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TRAINING MANUAL FOR NEW PRESIDENTS
AT CORINTHIAN COLLEGES, INC.

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Career and Technical Education

by
Ruth Claire Darton

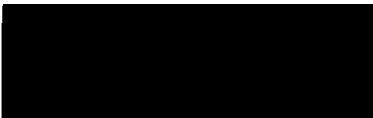
June 2004

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by
Ruth Claire Darton
June 2004

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5/29/04
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ABSTRACT

Corinthian Colleges' success is highly dependent on the performance of the school presidents. Furthermore, Corinthian Colleges has grown from 16 colleges in 1995 to 126 colleges in 2003. It is imperative that the school president receive the support and direction needed.

The purpose of this project was to develop a training manual for new Corinthian College school presidents. This manual presents guidelines detailing how to perform the required operations throughout the first year of employment.

ACKNOWLEDGMENTS

Timothy Thelander

Joseph Scarcella, Ph.D.

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Dottie Smith

Deborah Hrisoulas

DEDICATION

My Husband Michael

You have supported me through out my educational process. You have demonstrated your support, patience and love continually. With all my love, thank you.

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CHAPTER ONE

BACKGROUND

Introduction

The contents of Chapter One presents an overview of the project. The purpose of the project was discussed followed by the contexts of the problem, then the significance of the project, and assumptions. Next, the limitations and delimitations that apply to the project are reviewed. Finally, definitions of terms are presented.

Purpose of the Project

The purpose of the project was to develop a training manual for new Corinthian College school presidents. This manual presents guidelines detailing how to perform required operations for new school presidents throughout the first year of employment.

In the first year of employment, each president was required to perform policies and procedures that were new to them. There was the presumption these skills were innate. Instead, the new presidents were overwhelmed by the learning curve of how to obtain all the information required to perform these policies and procedures.

Context of the Problem

The context of the problem was to address the rapid growth rate of private for-profit colleges; in particular, the rapid growth rate of Corinthian Colleges, Inc. Corinthian Colleges, Inc. had grown from 16 colleges in 1995 to 126 colleges in 2003.

Any new job requires new skill sets performed throughout the first year of employment. New school presidents were required to perform policies and procedures they have not encountered previously. There was a significant amount of time spent learning and relearning these new skills. The learning process was a journey through self-discovery and often required the presidents to readdress the same task many times. The lack of support and direction caused stress and frustration that may have led to resignations or poor leadership from new school presidents. Either resignation or poor leadership will have had negative impacts on the school. In addition, the stress and frustration may have resulted in loss of morale, staff and revenue.

Significance of the Project

The significance of the project was because there were so many new Corinthian College school presidents, in

combination with not enough employees with the knowledge to train the new school presidents. A training manual was to provide support and direction needed.

A training manual was to provide guidelines on how to perform needed tasks. The manual was to contain examples of these tasks. The result to Corinthian Colleges, Inc. was reduction of the stress and frustration that has lead to loss of morale, staff and revenue.

Assumptions

The following assumptions were made regarding the project:

1. It was assumed that this training manual is needed.
2. It was assumed this training manual would help the new school presidents.
3. It was assumed the corporate office would use this training manual.
4. It was assumed that the school president selected is a qualified individual that can utilize the manual without need of excessive support and direction.

5. It was assumed that the training manual would include specifics that relate only to Corinthian Colleges, Inc.

Limitations and Delimitations

During the development of the project, a number of limitations and delimitations were noted. These limitations and delimitations are presented in the next section.

Limitations

The following limitations apply to the project:

1. The training manual was developed for the purpose of training school presidents that work for Corinthian Colleges, Inc.
2. The training manual was applicable to the regulations in the state of California.
3. The training manual was applicable to Allied Health, and specific technical programs.

Delimitations

The following delimitations apply to the project:

1. The manual can be adapted to any proprietary colleges.
2. The training manual can be revised to meet the regulations in other states.

3. The training manual can be revised to meet the needs of other programs.

Definition of Terms

The following terms are defined as they apply to the project.

Acquisition - The process of one company taking over another (Alpha, 2002).

Attrition - A reduction in numbers (Webster's, 2000).

Commitment - An agreement or pledge to do something (Webster's, 2000).

Communication - The ability to transmit information, thoughts, and ideas so they are satisfactorily understood (Alpha, 2002).

Competence - the abilities and/or skills to meet the necessary tasks (Watson, 2003).

Directors - The heads of an organized group (Webster's, 2000).

Divisions - Groupings into which the whole is divided (Webster's, 2000).

Expansions - The act or process of expanding territory (Webster's, 2000).

Letting Go - Dealing with Losses (Bridges, 2003).

Neutral Zone - The old is gone but the new isn't fully operational. Where realigning and repatterning takes place (Bridges, 2003).

New Beginning - When people develop a new identity, experience a new energy and discover a new sense of purpose (Bridges, 2003).

Program Adoption - The adoption of new curricula (Barry, 2003).

Revenue - Total income produced (Webster's, 2000)

School President - An individual chosen to preside over a school campus (Wilson, 2000).

Situational Leadership - managing or leading to the specific situation (Blanchard, 2003).

Succession Planning - An ongoing process of systematically identifying and developing talent to ensure the leadership continues for key positions in an organization (Hagberg, 2003).

Transitions - Process people go through as they internalize and come to terms with the details of the new situation that the change brings about (Bridges, 2003).

Organization of the Thesis

The thesis portion of the project was divided into four chapters. Chapter One provides an introduction to the purpose of the project, context of the problem, significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three documents the steps used in developing the project. Chapter Four presents conclusions and recommendations drawn from the development of the project. The Appendix project consists of the Training Manual for New Presidents. Finally, the Project references.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, chapter two discussed today's success in proprietary education, the history and structure of Corinthian Colleges, Inc. and the qualifications that make a successful school president. Tony DiGiovanni, Chief Operating Officer, Corinthian Colleges, Inc. Incorporated stated that the top three requirements for a school president are vision, leadership and communication (personal communication, September 13, 2003).

Proprietary Education

Proprietary Education, also known as for-profit colleges, has been a part of the higher education system as long as Harvard College, the nation's oldest (Symonds, 2003). Furthermore, "as recently as 1990 virtually all of what are still called 'career colleges' were little more than trade schools for auto mechanics and secretaries" (Symonds, 2003, ¶. 2). Since then, a government crackdown on shoddy operators, combined with the economy's demand for college graduates, has sparked a change in the

industry. "Of today's 4,500 remaining proprietary colleges, about 800 now grant degrees, and almost all are accredited up from just 316 in 1990" (Symonds, 2003, ¶. 2).

According to the same BusinessWeek article, for-profit colleges are emerging as a dynamic new force in higher education. As traditional universities struggle with soaring costs and plunging taxpayer subsidies, the 10 largest publicly listed for-profits have grabbed more than a half million students. Over all for-profit enrollment will jump by 6.2% this year, or five times the pace at conventional colleges, according to the article in BusinessWeek. The increased enrollments will push the industry's revenues to \$13 billion this year, up 65% from 1999 (Symonds, 2003).

Traditionally colleges target the top 25% of high school graduates. Successful for-profits directly market middle and lower class populations. This is achieved by targeting working adults seeking technical and professional skills. Currently, this group also includes lower income and displaced workers. Note: even without affirmative action, almost half of for-profit colleges students are minorities.

"If nothing else, for-profit colleges have shown that there is money to be made in higher education. For-profit entrepreneurs have struggled entering into the kindergarten to high school market. Five of the stock markets best, Apollo, Corinthian Colleges, Inc., Career Education, Strayer Education and ITT Education Services ranked among the top 25 BusinessWeek's Hot Growth Companies this year" (Symonds, 2003, p. 73).

Corinthian Colleges

Corinthian Colleges, Inc. was founded in 1995 and started with 16 schools. Today, "Corinthian Colleges, Inc., is one of the largest for-profit post-secondary education companies in North America, and Corinthian Colleges, Inc. serves the large growing segment of the population seeking to acquire career-oriented education to become more qualified and marketable in today's increasing demanding workplace" (Corinthian Colleges, 2003a, ¶. 5).

"Corinthian Colleges, Inc. offer master's, bachelor's and associate's degrees as well as diploma programs in a variety of fields, with a concentration on careers in health care, business, criminal justice and technology" (Corinthian Colleges, 2003a, ¶. 6).

"Corinthian Colleges, Inc. operates 81 colleges and two continuing education centers in 21 states and 46 colleges and 15 corporate training centers in seven Canadian provinces" (Corinthian Colleges, 2003a, ¶. 2)

Corinthian Colleges, Inc. is broken up into several divisions, each division having defined areas of specialty. These divisions consist of Corinthian Schools, Inc., Titan Schools, Inc., Rhodes Schools, Inc, Florida Metropolitan Universities, Learning Tree, Inc. and the new Canadian Division. Corinthian Schools, Inc. (Csi) consists of Bryman Colleges, which focus on allied health programs and award certificate, diploma and associate degrees. Titan Schools Inc., (Tsi) which consists of National Institute of Technology and Wyoming Technical schools. This division focuses on technology and trade programs, and award diploma and associate degree. Rhodes Colleges (Rci) consist of Everest Colleges, which focus on business programs, and criminal justice and award associate degrees. Florida Metropolitan Universities (FMU) focus on allied health, business and technology programs and award bachelor's degree and master's degree. The two most recent acquisitions consist of Learning Tree University (LTU) and Canadian Division (CDi). LTU focuses on distance education and corporate training and award certificate and diplomas

while the Canadian Division focuses on Allied Health and awards certificates and diplomas Corinthian's successful growth strategy is based on expansions, strategic acquisitions, online learning and program adoption. Future growth will consist of new programs, new acquisitions and new branches (T. DiGiovanni, personal communication, September 13, 2003). In order to capitalize on the experience of the executive management, Corinthian has established a regional management organization designed to divide responsibilities among school presidents, regional vice presidents and division presidents.

Presidents Qualifications

The president's job duties discussed were those related to the job description. According to the printed job description from the corporation's web site, a school president will have total profit and loss (P&L) responsibility including the management of the directors responsible for admissions, education, financial aid, and placement functions. Strong leadership skills, maturity and the ability to manage and motivate professionals as a cohesive team are essential. The requirements also include 3 to 5 years experience as a College Director. The degree requirement for a Bryman College president is a Bachelor's

degree, with a Master's degree preferred. At the recent annual President's meeting, DiGiovanni, Chief Operating Officer (COO) stated that the top three requirements for a school president are vision, leadership and communication (personal communication, September 13, 2003).

Vision

In an article on leadership, Brody stated, "True leaders are visionaries" (Brody, 2000, p. 38). Brody continued to state, "A visionary leader is one that has persuaded and convinced others that their cause is just and worth working for" (Brody, 2000, p. 28). An effective visionary leader has conveyed a vision of where the school is going. Visionary leaders painted the picture by first defining the reality of where an individual may have been and where the individual may be currently. The visionary leader has also met the challenge of vividly describing where the individual must go. "Having a clear direction where you want to end up provides purpose, energy, hope and a criteria for making decisions" (Jennings, 2003, p. 10).

Leadership

One of the requirements for employment as a school president at Corinthian Colleges, Inc. is the possession of strong leadership skills. Leadership has been described

by Holland as an influence process (personal communication; August 12, 2003). According to Blanchard, (1985) anytime you are trying to influence the thoughts and actions of others toward goal accomplishment in either their personal or professional life you are engaging in leadership. Great leaders see their leadership role as one of providing service. Thinking back to any successful leaders, chances are that the successful leader was able to make everyone feel like someone special. The successful leader treated every employee in a manner that reflected how the individual leader wanted to be treated. Effective leaders gave the praise that was deserved, and noticed the accomplishments of employees and students. The effective leader emphasized the strengths of employees and students. Effective leaders also accepted the responsibility of providing opportunities of individual growth potential for both students and employees.

Situational Leadership. Corinthian Colleges, Inc. has utilized many of Ken Blanchard's leadership training books. According to Blanchard (1985), leadership needs to be flexible and adapted to each individual and each situation. Blanchard continues to explain each individual will require a different leadership style at different times because a person's competency level is task

specific. Leadership must be adapted to the level of competency and match each individual task for each individual. A leader needs to have the ability to manage to the situation and be flexible. One of the greatest opportunities to prove leadership ability is to build a team out of the management staff. Remember, according to Blanchard, "profit is the applause a leader will get for taking care of the customers and creating a motivating environment" (Blanchard & Muchneck, 2003, p. 32).

Blanchard explained that every person has had four stages of development. For clarity of understanding, Blanchard utilized two functions in situational leadership. There was the development level, identified as D. There was the situational leadership level, identified as S.

The first stage is referred to as a D1 level. This is where the employee has low competence but high commitment. The employee that is at a D1 level is an enthusiastic learner and very motivated.

However, because the D1 employee had low competence, the employee required a lot of direction, structure, organization, teaching and supervision. Yet, the same employee required very little support with the existing level of enthusiasm. This level of supervision was called S1. S1 leadership gave high direction, low support.

The next level of development is referred to as D2 level. This is where the employee had some to low competence and low commitment. This is also where the employee became discouraged and disillusioned because it was not as easy as previously thought.

At this stage, D2, the level S2 situation leadership style was required. S2 leadership consisted of high support and high direction.

The next stage in development is called D3. This is where the employee has moderate to high competence but their commitment level still varies.

At this stage of development, D3, the leadership style that was required is called S3. S3 is where the leader provided high support and low direction. High support was demonstrated by giving lots of praise. With low direction, the leader allowed the employee to make decisions but also required that the employee came for approval of decision (Leadership and the One Minute Manager, 1985).

Finally, we come to the last stage of development and that is called D4. This is where the employee had both high competence and high commitment. So complete was the knowledge of the job that the responsibilities now included training others.

At this level, D4, the leadership style that was required was called S4, low support and low direction. The employee had become very competent and the leader had turned over areas of responsibility.

At each level, it was important that the level of leadership matched the level of perceived competence. Failure to match leadership and perceived competence would have resulted in frustration and anger for all participants.

A summary of the guidelines is shown in Table 1.

Table 1. Situational Leadership

DEVELOPMENT LEVEL	APPROPRIATE LEADERSHIP STYLE
D1 Low Competence High Commitment	S1 DIRECTING Structure, organize, teach and supervise
D2 Some to Low Competence Some to Low Commitment	S2 COACHING High Direction and High Support
D3 Moderate to High Competence Variable Commitment	S3 SUPPORTING Praise, Listen and Facilitate
D4 High Competence High Commitment	S4 DELEGATING Turn over responsibility for day to day decision making.

Source: Blanchard, K., & Zigarmi, D., & Zigarmi, P. (1985). *Leadership and the one minute manager*. New York: William Morrow & Company, Incorporated.

Managing Change. New school presidents were required to implement and manage change. The ability to implement

and manage change was considered reflections of leadership skills. For the most part, changes were verbally encouraged, but resisted once implemented. However, according to Bridges, "it isn't the changes that do you in, it's the transitions" (Bridges, 2003, p. 32). Change in and of itself is a situation. An example of change would be moving to a new house or a new job. Transition was described as the internal process that brought the change about. Transition was also identified as the part that was resisted. In fact, according to Harris, "96% of employees intentionally resist change. Also, 69% of employees behave in a counter productive manner to change" (2002, p. 58). Given this information, leaders needed training on how to manage change and facilitate employees' movement throughout the transition. Transition was described as a three-phase process that individuals go through in the process of internalizing and coming to terms with the details of new situations. The three phases consisted of Letting Go, The Neutral Zone, and finally The New Beginning.

The transitions individuals go through were not optional. Transition was not identified as something an individual would elect to do if it were possible to get around it. "Getting people through the transition is

essential if the change is actually to work as planned" (Bridges, 2003, p. 3). Without employees going through the transitional components of change, companies spend a lot of time and money producing disappointing results (Bridges, 2003, p. 3).

Managing transition involved the simple process of helping people through the three stages. The first stage was identified as Letting Go. Losing or ending were terms that also described the first stage. The beginning of change started with an ending. This change often resulted in having to leave the old behind. The employee was directed to leave behind what was previously known, as well as what may have been reinforced in the past. Elements that had previously given satisfaction resulting from doing things right, became a part of the personal identity of the employee. Psychologically, change implied that everything the individual believed in and their perceived self-image was wrong. "If the employee does not understand transition, they'll blame the change for what they are feeling" (Bridges, 2003, p. 16). It is during transition that the employee needed the leader's help to deal with perceived losses. There were two ways identified to help employees through this process. The first was to describe the change in as much detail as possible. The

second was to attempt to foresee unintentional changes that were likely to occur. For instance, don't be surprised by employees over reactions. People reacted to the losses, not the changes. The perception was that they had lost a piece of the existing world. According to Bridges, it was important to acknowledge the losses openly and empathetically. Losses were brought out into the open. Concern for loss was expressed simply and directly (Bridges, 2003).

Signs of grieving were anticipated and expected. Grieving was described as involving a natural sequence of emotions that individuals went through with the loss something that mattered. Denial was listed as the first symptom of grieving. Denial was also represented as the way the individual provided self-protection from the initial impact of a loss. Denial normally lasted a few days; if longer, it was important to address the denial directly (Bridges, 2003).

Another symptom identified was anger. Anger has been known to consist of everything from grumbling to rage. Undirected anger manifested itself in foot dragging, mistakes and even sabotage. It was very important to determine and present what was acceptable and what was not. Depending on the severity, a leader had to be direct

and acknowledge the feelings, however the leader must state that these feelings were not going to be allowed to impede the project (Bridges, 2003).

Bargaining was another emotion of the grieving process. Bridges continues to state that bargaining was seen as an unrealistic attempt to get out of the situation or to make it go away. Here it was imperative that the leader knew the difference between bargaining and real solutions to ensure the correct solution had been chosen (Bridges, 2003).

Grief has manifested itself as anxiety. Anxiety was defined as a realistic fear of an unknown problem. In this scenario, people were continuously fed information as it came, and commiserate with when the information did not come (Bridges, 2003).

Grief has also manifested itself in sadness. Sadness may have been expressed by demonstration of silence or even tears. Employees were encouraged to express feelings and the leader shared feelings too. However, the leader did not feel responsible for making feelings go away. The leader empathized (Bridges, 2003).

Disorientation was identified as another manifestation of grief. That revealed itself as confusion or forgetfulness. Employees experienced feelings of being

lost and insecure. Leaders gave people the extra support and provided opportunities for employees to get things out in the open. Furthermore, Bridges stated that leaders reassured the employees that these feelings were natural (Bridges, 2003).

Lastly, there was depression. Depression was described as an uncontrollable feeling of being down. Employees with depression appeared to be tired all the time and hopeless. It was hard to be around an employee who was depressed. Leaders made it clear that while understanding the feelings, even to the point of having shared some of the same feelings, the work still needed to be done. Whatever was possible was done to allow the employee to have some control over the situation.

It is worth noting, not everyone went through all the feelings previously listed above. Furthermore, many did not experience the feelings in this order. However, what was important is that the leader was able to identify the emotions and deal with the emotions appropriately (Bridges, 2003).

The Neutral Zone was the second stage of transition. It was represented as going through an in-between time when the old was gone but the new was not yet operational. It was when critical psychological realignments and

re-patterning took place. The Neutral Zone was represented as a limbo land between the old sense of identity and the new one. It was important that the leader was not surprised by this stage. If the individual did not understand it or expect it, the individual was likely to try to rush through the Neutral Zone. When the individual found that rushing through the Neutral Zone didn't work, the individual became discouraged. The individual concluded that the confusion felt was a sign that there was something wrong with the performance exhibited as an employee. It was during this stage when innovation was most possible and when the organization could be easily revitalized. The Neutral Zone was described as the very core of the transition process. It was from this chaos that the old form dissolves and the new form emerges. The Neutral Zone was identified as the seedbed of the New Beginning.

The last stage was the New Beginning. This stage represented the emergence from the chaos. The New Beginning was where individuals develop the new identity, experience the new energy and discovered the new sense of purpose that made the change begin to work.

It was realized that these stages of change didn't happen separately. Often all occurred at the same time.

Endings were going on in response to one issue, in response to another issue everything was in the Neutral Zone, and in yet another issue the New Beginning was already palpable.

Succession Planning. Another component of leadership that was required at Corinthian Colleges, Inc. is succession planning. Succession planning is an ongoing process of systematically identifying and developing talent to ensure the leadership continues for key positions in an organization (Hagberg Consulting Group, 2003). The Hagberg article continues to say, succession planning is necessary to ensure the leadership growth keeps pace with the organizational growth. In order for companies to succeed long-term, it was determined to be very important that the current leaders had implemented a succession plan designed to fill key positions for growth as well as natural attrition. In order to prepare employees for leadership, the employer needed to start a continuous process that involved training key people in leadership skills. According to Hicks (2000), the Center for Creative Leadership in Greensboro, North Carolina, recommended planning structured activities that enable executives to acquire leadership skills naturally as a part of their professional growth.

The key to success was for the corporation to have developed an individualized plan to address anticipated changes facing the corporation. Creating this individualized plan would include three basic steps: One, a corporation must have identified and analyzed the key positions that eventually needed replacing. Two, the corporation would have listed the skill sets and personal requirements for the positions and three, identified individuals that were capable of fulfilling those requirements. After that was done, the time came to create individual development plans for each employee. For lower management positions, it was best to have a group of people who were being groomed. The process of natural attrition eliminated some of these people. "However for higher executive positions, it is best to focus and develop on one individual" (Hicks, 2003, p. 79).

According to the Hagberg Consulting Group, promotions were based on favoritism or subjective preferences rather than objective assessment and a systematic selection process (Hagberg, 2003). The article continues, leadership development is far too often introduced at an advanced stage of a career rather than making it a continuous feature through out a career (Hagberg, 2003). Upper management needed to be involved with and to have

supported succession planning. Furthermore, succession planning needed to be owned by line-management. The Human Resource Department should guide succession planning but not own it.

The benefits of succession planning were described as greater business success. In *Built to Last*, as cited by Collins, and Porras identified 18 companies that had been successful leaders in their industries for the last 50 to 100 years. They had found that one of the key reasons these visionary companies were successful over long periods of time was the strong focus on succession planning and management development. These companies promoted and carefully selected managerial talent that was grown inside the company to a much greater degree than of other companies. Some of the advantages to succession planning consisted of items such as continuity of leadership, avoidance of transition problems, and premature promotions that often resulted in the failure of that employee.

Communication

Studying communication skills was discovered to be nothing new. One of the areas studied by Greek Scholars was the examination of human discourse. These scholars also developed applications that included argumentation

and logic, which was determined to be a form of communication. It was also during these Golden Years in Greece that human communication was established as a field of study. Today most students earning a college degree are required to take a speech class. Today's study of communication covers more than the art of speech or literacy.

The goal of communication was described as the sharing information from the sender to the receiver with the intent to influence behavior.

Communication was often described and defined in many other ways, however there were some basic ideas that needed to be kept in mind. One idea was that to live is to communicate. Everything communicates, and humans communicate not only with their chemicals, movements and sounds, but also with words that have meaning assigned to them. Basic communication required a sender and a receiver. Participants in basic communication took part in each of the roles. Participants alternated roles portraying both sender and receiver and each part had entirely different functions. Both roles were essential for ensuring not only basic communication but effective communication. Effective communication occurred when the receiver interpreted the sender's message in the way the

sender intended. Sounds easy, but even the word hi has been misinterpreted as sarcasm depending on the tone of the sender and the mood of the receiver. Two of the most common underlying problems in effective communication occurred in the alternating roles that were mentioned. The first was that the receiver had judged the intentions of the sender, and second that the receiver failed to understand the intentions of the sender.

There were many other common errors made in communication. Two of the most common errors consisted of not organizing thoughts before they were spoken, or too many ideas existed in the message. Other common mistakes identified were: not including enough information to be understood or ignoring the amount of information the receiver already had. While everyone had experienced judging if a person were right or wrong before the sender had finished communicating their thought or message, many had also thought about what was going to be said before the sender had finished speaking. This process of thinking caused listening to stop focusing on what was being said and negatively affected the communication process.

Listening properly was identified as a very important part of the communication process. In most cases, the skill of listening is neglected. Many distractions existed

for the receiver, such as noise, emotions or preoccupations. There were also times when the sender simply meant what was said as it was said, and sometimes the receiver added parts to the message. The parts included by the receiver were not intended to be included in the message of the sender. Many times the receiver needed to listen, closely to how something was being said. Listening closely to the message developed a bond or relationship between the sender and the receiver.

As previously stated, the study of communication was not new. However, communication was listed in many articles as being one of the most important soft skills of leadership followed by technical knowledge. Even the former Mayor of New York, Rudolph Giuliani, stated, "you have to explain to people what you want and expect of them" (Walkup, 2003. p. 92).

Summary

The literature important to the project was presented in Chapter Two. In summary, proprietary colleges had been around for a very long time. However, it was the recent past that proprietary colleges had been ranked among the fastest growing companies. Corinthian Colleges, Inc. was one of these fastest growing businesses. Corinthian

Colleges, Inc. had sustained rapid growth and maintained its success for the ability to maximize the experience of the executive management. The success continued through choice selections of school presidents that were visionary leaders, with strong leadership skills as well as strong communication skills.

CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three documents the steps used in developing the project. Specifically, the population served was discussed. Next, the training manual development process, including the manual structure and the content validation was presented. The chapter concludes with a summary.

Population Served

The Project was developed for school presidents who will be in their first year of employment. It is recommended that each school president complete the corporate management succession program and training prior to employment. This should include visits to various campuses. It is further recommended that the employee have previous management experience in private, for profit education. Finally, the new employee should have the computer skills necessary to utilize Microsoft Office programs.

This manual is appropriate to use as a guideline for any private for-profit college in accordance with the guidelines by The Accrediting Commission of Career Schools and Colleges of Technology (ACCSCCT) and the Bureau of

Private Postsecondary Vocational Education (BPPVE). The guidelines were developed with the cooperation of several campus presidents at Corinthian Schools, Inc. The cooperation included the current school presidents with various time in the current position of school president.

Manual Development

The next section of the project provides an overview of the manual development process. Specifically, the manual structure and content validation are reviewed.

Manual Design

This manual was developed in alignment with the skill sets required of school presidents. During research, it was identified that there was not any direction or support systems in place. Through careful review of current job requirements, skill sets required were identified and listed. The skill sets identified as essential to maintaining meaningful employment were included in the manual. Through consensus of current school presidents, the following outline was developed

Manual Content

1. Section I Duties by Timeline
 - a. Daily
 - b. Weekly

- c. Monthly
 - d. Quarterly
 - e. Semi-Annually
 - f. Annual
- 2. Section II Human Resource Procedures
 - a. Hiring Process
 - b. Benefits
 - c. Employee files
 - d. Progressive Discipline
 - e. Termination Procedures
- 3. Section III Budgeting Process
 - a. Revenue
 - b. Expenses
 - c. Leases
 - d. Net
- 4. Section IV Insurance Policies
 - a. Liability Insurance
 - b. Student Insurance
 - c. Extern Insurance
 - d. Worker's Compensation
- 5. Section V Agency Reports
 - a. ACCSCT
 - b. BPPVE
 - c. IPEDS

6. Section VI Department managing
 - a. Admissions
 - i. Monitoring and Auditing
 - ii. Reports
 - b. Finance
 - i. Monitoring and Auditing
 - ii. Reports
 - c. Education
 - i. Monitoring and Auditing
 - ii. Reports
 - d. Placement
 - i. Monitoring and Auditing
 - ii. Reports
7. Section VII Miscellaneous
 - a. Capital Equipment Requests
 - b. Facility Management
 - c. Management Succession
 - d. Christmas Party Funds
 - e. Petty Cash Procedures
 - i. Cash
 - ii. Checking
 - iii. Credit Card

Content Validation

Two methods of validation were applied to this curriculum. First, the final outline, skill sets were submitted to the education-training department at the corporate office. Second, the outline was submitted for review and recommendations to several school presidents. These school presidents represented presidents that have been employed from one year to twenty years in the position.

The major recommendations put forth were to review the content on a yearly basis to perform updates. A second recommendation was to include feedback from new school presidents on a quarterly basis. Third was to list current school presidents and their phone numbers in the manual who are willing to mentor the new school presidents.

Summary

The steps used to develop this project were outlined. The target population for this manual is new school presidents with private postsecondary experience. The manual development process including structure and content was presented.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Four was a presentation of the conclusions gleamed as a result of completing the project. Further, the recommendations extracted from the project are presented. Lastly, the Chapter concludes with a summary.

Conclusions

The conclusions extracted from the project follows.

1. During the research for this project, the conclusion was made that since no current training manual for new school presidents has been created, this manual was necessary.
2. Manuals of this type are needed for most management positions within the company.

Recommendations

The recommendations resulting from the project follows.

1. Continued development of this manual is recommended to incorporate the evolution of policies and procedures.

2. It is recommended that this manual be included as part of new employee orientation.
3. It recommended this manual be distributed to current school presidents for support resource.

Summary

Chapter Four reviewed the conclusions extracted from the project. Lastly, the recommendations derived from the project were presented.

APPENDIX
TRAINING MANUAL FOR NEW PRESIDENTS

TRAINING MANUAL

FOR

NEW PRESIDENTS

AT

CORINTHIAN COLLEGES, INC.

Introduction

The purpose of this manual is to provide guidelines for new school presidents in their first year of employment. As a new school president I experienced confusion on what duties to perform and when I was suppose to perform them.

It is my hope that this manual will provide the support needed to keep a new school president on target. It is also my hope that the support is accompanied with an understanding of what the expectations are in regards to their tasks. As such, the manual is organized in the following sections:

- Duties by timeline
- Human Resources
- Budgeting Process
- Insurance Policies
- Agency Reports
- Department Managing
- Miscellaneous.

The last section will consist of a sample calendar for 2005.

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SECTION I

DUTIES BY TIMELINE

Section I

Duties by Timeline

1. **Daily**
 - a. Management By Walking Around. (MBWA):
 - i. Verify that each department is staffed and able to provide the service to meet the needs of the students and other departments.
2. **Weekly**
 - a. Conference calls:
 - i. Conference calls are every Monday at a given time for each region.
 - ii. You will be given a telephone number and password to use.
 - iii. See *Exhibit 1* for example of what information is required.
 - iv. The information required can be obtained from the following sources:
 1. Source of Leads and Enrollments Report.
 2. Weekly Flash.
 3. Budget Summary.
 4. Management Attrition Report
 5. Placement Report
 6. TEAR Summary
3. **Monthly**
 - a. Review the following reports:
 - i. Statistics report: Reviewing this will tell you where you are compared to budget on active students, starts, and attrition. The report will also show where you are compared to the other schools.

Exhibit 1. Conference calls

Conference call

Monday Mornings, 10:00 am

Date: _____

1-800-442-**** code: 707656

Leads:

of leads last week total _____

of referral leads last
week _____

of leads month to
date _____

of leads per plan for the
month _____

Enrollments:

of enrollments last week _____

of enrollments month to
date _____

of enrollments per plan for the
month _____

Starts:

of starts forecasted for the
month _____

of starts per plan for the
month _____

Reps _____ **On** _____

Attrition:

of attrits last week _____

of attrits month to date _____

of attrits forecasted for the
month _____

of attrits per plan for the month

Placement:

Grads 2003 _____

Eligible to #Place _____

Placed last week _____

Left to Place _____

%Placed 2003 _____

Staffing issues:

A/R Days _____

Need to hires

Compliance issues

Accrediting visits

Student complaints

- ii. Draft Profit and Loss Statement (P& L): Reviewing this report will tell you what revenue has been generated compared to budget and what expenses have been charged to your school compared to budget. Also, if there were any errors of what is being charged to your school. If you find an error, report it so it can be corrected before the final comes out.
- iii. Final P&L: The final P&L will tell you what revenue has been generated compared to budget and what expenses have been accrued compared to budget.
- iv. Outlook Adjustment: Outlook adjustment is a print out of your budget compared to what it “looks like” you will accrue in revenue and detailed expenses.
- v. Starts: You want to make sure that the budgeted starts are achieved.
- vi. Sit rate: Sit rate informs you of how many students are still in school after 30 days by each admission’s representative. The higher the percentage, the more effective the representative is.
- vii. Monthly Marketing Report (MMR): This report allows the opportunity to review what leads are converted and from what source of advertising has been the most effective in conversion. The lowest conversion rate is the biggest opportunity for converting leads.
- viii. Tuition Earned Accounts Receivable (TEAR): Reviewing this report will give you an indication of what is not being recovered financially. You can see what has been earned, what has been paid and what is the balance.
- ix. Bad Debt: Bad debt consists of earned receivables that will not be collected. Each school has a budgeted percentage. This is approximately 2%.
- x. Probation: Probation report will reveal how many students are on probation. These students are at risk of not being eligible for financial aid. Therefore it is imperative to take what action necessary. This will either consist of tutoring or dismissing from school.

- xi. Missing grades and attendance: This report will need to be reviewed to make sure it is addressed and resolved. Missing attendance and grades can lead to late drops among other issues.
- xii. Placement Management report: This report will help you monitor if the Placement Department is on target for the year.

4. ***Quarterly***

- a. Integrated Postsecondary Education Data System (IPEDS)
 - i. General Information: IPEDS reports are performed quarterly and each quarter will have a different section to complete. This comes from the Department of Education and must be completed accurately and timely.
 - 1. Summer - July 30th Registration
 - 2. Fall - September 10th through October 22nd. Input consists of Institutional Characteristics.
 - 3. Winter- December 3rd through January 28th. Input consists of information on employees by assigned positions, salaries and benefits.
 - 4. Spring - March 10th through April 21st. Input consists of enrollment statistics, graduation rates and student financial aid information

5. ***Semi Annually***

- a. Run Detail Attrition on December 31. Range 7/1-12/31 and again on June 30th, range from 1/1-6/30. You will need this report to complete agency reports later in the year.
- b. Employer Surveys: Accreditation requires that we survey our employers to ensure the education we are providing meets the needs of the community.
- c. Advisory Board Meetings: Two Advisory Board Meetings per year required by the accreditation body. One of the meetings is to take place at the school. Also one meeting a year is to review the curriculum.

6. *Annually*

- a. Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT) Annual Report
 - i. Reports you will need to complete the report:
 - 1. Detail Management and Attrition Report
 - 2. Program Completion Report
 - 3. Placement Report
 - 4. Demographics Report
- b. Bureau for Private and Postsecondary Vocational Education (BPPVE) Annual Report
 - i. Reports you will need to complete the report:
 - 1. Detail Management Attrition Report
 - 2. Placement Report.
 - 3. Previous year's annual report

SECTION II

HUMAN RESOURCE PROCEDURES

Section II

Human Resource Procedures

1. *Hiring Process*

a. Advertising

- i. Intra-Net
- ii. Monster.com
- iii. Newspaper

b. Qualifications and requirements

i. Admissions:

1. The candidate must possess 3 to 5 years proprietary school admissions management experience including the ability to supervise, train, and staff an aggressive admissions team. Strong motivational and analytical skills with a proven track record in sales is essential. Bachelor's degree required.

ii. Finance:

1. The candidate will possess prior management experience and at least 2 to 3 years financial aid experience (5 years in the state of CA) to manage the Financial Aid department. Responsibilities include staffing and determining students' financial needs and eligibility. A bachelor's degree and knowledge of government financial aid programs and regulations is essential.

iii. Education:

1. The candidate will have a minimum of 3 years of related higher education experience, preferably in a proprietary environment. Responsibilities include student success through effected faculty development, program leadership, and retention methods. Excellent human relations and communication skills are required. Working knowledge of accreditation standards and

computer applications are a plus. Degree requirements: At Florida Metropolitan University (FMU) a master's degree is required, a doctorate degree is preferred; at Rhodes Colleges, Inc. (Rci) a Master's degree is required; and at Corinthian Schools, Inc. (Csi) a bachelor's degree is necessary.

iv. Placement:

1. The candidate must possess 2 years of experience in career placement assistance, as well as job search techniques and job development, along with excellent written and verbal skills required. This person will be responsible for identifying potential employers that match the educational background of our students. Prior employment agency, personnel recruiting, or sales/marketing background is desired. Bachelor's degree required.

c. Hire Packet

- i. See *Exhibit 2*.

2. ***Benefits***

a. Medical Insurance

- i. Health Maintenance Organization (HMO). Employee chooses their doctor from a list of eligible doctors. Must always see that doctor and obtain a referral from them to see any other physician.
 1. Dental: Is part of the insurance packet.
 2. Vision: Is part of the insurance packet. Vision is covered by VSP plan.
 3. Prescription: Is part of the insurance packet.

Exhibit 2. New hire Packet

CORINTHIAN SCHOOLS, INC. - NEW HIRE CHECKLIST
Temporary Employees - California

Complete and forward original *Data Input Document* and copies of items with "Submit to HR" stamp to the Corporate Human Resources Department within 72 hours of the date of hire.

1. Data Input Document(Submit to HR)
2. Federal and State Withholding Forms (W-4).....(Submit to HR)
3. City Tax Withholding Form (If Applicable)(Submit to HR)
4. Employment Eligibility Verification Form (I-9).....(Submit to HR)
5. Copies of I-9 Documents(Submit to HR)
6. Copy of Employee's Social Security Card.....(Submit to HR)
7. CSI Authorization Form.....(Submit to HR)
8. Letter of Understanding.....(Submit to HR)
9. Employee Handbook Acknowledgment Receipt (Located on last page of Employee Handbook)(Submit to HR)
10. Conflict of Interest Policy and Acknowledgment Receipt(Submit to HR)
11. Harassment in the Workplace Policy and Acknowledgment Receipt(Submit to HR)
12. Confidentiality and Proprietary Matters Policy
13. Code of Conduct Policy
14. Email and Electronic Communications Policy
15. Disclosure Policy
16. Safety Rules
17. Drug-Free Workplace Policy
18. Sexual Harassment Information Sheet
19. Workers' Compensation Information Sheet
20. Policies Acknowledgement Receipt(Submit to HR)
21. Employment Application(Submit to HR)
22. Automatic Deposit form (If Applicable)(Submit to HR)
23. Holiday Schedule
24. Benefits Summary
25. Benefit Receipt Acknowledgement(Submit to HR)

ii. Preferred Provider Organization (PPO). Employee may see a physician on the preferred provider list and insurance will pay 90%. They may also see a physician not on the list and insurance will pay at 80%.

1. Dental: Is part of the insurance packet.

2. Vision: Is part of the insurance packet. Vision is covered by VSP plan.

3. Prescription: Is part of the insurance packet.

b. Life Insurance Policies

1. Accidental Death and Dismemberment Coverage, company paid. Equal to one-year's salary.

2. Group Term Life Insurance, company paid. Equal to one-year's salary.

3. Voluntary Term Life Insurance, employee paid. May subscribe up to three times annual income.

c. Retirement

1. 401K: Employees are eligible after one year of employment. Company provides a matching percentage at reduced intervals, up to 6%.

d. Long Term Disability, company paid.

e. Short Term Disability, employee paid if elected.

f. Medical Flexible Spending Account, employee paid if elected

g. Worker's Compensation: Worker's Compensation Plan is provided by Zurich Insurance Company. Contact corporate for any possible claims.

3. ***Employee Files***

a. Admission's files must contain:

i. Hire Packet

ii. Admissions Compensation Plan

- iii. Admissions Test
 - iv. Performance Evaluations
 - v. Transcripts
- b. Finance Aid's files must contain:
- i. Hire Packet
 - ii. Continuing Educational Units
 - iii. Performance Evaluations
 - iv. Transcripts
- c. Education's files must contain:
- i. Hire Packet
 - ii. Certification of Authorization
 - iii. Continuing Educational Units
 - iv. In-Services
 - v. Performance Evaluations
 - vi. Memberships
 - vii. Subscriptions
 - viii. Official Transcripts
- d. Placement's files must contain
- i. Hire Packet
 - ii. Performance Evaluation
 - iii. Memberships
 - iv. Subscriptions
 - v. Transcripts

4. ***Progressive Discipline***

a. Verbal Corrective Action

- i. Verbal Corrective Action is the form used to document a verbal correction. It is the first step in the disciplinary process. It is the same form used in the Written Corrective Action except the Verbal box is checked. See *Exhibit 3*.

b. Written Corrective Action

- i. Written Corrective Action is the second step in the progressive disciplinary process. Use the same form as used in the Verbal Correction however this time the box for Written Corrective Action is checked. See *Exhibit 3*.

c. Progress Improvement Plan (probation)

- i. The Progress Improvement Plan (PIP) is used to place an employee on probation. See *Exhibit 4* for template.

5. ***Termination Procedures***

a. Termination Packet

- i. This packet can be found on the intra-net site, "hqwww".
- ii. See *Exhibit 5* for example.

b. Steps to take

- i. Obtain approval for termination from Human Resources and your Regional Vice President
- ii. Complete Paperwork
- iii. Fax to Shakley Group. (manages our employment insurance)
- iv. Fax to HR with copy of completed fax to Shakley Group.

Exhibit 3. Corrective Action

**CORINTHIAN COLLEGES, INC.
CORRECTIVE ACTION NOTICE**

Employee's Name _____ Date April 30, 2002

Division _____ Location _____

CONFIRMATION OF VERBAL COUNSELING **WRITTEN COUNSELING**
REPORT OF EVENTS CAUSING THIS ACTION (Attach additional
documentation if appropriate):

PROGRAM FOR CORRECTION:

TIMETABLE FOR CORRECTION:

EMPLOYEE'S SIGNATURE

SUPERVISOR'S SIGNATURE

NEXT LEVEL SUPERVISOR'S SIGNATURE

(Next Level Supervisor's approval required prior to issuing a written counseling.)

Exhibit 4. Performance Improvement Plan

Performance Improvement Plan

Date:

To:

From:

Subject: Performance Improvement Plan

Details and events leading to the Performance Improvement Plan:

Program For Correction:

Consequences of Continued Deficiencies:

You must show improvement in each of the categories addressed above and meet all other minimum standards of performance in order to continue to be employed with Bryman College. Your performance will be monitored on a week-to-week basis. Failure to improve and meet any of the criteria outline above will result in further disciplinary action, up to and including termination. Should your performance improve, and subsequently decline, it will result in further disciplinary action, up to and including termination.

Employee Signature: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____

Exhibit 5. Termination Package

**CORINTHIAN COLLEGES, INCORPORATED
TERMINATION PACKAGE**

- Turnaround document - submit pre-printed TAD, if available
- Separation Report
- Letter of Resignation (if applicable)
- All involuntary separations must be supported by appropriate documentation (correction action notices; warning notices, etc.) to support the termination.
- Fax machine Transmission Report that confirms the Separation Report has been faxed to the company's unemployment administrators.
- Benefits Programs at Separation - to be provided to all benefits eligible employees upon separation from the company.

SECTION III

BUDGETING PROCESS

Section III

Budgeting Process

1. **Revenue:**
 - a. Revenue needs to increase year over year by 30%. This will occur with at least a 5% increase of starts. Where you place the 5% increase will generate different amounts of revenue. Tuition is earned on a monthly basis so if the additional starts are placed in July, you will earn the full 9 months of tuition revenue. If you place new starts in May, you will earn only 2 months of revenue instead of 9. Another way revenue will increase is from tuition increases.

2. **Expenses:**
 - a. Expenses are input from a report called "Trends and Analysis". The Trends and Analysis report is a list of the total expenses for the year thus far, per line. To determine next years expenses, divide this figure by the number of months, to date, to obtain the average monthly expense. The monthly average will be entered as the monthly expense on next year's budget.
 - b. Make sure you add increases in your rent, 5% increase in utilities.
 - c. Inactive Earnings are automatically generated by formula. Edit this line by looking at the Inactive Earnings from last year. The formula does not match actuality. For example, the budget may call for 10 drops. This would mean that you are budgeted to refund the monies of 10 students. In reality, you may have had 16 drops and had 6 re-enters for the net of 10 drops. You actually returned the monies of 16 students, not 10. This will cause your revenue to be wrong

3. **Leases:**
 - a. This would include items such as fax machines, copy machines, postage meters. The contracts for these should be on file. The file will list the contracted expenses.

4. **Net Income::**
 - a. Net income needs to increase by 15% year over year. If not met, you can achieve by increasing revenue or decreasing expenses.

SECTION IV

INSURANCE POLICIES

Section IV

Insurance Policies

1. *Liability Insurance*

- a. General Information: There will be times that you will be required to provide a “Certificate of Insurance”. Examples of these would consist of the facility for Graduation Ceremonies, Extern Sites and County contracts.
- b. Certificate of Insurance: To obtain a Certificate of Insurance you will need to have:
 - i. Copy of the contract which stipulates the requirement for a Certificate of insurance
 - ii. Address of person or organization requiring the Certificate
 - iii. Purpose: e.g. graduation ceremony
 - iv. Date and location of the event
 - v. Type of insurance coverage required, some may require property or Workers’ Compensation for example. Finally, submit all requests to the insurance company.

2. *Student and Extern insurance*

- a. General Information: Occasionally a student may be injured at the school or at the extern site. The following is information regarding the insurance policy to cover these accidents.
 - i. Keep in mind that this is an “excess” policy. Meaning that it covers above and beyond the student’s own insurance.
 - ii. Also there is \$100 deductible that the school will need to pay on each claim.
- b. Complete Student Accident Incident Report
- c. Give insurance form to designated provider
- d. Again: There is \$100 deductible and coverage is on an excess basis.
- e. See *Insurance Manual* for more detailed information.

SECTION V

AGENCY REPORTS

Section V

Agency Reports

1. ***Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT):***
 - a. General information:
 - i. In November of each year, you will receive from ACCSCT a package.
 - ii. This package will include the instructions for the annual report along with samples of the forms to use.
 - iii. This report is due by January 18th.
 - b. Reports you will need to complete the report.
 - i. Detail attrition for Fiscal year (ERR20).
 - ii. Completion reports for each start during the year. (ERR 24).
 - iii. Detail Placement Report (PRR13) for Placement period (1 ½ times the program, back).
 - iv. Regulatory report.
2. ***Bureau for Private and Postsecondary Vocational Education (BPPVE):***
 - a. You will receive in November and is due in December.
 - b. Reports you will need to complete report.
 - i. Detail attrition report for Fiscal Year.
 - ii. Detail Placement report for fiscal year.
 - iii. Last year's report.
3. ***Integrated Postsecondary Education Data System (IPEDS):***
 - a. General Information: IPEDS reports are performed quarterly and each

Quarter - will have a different section to complete. This report comes from the Department of Education and must be completed accurately and timely.

- i. Summer - July 30th Registration.
 - ii. Fall - September 10th through October 22nd. Input consists of Institutional Characteristics.
 - iii. Winter - December 3rd through January 28th. Input consists of information on employees by assigned positions and salaries.
 - iv. Spring - March 10th through April 21st. Input consists of enrollment statistics, graduation rates and student financial aid information.
- b. Most information will come from reports in your Regulatory Reports Menu. There will be information for this supplied by the corporate office.
- c. Each quarter you have to verify basic school information.
- d. Suggestions:
- i. Keep folder for each year and then sub files for each quarter.
 - ii. On files write down your ID and log on numbers so it is easy to find.
 - iii. Also list help phone numbers on the file
 - iv. Print out all emails pertaining to the upcoming IPEDS report and keep available in a file

SECTION VI

DEPARTMENT MANAGING

Section VI

Department Managing

1. *Admissions*

- a. The success of the Admissions Department depends on several factors: steady and appropriate lead flow, up-to-date curriculum, marketing collateral, easily accessible college location, and a well-trained admissions staff. A well-performing Admissions Department can make the difference between a successful campus and an unsuccessful one.
- b. It is the primary responsibility of the Admissions Department to achieve the budgeted starts for each month of the fiscal year. To achieve this goal, they have to convert the leads to interviews, interviews to applications, applications to enrollments and enrollments to starts.
- c. Leads to interviews should be at 30% conversion. Interviews to applications should be at 60 % conversion and applications to enrollments should be at 80% conversion.
- d. In order to achieve the minimum start number, there needs to be 20% more enrollments than starts. This allows for no shows and reverses.
- e. Items to monitor and audit.
 - i. Daily:
 1. Attendance of reps
 2. Minimum appointments are scheduled
 - ii. Weekly:
 1. Run rate for the start has been met
 2. Each representative converted at the 30%, 60% and 80% conversion rates.
 - iii. Monthly:
 1. Budgeted enrollments have been met
 2. Budgeted starts have been met

- f. Reports Used to Monitor Admissions consist of:
 - i. Booked futures *Exhibit 6*
 - ii. Leads by Ad-Rep *Exhibit 7*
 - iii. Weekly Flash *Exhibit 8*
 - iv. Monthly Marketing Report (MMR)
 - v. Conversion Rates
 - vi. Unassigned lead reports
 - vii. Management Attrition Report see *Exhibit 9*

2. ***Finance***

- a. General Information:
- b. The Finance Process ensures students fund their education while meeting their academic goals. This highly-regulated process is successful with attention to detail and timeliness. Some campuses utilize a Business Office to handle the accounting procedures and other campuses absorb the Business Office function into the Financial Aid area.
- c. Funding sources consist of Title IV loans (subsidized and unsubsidized plus), Grants, Sallie Mae Loans, Perkins Loan, and Star Loans. The use of each will depend on what funding level is needed by the student.
- d. Monitoring consists of:
 - i. Division of Duties:
 - 1. Meaning, the same person who requests the funds, cannot be the person who posts the funds.
 - ii. Accuracy and Timeliness Report (ATR):
 - 1. This informs you if students are packaged and processed in a timely manner. This will show up weekly

Exhibit 6. Booked Futures

REPORT-ID: 1.3.2.2
245 - ONTARIO

BOOKED FUTURES REPORT
AS OF 01/02/04

RUN DATE: 01/02/04 PAGE:
RUN TIME: 11:06

START DATE: 01/05/04

EXPECTED START RECAP BY PROGRAM FOR: JANUARY,2004

	COUNT	TUITION AMOUNT	SHIFT AM	COUNTS PM	LPM	EVE
XRDN1	4	46,320.00		1		
MTDN	4	43,340.00				
DADN	2	20,280.00		1		
TOTAL	10	109,940.00		2		

PP1

VARIANCE: 109,940.00

***** END OF REPORT *****

Exhibit 7. Quarterly Ad Rep Report

REPORT: SAQ22PP3 QUARTERLY ADREP ACTIVITY REPORT - TRIAL RUN-DATE: 03/11/04 PAGE:
 SUMMARY - 03/01/04 THRU 03/10/04 RUN-TIME: 08:10:46.2

ADREP	ADREP NAME	#LEAD	#INTVS	%LEADS	#APPLS	%INTVS	#ENRLS	%APPLS			
NBR		PREV	CURR	TOTL	TO	INTVS	PREV	CURR	TOTL	TO	ENRLS

SCHOOL: 245 - ONTARIO

R010	ASHFORD, DONNIE	61	11	15	26	42.62	4	10	14	53.84	2	6	8	57.14
R021	CRUZ, LESLEY	30	6	12	18	60.00	6	11	17	94.44	2	2	4	23.52
R023	FRYE, DEBORAH	29	0	9	9	31.03		13	4	44.44	3	14		1.00
R024	GONZALES, TRINA	40	4	10	14	35.00	3	3	6	42.85	3	14		66.66
3333	HIGH SCHOOL	25	0	0	0	0.00	0	0	0	0.00	0	0	0	0.00
R009	IBARRA, SONIA	46	6	4	10	21.73	3	3	6	60.00	3	14		66.66
R022	MARTIN, JAMES	44	5	12	17	38.63	4	8	12	70.58	3	14		33.33
R019	MCINDOE, LAURA	36	3	9	12	33.33	2	2	4	33.33	0	11		25.00
R016	VULYAK, JENNIFER	38	4	8	12	31.57	3	5	8	66.66	4	2	6	75.00
SCHOOL TOTALS:		349		118		33.81		71		60.16		35		49.29
GRAND TOTAL:		349		118		33.81		71		60.16		35		49.29

END OF REPORT

Exhibit 8. Ad Rep Performance Flash Report

Ontario		AD Rep						PERFORMANCE FLASH						School No. 245			
Week Ending	MONTH: 12 DAY: 31	YEAR: 2003		YEAR: 2003		YEAR: 2003		MONTH TO DATE TOTALS		MONTH TO DATE TOTALS		MONTH TO DATE TOTALS		This Mo. Sched.	MONTHLY STARTS :: Net		
Admissions Rep	Leads	Int. %	Apps. %	Enroll %	Referrals	Referral Ratio	Leads	Int. %	% Apps.	% Enroll	% Referrals	Referral Ratio	Future Started		Future Started	Future Started	
Etha Advincula							0	0	0	0	0	0					1
Sonia Ibara							0	0	0	0	0	0		1	1	100%	2
Donnie Ashford	20	4 20%	4 100%	3 75%	3 100%		136	36 26%	28 78%	20 71%	24 120%		7	6	86%	12	3
Jennifer Vujak	15	7 47%	3 43%	0 0%	1		120	42 35%	23 55%	3 57%	17 131%		9	8	89%	7	4
Nancy Zaklvar	18	5 28%	4 80%	3 75%	2 67%		109	35 32%	21 60%	13 62%	11 85%		7	5	71%	7	5
Laura McIndoe	18	6 33%	3 50%	0 0%	1		92	28 30%	13 46%	5 38%	13 260%		4	3	75%	5	6
Felicia Garland							0	0	0	0	0		1	0	0%	0	7
Lesley Cruz	7	3 43%	2 67%	1 50%	2 200%		105	33 31%	28 85%	18 64%	18 100%		11	9	82%	6	8
James Martin	17	3 %	1 33%	2 200%	1 50%		135	39 29%	25 64%	12 48%	24 200%		4	3	75%	5	9
	0	0	0	0	0		0	0	0	0	0		0	0	0	0	10
	0	0	0	0	0		0	0	0	0	0		0	0	0	0	11
	0	0	0	0	0		0	0	0	0	0		0	0	0	0	12
Totals	95	28 29%	17 61%	9 53%	10 111%		698	213 31%	138 65%	81 59%	107 132%		44	35	80%	42	
HIGH SCHOOL	Leads	Int. %	Apps. %	Enroll %	Referrals	Referral Ratio	Leads	Int. %	% Apps.	% Enroll	% Referrals	Referral Ratio	This Mo. Sched.	Net Started	%	Future Sched.	
	0	0	0	0	0		0	0	0	0	0		0	0	0	0	13
	0	0	0	0	0		0	0	0	0	0		0	0	0	0	14
	0	0	0	0	0		0	0	0	0	0		0	0	0	0	15
High School Totals	0	0	0	0	0		0	0	0	0	0		0	0	0	0	
Grand Total	95	28 29%	17 61%	9 53%	10 111%		698	213 31%	138 65%	81 59%	107 132%		44	35	80%	42	
START FORECAST																	
Start Month	01/02	02/03	RE	Last Week	This Wk	No. Already	01/02	02/03	Rate Assumptions		No.	Week	Days	Activ			
Start Dates	Starts	Budget	FCST	Forecast	Forecast	Started	Futures	Futures	Show	Run	Pkgs	Enrolled	Remaining	Apps	Rev		
December 3,4,30	0	24	35	0	35	44	0	0	80%		44	9	0	0	9		
January 5,14,15	0	106	0	106	106	0	0	42	80%	32	37	0	15	12	0		
February	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
March	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
April	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
May	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

Exhibit 9. Attrition Report

REPORT NO: EDN22PP1
245-ONTARIO

MANAGEMENT ATTRITION REPORT
FROM 04/01/04 THRU 04/06/04

RUN DATE: 04/06/04
RUN TIME: 15:19:27 PAGE:

PGM	BEG PCP	(+) STRT	(-) RVS STR	(-) GRAD	EOM FLY EARN	POINTL PCP	EOM ACT EARN	NET ATTR	NET ATTR	NET ACT ATTR	NET ACT ATTR	(+) FNTR DRO	(-) FNTR WTHD	(+)FNTR LOALNG DRO	LWNG WTHD	LWNG LOA	PGM CHG	PGM CHG	TOIL RECON CUT	(+) N
BMA	16	5				21	21													
DAD	56				3	53	53													
MBD	60	12			2	70	70													
MHD	23	12				35	33	2	5	2	5					2				2
MMA	332			3	113	216	217	-1	-0			1	1	1						-1
MT	58	2	1			59	58	1	1	1	1					1				1
MTD	107			5	13	89	88	1	0	1	1					1				1
XRON1	35	21			26	30	29	1	1								1			1
TOTAL	687	52	1	8	157	573	569			4		1	1		1	4				1
YTD		958	76	454						180		80	288		31	289	282			51

*** END OF REPORT ***

- iii. Drawing down of funds:
 - 1. Making sure the students are receiving their loans and grants as soon as possible.
- iv. Monitor payment reports for late payments.
- v. Monitor 85/15 report. Fifteen percent of all student tuition needs to come from other sources than student loans. Therefore, students have to pay 15 % either through private loan or cash payments. The funding rule is 90/10 for the year however the company policy is 85/15.
- vi. Monitor the “Lapsed days report” on the spool each week. °
- e. Monitoring and Auditing
 - i. Daily
 - 1. Make sure all payments made at campus are reported to National Loan Servicing Center (NLSC) and corporate daily.
 - 2. Deposits to the bank.
 - ii. Weekly
 - 1. Accounts Receivable (AR) Days - This is achieved by taking the AR summary page and taking the Active Receivables times 30 days, divided by the active revenue that month
 - 2. Accuracy and Timeliness Report (ATR). The ATR will show:
 - i. How many files have been submitted
 - ii. In what period of time
 - iii. The accuracy of the files submitted
 - iv. How many students have applied and have not yet been submitted.

v. How much money has not been cleared due to errors or non-submission

3. Lapse Days report - It is on the spool every Monday
4. CRJ should balance to zero variance. This comes out daily but you only need to monitor the weekly. It may not balance for an individual day and that is ok if it clears up the next day.

iii. Monthly

1. 90-10 Analysis
2. Aged Earned Receivable Balance Report (30,60 and 90 days)
3. Laureate Pending Disbursement Report and Pending EFT. This will show students are cleared (canceled).
4. NLSC Report will show percentage against student population

3. ***Education***

- a. General Info: Basically the reviewing of reports and monitoring is done by the Education Director but as president you are responsible for everything so there are some reports you should run and audit on a routine basis.
- b. Daily
 - i. MBWA – Walk the school and see that all classes are covered. Listen to students in the halls and break-rooms for grumblings.
 - ii. Make sure attendance is being ran.
 - iii. Check spool that probation letters, attendance violation report are being printed
- c. Weekly
 - i. Make sure SAP (student academic progress) has been ran and worked.

- ii. Have DOE review 7 day absence report with you.
- d. Monthly
 - i. Run missing grades report.
 - ii. Run missing attendance report.
 - iii. Run Ability to Benefit (atb) monitoring report.
- e. Quarterly
 - i. Run Student Academic Histories – go through and monitor
 - ii. Attrition per instructor - request from Ed Director and discuss
 - iii. Make sure Director of Education (DOE) performs Student Surveys
 - iv. Run probation report and ensure probation letters are in the academic file
 - v. Run percentage absence report. Make sure all Attendance Violations have Attendance Appeal in student's academic file or has been dropped on time.
- f. Semi Annual
 - i. Make sure Advisory Board meetings are held
- g. Yearly
 - i. Classroom lecture observation being done
 - ii. Yearly performance reviews are done
 - iii. Monitoring and Auditing
 - 1. Attendance of staff i.e. instructors
 - 2. Classes starting and ending on time
 - 3. Basically, review reports to make sure they are being monitored and done by the education director.
- h. Placement

- i. General Information:
 - i. It is the responsibility of the Placement Department to reach 70 percent raw placement within 90 days of a student's graduation.
- j. Monitoring and Auditing
 - i. Daily
 - 1. All employees are there and working
 - ii. Weekly
 - 1. Number of raw placements
 - 2. Total grads
 - 3. Total number left to place
 - iii. Monthly
 - 1. Run detail placement report. Monitor placement per program and discuss with Placement Director. Discuss total number left to place in each program. Have Placement Director give you an action plan in writing for any program running behind.
 - iv. Semi Annual
 - 1. Run detail placement. Verify 3 to 10 random employments
 - 2. Raw Placement
 - 3. Verified Placement
 - 4. Employers
 - 5. Externships

SECTION VII

MISCELLANEOUS

Section VII

Miscellaneous

1. *Capital Equipment Requests (CER)*

a. Budgeted

- i. All capital equipment for the next year must be budgeted for in this year.
- ii. The purchase of the capital equipment needs to take place in the quarter it is budgeted for.
- iii. Must use Proper CER form See *Exhibit 10*
- iv. Give a complete description of product , including part numbers and pricing
- v. Include justification on all requests. Be specific, otherwise it may be held up.
- vi. Complete and submit to Regional Vice President
- vii. Up to 10,000 requires RVP signature and Purchasing Director
- viii. 10-25, 000 requires the additional signature of Divisional President
- ix. 25,000 to 50,000 requires an executive VP signature
- x. 50,000 and above requires the CEO signature

b. Non-Budgeted

- i. Occasionally an emergency CER is required. For non budgeted CER the following signatures are required for the given amounts.
- ii. 750 to 1000 – College president, Regional Vice President and EVP
- iii. 1000 and up – College president, RVP and Divisional President
- iv. 10,000 and up requires the above and including CEO

Exhibit 10. Capital Expense Report



Corinthian
Colleges,
Inc.

CAPITAL EXPENDITURE REQUEST

Rev. 9/02

SCHOOL LOCATION	SCHOOL NUMBER	DEPARTMENT	DATE

PROJECT TITLE			PROJECT NUMBER (School Use)
TYPE	Capital Expenditure	Major Expense	CORPORATE #
PURPOSE	Profit Improvement	Safety-Convenience	(For Corporate Use Only)
INCLUDED IN PROFIT PLAN AS (REQUIRED FIELD)	Capital Expenditure	Not Included	Corporate Purchase
FINANCING ALTERNATIVE	Purchase	Lease	Local Purchase

PROJECT DESCRIPTION AND PURPOSE

Local Vendor Name:
(please indicate)

<input type="checkbox"/> Budgeted	<input type="checkbox"/> Unbudgeted	SUBTOTAL	FREIGHT & TAX	TOTAL AMOUNT OF THIS REQUEST
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PROFIT PLAN BUDGETED AMOUNT:

MONTH AMOUNT WAS BUDGETED:

APPROVALS:

College President	Date	Corporate-Executive Vice President, Operations	Date
Regional Vice President, Operations	Date	Corporate-Executive Vice President	Date
Education	Date	Corporate-President/CEO	Date
Corporate-RCI President	Date	Corporate Approval	Date
Corporate-CSI President	Date	Corporate Assistant Vice President, Purchasing	Date

2. ***Facility Management***

- a. Maintain file with all leases and property management. Know what repairs are in lease and what you need to pay for. Keep a list of phone numbers for repairs such as plumbing, electrical, air conditioning and heating. Also keep all telephone numbers in a rolodex. Your organization is up to you,
 - 1. Maintain a file for alarm system
 - 2. Maintain file with cleaning services
 - 3. Maintain file for liability insurances

3. ***Management Succession***

- a. General Information: Identifying employees to replace your directors is a good idea for a couple of reasons. One is that it is part of your own evaluation for your review. Another is it just makes good business sense to have someone on the bench. Also it improves morale and loyalty. You have someone being trained so if there is an illness or injury of your director you will have someone who can carry the ball instead of you having to do this extra work.
- b. Identify replacements for each director in your school.
- c. Identify their educational level and what is the required educational level and develop a plan if necessary.
- d. Complete paperwork from Jennifer Watson, at the Corporate Office. Finally, submit the paperwork to Jennifer and your regiona.l
- e. Place a copy in employee file.

4. ***Christmas Party funds:***

- a. General Information:
- b. Christmas funds entered into the budget during the budgeting process. The amount is usually 50 dollars per employee. Place in the budget for the quarter you will be requesting the funds, 2nd quarter. At the time you need it, you will need to need to send in a Cash Advance form. You will receive a check and deposit in your own account. Save all receipts and when all is over, you fill out the Expense report form. List all expenses, the amount of advance and if there is any money left that

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