

Lexington
College



Conclusion



Conclusion

A Vision for the Future: Strengths, Challenges and Opportunities

This Self-Study report overviews the development of Lexington College in the past five years regarding governance structures, establishment of the Bachelor's program, advancement, service, and accountability for assessment of student learning. The Self-Study also outlines areas where Lexington needs to grow. Opportunities identified through the Self-Study process will guide our upcoming strategic planning decisions.

Strengths: The Case for Reaccreditation

In the past five years, Lexington College has grown from a two-year to a four-year institution offering four specializations within a hospitality management Bachelor's degree. Following the campus move to Chicago's West Loop in 2001, the College expanded in two different phases. The first phase was completed in the summer of 2003 providing a larger library facility and a conference room, a demo culinary lab, a new student commons, and offices for the Enrollment and Communications, Advising, Career Services, and Registrar. The second phase, completed in the summer of 2007, added a classroom, separate office space for adjunct faculty and full-time faculty, and a Student Life office.

Lexington has updated its mission statement to fit its expanded program while remaining faithful to its longstanding core mission. It has formalized policies and procedures regarding implementation and expansion of the academic program with input from faculty and staff as well as from relevant educational and external constituents. Decentralization of the academic budget and delegation of policy decisions to relevant offices has increased. A stronger IT infrastructure now supports both learning and services. A new Academic Dean has led the academic side of the College since the summer of 2003. Personnel growth includes a full-time Registrar, a Dean of Administration, a Director of Advising, a part-time Director of Student Services and a part-time Student Activities Coordinator. Faculty has added three new full-time members (including the full-time librarian), as well as several adjunct instructors.

The diversification in governance tasks among faculty, and expansion in personnel and in physical space underpins the College's growth and ability to deliver quality education via the new Bachelor's program. Growth also shows in the placement of increasing numbers of students and graduates in valued industry positions, as well as in the number of firms recruiting from Lexington College. As outlined in the report, the College has benefited from these positive outcomes and contributed to the community, professional associations, and hospitality-related industries. This service in various capacities exemplifies the College's academic, professional and civic contribution.

Lexington has undertaken a complete creation and development of the upper-level curriculum for the BAS degree, as well as a significant review of the already existing AAS curriculum. At the same time, it has proactively sought new opportunities to expand its program in important areas, such as the Health Care & Wellness specialization. It has also strengthened the assessment of student learning outcomes and used extensive data measures to evaluate the programs.

The College's fundraising strategies have been reviewed regularly and evaluated with a focus on continuous improvement. The 2004 establishment of the annual Fall Benefit Scholarship Dinner has helped raise significant funds and establish a baseline for industry sponsorship of the College program. It has effectively contributed to the goal of becoming financially self-sustaining. Lexington has also developed relationships with more corporate sponsors and increased visibility in key industry organizations, seeking new sources of funds. The Board and Administrative Council have also supported the President's efforts to spend more time making and developing external contacts for the College.

Lexington allocates resources in close alignment with the College mission and strategic goals. This allocation enables the College to fulfill its mission, improve the quality of educational programs and inform responses to evident challenges and opportunities. One of our greater challenges continues to be enrollment growth, with the accompanying financial challenges.

The College has shown a clear commitment to improve enrollment, student life and development. These and other changes outlined throughout the Self-Study report have led the College to a new stage of development, while simultaneously positioning Lexington among the recognized higher-learning institutions offering four-year degrees in hospitality management.

Challenges and Opportunities: Looking to the future

This Self-Study has enabled Lexington College to identify areas of strength, and equally important, areas for growth and opportunity to better fulfill our commitment as a leading institution in the field of hospitality. These opportunities span from the classroom to the institution as a whole and to society. Our next strategic planning in summer 2008 will focus on setting priorities to address these challenges and opportunities, including the following:

Enrollment: From 2003-2007 the College experienced a 16% enrollment increase. However, we have failed to reach our enrollment goals. The College restructured the enrollment management team and hired a Director of Enrollment and Communication as well as an Industry Admission Representative to recruit non-traditional students. In addition, marketing and admission materials were redesigned to reflect more accurately Lexington's mission using the web to further reach students and parents.

Recognizing that enrollment is critical to College growth, and that the size and composition of the student body directly affects the instructional needs and fiscal resources of the College, the challenge for Lexington is to develop more effective channels through which to reach students who would appreciate the program we offer. A College Marketing Committee meets regularly to explore options and a new Dean of Administration oversees the Admissions and Communication departments. The complete and consistent implementation of the enrollment plan would further support progress towards increased enrollment and growth in marketing and development. The Lexington College website requires more timely updates and a clearer marketing focus that adequately represents our mission.

Student housing has been identified as another key challenge affecting Lexington's enrollment growth. Housing options need to be expanded to meet the increasing interest in the College from students in the greater Chicago area and across the country.

Lastly, we need to address the issue of staff retention in the Admissions Department. The lack of staff continuity within this department has hindered plan execution, creating communication gaps between prospective students and the College. Time spent in training new staff has been a recurrent challenge. Lexington College Vision Documents and the department's Marketing Plan outline some strategies that we need to reevaluate to help remedy this situation.

Financial Resources: Lexington College's financial resources, while showing continuous and substantive growth these past five years, continue to be a challenge. Limited financial resources impact all aspects of the College community. As outlined in criterion 2d, the history of generated revenue revealed substantial growth in the area of fundraising and in fiscal year 2003 represented the first time in Lexington's 30-year history that the College exceeded its development goals. The College has since met or exceeded its fundraising goals on an annual basis. In addition, tuition increases, federal student aid and grants have helped to maintain the revenue stream to meet basic budget needs. Yet obtaining planned tuition revenue from new students continue to be a major challenge.

Program Growth: The successful implementation of the BAS program since 2003 is the springboard from which Lexington will continue to lay a solid foundation for future expansion. While building the Bachelor's curriculum, we expanded a specialization in hospitality-related fields, entering carefully chosen territory under the auspices of the General Education faculty and with the endorsement of board and industry experts. This initial concentration provided the platform to analyze, in increasing depth, educational needs in hospitality-related areas. It culminated in the largest grant received in the College, funding for the Health Care & Wellness specialization.

Entering this new realm is an opportunity that we must continue to plan strategically. The program should benefit from including holistic principles and bioethics, stressing the dignity of the human person, in alignment with Lexington's mission. Having taken steps to recruit experts in this field for our Industry Advisory Board, we continue searching for Health Care & Wellness faculty, a priority among academic goals at this time.

To sustain expertise in the HC&W area as well as continue to grow our academic reputation in hospitality management, we need to revisit the faculty development program. This includes seeking long-term solutions to the provision of professional development, as well as the appropriate evaluation method for progressing in faculty career, and the distribution of teaching, service and scholarship expectations.

Finally, as the diversity of the student body continues to grow, we need to meet their academic needs, especially in terms of college-readiness challenges faced by non-traditional students.

Constituents: Lexington College is fortunate to have consistent and strong support from all College constituents. This support needs also tempering with stronger focus on accountability. The Board of Directors should continue taking their proactive stance in holding the College accountable to the mission and approved strategic planning as well as their strategic support and involvement. Growth in Board of Directors' expertise and committee oversight of critical areas such as marketing and development are steps forward to be sustained.

Now that the College is 30 years old, Lexington also has the opportunity to work more closely with College alumnae for several purposes: better understanding our history, opportunities in recruiting, social opportunities, and financial support. Moreover, we could establish stronger vehicles to recognize our alumnae, board members, and donors who support the College, its growth and mission.

Technology: Technology, a vital component of our personal and professional environments, plays a key role in higher education. Lexington College has shown growth in this area since 2003 by making good use of limited resources. Technology equipment has grown steadily as has the use of this equipment by faculty, staff and students. Recent additions of wireless capabilities and a reliable e-mail server have improved communication and learning at the College. Yet much remains to be done to increase our institutional capabilities in this area.

We see the value of providing an integrated, campus services technology system serving both personnel and students to facilitate instruction, campus interaction, and data access. Such a system could enable better student support and academic services and our understanding of relevant trends. At this time, Lexington College has no professional in-house technology staff and this too needs attention.

Looking to the Future

In May 2003 the HLC visiting team mentioned taking a “leap of faith” and wanting to give Lexington a chance for growth as an institution. The HLC Review Board in May 2003 repeated the same phrase when they gave the approval for continuing accreditation and for the launch of the BAS degree. While faith is still needed to see Lexington become a leading institution in the field, the College has made progress in this area. Lexington has sufficiently demonstrated a balance among the achievement of its target goals and mission accomplishments in the past five years. Moreover, Lexington has taken action and put additional plans in place to continue growing in upcoming years.

Meeting the challenges, the College has shown exceptional resilience and commitment in its ability to stay the course. We have balanced College resources while improving program quality and hiring increasingly qualified academic personnel. We have motivated the generosity of supporters to put their financial resources to work for Lexington’s growth. Annual budgets have been adjusted to responsibly finance growth and human resources are mostly in place to ensure program quality. Development monies have reached new levels and the College’s stature continued to grow in the academy and in the hospitality industry. The College launched a full BAS program on schedule, which has attracted most of the currently enrolled students. Having graduated the first bachelor’s degree class in May 2005, we have set a solid foundation for the future.

The main challenge facing Lexington College as it continues to grow is enrollment. Aside from improving our marketing potential and building a more focused approach, we believe that continuing to offer an excellent academic program, even within budgetary constraints is key to our success. Our foundational strengths lie in the quality and dedication of our mission-based programs that combine academic and professional preparation imbued with solid Christian values, the loyalty and commitment of our faculty and staff, and finally, the cooperative support of all our constituents.

The overall evaluation of the Self-Study indicates that while Lexington faces challenges and many opportunities along the path ahead, the College has shown commitment, daring, and responsible growth during the past five years. Lexington College’s continued accomplishments, responsible actions, and consistent strategic planning position us to achieve targeted goals for a stable and dynamic future. Based on this evaluation, Lexington College respectfully requests that The Commission grant continued accreditation.

FEDERAL COMPLIANCE

Credits and Program Length

The Associate of Applied Science (AAS) degree in Hospitality Management is earned by successfully completing a minimum of 66 credit hours of course work and the a summer internship. Students must also fulfill all other requirements (see Graduation Requirements).

Students are required to earn 129 credits to earn the Bachelor of Applied Science (BAS) degree in Hospitality Management, including a concentration in Culinary Arts, Event Planning, Hotel/Restaurant Management, or Health Care & Wellness. To fulfill the specialization requirements, students must successfully complete at least five courses in one of the areas of specialization and two summer internships. Students must also complete all other requirements (see Graduation Requirements).

Transfer students are required to earn at least 40 hours of academic credit at Lexington to earn the Associate's degree and at least 77 hours of academic credit at Lexington to earn the Bachelor's degree.

The normal course load for full-time students is 15 to 18 credit hours per semester; students who earn a 3.0 semester GPA or have a 3.0 cumulative GPA may take more than 18 credit hours with the approval of their Academic Advisor and the Academic Dean. The respective extra tuition and fees are added. A student must complete the entire academic program within the time limits established for the AAS and the BAS degree. A student must complete the entire two-year academic program (AAS degree) in no more than four academic years (eight semesters) for a part-time student or three academic years (six semesters) for a full-time student. A student must complete the entire four-year academic program (BAS degree) in no more than eight academic years (16 semesters). Failure to complete the program during the allotted time may result in the student's dismissal from the College.

Organizational Compliance with the Higher Education Reauthorization Act

Through the organizational compliance with the Higher Education Reauthorization Act, Lexington College selects a "servicer" by which students receive their federally awarded loans. Lexington uses Sallie Mae as their servicer. Sallie Mae Servicing is the largest servicer of Federal Family Education Loan Program (FFELP) loans in the country.

Title IV programs include: *Federal Programs:* Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant (ACG), Federal Work Study (FWS), Federal Stafford Loan, Federal PLUS Loan. *State Programs:* Illinois Student Assistance

Commission Monetary Award Program (MAP), Illinois Incentive for Access (IIA).

To be eligible for financial aid, a student must apply and be accepted to Lexington College and complete the Free Application for Federal Student Aid (FAFSA).

Financial aid recipients must complete all requirements, including signing the award letter, with the Financial Aid Office prior to receipt of grant and loan funds. Financial aid funds are credited each semester to the student's account upon receipt from the appropriate federal, state or private scholarship source. In many cases, financial aid does not cover the entire cost of tuition and fees. The student is required to pay the balance or make arrangements for payment of the balance before completing enrollment.

Those students receiving any federal, state or institutional aid must meet the Standards of Satisfactory Academic Progress in order to maintain eligibility for financial aid. The Registrar and Financial Aid Offices are required by federal regulations to monitor the academic progress of all degree-seeking financial aid applicants. If a student fails to meet the minimum Standards of Satisfactory Academic Progress, the following procedures are followed: Financial Aid Warning, Financial Aid Probation, and finally Financial Aid Cancellation (ref. Lexington College's Catalog, page 54).

American Disabilities Act

Lexington College is committed to making reasonable accommodations for and to providing accessibility to its programs, activities, and employment for all persons defined as having documented disabilities based on the Americans with Disabilities Act (ADA) of 1990.

Nondiscriminatory Policy

Lexington College admits female students of any age, race, color, creed, national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, race, color, creed, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and other college-administered programs.

Family Educational Rights and Privacy Act of 1974

All students of Lexington College have the right to inspect their educational records, to request corrections and deletions and to limit disclosure of the records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). No one outside the College shall have access to nor will the College disclose any information from students' education records without the written

consent of students except to personnel within the College, to officials of other institutions in which students seek to enroll, to persons or organizations providing students' financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency, in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

Retention

Lexington College keeps track of retention among first-year students because this is a crucial year for students in college. MacKinnon and Associates (2004) point to research that indicates that attrition is most severe during the end of the freshman year due to poor study habits, large classes, an impersonal campus environment, and academic and social regulations. Fortunately, large classes are not a likely factor for freshman attrition at Lexington. Rather, Lexington takes pride in the fact that our small class sizes allow faculty and students to have more individualized contact. However, faculty members have continued to express their concern with freshman students' varied levels of academic preparedness, which faculty and retention committees have continued to address. As a result, a class period is now devoted to teaching the Freshman Seminar students study skills, time management skills, and the importance of critical thinking. Learning is reinforced throughout the semester in practice of different assignments. In addition, Student Services supports the improvement in study skills in different ways such as providing coaching, workshops and other initiatives.

Lexington has attempted to keep track of reasons freshman give for not returning to the College their second year. The following are a list of common reasons: change of major, financial concerns, family obligations, relocation, poor grades, and other personal reasons.

Graduation Rates: Lexington's graduation rates have fluctuated since the inception of the BAS degree in 2003, and we look forward to graduating the largest senior class in the spring of 2008. The number of students earning an AAS degree has decreased since the start of the BAS program as many students decide to pursue the BAS degree. (Ref. Institutional Snapshot)

Students can participate in the spring graduation ceremony if they have fewer than 6 credits to complete their AAS or BAS degree. Since there is not a winter graduation ceremony, this allows students that complete their degree requirements at the end of the fall semester the opportunity to walk in the spring ceremony.

Tuition

Lexington College is a not-for-profit educational institution. On the recommendation of the Administration, the Lexington College Board of Directors sets tuition and fees annually.

Effective Fall 2006 the Board authorized the "Tuition Guarantee" program. Through this program, students and their families are guaranteed the same tuition during the entire time the student is enrolled in consecutive semesters at Lexington College. This has proved beneficial in that families can "lock-in" a particular tuition rate, with the security of knowing it will not increase.

College administrators believe that the Tuition Guarantee program has also enhanced student retention. Parents have commented on the fiscal security and peace of mind that this program provides.

Advertising and Recruitment Materials

Key recruitment materials, such as the "Why Lexington?" piece (section entitled *Type of Institution*) and on the web-site, cite the College's accreditation by The Higher Learning Commission.

The Catalog (page 6 of the 2007-2009 issue) and Student Handbook (page 7 of the 2007-2008 Student Planner) also include this affiliation.

Organizational Records of Student Complaints

Academic Appeals: If a student's cumulative GPA falls below the required 2.0, or when the student is not making adequate progress towards graduation, she is given a verbal satisfactory progress warning from the Registrar. A written warning is placed in the student's file, and she is required to take a reduced course-load. If this same student does not raise her cumulative GPA by the end of the subsequent semester, she is then placed on academic probation for the following semester. A student placed on academic probation is required to take a reduced load (no more than 12 credits) during the time of probation. If by the end of that semester, this student is still unsuccessful in raising her cumulative GPA to a 2.0 or higher, the student's academic record is reviewed together by the Director of Advising and the Academic Dean. In case of need, it may be submitted to the Administrative Council for review.

Dismissal: The College reserves the right to dismiss any student who fails to meet the required standard of scholarship and to dismiss or suspend any student for violation of the rules of the College or for any other reasonable cause including financial obligations to the College. In view of the foregoing and since the College must make its financial commitments for the entire academic year, no reduction or refund of fees is made in cases of dismissal of a student.

Academic Dismissal Appeal Procedures: A student may appeal an academic dismissal decision. Students may consult the Director of Advising for impartial advice on how to make appeals and petitions, and resolve academic grievances.

Students with mitigating circumstances - Appeals must be in writing and directed to the Registrar. An appeal letter should include clearly stated reasons for the appeal and the request. A student appealing a dismissal decision may re-enroll following the submission of proof of mitigating circumstances and approval of the Administrative Council. The appeal of an academic dismissal, with proof of mitigating circumstances, must be submitted to the Registrar one month before the registration date of the semester in which re-enrollment is requested. The Registrar notifies the student in writing of the College's decision within two (2) weeks of receipt of the appeal. The Financial Aid Office receives a copy of that letter.

All other students - Appeals must be in writing and directed to the Registrar. An appeal letter should include clearly stated reasons for the appeal and the request. Students may appeal a dismissal decision following a one-semester suspension. The appeal should also include a plan for improving academic performance. Any appeal of an academic dismissal must be submitted to the Registrar one month before the registration date of the semester in which re-enrollment is requested.

A student having earned a previous academic dismissal, who appealed and was granted re-enrollment will not be eligible to appeal a second academic dismissal decision.

Nonacademic Complaints

Disciplinary Probation: Students may be placed on probation for disciplinary reasons. The Academic Dean will inform a student in writing of her status and a copy of the letter is placed in her file. A student incurring a disciplinary problem after being on disciplinary probation will earn dismissal from the College.

Grievance Policy: A grievance is defined as any academic or nonacademic problem resulting from an alleged unfair, inequitable or discriminatory interpretation, application or implementation of a policy or procedure. A grievance can also result from an issue that may initiate from a nonspecific policy or procedure.

The person who has an academic or nonacademic grievance as a result of a specific event or circumstance will follow the grievance procedures. Copies of the procedures, as well as the Student Grievance Report Form, are available from the Director of Advising.

Written Student Complaints: Students are invited to express their viewpoints in the appropriate manner to any College official. However, for formal action to occur, the student should submit a formal written complaint to the Director of Advising. The Director will then forward this complaint to the appropriate area to be reviewed. A written response by the appropriate office is returned to the student within one week of the complaint being filed with the Director of Advising by the appropriate office.

INSTITUTIONAL SNAPSHOT

I. STUDENTS

Student enrollment patterns

| Academic Year | Fall | | | Spring | | |
|---------------|-----------|-----------|-------|-----------|-----------|-------|
| | Full-Time | Part-Time | Total | Full-Time | Part-Time | Total |
| 2003-2004 | 41 | 2 | 43 | 43 | 2 | 45 |
| 2004-2005 | 40 | 10 | 50 | 35 | 5 | 40 |
| 2005-2006 | 45 | 11 | 56 | 41 | 16 | 57 |
| 2006-2007 | 47 | 11 | 58 | 49 | 9 | 58 |
| 2007-2008 | 49 | 8 | 57 | | | |

Percentage of Students by Ethnicity

| Academic Year | African-American | Asia/Pacific Islander | Hispanic | Internt'l | White | Undeclared |
|---------------|------------------|-----------------------|----------|-----------|-------|------------|
| 2003-2004 | 39.6% | 4.7% | 18.6% | 4.7% | 32.6% | 0 |
| 2004-2005 | 44.9% | 2.0% | 30.6% | 6.1% | 16.3% | 0 |
| 2005-2006 | 44.6% | 1.8% | 26.8% | 7.1% | 10.7% | 8.9% |
| 2006-2007 | 40.4% | 1.8% | 28.1% | 5.3% | 22.8% | 1.9% |
| 2007-2008 | 25.0% | 3.5% | 17.5% | 5.0% | 46.0% | 2.0% |

Age Range of Students

| Academic Year | 24 and under | | 25 and older | | Unknown |
|---------------|--------------|-----------|--------------|-----------|---------|
| | Full-Time | Part-Time | Full-Time | Part-Time | |
| 2003-2004 | 35 | 0 | 6 | 12 | 0 |
| 2004-2005 | 33 | 0 | 6 | 13 | 3 |
| 2005-2006 | 28 | 1 | 17 | 10 | 0 |
| 2006-2007 | 35 | 9 | 12 | 4 | 1 |
| 2007-2008 | 37 | 4 | 12 | 4 | 0 |

Residency Status of Credit-Seeking Students (5-year comparison)

| Academic Year | Illinois | US – Other | International |
|---------------|----------|------------|---------------|
| Fall 2004 | 41 | 6 | 3 |
| Fall 2007 | 37 | 17 | 3 |

Applications, Acceptances and Matriculations

| Academic Year | Applicants | Admissions | Enrolled Full-Time | Enrolled Part-Time |
|---------------|------------|------------|--------------------|--------------------|
| 2003-2004 | 55 | 32 | 20 | 2 |
| 2004-2005 | 21 | 19 | 15 | 2 |
| 2005-2006 | 37 | 19 | 14 | 1 |
| 2006-2007 | 50 | 26 | 17 | 0 |
| 2007-2008 | 64 | 30 | 8 | 0 |

Mean ACT Composite Score for Incoming Freshmen

| Academic Year | ACT Submissions | 25 % Composite | 75% Composite |
|---------------|-----------------|----------------|---------------|
| 2003-2004 | 14 | 17 | 20 |
| 2004-2005 | 14 | 18 | 22 |
| 2005-2006 | 11 | 15 | 18 |
| 2006-2007 | 12 | 17 | 21 |
| 2007-2008 | 7 | 19 | 25 |

Percentage of Students Who Applied for Financial Aid

| Academic Year | # of Students | # of Financial Aid Applicants | % of Financial Aid Applicants |
|---------------|---------------|-------------------------------|-------------------------------|
| 2003-2004 | 52 | 47 | 90% |
| 2004-2005 | 57 | 51 | 89% |
| 2005-2006 | 66 | 48 | 73% |
| 2006-2007 | 66 | 55 | 83% |
| 2007-2008 | 62 | 52 | 84% |

Number and Percentage of Financial Aid Recipients in Specific Categories

| Academic Year | # of Students | % applying for Student Loans | % applying for Scholarships | % applying for Work Study | % applying for Lexington Grants |
|---------------|---------------|------------------------------|-----------------------------|---------------------------|---------------------------------|
| 2003-2004 | 52 | 73% | 12% | 10% | 50% |
| 2004-2005 | 57 | 72% | 23% | 14% | 67% |
| 2005-2006 | 66 | 42% | 8% | 12% | 89% |
| 2006-2007 | 66 | 47% | 15% | 11% | 76% |
| 2007-2008 | 62 | 73% | 6% | 11% | 94% |

Retention Rates (%) of First-Year Students*

| Academic Year | Retention Rate (%) |
|---------------|--------------------|
| 2003-2004 | 50% |
| 2004-2005 | 50% |
| 2005-2006 | 41% |
| 2006-2007 | 67% |

* First-year students include transfer students with less than 30 hours.

Degrees Conferred

| Graduation Year | AAS | BAS | Total |
|---------------------|----------|-----|-------|
| May 2003 | 8 | NA* | 8 |
| May 2004 | 15 | NA* | 15 |
| May 2005 | 5 | 4 | 9 |
| May 2006 | 4 | 5 | 9 |
| May 2007 | 2 | 2 | 4 |
| May 2008 (expected) | 10 (TBD) | 6 | 16 |

* BAS program did not start until 2003.

II. FACULTY (5-year comparison)

Highest Degree Earned by Faculty

| Degree | 2003-2004 | | 2007-2008 | |
|--------------------------------------|-----------|---------|-----------|---------|
| | Full-Time | Adjunct | Full-Time | Adjunct |
| Doctorate | * | 33% | * | 33% |
| Doctoral Candidate | - | - | 20% | 6% |
| Master's | 67% | 47% | 40% | 39% |
| J.D. | - | 7% | - | 11% |
| Professional Culinary Certifications | 33% | 13% | 40% | 11% |

* The Academic Dean has not been included; asterisks mark her degrees.

Demographics of Faculty

| Race/Ethnicity | 2003-2004 | | 2007-2008 | |
|------------------------|-----------|---------|-----------|---------|
| | Full-Time | Adjunct | Full-Time | Adjunct |
| African-American | - | 13% | - | 10% |
| Asian/Pacific Islander | - | - | - | - |
| Hispanic | - | - | - | 10% |
| International | - | 20% | - | 15% |
| White | 100% | 67% | 100% | 65% |

| Gender | 2003-2004 | | 2007-2008 | |
|--------|-----------|---------|-----------|---------|
| | Full-Time | Adjunct | Full-Time | Adjunct |
| Male | - | 20% | - | 33% |
| Female | 100% | 80% | 100% | 67% |

III. LEARNING RESOURCES

Information Technology

Wireless Network: The College has installed wireless access throughout the fifth floor offices, library and classroom and on the second floor in the computer lab and classrooms.

Computer systems available for student use: Currently, the second floor computer lab has 20 computers available to students during regular classroom hours. Six computers are available in the library with extended evening and Saturday access (when classes are in session).

Online research tools: Both the computer lab and library have productivity software installed on all computers. In addition, course-specific programs have been installed for student use (i.e. Diet Analysis for Nutrition course, Business Pro-Plan for Business and Management courses and On Cooking for Culinary courses).

Instructional Technology and Hardware: Mobile equipment is available for use by faculty and students for in-class presentations. Currently this includes laptops, TV/DVD/VCR players, overhead projectors, camcorder and boom boxes. In addition, headphones are available for use on the library and lab computers. A collection of videotapes, DVDs and music CDs are available for instructional use.

Student e-mail: Lexington students are supplied with a web-based e-mail account and service.

Help Desk: The College provides support through its business office and library to students, primarily for student e-mail and technical support for lab and library computers. There are currently no structured hours for this service and is provided on as needed.

College Library

Student Use for Computers and Library

| Academic Year | Homework/Study | Computer Use |
|---------------|----------------|--------------|
| 2003-2004 | 619 | 1167 |
| 2004-2005 | 479 | 1302 |
| 2005-2006 | 442 | 1653 |
| 2006-2007 | 435 | 1604 |
| 2007* | 410 | 1008 |

* Fall semester only