

College of Court Reporting

Campus Effectiveness Plan 2016-2017

Reporting Period: July 1, 2016 to June 30, 2017



College of Court Reporting
455 West Lincolnway
Valparaiso, Indiana 46385
(219) 531-1459
www.ccr.edu

Table of Contents

- I. Introduction and CEP History
- II. The Campus Effectiveness Team
- III. The Administration
- IV. Mission and Objectives
- V. Student Demographics
- VI. Program Characteristics
- VII. Retention
 - A. Retention Rates – Historical
 - B. Retention Rates – Goals
 - C. Responsibility for Retention
 - D. Retention Activities and Measurements
- VIII. Placement
 - A. Placement Rates – Historical
 - B. Placement Rates – Goals
 - C. Responsibility for Placement
 - D. Placement Activities and Measurements
- IX. Student Learning Outcomes
 - A. Standard Academic Progress
 - B. Student Recognition
 - C. Program Learning Measurements and Assessment Tools/Criteria
 - D. Curriculum Review and Change
- X. Graduate Satisfaction
 - A. Exit Interviews
 - B. Graduate and Alumni Surveys
 - C. Recent Graduates Employment and Earnings Survey
- XI. Employer Satisfaction
 - A. Internship Evaluations
 - B. Employer Surveys
- XII. Evaluation of the CEP

I. Introduction and CEP History

The College of Court Reporting is located in Hobart, Indiana. Classes began in September 1984. The college was granted full accreditation by the Indiana Commission on Proprietary Education (ICOPE) on January 1, 1985, and was granted approval to award an associate of applied science degree in court reporting by the same commission on August 14, 1985. The college became accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award certificates and occupational associate degree diplomas in September 1989. The court reporting program was granted approval by ACICS May 23, 2001, to be delivered through online distance education. The medical transcription program was initially approved on May 18, 1994, but discontinued in June 2007 due to limited job opportunities within the Northwest Indiana region. In March 2009, ICOPE accredited two new programs: Voice Captioning Certificate and Court Reporting Diploma. Those two new programs were approved by ACICS in August 2009. The school was incorporated by the State of Indiana September 3, 1985. Kay Moody is the college's founder; Jeff Moody is the corporation president and owner.

The College of Court Reporting (CCR) was granted approval for the day program by the National Court Reporters Association (NCRA) November 1, 1987, and became NCRA's first online certified program in the spring of 2006.

The executive director and faculty development coordinator are responsible for directing, monitoring, and executing the Campus Effectiveness Plan (CEP) with the assistance of the president, director of education, and every administrator and faculty member.

The purposes of the CEP are to ensure that the college is consistently evaluating itself in order to promote the continuous improvement of educating our students through effective teaching and faculty development; to exceed occupational objectives as it relates to the needs of prospective employers; to achieve internal effectiveness; to assess progress, change, and improvement; to communicate outcomes; to demonstrate regulatory compliance; and to ensure quality assurance and effectiveness. The following areas are examined as part of the CEP: retention, placement, student learning outcomes, graduate satisfaction, and employer satisfaction. Data as it relates to each of these specific areas are constantly evaluated and analyzed to assist the administration with goal setting and fulfillment of the CEP's purpose.

To ensure overall campus effectiveness and CEP monitoring and implementation, aspects of the CEP are consistently discussed during monthly faculty meetings as well as weekly administrative meetings. Evaluating data periodically during the year and annually are extremely important to assure quality assessment and effectiveness, improvement, and goal setting for the entire college. This constant evaluation

positively affects retention, placement, student learning outcomes, graduate satisfaction, and employer satisfaction. These are the core elements to determine effectiveness, thus, the necessity for consistent discussion and evaluation.

CCR is will be relocating to its new building in Valparaiso, Indiana, in December 2016. The CCR team will continue prioritizing mission achievement and also prepare for the move. The new building will be a complete renovation of an existing structure and will include state-of-the-art technologies.

II. The Campus Effectiveness Team

The specific members of the CEP team are the executive director, Jay T. Vettickal, and the faculty development coordinator, Janet Noel. Besides informal and formal CEP items discussions during weekly scheduled administrative meetings, the CEP team has a goal of meeting three times annually at the beginning of each semester to review and evaluate the CEP. An annual review and evaluation of the CEP, and setting of yearly goals, is completed during the Annual Planning Meeting typically held in June or July. Although formal meetings are scheduled to evaluate the CEP, the administration discusses areas related to the CEP during monthly faculty meetings as well. The executive director is responsible for updating the CEP on an ongoing basis.

The CEP team met in June 2016 to develop the plan for July 1, 2016, through June 30, 2017, and to evaluate data and results related to the previous CEP. All reported data that follows coincides with three full semesters ending in September 2016, January 2017, and May 2017. The team will meet again in the summer of 2017 to create specific objectives related to all campus effectiveness criteria for upcoming reporting year: retention, placement, student learning outcomes, graduate satisfaction, and employer satisfaction.

III. The Administration

The administrators work collectively with the faculty to promote campus effectiveness. The size of the college allows the administration to adjust policies and procedures related to campus effectiveness fairly quickly. The administrators consist of the president, the executive director, the director of education, the financial aid director, the faculty development coordinator, the director of student services, the admissions director, the financial aid officer, the online consultant, the student development specialist, and the graduate and employer relations coordinator. The administrators meet formally on a weekly basis to discuss all issues related to the college. These issues include campus effectiveness, student and faculty relations, day-to-day operations, operations, retention, etc.

IV. Mission, Goals, and Objectives

A. Mission Statement

CCR continuously reviews its mission statement to ensure that it is relevant and achievable. CCR made a strategic decision to change its mission statement while pursuing accreditation with a new accrediting body. The following is the revised mission statement:

The mission of the College of Court Reporting is to provide state-of-the-art instructional systems technologies and quality teaching techniques to educate students in the fields of realtime captioning and court reporting in an online environment. The College of Court Reporting is committed to providing a quality education to students that meet or exceed the standards of the National Court Reporters Association and the National Verbatim Writers Association.

B. Goals and How They are Achieved

To fulfil the mission, the goals of CCR are to provide students with an education that exceeds industry standards and to place graduates with gainful employment in the fields relating to court reporting and realtime technology. The College of Court Reporting accomplishes these in the following manner:

- An intensive curriculum is offered as required by the National Court Reporters Association and recommended by the National Verbatim Reporter Association to train future realtime court reporters. The curriculum is revised in accordance with the professional organizations and employers.
- The college creates an educational environment providing the learning experiences necessary to enter the workplace. Courses of study are reviewed, revised, and added when needed. Students are given hands-on experience in realtime computer-aided transcription and computer applications for the court reporter, captioner, and (CART) provider.
- The entire staff recognizes the responsibility of encouraging each student to succeed academically and to grow professionally to meet the challenging and changing needs of realtime technology, court reporting, and realtime reporting for deaf and hard-of-hearing individuals.
- The college strives to improve its programs with the latest information technologies and teaching methods.
- The full court reporting curriculum is offered online over the Internet using CCR's proprietary learning management system that was created and developed to meet the unique needs of court reporting education.
- An Associate of Applied Science degree and diploma for court reporting, along with a certificate for Voice-to-Text Captioning are offered by meeting the requirements of the Indiana Board of Proprietary.

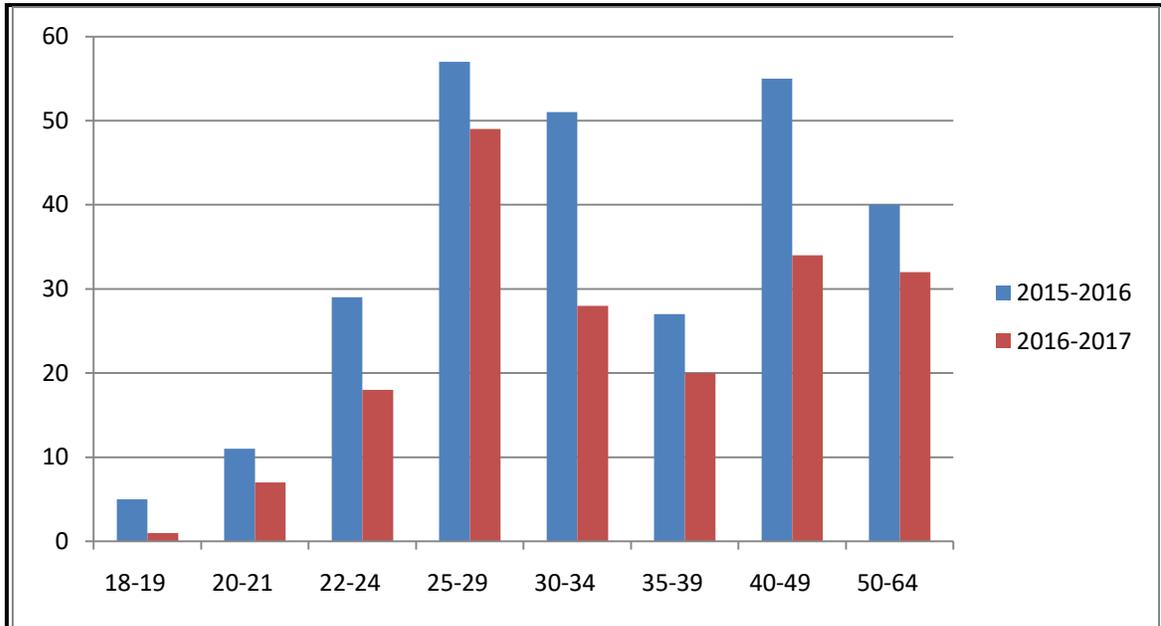
- An environment is present whereby all students are given hands-on experience in mock trials, hearings, and internships before entering the marketplace.
- Faculty are employed with qualifications and work experience necessary to teach. In addition to many possessing a bachelor's degree or higher, most instructors possess court reporting certification: Registered Professional Reporter (RPR), Certified Shorthand Reporter (CSR), Certified Reporting Instructor (CRI) of the National Court Reporters Association, or Certified Verbatim Reporter (CVR). Certified instructors earn college and continuing education credits whenever possible.
- Students are encouraged to attain and maintain the highest possible standards in their professional, academic, and private affairs. They are encouraged and prepared to attain court reporting certification (CSR or RPR), even though certification is not required by the State of Indiana for employment as a court reporter.
- Students are encouraged to continue their education and training beyond school by taking college courses and joining professional organizations, such as the National Court Reporters Association, National Verbatim Reporters Association, Indiana Shorthand Reporters Association, Illinois Court Reporters Association, or their respective state court reporting associations. They are encouraged to attend seminars and conventions and engage in a variety of continuing education and lifelong learning opportunities.

V. Student Demographics

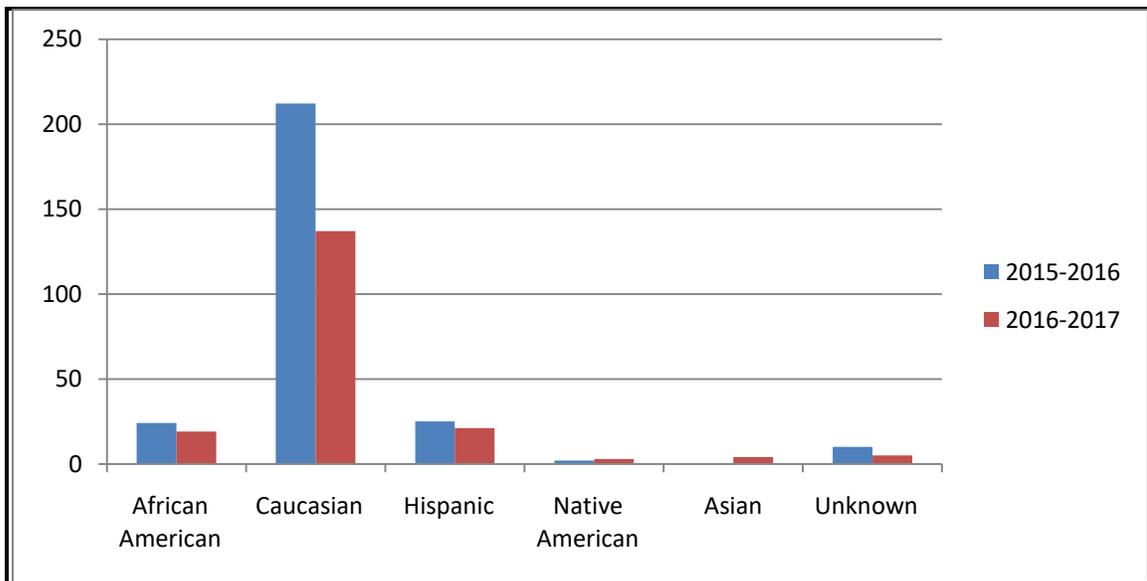
The College of Court Reporting is located in Hobart, Indiana, which is approximately 40 miles southeast of Chicago, Illinois. The majority of students at the college are female, with the data submitted from the 2016 Campus Data report supporting this and showing 95 percent female and 5 percent male students.

Additional data was reviewed from the college's database to determine the make-up of the college students based on age, racial/ethnic classification, and years-in-school:

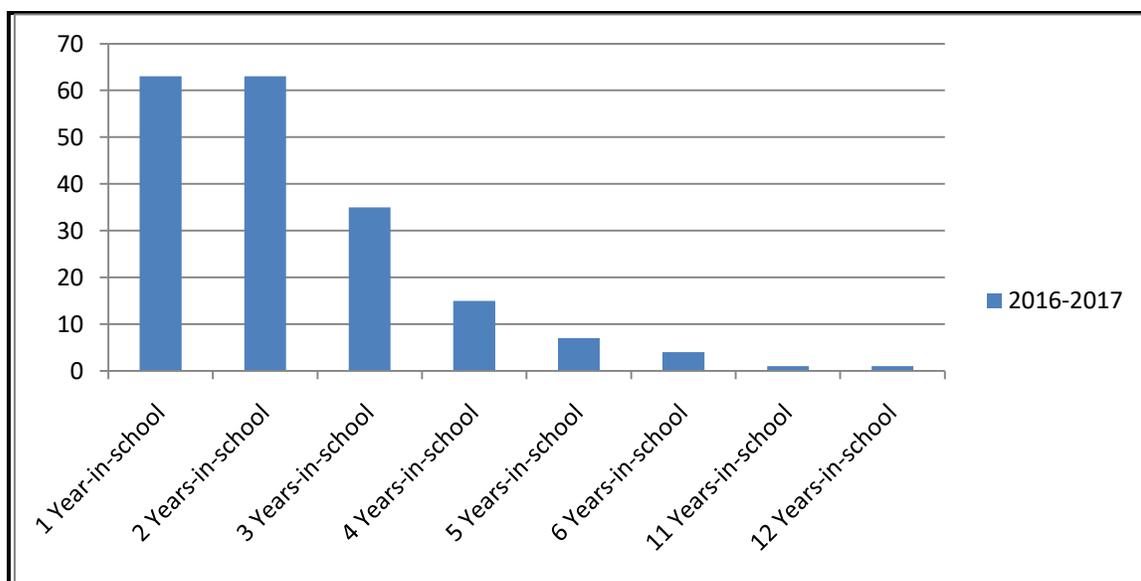
AGE CLASSIFICATION



RACIAL/ETHNIC CLASSIFICATION



YEARS-IN-SCHOOL CLASSIFICATION



The following is a summary:

- Overall enrollment declined which is occurring at all NCRA-approved programs.
- Most students fall into the 25 to 34 year range.
- There was a decline in the percentage of students in the 40 to 49 year range.
- The percentage of each racial category was consistent with the previous year.
- This was the first year that CCR tracked years-in-school. This will become a vital piece of data as it relates to how effective the college is. The goal is to 90 percent or more students in school for less than four years. This coincides with the 44 month maximum time frame.

The percentages represented in the graphs are very revealing in terms of student demographics. The typical College of Court Reporting student is a Caucasian female between the ages of 25 and 39. This was the first year that the number of single students exceeded the number of married students. The data also are reflective of a general relationship of the student body's racial makeup to the U.S. racial makeup except for the number of Hispanic students.

VI. Program Characteristics

Associate of Applied Science Degree in Court Reporting Overview

Court reporting students will complete the courses outlined below. Graduates are educated for interesting and challenging positions of responsibility and trust as official, freelance, government reporters, and realtime reporters. Students receiving their Associate of Applied Science degree in Court Reporting must complete all requirements for all classes.

Students enrolled in court reporting and required academic classes for court reporting online over the Internet meet the same requirements in all classes as students enrolled in courses onsite at the College of Court Reporting. This course of study meets or exceeds all requirements of the National Court Reporters Association. Students must take at least 12 credit hours per semester to qualify as a full-time student.

Court Reporting Associates Degree Core Competencies

To be eligible for an associate degree in court reporting, a student must meet the following requirements:

Earn 85 hours of credit for court reporting in machine shorthand, word processing, and other specified courses. The student must complete the following specific requirements:

- pass nine 5-minute dictation tests from unfamiliar material with at least 95 percent accuracy in the following categories: three 180 literary tests, three 200 jury charge tests, three 225 testimony tests;
- transcribe simulated CSR/RPR skills tests at 180 literary, 200 jury charge, 225 testimony with no more than 3.75 hours transcription time (75 minutes per test);
- transcribe a simulated Certified Realtime Reporter (CRR) test at 180-200 words per minute for five minutes;
- produce a ten-page, first pass transcript with 95 percent translation within two hours;
- complete an internship consisting of 60 actual hours of writing time on the shorthand machine and transcribe at least 50 pages from the internship experience;
- pass Communications, Foundations of Language and Writing, word processing, Medical Terminology, Foundations of Law, Court Reporting Transcript Preparation, Court Reporting Procedures, Modern History, Culture & Society, Human Relations, Technology I, Vocabulary and Usage, an introduction to captioning course, CSR/RPR Preparation, and complete the court reporting internship.
- Students must achieve an overall cumulative grade point average (GPA) of at least 2.0 in all courses completed.

Court Reporting Diploma Overview

Court reporting students will complete the courses outlined below. Graduates are educated for interesting and challenging positions of responsibility and trust as official, freelance, government reporters, and realtime reporters. Students receiving their Diploma in Court Reporting must complete all requirements for all classes. Students enrolled in court reporting and required academic classes for court reporting online over the Internet meet the same requirements in all classes as students enrolled in courses onsite at the College of Court Reporting. This course of study meets or exceeds all requirements of the National Court Reporters Association. Students must take at least 12 credit hours per semester to qualify as a full-time student.

Court Reporting Diploma Core Competencies

To be eligible for an associate degree in court reporting, a student must complete 58 credits and meet the following requirements:

- pass nine 5-minute dictation tests from unfamiliar material with at least 95 percent accuracy in the following categories: three 180 literary tests, three 200 jury charge tests, three 225 testimony tests;
- transcribe simulated CSR/RPR skills tests at 180 literary, 200 jury charge, 225 testimony with no more than 3.75 hours transcription time (75 minutes per test);
- transcribe a simulated Certified Realtime Reporter (CRR) test at 180-200 words per minute for five minutes;
- produce a ten-page, first pass transcript with 95 percent translation within two hours;
- complete an internship consisting of 60 actual hours of writing time on the shorthand machine and transcribe at least 50 pages from the internship experience;
- pass Court Reporting or Realtime English, Realtime Technology, Court Reporting Processes and Development, Medical Terminology, Foundations of Law, Technology I, CSR/RPR Preparation, and complete the court reporting internship.
- Students must achieve an overall cumulative grade point average (GPA) of at least 2.0 in all courses completed.

Voice Captioning Certificate Overview

Enrollment in this program is limited. Upon successful completion of the voice-to-text (voice) captioning certificate program, a student is educated to work as a voice-to-text broadcast captioner or communication access realtime translation (CART) reporter. Students should take at least 12 credits each semester, but they may take as many as 17 credits.

Students enrolled online meet the same requirements in all classes as students enrolled in courses onsite at the College of Court Reporting. Students must take at least 12 credit hours per semester to qualify as a full-time student. The following are the program's course requirements:

Voice Captioning Core Competencies

To be eligible for a certificate in voice captioning, a student must earn 46 credits and meet the following requirements:

- Earn 46 hours of credit for voice-to-text speed development and other specified courses. The student must complete the following specific requirements:
- pass two recorded financial calls lasting 30 to 40 minutes from unfamiliar material with at least 85 percent realtime accuracy;
- complete an internship totaling 60 hours with 30 hours of supervised voice-to-text captioning and 30 hours of research for voice-to-text job preparation;
- pass Court Reporting English, Introduction to Captioning, Computer Aided Translation for Captioning, Captioning Processes and Development, Broadcast Captioning, Culture & Society, Modern History, and complete the captioning internship.
- Achieve an overall cumulative grade point average (GPA) of at least 2.0 in all courses completed.

VII. Retention

A. Retention Rates – Historical

Campus Retention Rates for the past four years were taken from the ACICS Campus Accountability Report as follows:

<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2015-2016</u>	<u>2016-2017</u>
70%	70%	73%	71%	71%

Court Reporting A.A.S.

<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2015-2016</u>	<u>2016-2017</u>
71%	71%	72%	70%	72%

Court Reporting Diploma

<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2015-2016</u>	<u>2016-2017</u>
100%	36%	100%	25%	75%

Voice Captioning Certificate

<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2015-2016</u>	<u>2016-2017</u>
100%	93%	91%	79%	83%

Retention Rates – Goals

In conjunction with the college's Mission, retention is critical to campus effectiveness as it demonstrates the college's ability to teach and provide all of the tools for students to progress through graduation. The college's total retention goal for the reporting period was 75 percent. This goal was set by the CEP team and based on a marginal increase from previous reporting years.

Institutional retention was 71 percent, thus, unchanged from the previous year. The retention rates for all three programs improved, while retention for the degree program fell just below the institutional goal. CCR increased the number of students using the voice method in the diploma program, which was instrumental in the significantly higher retention rate in comparison to the previous year.

The CEP team will set a goal of 75 percent retention for the upcoming reporting year.

B. Responsibility for Retention

Student retention begins with the admissions process and is part of the duties of each employee. The executive director is responsible for tracking data and the administrative staff works together to implement ideas and programs to increase student retention. In order to proactively monitor student retention on a weekly basis, all faculty are required to utilize the Student Alert! system that is part of the college's proprietary EV360 Learning Management System (LMS) to notify all administrators of student issues. Faculty are responsible for contacting students and, if unsuccessful, the executive director or other administrators contact each student to develop a plan to get them on track.

C. Retention Activities and Measurements

1. As stated previously, student retention begins with the admissions process. The admissions director is required to explain not only the programs offered but the rewards and challenges associated with each program. Prospective students are encouraged to contact current students, graduates, and professionals in order to gain an objective understanding of the program of interest.

The admissions department requires every student to take a pre-admissions machine shorthand survey. This pre-admissions machine shorthand survey allows the admissions department the opportunity to gather qualitative information regarding the student. This information shared by the student gives the staff important information on the student's personal life, knowledge of English, and phonics. The instructors are able to access whether the student will need additional assistance with English and phonics prior to classes beginning. In addition, the information gathered aids in the staff and the faculty assistance in developing time management plans, study tips, and techniques. A copy of the survey: <http://www.ccr.edu/index.php/component/rsform/form/9-admissions-survey>

In order to better understand the admissions process, the college sends each newly enrolled student a survey: <https://www.surveymonkey.com/s/CMJ9K2L>. The purposes of the survey are to determine the strengths and weaknesses of the admissions process and to improve on those processes. This survey provides the college benchmark data for both quality assurance and effectiveness with the admissions process and overall retention.

2. New student orientation is held prior to the start of each semester for new students. Onsite students meet all new fellow new students during orientation to begin the camaraderie process. New online students meet with fellow online students in a live Blackboard Collaborate session\classroom for orientation.

The admissions director and financial aid officer meet with all new students during the respective onsite and online new student orientations to explain the college's policies and procedures.

3. The admissions department follows-up with each new student within the first two weeks of the semester start to determine whether each student's expectations are being exceeded.
4. Students of the month are chosen during monthly faculty meetings.
5. A monthly newsletter is published to include students of the month, monthly accomplishments of students, and articles featuring students and other items.
6. The director of student services provides each administrator and faculty member a list of students on probation. All are responsible for assisting with getting and keeping these students on track.
7. Teachers are required to contact any absent students to help them to get caught up.

8. Student evaluations of courses and teachers as well as the administration are conducted each semester. The faculty development coordinator reviews evaluations with each teacher. A minimum of one guest speaker is brought to the school each semester to help motivate students. These presentations are available to all students.
9. Operation Outreach at the beginning of the reporting period. The purpose of the meetings is to identify the common characteristics of at-risk students, work together to reduce the number, prevent students from becoming at-risk, and develop a consistent and workable retention plan.

VIII. Placement

A. Placement Rates – Historical

Placement rates for the past four years as reported on the Campus Accountability Report to ACICS are as follows:

Institutional

<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2015-2016</u>	<u>2016-2017</u>
81.3%	93%	91%	88%	78%

Court Reporting A.A.S.

<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2015-2016</u>	<u>2016-2017</u>
81.3%	89%	75%	67%	65%

Court Reporting Diploma

<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2015-2016</u>	<u>2016-2017</u>
100%	100%	N/A	N/A	N/A

Voice Captioning Certificate

<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2015-2016</u>	<u>2016-2017</u>
100%	80%	100%	83%	82%

B. Placement Rates – Goals

Placement rates are a direct measurement of college's ability to fulfill its Mission. High placement rates are a strong indication that the college's

educational activities are effective; however, long-term placement of graduates and positive feedback from employers are an even bigger indication that the college is meeting its objectives of its Mission. The employer feedback will be discussed in the Employer Satisfaction section.

The overall placement goal for the reporting period was 90 percent. This goal was set by the CEP team to reflect trends from previous years. The goal was not met but will remain the same for the upcoming year. CCR found a relatively larger number of graduates who are not aggressive with their job search. The graduate and employer relations coordinator has had very limited success with motivating these graduates. This will continue to be a focus, as it negatively impacts CCR's effectiveness to achieve its mission.

C. Responsibility for Placement

The graduate and employer relations coordinator is responsible for graduate placement.

D. Placement Activities and Measurements

1. Placement is the responsibility of the graduate and employer relations coordinator. This person ensures that all students approaching graduation are prepared for the career search.
2. Internships are required for both court reporting programs and the voice captioning program. The faculty development coordinator assists court reporting students with internship placement, and the executive director assists the voice captioning students with internship placement. Both individuals are networked in the community and nationally. This allows our students easy access to prospective internships. Our experience has shown that most students receive job offers directly from their internship sponsors.
3. The executive director also consults with advisory board members and NCRA leadership to determine job availability, changes in the marketplace, etc.
4. Placement data is included in each graduate's student and electronic file. Start dates, employer contact information, and position are tracked. Overall data is reported annually to ACICS through the college's CAR.

IX. Student Learning Outcomes

The college's Mission is represented in Student Learning Outcomes as it demonstrates whether a student has the right educational environment to progress

and to graduate. The college strives to ensure that students are progressing as follows:

A. Standards of Satisfactory Progress

The executive director, director of student services, and student development specialist are responsible for monitoring standards of satisfactory progress. At the end of each semester, the director of student services reviews each student's semester GPA, cumulative GPA, speed progress, and percentage of credits completed. Students who do not meet any of the standards of satisfactory progress are notified by the director of student services. They are also placed on a list that is given to all faculty and staff. The director of student services goes over the list during each semester's first faculty meeting to ensure that students on probation are closely monitored by each instructor.

Percentages of students placed on probation out of total enrollment, percentages of students who met standards out of those placed on probation, and percentages of students who were terminated out of those who were placed on probation during the 2012-13, 2013-14, 2014-15, and 2015-16 CAR reporting periods were as follows:

Year	Placed on Probation	Met Standards	Terminated
2012-13	9%	55%	45%
2013-14	27%	64%	36%
2014-15	22%	64%	36%
2015-16	22%	65%	35%

We were pleased with the results. The college met its remediation goal of 65 percent during the reporting year. The college set a goal of reducing the percentage of students placed on probation to 25 percent for all students enrolled during the reporting period and achieved it with 22 percent. The college will set a goal of preventing 67.5 percent of its students from termination during the upcoming reporting year, which is a marginal increase, and preventing 80 percent from going on probation, which is only 2 percent more than the actual percentage during the reporting period.

B. Student Recognition

Student recognition is a motivating factor for student learning. In recognition of this, the college promotes student excellence by honoring students with significant academic achievement each semester. The college's honors awards are presented each semester to students who achieve a semester GPA of 3.5 or higher. These students are listed in the college's monthly newsletter

and local newspapers. Both the president and executive director also sign a certificate that is sent to each student achieving honors. The following shows the percentage of students earning honors, high honors, and highest honors during the CAR reporting periods for 2012-13, 2013-14, 2014-15, and 2015-16:

Year	Highest Honors (GPA 3.9-4.0)	High Honors (GPA 3.7-3.8)	Honors (GPA 3.5-3.6)	Percent of Total Enrollment
2012-13	21%	10%	5%	37%
2013-14	27%	8%	5%	40%
2014-15	22%	11%	5%	38%
2015-16	21%	12%	8%	40%

The overall goal for the percent of students who achieve a semester GPA of 3.5 or higher was 40 percent for the reporting year. This is based on historical data and providing students additional education tools that will promote improvements in student learning outcomes. The college did meet this goal. If the college did not meet this goal, the administration would develop policies and procedures to improve this student learning measurement starting with the upcoming CEP. The goal will remain at 40 percent for the upcoming year.

C. Program Learning Measurements and Assessment Tools/Criteria

Course and program learning tools are used throughout the college's curriculum to establish Student Learning Outcomes. Benchmarks are established for each student's learning outcome. Examples include:

1. Course exams and quizzes
 - a. all courses assess student learning through exams and quizzes
 - b. some academic courses assign an assessment test at the beginning of the semester to determine student strengths and weaknesses
2. Core Competencies as listed for each program in the CEP
3. Computerized machine shorthand dictation tests (court reporting) and competency and accuracy tests (voice captioning)
 - a. court reporting students take machine shorthand speed tests throughout the semester
 - b. tests are evaluated by teachers to identify each student's strengths and weaknesses
5. Punctuation grades for each computerized machine shorthand test passed
6. Program internships and evaluations submitted to and compiled by the faculty development coordinator

7. RPR\CSR certification exam simulations for both written knowledge and skills performance (court reporting)
8. Completion of course requirements as listed in course syllabi

As it relates to Student Learning Outcomes, the college tracks student progress through SAPs passed. Students enrolled in SH130 through SH240 are tracked for SAPs passed in minute intervals. The following are tracked for analysis and goal setting:

Reporting Year	1-min. SAP	2-min. SAP	3-min. SAP	4-min. SAP	5-min. SAP	Total
2013-14	48%	59%	56%	55%	61%	55%
2014-15	41%	42%	45%	41%	47%	43%
2015-16	44%	37%	44%	38%	37%	40%

There was a 6 percent decrease in SAPs submitted during the reporting period in comparison to the previous year. Prior to launching EV360, the pass rate for submitted SAPs (formally referred to as “tests”) was less than 10 percent, so the 40 percent pass is still very significantly positive. The college set a goal of a 25 percent pass rate, so this year’s rate exceeded our goal.

The expectation that such a high pass rate on skills-based testing will be sustainable over the long term is still undetermined and is trending slightly down; therefore, the college will set a 25 percent pass rate as the goal for the upcoming year. This was determined by averaging a historic pass rate of less than 10 percent with this year’s pass rate.

D. Curriculum Review and Change

Curriculum review and change are discussed both informally and formally during weekly administrative meetings. If changes need to be made, they are brought to the attention of the faculty during subsequent faculty meetings. The college’s advisory board consists of a working court reporter and a voice captioner, who are consulted as needed. The college also seeks input from NCRA.

Retention rates have not improved significantly over the last several years. There has been extensive discussion to develop or enhance existing retention improvement plans over the years. More recently, discussions evolved from student-focused plans to addressing student retention in and out of the classroom from a teaching perspective.

Since starting its online program, students were assigned to one teacher for skill development courses during the semester. This was effective as it relates

to graduate readiness, but the college felt students would benefit from instruction from multiple teachers. The rationale for this approach was based on collaborative instruction that utilized each teacher's strengths would provide a more customized mode of feedback for students to eliminate weaknesses and capitalize strengths.

After conducting research on team teaching competency-based courses, the college decided to implement this form of teaching during the Winter 2016 semester. Data will be collected and reported in an upcoming CEP.

Feedback from graduates of the voice captioning program and advisory board member Chris Crosgrove indicated a need to revise the course requirements. The suggestions were to reduce the required courses and credits by eliminating the following courses from the program:

- CR110 Introduction to Realtime Technology (3 credits)
- TE201-VC Introduction to Voice Captioning (3 credits)
- TE202 Captioning Processes and Development (3 credits)
- TE300 Broadcast Captioning (3 credits),
- VT290 Captioning Internship 1 (1 credit)
- VT130 Computerized Voice-to-Text II (6 credits)
- VT200 Computerized Voice-to-Text III (6 credits)

Graduates would only need to complete 5 courses for 21 credits instead of 12 courses for 46 credits. This would shorten the program, reduce the tuition costs, and still provide graduates with the education to become gainfully employed. The college will begin the process to change this program in the near future.

CCR is currently piloting EV360 Ultimate. The plan is to launch the software in the fall 2017 to CCR students.

X. Graduate Satisfaction

Graduate satisfaction is another mechanism for determining the effectiveness of fulfilling the college's Mission. Graduate satisfaction is measured as follows:

A. Exit Interviews

The college provided graduates with an exit survey that asked them to evaluate the following:

- Academic advising

- Reference materials
- Employment opportunities
- Financial assistance opportunities
- Cost of attending
- Class size
- School policies
- Grading system
- Curriculum requirements
- Course content
- Teacher credentials/background
- Contact with teacher
- Scheduling of classes
- Scheduling of breaks between classes
- Information provided prior to start
- Transfer of credits properly awarded
- Quality of other students
- The school in general
- Reputation of the college
- Accessibility of instructors

This report is the first CEP to capture and track this type of information. The survey requested the graduates to evaluate each of the statements on a 1 to 3 scale: 1 = dissatisfied, 2 = somewhat satisfied, 3 – very satisfied. The following are the results:

Survey Question	2014-15 Average	2015-16 Average
Academic advising	2.94	3.00
Reference materials	2.94	3.00
Employment opportunities	2.67	2.78
Financial assistance opportunities	3.00	3.00
Cost of attending	2.56	2.44
Class size	2.89	3.00
School policies	2.89	2.89
Grading system	2.89	2.89
Curriculum requirements	2.83	3.00
Course content	2.94	3.00
Teacher credentials/background	2.94	3.00
Contact with teacher	2.83	3.00

Scheduling of classes	2.94	3.00
Scheduling of breaks between classes	3.00	2.89
Information provided prior to start	2.89	2.89
Transfer of credits properly awarded	2.88	3.00
Quality of other students	2.83	2.89
The school in general	3.00	3.00
Reputation of the college	3.00	3.00
Accessibility of instructors	2.94	3.00

With a minimum of 10 respondents, the college expects an average of 2.75+ per item with an understanding that the “cost of attending” the college may not achieve this goal due to the college’s status as a non-stated educational institution. The averages for all evaluation measurements were either very satisfied or very close to very satisfied. Besides the “cost of attending” item, the only one that did not meet the goal was “employment opportunities.” Despite the college’s best efforts, there is an acceptance that not all graduates will be placed due to factors beyond the college’s control.

B. Graduate and Alumni Surveys

The graduate and employer relations coordinator. The responsibilities of this individual include graduate and employer surveys.

Graduate/alumni satisfaction surveys were very positive and complimentary of the college, curricula offered, services, etc. Although professional certification is not required in all states, a large majority of the respondents achieved professional certification. Survey responses showed sustained employment and an increasing annual income level from year one to year five.

C. Recent Graduates Employment and Earnings Survey

CCR conducted a survey of recent graduates: *Recent Graduates Employment and Earnings Survey* (RGEES). This survey of graduates was conducted to confirm that CCR graduates were gainfully employed. Over 80 percent of the graduates responded and confirmed their gainful employment. The following is a copy of part of the appeal sent to Secretary DeVos:

June 30, 2017

The Honorable Betsy DeVos
Secretary
U.S. Department of Education

400 Maryland Ave, SW
Washington, D.C. 20202

Dear Secretary DeVos:

In accordance with the Gainful Employment (GE) regulations, the College of Court Reporting is submitting this Alternative Earnings Appeal to correct the reported final Debt-to-Earnings rates published earlier this year for the following:

Institution's name: College of Court Reporting
6-digit OPEID: 026158
Program name: Court Reporting
CIP Code: 22.0303
Credential Level: Associates Degree

The College of Court Reporting is basing this appeal on earnings information obtained directly from graduates in a survey of their annual earnings. The graduate earnings survey significantly improved the Court Reporting program's D/E rates from fail to either zone (annual income) or pass (discretionary income). The College of Court Reporting submitted a Notice of Intent to appeal on January 23, 2017, which was within 14 days after the publication of the final Debt-to-Earnings (D/E) rates. This appeal includes:

- Mean and median graduate earnings from the graduate earnings survey using the same graduate cohort that the Department used;
- Revised D/E Ratios based on annual and discretionary incomes; and
- Required supporting documentation.

The College of Court Reporting conducted an employment and earnings survey of its graduates by following the guidelines provided within the Department's *Best Practices Guide - Recent Graduates Employment and Earnings Survey*. Both the mean and median earnings reported by the graduates were significantly higher than the \$28,364 Debt-to-Earnings Annual Rate Denominator reported in the Gainful Employment Debt-to-Earnings (D/E) Rates. The graduate earnings survey results in comparison to the reported in the Gainful Employment Debt-to-Earnings (D/E) Rates were as follows:

Median SSA Earnings Amount	Mean SSA Earnings Amount
\$24,678.00	\$28,364.00
Median CCR RGEES Earnings Amount	Mean CCR RGEES Earnings Amount
\$36,000.00	\$34,091.00

The graduate earnings provided from the survey significantly improved the graduate earnings rates. The median annual earnings reported by College of Court Reporting graduates was higher than the mean annual earnings reported; therefore, the median annual earnings was used to calculate The Annual Earnings Rates as instructed in the following IFAP document: <https://ifap.ed.gov/GainfulEmploymentOperationsManual/attachments/05ExplanationOfDebtMeasures2015.pdf>.

The use of the Median CCR Graduate Earnings Amount as the Debt-to-Earnings Annual Rate Denominator yielded the following results:

- The Debt-to-Earnings Annual Rate was reduced from 12.47 percent (fail) to an actual Debt-to-Earnings Annual Rate of 9.83 percent (zone).

The Debt-to-Earnings Discretionary Income Rate Denominator was based on the formula: Debt-to-Earnings Annual Rate Denominator - \$17,655. This value was reported as \$10,709 by the Department. Using the Median CCR Graduate Earnings Amount, yielded the following:

- Change of the Debt-to-Earnings Discretionary Income Rate Denominator from \$10,709 to \$18,345.
- Correcting the calculation of the Debt-to-Earnings Discretionary Income Rate, improved this rate from 33.03 percent (fail) to 19.29 percent (pass).

Since the actual Debt-to-Earnings Annual Rate of 9.83 percent was in the zone and the The Debt-to-Earnings Discretionary Income Rate of 19.29 percent was a pass, the College of Court Reporting met the Gainful Employment requirements. As such, the College of Court Reporting respectfully requests that you approve its appeal.

XI. Employer Satisfaction

Employer satisfaction, along with the other measurement tools, also provides vital information for the college as it relates to fulfilling its Mission. The college measures Employer Satisfaction as follows:

A. Internship Evaluations

Court reporting students are given an internship manual when they take CR200 – Court Reporting Procedures, which is usually one to three semesters prior to their eligibility (meeting prerequisites) to begin the internship. This internship requires students to answer questions prior to and during the internship in order to prepare them first for the internship and then for their job. After completion of the internship, each court reporter that a student interns with sends an evaluation of the student.

Besides recommendations from our advisory board and our faculty working in the field, the feedback from working professionals concerning each student's preparedness is critical as it relates to curriculum development and change. The internship evaluations are reviewed by the faculty development coordinator.

Internship evaluations from internship sponsors for 2015-14 were very positive. All returned surveys indicated that our interns were educationally prepared for the rigors of the job, professional behavior, initiative, appearance, communication skills, etc. In accordance with the college's Mission, these measurements based on internship sponsor feedback provide the college with qualitative information for additional opportunities to teach and better prepare graduates for the workplace.

The college has experienced an almost 100 percent response rate from internship sponsors. The 2016-17 CEP goal will follow this and remain at 100 percent.

B. Employer Surveys

Employers indicated the following competencies of graduates:

- Court Reporting Fundamentals – able to demonstrate breadth of knowledge and skill in general court reporting fundamentals and procedures
- Court Reporting Discipline – able to demonstrate depth of knowledge, skill, and perspective within their selected, specific court reporting discipline
- Ethics – able to demonstrate professional and ethical responsibility
- Technology – able to generate fast, appropriate solutions to technical issues without supervision
- Tools – able to use and provide the appropriate equipment for the job
- Court Reporting/Realtime Writing Fundamentals – able to demonstrate knowledge and expertise in court reporting/realtime writing for position/jobs completed
- Writing – able to demonstrate appropriate writing skills for position/jobs completed

- Communication -- able to able to communicate in a professional manner with clients and other court reporting personnel
- Life-long Learning -- engages in continuous education and keeps current within field

There were only three employers who responded to the annual survey. They were pleased with the graduates overall. Two of the respondents recommended that students receive more job shadowing opportunities. Accommodating this recommendation will be discussed in the future.

XII. Evaluation of the CEP

An examination of the CEP has provided vital information about how effective the college is performing. The college has implemented improvements and changes over the last year but has also fallen short on some goals and elements of the CEP. The most important aspect of the CEP is constant evaluation through formal and informal meetings.

The purposes of the CEP are to ensure that the college is constantly evaluating itself in order to promote constant improvement of our education to our students; to exceed occupational objectives as it relates to the needs of prospective employers; and for quality assurance and effectiveness. Comparisons of yearly data are extremely important to assure quality assessment and effectiveness, improvement, and goal setting for the entire college. Comparing and analyzing data are also important for retention, placement, student learning outcomes, graduate satisfaction, and employer satisfaction.

Demographics did not change. We are adding and tracking how long students have been in school as a year-to-year comparison. The distribution between programs was almost identical to the previous year.

The percentages represented in the graphs are very revealing in terms of student demographics. The typical College of Court Reporting student is a single Caucasian female between the ages of 25 and 39 who studies court reporting. The data also are reflective of a general parallel of the student body's racial makeup to the U.S. racial makeup except for the number of Hispanic students.

In conjunction with the college's Mission, retention is critical to campus effectiveness as it demonstrates the college's ability teach and provide all of the tools for students to progress through graduation. The college's total retention goal for the ACICS reporting period was 75 percent. This goal was set by the CEP team and based on a marginal increase from previous reporting years. The institutional retention was 71

percent. The CEP team will set a goal of 75 percent retention for the upcoming reporting year. The college feels that this is an attainable goal.

Unfortunately, the college did not achieve its placement goal. This is an area that we will continue to focus on and prioritize. The goal for the upcoming year will be 90 percent based on historical rates.

The college met its remediation goal during the reporting year. The college will set a goal of preventing 65 percent or more of its students from termination during the upcoming reporting year. This is based on historical data and on internal process improvements. If the college does not meet this goal, the administration will develop policies and procedures to improve this student learning measurement starting in the upcoming year.

There was a 6 percent decrease in SAPs submitted during the reporting period in comparison to the previous year. Prior to launching EV360, the pass rate for submitted SAPs (formally referred to as “tests”) was less than 10 percent, so the 40 percent pass is still significantly positive. The college set a goal of a 25 percent pass rate, so this year’s rate exceeded our goal.

The expectation that such a high pass rate on skills-based testing will be sustainable over the long term is still undetermined and is trending slightly down; therefore, the college will set a 25 percent pass rate as the goal for the upcoming year. This was determined by averaging a historic pass rate of less than 10 percent with this year’s pass rate.

The averages for all graduate/alumni evaluation measurements were either very satisfied or very close to very satisfied. Graduate/alumni satisfaction surveys were very positive and complimentary of the college, curricula offered, services, etc.

The college will continue to improve its effectiveness and expects improved results next year.