



## **THE SCHOOL OF COURT REPORTING, LLC**

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## **Evaluation of IEP III**

**Effective - July 1, 2011**

# **Evaluation of IEP III**

## **Introduction**

The School of Court Reporting (“SCR”) has made many changes and improvements over the past year to its facility, staff, career programs, school catalog and its administrative policies and procedures. In March of 2010, SCR began the accreditation process with the Accrediting Council for Independent Colleges and Schools (“ACICS”). In October of 2010, SCR underwent a two (2) day site inspection and became officially accredited by the ACICS in December of 2010.

Thereafter, the school began working towards obtaining Title IV Federal Accreditation. That process began in January of 2011 and the school underwent a site inspection in May of 2011. SCR was officially approved to issue federal grants and loans on July 26, 2011. As such, SCR is now a fully accredited institution and can now begin moving forward and implementing our growth and expansion plans.

## **Evaluating the IEP**

This evaluation is to provide an outline and analysis of the information contained in our full IEP report. The IEP report outlines the steps and procedures necessary for our institution to operate efficiently. Now that the school is fully accredited, once again, many changes are going to have to be made to ensure that we properly meet all the criteria of both the State and Federal Board of Education as well as the ACICS.

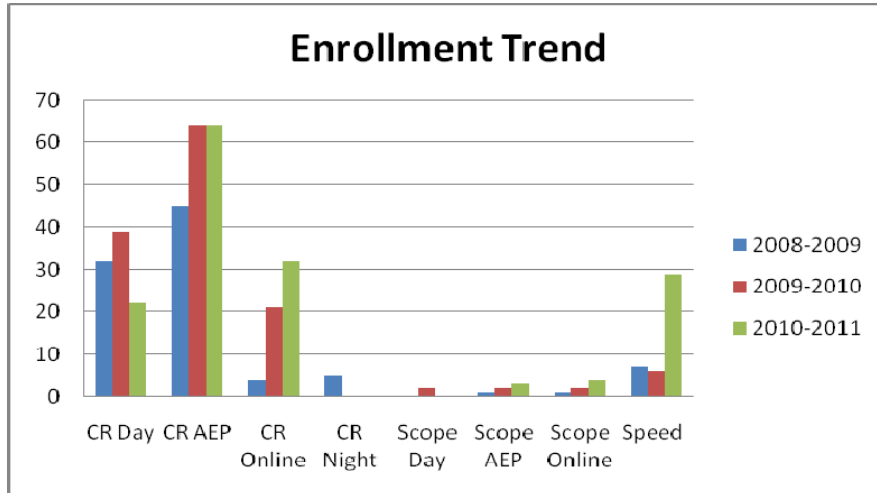
## **Documenting Progress:**

SCR has established many ways to document our progress to measure the five essential elements required by the ACICS. Those elements are as follows:

1. Retention Rates
2. Placement Rates
3. Graduate Satisfaction
4. Employer Satisfaction
5. Student Learning Outcomes

SCR’s IEP Volume III provides a full and complete breakdown of these elements and how our institution collects and analyzes data to meet the criteria of these elements. Whereas this document, the IEP Evaluation, is to provide an overall statistical analysis of these elements together with easy to read charts and graphs. SCR will rely upon both of these documents to assess if SCR is meeting its projected goals moving forward into a new fiscal year.

## Enrollment Trend: 2008 - 2011



	CR Day	CR AEP	CR Online	CR Night	Scope Day	Scope AEP	Scope Online	Speed	Total
2008-2009	32	45	4	5		1	1	7	95
2009-2010	39	64	21	0	2	2	2	6	136
2010-2011	22	64	32			3	4	29	154

The following chart represents SCR's enrollment trend for the past two (3) reporting periods. This chart is inclusive of all students who have graduated or dropped from the program. At the beginning of the fiscal year July 1, 2010, SCR had 108 enrolled students. SCR's target enrollment increase for this year was **54** students, which is a **40%** increase from our previous reporting period. SCR successfully enrolled **46** students representing a **34%** increase from last year. The most popular of our court reporting programs remains to be the Court Reporting AEP Program. However, the Court Reporting Online Program also showed a significant increase in enrolled students from the previous year. The largest age category of newly enrolled AEP students is made up of that **40-47** student population.

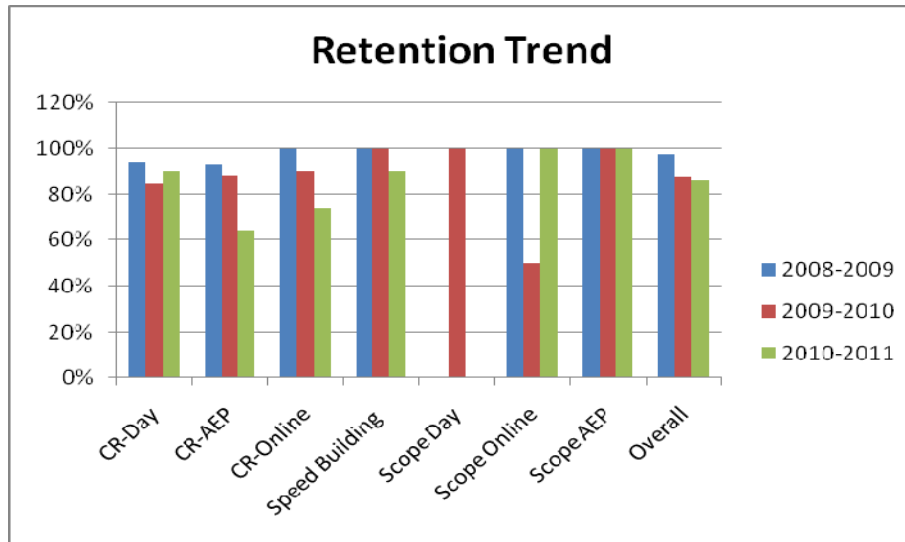
- 🚧 Goal Enrollment Increase for 2010-2011 **40%**
- 🚧 Actual Enrollment Increase **34%**
- 🚧 Goal Enrollment Increase for 2011-2012 **45%** (69 Students)

SCR did not meet its goal increase of 40% for this reporting period. This was anticipated due to the pending approval of federal financial aid. Many prospective students elected to not begin their career program until financial aid was available. Since SCR was not able to provide any type of funding other than on a self-pay basis for the 2010-2011 reporting period, we lost those prospects seeking financial aid to other schools or the students elected to enroll in our Fall 2011 Term.

**Financial Aid**

SCR anticipates that its enrollment numbers will increase significantly with the availability of federal financial aid. As such, we have increased our goal enrollment figures for the 2011-2012 reporting period to 45%.

**Retention Trend: 2008 - 2011**



	CR-Day	CR-AEP	CR-Online	Speed Building	Scope Day	Scope Online	Scope AEP	Overall
<b>2008-2009</b>	94%	93%	100%	100%		100%	100%	98%
<b>2009-2010</b>	85%	88%	90%	100%	100%	50%	100%	88%
<b>2010-2011</b>	90%	64%	74%	90%		100%	100%	86%
<b>Goal</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>85%</b>	<b>85%</b>	<b>85%</b>	<b>92%</b>

The 2010-2011 reporting period reflects a significant number of dropped students. This was anticipated as SCR now strictly enforces its SAP policy as pertains to clock hours and academics. Students who fail to meet SCR’s minimum SAP standards will be placed on a Plan of Action to correct the deficiency. Students who continue to fail to meet the standards will either need to discontinue their enrollment or convert their career program to a Speed Development Program which only issues a Certificate of Completion and does not apply all standards and requirements of SAP. Students who also fail to complete their career program within 40 months can also enter into a Speed Development Contract to complete their training.

- ✚ Goal Retention Rate for 2010-2011 **92%**
- ✚ Actual Retention Rate **86%**
- ✚ Goal Retention Rate for 2011-2012 **85%**

SCR fully anticipated a large number of withdrawing/dropping students for this reporting period. This is due to our strict enforcement of our SAP policy. In the past, the school did not aggressively apply SAP and allowed students many opportunities to correct their SAP deficiencies at their own pace. Understanding the need for uniformity of policies and procedures and how they are applied to all students on the same level, SCR discontinued this practice. Now, students who fail to meet SAP must go on a Plan of Action. Students who fail to adhere to the Plan of Action will have their enrollment status terminated. This is the policy, it is applied to all students in all programs, and will be applied the same to all students to maintain consistency.

Given the above, SCR is going to lower its retention percentage to **85%** for the 2011-2012 reporting period.

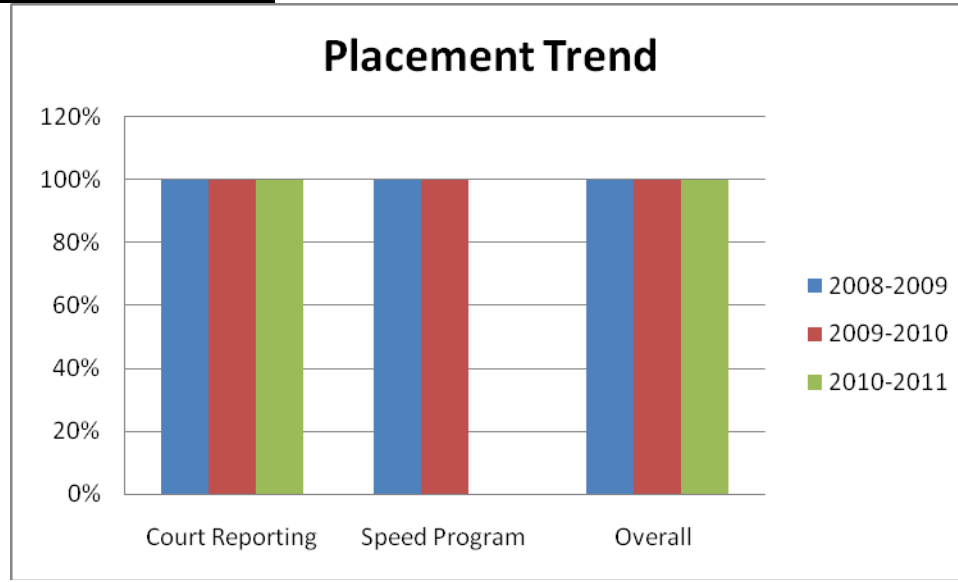
### **Drop Survey:**

For this reporting period, SCR prepared a survey to be answered by students who had dropped the program or allowed their contract to expire. As was outlined in the IEP, SCR had 36 drops this year. The most drops we have experienced since the school opened. However, this was expected once SCR began to enforce all SAP requirements. Many of the students that discontinued the program were not following SAP guidelines and did not meet their target exit date. In an effort to establish why we had so many drops this year and what improvements we could make to decrease that number for next year, SCR prepared a Drop Survey. Unfortunately, since these students no longer have interest in our school, we did not have a successful completion rate. In fact, we only received 3 completed surveys from the 36 students.

A review of the surveys revealed that overall the students were happy with the school and were still interested in the profession. However, they were not successful in the timely completion of their career program and therefore allowed their contracts to expire. Some recommendations that were made included making the programs longer, which we have done. Some other recommendations were made to the facility. Those recommendations are being considered. The surveys also provided some complimentary comments to our teachers and staff for doing a wonderful job.

Given the above, SCR will continue to request that exiting students complete a survey. SCR is also aggressively trying to assist students with meeting their exit date. Part of the solution lies in hiring more staff members to assist problematic students. SCR also needs to closely monitor SAP to identify students who are having problems early on before it becomes a problem.

**Placement Trend: 2008 - 2011**

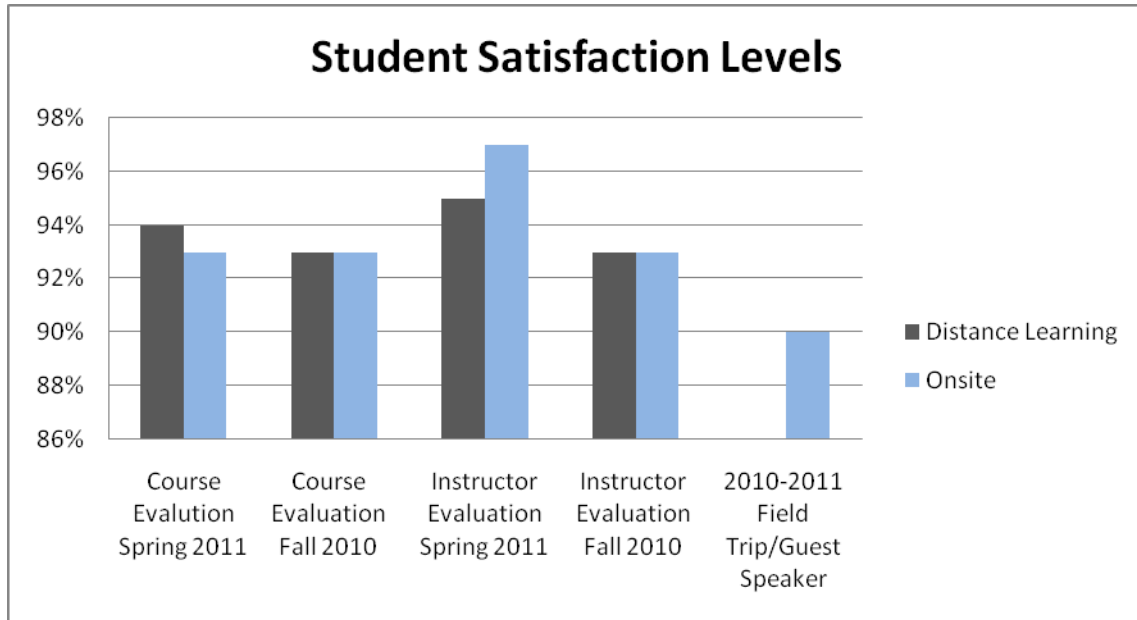


	<b>Court Reporting</b>	<b>Speed Program</b>	<b>Overall</b>
2008-2009	100%	100%	100%
2009-2010	100%	100%	100%
2010-2011	100%	N/A	100%
Goal	92%	92%	92%

For this reporting period, SCR had four (4) court reporting graduates. Three of those graduates were in the court reporting program and one was in the speed building program. SCR successfully placed all students into an internship. However, only one student is currently working as a professional court reporter. The other students only graduated in June and are still fulfilling their internship requirements. It is anticipated that these three (3) interning students will be working by October of 2011. The average timeframe for these students to complete was 34 months. Currently, all programs are listed as 28-month programs, so SCR needs to aggressively work on trying to assist students with exiting their career program by their target exit date.

SCR also had three (3) students successfully complete the Scoping Program. One of those students continues to attend classes to improve her computer skills and is not working in the scoping field at this time. She is still listed as an enrolled student at this time. Two (2) of the scoping graduates are self-employed, working independently from home. Scopists generally work as independent contractors and are not placed by SCR.

**Student Learning Outcome/Student Satisfaction Level: 2010 - 2011**



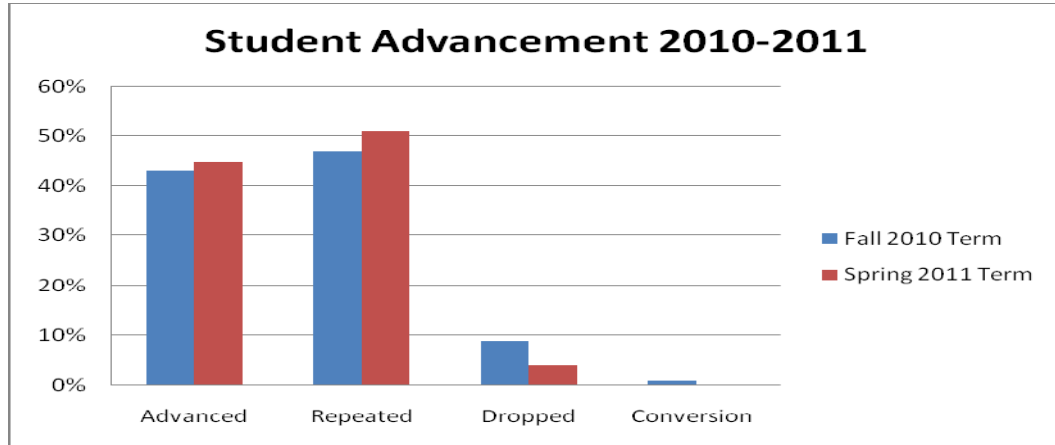
	<b><u>Distance Learning</u></b>	<b><u>Onsite</u></b>
Course Evaluation Spring 2011	94%	93%
Course Evaluation Fall 2010	93%	93%
Instructor Evaluation Spring 2011	95%	97%
Instructor Evaluation Fall 2010	93%	93%
2010-2011 Field Trip/Guest Speaker		90%

<b>Field Trip and Guest Speaker Survey Response</b>	<b><u>Satisfaction Level</u></b>
Field Trip Survey (9 out of 10) Onsite	90%
Guest Speaker Gary Marek (11 out of 13)	85%
Performance eValuator Seminar (6 of 6)	100%
Guest Speaker Grace Molson (9 of 9)	100%
Guest Speaker David Damiani (6 of 6)	100%
Widener Mock Trial Field Trip (3 of 4)	75%
Martin Lewis Mock Trial (5 of 6)	83%
<b>Overall Student Satisfaction Level</b>	<b>90%</b>

Measuring student satisfaction levels impacts all five key elements of an IEP. The statistics posted here reflect that SCR has met its target goal satisfaction levels in all areas.

- ✚ Goal Satisfaction Rate for 2010-2011 **85%**
- ✚ Actual Satisfaction Rate was **90% to 97%**
- ✚ Goal Satisfaction Rate for 2011-2012 **85%**

## STUDENT ADVANCEMENT



	<u>Fall 2010 Term</u>	<u>Spring 2011 Term</u>
<b>Advanced</b>	43%	45%
<b>Repeated</b>	47%	51%
<b>Dropped</b>	9%	4%
<b>Conversion</b>	1%	

<u>Fall 2010</u>	<u>Onsite</u>	<u>AEP</u>	<u>Online</u>
<b>Advanced</b>	54%	29%	33%
<b>Repeated</b>	42%	59%	46%
<b>Dropped</b>	2%	12%	21%
<b>Conversion</b>	2%		

<u>Spring 2011</u>	<u>Onsite</u>	<u>AEP</u>	<u>Online</u>
<b>Advanced</b>	59%	28%	60%
<b>Repeated</b>	41%	66%	30%
<b>Dropped</b>		6%	10%

### Overall Student Advancement – All Programs

Advanced	43%
Repeated	47%
Dropped	9%
Conversion	1%

- ✚ Goal Advancement Rate for 2010-2011 **60%**
- ✚ Actual Advancement Rate was **43%**
- ✚ Goal Advancement Rate for 2011-2012 **65%**

*\*Summer Term Statistics are not used because the term overlaps reporting periods.*



## STUDENT LEARNING OUTCOMES

### **Student Satisfaction:**

SCR measures student learning outcomes on several levels, one way is to measure a student's satisfaction level. SCR performs a survey analysis of our courses and instructors at the end of each term. SCR also performs an annual survey analysis of our facility. These survey results are collected through SurveyMonkey and are analyzed by our IEP Team. All of our surveys contain a separate section in which students can list their own recommendations as to what could be improved with their courses, facility or instructors. This comment section is reviewed by our IEP team to ensure that we are making every effort to improve our facility as per our student recommendations.

SCR also tries to incorporate community outreach into our students' training by participating in local mock trials, mock depositions, career fairs, court reporting conferences and events, as well as bringing in guest speakers. SCR feels that by including such events and activities in our career programs that it helps inspire our students and keep them interested in their career field. A review of our student satisfaction levels as pertains to our courses, instructors, field trips and guest speakers reveal that overall our student population is satisfied and we have met our goal satisfaction level for this reporting period.

### **Student Advancement:**

SCR also measures student learning outcomes by analyzing how our students are progressing through their career programs. We perform this analysis by comparing the number of students that began a term in a particular speed category with their final grades at the conclusion of the term. SCR has been monitoring students in this manner since the Summer of 2010. Unfortunately, those statistics continue to reflect that over 50% of our student population needed to repeat their term at least 1 consecutive time to successfully pass. This only applies to speed building and not academic courses. SCR does not have a problem with students successfully passing their academic courses by the end of the term, only speed development.

Successful speed advancement is the number one problem with any court reporting institution. It cannot be compared to an academic which is measured through written tests. Speed building is a measurement of a student's "physical" ability to write at the required speed. No matter how much instruction a student receives, no matter how solid the curriculum, and regardless of the number of clock hours a school may require – we cannot make a student write any faster. That is an achievement the student must accomplish on their own through continued practice. However, in an effort to increase our student learning outcomes, the school has implemented the following policies. We believe that these changes will help us not only meet our projected goal, but that we will exceed projections in the year to come.

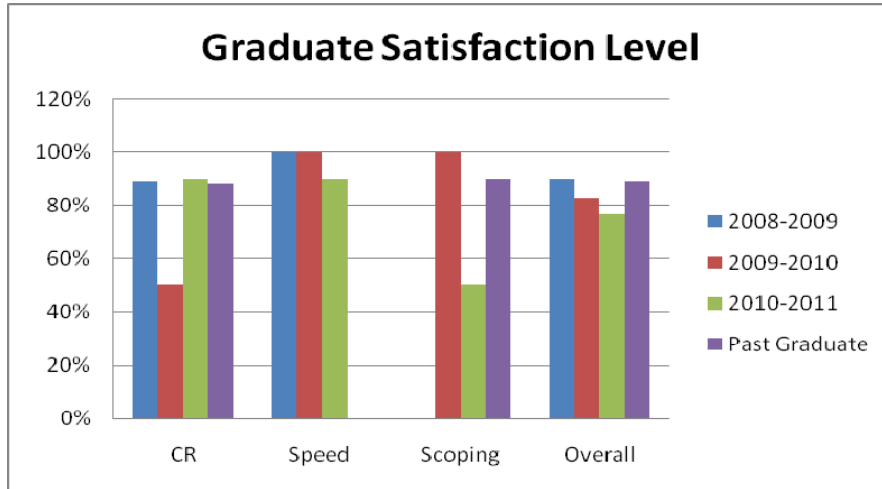
#### Recommendations and Actions:

1. Hire a Director of Education. Currently, the school has a lead instructor who is in charge of all onsite students and their schedules. However, the lead instructor is primarily responsible for just onsite students. The addition of a Director of Education will assign the responsibility of monitoring all students, whether it is online, onsite or AEP.
2. Introduce different methods and techniques for students to use to overcome test anxiety. The school is currently working with a beta group online who are required to pass an “assessment” before being permitted to take a test. (This assessment procedure is newly implemented and cannot be analyzed until the next reporting period.)
3. All speedbuilding students have access to our online site and use the eValuator feature. This can be done as homework or can be used as an assessment. This eValuator feature can be monitored by the school and can be applied to clock hours.
4. To utilize instructors who are genuinely concerned about their students and their advancement. Students need a positive environment in order to be successful in overcoming their speed requirements.
5. Assign a homeroom teacher for each speed group. Moving forward, SCR needs to assign one person to be in charge of a speed group. The group will include onsite, online and AEP students. This will maintain consistency for all career programs.
6. Increase completion time of all career programs. The NCRA has posted statistics that the average student completion time is 33 months. Currently, SCR’s career programs are 28 months. Moving forward, SCR may offer a 36-month career program to see if this will better accommodate our students. This will be reviewed by the IEP Team, Advisory Board and Academic Board.

#### **RPR Certification Test**

SCR encourages all students to pass the RPR Certification Test, which is required to work in the State of New Jersey. All career programs include a class called Procedures which covers all the necessary portions of the RPR certification test. All students who successfully complete Procedures are encouraged to take the written knowledge portion of the RPR. Currently, all students who enrolled in Procedures Class for the 2010-2011 reporting period successfully passed the written knowledge portion of the RPR.

**Graduate Satisfaction Levels: 2008 - 2011**



	CR	Speed	Scoping	Overall
<b>2008-2009</b>	<b>89%</b>	<b>100%</b>	<b>N/A</b>	<b>90%</b>
<b>2009-2010</b>	<b>50%</b>	<b>100%</b>	<b>100%</b>	<b>83%</b>
<b>2010-2011</b>	<b>90%</b>	<b>90%</b>	<b>50%</b>	<b>77%</b>
<b>Past Graduate</b>	<b>88%</b>	<b>N/A</b>	<b>90%</b>	<b>89%</b>
<b>Goal</b>	<b>92%</b>	<b>92%</b>	<b>92%</b>	<b>92%</b>

**Scoping Program**

For this reporting period, SCR had two (2) Scoping graduates which are not completely satisfied with the scoping profession. Unlike court reporting where it is very easy to place a new graduate, scopists generally work from home and are responsible to do their own marketing of their skills. SCR does assist scoping students with obtaining work, however, the work is not consistent for a new scopist. It takes years for a new scopist to develop their skills and gain the confidence of working reporters so that they will forward work to them. The scoping students who responded to this survey were overall satisfied with the training they received from The School of Court Reporting and felt that the training properly prepared them for the scoping fld. Their dissatisfaction lies with the profession itself as it is not meeting their personal expectations. As such, SCR did not meet its goal satisfaction level of 92% and will be working with these past students in an effort to correct this deficiency.

**Court Reporting**

The school had four (4) court reporting graduates. Of the four (4), only one (1) has been working since January 2011. The other graduates just completed the program in June of 2011 and are still currently interning. Two (2) of these students also continue to come onsite to work on their computer and speedbuilding skills. Overall, these students were happy and satisfied with the training they received from SCR. However, since they are not currently working, they cannot at this time describe their overall satisfaction with the court reporting profession.

One of the students did state that more mock depositions would be beneficial to the program. SCR recognizes the need to expose students to the legal profession as much as possible and that is why we require all students to participate in an internship. SCR has also incorporated more mock depositions into the court reporting career programs.

- ✚ Goal Satisfaction Rate for 2010-2011 92%
- ✚ Actual Satisfaction Rate was 90% for Court Reporting 50% for Scoping
- ✚ Goal Satisfaction Rates for 2011-2012 90% For Court Reporting 85% for Scoping

### **Past Graduate Satisfaction Level**

SCR also conducted a past graduate follow-up survey which analyzed past graduates' satisfaction levels. Those surveys reflected an overall 89% satisfaction level for both court reporting and scoping. A review of these surveys reveal that several graduates are dissatisfied that they have not been able to successful pass the New Jersey RPR certification requirement and have reported that the school should take greater measures to prepare students for the RPR certification.

SCR has made significant changes to its career programs in the past year which now puts greater emphasis on the state testing requirements. Also, our currently enrolled students have been passing the Written Knowledge portion of that exam well in advance of their graduation date. SCR also allows past graduates and current students to participate in RPR Speed Preparation Classes at no charge. Students who take advantage of these classes will greatly benefit from the experience and have a greater success rate. The students who commented on their surveys that they are dissatisfied with not passing the RPR will be contacted directly in an effort to assist them with achieving that goal. SCR provides lifetime placement assistance to all students.

**Employer Satisfaction Levels: 2008 - 2011**



	CR	Speed	Overall
<b>2008-2009</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>
<b>2009-2010</b>	<b>65%</b>	<b>100%</b>	<b>83%</b>
<b>2010-2011</b>	<b>100%</b>	<b>N/A</b>	<b>100%</b>
<b>Goal</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>

SCR met its goal regarding employer satisfaction level for this term. However, we only have one (1) working graduate. The three (3) other court reporting graduates are still interning and/or attending additional classes onsite. As such, SCR will be able to provide better statistics in six (6) months when these graduates start officially working. SCR is working on a past graduate employer satisfaction survey. However, we have not had a successful response rate to that survey at this time. Updated survey responses will be provided in December 2011.

- 🚩 Goal Satisfaction Rate for 2010-2011 **90%**
- 🚩 Actual Satisfaction Rate was **100%**
- 🚩 Goal Satisfaction Rates for 2011-2012 **90%**

*\* Scopist are generally self-employed and do not participate in this survey portion.*

**Survey Responses:**

In the past, the Employer Surveys have reflected that an employer would be more inclined to hire a graduate of an accredited institution versus one that was not. Since the posting of those surveys, SCR is now accredited by the ACICS and the United States Department of Education. This will make our graduates more appealing to employers.

## **Monitoring the IEP**

The Institutional Effectiveness Plan has brought about many changes in The School of Court Reporting. We have only started utilizing this plan since June of 2010 and did not receive ACICS accreditation until December of 2010. As such, the policies and procedures contained in this IEP are still not fully implemented and are subjected to change. In addition, the school was approved by the Federal Department of Education in July of 2011. That approval has also caused many additional changes to our facility, catalog, career programs as well as our policies and procedures. While SCR is proud of its accomplishments over the past year it has been difficult to fully implement and monitor all the criteria, policies and procedures of both the ACICS and Federal Department of Education.

Moving forward, SCR is confident that we now have some key employees in place who fully understand the IE Plan and how to enforce and implement that plan. Regular meetings of the IEP Team will be held each term as well as annually for program and curriculum reviews

## **Conclusion**

SCR strives to meet all the goals contained in this plan and is very enthusiastic about our future. The Fall 2011 Term will be the true test of all the school's recent accomplishments. This will be the first term in which the school will be fully accredited and approved to issue Title IV funds. The school has gone to great measures to improve our curriculum, enforce all policies and procedures and install new employees where needed to achieve an efficiently running institution.

**Overview**

**Graduates 2010-2011:** Court Reporting = 4 \* Scoping =3

**Placement 2010-2011:** Court Reporting = 1 Placed/Working \* 3 Placed in Internship  
Scoping= 2 Self-Employed \* 1 Continuing Their Education

**Retention 2010-2011:** 86%

**Most Popular Program:** Court Reporting Adult Education Program  
42% of student population

**Total Students 2010-2011:** 154

**\*Average Salary Of Past Graduates:** \$50,000.00

**\*Highest Reported Salary of Past Graduates:** \$68,418

**\*Average Hours Worked:** 25 a week

*\*Statistics Based on Past Graduate Survey Results for the 2010-2011 Reporting Period. This statistics will be updated in December of 2011.*

**Student Demographics**

Reporting Period July 1, 2010 through June 30, 2011  
Previously Enrolled (108) and New Starts (46)

Age Group	Total Number	Male	Female	Race	Percentage
18 – 25	39	2	34	White	92%
			1	African American	2.6%
			1	Hispanic	2.6%
			1	Banglie	2.6%
26 – 32	26	1	23	White	92%
			1	African American	4%
			1	Hispanic	4%
33 – 39	23		21	White	91%
			2	African American	9%
				Hispanic	
				White	
40 – 47	45	4	34	White	84%
			3	African America	7%

			3	Hispanic	7%
			1	Asian	2%
48 – 61	21	1	19	White	95%
			1	African American	5%
				Hispanic	
Totals	154	8	146		

For the June 30, 2010 through July 1, 2011 reporting period, SCR had 108 previously enrolled students and 46 New Starts for a total student population of 154. Of that total combined student population, 5% was African American; 3% were Hispanic; 1% Asian; 1% Banglie and 90% were Caucasian. The male student population was 5% and the female 95%.



**TOTAL STUDENTS BY AGE GROUP  
FOR REPORTING PERIOD 2010-2011**

**Previously Enrolled (108) and New Starts (46)**

<i>Age Group</i>	<i>New Starts Female</i>	<i>Male</i>	<i>Previously Enrolled Female</i>	<i>Male</i>	<i>Total</i>	<i>Percentage of Student Population</i>
18 – 25	13	1	24	1	39	25%
26 – 32	2		23	1	26	17%
33 – 39	8		15		23	15%
40 – 47	13	1	28	3	45	29%
48 – 61	8		12	1	21	14%
<b>Totals</b>	<b>44</b>	<b>2</b>	<b>102</b>	<b>6</b>	<b>154</b>	<b>100%</b>

SCR's largest overall population of student is in the age range of 40 to 47 years of age which represents 29% of our student population. In previous years, it was always the 18 to 25 age group which represented our largest population. As such, it is clear to see that economic times are impacting our student demographics as we have seen a steady increase of displaced workers from the 40 to 47 age range enrolling in our career programs. Presently, our youngest student is 18 years old and our oldest student is 59 years old. The median age is 36 years old. This is slightly higher than last year's median age of 32.