

Consumer Information
Court Reporting - Associates of Applied Science

SCHOOL CODE:	
OPEID (6-digit)	26158
PROGRAM NAME AND LENGTH:	
Dept of Education 6-digit CIP for program	Court Reporting: 22.0303 Audiovisual Communications Technologies/Technicians, Other.: 10.0299
Name of program, if different than CIP program description provided above:	N\A
Select the credential level for this program:	Court Reporting - Associates of Applied Science
Enter the program length:	Court Reporting A.A.S. -- 28 months
RELATED OCCUPATIONS:	
Occupations for which this program prepares students	Court Reporting: 22.0303 Court Reporting/Court Reporter
www.onetonline.org/crosswalk/	23-2091.00 Court Reporters—CIP-SOC: http://www.onetonline.org/link/summary/23-2091.00
	Audiovisual Communications Technologies/Technicians, Other.: 10.0299 (Voice Captioning) Court Reporting/Court Reporter
	23-2091.00 Court Reporters—CIP-SOC: http://www.onetonline.org/link/summary/23-2091.00
COST:	
Enter the total tuition and required fees for the entire program completed in normal time:	July 1, 2006 and June 30, 2007: Court Reporting A.A.S.-\$22,550
	July 1, 2007 and June 30, 2008: Court Reporting A.A.S.-\$25,525
	July 1, 2008 and June 30, 2009: Court Reporting A.A.S.-\$27,225
	July 1, 2009 and June 30, 2010: Court Reporting A.A.S.-\$29,775
	July 1, 2010 and June 30, 2011: Court Reporting A.A.S.-\$31,900
	July 1, 2011 and June 30, 2012: Court Reporting A.A.S.-\$31,900
	July 1, 2012 and June 30, 2013: Court Reporting A.A.S.-\$31,900
	July 1, 2013 and June 30, 2014: Court Reporting A.A.S.-\$31,900

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Enter the total estimated costs for books and supplies for the entire program:	Court Reporting A.A.S.-\$4,950
Enter the total annual room and board charges for living on campus:	Court Reporting A.A.S.-N\A
DEBT AT PROGRAM COMPLETION FOR TUITION, BOOKS, AND RELATED FEES (REPORTED TO U.S. DEPARTMENT OF EDUCATION)	
Enter the number of students completing the program between July 1, 2006 and June 30, 2007	Court Reporting A.A.S. Completers July 1, 2006 and June 30, 2007: 14
Enter the number of students completing the program between July 1, 2007 and June 30, 2008	Court Reporting A.A.S. Completers July 1, 2007 and June 30, 2008: 10
Enter the number of students completing the program between July 1, 2008 and June 30, 2009	Court Reporting A.A.S. Completers July 1, 2008 and June 30, 2009: 24
Enter the number of students completing the program between July 1, 2009 and June 30, 2010	Court Reporting A.A.S. Completers July 1, 2009 and June 30, 2010: 17
Enter the number of students completing the program between July 1, 2010 and June 30, 2011	Court Reporting A.A.S. Completers July 1, 2010 and June 30, 2011: 16
Number graduating/completing with any student loan debt between July 1, 2011 and June 30, 2012	Court Reporting A.A.S. Completers July 1, 2011 and June 30, 2012: 20
Number graduating/completing with any student loan debt between July 1, 2012 and June 30, 2013	Court Reporting A.A.S. Completers July 1, 2012 and June 30, 2013: 12
Number graduating/completing with any student loan debt between July 1, 2013 and June 30, 2014	Court Reporting A.A.S. Completers July 1, 2013 and June 30, 2014: 16

Number completing with any student loan debt between July 1, 2006 and June 30, 2007	Court Reporting A.A.S. Completers Student Loan Debt for number of completers - July 1, 2006 and June 30, 2007: 11
Number completing with any student loan debt between July 1, 2007 and June 30, 2008	Court Reporting A.A.S. Completers Student Loan Debt for number of completers - July 1, 2007 and June 30, 2008: 10
Number completing with any student loan debt between July 1, 2008 and June 30, 2009	Court Reporting A.A.S. Completers Student Loan Debt for number of completers - July 1, 2008 and June 30, 2009: 18
Number completing with any student loan debt between July 1, 2009 and June 30, 2010	Court Reporting A.A.S. Completers Student Loan Debt for number of completers - July 1, 2009 and June 30, 2010: 14
Number completing with any student loan debt between July 1, 2010 and June 30, 2011	Court Reporting A.A.S. Completers Student Loan Debt for number of completers - July 1, 2010 and June 30, 2011: 14
Number graduating/completing with any student loan debt between July 1, 2011 and June 30, 2012	Court Reporting A.A.S. graduates/graduates/completers Student Loan Debt for number of graduates/graduates/completers - July 1, 2011 and June 30, 2012: 15
Number graduating/completing with any student loan debt between July 1, 2012 and June 30, 2013	Court Reporting A.A.S. graduates/graduates/completers Student Loan Debt for number of graduates/graduates/completers - July 1, 2012 and June 30, 2013: 9
Number graduating/completing with any student loan debt between July 1, 2013 and June 30, 2014	Court Reporting A.A.S. graduates/graduates/completers Student Loan Debt for number of graduates/graduates/completers - July 1, 2013 and June 30, 2014: 12

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Median cumulative debt for number completing between July 1, 2006 and June 30, 2007	Court Reporting A.A.S. Completers Median Student Loan Debt - for number of completers July 1, 2006 and June 30, 2007: \$19,333.47
Median cumulative debt for number completing between July 1, 2007 and June 30, 2008	Court Reporting A.A.S. Completers Median Student Loan Debt for number of completers - July 1, 2007 and June 30, 2008: \$23,238.81
Median cumulative debt for number completing between July 1, 2008 and June 30, 2009	Court Reporting A.A.S. Completers Median Student Loan Debt for number of completers - July 1, 2008 and June 30, 2009: \$16,216.92
Median cumulative debt for number completing between July 1, 2009 and June 30, 2010	Court Reporting A.A.S. Completers Median Student Loan Debt for number of completers - July 1, 2009 and June 30, 2010: \$23,863.97
Median cumulative debt for number completing between July 1, 2010 and June 30, 2011	Court Reporting A.A.S. Completers Median Student Loan Debt for number of completers - July 1, 2010 and June 30, 2011: \$25,786.60
Median cumulative debt for number graduating/completing between July 1, 2011 and June 30, 2012	Court Reporting A.A.S. graduates/graduates/completers Median Student Loan Debt - for number of graduates/graduates/completers July 1, 2011 and June 30, 2012: \$24,625
Median cumulative debt for number graduating/completing between July 1, 2012 and June 30, 2013	Court Reporting A.A.S. graduates/completers Median Student Loan Debt for number of graduates/completers - between July 1, 2012 and June 30, 2013: \$19,900
Median cumulative debt for number graduating/completing between between July 1, 2013 and June 30, 2014	Court Reporting A.A.S. graduates/completers Median Student Loan Debt for number of graduates/completers - between between July 1, 2013 and June 30, 2014: \$20,729

Federal student loan debt for number completing between July 1, 2006 and June 30, 2007	Court Reporting A.A.S. Completers Median Institutional financing plan debt for number of completers - July 1, 2006 and June 30, 2007: \$0
Federal student loan debt for number completing between July 1, 2007 and June 30, 2008	Court Reporting A.A.S. Completers Median Federal student loan debt for number of completers - July 1, 2007 and June 30, 2008: \$23,238.81
Federal student loan debt for number completing between July 1, 2008 and June 30, 2009	Court Reporting A.A.S. Completers Median Federal student loan debt for number of completers - July 1, 2008 and June 30, 2009: \$16,216.92
Federal student loan debt for number completing between July 1, 2009 and June 30, 2010	Court Reporting A.A.S. Completers Median Federal student loan debt for number of completers - July 1, 2009 and June 30, 2010: \$23,863.97
Federal student loan debt for number completing between July 1, 2010 and June 30, 2011	Court Reporting A.A.S. Completers Median Federal student loan debt for number of completers - July 1, 2010 and June 30, 2011: \$25,786.60
Federal student loan debt for number graduating/completing between July 1, 2011 and June 30, 2012	Court Reporting A.A.S. graduates/completers Median Institutional financing plan debt for number of graduates/completers - July 1, 2011 and June 30, 2012 : \$24,625
Federal student loan debt for number graduating/completing between July 1, 2012 and June 30, 2013	Court Reporting A.A.S. graduates/completers Median Federal student loan debt for number of graduates/completers - between July 1, 2012 and June 30, 2013: \$19,900
Federal student loan debt for number graduating/completing between July 1, 2013 and June 30, 2014	Court Reporting A.A.S. graduates/completers Median Federal student loan debt for number of graduates/completers - July 1, 2013 and June 30, 2014: \$20,729

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Private loan debt for number completing between July 1, 2006 and June 30, 2007	Court Reporting A.A.S. Completers Median Private loan debt for number of completers - July 1, 2006 and June 30, 2007: \$0
Private loan debt for number completing between July 1, 2007 and June 30, 2008	Court Reporting A.A.S. Completers Median Private loan debt for number of completers - July 1, 2007 and June 30, 2008: \$0
Private loan debt for number completing between July 1, 2008 and June 30, 2009	Court Reporting A.A.S. Completers Median Private loan debt for number of completers - July 1, 2008 and June 30, 2009: \$0
Private loan debt for number completing between July 1, 2009 and June 30, 2010	Court Reporting A.A.S. Completers Median Private loan debt for number of completers - July 1, 2009 and June 30, 2010: \$0
Private loan debt for number completing between July 1, 2010 and June 30, 2011	Court Reporting A.A.S. Completers Median Private loan debt for number of completers - July 1, 2010 and June 30, 2011: \$0
Private loan debt for number graduating/completing between July 1, 2011 and June 30, 2012	Court Reporting A.A.S. graduates/completers Median Private loan debt for number of graduates/completers - July 1, 2011 and June 30, 2012: \$0
Private loan debt for number graduating/completing between July 1, 2012 and June 30, 2013	Court Reporting A.A.S. graduates/completers Median Private loan debt for number of graduates/completers - July 1, 2012 and June 30, 2013: \$0
Private loan debt for number graduating/completing between July 1, 2013 and June 30, 2014	Court Reporting A.A.S. graduates/completers Median Private loan debt for number of graduates/completers - July 1, 2013 and June 30, 2014: \$0

Institutional financing plan debt for number completing between July 1, 2006 and June 30, 2007	Court Reporting A.A.S. Completers Median Institutional financing plan debt for number of completers - July 1, 2006 and June 30, 2007: \$0
Institutional financing plan debt for number completing between July 1, 2007 and June 30, 2008	Court Reporting A.A.S. Completers Median Institutional financing plan debt for number of completers - July 1, 2007 and June 30, 2008: \$0
Institutional financing plan debt for number completing between July 1, 2008 and June 30, 2009	Court Reporting A.A.S. Completers Median Institutional financing plan debt for number of completers - July 1, 2008 and June 30, 2009: \$0
Institutional financing plan debt for number completing between July 1, 2009 and June 30, 2010	Court Reporting A.A.S. Completers Median Institutional financing plan debt for number of completers - July 1, 2009 and June 30, 2010: \$0
Institutional financing plan debt for number completing between July 1, 2010 and June 30, 2011	Court Reporting A.A.S. Completers Median Institutional financing plan debt for number of completers - July 1, 2010 and June 30, 2011: \$0
Institutional financing plan debt for number graduating/completing between July 1, 2011 and June 30, 2012	Court Reporting A.A.S. graduates/completers Median Institutional financing plan debt for number of graduates/completers - July 1, 2011 and June 30, 2012: \$0
Institutional financing plan debt for number graduating/completing between July 1, 2012 and June 30, 2013	Court Reporting A.A.S. graduates/completers Median Institutional financing plan debt for number of graduates/completers - July 1, 2012 and June 30, 2013: \$0
Institutional financing plan debt for number graduating/completing between July 1, 2013 and June 30, 2014	Court Reporting A.A.S. graduates/completers Median Institutional financing plan debt for number of graduates/completers - July 1, 2013 and June 30, 2014: \$0

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PROGRAM COMPLETION IN NORMAL TIME:	
Enter the normal time in months to complete program as published in your institution catalog:	Court Reporting A.A.S.—28 months
Of the group of students completing the program between the respective reporting periods, the number who completed the program within the normal time reported above:	Court Reporting A.A.S. On-time Completers July 1, 2006 and June 30, 2007: 0
	Court Reporting A.A.S. On-time Completers July 1, 2007 and June 30, 2008: 0
	Court Reporting A.A.S. On-time Completers July 1, 2008 and June 30, 2009: 9
	Court Reporting A.A.S. On-time Completers July 1, 2009 and June 30, 2010: 2
	Court Reporting A.A.S. On-time Completers July 1, 2010 and June 30, 2011: 3
	Court Reporting A.A.S. On-time Completers July 1, 2011 and June 30, 2012: 9
	Court Reporting A.A.S. On-time Completers July 1, 2012 and June 30, 2013: 4
	Court Reporting A.A.S. On-time Completers July 1, 2013 and June 30, 2014: 6

JOB PLACEMENT - As reported to Accrediting Council for Independent Colleges and Schools (ACICS) Annual Institutional Report (AIR) or Updated Since Reporting Deadlines	
Placement Requirements:	Prospective Students Must Contact His or Her State of Residence for Employment Eligibility and State Certification Requirements.
Enter the job placement rate for program completers:	Court Reporting A.A.S. Job Placement Rate July 1, 2006 and June 30, 2007: 91.7 percent
	Court Reporting A.A.S. Job Placement Rate July 1, 2007 and June 30, 2008: 90 percent
	Court Reporting A.A.S. Job Placement Rate July 1, 2008 and June 30, 2009: 83 percent
	Court Reporting A.A.S. Job Placement Rate July 1, 2009 and June 30, 2010: 87.5 percent
	Court Reporting A.A.S. Job Placement Rate July 1, 2010 and June 30, 2011: 75 percent
	Court Reporting A.A.S. Job Placement Rate July 1, 2011 and June 30, 2012: 81 percent
	Court Reporting A.A.S. Job Placement Rate July 1, 2012 and June 30, 2013: 89 percent
	Court Reporting A.A.S. Job Placement Rate July 1, 2013 and June 30, 2014: 77 percent

Consumer Information
Court Reporting - Diploma

SCHOOL CODE:	
OPEID (6-digit)	26158
PROGRAM NAME AND LENGTH:	
Dept of Education 6-digit CIP for program	Court Reporting: 22.0303 Audiovisual Communications Technologies/Technicians, Other.: 10.0299
Name of program, if different than CIP program description provided above:	N\A
Select the credential level for this program:	Court Reporting - Diploma
Enter the program length:	Court Reporting A.A.S. -- 20 months
RELATED OCCUPATIONS:	
Occupations for which this program prepares students	Court Reporting: 22.0303 Court Reporting/Court Reporter
www.onetonline.org/crosswalk/	23-2091.00 Court Reporters—CIP-SOC: http://www.onetonline.org/link/summary/23-2091.00
	Audiovisual Communications Technologies/Technicians, Other.: 10.0299 (Voice Captioning) Court Reporting/Court Reporter
	23-2091.00 Court Reporters—CIP-SOC: http://www.onetonline.org/link/summary/23-2091.00

COST:	
Enter the total tuition and required fees for the entire program completed in normal time:	July 1, 2010 and June 30, 2011: Court Reporting Diploma—\$22,400
	July 1, 2011 and June 30, 2012: Court Reporting Diploma—\$22,400
	July 1, 2012 and June 30, 2013: Court Reporting Diploma—\$22,400
	July 1, 2013 and June 30, 2014: Court Reporting Diploma—\$22,400

DEBT AT PROGRAM COMPLETION FOR TUITION, BOOKS, AND RELATED FEES (REPORTED TO U.S. DEPARTMENT OF EDUCATION)	
	July 1, 2009 and June 30, 2010: N\A, first enrollment 06/06/2011
	July 1, 2011 and June 30, 2012: \$0
	July 1, 2012 and June 30, 2013: \$0
	July 1, 2013 and June 30, 2014: \$0

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Number completing with any student loan debt between July 1, 2009 and June 30, 2010	July 1, 2009 and June 30, 2010: N\A, first enrollment 06/06/2011
Number completing with any student loan debt between July 1, 2010 and June 30, 2011:	July 1, 2010 and June 30, 2011: N\A, first enrollment 06/06/2011
Number completing with any student loan debt between July 1, 2012 and June 30, 2013:	July 1, 2012 and June 30, 2013: 0
	July 1, 2013 and June 30, 2014: 0

Median cumulative debt for number completing between July 1, 2009 and June 30, 2010	July 1, 2009 and June 30, 2010: N\A, first enrollment 06/06/2011
Median cumulative debt for number completing between July 1, 2010 and June 30, 2011:	July 1, 2010 and June 30, 2011: N\A, first enrollment 06/06/2011
Median cumulative debt for number completing between July 1, 2012 and June 30, 2013:	July 1, 2012 and June 30, 2013: \$0
	July 1, 2013 and June 30, 2014: \$0

Federal student loan debt for number completing between July 1, 2009 and June 30, 2010	July 1, 2009 and June 30, 2010: N\A, first enrollment 06/06/2011
Federal student loan debt for number completing between July 1, 2010 and June 30, 2011:	July 1, 2010 and June 30, 2011: N\A, first enrollment 06/06/2011
Federal student loan debt for number completing between July 1, 2012 and June 30, 2013:	July 1, 2012 and June 30, 2013: \$0
	July 1, 2013 and June 30, 2014: \$0

Private loan debt for number completing between July 1, 2009 and June 30, 2010	July 1, 2009 and June 30, 2010: N\A, first enrollment 06/06/2011
Private loan debt for number completing between July 1, 2010 and June 30, 2011:	July 1, 2009 and June 30, 2010: N\A, first enrollment 06/06/2011
Private loan debt for number completing between July 1, 2012 and June 30, 2013:	July 1, 2012 and June 30, 2013: \$0
	July 1, 2013 and June 30, 2014: \$0

Institutional financing plan debt for number between July 1, 2009 and June 30, 2010	July 1, 2009 and June 30, 2010: N\A, first enrollment 06/06/2011
Institutional financing plan debt for number between July 1, 2010 and June 30, 2011:	July 1, 2010 and June 30, 2011: N\A, first enrollment 06/06/2011
Institutional financing plan debt for number between July 1, 2011 and June 30, 2012:	July 1, 2011 and June 30, 2012: \$0
Institutional financing plan debt for number between July 1, 2012 and June 30, 2013:	July 1, 2012 and June 30, 2013: \$0
	July 1, 2013 and June 30, 2014: \$0

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PROGRAM COMPLETION IN NORMAL TIME:	
Enter the normal time <u>in months</u> to complete program as published in your institution catalog:	Court Reporting Diploma—20 months
Of the group of students completing the program between the respective reporting periods, the number who completed the program within the normal time reported above:	July 1, 2009 and June 30, 2010: N\A, first enrollment 06/06/2011
	July 1, 2010 and June 30, 2011: N\A, first enrollment 06/06/2011
	July 1, 2011 and June 30, 2012: 1
	July 1, 2012 and June 30, 2013: 0
	July 1, 2013 and June 30, 2014: 0

JOB PLACEMENT - As reported to Accrediting Council for Independent Colleges and Schools (ACICS) Annual Institutional Report (AIR) or Updated Since Reporting Deadlines	
Placement Requirements:	Prospective Students Must Contact His or Her State of Residence for Employment Eligibility and State Certification Requirements.
Enter the job placement rate for program completers:	July 1, 2009 and June 30, 2010: N\A, first enrollment 06/06/2011
	July 1, 2010 and June 30, 2011: N\A, first enrollment 06/06/2011
	July 1, 2011 and June 30, 2012: 100 percent
	July 1, 2012 and June 30, 2013: N/A (no graduates)
	July 1, 2013 and June 30, 2014: N/A (no graduates)

Consumer Information

Consumer Information

Voice Captioning – Certificate

PROGRAM NAME AND LENGTH:	
Dept of Education 6-digit CIP for program	Court Reporting: 22.0303 Audiovisual Communications Technologies/Technicians, Other.: 10.0299
Name of program, if different than CIP program description provided above:	Audiovisual Communications Technologies/Technicians, Other.: 10.0299—Voice Captioning
Select the credential level for this program:	Voice Captioning - Certificate
Enter the program length:	Voice Captioning - 16 months
RELATED OCCUPATIONS:	
Occupations for which this program prepares students www.onetonline.org/crosswalk/	Court Reporting: 22.0303 Court Reporting/Court Reporter 23-2091.00 Court Reporters—CIP-SOC: http://www.onetonline.org/link/summary/23-2091.00
	Audiovisual Communications Technologies/Technicians, Other.: 10.0299 (Voice Captioning) Court Reporting/Court Reporter 23-2091.00 Court Reporters—CIP-SOC: http://www.onetonline.org/link/summary/23-2091.00

COST:	
Enter the total tuition and required fees for the entire program completed in normal time:	July 1, 2010 and June 30, 2011: Voice Captioning Certificate—\$18,400 July 1, 2011 and June 30, 2012: Voice Captioning Certificate—\$18,400 July 1, 2012 and June 30, 2013: Voice Captioning Certificate—\$18,400 July 1, 2013 and June 30, 2014: Voice Captioning Certificate—\$18,400
Enter the total estimated costs for books and supplies for the entire program:	Voice Captioning—\$2315
Enter the total annual room and board charges for living on campus:	Voice Captioning—N/A

DEBT AT PROGRAM COMPLETION FOR TUITION, BOOKS, AND RELATED FEES (REPORTED TO U.S. DEPARTMENT OF EDUCATION)	
Enter the number of students completing between July 1, 2009 and June 30, 2010	July 1, 2009 and June 30, 2010: N\A, first enrollment 06/06/2011
Enter the number of students completing between July 1, 2010 and June 30, 2011:	July 1, 2010 and June 30, 2011: N\A, first enrollment 06/06/2011
Enter the number of students completing between July 1, 2011 and June 30, 2012:	July 1, 2011 and June 30, 2012: 11
Enter the number of students completing between July 1, 2012 and June 30, 2013:	July 1, 2012 and June 30, 2013: 8
Enter the number of students completing between July 1, 2013 and June 30, 2014:	July 1, 2013 and June 30, 2014: 17

Number completing with any student loan debt between July 1, 2009 and June 30, 2010	July 1, 2009 and June 30, 2010: N\A, first enrollment 06/06/2011
Number completing with any student loan debt between July 1, 2010 and June 30, 2011:	July 1, 2010 and June 30, 2011: N\A, first enrollment 06/06/2011
Number completing with any student loan debt between July 1, 2011 and June 30, 2012:	July 1, 2011 and June 30, 2012: 5

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Number completing with any student loan debt between July 1, 2012 and June 30, 2013:	July 1, 2012 and June 30, 2013: 3
Number completing with any student loan debt between July 1, 2013 and June 30, 2014:	July 1, 2013 and June 30, 2014: 10

Median cumulative debt for number completing between July 1, 2009 and June 30, 2010	July 1, 2009 and June 30, 2010: N\A, first enrollment 06/06/2011
Median cumulative debt for number completing between July 1, 2010 and June 30, 2011:	July 1, 2010 and June 30, 2011: N\A, first enrollment 06/06/2011
Median cumulative debt for number completing between July 1, 2011 and June 30, 2012:	July 1, 2011 and June 30, 2012: \$3,850
Median cumulative debt for number completing between July 1, 2012 and June 30, 2013:	July 1, 2012 and June 30, 2013: \$3,500
Median cumulative debt for number completing between July 1, 2013 and June 30, 2014:	July 1, 2013 and June 30, 2014: \$6,600

Federal student loan debt for number completing between July 1, 2009 and June 30, 2010	July 1, 2009 and June 30, 2010: N\A, first enrollment 06/06/2011
Federal student loan debt for number completing between July 1, 2010 and June 30, 2011:	July 1, 2010 and June 30, 2011: N\A, first enrollment 06/06/2011
Federal student loan debt for number completing between July 1, 2011 and June 30, 2012:	July 1, 2011 and June 30, 2012: \$3,850
Federal student loan debt for number completing between July 1, 2012 and June 30, 2013:	July 1, 2012 and June 30, 2013: \$3,500
Federal student loan debt for number completing between July 1, 2013 and June 30, 2014:	July 1, 2013 and June 30, 2014: \$6,600

Private loan debt for number completing between July 1, 2009 and June 30, 2010	July 1, 2009 and June 30, 2010: N\A, first enrollment 06/06/2011
Private loan debt for number completing between July 1, 2010 and June 30, 2011:	July 1, 2010 and June 30, 2011: N\A, first enrollment 06/06/2011
Private loan debt for number completing between July 1, 2011 and June 30, 2012:	July 1, 2011 and June 30, 2012: \$0
Private loan debt for number completing between July 1, 2012 and June 30, 2013:	July 1, 2012 and June 30, 2013: \$0
Private loan debt for number completing between July 1, 2013 and June 30, 2014:	July 1, 2013 and June 30, 2014: \$0

Institutional financing plan debt for number between July 1, 2009 and June 30, 2010	July 1, 2009 and June 30, 2010: N\A, first enrollment 06/06/2011
Institutional financing plan debt for number between July 1, 2010 and June 30, 2011:	July 1, 2010 and June 30, 2011: N\A, first enrollment 06/06/2011
Institutional financing plan debt for number between July 1, 2011 and June 30, 2012:	July 1, 2011 and June 30, 2012: \$0
Institutional financing plan debt for number between July 1, 2012 and June 30, 2013:	July 1, 2012 and June 30, 2013: \$0
Institutional financing plan debt for number between July 1, 2013 and June 30, 2014:	July 1, 2013 and June 30, 2014: \$0

PROGRAM COMPLETION IN NORMAL TIME:	
Enter the normal time <u>in months</u> to complete program as published in your institution catalog:	Voice Captioning Certificate—16 months
Of the group of students completing the program between the respective reporting periods, the number who completed the program within the normal time reported above:	July 1, 2009 and June 30, 2010: N\A, first enrollment 06/06/2011

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	July 1, 2010 and June 30, 2011: N\A, first enrollment 06/06/2011
	July 1, 2011 and June 30, 2012: 11
	July 1, 2012 and June 30, 2013: 8
	July 1, 2013 and June 30, 2014: 17

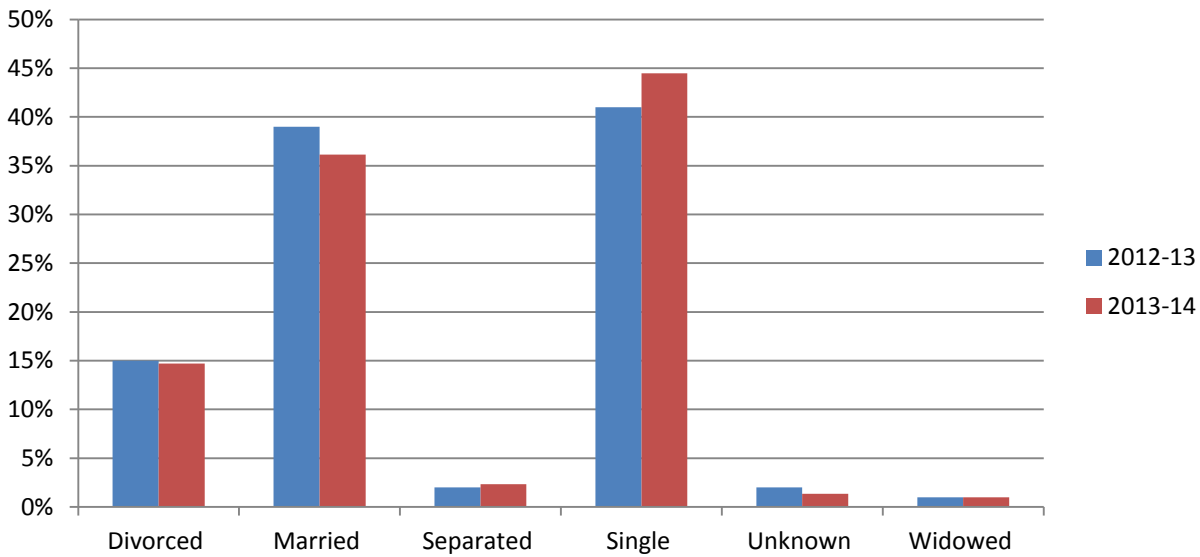
JOB PLACEMENT - As reported to Accrediting Council for Independent Colleges and Schools (ACICS) Annual Institutional Report (AIR) or Updated Since Reporting Deadlines	
Placement Requirements:	Prospective Students Must Contact His or Her State of Residence for Employment Eligibility and State Certification Requirements.
Enter the job placement rate for program completers:	July 1, 2009 and June 30, 2010: N\A, first enrollment 06/06/2011
	July 1, 2010 and June 30, 2011: N\A, first enrollment 06/06/2011
	July 1, 2011 and June 30, 2012: 100 percent
	July 1, 2012 and June 30, 2013: 100 percent
	July 1, 2013 and June 30, 2014: 80 percent

Consumer Information

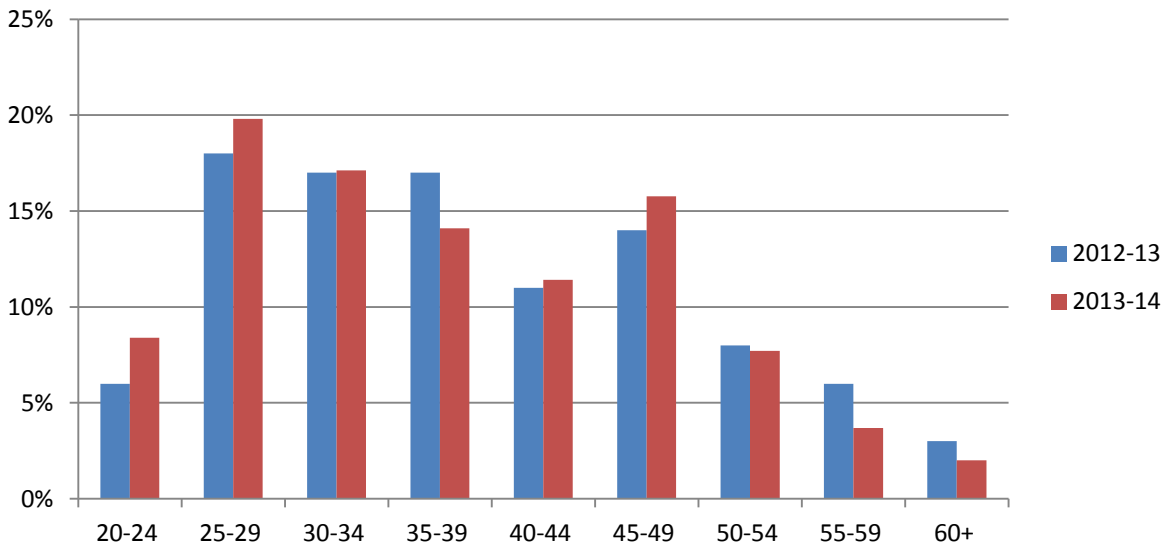
The College of Court Reporting is located in Hobart, Indiana, which is approximately 40 miles southeast of Chicago, Illinois. The majority of students at the college are female, with the data submitted from the 2013 Campus Data report supporting this and showing 94 percent female and 6 percent male students.

Additional data was reviewed from the college's database to determine the make-up of the college students based on marital status, age, and racial classification:

Marital Status

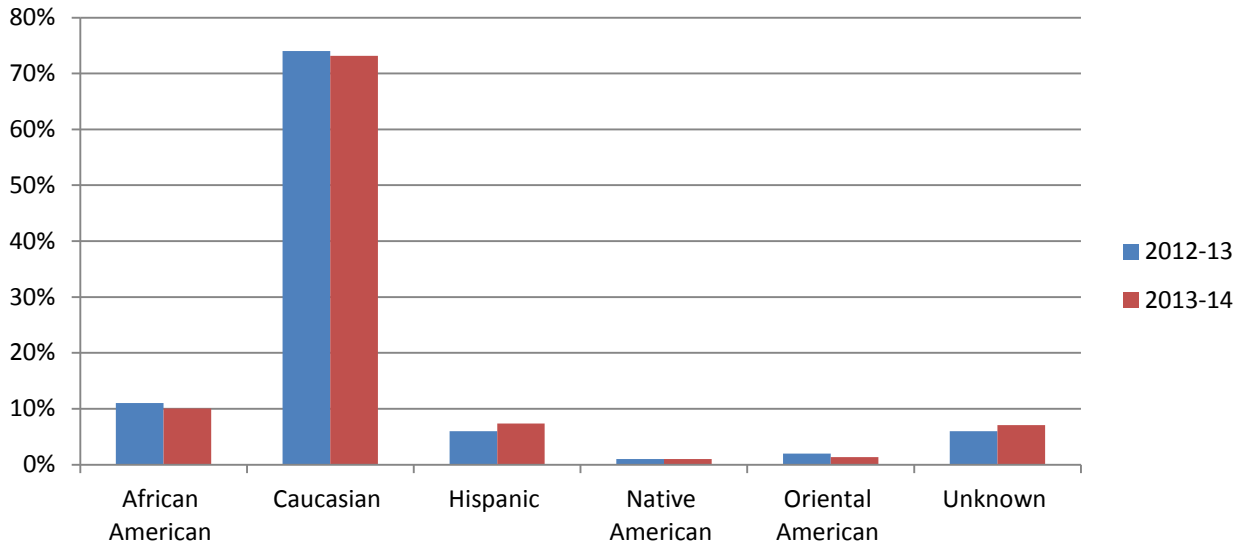


Age Range



Race

Consumer Information



The enrollment percentages for each program as for the reporting period were as follows, with credential granted in parentheses:

Program	Percentage	
	2012-13	2013-14
Court Reporting (associate of applied science)	80%	78%
Court Reporting (diploma)	3%	3%
Voice Captioning (certificate)	17%	19%

Following the pattern from the two previous CEPs, there were changes with marital status and age groups:

- The number of married students decreased by about 3 percent and the number of single students increase by almost the same amount in comparison to the previous year. This represents a 10 percent swing over the last two years for these two groups.
- There was about a 3 percent increase in students between the ages of 20 – 34 and a 3 percent decrease in students between the ages of 35 – 59. This represents a 15 percent change over the last two years.
- Race remained about the same in all classifications.
- 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. 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.

V. Program Characteristics

Consumer Information

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;
- pass two 5-minute keyboarding tests at 60 net words per minute on unfamiliar material;
- 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.

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- 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 59 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

The Voice Captioning program is for former court reporting students who have not been enrolled at CCR for a minimum of one semester. Enrollment in this program is limited and requires that former CCR students be in good academic standing in order to transfer into this program. Upon successful

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completion of the voice-to-text captioning certificate program, a student is educated to work as a voice-to-text broadcast captioner or communication access realtime translation (CART) reporter. Students must 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.

VI. Retention

A. Retention Rates – Historical

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

<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
72%	70%	70%	73%

Court Reporting A.A.S.

<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
72%	71%	71%	72%

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<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
100%	36%	100%

Voice Captioning Certificate

<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
100%	93%	91%

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 ACICS reporting period was 75%. This goal was set by the CEP team and based on a marginal increase from previous reporting years.

The institutional retention modestly increased from 70 percent to 73 percent. The retention rates for the diploma and certificate programs were excellent, while retention for the degree program fell just below the institutional goal.

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 and student COACHes of student issues. Faculty are responsible for contacting students and, if unsuccessful, the executive director and the student's COACH are to contact each student and provide a resolution using the Student Alert! system.

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.

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

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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 coordinator 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. The admissions department assigns each new student a COACH.
5. Students of the month are chosen during monthly faculty meetings.
6. A monthly newsletter is published to include students of the month, monthly accomplishments of students, and articles featuring students and other items.
7. Each COACH contacts their respective students during the first four weeks of classes and follows up a minimum of four more times during each semester. COACHes report student issues to the executive director.
8. 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.
9. Teachers are required to contact any absent students to help them to get caught up.
10. 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 online students.

VII. Placement

A. Placement Rates – Historical

Placement rates for the past four years were have been updated since reporting the respective year's Campus Accountability Report to ACICS as follows:

<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
87.5%	81.3%	93%	78%

Court Reporting A.A.S.

<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
87.5%	81.3%	89%	77%

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Court Reporting Diploma

<u>2011-12</u>	<u>*2012-13</u>	<u>2013-14</u>
100%	100%	NA (no graduates)

*Official CAR shows zero percent, but there may be some type of an error in the embedded automated formula. The college had one graduate from this program who was placed in her field.

Voice Captioning Certificate

<u>2011-12</u>	<u>*2012-13</u>	<u>2013-14</u>
100%	100%	80%

*Official CAR shows zero percent, but there may be some type of an error in the embedded automated formula. The college had eight graduates from this program who were all placed in their field.

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. Unfortunately and for the first time in many years, the college did not achieve its placement goal. The placement rate, however, would have been above the goal. Two graduates continued their education at other institutions and could not be placed, and one of the graduates was pregnant and was going to wait for some time before seeking employment.

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

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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.

VIII. 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 2010-11, 2011-12, 2012-13, and 2013-14 CAR reporting periods were as follows:

Placed on Year	Met Probation	Standards	Terminated
2010-11	9%	55%	45%
*2011-12	27%	64%	36%
2012-13	22%	64%	36%
2013-14	22%	65%	35%

*First year of reporting unduplicated number of students during entire reporting period as percentage of total enrollment during the reporting period. The reporting period consists of three semesters.

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.

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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 of 2010-11, 2011-12, 2012-13, and 2013-14:

Highest Honors Year	High Honors (GPA 3.9-4.0)	Honors (GPA 3.6-3.7)	Percent of Total Enrollment	
2009	24%	9%	6%	39%
2010-11	21%	10%	5%	37%
2011-12	27%	8%	5%	40%
2012-13	22%	11%	5%	38%
2013-14	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

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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	SAP	1-min. SAP	2-min. SAP	3-min. SAP	4-min. SAP	5-min. SAP	Total
2011-12		48%	59%	56%	55%	61%	55%
2012-13		41%	42%	45%	41%	47%	43%
2013-14		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 2014 semester. Data will be collected and reported in an upcoming CEP.

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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.

IX. 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

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- 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	2013-14 Average	2012-13 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.

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B. Graduate and Alumni Surveys

The college hired an individual to the position of graduate and employer relations coordinator. The responsibilities of this individual include graduate and employer surveys.

The responses to the survey can be found on the following pages:

(Please let me know if you want a copy of the survey.)

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.

X. 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 2013-14 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 2014-15 CEP goal will follow this and remain at 100 percent.

B. Employer Surveys

The graduate and employer relations coordinator conducted employer surveys to establish criteria that they valued from graduates. The responses to the survey can be found on the following pages:

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(Please let me know if you want a copy of the survey.)

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.

XI. 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.

Changes with marital status and age groups ratios continued. The number of married students decreased by about 10 percent and the number of single students increase by almost the same amount over the last

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two years. There was about a 3 percent increase in students between the ages of 20 – 34 and a 3 percent decrease in students between the ages of 35 – 59. This represents a 15 percent change over the last two years. Race remained about the same in all classifications. 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. 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 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 to 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%. This goal was set by the CEP team and based on a marginal increase from previous reporting years. The institutional retention was 73 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 and for the first time in many years, the college did not achieve its placement goal. The placement rate, however, would have been above the goal. Two graduates continued their education at other institutions and could not be placed, and one of the graduates was pregnant and was going to wait for some time before seeking employment. 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.

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