated teaching. This was fewer than 2 years into the Madison, WI campus opening.”

129. [REDACTED] (ID 8415), 11/2005-5/2008:

“In some classes I didn't learn anything. In my Java class our teacher didn't teach us anything the entire semester and gave the class the answers to the final exam.”

130. [REDACTED] (ID 9109), Electronics Engineering Technology, 1/1997– 1/1999:

“ITT basically passed all students during my time there despite their ability to understand or prove they retained what they were supposed to learn. Some graduates were completely unable answer the most basic of questions. I believe this is ultimately why it was hard to find quality jobs with the degree, because a majority of the graduates were not knowledgeable of the material, thus leading to a poor reputation among local employers.”

131. [REDACTED] (ID 7713), Industrial Engineering, 6/2012-4/2014:

“A student that could barely write made it three semesters before a math teacher refused to pass him. Teachers are payed on their pass percentages which means they normally pass everyone that shows up.”

132. [REDACTED] (ID 4255), 1/2010-5/2012:

“Most of the instructors went over tests question by question right before giving it to you. So if you did the homework and listened at test time there was no way to fail. I learned much more after school than during school. As far as labs we spent more time troubleshooting why they didn't work. And they told you step by step what button to push. No learning envolvwd. Just follow instructions and get a grade for doing it.”

133. [REDACTED] (ID 3782), 6/2009-9/2011:

“Half the classes I took were a joke if you showed up you passed because that is how the teachers were graded on getting bonuses.”

134. [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. I was also told that they have a 99% passing rate. After attending I understand how. For example CJ121 class I received a C as my grade, this was a Saturday morning class I never attended, but managed to gain a passing grade and never physically attended 1 class. There was a computer class (TB145 I think) there was a teacher (Mr. Abjchaus, not sure on spelling) who I filed a sexual harassment report against. They then placed me in his class. I attended 15 min, realized the who the teacher was and immediately left. I received an “A” for that class.”