

Court & Freelance Reporting Program

APRC 1992-1993

section 1 of 3

ACADEMIC PROGRAM REVIEW

**Report of the
Program Review Panel**

**Court and Freelance Reporting Program
College of Business
Ferris State University**

April 23, 1993

COURT AND FREELANCE REPORTING
COLLEGE OF BUSINESS
FERRIS STATE UNIVERSITY

PROGRAM REVIEW PANEL
FINAL REPORT

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SECTION 1 PURPOSE OF THE EVALUATION

During initial meetings of the Program Review Panel (PRP) of the Court and Freelance Reporting (CFR) program, the PRP thoroughly discussed the CFR program, as well as the purpose and scope of the PRP evaluation.

The CFR program has historically been a sound academic curriculum enjoying a significant number of program strengths. Evidence of these strengths include approximately sixty (60) majors, mostly women, per academic year, who enjoy a very high certification passage rate, a high employment rate, and consistently high first-year wages. Currently, however, the program faces some unique challenges and opportunities.

Recent administrative decisions, first to close CFR enrollment, then to reopen enrollment, have significantly undercut the historically healthy enrollment figures. The PRP has concluded that the closure decision has pre-empted any clear cut analysis of current enrollment figures as an aid to assessing program vitality and quality. Therefore, the PRP has attempted to assess program enrollment in light of historical trends, measured future demand, and evolving program offerings.

In addition, the temporary enrollment closure did not go unnoticed by an extensive support network of employers, reporters, attorneys, judges, high school teachers and counselors, and others, throughout Michigan. The PRP has thus attempted to assess how this network currently perceives the CFR program.

The PRP has also taken account of new technologies in its assessment. Three emerging technologies were specifically identified - computer-aided transcription (CAT), audio technologies (AT), and video technologies (VT). Assessing the impact of these technologies upon current and future demand for reporters and making appropriate adjustments in curriculum is a significant challenge for the CFR program.

The PRP plans to document the strengths and weaknesses of Ferris's CFR program - with a view toward anticipating and responding to relevant market and technological forces so as to preserve and enhance the current high quality and success of this

program.

To fully evaluate the CFR program, the PRP will pursue a variety of measures including a literature search, personal interviews, and surveys in order to:

1. Assess the quality of program graduates and their skills for career path employment,
2. Assess supply, demand, and remuneration, with a view to making appropriate program changes,
3. Assess the program curriculum, with a view toward responding appropriately to market changes and maintaining high program quality,
4. Assure sufficient resource allocation so as to respond in a timely fashion to market changes, while maintaining high program quality,
5. Assess major factors which contribute to current enrollment and retention levels,
6. Establish requirements for facilities, supplies, and equipment and pursue the means to insure their presence according to program goals.
7. Assess current and future demand for reporters trained in the three major competing reporting technologies with a view toward possible integration of these technologies into the CFR program.

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SECTION 2 PROGRAM OVERVIEW

2.1. Program Mission

The mission of the Ferris Court and Freelance Reporting Program is to train competent, qualified, reporting professionals. This program contributes to the economic vitality of the State of Michigan through the facilitation of the state's legal processes as well as through the development and implementation of the entrepreneurial skills essential to career success by CFR graduates.

This mission is accomplished through emphasis on computer-compatible reporting theory and instruction; practical skills applications using state-of-the-art computer hardware and software technologies; and participation in supervised, directed, cooperative internship experiences.

2.2. Career Description

Stenotype reporters, also known as shorthand reporters, make word-for-word records of examinations, testimonies, judicial opinions, the judgment or sentence of the court, hearings, television broadcasts and other proceedings in courts of law and other environments by means of a stenotype shorthand machine.

Graduates of this two-year program find themselves able to pursue varying and interesting career paths. Ferris graduates who have had access to state-of-the-art computer-aided transcription (CAT) software technologies offer services that are unique to the facilitation of the legal processes within the state.

One such career path is to become an official reporter within a courtroom setting. An official court reporter's duties may include:

- o Recording proceedings on a stenotype machine,
- o Reading and/or preparing portions of the transcript during a trial at the judge's request,
- o Marking, recording, and storage of exhibits,
- o Asking speakers to clarify inaudible statements to create a verbatim record,
- o Operating a computer-aided transcription (CAT) system which flashes English text onto video monitors at

the judge's bench and the attorney's tables, to provide the judge and counsel with the ability to review recorded testimony,

- o Providing legal research and support technologies to attorneys and judges through the CAT software,
- o Securing and storing all legal records in acceptable format,
- o Providing a transcript either on disk or hard copy to any party upon request,
- o Filing a transcript of the records transcribed in a timely and appropriate manner,
- o Assisting hearing-impaired individuals in gaining access to the court proceedings through computer-integrated courtroom technologies.

The graduate may also seek employment in the freelance reporting field. These reporters work as independent contractors for a principal firm. This is the most-common entry-level position secured by recent graduates. Many non-traditional students are attracted by the high wages and flexibility of the work schedule allowing them to accommodate other personal pursuits.

Freelance reporters may be involved in the recording of the following activities:

- o Depositions of expert witnesses in attorney's offices,
- o Depositions taken during the discovery process prior to trial,
- o Arbitration hearings,
- o Trade association meetings,
- o Boards of directors and stockholders meetings,
- o Closed-captioning for the hearing-impaired in the following areas:
 - Television broadcasting,
 - Classroom activities,
 - Courtroom proceedings,
 - Deposition proceedings.

Other reporters are primarily governmental hearings reporters or legislative reporters. These reporters may be involved in the recording of proceedings involving the following organizations:

- o The United States Congress,
- o The United Nations or other international organizations,
- o State assemblies,
- o Hearings before State and Federal agencies.

Areas in which stenotype skills have recently become integrated include the fields of medical transcriptionist, legal transcriptionist, medical secretary, legal secretary, and

scopist. Anecdotal information indicates that demand for these fields has been and will continue to be outstanding. In each of these areas, use of a steno keyboard results in enormous productivity gains and commensurate remuneration over transcription by standard typewriter keyboards. Software has recently been developed to assist these careers and perpetuate their usefulness for the medical and legal communities.

2.3. Program Niche

The Court and Freelance Reporting Program is one of only four two-year programs at public institutions in the state of Michigan. It is one of only three public programs that offers the Associates Degree. There is one (1) four-year program in Michigan at Central Michigan University.

In addition, Ferris offers its CFR students access to state-of-the-art CAT software and hardware technologies, unsurpassed anywhere else in the state, enabling these graduates to be particularly attractive to a variety of potential employers.

Michigan programs which produced the following 1992 graduates who sat for the CSR exam in October, 1992, include Macomb Academy of Court Reporting (9 sat); Ferris State University (6 sat); Macomb Community College (6 sat); Elsa Cooper Institute of Court Reporting (5 sat); Lansing Community College (5 sat); Oakland Community College (1 sat); Schoolcraft College (1 sat); Dorothy Hall School of Court Reporting (1 sat).

2.4. Faculty

Current faculty include two full-time tenured faculty and one temporary faculty member. With respect to full-time faculty, one CFR faculty recently retired; a second faculty member has been on leave since academic year 1991/92 (and plans to return to teaching in the CFR program Winter semester, 1994); a third faculty member has been teaching in another area for the past seven years.

A very dedicated temporary faculty has been actively and successfully coordinating the CFR program over the past year and a half. This faculty member is currently responsible for advisory committee coordination, internship coordination, recruitment efforts, innovation of curriculum, etc. Elsewhere in this document, references to CFR faculty involvement, in other than a teaching capacity, will point to efforts by this temporary faculty member.

Self-reported recent professional activities of the temporary faculty have included:

1. Acting coordinator of the FSU CFR program - internship

- coordination; advisory committee coordination; scheduling coordination with faculty and CIS head; on-going CFR software/hardware review; coordination of voc-ed funding application; etc.
2. Membership in the Michigan Association of Professional Court Reporters Association.
 3. Membership on the Michigan Association of Professional Court Reporters Association Education and Testing Committee, activities of which have included:
 - a. Development, administration, and correction of the state certification exam under the direction of the Michigan State Court Administrative Office
 - b. Review program curricula in view of the level of preparation required for the state certification exam
 - c. Coordination of court reporting programs' curricula with marketplace requirements
 - d. Stimulate cooperation and sharing of information between court reporting programs within the state
 - e. Develop, organize, and present reporter and student seminars, and workshops for state conventions
 - f. Develop and implement opportunities for students and reporters to interact and share information and experiences
 4. Membership on the Michigan Association of Professional Court Reporters Technology Taskforce Committee, activities of which have included:
 - a. Identify emerging technologies and the opportunities then afforded the reporting profession
 - b. Identify opportunities for integration of competing technologies rendering them reporter-dependent technologies
 - c. Public information campaign for the profession
 5. Associate membership in the National Court Reporters Association and pursuit of certification as a Certified Reporting Instructor (CRI) instructor (by October of 1993).
 6. Participation in the state certification process of graduates of court reporters programs in Michigan, including: proposing, organizing, and preparing for supervision of the administration of the April 1994 state examination for certified shorthand reporters (CSR) to be given at Ferris State University; and will thus be given at FSU once a year, and be given once a year at Lansing Community College. In recent years, this exam was given at Lansing Community College exclusively.
 7. Participating in a program to gain certification as a Certified Electronic recorder - through the Michigan State Court Administrative Office.
 8. Other faculty professional activities include membership in the Michigan Electronic Court Reporters Association and membership in Pi Omega Pi - a national business teacher education honor society.

Self-reported recent professional activities of the full-time faculty (not on leave) have included:

1. O-A and CFR Recruitment Committee
2. O-A Business Communication Committee
3. Delta Pi Epsilon - charter member
4. Faculty Advisor to Delta Sigma Pi
5. MEA
6. NEA

2.5. Student Profile

Although the CFR program attracts students from various locations and backgrounds, in recent years enrollees are typically female (nearly 100%). A significant proportion (currently 45%) are non-traditional students (students entering college, but not immediately after high school graduation); a large proportion are single parents; and a significant proportion are commuters (currently 41%). The vast majority are from the Grand Rapids area.

2.6. Curriculum

General education courses, when combined with technical education and hands-on experience with software and hardware technologies, perfect the skills necessary for success in this field. During the first year, the student is taught steno theory, computer-aided transcription technologies, legal procedures, and legal formats used in the reporting field. The second year is primarily devoted to developing speed and putting these skills to use in the capstone course, "Moot Court." Here, students are required to participate as official reporters, preparing transcripts according to the State Court Administrative Office requirements for shorthand reporter's certification.

Summer Quarter of the second year is spent serving a seven-week internship. During this internship, students undertake two intense and rigorous sessions in the field: one under the direction of a freelance reporter and another under the direction of an official reporter. They must submit thirty-five pages of transcript each week, as well as a daily narrative of their experience.

The requirements for graduation are commensurate with the requirements for the Michigan Certified Shorthand Reporter's Exam which is required of all reporters filing transcripts in the state of Michigan.

2.7. Program Costs/Funding

The CFR program \$/Cr-Hr cost was 130.44 for the 1989/90 academic year. Of 159 undergraduate and graduate programs ranked

in descending order by \$/Cr-Hr cost for the 1989/90 academic year, the CFR program cost ranked 73rd. Of the 59 ranked College of Business (COB) programs, the CFR program ranked 6th. Of the 12 ranked CIS programs (6-CIS and 6-OA), CFR ranked 4th. In terms of absolute costs per credit hour, the CFR program is \$3.12 over the cost of the Computer Information Systems undergraduate non-transfer CIS degree program and \$16.62 under the Computer Information Systems undergraduate CIS Transfer degree program.

CFR faculty have recently obtained voc-ed funding for the CFR program. These moneys have been used to purchase, at a major discount, state-of-the-art CAT hardware and software.

The CFR program includes about 60 students per term; some of whom take fewer than 12 credit hours and some of whom take more than 16 credits per term. Full accounting of the revenue side might alter the cost picture somewhat.

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SECTION 3 EVALUATION METHODOLOGY

To accomplish the goals identified in Section 1, the PRP decided to utilize existing sources of information and to conduct surveys to collect required additional information. As recommended in Attachment E of the Academic Program Review Procedures Manual, the PRP collected data from the following sources:

3.1. Graduate Follow-up Survey (Alumni Survey)

On or about February 12, a follow-up career survey was mailed to seventy-one (71) CFR graduates who completed the program between the Spring term 1985/86 through Winter term 1992/93. Each mailed envelope contained an alumni survey, a cover letter, and a postage-paid self-addressed return envelope. About one week after the initial mailing, follow-up letters were mailed in an effort to enhance survey response. Alumni names and addresses were obtained from COB records.

The PRP panel adapted an instrument used previously for review of an Optometry program, a copy of which is contained in Appendix A.1. This instrument covered current employment status, graduate certification, initial employment, perception of CFR training and curriculum with respect to meeting employment expectations, perceived need for training in recording/video technologies, and recommended improvements to the CFR program.

3.2. Graduate Employer Follow-up Survey

The PRP developed a telephone survey instrument from which to solicit information relevant to the review from current and former employers of FSU CFR graduates. A copy of that instrument is contained in Appendix A.2. A sampling frame of twenty-two (22) employer names was built from completed Alumni Survey instruments. The PRP was able to complete telephone interviews on thirteen (13) of these employers.

3.3. Student Evaluation of Instruction

The PRP developed a survey instrument, a copy of which is contained in Appendix A.3. On March 11, during the first week of

Spring term, a questionnaire was administered by the PRP chair, for current enrollees of the CFR program.

3.4. Student Perceptions Survey

The PRP adopted and developed a survey instrument, a copy of which is contained in Appendix A.4. On March 11, during the first week of Spring term, a questionnaire was administered, by the PRP chair, for all students attending CFR classes. The survey instrument was developed by adaptation of a student evaluation form used by the CIS department.

3.5. Enrollment/Retention

Enrollment: The PRP examined enrollment figures and considered major factors impacting enrollment over the past five years.

Retention: An exhaustive search was undertaken to review the CFR student retention rate over the past five years. The study involved analyzing class lists for the above periods of time to identify CFR program non-finishers. A CFR program non-finisher was defined as any student enrolled in CFR classes during a Fall term but not enrolled during the following Fall or Winter Terms. The rationale for this definition centers on the fact that CFR classes are offered annually on a sequential basis. Therefore, if a student should choose to repeat a class, he/she would have to wait one full academic year to repeat a course. Retention rates were determined from this data.

Additionally, a telephone survey of students identified as program non-finishers was completed. The survey instrument developed by the PRP was adapted from an instrument obtained from Assessment Services and Enrollment Research. The instrument was used by the PRP to solicit information regarding reasons for discontinuance in the CFR program. A copy of the instrument is contained in Appendix A.5.

3.6. Faculty Perceptions of the Program

A personal interview and written questionnaire of each CFR faculty member has been conducted and reviewed by the PRP committee. The survey instruments are contained in Appendix A.6.

3.7. Advisory Committee Perceptions of Program

The PRP reviewed the advisory committee process utilized by the CFR program over recent years. Also, the PRP has mailed a survey instrument to the Advisory Committee members. A copy of the survey instrument is contained in Appendix A.7. The study is on-going.

It should be noted four of six Advisory Committee members

were included in either the Graduate Employer Follow-up study or the Internship Performance study.

3.8. Student Testing Data

Permanent certification of CFR graduates by the State of Michigan is obtained by passing the Certified Shorthand Reporters Exam. This exam is given twice yearly; graduates have up to three attempts to pass before temporary certification is rescinded. The PRP obtained data on the official passage rates for recent FSU who are first time takers. Self-reported passage rate information was also obtained by the PRP from items included on the Alumni Survey.

3.9. Labor Market Analysis Data

The PRP committee obtained information from existing data bases published by state and federal agencies. This data was reviewed by the committee in order to create a forecast of net future market demand for CFR graduates.

3.10. Evaluation of Facilities and Equipment

The PRP committee reviewed responses to relevant items on the Faculty Perceptions Survey, the Advisory Committee Perceptions Survey, the Student Perceptions Survey, the Graduate Follow-up Survey (Alumni Survey), and other relevant data collected by the PRP.

3.11. Curriculum Review

The curriculum review process included a review as well as revisions to the curriculum checksheet, course outlines, and course objectives. CFR faculty have recently completed reconfiguration of CFR courses and course sequences for semester conversion. The PRP reviewed these changes in light of semester conversion requirements, accreditation requirements and results from relevant PRP surveys. The new curriculum includes implementation of state-of-the-art technology regarding real-time reporting through departmental acquisitions of new software and hardware.

3.12. Internship Performance Analysis

The CFR faculty conducted personal interviews of all co-op supervisors with whom CFR students had been placed during Fall term, 1992. A copy of the instrument, the Supervisor's Evaluation of Cooperative Student form, is contained in Appendix A.12.

3.13. Technology Impact Surveys

The PRP has also designed a sampling plan to collect information relevant to assessing the impact of new reporting technologies (e.g. video, audio and computer-aided recording technologies) on the demand for reporters in Michigan. The plan includes sampling frames of reporting professionals in Michigan who most likely utilize one or more of the three competing technologies, as well as Michigan litigators and state and federal judges working in Michigan. The plan also includes a random selection method and sample size allocation plan. The current draft version of the instrument is the result of PRP analysis and two revisions suggested by two pre-tests. A validation study of the instrument, utilizing local litigators, is underway. Also, a draft cover letter to accompany the mailed instrument has been developed by the PRP. A copy of the latest draft instrument and cover letter is contained in Appendix A.13. The study is on-going.

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SECTION 4 FINDINGS OF EVALUATION ACTIVITIES

4.1. Graduate Follow-up Surveys (Alumni Survey)

Detailed summary statistics of the survey results were compiled by the PRP committee. These are contained in Appendix A.1. The following comments give the major features of the summary.

The response rate for the Alumni Survey was fifty-two (52) percent, i.e., thirty-seven (37) of seventy-one (71) graduates surveyed returned completed questionnaires. Most completed all items; one or two failed to complete selected items. Unless otherwise stated, percent figures given below are based on thirty-seven (37) respondents.

Year of Graduation: Sixty-two (62) percent of the respondents graduated between 1990 to present; thirty-two (32) percent between 1985 to 1989; five (5) percent prior to 1985.

Certification (Item 17): Sixty-seven (67) percent of the thirty-six respondents who completed this item reported passing the CFR exam. Eight (8) percent reported not sitting for the exam; forty-one (41) percent reported sitting for the exam once; twenty-five (25) percent reported sitting twice; and twenty-five (25) percent reported sitting three or more times.

Initial Employment (Items 7, 8, 10): Ninety-five (95) percent of the respondents sought employment upon graduation from the CFR program. Seventy-five (75) percent found employment within one month of graduation, ninety-two (92) percent within three months, and one-hundred (100) percent within six months. Ninety-five (95) percent indicated that their first job after graduation was in CFR or a related field.

Current Employment (Items 1, 2, 3): Ninety-seven (97) percent of the respondents reportedly work full or part time; eleven (11) percent as official reporters and sixty-eight (68) percent as freelance reporters. With respect to career satisfaction, eighty-six (86) percent responded very satisfied or satisfied.

Satisfaction with CFR Program (Items 12, 13, 11, 18, 5):

Eighty-four (84) percent reported that the CFR program prepared them adequately or very adequately for their first CFR-related job. Ninety-five (95) percent of the respondents indicated adequate or high satisfaction with their CFR training. Fifty-one (51) percent rated CFR's facilities and equipment as highly adequate and thirty-seven (37) percent rated them as adequate. Ninety-five (95) percent indicated they would recommend the CFR program to others as highly adequate or adequate. Seventy-eight (78) percent reported that additional courses are needed or might be needed to improve the CFR program. Several respondents suggested additional course work in computer-aided transcription, freelance and deposition training, and medical terminology.

Curriculum Improvement (Item 5, 6): Seventy-eight (78) percent of the respondents indicated that the CFR program could be improved or might be improved by inclusion of additional coursework. Suggested coursework included computer-aided transcription, freelance and deposition work, and medical terminology. Most of these specific suggestions came from respondents who graduated prior to the fall of 1992. Of thirty-six (36) respondents, forty-two (42) percent indicated coursework in audio might improve the program, while fifty-six (56) percent indicated it would not. Of thirty-five (35) respondents, thirty-four (34) percent indicated coursework in video might improve the program, while sixty-six (66) percent indicated it would not.

Steno Reporting Demand and Technology (Item 15): Forty (40) percent of the respondents indicated that the emergence of audio/video technologies would enhance the demand for stenotype reporters; forty-nine (49) percent indicated these technologies would have no effect on this demand.

4.2. Graduate Employer Follow-up Survey

Thirteen (13) telephone interviews of employers of CFR graduates were completed. Twelve (12) items on the instrument presented a five-point scale rating characteristics of CFR graduates with respect to areas such as: work relationships; judgement; ability to learn; attitude at work; dependability; quality of transcript; skill and ability; length of required orientation; productivity; and preference for FSU grads over others. From 75% to 100% of the respondents rated these items with the two highest possible ratings. A detailed summary of these results is contained in Appendix A.2, along with a copy of the instrument.

4.3. Student Evaluation of Instruction Survey

The following summary statistics were computed from the twenty-five (25) completed surveys. In addition to those contained here, means and standard deviations were computed. For

these results see Appendix A.3.

| Item/Description | MED | MIN | MAX |
|--|-----|-----|-----|
| Q1 Faculty Helpful With Difficulty | 4 | 2 | 5 |
| Q2 Faculty Sensitive To Feelings | 4 | 2 | 5 |
| Q3 Faculty Fair And Impartial | 3 | 2 | 5 |
| Q4 Faculty Respectful | 4 | 2 | 5 |
| Q5 Faculty Speaking Ability | 5 | 3 | 5 |
| Q6 Faculty Help Students Feel Free To Ask Questions, Disagree, Express Ideas, etc. | 4 | 3 | 5 |
| Q7 Faculty Exhibit Enthusiasm For Subject | 5 | 3 | 5 |
| Q8 Faculty Use Examples And Illustrations To Clarify | 4 | 2 | 5 |
| Q9 Faculty Present Current, Relevant Material In Organized Fashion | 4 | 1 | 5 |
| Q10 Faculty Stimulate Thinking | 4 | 3 | 5 |
| Q11 Faculty Present Material In An Interesting Way | 4 | 2 | 5 |
| Q12 Faculty Clarify Course Objectives | 5 | 2 | 5 |
| Q13 Examination Process Appears Fair | 4 | 1 | 5 |
| Q14 Grading Procedures Clarified | 5 | 2 | 5 |
| Q15 Overall CFR Faculty Rating | 4 | 3 | 5 |
| Q16 During Presentations By Faculty, Classroom PC's, etc. Work Properly | 4 | 1 | 5 |
| Q17 Faculty Use A Syllabus | 5 | 1 | 5 |

4.4. Student Perceptions Survey

The following summary statistics were computed from the twenty-five (25) completed surveys. In addition to those contained here, means and standard deviations were computed (see Appendix A.4).

Students were asked to rate each item according to the following scale:

- 5 = nearly ideal, top 5% to 10%
- 4 = strong rating, to 33%
- 3 = average, middle 33%
- 2 = only fair rating, bottom 33%
- 1 = seriously inadequate, bottom 5% to 10%

For some items, several students responded "don't know".

| Item/Description | MED | MIN | MAX | N |
|---|-----|-----|-----|----|
| CFR Courses Are... | | | | |
| Q1a Available and Conveniently Located | 4 | 3 | 5 | 25 |
| Q1b Based Upon Realistic Prerequisites | 4 | 1 | 5 | 25 |
| Q1c Available At Moderate Cost | 3 | 1 | 5 | 25 |
| Written CFR Course Objectives... | | | | |
| Q2a Are Available To Students | 4 | 1 | 5 | 25 |
| Q2b Describe What You Will Learn In The Course | 4 | 1 | 5 | 25 |
| Q2c Are Used By Your Instructor To Keep You Aware Of Your Progress | 4 | 1 | 5 | 25 |
| Teaching Methods, Procedures And Course Content... | | | | |
| Q3a Meet Your Occupational Needs, Interests, And Objectives | 4 | 2 | 5 | 25 |
| Q3b Provide Supervised Practice For Developing Job Skills | 4 | 2 | 5 | 25 |
| Related Courses Are... | | | | |
| Q4a Pertinent To CFR Instruction | 4 | 1 | 5 | 25 |
| Q4b Current And Meaningful To You | 3 | 1 | 5 | 25 |
| Work Experience In The CFR Program... | | | | |
| Q5a Readily Available At Convenient Locations | 4 | 2 | 5 | 15 |
| Q5b Readily Available To Both Day And Evening Students | 2 | 1 | 4 | 11 |
| Q5c Coordinated With Classroom Instruction | 4 | 3 | 5 | 14 |
| Q5d Coordinated With Employer Supervision | 4 | 2 | 5 | 14 |
| Career Planning Information Available At FSU... | | | | |
| Q6a Meets Your Needs And Interests | 4 | 1 | 5 | 22 |
| Q6b Helps You Plan Your Program | 4 | 1 | 5 | 22 |
| Q6c Helps You Make Career Decisions And Choices | 4 | 2 | 5 | 21 |
| Q6d Helps You Understand Your Rights And Responsibilities As An Employee | 3 | 2 | 5 | 21 |
| Q6e Helps You Evaluate Job Opportunities w.r.t. Salary, Benefits and Conditions Of Employment | 4 | 2 | 5 | 21 |
| Q6f Is Provided By Knowledgeable, Interested Staff | 4 | 2 | 5 | 21 |

| | | | | | |
|--|---|---|---|---|----|
| Q6g | Explains Nontraditional Occupational Opportunities For Both Sexes | 3 | 2 | 5 | 21 |
| Job Success Information On Former Students... | | | | | |
| Q7a | Is Provided | 4 | 3 | 5 | 24 |
| Q7b | Indicates How Many Job Opportunities There Are In CFR | 4 | 3 | 5 | 24 |
| Q7c | Identifies Locations Of These Job Opportunities | 4 | 3 | 5 | 24 |
| Q7d | Tells About Job Advancement Opportunities | 4 | 2 | 5 | 24 |
| Placement Services Are Available To... | | | | | |
| Q8a | Help One Find Employment Opportunities | 4 | 2 | 5 | 19 |
| Q8b | Prepare One To Apply For A Job | 4 | 2 | 5 | 20 |
| CFR Instructors... | | | | | |
| Q9a | Know The Subject Matter And Occupational Requirements | 5 | 2 | 5 | 25 |
| Q9b | Are Available To Provide Help When You Need It | 4 | 2 | 5 | 25 |
| Q9c | Provide Instruction So It Is Interesting And Understandable | 4 | 2 | 5 | 25 |
| Instructional Support Services Are... | | | | | |
| Q10a | Available To Meet Your Needs And Interests | 4 | 1 | 5 | 23 |
| Q10b | Provided By Knowledgeable, Interested Staff | 3 | 1 | 5 | 22 |
| Instructional Lecture And Laboratory Facilities... | | | | | |
| Q11a | Provide Adequate Lighting, Ventilation, Heating, etc. | 3 | 1 | 5 | 25 |
| Q11b | Include Enough Work Stations | 4 | 1 | 5 | 25 |
| Q11c | Are Safe, Functional, Well Maintained | 3 | 1 | 5 | 24 |
| Q11d | Are Available On An Equal Basis For All Students | 4 | 1 | 5 | 24 |
| Instructional Equipment Is... | | | | | |
| Q12a | Current And Representative Of Industry | 3 | 1 | 5 | 25 |
| Q12b | In Sufficient Quantity To Avoid Long Delays | 3 | 1 | 5 | 25 |
| Q12c | Safe And In Good Condition | 3 | 2 | 5 | 24 |
| Instructional Materials (e.g. Books) Are... | | | | | |

| | | | | |
|--|---|---|---|----|
| Q13a Available And Conveniently Located | 4 | 2 | 5 | 25 |
| Q13b Current And Meaningful To The Subject | 4 | 2 | 5 | 25 |
| Q13c Not Biased Toward "Traditional Sex Roles" | 4 | 2 | 5 | 25 |
| Q13d Available At Reasonable Cost | 2 | 1 | 5 | 24 |

4.5. Enrollment/Attrition Study

Enrollment: This program is designed to accommodate an annual entrance class of 30. The program entrance criterion require a 3.0 GPA in English and a 2.5 overall GPA. Exceptions to these criterion are sometimes allowed by way of an agreement with the student regarding work on remedial skills.

From the fall of 1987 through the fall of 1991, CFR enrollment was at or near capacity (Attachment B). In 1991, closure forced new enrollment to zero. When closure was lifted during the spring of 1992, vigorous recruiting efforts by CFR faculty produced small but significant re-enrollment of new students for the fall of 1992.

In November, 1991, the administration closed enrollment of the CFR program. As one would expect, this enrollment closure had a profound impact on the CFR program. Students enrolled at that time were advised by the senior CFR faculty to seek an alternative program; many potential new students were turned away by the senior CFR faculty. In fact, enrollment closure sent a signal of uncertainty to many constituents supportive of the CFR program. These constituents included: the current and potential students; FSU graduates and employers thereof; reporting professionals and their employers; high school teachers and counselors; attorneys and judges; and others. The closing displayed a sense of uncertainty and weakness to many faculty and administrators at FSU and other competing programs.

The negative impact of the 1991 closure on current enrollments is not surprising. However, CFR faculty are committed to the revitalization of the CFR program at FSU. In fact, the current program review has played a significant role in these efforts, offering faculty a formal process within which to develop and communicate their concerns and goals, such as integrating new technologies into the CFR curriculum, creating alternative career path training, and reducing program costs.

Current faculty are working hard to rebuild a confident support network. Faculty are committed to vigorous recruitment activities, and have been traveling across the state as opportunities and funding afford. The approval of the program through the national organization will also attract students as this information is also published by the state association, The

Michigan Association of Professional Court Reporters' Newsletter, distributed statewide.

The national average for completion of a court reporting program is approximately three to three and one-half years (according to NCRA statistics). The CFR program accommodates students who require more than two years to complete the program by permitting students to re-enroll in speed-building courses until they meet internship and graduation speed requirements.

Faculty, through internship placement and graduate placement activities, have been able to revitalize relationships with employers in the reporting field. Faculty have received letters of concern from reporters, lawyers, and other professionals regarding the possible closure of the Ferris Court and Freelance Reporting Program. These individuals have been contacted personally and reassured that a thorough research and review process was being undertaken which would objectively assess the program's effectiveness and would lead to improvements that would ultimately benefit and enhance the reporting of the legal, medical, and judicial processes in the state of Michigan.

A faculty, and seventy-five percent of the CFR second-year students attended the latest Michigan Association of Professional Court Reporters Convention held in October of 1992. This provided exposure for the Ferris CFR program and stimulated potential employer/employee relations, furthering Ferris's reputation as a university with a highly-motivated instructional staff and student population.

Retention Rate Analysis The following attrition and re-enrollment rates were calculated from data obtained from the CIS department office and the COB dean's office. The reported attrition rates are based upon the definition of a non-finisher given in Section 3.5.

First Year Enrollment and Attrition Rates By Year

| 1987/88 | 1988/89 | 1989/90 | 1990/91 | 1991/92 | 1992/93 |
|---------|---------|---------|---------|---------|---------|
| 36 | 30 | 34 | 43 | 23 | 28 |
| 47% | 43% | 82% | 74% | 43% | 43% |

The attrition rates of 1989/90 and 1990/91 are relatively high. It is interesting to note that the Retention Survey revealed that during the 1989/90 academic year the senior CFR faculty (mis-) informed students in the program that closure was imminent, advising those students to consider the Lansing Community College program as an alternative.

Over a five-year period, an average of thirteen (13) FSU students were graduated from the CFR program. During that same period, the number of enrollees was at or very near the cap of

thirty (30) first year students. These figures yield an on-going crude graduation rate of forty-three (43) percent.

A representative of the NCRA reports that the national average time to completion, for students who complete court reporting programs, is almost 3.5 years (four quarters per year). The corresponding average for the FSU CFR program is 2.75 years (four quarters per year).

Retention Survey: The findings/outcomes for this section of the retention study were obtained through a telephone survey of randomly selected students who had dropped out of the CFR program over the past five years. A copy of the instrument is contained in Appendix A.5; circled questions were posed to all respondents during the interviews. The results were not recorded per respondent; the raw data is not available.

From this survey it was learned that of the 40 students who had dropped out of the CFR program after Fall quarter from the period under review for this study (Fall/Winter 1987-88 - Fall/Winter 1992/93) five (5) surveyed students re-started the CFR program.

The 13 participants in the survey, comprising 30.7 percent of the surveyed non-finishers, identified the following factors as the single most important reasons for discontinuing in the CFR program:

1. Married and left school
2. Moved out of state
3. Non-traditional student with three children. Commuting became too much.
4. Moved out of state
5. Changed curricula at Ferris
6. Joined Air Force
7. Financial reasons
8. Quit when she heard the program was being discontinued; as well as financial reasons
9. Left to work on a 4-year degree in Bus. Ad. Has now reentered CFR program while working on 4-year degree.
10. Changed curricula at Ferris but has now re-entered CFR program while working on 4-year degree in Accountancy.
11. Quit when she heard the program was being discontinued
12. Could not attain speed requirements. Has re-enrolled for Fall semester
13. Financial reasons

Other contributing factors included:

1. Transferred to colleges closer to home
2. Lack of close commuter parking facilities
3. Did not enjoy the curriculum
4. Unsure about choice of major

5. Lack of part-time jobs available

It should be noted that not a single surveyed student identified dissatisfaction with the CFR program per se as a significant factor contributing to their decision to discontinue.

The findings also indicated that FSU's main campus was preferred to satellite locations by all but one of the survey participants.

All of the thirteen non-finishers who participated in the survey enrolled for the sole purpose of obtaining an associate degree in CFR only. The two-year program was highlighted by many in the survey as being one of the primary reasons they selected the FSU CFR program.

Questions were asked regarding the student's level of satisfaction regarding academic and campus life. All students surveyed indicated they were either somewhat satisfied or very satisfied in the areas of:

1. Overall impression of FSU
2. The overall quality of instruction
3. Willingness of faculty to provide assistance
4. Instruction in non-major courses
5. Administration's interest in students

When the respondents replied to the question, "What did you like best about Ferris State University?", the responses included:

1. Smaller class size
2. Knowing the professors as well as the professors knowing them
3. Easy registration for classes
4. Small campus size

Also, the respondents were asked, "What did you like least about Ferris State University?", the responses included:

1. Tuition could be lower
2. Parking is inadequate
3. Too many non-CFR classes had to be taken.

CFR faculty perceive that the most likely single factor affecting student attrition is the difficulty of achieving keyboarding speeds sufficient to assure success through various stages of the program. Only one surveyed student identified the speed requirements as a significant factor. However, one must assume that surveyed students might be reluctant to report speed failure as a significant factor. Further, one might reasonably suspect an interaction between speed failure and other factors (e.g. financial pressure or child care issues might impact speed achievement; difficulty in achieving speed requirements might

precipitate interest in another program).

6. Faculty Perception Study

Two faculty completed the survey. These two completed questionnaires are contained in Appendix A.6. The following comments give the major features of the summary.

Goals and objectives section (Items 1 through 9): Both faculty rated each item excellent, except one faculty who responded "don't know" for items 1 and 2.

Processes Section (Items 10 through 24): One faculty rated each item excellent, except item 23 which was checked "don't know." Another faculty rated each item excellent excepting items 16 and 24 which were rated acceptable and items 14 and 15 which were rated good.

Resources Section (Items 25 through 40): One faculty rated only items 25 through 32 - giving each a good or excellent rating. Another faculty rated each item excellent excepting items 28, 29 and 30 - which were rated good.

4.7. Advisory Committee Study

The CFR Advisory Committee has been inactive for a number of years. Current CFR faculty recognize the potential value of this committee. In fact, CFR faculty have recently attracted new membership and spurred renewed interest from committee members. These revitalization efforts are continuing.

CFR faculty have communicated with advisory members through correspondence and/or telephone conversations. In addition, several advisors also serve as CFR intern supervisors. Four of six advisors were included in either the Graduate Employer Follow-up study or the Internship Performance study.

The PRP recently mailed a perceptions instrument to each advisory committee member. To date, the PRP has received completed surveys from two advisory committee members. Copies of these completed instruments are contained in Appendix A. The study is on-going.

4.8. Student Testing (Certification) Study

The Michigan Certified Shorthand Reporter's Exam is required of all reporters filing official transcripts in the state of Michigan. The requirements for graduation are commensurate with the requirements for the state certification exam.

Applicants for state certification must pass a two-part written and speed examination with a score of at least 80 percent on the written examination and 95 percent on the speed examination. The examination takes about five hours and is

administered in April and October of each year. Applicants also must be at least 18 years of age, be Michigan residents, have completed a court reporting course of study, and have attained specified minimum dictation speeds of 225 wpm Testimony, 200 wpm Jury Charge, and 180 wpm Literary. Applicants must pass this exam within three attempts or temporary certification will be rescinded until passage is achieved.

As compared with the overall rates for other Michigan court reporting programs, the passage rate for FSU graduates for the Michigan Certified Shorthand Reporter's Exam for FSU graduates has been in the upper quartile. The Chief Examiner's Report for October, 1992, included the following data on numbers of students sitting/passing the two-part certification exam, by school program (see Appendix A.8 for full report):

| School | # Sitting | # Passed | | |
|---------------------------|--------------|----------------|-----|------|
| | | Skills | WKT | Both |
| Macomb Academy | 9 | 0 | 6 | 0 |
| Ferris State University | 6 | 1 ¹ | 5 | 0 |
| Macomb Community College | 6 | 0 | 4 | 0 |
| Elsa Cooper Institute | 5 | 0 | 3 | 1 |
| Lansing Community College | 5 | 1 | 2 | 0 |
| Oakland Community College | 1 | 1 | 0 | 0 |
| Schoolcraft College | 1 | 0 | 0 | 0 |
| Dorothy Hall School | 1 | 0 | 1 | 0 |
| out-of-state school | 1 | 0 | 0 | 1 |

NOTE: ¹This reflects a correction of the original report, which showed "0" here.

The Alumni Survey (Items 17a and 17b) yielded the following self-reported passage rate results on the state certification exam.

| I17a Passed CFR Exam | n | % |
|----------------------|-----------|--------------|
| Yes | 24 | 66.7 |
| No | 12 | 33.3 |
| TOTAL | 36 | 100.0 |

I17b Number of Sittings for CFR

| Exam | n | % |
|---------------|----|-------|
| None | 3 | 8.3 |
| Once | 15 | 41.7 |
| Twice | 9 | 25.0 |
| Three or More | 9 | 25.0 |
| TOTAL | 36 | 100.0 |

Also, FSU CFR students are encouraged to take the National Court Reporters Association (NCRA) Registered Professional Reporter (RPR) certification exam prior to graduation. The Occupational Outlook Handbook 1992-93, published by the Bureau of Labor Statistics, U.S. Department of Labor, states:

"There are 400 postsecondary schools and colleges offering 2-year or 4-year training programs in court reporting. Ninety-nine of these programs have been approved by the National Court Reporters Association, and all of them teach computer-aided transcription.

Some states require each court reporter to be a Certified Court Reporter (CCR). A certification test is administered by a board of examiners in each state that has CCR laws. The NCRA confers the designation Registered Professional Reporter (RPR) upon those who pass a two-part examination and participate in continuing education programs. The RPR designation is recognized as the mark of excellence in the profession."

4.9. Labor Market Analysis

Placement of Graduates: Graduates of the Court and Freelance Reporting Program enjoy outstanding employment opportunities and those who actively seek employment have a high placement rate. Of the 37 alumni survey respondents, 73% found employment within one month of graduation; all found employment within six months of graduation. Ninety-five percent found full-time employment of 30 or more hours per week (Alumni Survey, Items 7 and 8).

Demand and Employment: The national career market for court and freelance reporters is both historically underfilled and expanding. In particular, the demand for reporters in Michigan far exceeds the supply. As stated in an article in the National Court Reporters Journal: "The greatest threat to the stenotype reporting profession is the lack of qualified persons to fill vacancies." Ferris is one of several programs collectively underfilling demand for stenotype reporters.

In addition to an expanding segment of traditional roles, graduates of the CFR program face an array of new opportunities created by technological breakthroughs, including closed-

captioned reporting and bilingual reporting.

The Americans with Disabilities Act (ADA) of 1990 prohibits discrimination and guarantees equal access to public facilities by disadvantaged persons. The court and freelance reporting career market is expanding to meet the access requirements prescribed by this act. Innovative court reporting technologies now support access to disadvantaged (e.g. hearing- and speech-impaired) persons in legal environments. Furthermore, remote and distance reporting promises to provide opportunities for physically disadvantaged persons, as well as advantaged persons, in new CFR career paths.

Nationally, there were over 35,000 court reporters employed by courts, legislatures, and agencies in the Executive branch of Government in 1988. In addition, there were many freelance reporters. How many worked only for courts is unknown. It is estimated that, at present, women represent 60 percent of the total number of practicing reporters; this percentage is increasing.

Prospects for court reporters who can write at least 225 words-per-minute appear to be very good as state and Federal court systems expand to handle the growing number of criminal court cases and civil lawsuits. Opportunities will be best for those who have earned certification as a registered professional reporter from the National Court Reporters Association.

Court reporting is listed as one of the top 15 jobs in the Business and Financial Services section of the book entitled The 100 Best Jobs for the 1990's & Beyond, by Carol Kleiman. The sources for the information quoted include data available from the U.S. Bureau of Labor Statistics and The Occupational Outlook Handbook 1992-93 published by the U.S. Department of Labor. Listed jobs types have been selected based on offering real employment opportunities, not only in percentage of increase, but in real numbers of job openings.

Estimated Supply & Demand for Michigan's College and University Graduates of 1992-93, published by the Collegiate Employment Research Institute, a division of Michigan State University, includes the following forecasts based upon statistics compiled from the Occupational Outlook Quarterly, 1992, published by the U.S. Department of Labor. The following definitions were used for rating the estimated supply and demand for selected professions in the state of Michigan:

- Limited Supply - Adequately more positions than college graduates
- Possible Shortage - A few more positions than college graduates
- Near-Balanced - Approximately as many positions as college graduates

Adequate Supply - A few more college graduates than positions
Surplus - Many more college graduates than positions

The professions of Court Reporting and Stenographic Services are listed in the Possible Shortage category. This indicates that projected demand for these services exceeds projected supply from reporting programs.

The report goes on to state "As the legal profession expands in the 1990's, so will jobs for court reporters. The secret to a good job in this field is passing state certification." As Ferris' state certification passage rate is consistently in the upper quartile for court reporting programs in Michigan, this affords the Ferris graduate a competitive edge in the reporting job market.

The Occupational Outlook Handbook 1992-93, published by the Bureau of Labor Statistics, U.S. Department of Labor states:

"Demand for skilled court reporters should remain strong as State and Federal court systems expand to handle the rising numbers of criminal court cases and civil lawsuits. The trend to provide instantaneous written records of events for the deaf and hearing impaired also should strengthen demand for these workers. Another factor keeping demand strong is the growing number of conventions, conferences and similar meetings, the proceedings of which must be recorded. Although many of these events are being videotaped, a written transcript must still be created for legal purposes and for convenience."

The situation in Michigan is generally reflective of the national picture. There were approximately 1,800 certified court reporters employed in Michigan in 1989. Most court reporters work as either official or temporary employees of city, county, state, and Federal courts. Some court reporters record the proceedings of state assemblies, the United States congress, and The United Nations, as well as hearings before state and Federal Government agencies.

According to the NCRA, there are approximately 500 to 1,000 self-employed freelance reporters in Michigan. These reporters usually work on behalf of commercial reporting firms which contract their services to record arbitration hearings, trade association meetings, boards of directors and stockholders meetings, and depositions.

The outlook for future demand in Michigan is bright. The Michigan Occupational Information System (MOIS) predicts continued growth of demand for reporters:

"Because the number of judges in Michigan is expected to grow faster than the average for all occupations through the year 2000, a similar trend can be expected for court reporters. Also, the expansion of legal services will contribute to this growth.

In recent years, courts have favored and provided for the practice of questioning witnesses under oath before a trial. The recording of these examinations makes up a large part of the work of freelance reporters. The growing number of conventions and trade association meetings, particularly in the metropolitan Detroit area, will also require freelance reporters to record their various activities."

Remuneration: According to The 100 Best Jobs for the 1990's and Beyond, by Carol Kleiman, the national average salary reported for court reporters for the year 1991 is \$26,460; the projected average salary reported for court reporters for the year 2000 is \$37,000.

According to MOIS, annual salaries of court reporters (and recorders) employed in various areas by Michigan Circuit Courts ranged as follows (1990):

| County | Circuit Reporter |
|-------------------|---------------------|
| ----- | ----- |
| Oakland/Pontiac | \$35,314 |
| Kent/Grand Rapids | \$27,400 - \$34,900 |
| Saginaw | \$29,616 |
| Kalamazoo | \$28,130 - \$35,162 |
| Ingham | \$26,210 - \$38,285 |
| Berrien | \$30,954 - \$40,295 |
| Jackson | \$18,260 - \$29,786 |
| Muskegon | \$35,705 |
| Monroe | \$23,264 - \$28,392 |
| Grand Traverse | \$27,631 - \$34,983 |
| Genesee/Flint | \$33,264 - \$37,391 |
| Wayne/Detroit | \$34,086 |

Freelance reporters working for large firms sometimes receive similar benefits as do court reporters. These benefits are partially paid by employers. Most freelance reporters are self-employed subcontractors which allows for flexible scheduling of their work assignments. No average salary statistics were available for freelance reporters but faculty are aware of reporters making over \$100,000 a year in the Grand Rapids area working full time (at least 40 hours per week) and a number of freelance reporters making over \$30,000 a year working part time (10 - 30 hours per week). Many work from offices in their homes to produce transcripts.

The following information has been compiled from the Michigan Occupational Information System. The text found within

quotes are direct quotations from Moiscript #352 - Court Reporter (1992). The annual salary range is the reporter's base salary. Many reporters greatly increase and may even double their income with transcript production fees. These fees are considered supplementary income:

"Nationally, annual earnings of court reporters generally ranged from \$20,000 to \$40,000. Freelance reporters do not earn a fixed salary. Their earnings depend on the number of clients they have and how many pages they transcribe. Many earn in excess of \$35,000 per year.

In Federal courts, most court reporters' salaries started at \$39,772 per year in 1991...

Hearings reporters and supervisors employed by the state of Michigan earned between \$27,081 and \$39,025 per year in 1991.

Court reporters earn extra income by furnishing transcripts for a fee and undertaking outside assignments. Some receive a cost-of-living allowance.

Court reporters usually receive paid vacations and holidays; life, hospitalization, disability insurance, and pensions. Freelance reporters working for large firms sometimes receive similar benefits. These benefits are paid for, at least in part, by employers. Most freelance reporters are self-employed subcontractors."

The Alumni Survey yielded (via standard computations) the following approximate medians and ranges of incomes for CFR graduate working as full-time reporters:

| CFR Graduates Self-Reported Income Data | |
|--|--|
| ----- | |
| Graduated 1975-1979 | n = 3 med = \$35,000 range: \$30,000 to \$40,000 |
| Graduated 1980-1984 | n = 1 med = \$35,000 |
| Graduated 1985-1989 | n = 9 med = \$38,750 range: \$20,000 to over \$40,000 |
| Graduated 1990-1993 | n = 15 med = \$25,833 range: under \$15,000 to over \$40,000 |

If the income brackets of the three (3) part-time graduates, working part-time, are included in the analysis above, all figures would remain the same except that the median income for 1990-1993 graduates would decrease by \$277.

4.10. Evaluation of Facilities and Equipment

The classroom facilities are cramped. COB B310 is dedicated to CFR use. It contains twenty-eight (28) individual work stations - each equipped with a Panasonic typewriter used by students for transcription. In addition, the room contains six stand-alone pc work stations loaded with somewhat outdated transcription software. However, in the interest of security, this classroom is closed to CFR students except during class times. Furthermore, the software is currently not available via the COB network or otherwise available in open computer labs.

State-of-the-art CAT software has been procured for the CFR program. This technology is currently not available at any other court reporting program in Michigan. Arrangements for hardware are being pursued by CFR faculty. Thus, this software is not yet available to CFR students and faculty for classroom or COB lab use. Availability of this CAT software for both classroom and open lab use will permit phase-out of the Panasonic typewriters and the outdated transcription software currently in use. Further, the dedicated CFR classroom in the COB building could be given up for a non-dedicated classroom if alternative arrangements were made for full classroom access to this up-to-date CAT software.

Faculty Perceptions Survey (Items 32, 33, 34, 35, 36):
 The current CFR faculty completed items assessing facilities and equipment rated each item excellent. In addition to these ratings, comments were given for items 34 and 35 (see Appendix A.6). The ratings were:

| Item | Description | First Faculty Ratings | Second Faculty Ratings |
|------|---|-----------------------|------------------------|
| I32 | Adequacy and Availability of Instructional Equipment ¹ | Excellent | Excellent |
| I33 | Maintenance and Safety of Instructional Equipment | Excellent | Good |
| I34 | Adequacy of Instructional Facilities | Below Expectations | Excellent |
| I35 | Scheduling of Instructional Facilities | Below Expectations | Excellent |

I36 Adequacy and Availability
of Instructional Materials
and Supplies

Excellent Excellent

 *A faculty comment for this item read "current state-of-the-art computer hardware and software technologies. Typewriter use in transcription and dictation should be phased out."

Advisory Committee Perceptions Survey: (Items 2, 3) This study is on-going.

Student Perceptions Survey (Items 11, 12, 13): Summary statistics for ratings by students completing items relevant to the assessment of facilities and equipment follow (means and standard deviations are contained in Appendix A.4):

| Item/Description | Med | MIN | MAX | N |
|--|-----|-----|-----|-----|
| ----- | --- | --- | --- | --- |
| Instructional Lecture And Laboratory Facilities... | | | | |
| Q11a Provide Adequate Lighting, Ventilation, Heating, etc. | 3 | 1 | 5 | 25 |
| Q11b Include Enough Work Stations | 4 | 1 | 5 | 25 |
| Q11c Are Safe, Functional, Well Maintained | 3 | 1 | 5 | 24 |
| Q11d Are Available On An Equal Basis For All Students | 4 | 1 | 5 | 24 |
| Instructional Equipment Is... | | | | |
| Q12a Current And Representative Of Industry | 3 | 1 | 5 | 25 |
| Q12b In Sufficient Quantity To Avoid Long Delays | 3 | 1 | 5 | 25 |
| Q12c Safe And In Good Condition | 3 | 2 | 5 | 24 |
| Instructional Materials (e.g. Books) Are... | | | | |
| Q13a Available And Conveniently Located | 4 | 2 | 5 | 25 |
| Q13b Current And Meaningful To The Subject | 4 | 2 | 5 | 25 |
| Q13c Not Biased Toward "Traditional Sex Roles" | 4 | 2 | 5 | 25 |
| Q13d Available At Reasonable Cost | 2 | 1 | 5 | 24 |

Graduate Follow-up Survey (Item 11): Summary statistics for ratings by students completing Item 11, relevant to the assessment of facilities and equipment follow:

| CFR's Facilities and Equipment | n | % |
|--------------------------------|-------|-------|
| ----- | ----- | ----- |
| Highly Adequate | 14 | 37.8 |
| Adequate | 19 | 51.4 |
| Neutral | 1 | 2.7 |
| Inadequate | 3 | 8.1 |
| Highly Inadequate | 0 | 0.0 |
| ----- | ----- | ----- |
| TOTAL | 37 | 100.0 |

4.11. Curriculum Review

Curriculum: The syllabi for the CFR courses collected include an outline of topics covered in sequence and a set of objectives that the student is to achieve. The syllabi indicate that the curriculum provides the CFR student with a depth and breadth of knowledge needed to succeed in this field upon graduation. In addition, the graduation requirements are geared towards state and national certification requirements including CSR--Certified Shorthand Reporter.

Course revisions mandated by requirements of the National Court Reporters Association have been made. The CFR program checksheet was also reviewed.

All curricula contained in the CFR program include a general education core of required courses and electives, a College of Business core of courses and the specific CFR courses. CFR faculty believe that additional coursework in legal terminology, medical terminology, biology (Biology 109, now an elective), legal research, CSR preparation, and first-year dictation may be appropriate changes for this program. Comments from the Alumni Survey tend to support these additions.

The curriculum review process is most important for this program since the needs of employers change in this rapidly evolving field. Checksheets have been revised and are progressing through the curriculum review process.

CFR faculty have taken responsibility for curriculum review and change since the inception of the CFR program. Input into the curriculum change process has been received from a number of sources over the years. These include graduate surveys (the most recent having been conducted this year, discussions with employers/supervisors via the co-op process), discussions with the CFR Advisory Committee, discussions with faculty and students, and the guidelines for approval of court and freelance reporting programs as required by the NCRA.

The semester conversion process has required that the CFR program undergo a curriculum review to change all quarter hour courses to semester hour courses. A faculty committee has been reviewing the entire curriculum and has implemented many recommendations for necessary revisions to comply with the National Court Reporters Association requirements for approval.

These include elimination of specific courses, combining several courses, and the inclusion of new material into existing courses. The sequence of courses has also changed. The inputs listed previously have been utilized to help determine the changes proposed.

The graduate and employer surveys returned for this program review seem to indicate that the curriculum is meeting the needs of graduates and employers.

Speed development is a mastery learning process. The current grading policy for speed development courses is not consistent with the mastery nature of the speed development process. In fact, it is not unusual for students to carry low GPA's primarily due to failure to achieve requisite speed in speed development courses. Faculty have identified court reporting programs which employ grading policies more consistent with the mastery learning nature of the speed development process.

Accreditation: The FSU Court and Freelance Reporting Program is recognized by the Michigan Supreme Court, State Court Administrative Office. The program is not an approved reporting program by the National Court Reporters Association (NCRA). (NCRA is not recognized by the Council on Postsecondary Accreditation, but is the sole national accrediting body for reporting programs.)

In November, 1992, NCRA implemented new requirements for program approval. Two minor changes to the current CFR program involved changing the biology requirement from an unspecified elective to a directed anatomy course, and requiring a minimum level of keyboarding proficiency. These changes have been integrated into the semester program, and the revised curriculum is being forwarded through the curriculum review process. Notwithstanding the aforementioned proposed program revisions, the FSU Court and Freelance Reporting Program meets all of the NCRA program approval requirements.

The high quality and success of the Ferris CFR program is maintained, in part, by strict adherence to NCRA's requirements, and evidenced, in part, by excellent state certification passage rates.

On several occasions from 1973 through 1988, FSU faculty and administrators discussed and initiated steps to obtain NCRA accreditation of the CFR program. CFR and COB records indicate

that each of these initiatives was terminated by FSU because of cost considerations.

4.12. Internship Performance Evaluation

Currently and in recent years, CFR faculty have had success in placing all CFR students who qualify for and seek CFR internships. The sites have been at various locations around the state of Michigan. The CFR faculty communicate regularly with CFR co-op supervisors by various means (e.g. site visits, telephone conversations, correspondence, and midterm and final evaluations submitted by supervisors).

The following summary data results from personal interviews (conducted November, 1992) with seven (7) CFR student co-op supervisors. Comments by respondents are listed in Appendix A.12, along with copy of the interview instrument, the Supervisor's Evaluation of Cooperative Student form.

| Item/Scale | Freq | Percent |
|--|------|---------|
| ----- | | |
| Relations with Others... | | |
| Exceptionally well accepted | 5 | 71.4 |
| Works well with others | 2 | 28.6 |
| Gets along satisfactorily | 0 | 0.0 |
| Has some difficulty working with others | 0 | 0.0 |
| Works very poorly with others | 0 | 0.0 |
| ----- | | |
| TOTAL | 7 | 100 |
| | | |
| Judgment... | | |
| Exceptionally mature | 1 | 14.3 |
| Above average in making decisions | 5 | 71.4 |
| Usually makes the right decision | 1 | 14.3 |
| Often uses poor judgment | 0 | 0.0 |
| Consistently uses bad judgment | 0 | 0.0 |
| ----- | | |
| TOTAL | 7 | 100 |
| | | |
| Ability to Learn... | | |
| Learns very quickly | 4 | 57.1 |
| Learns readily | 2 | 28.6 |
| Average in learning | 1 | 14.3 |
| Rather slow to learn | 0 | 0.0 |
| Very slow to learn | 0 | 0.0 |
| ----- | | |
| TOTAL | 7 | 100 |

| | | |
|-----------------------------------|---|------|
| Attitude - Application to Work... | | |
| Outstanding in enthusiasm | 3 | 42.9 |
| Very interested and industrious | 4 | 57.1 |
| Average in diligence and interest | 0 | 0.0 |
| Somewhat indifferent | 0 | 0.0 |
| Definitely not interested | 0 | 0.0 |
| ----- | | |
| TOTAL | 7 | 100 |

| | | |
|----------------------------------|---|------|
| Dependability... | | |
| Completely dependable | 4 | 57.1 |
| Above average in dependability | 3 | 42.9 |
| Usually dependable | 0 | 0.0 |
| Sometimes neglectful or careless | 0 | 0.0 |
| Unreliable | 0 | 0.0 |
| ----- | | |
| TOTAL | 7 | 100 |

| | | |
|--------------------------|---|------|
| Quality of Transcript... | | |
| Excellent | 3 | 50.0 |
| Very good | 1 | 16.7 |
| Average | 2 | 33.3 |
| Below average | 0 | 0.0 |
| Very poor | 0 | 0.0 |
| ----- | | |
| TOTAL | 6 | 100 |

| | | |
|---------------|---|------|
| Attendance... | | |
| Regular | 5 | 83.3 |
| Irregular | 1 | 16.7 |
| ----- | | |
| TOTAL | 6 | 100 |

| | | |
|----------------|---|------|
| Punctuality... | | |
| Regular | 6 | 85.7 |
| Irregular | 1 | 14.3 |
| ----- | | |
| TOTAL | 7 | 100 |

4.13. Technology Impact Surveys

This study is on-going.

Court + Freelance Reporting Program

APRC 1992-1993

section 2 of 3

COURT AND FREELANCE REPORTING PROGRAM
COLLEGE OF BUSINESS
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PROGRAM REVIEW PANEL
FINAL REPORT

SECTION 5 CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions\Recommendations Overview:

The CFR program is very strong with respect to certification passage rates, successful career placement of graduates, and success and satisfaction of graduates in CFR careers. Remuneration is outstanding. Employer satisfaction is high. Student profiles reflect almost exclusive female enrollment with a high non-traditional component.

The current quarter-based and planned semester-based curriculums are current with respect to requirements of the National Court Reporters Association. State-of-the-art CAT software has been obtained and should soon be accessible to faculty and students. Though some students perceive high program costs, in fact, per credit hour costs are middle of the road compared to all other FSU programs. With respect to COB programs, CFR is relatively high - just above the CIS program and fairly far below the CIS transfer program.

Students who choose not to continue in the CFR program have some logical options available. For example, students might opt to enter the legal assistance program or some O-A program. Others choose to enter directly into employment as scopists (transcriptionists), typists or secretaries. The opportunity now exists for FSU to broaden these related options by offering programs in medical transcription and legal video specialists. These options should be explored.

Future demand for court and freelance reporters will continue to exceed supply. With proper marketing¹, future enrollment demand will match or exceed program caps. With proper management of faculty resources, future program quality and success may equal or exceed past achievements.

The PRP has concluded that the CFR program has suffered from the effects of two interactive factors: unclear administrative support (e.g. enrollment closure) and low full-time faculty involvement and development. The issue is not one of numbers but rather one of involvement, development, and commitment.

The program is currently coordinated by a dedicated temporary faculty member who has successfully spawned the revitalization of the critical program facets. The PRP has

concluded that the continued revitalization and very strong potential future of this program would be secured by mutual administrative and full-time faculty commitment to the program. The PRP recognizes that one solution to the faculty resource issue would be to arrange for the continued full-time employment of the now temporary faculty, along with the anticipated return of one faculty currently on leave.

5.2. Activity Conclusions

5.2.1. Graduate Follow-up Survey (Alumni Survey)

These results suggest that the CFR program is very healthy with respect to graduates' perceptions of their academic training in the CFR program; the relationship of that training to their initial, career, and current employment situations; and their certification choices and achievements.

These graduates also suggest that program improvements would follow from inclusion of (perhaps more) coursework in the areas of computer-aided transcription, deposition work, and medical terminology.

The graduates gave mixed reviews on the impact of video/audio technologies on future demand for steno reporters.

5.2.2. Graduate Employer Follow-up Survey

These results suggest that the CFR program is very healthy with respect to employer's perceptions of FSU CFR graduates in terms of their work relationships; judgement; ability to learn; attitude at work; dependability; quality of transcript; and skill and ability; length of required orientation; productivity; preference for FSU grads over others.

5.2.3. Student Evaluation of Instruction Survey

These results suggest that current students perceive that CFR instruction is very good. The item addressing the issue of faculty fairness yielded a median rating of "neutral"; all other items yielded median ratings of "positive" or "most positive".

5.2.4. Student Perceptions Survey

These results indicate that the CFR program is average to very strong with respect to the various program characteristics surveyed, indicating a very strong program with room for improvement with respect to certain program characteristics.

5.2.5. Enrollment/Attrition Study

Enrollment: Historical enrollments were at cap. Current enrollments are down - in large part because of enrollment

closure in 1991.

Retention: From the random telephone survey it was learned that nearly one-half of the CFR non-finishers cited either financial or re-location as their primary reasons for discontinuance.

Two respondents cited hearsay information about CFR being discontinued. These comments were echoed by two other respondents who indicated that they had heard no CFR program was now in Additional criterion based upon manual dexterity sufficient to

Currently, the criterion for program entry are GPA based. Additional criterion based upon assessment of manual dexterity requisite to achieve required transcription speeds should be studied and considered.

5.2.6. Faculty Perception Study

The program is viewed as strong with respect most of the characteristics assessed by the faculty. Notable exceptions included a low rating for handicapped student accessibility, a low rating for computer hardware availability commensurate with available software, and a low rating with respect to regular advisory committee meetings (however, revitalization of the advisory committee and communication therewith is on-going).

5.2.7. Advisory Committee Study

The advisory committee has, in recent years, not been used to the advantage of the CFR program. Recent revitalization efforts have been successful in re-establishing the committee as a vital source of support and input to the CFR program.

The PRP survey of advisory committee members is on-going.

5.2.8. Student Testing (Certification) Study

The rate at which students sit for the Certified Shorthand Reporter exam and the passage rates are very high relative to those of other institutions.

5.2.9. Labor Market Analysis

Currently and into the foreseeable future the demand for court and freelance reporters will far outstrip the supply. The emergence of competing technologies such as audio and video will likely not diminish this demand in the near future. However, further study of the impact of these technologies upon the demand for CFR graduates should be researched. (The PRP plans to complete a technology impact survey in the next few months).

5.2.10. Evaluation of Facilities and Equipment

The classroom facilities are cramped. Currently available transcription equipment (Panasonic typewriters) are outdated and should be phased out. Currently available pc stations number too few (only six) and are loaded with outdated software. Furthermore, for security reasons, access to these facilities is limited to classroom time.

State-of-the-art CAT software has been procured for the CFR program. Arrangements for hardware will be pursued. This will permit appropriate phase-out of the outdated typewriters and currently available software by replacement with the up-to-date CAT software. Furthermore, the personal workstations in the CFR classroom could be removed and replaced by more space efficient tables or chair-desks.

Consideration should be given to making the CAT software available for classroom and open lab use in a way that will permit the CFR program to give up its now dedicated classroom. This would make more classroom space available to other COB programs and reduce overhead costs currently attributed to the CFR program.

5.2.11. Curriculum Review

Semester driven revision of course outlines, objectives and sequencing have been completed for all CFR offerings. Courses are configured to utilize state-of-the-art real-time technology reporting.

With new software and hardware obtained through various funding sources (including voc-ed funding), the FSU CFR program stands as a leader in reporting education in Michigan.

If accredited by NCRA, the program would be listed as an approved program in the National Court Reporting Journal published by NCRA. This exposure would likely bring some national attention to the program, augmenting current efforts to revitalize enrollment on the state level.

5.2.12. Internship Performance Evaluation

An adequate number of intern sites are available for CFR students - partly as a result of the efforts of temporary faculty and partly as a result of the excellent performance and reputation of CFR grads.

5.2.13. Technology Impact Surveys

Study is on-going.

5.3. Detailed Conclusions\Recommendations:

5.3.1 Identified Program Strengths and Related Recommendations:

1. Historically strong and active support network among professionals in Michigan - continue to strengthen, exploit and monitor support from this network,
2. Historically high rating among alumni, employers, advisors, and other interested professionals in Michigan - continue to strengthen, exploit and monitor support from this network,
3. State-of-the-art CAT software has been purchased by voc-ed funding - find COB hardware commitment so as to make this software available for classroom and open lab use by faculty and students, and integrate this software into CFR curriculum,
4. Strong program curriculum:
 - a. study curriculum with respect to potential additional coursework in medical terminology, deposition, and other areas suggested by faculty, alumni and others, and take steps to initiate appropriate changes,
 - b. program is recognized by Michigan State Court Administrative Office; NCRA requirements for program approval are satisfied by the current and semester curriculum - review costs/benefits of official NCRA approval and make recommendation,
5. CFR faculty (primarily temporary faculty) involvement in professional organizations, curriculum revision, recruiting/marketing efforts, program re-direction efforts, etc. - seek continued and broadened administrative support for full-time-faculty involvement and development in the CFR program,
6. Historically at-capacity enrollments; relatively high current enrollments (in view of recent enrollment closures) - study impacts of program closure one year ago, continue aggressive recruiting efforts, shaped by an overall marketing strategy²,
7. High female enrollment; relatively high non-traditional student enrollment; relatively high single-parent enrollment,
8. Voc-ed funding - continue seeking voc-ed funding for various program needs based upon criterion related to student-profile,
9. The CFR program is middle of the road with respect to program costs of all FSU programs (54th percentile, increasing order of cost); CFR per credit hour instructional costs are a little less than the CIS transfer program, a little more than the CIS program.

However, the 1989/90 \$/Cr-Hr cost figure upon which these conclusions are based, does not reflect the potential instruction cost reduction associated with replacement of

the recently retired senior CFR-faculty.

Furthermore, a potential reduction in (non-instructional) program cost might be obtained by installing CFR transcription software on the COB network. This would free up classroom B310, currently dedicated to the CFR program, yielding a corresponding reduction in CFR-related overhead.

5.3.2. Identified Program Weaknesses and Related Recommendations:

1. The critical mass of full-time faculty involvement required for the continued success of this program is missing - provide funding to encourage and support full-time faculty development; establish a committed full-time faculty to secure continued program quality and success, perhaps through continued employment of the temporary faculty in a permanent position,
2. Recently weakened statewide support network - continue to revitalize this network via public relations and marketing strategy/efforts¹ efforts (on-going faculty effort),
3. Low current enrollment - continue to strengthen enrollment and retention via marketing strategy/efforts¹, not merely recruitment (on-going faculty effort),
4. An apparently high attrition rate - study the causal factors and, in particular, consider augmenting entry-level screening criterion based in part on manual dexterity,
5. Current grading policy for speed development courses is not consistent with the mastery nature of the speed development process - study alternative grading policies.
6. Recent advisory committee inactivity - continue to strengthen and revitalize this committee and its impact upon the program (on-going faculty effort).

5.3.3. Identified Program Opportunities and/or Related Recommendations:

1. State-of-art CAT software in hand - make available to students and faculty for classroom and open lab use, perhaps via COB network; open current CFR classroom to non-CFR use; utilize non-dedicated classroom,
2. Currently, reporting programs in Michigan have not integrated all three of the leading technologies of CAT, AT, and VT into their curriculum; the CFR program curriculum currently incorporates computer-aided transcription but not the competing technologies of audio and video reporting - study integration of video/audio with computer-aided transcription (on-going PRP and CFR

- faculty effort),
3. Provide alternative career path choices such as medical transcription and certified legal video specialists (on-going faculty effort),
 4. Study and exploit distance and satellite learning opportunities.

¹Marketing Strategy:

1. Assessment of marketplace trends with respect to current and future demand for reporters in light of the three major competing reporting technologies (i.e. CAT, VT, and AT), as well as student needs and demographics,
2. Assessment of current and expected future certification requirements for reporters utilizing the three major technologies of CAT, VT and AT,
3. Formulating and assessing potential changes in curriculum and delivery systems of the CFR program to appropriately respond to the findings from (1.) and (2.),
4. Selecting, proposing and initiating market-driven enhancements to curriculum, delivery systems and recruitment efforts.

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SECTION 6 PROGRAM REVIEW PANEL EVALUATION FORM

Attachment D

PROGRAM REVIEW PANEL EVALUATION FORM

PROGRAM TITLE Court and Freelance Reporting

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction

| | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Currently enrolled students rate instructional effectiveness as extremely high

Currently enrolled students rate the instructional effectiveness as below average

2. Student Satisfaction with Program

| | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum

3. Advisory Committee Perceptions of Program

| | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement

On-going Study

4. Demand for Graduates

| | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Graduates easily find employment in field

Graduates are sometimes forced to find positions outside of their field

5. Use of Information on Labor Market

| | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program

The faculty and administrators do not use labor market data in planning or evaluating the program

6. **Use of Profession/Industry Standards**

| | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program

7. **Use of Student Follow-up Information**

| | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program

Student follow-up information has not been collected for use in evaluating this program

see notes

8. **Relevance of Supportive Courses**

| | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students

Supportive course content reflects no planned approach to meeting needs of students in this program

9. **Qualifications of Administrators and Supervisors**

| | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability

Persons responsible for directing and coordinating this program have little administrative training and experience

see notes

10. **Instructional Staffing**

| | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Instructional staffing for this program is sufficient to permit optimum program effectiveness

Staffing is inadequate to meet the needs of this program effectively

see notes

11. **Facilities**

| | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Present facilities are sufficient to support a high quality program

Present facilities are a major problem for program quality

12. **Scheduling of Instructional Facilities**

| | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction

Facilities and equipment for this program are significantly under- or over-scheduled

13. **Equipment**

| | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Present equipment is sufficient to support a high quality program

Present equipment is not adequate and represents a threat to program quality

see notes

14. **Adaptation of Instruction**

| | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination)

Instructional approaches in this program do not consider individual student differences

15. **Adequate and Availability of Instructional Materials and Supplies**

| | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs

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APPENDIX A.1 Graduate Follow-up Survey (Alumni Survey)

The responses of thirty-seven (37) alumni to items on the Alumni questionnaire are summarized as follows:

| I1: Current Employment Status: | n | % |
|--------------------------------|----|-------|
| Full-time (=>30 hrs/wk) | 30 | 81.1 |
| Part-time (<30 hrs/wk) | 6 | 16.2 |
| Unemployed/Looking | 0 | 0.0 |
| Unemployed/Not Looking | 1 | 2.7 |
| Military Service | 0 | 0.0 |
| TOTAL | 37 | 100.0 |

| I2: Type of Employment: | n | % |
|-------------------------|----|-------|
| Official Reporter | 4 | 10.8 |
| Freelance Reporter | 25 | 67.6 |
| Closed Captioning | 1 | 2.7 |
| Related Field | 3 | 8.1 |
| Unrelated Field | 4 | 10.8 |
| TOTAL | 37 | 100.0 |

| IQ3 Satisfied with Career: | n | % |
|----------------------------|----|-------|
| Very Satisfied | 20 | 54.0 |
| Satisfied | 12 | 32.4 |
| Somewhat Satisfied | 1 | 2.7 |
| Not Satisfied | 4 | 10.8 |
| Not In CFR | 0 | 0.0 |
| TOTAL | 37 | 100.0 |

| I4 Current Salary: | n | % |
|----------------------------|----|------|
| under \$15,000 | 6 | 16.7 |
| \$15,000 to under \$20,000 | 4 | 11.1 |
| \$20,000 to under \$30,000 | 12 | 33.3 |
| \$30,000 to under \$40,000 | 10 | 27.8 |
| over \$40,000 | 4 | 11.1 |

| | | |
|-------|----|-------|
| TOTAL | 36 | 100.0 |
|-------|----|-------|

I5 Additional Courses Needed
to Improve CFR Career
Preparation:

| | n | % |
|-------|----|-------|
| Yes | 17 | 46.0 |
| Maybe | 12 | 32.4 |
| No | 8 | 21.6 |
| TOTAL | 37 | 100.0 |

I6a Would Audio Coursework
Improve CFR Career Preparation

| | n | % |
|-------|----|-------|
| Yes | 1 | 2.8 |
| Maybe | 15 | 41.7 |
| No | 20 | 55.6 |
| TOTAL | 36 | 100.0 |

I6b Would Video Coursework
Improve CFR Career Preparation

| | n | % |
|-------|----|-------|
| Yes | 0 | 0.0 |
| Maybe | 12 | 34.3 |
| No | 23 | 65.7 |
| TOTAL | 35 | 100.0 |

I7 Sought Employment Upon
Graduation

| | n | % |
|-------------------------------|----|-------|
| Full-time (≥ 30 hrs/wk) | 35 | 94.6 |
| Part-time (< 30 hrs/wk) | 2 | 5.4 |
| Did Not Seek Employment | 0 | 0.0 |
| TOTAL | 37 | 100.0 |

I8 Time to Find Employment
After Graduation

| | n | % |
|---------------------|----|-------|
| Within One Month | 27 | 75.0 |
| Within Three Months | 6 | 16.7 |
| Within Six Months | 3 | 8.3 |
| Longer | 0 | 0.0 |
| TOTAL | 36 | 100.0 |

| I10 | CFR Training Related to First Job | n | % |
|-----|-----------------------------------|----|-------|
| | Employed as a CFR | 34 | 91.9 |
| | Employed in Related Field | 1 | 2.7 |
| | Employed in Unrelated Field | 2 | 5.4 |
| | TOTAL | 37 | 100.0 |

| I11 | CFR's Facilities and Equipment | n | % |
|-----|--------------------------------|----|-------|
| | Highly Adequate | 14 | 37.8 |
| | Adequate | 19 | 51.4 |
| | Neutral | 1 | 2.7 |
| | Inadequate | 3 | 8.1 |
| | Highly Inadequate | 0 | 0.0 |
| | TOTAL | 37 | 100.0 |

| I12 | CFR's Program Adequacy w.r.t. Preparation for First Related Job | n | % |
|-----|---|----|-------|
| | Highly Adequate | 16 | 43.2 |
| | Adequate | 15 | 40.5 |
| | Neutral | 5 | 13.5 |
| | Inadequate | 1 | 2.7 |
| | Highly Inadequate | 0 | 0.0 |
| | TOTAL | 37 | 100.0 |

| I13 | Satisfaction with CFR Training | n | % |
|-----|--------------------------------|----|-------|
| | Highly Satisfied | 23 | 62.2 |
| | Adequate | 12 | 32.4 |
| | Neutral | 1 | 2.7 |
| | Dissatisfied | 1 | 2.7 |
| | Highly Dissatisfied | 0 | 0.0 |
| | TOTAL | 37 | 100.0 |

| I15 | Impact of Audio/Video Technologies on Demand for Steno Reporting Professionals | n | % |
|-----|--|---|-----|
| | Highly Enhance | 0 | 0.0 |

| | | |
|-------------------|----|-------|
| Enhance | 15 | 40.5 |
| No Effect | 18 | 48.7 |
| Diminished | 3 | 8.1 |
| Highly Diminished | 1 | 2.7 |
| ----- | | |
| TOTAL | 37 | 100.0 |

| | | |
|----------------------|----|-------|
| I17a Passed CFR Exam | n | % |
| ----- | | |
| Yes | 24 | 66.7 |
| No | 12 | 33.3 |
| ----- | | |
| TOTAL | 36 | 100.0 |

| | | |
|--------------------------------------|----|-------|
| I17b Number of Sittings for CFR Exam | n | % |
| ----- | | |
| None | 3 | 8.3 |
| Once | 15 | 41.7 |
| Twice | 9 | 25.0 |
| Three or More | 9 | 25.0 |
| ----- | | |
| TOTAL | 36 | 100.0 |

| | | |
|--|----|-------|
| I18 Recommend CFR Program to Others As | n | % |
| ----- | | |
| Highly Adequate | 23 | 62.2 |
| Adequate | 12 | 32.4 |
| Neutral | 2 | 5.4 |
| Inadequate | 0 | 0.0 |
| Highly Inadequate | 0 | 0.0 |
| ----- | | |
| TOTAL | 37 | 100.0 |

| | | |
|------------------------|----|-------|
| I19 Year of Graduation | n | % |
| ----- | | |
| 75-79 | 1 | 2.7 |
| 80-84 | 1 | 2.7 |
| 85-89 | 12 | 32.0 |
| 90-93 | 23 | 62.2 |
| ----- | | |
| TOTAL | 37 | 100.0 |

Demographic Data

Indicate year of graduation from the CFR program:

Please supply current or most recent employer (CFR related):

Firm's Name: _____

Address: _____

City: _____

State, Zip: _____

Date of Employment: _____

Please supply your name and address for alumni file update:

Last name at graduation: _____

Name: _____

Address: _____

City: _____

State, Zip: _____

Ferris State University College of Business

Your participation in this study will provide valuable data for the continuation and development of the Court and Freelance Reporting Program at Ferris State University. Please respond to each item..

Please mail this completed questionnaire in the enclosed envelope by February 26, 1993. If the envelope is missing please mail to:

Ferris State University
College of Business, Room 212
Mr. Paul S. Jastrzembki
119 South Street
Big Rapids, MI 49307-2284

Thank you for your participation in this study

Court and Freelance Reporting Program

Alumni Survey

**Court and Freelance Reporting
Program
Alumni Survey**

1. What is your current employment status?
 - a. Employed full-time (30 or more hours per week)
 - b. Employed part-time (less than 30 hours per week)
 - c. Unemployed, but looking for work
 - d. Unemployed, and not looking for work
 - e. In the military service

2. How closely does your job relate to the training you received?
 - a. I am employed as an official reporter
 - b. I am employed as a freelance reporter
 - c. I am employed in closed captioning
 - d. I am employed in a related field
Please specify _____
 - e. I am employed in an unrelated field
Please specify _____

3. How satisfied are you with your career choice?
 - a. Very satisfied
 - b. Satisfied
 - c. Somewhat satisfied
 - d. Not satisfied

4. What is your current salary?
 - a. Less than \$15,000
 - b. \$15,000 - \$19,999
 - c. \$20,000 - \$29,999
 - d. \$30,000 - \$39,999
 - e. More than \$40,000

5. Are there additional courses that could have significantly improved or better prepared you for your career?
 - a. Yes b. Maybe c. No
 If yes, name the two most significant additions you would recommend:

6. Would coursework in audio recording or video recording technologies have significantly improved your preparedness for a career in court reporting?
 - a. Video: Yes Perhaps No
 - b. Audio: Yes Perhaps No
 - c. Other: _____

7. When you graduated from the CFR program, did you seek:
 - a. Full-time employment (30 or more hours per week)
 - b. Part-time employment (less than 30 hours per week)
 - c. Did not seek employment

8. After graduation, how long did it take you to find employment once you actively sought employment?
 - a. Within 1 month
 - b. Within 3 months
 - c. Within 6 months
 - d. Longer

9. If you did not seek employment when you graduated from the CFR program, indicate the reason. (Check only one item)
 - a. Expected to enter another school
 - b. Family obligations
 - c. Physical or other handicap
 - d. Not interested in a full-time job
 - e. Expected to enter the military service
 - f. Unable to find a job
 - g. Other: _____

10. How closely did your first job relate to the training you received? (check only one item)
 - a. I was employed in the occupation for which I was trained by the program
 - b. I was employed in a related occupation
 - c. I was employed in a completely different occupation

11. Rate the adequacy of the facilities and equipment used here at Ferris at the time you graduated.
 - a. highly adequate
 - b. adequate
 - c. neutral
 - d. inadequate
 - e. highly inadequate

12. Rate the CFR program's adequacy of preparation for your first related job.
 - a. highly adequate
 - b. adequate
 - c. neutral
 - d. inadequate
 - e. highly inadequate

13. Rate your level of satisfaction with the CFR training you received in this program.
 - a. highly satisfied
 - b. adequate
 - c. neutral
 - d. dissatisfied
 - e. highly dissatisfied

14. How can the CFR program be augmented to enhance the entry-level reporter's skills in the reporting field?

15. To what degree do you feel the technologies of audio and video recording will affect the demand for stenotype reporting professionals?
 - a. highly enhanced
 - b. enhanced
 - c. no effect
 - d. diminished
 - e. highly diminished

16. Are you using CAT equipment? If so, what type?

17. Have you passed the CSR?
 - a. Yes b. No
 How many times did you take the exam?
 - a. never
 - b. once
 - c. twice
 - d. three times or more

18. To what degree would you recommend the FSU CFR program to others?
 - a. highly adequate
 - b. adequate
 - c. neutral
 - d. inadequate
 - e. highly inadequate

{name,}
{address,}
{city,}
{}

{name}
{address}
{city}

February 18, 1993

Dear {name}:

Help us shape the future of the Ferris State University Court and Freelance Reporting program. A study is now underway which will provide valuable data for the continued development of the CFR program at Ferris.

Your responses to questions on the enclosed survey will be a significant contribution to Ferris State University and the CFR program.

Will you please take a few minutes now to fill out this survey and return it to us in the enclosed postage-paid and self-addressed envelope.

Though your responses to the survey will be kept confidential, your voice will be heard. Also, if you would like to receive a statistical summary of the survey results, or offer commentary, please contact Professor Paul Jastrzembski, member of the Court and Freelance Reporting Review Committee, at (616) 592-2452.

Please return the completed survey by February 26, 1993.

Thank you for your participation.

Sincerely,

Michael C. Cooper, Ph.D.
Chair, Court and Freelance Reporting Review Committee

enclosures

{name,}
{address,}
{city,}
{}

{name}
{address}
{city}

February 18, 1993

Dear {name}:

Last week we mailed you a questionnaire asking you for information vital to the assessment and continued improvement of the Court and Freelance Reporting curriculum at Ferris State University. By completing and returning that survey on or before February 26, 1993, you will help us shape the future of the FSU Court and Freelance Reporting program.

If you have not received the survey yet, please contact me at (616) 592-2457, leaving a message including your name and address. I will mail you another survey immediately.

If you have already completed the survey, please accept my sincere thanks for your vital contribution to our effort.

Sincerely,

Michael C. Cooper, Ph.D.
Chair, Court and Freelance Reporting Review Committee

COURT AND FREELANCE REPORTING PROGRAM
COLLEGE OF BUSINESS
FERRIS STATE UNIVERSITY

PROGRAM REVIEW PANEL
FINAL REPORT

APPENDIX A.2 Graduate Employer Follow-up Survey

The responses of thirteen (13) out of twenty-two (22) CFR graduate's employers to items on the Graduate Employer Follow-up Survey instrument are summarized below.

| Item/Scale | Frequency | Percent |
|--|-----------|------------|
| RELATIONS WITH OTHERS | | |
| Exceptionally well accepted | 8 | 66.7 |
| Works well with others | 2 | 16.7 |
| Gets along satisfactorily | 1 | 8.3 |
| Has some difficulty working with others | 1 | 8.3 |
| Works very poorly with others | 0 | 0.0 |
| TOTAL | 12 | 100 |
| JUDGMENT | | |
| Exceptionally mature | 8 | 66.7 |
| Above average in making decisions | 2 | 16.7 |
| Usually makes the right decision | 2 | 16.7 |
| Often uses poor judgment | 0 | 0.0 |
| Consistently uses bad judgment | 0 | 0.0 |
| TOTAL | 12 | 100 |
| ABILITY TO LEARN | | |
| Learns very quickly | 11 | 84.6 |
| Learns readily | 1 | 7.7 |
| Average in learning | 1 | 7.7 |
| Rather slow to learn | 0 | 0.0 |
| Very slow to learn | 0 | 0.0 |
| TOTAL | 13 | 100 |
| ATTITUDE - APPLICATION TO WORK | | |
| Outstanding in enthusiasm | 6 | 46.2 |

| | | |
|-----------------------------------|-------|-------|
| Very interested and industrious | 5 | 38.5 |
| Average in diligence and interest | 2 | 15.4 |
| Somewhat indifferent | 0 | 0.0 |
| Definitely not interested | 0 | 0.0 |
| ----- | ----- | ----- |
| TOTAL | 13 | 100 |

DEPENDABILITY

| | | |
|----------------------------------|-------|-------|
| Completely dependable | 12 | 92.3 |
| Above average in dependability | 1 | 7.7 |
| Usually dependable | 0 | 0.0 |
| Sometimes neglectful or careless | 0 | 0.0 |
| Unreliable | 0 | 0.0 |
| ----- | ----- | ----- |
| TOTAL | 13 | 100 |

QUALITY OF TRANSCRIPT

| | | |
|---------------|-------|-------|
| Excellent | 2 | 16.7 |
| Very good | 8 | 61.5 |
| Average | 1 | 8.3 |
| Below average | 1 | 8.3 |
| Very poor | 0 | 0.0 |
| ----- | ----- | ----- |
| TOTAL | 12 | 100 |

SKILL AND ABILITY

| | | |
|--|-------|-------|
| Outstanding degree of skill and for length of experience | 6 | 46.2 |
| Shows a degree of skill and ability uncommon for length of experience | 6 | 46.2 |
| Has sufficient skill and ability to successful | 1 | 7.7 |
| Shows minimum degree of skill and ability required of the occupation | 0 | 0.0 |
| Lacks skill and ability required of the occupation | 0 | 0.0 |
| ----- | ----- | ----- |
| TOTAL | 13 | 100 |

PUNCTUALITY

| | | |
|---------------|-------|-------|
| ___ Regular | 13 | 100 |
| ___ Irregular | 0 | 0 |
| ----- | ----- | ----- |
| TOTAL | 13 | 100 |

ATTENDANCE

| | | |
|-----------|-------|-------|
| Regular | 13 | 100 |
| Irregular | 0 | 0 |
| ----- | ----- | ----- |
| TOTAL | 13 | 100 |

Graduate's demonstrated knowledge in all areas of stenotype reporting appears:

| | | |
|-------------------------|-------|-------|
| Superior | 4 | 31.0 |
| Above average | 9 | 69.0 |
| Adequate | 0 | 0.0 |
| Weak in some areas | 0 | 0.0 |
| Inadequate in all areas | 0 | 0.0 |
| ----- | ----- | ----- |
| TOTAL | 13 | 100 |

Graduate's ability to integrate training and employment practices appears:

| | | |
|--------------------|-------|-------|
| Superior | 9 | 75.0 |
| Above average | 2 | 16.7 |
| Average | 1 | 8.3 |
| Weak in some areas | 0 | 0.0 |
| Inadequate | 0 | 0.0 |
| ----- | ----- | ----- |
| TOTAL | 12 | 100 |

Length of required initial orientation/training:

| | | |
|--|-------|-------|
| Significantly less time than other graduates | 6 | 50.0 |
| Somewhat less time than other graduates | 6 | 50.0 |
| Same time as others | 0 | 0.0 |
| Longer time than other graduates | 0 | 0.0 |
| Much more time than other graduates | 0 | 0.0 |
| ----- | ----- | ----- |
| TOTAL | 13 | 100 |

Professionalism exhibited by the Ferris graduate is:

| | | |
|-----------------------------------|---|------|
| Consistently superior | 3 | 23.1 |
| Above average | 8 | 61.5 |
| Acceptable | 1 | 7.7 |
| Occasionally less than acceptable | 1 | 7.7 |

| | | |
|-----------------------------|-------|-------|
| Always less than acceptable | 0 | 0.0 |
| ----- | ----- | ----- |
| TOTAL | 13 | 100 |

Graduate's productivity level and time management skills is:

| | | |
|----------------------------|-------|-------|
| Consistently excellent | 11 | 84.6 |
| Consistently above average | 1 | 7.7 |
| Satisfactory | 1 | 7.7 |
| Often unacceptable | 0 | 0.0 |
| Usually unacceptable | 0 | 0.0 |
| ----- | ----- | ----- |
| TOTAL | 13 | 100 |

Compared to reporters from other programs, FSU grads are:

| | | |
|--------------------------|-------|-------|
| Superior | 6 | 46.2 |
| Somewhat better prepared | 7 | 53.8 |
| Comparable | 0 | 0.0 |
| Not as well prepared | 0 | 0.0 |
| Inferior | 0 | 0.0 |
| ----- | ----- | ----- |
| TOTAL | 13 | 100 |

If current FSU grad is representative of FSU CFR grads, we would:

| | | |
|-----------------------------------|-------|-------|
| Preferentially seek FSU grads | 8 | 66.7 |
| Actively seek FSU grads | 4 | 33.3 |
| Seek FSU grads as any other grads | 0 | 0.0 |
| Prefer not to hire FSU grads | 0 | 0.0 |
| Refuse to hire FSU grads | 0 | 0.0 |
| ----- | ----- | ----- |
| TOTAL | 12 | 100 |

FERRIS STATE UNIVERSITY
 COURT AND FREELANCE REPORTING PROGRAM
 GRADUATE EMPLOYER'S PHONE SURVEY - PART 1

Employer's Name _____ Date _____

Employer's Firm _____ Phone # _____

Employer's Address _____

RELATIONS WITH OTHERS

- Exceptionally well accepted
- Works well with others
- Gets along satisfactorily
- Has some difficulty working
others
- Works very poorly with others

Comments: _____

ATTITUDE - APPLICATION TO WORK

- Outstanding in enthusiasm
- Very interested and industrious
- Average in diligence and interest
- Somewhat indifferent
- Definitely not interested

Comments: _____

JUDGMENT

- Exceptionally mature
- Above average in making
decisions
- Usually makes the right
decision
- Often uses poor judgment
- Consistently uses bad judgment

Comments: _____

DEPENDABILITY

- Completely dependable
- Above average in dependability
- Usually dependable
- Sometimes neglectful or careless
- Unreliable

Comments: _____

ABILITY TO LEARN

- Learns very quickly
- Learns readily
- Average in learning
- Rather slow to learn
- Very slow to learn

Comments: _____

QUALITY OF TRANSCRIPT

- Excellent
- Very good
- Average
- Below average
- Very poor

Comments: _____

PUNCTUALITY

- Regular
- Irregular

Comments: _____

REGULARITY

- Regular
- Irregular

Comments: _____

SKILL AND ABILITY

- Outstanding degree of skill and ability
for length of experience
- Shows a degree of skill and ability un-
common for length of experience
- Has sufficient skill and ability to be
successful
- Shows minimum degree of skill and ability
required of the occupation
- Lacks skill and ability required of
the occupation

FERRIS STATE UNIVERSITY
COURT AND FREELANCE REPORTING PROGRAM

GRADUATE EMPLOYER PHONE SURVEY - PART 2

Please answer each question and feel free to make any comments you feel appropriate. Rate your answers on a scale from 1 to 5, using the following definitions. Select the response that most closely reflects your opinion of the graduate upon hiring:

1. In relation to the graduate's demonstrated knowledge in all areas of stenotype reporting:

- 1 ___ appears to have superior knowledge in all areas of stenotype reporting
- 2 ___ appears to have above average knowledge in all areas of stenotype reporting
- 3 ___ appears to have adequate knowledge in all areas of stenotype reporting
- 4 ___ appears to have important weakness in knowledge in some areas of stenotype reporting
- 5 ___ appears to have inadequate knowledge in all areas of stenotype reporting

Comments: _____

2. In relation to the graduate's ability to integrate training and employment practices:

- 1 ___ appears to have a superior ability to integrate training and employment practices.
- 2 ___ appears to have an above average ability to integrate training and employment practices.
- 3 ___ appears to have an average ability to integrate training and employment practices.
- 4 ___ appears to have important problems in integrating training and employment practices.
- 5 ___ appears inadequate in integrating training and employment practices.

Comments: _____

3. In relation to the length of new employee orientation and/or training required by the Ferris graduate upon initial employment:

- 1 ___ this graduate required significantly less time in orientation compared to other new reporting graduates.
- 2 ___ this graduate required somewhat less time in orientation compared to other new reporting graduates.
- 3 ___ this graduate required the same time in orientation as other new reporting graduates.
- 4 ___ this graduate required a longer time in orientation than other new reporting graduates.
- 5 ___ this graduate required much more time in orientation than other new reporting graduates.

Comments: _____

4. In relation to the professionalism exhibited by the Ferris graduate:

- 1 ___ consistently exhibits a superior professionalism in his/her interaction with colleagues and others involved in reporting.
- 2 ___ demonstrates an above average professionalism in his/her interaction with colleagues and others in reporting.
- 3 ___ displays an acceptable professionalism in his/her interaction with colleagues and others involved in reporting.
- 4 ___ occasionally displays professional behavior less than acceptable with colleagues and others involved in reporting.
- 5 ___ has no understanding or regard for a professional behavior when interacting with colleagues and others involved in reporting.

Comments: _____

5. In relation to the graduate's productivity level and time management skills:

- 1 ___ works consistently with excellent productivity and utilizes time efficiently.
- 2 ___ works with a consistently above average output, always completes assigned responsibilities.
- 3 ___ has maintained a satisfactory output and usually completes assigned responsibilities.
- 4 ___ has some problems maintaining acceptable productivity and often fails to complete assigned responsibilities.
- 5 ___ has been unable to maintain satisfactory productivity and is usually inefficient in completing assigned responsibilities.

Comments: _____

6. In comparison to graduates of other reporting programs we have hired, our experience suggests:

- 1 ___ that Ferris State University graduates are well superior to those from other programs.
- 2 ___ that Ferris State University graduates are somewhat better prepared than those from other programs.
- 3 ___ that Ferris State University graduates are comparable to those from other programs.
- 4 ___ that Ferris State University graduates are not as well prepared as those from other programs.
- 5 ___ that Ferris State University graduates are well inferior to those from other programs.

Comments: _____

7. If this graduate is representative of the graduates of Ferris State University's Court and Freelance Reporting Progra, our office would:

- 1 ___ preferentially seek out your graduates for employment
- 2 ___ actively seek your graduates for employment
- 3 ___ recruit your graduates on an equal basis with other reporting programs
- 4 ___ prefer not to hire your graduates
- 5 ___ refuse to employ your graduates in the future

Comments: _____

COURT AND FREELANCE REPORTING PROGRAM
COLLEGE OF BUSINESS
FERRIS STATE UNIVERSITY

PROGRAM REVIEW PANEL
FINAL REPORT

APPENDIX A.3 Student Opinion of Overall Instruction Survey

The responses of twenty-five (25) CFR students to seventeen (17) items on the Student Opinion of Overall Instruction instrument are summarized below. Students rated, according to their own experience, the CFR faculty as a whole. For each students were presented with a five (5) point Lickert type scale: "1" most negative; "5" most positive. All students rated CFR faculty for every item except item sixteen (16), for which two (2) students responded "don't know".

| Item | MEAN | MED | SD | MIN | MAX |
|--|------|-----|------|-----|-----|
| Q1 Faculty Helpful With Difficulty | 4.12 | 4 | 0.88 | 2 | 5 |
| Q2 Faculty Sensitive To Feelings | 3.96 | 4 | 0.94 | 2 | 5 |
| Q3 Faculty Fair And Impartial | 3.72 | 3 | 1.02 | 2 | 5 |
| Q4 Faculty Respectful | 3.96 | 4 | 0.79 | 2 | 5 |
| Q5 Faculty Speaking Ability | 4.52 | 5 | 0.59 | 3 | 5 |
| Q6 Faculty Help Students Feel Free To Ask Questions, Disagree, Express Ideas, etc. | 4.24 | 4 | 0.60 | 3 | 5 |
| Q7 Faculty Exhibit Enthusiasm For Subject | 4.36 | 5 | 0.76 | 3 | 5 |
| Q8 Faculty Use Examples And Illustrations To Clarify | 3.76 | 4 | 0.97 | 2 | 5 |
| Q9 Faculty Present Current, Relevant Material In Organized Fashion | 3.76 | 4 | 1.17 | 1 | 5 |
| Q10 Faculty Stimulate Thinking | 3.84 | 4 | 0.69 | 3 | 5 |
| Q11 Faculty Present Material In An Interesting Way | 3.68 | 4 | 0.99 | 2 | 5 |
| Q12 Faculty Clarify Course Objectives | 4.24 | 5 | 1.01 | 2 | 5 |
| Q13 Examination Process Appears Fair | 3.92 | 4 | 1.12 | 1 | 5 |
| Q14 Grading Procedures Clarified | 4.04 | 5 | 1.14 | 2 | 5 |
| Q15 Overall CFR Faculty Rating | 4.12 | 4 | 0.73 | 3 | 5 |
| Q16 During Presentations By Faculty, Classroom PC's, etc. Work Properly | 3.47 | 4 | 0.90 | 1 | 5 |
| Q17 Faculty Use A Syllabus | 4.36 | 5 | 1.11 | 1 | 5 |

GRADUATE OPINION OF OVERALL INSTRUCTION

Each of the items below deals with a characteristic of instructors which students feel to be important. Indicate your overall rating of the CFR faculty by circling the appropriate number.

A number 5 is the highest possible rating, a number 1 the lowest.)

1. Are the CFR faculty helpful when students have difficulty?
1 2 3 4 5
not helpful actively helpful

2. Do the CFR faculty appear sensitive to feelings and problems of students?
1 2 3 4 5
unaware responsive

3. Are the CFR faculty fair and impartial in their dealings with the students?
1 2 3 4 5
unfair fair

4. Do the CFR faculty treat students with respect?
1 2 3 4 5
disrespectful respectful

5. Do the faculty possess speaking ability adequate for teaching?
1 2 3 4 5
unintelligible good

6. Do the CFR faculty make the students feel free to ask questions, disagree, express ideas, etc.?
1 2 3 4 5
intolerant encourages ideas

7. Do the CFR faculty exhibit enthusiasm for the subject?
1 2 3 4 5
seems uninterested interested

8. Do the CFR faculty use examples and illustrations to clarify the material?
1 2 3 4 5
none many

9. Are the CFR faculty presenting current, relevant material in a well-organized fashion?
1 2 3 4 5
disorganized well organized
10. Do the CFR faculty stimulate thinking?
1 2 3 4 5
uninterested stimulating
11. Do the CFR faculty put his/her material across in an interesting way?
1 2 3 4 5
uninterested very interesting
12. Do the CFR faculty clarify the objectives of the course?
1 2 3 4 5
unclear clear
13. Did the examination process appear fair?
1 2 3 4 5
unfair fair
14. Were grading procedures clarified?
1 2 3 4 5
unclear clear
15. Considering everything, how well would you rate the CFR faculty as a whole?
1 2 3 4 5
very bad poor fair good very good
16. When your CFR faculty used the classroom PC's and monitors for presentations, did the equipment work properly?
1 2 3 4 5
very rarely sometimes every day
17. Did your CFR faculty use a syllabus?
1 2 3 4 5
very rarely sometimes most of time

Please clarify any of the above or provide additional comments, if you feel necessary.

COURT AND FREELANCE REPORTING PROGRAM
COLLEGE OF BUSINESS
FERRIS STATE UNIVERSITY

PROGRAM REVIEW PANEL
FINAL REPORT

APPENDIX A.4 Student Perceptions of CFR Survey

The responses of twenty-five (25) CFR students to thirteen (13) multi-part items on the Student Perceptions of CFR instrument are summarized below. Students were asked to rate each item according to the following scale:

- 5 = nearly ideal, top 5 to 10%
- 4 = strong rating, to 33%
- 3 = average, middle 33%
- 2 = only fair rating, bottom 33%
- 1 = seriously inadequate, bottom 5 to 10%
- DK = Don't Know

| Item | N | MEAN | MED | SD | MIN | MAX |
|--|----|------|-----|------|-----|-----|
| CFR Courses Are... | | | | | | |
| Q1a Available and Conveniently Located | 25 | 4.20 | 4 | 0.71 | 3 | 5 |
| Q1b Based Upon Realistic Prerequisites | 25 | 4.08 | 4 | 0.91 | 1 | 5 |
| Q1c Available At Moderate Cost | 25 | 2.64 | 3 | 1.08 | 1 | 5 |
| Written CFR Course Objectives... | | | | | | |
| Q2a Are Available To Students | 25 | 4.00 | 4 | 1.00 | 1 | 5 |
| Q2b Describe What You Will Learn In The Course | 25 | 3.88 | 4 | 1.05 | 1 | 5 |
| Q2c Are Used By Your Instructor To Keep You Aware Of Your Progress | 25 | 3.36 | 4 | 1.00 | 1 | 5 |
| Teaching Methods, Procedures And Course Content... | | | | | | |
| Q3a Meet Your Occupational Needs, Interests, And Objectives | 25 | 4.08 | 4 | 0.86 | 2 | 5 |
| Q3b Provide Supervised Practice For Developing Job Skills | 25 | 4.28 | 4 | 0.79 | 2 | 5 |
| Related Courses Are... | | | | | | |
| Q4a Pertinent To CFR Instruction | 25 | 3.80 | 4 | 1.16 | 1 | 5 |
| Q4b Current And Meaningful To You | 25 | 3.36 | 3 | 1.25 | 1 | 5 |
| Work Experience In The CFR Program... | | | | | | |

| | | | | | | | |
|---|---|----|------|---|------|---|---|
| Q5a | Readily Available At Convenient Locations | 15 | 3.87 | 4 | 0.83 | 2 | 5 |
| Q5b | Readily Available To Both Day And Evening Students | 11 | 2.46 | 2 | 1.04 | 1 | 4 |
| Q5c | Coordinated With Classroom Instruction | 14 | 4.14 | 4 | 0.66 | 3 | 5 |
| Q5d | Coordinated With Employer Supervision | 14 | 4.00 | 4 | 0.88 | 2 | 5 |
| Career Planning Information Available At FSU... | | | | | | | |
| Q6a | Meets Your Needs And Interests | 22 | 3.68 | 4 | 0.95 | 1 | 5 |
| Q6b | Helps You Plan Your Program | 22 | 3.82 | 4 | 1.14 | 1 | 5 |
| Q6c | Helps You Make Career Decisions And Choices | 21 | 3.81 | 4 | 0.87 | 2 | 5 |
| Q6d | Helps You Understand Your Rights And Responsibilities As An Employee | 21 | 3.33 | 3 | 0.80 | 2 | 5 |
| Q6e | Helps You Evaluate Job Opportunities w.r.t. Salary, Benefits and Conditions Of Employment | 21 | 3.67 | 4 | 0.91 | 2 | 5 |
| Q6f | Is Provided By Knowledgeable, Interested Staff | 21 | 3.67 | 4 | 0.97 | 2 | 5 |
| Q6g | Explains Nontraditional Occupational Opportunities For Both Sexes | 21 | 3.48 | 3 | 0.93 | 2 | 5 |
| Job Success Information On Former Students... | | | | | | | |
| Q7a | Is Provided | 24 | 4.33 | 4 | 0.70 | 3 | 5 |
| Q7b | Indicates How Many Job Opportunities There Are In CFR | 24 | 4.30 | 4 | 0.75 | 3 | 5 |
| Q7c | Identifies Locations Of These Job Opportunities | 24 | 3.96 | 4 | 0.81 | 3 | 5 |
| Q7d | Tells About Job Advancement Opportunities | 24 | 3.88 | 4 | 0.99 | 2 | 5 |
| Placement Services Are Available To... | | | | | | | |
| Q8a | Help One Find Employment Opportunities | 19 | 3.79 | 4 | 0.92 | 2 | 5 |
| Q8b | Prepare One To Apply For A Job | 20 | 3.90 | 4 | 0.91 | 2 | 5 |
| CFR Instructors... | | | | | | | |
| Q9a | Know The Subject Matter And Occupational Requirements | 25 | 4.40 | 5 | 0.91 | 2 | 5 |
| Q9b | Are Available To Provide Help When You Need It | 25 | 4.00 | 4 | 1.12 | 2 | 5 |
| Q9c | Provide Instruction So It Is Interesting And Understandable | 25 | 4.04 | 4 | 1.02 | 2 | 5 |
| Instructional Support Services Are... | | | | | | | |
| Q10a | Available To Meet Your Needs | | | | | | |

| | | | | | | |
|---|----|------|---|------|---|---|
| And Interests | 23 | 3.52 | 4 | 1.31 | 1 | 5 |
| Q10b Provided By Knowledgeable, Interested Staff | 22 | 3.27 | 3 | 1.45 | 1 | 5 |
| Instructional Lecture And Laboratory Facilities... | | | | | | |
| Q11a Provide Adequate Lighting, Ventilation, Heating, etc. | 25 | 3.04 | 3 | 1.31 | 1 | 5 |
| Q11b Include Enough Work Stations | 25 | 3.48 | 4 | 1.42 | 1 | 5 |
| Q11c Are Safe, Functional, Well Maintained | 24 | 2.88 | 3 | 1.15 | 1 | 5 |
| Q11d Are Available On An Equal Basis For All Students | 24 | 3.58 | 4 | 1.28 | 1 | 5 |
| Instructional Equipment Is... | | | | | | |
| Q12a Current And Representative Of Industry | 25 | 3.28 | 3 | 1.02 | 1 | 5 |
| Q12b In Sufficient Quantity To Avoid Long Delays | 25 | 2.92 | 3 | 1.00 | 1 | 5 |
| Q12c Safe And In Good Condition | 24 | 3.42 | 3 | 1.10 | 2 | 5 |
| Instructional Materials (e.g. Books) Are... | | | | | | |
| Q13a Available And Conveniently Located | 25 | 3.72 | 4 | 1.02 | 2 | 5 |
| Q13b Current And Meaningful To The Subject | 25 | 3.92 | 4 | 0.91 | 2 | 5 |
| Q13c Not Biased Toward "Traditional Sex Roles" | 25 | 4.04 | 4 | 0.84 | 2 | 5 |
| Q13d Available At Reasonable Cost | 24 | 2.42 | 2 | 1.28 | 1 | 5 |

STUDENT PERCEPTIONS OF COURT AND FREELANCE REPORTING

Check statement that best describes your objective for attending the college:

- >Prepare to get a job....._____
- >Improve job skills for present occupation....._____
- >Prepare for transfer to another college....._____
- >Personal interest....._____
- >Other (Describe)....._____

INSTRUCTIONS: Rate each item using the following guide:

- 5 means nearly ideal, top 5 to 10%
- 4 is a strong rating, top one-third
- 3 is average, the middle-third
- 2 is only fair, bottom one-third
- 1 is seriously inadequate, bottom 5 to 10%

Comment column has been provided if you wish to explain your rating

Please rate each item below:

1. Courses in the CFR program are:
 - >Available and conveniently located 1 2 3 4 5 DK
 - >Based on realistic prerequisites 1 2 3 4 5 DK
 - >Available at moderate cost 1 2 3 4 5 DK

2. Written objectives for courses in the CFR program:
 - >Are available to students 1 2 3 4 5 DK
 - >Describe what you will learn in the course 1 2 3 4 5 DK
 - >Are used by the instructor to keep you aware of your progress 1 2 3 4 5 DK

3. Teaching methods, procedures and course content:
 - >Meet your occupational needs, interests and objectives 1 2 3 4 5 DK
 - >Provide supervised practice for developing job skills 1 2 3 4 5 DK

4. Related courses (such as English, Mathematics, Science) are:
 - >Pertinent to CFR instruction 1 2 3 4 5 DK
 - >Current and meaningful to you 1 2 3 4 5 DK

5. Work experience (or clinical experience) in the CFR program is:
- >Readily available at convenient locations 1 2 3 4 5 DK
 - >Readily available to both day and evening students 1 2 3 4 5 DK
 - >Coordinated with classroom instruction 1 2 3 4 5 DK
 - >Coordinated with employer supervision 1 2 3 4 5 DK
6. Career planning information available at FSU:
- >Meets your needs and interests 1 2 3 4 5 DK
 - >Helps you plan your program 1 2 3 4 5 DK
 - >Helps you make career decisions and choices 1 2 3 4 5 DK
 - >Helps you understand your rights and responsibilities as an employee 1 2 3 4 5 DK
 - >Helps you evaluate job opportunities in relation to salary, benefits and conditions of employment 1 2 3 4 5 DK
 - >Is provided by knowledgeable, interested staff 1 2 3 4 5 DK
 - >Explains nontraditional occupational opportunities for both sexes 1 2 3 4 5 DK
7. Job success information on former students in your CFR program:
- >Is provided to help you make career decisions 1 2 3 4 5 DK
 - >Indicates how many job opportunities there are in your occupation 1 2 3 4 5 DK
 - >Identifies where these job opportunities are located 1 2 3 4 5 DK
 - >Tells about job advancement opportunities 1 2 3 4 5 DK
8. Placement services are available to:
- >Help you find employment opportunities 1 2 3 4 5 DK
 - >Prepare you to apply for a job 1 2 3 4 5 DK
9. CFR instructors:
- >Know the subject matter and occupational requirements 1 2 3 4 5 DK
 - >Are available to provide help when you need it 1 2 3 4 5 DK
 - >Provide instruction so it is interesting and understandable 1 2 3 4 5 DK
10. Instructional support services (such as tutoring, lab assistance) are:
- >Available to meet your needs and interests 1 2 3 4 5 DK
 - >Provided by knowledgeable, interested staff 1 2 3 4 5 DK

1. Instructional lecture and laboratory facilities:
 - >Provide adequate lighting, ventilation, heating, power, and other utilities 1 2 3 4 5 DK
 - >Include enough work stations for the number of students enrolled 1 2 3 4 5 DK
 - >Are safe, functional, and well maintained 1 2 3 4 5 DK
 - >Are available on an equal basis for all students 1 2 3 4 5 DK

2. Instructional equipment is:
 - >Current and representative of industry 1 2 3 4 5 DK
 - >In sufficient quantity to avoid long delays in use 1 2 3 4 5 DK
 - >Safe and in good condition 1 2 3 4 5 DK

3. Instructional materials (e.g., textbooks, reference books, supplies) are:
 - >Available and conveniently located for use as needed 1 2 3 4 5 DK
 - >Current and meaningful to the subject 1 2 3 4 5 DK
 - >Not biased toward "traditional" sex roles 1 2 3 4 5 DK
 - >Available at reasonable cost 1 2 3 4 5 DK

COMMENTS _____

**COURT AND FREELANCE REPORTING PROGRAM
COLLEGE OF BUSINESS
FERRIS STATE UNIVERSITY**

**PROGRAM REVIEW PANEL
FINAL REPORT**

APPENDIX A.5 Enrollment/Attrition Study

FERRIS STATE UNIVERSITY
COURT AND FREELANCE REPORTING PROGRAM

NON-RETURNING STUDENT SURVEY

1. What years were you enrolled in the Court and Freelance Reporting Program?

2. Did you enroll in another program at Ferris upon leaving the Court and Freelance Reporting Program? _____

3. Would another campus location have been more convenient? If so please select the campuses in order of preference (1-6).

___ 1. Main campus, Big Rapids

___ 2. ATC, Grand Rapids

___ 3. Dowagiac Center

___ 4. Flint Center

___ 5. Traverse City Center

___ 6. Other: _____

4. Where did you live your last enrolled term at Ferris?

___ 1. College residence hall

___ 2. At home

___ 3. Off-campus housing

5. Are you enrolled in or do you plan to enroll in another college or university at this time?

___ 1. No

___ 2. Yes

If so, where? _____

6. Do you plan to return to Ferris?

___ 1. No

___ 2. Yes

If so, when? _____

7. About how many hours were you employed your last term at Ferris?

___ 1. Not employed

___ 2. 1-10 hours/week

___ 3. 11-20 hours/week

___ 4. 20-35 hours/week

___ 5. 36 or more hours/week

8. What is your sex?

- 1. Female
- 2. Male

9. Did you receive some type of financial aid while enrolled at Ferris?

- 1. No
- 2. Yes

10. Are you financially independent from your parents?

- 1. Yes
- 2. No

11. Do you consider yourself:

- 1. Non-traditional student (delayed enrollment in college)
- 2. Traditional student (enrolled soon after high school)

12. What degree did you seek when you attended Ferris?

- 1. Not seeking a degree or certificate
- 2. Certificate
- 3. Associate only
- 4. Associate, then Bachelor's degree
- 5. Bachelor's degree
- 6. Master's degree
- 7. Pharm. D. or Doctor of Optometry

13. What was your overall GPA your last term at Ferris?

- 1. 4.00-3.50
- 2. 3.49-3.00
- 3. 2.50-2.99
- 4. 2.00-2.49
- 5. 1.00-1.99
- 6. 0.99-0.00
- 7. Unknown

14. What degree did you earn when you attended Ferris?

Listed below are some reasons why a student might not return to college. To what extent are these your reasons for not returning to FSU?

| <u>Academic Reasons</u> Reason | Not a Reason | Moderate Reason | Major |
|---|-----------------|--------------------|-------|
| 15. Unsure about my choice of major | 1 | 2 | 3 |
| 16. Course work was not challenging | 1 | 2 | 3 |
| 17. Courses were too difficult | 1 | 2 | 3 |
| 18. My study habits were poor | 1 | 2 | 3 |
| 19. Dissatisfied with quality of teaching | 1 | 2 | 3 |
| 20. My motivation to practice was low | 1 | 2 | 3 |
| 21. I missed a lot of classes | 1 | 2 | 3 |

Personal Reasons

| | | | |
|---|---|---|---|
| 22. Personal problems | 1 | 2 | 3 |
| 23. Illness, personal or family | 1 | 2 | 3 |
| 24. Personal accident or injury | 1 | 2 | 3 |
| 25. My goals were met | 1 | 2 | 3 |
| 26. My goals changed | 1 | 2 | 3 |
| 27. Getting married changed my plans | 1 | 2 | 3 |
| 28. Pregnancy | 1 | 2 | 3 |
| 29. Drug/alcohol problems | 1 | 2 | 3 |
| 30. My family moved | 1 | 2 | 3 |
| 31. Family responsibilities too great | 1 | 2 | 3 |
| 32. Child care was not available | 1 | 2 | 3 |
| 33. Child care was too costly | 1 | 2 | 3 |
| 34. Lack of family financial support | 1 | 2 | 3 |
| 35. Lack of family emotional support | 1 | 2 | 3 |
| 36. Loss of family income caused by job loss | 1 | 2 | 3 |
| 37. Felt alone or isolated | 1 | 2 | 3 |
| 38. Wanted to live at home or closer to home | 1 | 2 | 3 |
| 39. Felt racial or ethnic tension | 1 | 2 | 3 |
| 40. Commuting distance was too great | 1 | 2 | 3 |
| 41. Lack of activities for students | 1 | 2 | 3 |
| 42. Nothing interested me | 1 | 2 | 3 |
| 43. College policies and requirements | 1 | 2 | 3 |
| 44. Tuition increases | 1 | 2 | 3 |
| 45. Applied but did not receive financial aid | 1 | 2 | 3 |
| 46. Financial aid received was inadequate | 1 | 2 | 3 |
| 47. Financial aid process was a hassle | 1 | 2 | 3 |
| 48. Unexpected expenses, had to work | 1 | 2 | 3 |
| 49. Not enough part-time work | 1 | 2 | 3 |

Several features of academic and campus life are listed below
Please rate your satisfaction with each.

| | No Opinion | Not Satisfied | Somewhat Satisfied | Very Satisfied |
|---|---------------|------------------|-----------------------|-------------------|
| 0. My overall impression of FSU | 1 | 2 | 3 | 4 |
| 1. The overall quality of instruction | 1 | 2 | 3 | 4 |
| 2. The overall attitude of staff | 1 | 2 | 3 | 4 |
| 3. The friendliness of students | 1 | 2 | 3 | 4 |
| 4. My impression of the residence halls | 1 | 2 | 3 | 4 |
| 5. Opportunity to get help when I needed it | 1 | 2 | 3 | 4 |
| 6. Willingness of faculty to provide assistance | 1 | 2 | 3 | 4 |
| 7. Willingness of staff to provide assistance | 1 | 2 | 3 | 4 |
| 8. Availability of my academic advisor | 1 | 2 | 3 | 4 |
| 9. Instruction in my major | 1 | 2 | 3 | 4 |
| 10. Instruction in non-major courses | 1 | 2 | 3 | 4 |
| 11. Student interest in athletics | 1 | 2 | 3 | 4 |
| 12. Student voice in college politics | 1 | 2 | 3 | 4 |
| 13. Classroom and lab facilities | 1 | 2 | 3 | 4 |
| 14. Opportunity to get involved, join organizations, etc. | | | | |
| 15. Adequacy of off-campus housing | 1 | 2 | 3 | 4 |
| 16. Administration's interest in students | 1 | 2 | 3 | 4 |
| 17. My feeling of belonging at FSU | 1 | 2 | 3 | 4 |

18. What was the most important reason you did not return? _____

19. What did you like best about Ferris State? _____

20. What would you most like to change at Ferris State? _____

COURT AND FREELANCE REPORTING PROGRAM
COLLEGE OF BUSINESS
FERRIS STATE UNIVERSITY

PROGRAM REVIEW PANEL
FINAL REPORT

APPENDIX A.6 Faculty Perceptions Study

FACULTY PERCEPTIONS

| | | Repunch | Poor | Below | Acceptable | Good | Excellent | COMMENTS (Please note explanatory remarks or needs for improvement) |
|--|---|--------------|------|-------|------------|------|-----------|--|
| | | Instructions | 1 | 2 | 3 | 4 | 5 | |
| GOALS AND OBJECTIVES | | | | | | | | |
| 1. Participation in Development | 1 | | | | | ✓ | | |
| <p><u>Excellent</u>—Administrators and/or other supervisory personnel involved in developing and revising the college plan for this occupational program seek and respond to faculty, student and community input.</p> <p><u>Poor</u>—Development of the plan for this program is basically the work of one or two persons in the college.</p> | | | | | | | | |
| 2. Program Goals | 2 | | | | | ✓ | | |
| <p><u>Excellent</u>—Written goals for this program state realistic outcomes (such as planned enrollments, completions, placements) and are used as one measure of program effectiveness.</p> <p><u>Poor</u>—No written goals exist for this program.</p> | | | | | | | | |
| 3. Course Objectives | 3 | | | | | ✓ | | |
| <p><u>Excellent</u>—Written measurable objectives have been developed for all occupational courses in this program and are used to plan and organize instruction.</p> <p><u>Poor</u>—No written objectives have been developed for courses in this program.</p> | | | | | | | | |
| 4. Competency Based Performance Objectives | 4 | | | | | ✓ | | |
| <p><u>Excellent</u>—Competency based performance objectives are on file in writing, consistent with employment standards, and tell students what to expect and help faculty pace instruction.</p> <p><u>Poor</u>—Competency based performance objectives have not been developed for courses in this program.</p> | | | | | | | | |
| 5. Use of Competency Based Performance Objectives | 5 | | | | | ✓ | | |
| <p><u>Excellent</u>—Competency based performance objectives are distributed to students and used to assess student progress.</p> <p><u>Poor</u>—Competency based performance objectives are not used with students for progress evaluation nor are students aware that they exist.</p> | | | | | | | | |
| 6. Use of Information on Labor Market Needs | 6 | | | | | ✓ | | |
| <p><u>Excellent</u>—Current data on labor market needs and emerging trends in job openings are systematically used in developing and evaluating this program.</p> <p><u>Poor</u>—Labor market data is not used in planning or evaluation.</p> | | | | | | | | |
| 7. Use of Information on Job Performance Requirements | 7 | | | | | ✓ | | |
| <p><u>Excellent</u>—Current data on job performance requirements and trends are systematically used in developing and evaluating this program and content of its courses.</p> <p><u>Poor</u>—Job performance requirements information has not been collected for use in planning and evaluating.</p> | | | | | | | | |

FACULTY PERCEPTIONS

| | | Keybench Instructions | | | | | | | COMMENTS (Please note explanatory remarks or needs for improvement) |
|--|---|-----------------------|---|---|---|---|-----------|------------|--|
| | | 1 | 2 | 3 | 4 | 5 | Excellent | Don't Know | |
| GOALS AND OBJECTIVES | | | | | | | | | |
| 1. Participation in Development | 1 | | | | | | | | |
| <p><u>Excellent</u>—Administrators and/or other supervisory personnel involved in developing and revising the college plan for this occupational program seek and respond to faculty, student and community input.</p> <p><u>Poor</u>—Development of the plan for this program is basically the work of one or two persons in the college.</p> | | | | | | | | | I HAVE NOT BEEN TEACHING CFR FOR 7 YEARS, |
| 2. Program Goals | 2 | | | | | | | | |
| <p><u>Excellent</u>—Written goals for this program state realistic outcomes (such as planned enrollments, completions, placements) and are used as one measure of program effectiveness.</p> <p><u>Poor</u>—No written goals exist for this program.</p> | | | | | | | | | |
| 3. Course Objectives | 3 | | | | | | | | |
| <p><u>Excellent</u>—Written measurable objectives have been developed for all occupational courses in this program and are used to plan and organize instruction.</p> <p><u>Poor</u>—No written objectives have been developed for courses in this program.</p> | | | | | | | | | |
| 4. Competency Based Performance Objectives | 4 | | | | | | | | |
| <p><u>Excellent</u>—Competency based performance objectives are on file in writing, consistent with employment standards, and tell students what to expect and help faculty pace instruction.</p> <p><u>Poor</u>—Competency based performance objectives have not been developed for courses in this program.</p> | | | | | | | | | |
| 5. Use of Competency Based Performance Objectives | 5 | | | | | | | | |
| <p><u>Excellent</u>—Competency based performance objectives are distributed to students and used to assess student progress.</p> <p><u>Poor</u>—Competency based performance objectives are not used with students for progress evaluation nor are students aware that they exist.</p> | | | | | | | | | |
| 6. Use of Information on Labor Market Needs | 6 | | | | | | | | |
| <p><u>Excellent</u>—Current data on labor market needs and emerging trends in job openings are systematically used in developing and evaluating this program.</p> <p><u>Poor</u>—Labor market data is not used in planning or evaluation.</p> | | | | | | | | | |
| 7. Use of Information on Job Performance Requirements | 7 | | | | | | | | |
| <p><u>Excellent</u>—Current data on job performance requirements and trends are systematically used in developing and evaluating this program and content of its courses.</p> <p><u>Poor</u>—Job performance requirements information has not been collected for use in planning and evaluating.</p> | | | | | | | | | |

FACULTY PERCEPTIONS

| | | 1 | 2 | 3 | 4 | 5 | COMMENTS (Please note explanatory remarks or needs for improvement) |
|---|---|----|---|---|---|---|--|
| | | | | | | | |
| GOALS AND OBJECTIVES (Continued) | | | | | | | |
| 8. | Use of Profession/Industry Standards <i>Excellent</i> —Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses. <i>Poor</i> —Little or no recognition is given to specific profession/industry standards in planning and evaluating this program. | 8 | | | | ✓ | |
| 9. | Use of Student Follow-Up Information <i>Excellent</i> —Current follow-up data on completers and leavers (students with marketable skills) are consistently and systematically used in evaluating this program. <i>Poor</i> —Student follow-up information has not been collected for use in evaluating this program. | 9 | | | | ✓ | |
| PROCESSES | | | | | | | |
| 10. | Adaptation of Instruction <i>Excellent</i> —Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as small group or individualized instruction, laboratory or "hands on" experiences, open entry/open exit, credit by examination). <i>Poor</i> —Instructional approaches in this program do not consider individual student differences. | 10 | | | | ✓ | |
| 11. | Relevance of Supportive Courses <i>Excellent</i> —Applicable supportive courses (such as anatomy and physiology, technical communications, technical mathematics) are closely coordinated with this program and are kept relevant to program goals and current to the needs of students. <i>Poor</i> —Supportive course content reflects no planned approach to meeting needs of students in this program. | 11 | | | | ✓ | |
| 12. | Coordination with Other Community Agencies and Educational Programs. <i>Excellent</i> —Effective liaison is maintained with other programs and educational agencies and institutions (such as high schools, other community colleges, four year colleges, area vocational schools, proprietary schools, CETA) to assure a coordinated approach and to avoid duplication in meeting occupational needs of the area or community. <i>Poor</i> —College activities reflect a disinterest in coordination with other programs and agencies having impact on this program. | 12 | | | | ✓ | |
| 13. | Provision for Work Experience, Cooperative Education or Clinical Experience. <i>Excellent</i> —Ample opportunities are provided for related work experience, cooperative education, or clinical experience for students in this program. Student participation is well coordinated with classroom instruction and employer supervision. <i>Poor</i> —Few opportunities are provided in this program for related work experience, cooperative education, or clinical experience where such participation is feasible. | 13 | | | | ✓ | |

FACULTY PERCEPTIONS

| | | Key: punch instructions | | | | | | COMMENTS (Please note explanatory remarks or needs for improvement) |
|---|---|-------------------------|-------------------------|-----------------|-----------|----------------|------------|--|
| | | 1 Poor | 2 Below Expectations | 3 Acceptable | 4 Good | 5 Excellent | Don't Know | |
| GOALS AND OBJECTIVES (Continued) | | | | | | | | |
| 8 | Use of Profession/Industry Standards <i>Excellent</i> —Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses. <i>Poor</i> —Little or no recognition is given to specific profession/industry standards in planning and evaluating this program. | | | | ✓ | | | |
| 9 | Use of Student Follow-Up Information <i>Excellent</i> —Current follow-up data on completers and leavers (students with marketable skills) are consistently and systematically used in evaluating this program. <i>Poor</i> —Student follow-up information has not been collected for use in evaluating this program. | | | | ✓ | | | |
| PROCESSES | | | | | | | | |
| 10 | 10. Adaptation of Instruction <i>Excellent</i> —Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as small group or individualized instruction, laboratory or "hands on" experiences, open entry/open exit, credit by examination). <i>Poor</i> —Instructional approaches in this program do not consider individual student differences. | | | | ✓ | | | |
| 11 | 11. Relevance of Supportive Courses <i>Excellent</i> —Applicable supportive courses (such as anatomy and physiology, technical communications, technical mathematics) are closely coordinated with this program and are kept relevant to program goals and current to the needs of students. <i>Poor</i> —Supportive course content reflects no planned approach to meeting needs of students in this program. | | | | ✓ | | | |
| 12 | 12. Coordination with Other Community Agencies and Educational Programs. <i>Excellent</i> —Effective liaison is maintained with other programs and educational agencies and institutions (such as high schools, other community colleges, four year colleges, area vocational schools, proprietary schools, CETA) to assure a coordinated approach and to avoid duplication in meeting occupational needs of the area or community. <i>Poor</i> —College activities reflect a disinterest in coordination with other programs and agencies having impact on this program. | | | | ✓ | | | |
| 13 | 13. Provision for Work Experience, Cooperative Education or Clinical Experience. <i>Excellent</i> —Ample opportunities are provided for related work experience, cooperative education, or clinical experience for students in this program. Student participation is well coordinated with classroom instruction and employer supervision. <i>Poor</i> —Few opportunities are provided in this program for related work experience, cooperative education, or clinical experience where such participation is feasible. | | | | ✓ | | | |

FACULTY PERCEPTIONS

Key punch instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 Don't know

COMMENTS
 (Please note explanatory remarks or needs for improvement)

PROCESSES (Continued)

| | 1 | 2 | 3 | 4 | 5 | Don't know | COMMENTS |
|--|---|---|---|---|---|------------|--|
| 4. Program Availability and Accessibility 14 <u>Excellent</u> —Students and potential students desiring enrollment in this program are identified through recruitment activities, treated equally in enrollment selection, and not discouraged by unrealistic prerequisites. The program is readily available and accessible at convenient times and locations. <u>Poor</u> —This program is not available or accessible to most students seeking enrollment. Discriminatory selection procedures are practiced. | | | | ✓ | | | off-campus offerings i.e. Grand Rapids should be explored. |
| 5. Provision for the Disadvantaged 15 <u>Excellent</u> —Support services are provided for disadvantaged (such as socioeconomic, cultural, linguistic, academic) students enrolled in this program. Services are coordinated with occupational instruction and results are assessed continuously. <u>Poor</u> —No support services are provided for disadvantaged students enrolled in this program. | | | | ✓ | | | |
| 6. Provision for the Handicapped. 16 <u>Excellent</u> —Support services are provided for handicapped (physical, mental, emotional, and other health impairing handicaps) students enrolled in this program. Facilities and equipment adaptations are made as needed. Services and facilities modifications are coordinated with occupational instruction and results are assessed continuously. <u>Poor</u> —No support services or facilities and equipment modifications are available for handicapped students enrolled in this program. | | | ✓ | | | | |
| 17. Efforts to Achieve Sex Equity 17 <u>Excellent</u> —Emphasis is given to eliminating sex bias and sex stereotyping in this program: staffing, student recruitment, program advisement, and career counseling; access to and acceptance in programs; selection of curricular materials; instruction; job development and placement. <u>Poor</u> —Almost no attention is directed toward achieving sex equity in this program. | | | | | ✓ | | |
| 18. Provision for Program Advisement 18 <u>Excellent</u> —Instructors or other qualified personnel advise students (day, evening, weekend) on program and course selection. Registration procedures facilitate course selection and sequencing. <u>Poor</u> —Instructors make no provision for advising students on course and program selection. | | | | | ✓ | | |
| 9. Provision for Career Planning and Guidance 19 <u>Excellent</u> —Day, evening, and weekend students in this program have ready access to career planning and guidance services. <u>Poor</u> —Little or no provision is made for career planning and guidance services for students enrolled in this program. | | | | | ✓ | | |

FACULTY PERCEPTIONS

PROCESSES (Continued)

| | | | | | | | | COMMENTS (Please note explanatory remarks or needs for im- provement) |
|--|----|---|---|---|---|---|--|--|
| | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | | |
| 4. Program Availability and Accessibility | 14 | | | | | | | |
| <p><u>Excellent</u>—Students and potential students desiring enrollment in this program are identified through recruitment activities, treated equally in enrollment selection, and not discouraged by unrealistic prerequisites. The program is readily available and accessible at convenient times and locations.</p> <p><u>Poor</u>—This program is not available or accessible to most students seeking enrollment. Discriminatory selection procedures are practiced.</p> | | | | | | | | |
| 5. Provision for the Disadvantaged | 15 | | | | | | | |
| <p><u>Excellent</u>—Support services are provided for disadvantaged (such as socioeconomic, cultural, linguistic, academic) students enrolled in this program. Services are coordinated with occupational instruction and results are assessed continuously.</p> <p><u>Poor</u>—No support services are provided for disadvantaged students enrolled in this program.</p> | | | | | | | | |
| 6. Provision for the Handicapped. | 16 | | | | | | | |
| <p><u>Excellent</u>—Support services are provided for handicapped (physical, mental, emotional, and other health impairing handicaps) students enrolled in this program. Facilities and equipment adaptations are made as needed. Services and facilities modifications are coordinated with occupational instruction and results are assessed continuously.</p> <p><u>Poor</u>—No support services or facilities and equipment modifications are available for handicapped students enrolled in this program.</p> | | | | | | | | |
| 7. Efforts to Achieve Sex Equity | 17 | | | | | | | |
| <p><u>Excellent</u>—Emphasis is given to eliminating sex bias and sex stereotyping in this program: staffing, student recruitment, program advisement, and career counseling; access to and acceptance in programs; selection of curricular materials; instruction; job development and placement.</p> <p><u>Poor</u>—Almost no attention is directed toward achieving sex equity in this program.</p> | | | | | | | | |
| 8. Provision for Program Advisement | 18 | | | | | | | |
| <p><u>Excellent</u>—Instructors or other qualified personnel advise students (day, evening, weekend) on program and course selection. Registration procedures facilitate course selection and sequencing.</p> <p><u>Poor</u>—Instructors make no provision for advising students on course and program selection.</p> | | | | | | | | |
| 9. Provision for Career Planning and Guidance | 19 | | | | | | | |
| <p><u>Excellent</u>—Day, evening, and weekend students in this program have ready access to career planning and guidance services.</p> <p><u>Poor</u>—Little or no provision is made for career planning and guidance services for students enrolled in this program.</p> | | | | | | | | |

Court & Freelance Reporting Program

APRC 1992-1993

section 3 of 3

FACULTY PERCEPTIONS

Key punch instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 Don't Know

COMMENTS
 (Please note explanatory remarks or needs for improvement)

PROCESSES (Continued)

| | | | | | | | | |
|---|----|--|---|--|--|---|--|--|
| <p>20. Adequacy of Career Planning and Guidance 20</p> <p><u>Excellent</u>—Instructors or other qualified personnel providing career planning and guidance services have current and relevant occupational knowledge and use a variety of resources (such as printed materials, audiovisuals, job observation) to meet individual student career objectives.</p> <p><u>Poor</u>—Career planning and guidance services are ineffective and staffed with personnel who have little occupational knowledge.</p> | 20 | | | | | ✓ | | |
| <p>21. Provision for Employability Information. 21</p> <p><u>Excellent</u>—This program includes information which is valuable to students as employees (on such topics as employment opportunities and future potential, starting salary, benefits, responsibilities and rights).</p> <p><u>Poor</u>—Almost no emphasis is placed on providing information important to students as employees.</p> | 21 | | | | | ✓ | | |
| <p>22. Placement Effectiveness for Students in this Program 22</p> <p><u>Excellent</u>—The college has an effectively functioning system for locating jobs and coordinating placement for students in this program.</p> <p><u>Poor</u>—The college has no system or an ineffective system for locating jobs and coordinating placement for occupational students enrolled in this program.</p> | 22 | | | | | ✓ | | |
| <p>23. Student Follow-up System 23</p> <p><u>Excellent</u>—Success and failure of program leavers and completers are assessed through periodic follow-up studies. Information learned is made available to instructors, students, advisory committee members and others concerned (such as counselors) and is used to modify this program.</p> <p><u>Poor</u>—No effort is made to follow up former students of this program.</p> | 23 | | | | | ✓ | | |
| <p>24. Promotion of this Occupational Program 24</p> <p><u>Excellent</u>—An active and organized effort is made to inform the public and its representatives (such as news media, legislators, board, business community) of the importance of providing effective and comprehensive occupational education and specific training for this occupation to gain community support.</p> <p><u>Poor</u>—There is no organized public information effort for this program.</p> | 24 | | ✓ | | | | | |

RESOURCES

| | | | | | | | | |
|--|----|--|--|--|--|---|--|--|
| <p>25. Provision for Leadership and Coordination 25</p> <p><u>Excellent</u>—Responsibility, authority, and accountability for this program are clearly identified and assigned. Administrative effectiveness is achieved in planning, managing, and evaluating this program.</p> <p><u>Poor</u>—There are no clearly defined lines of responsibility, authority, and accountability for this program.</p> | 25 | | | | | ✓ | | |
|--|----|--|--|--|--|---|--|--|

FACULTY PERCEPTIONS

PROCESSES (Continued)

O. Adequacy of Career Planning and Guidance

Excellent—Instructors or other qualified personnel providing career planning and guidance services have current and relevant occupational knowledge and use a variety of resources (such as printed materials, audiovisuals, job observation) to meet individual student career objectives.

Poor—Career planning and guidance services are ineffective and staffed with personnel who have little occupational knowledge.

20

Key/punch Instructions
1 Poor 2 Below Expectations 3 Acceptable 4 Good 5 Excellent Don't Know

COMMENTS
(Please note explanatory remarks or needs for improvement)

1. Provision for Employability Information.

Excellent—This program includes information which is valuable to students as employees (on such topics as employment opportunities and future potential, starting salary, benefits, responsibilities and rights).

Poor—Almost no emphasis is placed on providing information important to students as employees.

21

2. Placement Effectiveness for Students in this Program

Excellent—The college has an effectively functioning system for locating jobs and coordinating placement for students in this program.

Poor—The college has no system or an ineffective system for locating jobs and coordinating placement for occupational students enrolled in this program.

22

3. Student Follow-up System

Excellent—Success and failure of program leavers and completers are assessed through periodic follow-up studies. Information learned is made available to instructors, students, advisory committee members and others concerned (such as counselors) and is used to modify this program.

Poor—No effort is made to follow up former students of this program.

23

4. Promotion of this Occupational Program

Excellent—An active and organized effort is made to inform the public and its representatives (such as news media, legislators, board, business community) of the importance of providing effective and comprehensive occupational education and specific training for this occupation to gain community support.

Poor—There is no organized public information effort for this program.

24

RESOURCES

1. Provision for Leadership and Coordination

Excellent—Responsibility, authority, and accountability for this program are clearly identified and assigned. Administrative effectiveness is achieved in planning, managing, and evaluating this program.

Poor—There are no clearly defined lines of responsibility, authority, and accountability for this program.

25

FACULTY PERCEPTIONS

| | | Key/punch | Poor | Below | Expectations | Acceptable | Good | Excellent | COMMENTS (Please note explanatory remarks or needs for improvement) |
|--|----|-----------|------|-------|--------------|------------|------|-----------|---|
| | | 1 | 2 | 3 | 4 | 5 | | | |
| RESOURCES (Continued) | | | | | | | | | |
| 26. Qualifications of Administrators and/or Supervisors | 26 | | | | | | ✓ | | |
| <p><u>Excellent</u>—All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability. They are knowledgeable in and committed to occupational education.</p> <p><u>Poor</u>—Persons responsible for directing and coordinating this program have little administrative training, education, and experience.</p> | | | | | | | | | |
| 27. Instructional Staffing | 27 | | | | | | ✓ | | |
| <p><u>Excellent</u>—Instructional staffing for this program is sufficient to permit optimum program effectiveness (such as through enabling instructors to meet individual student needs, providing liaison with advisory committees, and assisting with placement and follow-up activities).</p> <p><u>Poor</u>—Staffing is inadequate to meet the needs of this program effectively.</p> | | | | | | | | | |
| 28. Qualifications of Instructional Staff | 28 | | | | | ✓ | | | One faculty will qualify for the CRI (Certified Reporting Instructor) as awarded by the National Court Reporters Assoc. in October of 1993. |
| <p><u>Excellent</u>—Instructors in this program have two or more years in relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence.</p> <p><u>Poor</u>—Few instructors in this program have relevant employment experience or current competence in their field.</p> | | | | | | | | | |
| 29. Professional Development Opportunities | 29 | | | | | ✓ | | | |
| <p><u>Excellent</u>—The college encourages and supports the continuing professional development of faculty through such opportunities as conference attendance, curriculum development, work experience.</p> <p><u>Poor</u>—The college does not encourage or support professional development of faculty.</p> | | | | | | | | | |
| 30. Use of Instructional Support Staff | 30 | | | | | ✓ | | | |
| <p><u>Excellent</u>—Paraprofessionals (such as aides, laboratory assistants) are used when appropriate to provide classroom help to students and to ensure maximum effectiveness of instructors in the program.</p> <p><u>Poor</u>—Little use is made of instructional support staff in this program.</p> | | | | | | | | | |
| 31. Use of Clerical Support Staff | 31 | | | | | | ✓ | | |
| <p><u>Excellent</u>—Office and clerical assistance is available to instructors in this program and used to ensure maximum effectiveness of instructors.</p> <p><u>Poor</u>—Little or no office and clerical assistance is available to instructors; ineffective use is made of clerical support staff.</p> | | | | | | | | | |
| 32. Adequacy and Availability of Instructional Equipment. | 32 | | ✓ | | | | | | Current state-of-the-art computer hardware + software technologies inaccess. Typewriter use in transcription should be eliminated. |
| <p><u>Excellent</u>—Equipment used on or off campus for this program is current, representative of that used on jobs for which students are being trained, and in sufficient supply to meet the needs of students.</p> <p><u>Poor</u>—Equipment for this program is outmoded and in insufficient quantity to support quality instruction.</p> | | | | | | | | | |

FACULTY PERCEPTIONS

| RESOURCES (Continued) | 1 | 2 | 3 | 4 | 5 | COMMENTS (Please note explanatory remarks or needs for improvement) | |
|---|----|---|---|---|---|--|-----------------------|
| | | | | | | | Keypunch Instructions |
| 6. Qualifications of Administrators and/or Supervisors <i>Excellent</i> —All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability. They are knowledgeable in and committed to occupational education. <i>Poor</i> —Persons responsible for directing and coordinating this program have little administrative training, education, and experience. | 26 | | | | | ✓ | |
| 7. Instructional Staffing <i>Excellent</i> —Instructional staffing for this program is sufficient to permit optimum program effectiveness (such as through enabling instructors to meet individual student needs, providing liaison with advisory committees, and assisting with placement and follow-up activities). <i>Poor</i> —Staffing is inadequate to meet the needs of this program effectively. | 27 | | | ✓ | | | |
| 8. Qualifications of Instructional Staff <i>Excellent</i> —Instructors in this program have two or more years in relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence. <i>Poor</i> —Few instructors in this program have relevant employment experience or current competence in their field. | 28 | | | ✓ | | | |
| 9. Professional Development Opportunities <i>Excellent</i> —The college encourages and supports the continuing professional development of faculty through such opportunities as conference attendance, curriculum development, work experience. <i>Poor</i> —The college does not encourage or support professional development of faculty. | 29 | | | | ✓ | | |
| 10. Use of Instructional Support Staff <i>Excellent</i> —Paraprofessionals (such as aides, laboratory assistants) are used when appropriate to provide classroom help to students and to ensure maximum effectiveness of instructors in the program. <i>Poor</i> —Little use is made of instructional support staff in this program. | 30 | | | ✓ | | | |
| 11. Use of Clerical Support Staff <i>Excellent</i> —Office and clerical assistance is available to instructors in this program and used to ensure maximum effectiveness of instructors. <i>Poor</i> —Little or no office and clerical assistance is available to instructors; ineffective use is made of clerical support staff. | 31 | | | | ✓ | | |
| 12. Adequacy and Availability of Instructional Equipment. <i>Excellent</i> —Equipment used on or off campus for this program is current, representative of that used on jobs for which students are being trained, and in sufficient supply to meet the needs of students. <i>Poor</i> —Equipment for this program is outmoded and in insufficient quantity to support quality instruction. | 32 | | | | ✓ | | |

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

| | | | | | | |
|-----------------------|------|--------------------|------------|------|-----------|------------|
| Keypunch Instructions | Poor | Below Expectations | Acceptable | Good | Excellent | Don't Know |
| 1 | 2 | 3 | 4 | 5 | | |

COMMENT
(Please note any remarks or need for improvement)

RESOURCES (Continued)

| | | | | | | | | | |
|--|----|--|---|---|--|---|---|--|---|
| <p>33. Maintenance and Safety of Instructional Equipment <u>Excellent</u>—Equipment used for this program is operational, safe, and well maintained. <u>Poor</u>—Equipment used for this program is often not operable and is unsafe.</p> | 33 | | | | | | | | |
| <p>34. Adequacy of Instructional Facilities <u>Excellent</u>—Instructional facilities (excluding equipment) meet the program objectives and student needs, are functional and provide maximum flexibility and safe working conditions. <u>Poor</u>—Facilities for this program generally are restrictive, disfunctional, or overcrowded.</p> | 34 | | ✓ | | | | | | Typewriters use needs to be eliminated. |
| <p>35. Scheduling of Instructional Facilities <u>Excellent</u>—Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction. <u>Poor</u>—Facilities and equipment for this program are significantly under- or over-scheduled.</p> | 35 | | ✓ | | | | | | Transcription skills are better developed using CAT |
| <p>36. Adequacy and Availability of Instructional Materials and Supplies <u>Excellent</u>—Instructional materials and supplies are readily available and in sufficient quantity to support quality instruction. <u>Poor</u>—Materials and supplies in this program are limited in amount, generally outdated, and lack relevance to program and student needs.</p> | 36 | | | ✓ | | | | | Software on PC's and students have access to the material |
| <p>37. Adequacy and Availability of Learning Resources <u>Excellent</u>—Learning resources for this program are available and accessible to students, current and relevant to the occupation, and selected to avoid sex bias and stereotyping. <u>Poor</u>—Learning resources for this program are outdated, limited in quantity, and lack relevance to the occupation.</p> | 37 | | | | | ✓ | | | of-the-art software we have recently received |
| <p>38. Use of Advisory Committees <u>Excellent</u>—The advisory committee for this program is active and representative of the occupation. <u>Poor</u>—The advisory committee for this program is not representative of the occupation and rarely meets.</p> | 38 | | | | | ✓ | | | Committee recently revitalized with new representatives |
| <p>39. Provisions in Current Operating Budget <u>Excellent</u>—Adequate funds are allocated in the college operating budget to support achievement of approved program objectives. Allocations are planned to consider instructor budget input. <u>Poor</u>—Funds provided are seriously inadequate in relation to approved objectives for this program.</p> | 39 | | | | | | ✓ | | |
| <p>40. Provisions in Capital Outlay Budget for Equipment <u>Excellent</u>—Funds are allocated in a planned effort to provide for needed new equipment and for equipment replacement and repair, consistent with the objectives for this program and based on instructor input. <u>Poor</u>—Equipment needs in this program are almost totally unmet in the capital outlay budget.</p> | 40 | | ✓ | | | | | | Need more exposure to CAT software on P.C.'s 86 |

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

| | | | | | | |
|------------------------|------|--------------------|------------|------|-----------|------------|
| Key punch Instructions | Poor | Below Expectations | Acceptable | Good | Excellent | Don't Know |
| 1 | 2 | 3 | 4 | 5 | | |

COMMENTS
(Please note explanatory remarks or needs for improvement)

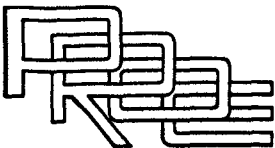
| RESOURCES (Continued) | | 1 | 2 | 3 | 4 | 5 | |
|---|----|---|---|---|---|---|---|
| 3. Maintenance and Safety of Instructional Equipment <i>Excellent</i> —Equipment used for this program is operational, safe, and well maintained. <i>Poor</i> —Equipment used for this program is often not operable and is unsafe. | 33 | | | | X | | |
| 4. Adequacy of Instructional Facilities <i>Excellent</i> —Instructional facilities (excluding equipment) meet the program objectives and student needs, are functional and provide maximum flexibility and safe working conditions. <i>Poor</i> —Facilities for this program generally are restrictive, disfunctional, or overcrowded. | 34 | | | | | X | |
| 5. Scheduling of Instructional Facilities <i>Excellent</i> —Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction. <i>Poor</i> —Facilities and equipment for this program are significantly under- or over-scheduled. | 35 | | | | | X | |
| 6. Adequacy and Availability of Instructional Materials and Supplies <i>Excellent</i> —Instructional materials and supplies are readily available and in sufficient quantity to support quality instruction. <i>Poor</i> —Materials and supplies in this program are limited in amount, generally outdated, and lack relevance to program and student needs. | 36 | | | | | X | |
| 7. Adequacy and Availability of Learning Resources <i>Excellent</i> —Learning resources for this program are available and accessible to students, current and relevant to the occupation, and selected to avoid sex bias and stereotyping. <i>Poor</i> —Learning resources for this program are outdated, limited in quantity, and lack relevance to the occupation. | 37 | | | | | X | |
| 8. Use of Advisory Committees <i>Excellent</i> —The advisory committee for this program is active and representative of the occupation. <i>Poor</i> —The advisory committee for this program is not representative of the occupation and rarely meets. | 38 | X | | | | | COMMUNICATION WITH THIS GROUP IS NOT DONE ON A GROUP MEETING BA |
| 9. Provisions in Current Operating Budget <i>Excellent</i> —Adequate funds are allocated in the college operating budget to support achievement of approved program objectives. Allocations are planned to consider instructor budget input. <i>Poor</i> —Funds provided are seriously inadequate in relation to approved objectives for this program. | 39 | | | X | | | |
| 10. Provisions in Capital Outlay Budget for Equipment <i>Excellent</i> —Funds are allocated in a planned effort to provide for needed new equipment and for equipment replacement and repair, consistent with the objectives for this program and based on instructor input. <i>Poor</i> —Equipment needs in this program are almost totally unmet in the capital outlay budget. | 40 | | | X | | | |

**COURT AND FREELANCE REPORTING PROGRAM
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APPENDIX A.7 Advisory Committee Study

This study is on-going.



College _____

Advisory Committee
(Specify field) _____

ADVISORY COMMITTEE PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

INSTRUCTIONS: Rate each item using the following guide:

- EXCELLENT means nearly ideal, top 5 to 10%
- GOOD is a strong rating, top one-third
- ACCEPTABLE is average, the middle-third
- BELOW EXPECTATIONS is only fair, bottom one-third
- POOR is seriously inadequate, bottom 5 to 10%

A comment column has been provided if you wish to explain your rating.

| | Keypunch | Poor | Below | Acceptable | Good | Excellent | COMMENTS |
|---|--------------|------|-------|------------|------|-----------|----------|
| | Instructions | 1 | 2 | 3 | 4 | 5 | |
| Please rate each item below: | | | | | | | |
| 1. Instructional program content and quality are: | | | | | | | |
| •Based on performance objectives that represent job skills and knowledges required for successful entry level employment. | 1 | | | | | | |
| •Designed to provide students with practical job application experience. | 2 | | | | | | |
| •Responsive to upgrading and retraining needs of employed persons. | 3 | | | | | | |
| •Periodically reviewed and revised to keep current with changing job practices and technology. | 4 | | | | | | |
| 2. Instructional equipment is: | | | | | | | |
| •Well maintained. | 5 | | | | | | |
| •Current and representative of that used on the job. | 6 | | | | | | |
| 3. Instructional facilities: | | | | | | | |
| •Provide adequate lighting, ventilation, heating, power, and other utilities. | 7 | | | | | | |
| •Allocate sufficient space to support quality instruction. | 8 | | | | | | |
| •Meet essential health and safety standards. | 9 | | | | | | |
| 4. Placement: | | | | | | | |
| •Services are available to students completing the program. | 10 | | | | | | |
| •Job opportunities exist for students completing the program or leaving with marketable skills. | 11 | | | | | | |
| 5. Follow-up studies on program completers and leavers (Students with marketable skills): | | | | | | | |
| •Demonstrate that students are prepared for entry level employment. | 12 | | | | | | |
| •Collect information on job success and failure of former students. | 13 | | | | | | 89 |
| •Provide information used to review and, where warranted, revise the program. | 14 | | | | | | |

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APPENDIX A.8 Student Testing (Certification) Data

CSR EXAM
October, 1992
Chief Examiner's Report

| | |
|---|----|
| First Timers taking both sections | 39 |
| First Timers passing both sections | 2 |
| First Timers passing skills only | 1 |
| First Timers passing WKT only | |
| First Timers not transcribing | 10 |
| Retakers taking both sections | 20 |
| Retakers passing both sections | 0 |
| Retakers taking both, passing skills only | 2 |
| Retakers taking skills only | 88 |
| Retakers passing skills | 8 |
| Retakers taking WKT only | 7 |
| Retakers passing WKT | 6 |
| First Timers taking WKT only | 2 |
| First Timers passing WKT | 2 |
| First Timers not transcribing | 10 |
| Retesters not transcribing | 11 |
| Retester no shows | 9 |

SKILLS SCORES

Candidates who passed.

Errors allowed: JC 50, QA 56, LT 45

- 50,39,42
- 50,47,45
- 37,29,29
- 50,22,38
- 36,31,45
- 36,22,13
- 37,35,45
- 49,21,33
- 37,31,34
- 37,22,45
- 49,29,45
- 50,45,45
- 29,41,43
- 50,27,45
- 41,21,42
- 42,54,10
- 49,25,45
- 50,24,42
- 50,08,22
- 38,21,19
- 40,33,45

WKT SCORES

Candidates who passed.

125 questions. 100 to pass.

- 122
- 119
- 118
- 115 (2)
- 114 (2)
- 113 (2)
- 112 (2)
- 111
- 109 (3)
- 108
- 107 (2)
- 106 (5)
- 105 (3)
- 104 (5)
- 103
- 102 (2)
- 101 (2)
- 100 (3)

SCHOOLS REPRESENTED

| | Applicants | Passing Both, | Skills, | WKT |
|---|------------|---------------|----------------|-----|
| Macomb Academy of Court Reporting | 9 | 0 | 0 | 6 |
| Elsa Cooper Institute of Court Reporting | 5 | 1 | 0 | 3 |
| Macomb Community College | 6 | 0 | 0 | 4 |
| Lansing Community College | 5 | 0 | 1 | 2 |
| Ferris State University | 6 | 0 | 4 ¹ | 5 |
| Oakland Community College | 1 | 0 | 1 | 0 |
| Schoolcraft College | 1 | 0 | 0 | 0 |
| Dorothy Hall School of Court Reporting | 1 | 0 | 0 | 1 |
| Out-of-state school | 1 | 1 | 0 | 0 |

APPLICANTS WHO PASSED

Passing WKT to complete certification:

Beth Chase
Heidi Cook
Lori Carranza
Janette Hert
Tierney Mackin
Jacqueline Miller-Elkins
Thomas O'Meara, Jr.
Autumn Seal

Passing both Skills and WKT:

Elizabeth Ellsworth
John J. Slatin, Jr.

Passing Skills to complete certification:

Kimberly Grant
Karen Fortna
Elaine Mada
Nikola Marquardt
Jackie McRobert
Amanda Miller
Susan Nawrot
Margaret Pedenelli
Anne Reichle
Kay Pierce
Robert Smith
Peggy Stanley
Randee Sharfman
Jacqueline Warder

(05 applicants passed Skills portion but not WKT.)
(18 applicants passed WKT portion but not Skills.)
(02 applicants waived Skills and passed WKT.)
(14 applicants failed both sections.)

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APPENDIX A.9 Labor Market Analysis

Labor Market Analysis data are contained in Section 4.9.

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APPENDIX A.10 Evaluation of Facilities and Equipment Survey

See Faculty Perceptions Survey, items 32 - 36.

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APPENDIX A.11 Curriculum Review - Current Checksheets

Name of Student _____ Date _____

Name of Advisor _____ Expected Date of Graduation _____

FERRIS STATE UNIVERSITY

A.A.S. Degree in

COURT AND FREELANCE REPORTING

FIRST YEARFirst Quarter

| | | |
|-----------------------------|-----------|-------|
| 111 English 1 | 3 | _____ |
| 101 Machine Shorthand 1 | 6 | _____ |
| 121 Fund. of Public Spk. OR | | |
| 105 Fund. of Interpersonal | | |
| Communications | 4 | _____ |
| Physical Education | 1 | _____ |
| | <u>14</u> | |

Second Quarter

| | | |
|------------------------------|-----------|-------|
| 112 English 2 | 3 | _____ |
| 102 Machine Shorthand 2 | 6 | _____ |
| 121 Prin. of American Gov. 1 | 3 | _____ |
| 123 Typewriting 3 | 3 | _____ |
| Physical Education | 1 | _____ |
| | <u>16</u> | |

Third Quarter

| | | |
|-----------------------------|-----------|-------|
| 221 Elementary Business Law | 4 | _____ |
| 103 Machine Shorthand 3 | 6 | _____ |
| 111 Transcription 1 | 3 | _____ |
| Humanities Elective | 3 | _____ |
| Physical Education | 1 | _____ |
| | <u>17</u> | |

Fourth Quarter

| | | |
|---------------------------------|-----------|-------|
| 211 Transcription 2 | 3 | _____ |
| 221 Literary-Jury Chg. Dict. | 6 | _____ |
| 137 Intro. to Court, Freelance, | | |
| and Deposition Rep. | 3 | _____ |
| 110 Business Comm. 1 | 3 | _____ |
| 202 Medical Terminology | 2 | _____ |
| | <u>17</u> | |

SECOND YEARFirst Quarter

| | | |
|-----------------------------|-----------|-------|
| CFR 230 Legal Procedures | 4 | _____ |
| CFR 222 Testimony-Jury Chg. | 9 | _____ |
| BIO 105 Basic Human Anatomy | | |
| and Physiology | 5 | _____ |
| | <u>18</u> | |

Second Quarter

| | | |
|------------------------------|-----------|-------|
| CFR 322 Moot Court | 2 | _____ |
| CFR 223 Advanced Legal Dict. | 9 | _____ |
| SOC 221 Intro. Sociology | 4 | _____ |
| CFR 212 Transcription 3 | 3 | _____ |
| | <u>18</u> | |

Third Quarter

| | | |
|-----------------------------|--------------|-------|
| CFR 270 Coop. Education | 8 | _____ |
| CFR 271 Coop. Ed. Project | 4 | _____ |
| *OR CFR 260 Int. Speed Dev. | 6 | _____ |
| | <u>12-14</u> | |

Fourth Quarter

| | | |
|------------------------------|-----------|-------|
| CFR 311 Transcription 4 | 3 | _____ |
| CFR 324 High Speed Reporting | | |
| Literary Dict. | 3 | _____ |
| CFR 325 High Speed Reporting | | |
| Jury Charge Dict. | 3 | _____ |
| CFR 326 High Speed Reporting | | |
| Testimony Dict. | 3 | _____ |
| ACT 201 Prin. of Fin. Act. 1 | 4 | _____ |
| | <u>16</u> | |

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APPENDIX A.12 Internship Performance Evaluation Survey

The responses of seven (7) CFR student co-op supervisors to items on the Supervisor's Evaluation of Cooperative Student instrument are summarized below.

| Item/Scale | Freq | Percent |
|---------------------------------------|----------|------------|
| RELATIONS WITH OTHERS | | |
| Exceptionally well accepted | 5 | 71.4 |
| Works well with others | 2 | 28.6 |
| Gets along satisfactorily | 0 | 0.0 |
| Has some difficulty working others | 0 | 0.0 |
| Works very poorly with others | 0 | 0.0 |
| TOTAL | 7 | 100 |
| JUDGMENT | | |
| Exceptionally mature | 1 | 14.3 |
| Above average in making decisions | 5 | 71.4 |
| Usually makes the right decision | 1 | 14.3 |
| Often uses poor judgment | 0 | 0.0 |
| Consistently uses bad judgment | 0 | 0.0 |
| TOTAL | 7 | 100 |
| ABILITY TO LEARN | | |
| Learns very quickly | 4 | 57.1 |
| Learns readily | 2 | 28.6 |
| Average in learning | 1 | 14.3 |
| Rather slow to learn | 0 | 0.0 |
| Very slow to learn | 0 | 0.0 |
| TOTAL | 7 | 100 |
| ATTITUDE - APPLICATION TO WORK | | |
| Outstanding in enthusiasm | 3 | 42.9 |
| Very interested and industrious | 4 | 57.1 |

| | | |
|-----------------------------------|-------|-------|
| Average in diligence and interest | 0 | 0.0 |
| Somewhat indifferent | 0 | 0.0 |
| Definitely not interested | 0 | 0.0 |
| ----- | ----- | ----- |
| TOTAL | 7 | 100 |

DEPENDABILITY

| | | |
|----------------------------------|-------|-------|
| Completely dependable | 4 | 57.1 |
| Above average in dependability | 3 | 42.9 |
| Usually dependable | 0 | 0.0 |
| Sometimes neglectful or careless | 0 | 0.0 |
| Unreliable | 0 | 0.0 |
| ----- | ----- | ----- |
| TOTAL | 7 | 100 |

QUALITY

| | | |
|---------------|-------|-------|
| Excellent | 3 | 50.0 |
| Very good | 1 | 16.7 |
| Average | 2 | 33.3 |
| Below average | 0 | 0.0 |
| Very poor | 0 | 0.0 |
| ----- | ----- | ----- |
| TOTAL | 6 | 100 |

ATTENDANCE

| | | |
|-----------|-------|-------|
| Regular | 5 | 83.3 |
| Irregular | 1 | 16.7 |
| ----- | ----- | ----- |
| TOTAL | 6 | 100 |

PUNCTUALITY

| | | |
|-----------|-------|-------|
| Regular | 6 | 85.7 |
| Irregular | 1 | 14.3 |
| ----- | ----- | ----- |
| TOTAL | 7 | 100 |

Supervisor's Evaluation of Cooperative Student

Student's Name _____ Date 11-12-92

Supervisor's Name _____
Position Judge Mester - Oakland Circuit

- RELATIONS WITH OTHERS**
- Exceptionally well accepted
 - Works well with others
 - Gets along satisfactorily
 - Has some difficulty working with others
 - Works very poorly with others

- ATTITUDE - APPLICATION TO WORK**
- Outstanding in enthusiasm
 - Very interested and industrious
 - Average in diligence and interest
 - Somewhat indifferent
 - Definitely not interested

Comments: _____

Bored with some of the Court work. Understandable.

- JUDGMENT**
- Exceptionally mature
 - Above average in making decisions
 - Usually makes the right decision
 - Often uses poor judgment
 - Consistently uses bad judgment

- DEPENDABILITY**
- Completely dependable
 - Above average in dependability
 - Usually dependable
 - Sometimes neglectful or careless
 - Unreliable

Comments: _____

- ABILITY TO LEARN**
- Learns very quickly
 - Learns readily
 - Average in learning
 - Rather slow to learn
 - Very slow to learn

- QUALITY**
- Excellent
 - Very good
 - Average
 - Below average
 - Very poor

Comments: _____

- PUNCTUALITY**
- Regular
 - Irregular

late a couple times

Comments: _____

from lunch and in morning

How well do you feel the co-operative student worked with others while serving internship? Very polite - a little shy - stuck to herself

What was your impression of the student's attitude toward assigned tasks? Good.

How would you describe the student's knowledge and performance relative to the tasks assigned? Good - Speed ability not quite there.

Do you feel the student demonstrated good time management skills? Did she/he manage them to achieve a high level of productivity? Yes

Were you able to see the student's technical growth during the time she spent with you? Did she seem to have a better understanding of the procedures, policies and terminology used within your courtroom? Yes - became more outgoing.

How would you rate the student's overall effectiveness at this point in their development? Good - Needs to work on Speed & assertiveness.

When comparing the student's performance relative to expectations, your evaluation would be described as: Very Good

What areas do you feel the student should be more proficient? Specifically, what can Ferris implement or stress more strongly in their court and freelance reporting to augment the skills needed to enter the reporting field? Skill - Speed - assertiveness.

Have you been able to supervise co-operative students from other reporting programs in the state in addition to working with this student from Ferris?

No

If so, from what other programs and how did Ferris' interns fare when compared to these students from other programs?

N/A

In what areas do you feel the Ferris student was deficient when compared to students entering the field from other schools? Please give the specific schools and the specific skills that they are enabling the students to perform.

N/A

In what areas do you feel the Ferris student excelled, when compared to students entering the field from other schools? What is Ferris doing that is unique compared to other programs found in the state?

N/A

In your opinion, how would the closure of the Court and Freelance Reporting program at Ferris State University affect the court reporting profession in Michigan? I feel it would be detrimental - a

year program is very important - need more long-term programs. Quality of reporters coming out
How do you feel the technologies of audio and video recording will affect the court reporting profession in general; and specifically, how do you envision these technologies affecting your reporting in your area? Replacement of reporters with video equipment in courtrooms. My job will not be affected as long as I wish to stay. Reporters may need to use higher level of skills take on different responsibilities - provide better service.

What suggestions and/or comments might you have regarding the way this internship is organized that might enrich the experience for the student, and/or make it a better experience for the supervisor?

N/A

Based on this experience, would you be willing to serve as a supervisor for a Ferris co-op student in the future? Yes

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APPENDIX A.13 Technology Impact Survey

College of Business
Ferris State University
Big Rapids, MI 49307

[inside address]

February 2, 1993

Dear [name]:

Help us shape the future of the Ferris State University Court and Freelance Reporting program. As you might know, Ferris offers a two year degree in court and freelance reporting. Our graduates are employed in courts and freelance firms throughout Michigan. The current court reporting program at Ferris includes intensive state-of-the-art training in computer-aided transcription (CAT). In recent years, alternative technologies, such as audio-recording (AT) and video-recording (VT), have emerged.

Your opinions on the current use of CAT, AT, and VT technologies are vital in our efforts to assess and respond to current trends in the use of these technologies. Therefore, we are asking you to take about fifteen minutes to complete the enclosed survey on the applicablity of CAT, AT, and VT technologies to record Michigan legal proceedings.

Your own responses will be kept confidential. However, if you would like to receive a statistical summary of the survey results, or offer commentary, please contact Professor Brendalee Boss, member of the Court and Freelance Reporting Review Committee, at (616) 592-2451.

Along with the survey, you will find a postage-paid return envelope. Please return the completed survey by ~~February 19,~~ 1993.

Sincerely,

Michael C. Cooper, Ph.D.
Chair, Court and Freelance Reporting Review Committee

enclosures

SURVEY ON THE USE OF TECHNOLOGY
IN
COURT AND FREELANCE REPORTING

Currently, transcripts of legal proceedings (i.e. transcripts or recordings) are produced by reporters using three alternative technologies: audio-recording technology (AT), video-recording technology (VT), or live reporting with computer-aided technology (CAT).

1. Please circle the numbers which best indicate your predictions regarding changes over the next five years in the demand for reporters in AT, VT, and CAT technologies:

----- FUTURE CHANGES IN DEMAND -----

| TECHNOLOGIES | High Decrease | Moderate Decrease | No Change | Moderate Increase | High Increase |
|--------------|------------------|----------------------|--------------|----------------------|------------------|
| a. AT | 1 | 2 | 3 | 4 | 5 |
| b. VT | 1 | 2 | 3 | 4 | 5 |
| c. CAT | 1 | 2 | 3 | 4 | 5 |

The State of Michigan presently requires certification of reporters utilizing CAT or AT technology, and is developing certification requirements for reporters utilizing VT technology. However, reporters are generally trained in only one of these three competing technologies.

Clearly, multi-certified reporters could offer a wider array of services than single-certified reporters. However, multiple certification would certainly increase the cost and length of required training, and perhaps also the cost of employing multi-certified reporters. Please consider these observations when responding to questions two (2) and three (3).

2. Would you be willing to incur a reasonable increase in reporting costs (e.g. increased reporter wages/fees) in order to obtain the expanded services of a multi-certified reporter?

- a. definitely yes,
- b. probably yes,
- c. borderline yes/no,
- d. probably no,
- e. definitely no,
- f. no opinion.

PLEASE REPORT THE RATIONALE FOR YOUR RESPONSE TO ITEM 2:

3. Considering your own view of the costs, benefits, and future of court reporting (vis-a-vis AT, VT and CAT), if you could choose, which of the following training programs would you choose for yourself or for a future reporter?

(Circle only ONE)

- a. College level program in AT,
- b. College level program in VT,
- c. College level program in CAT,
- d. College level program in AT and CAT,
- e. College level program in VT and CAT,
- g. College level program in AT and VT,
- h. College level program in AT, VT, and CAT,
- i. Other (please describe): _____.

PLEASE REPORT THE RATIONALE FOR YOUR RESPONSE TO ITEM 3:

4. Please circle the numbers which best indicate your overall degree of expertise (knowledge) in the following reporting technologies:

| ----- YOUR EXPERTISE ----- | | | | |
|----------------------------|------|-----|----------|------|
| TECHNOLOGIES | None | Low | Moderate | High |
| ----- | ---- | --- | ----- | ---- |
| a. AT | 1 | 2 | 3 | 4 |
| b. VT | 1 | 2 | 3 | 4 |
| c. CAT | 1 | 2 | 3 | 4 |

When answering questions five (5) through seven (7), please refer to the transcripts produced under the direction of your organization.

5. About three (3) years ago, approximately (please record four percentages that sum to 100%):

- a. _____ % of our transcripts had been AT produced,
 - b. _____ % of our transcripts had been VT produced,
 - c. _____ % of our transcripts had been CAT produced,
 - d. _____ % of our transcripts had been produced by other methods.
- 100 %

6. At the present time, approximately (please record four percentages that sum to 100%):

- a. _____ % of our transcripts are AT produced,
 - b. _____ % of our transcripts are VT produced,
 - c. _____ % of our transcripts are CAT produced,
 - d. _____ % of our transcripts are produced by other methods.
- 100 %

7. In about three (3) years, approximately (please record four percentages that sum to 100%):

- a. _____ % of our transcripts will be AT produced,
 - b. _____ % of our transcripts will be VT produced,
 - c. _____ % of our transcripts will be CAT produced,
 - d. _____ % of our transcripts will be produced by other methods.
- 100 %

When answering questions eight (8) through ten (10), please consider the reporters employed or contracted by your organization.

8. About how many reporters currently employed or contracted by your organization now produce transcripts primarily from (please answer parts (a) to (e); record zeros where appropriate):

- a. Audio technology (AT)?....._____,
- b. Video technology (VT)?....._____,
- c. Live reporting with computer-aided technology (CAT)?_____,
- d. Live reporting without computer-aided technology? _____,
- e. Other methods?....._____.

9. Three years ago how many of the reporters you employed or contracted produced transcripts primarily from (please answer parts (a) to (e); record zeros where appropriate):

- a. Audio technology (AT)?....._____,
- b. Video technology (VT)?....._____,
- c. Live reporting with computer-aided technology (CAT)?_____,
- d. Live reporting without computer-aided technology? _____,
- e. Other methods?....._____.

10. Three years from now, about how many reporters employed or contracted by your organization will be producing transcripts primarily from (please answer parts (a) to (e); record zeros where appropriate):

- a. Audio technology (AT)?....._____.
- b. Video technology (VT)?....._____.
- c. Live reporting with computer-aided technology (CAT)?_____.
- d. Live reporting without computer-aided technology? _____.
- e. Other methods?....._____.

- THANK YOU -

COURT AND FREELANCE REPORTING PROGRAM
COLLEGE OF BUSINESS
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PROGRAM REVIEW PANEL
FINAL REPORT

ATTACHMENT A

ATTACHMENT A

I.A.

CFR Program Mission

The mission of the FSU Court and Freelance Reporting Program is to be a major provider of competent, qualified, reporting professionals. This program contributes to the economic vitality of the State of Michigan through the facilitation of the State's legal processes; and through the development and implementation of the entrepreneurial skills employed by the CFR program graduates.

This mission is accomplished through emphasis on computer-compatible reporting theory instruction; practical skills applications using state-of-the-art computer hardware and software technologies; and participation in supervised, directed, cooperative internship experiences.

CFR Purposes

The purposes of the CFR program are:

1. To assist students in developing a competitive edge in employment, professional growth, and career advancement in an evolving computerized reporting environment.
2. To provide students with marketable skills to identify and avail themselves of the diverse array of reporting career paths.
3. To provide students with the introduction to and practical experience on current computer hardware and software technologies in the reporting field.
4. To provide students with a foundation of relevant coursework including law, government, and business communications to provide a well-rounded base of knowledge to perform in a global environment.
5. To empower students to consider the societal impact of their decisions and to recognize the need to maintain the highest standards of professional ethics.

CFR Goals

The goals of the CFR program are:

1. To increase students' knowledge of reporting technologies to enable them to identify and respond to specific needs within a global marketplace.

2. To empower students to ethically utilize their skills to better facilitate the participation of hearing-impaired or otherwise physically-challenged individuals in proceedings from which they would otherwise be excluded.

3. To maintain or increase the students' exceptional passage percentage rates on the Michigan certification examination and the national professional examinations.

4. To promote the integration of the international topics, business ethics, and legal responsibilities in the CFR course offerings.

5. To promote the use of realistic simulation of varied reporting environments in the CFR course offerings.

6. To continue to employ the use of a competency-based educational philosophy.

7. To encourage faculty development including innovative teaching techniques, continued professional development, and applied research.

8. To develop classroom environments to enhance the performance of both the students and the faculty.

9. To promote recruitment activities to identify and attract academically motivated students.

10. To promote student participation in state and national professional reporting associations.

11. To increase alumni participation in class presentations, field visitations, special events, mentoring activities, program advisement, and graduate placement assistance.

I.B. Compatibility With Mission and Roles

The CFR program is an applied high technology program aimed at training future and existing specialists in the use of court reporting technologies.

In the information and knowledge era, CFR exemplifies a practical and applied career-oriented educational program.

Statement of Mission

Ferris State University, as a public university, is dedicated to providing a broad range of career-oriented and professional programs and public services to the people of the State of Michigan and beyond. Central to each educational program are two concepts: quality education within the student's chosen discipline and a commitment to a core of liberal studies designed

to prepare that student for the responsibilities of life and the function within an ever-changing global society.

The University recognizes and welcomes its responsibilities as a career-oriented educational institution, and actively pursues sharing its technical and clinical expertise with people and organizations through programs of public service.

The Roles of Ferris State University

Ferris State University fills many unique roles within Michigan's system of higher education, offering a range of programs from the certificate through selected graduate and professional offerings. Program offerings allow a student to attend Ferris and complete a course of studies which will provide a basic liberal studies education and be prepared for employment in a specific occupational field. Students can even complete a lower-division program, then continue their education by "laddering" directly into a wide variety of upper-division career programs. This opportunity is available to both Ferris students and to transfer students from community colleges or other baccalaureate institutions. All of these opportunities are undergirded by Ferris' continuing commitment to allowing students an opportunity to attempt to be successful in college by providing for provisional admission and remedial and tutorial support classes. Ferris emphasizes quality teaching and remedial and tutorial support classes. Ferris emphasizes quality teaching as its primary responsibility, while encouraging applied and basic research.

The scope of Ferris' programming and the University's educational and public service commitments require an institutional presence in additional locations beyond the Big Rapids campus.

I.C.

1. There are no programs similar to the CFR at FSU.
2. CFR shares facilities and faculty with the O-A program which is part of the CIS department.
3. CFR has proven an exceptional source of talent for a variety of campus assignments and activity. These include, but are not limited to students working on campus at various locations providing support services.
4. CFR is a year round program providing courses for students to complete requisite skills in a timely manner at the Big Rapids campus.

All courses are offered during the days.

5. CFR is an academic program requiring courses from other disciplines across campus.

I.D.

1. CFR is a 128 credit hour, eight quarter(full time) program. The program accepts transfer credit for courses not in the major from any accredited institution.
2. No similar programs have been identified with whom we might articulate. Skill building and practice are integral to the development of proficiencies required to pass the state examination.
3. Graduates of the CFR program are uniquely qualified to provide court reporting support for a variety of situations, additionally many of their general studies courses can be directly applied to a four-year program.

I.E.

1. There are few programs at the university level similar in the midwest that we have identified.
2. The CFR program is located at Big Rapids. This location provides access to university resources and a climate to focus on the skills and practice necessary to be successful.
3. Employment needs for CFR graduates are very strong. There can be little doubt that the continued rise in court actions and other reportable activities make this program highly desirable. Students completing this program will master and control resources making them well poised to gain and maintain the competitive advantage.
4. By providing the state with future court reporters who are capable of foreseeing the strategic use of reporting technology and who have the skills necessary to implement and utilize the technology to our competitive advantage.
5. CFR faculty conduct consulting, either paid or donated. Most participate in more presentations than the University can afford. Applied research by faculty and service on state boards and testing activities serves the State's academic and business community.

II.A.

- 1.a. Approximately two faculty within the CIS department teach CFR courses. All CFR faculty possess substantial experience, training, or expertise in their specialty. All faculty have or are near completion of a Master's degree.

- b. According to FSU's Office of Institutional Studies, approximately two (2) during the academic year.
 - c. We have used one (1) person for adjunct assignment in the CFR. Adjunct was hired because tenured faculty received maternity leave.
 - d. We are dependent upon adjunct faculty, the special expertise required to teach CFR is not always forthcoming. Adjunct faculty teach courses and assist us with course development and materials.
 - e. Faculty engage in professional activities in conjunction with state licensing groups and conduct applied research.
2. CFR has use of one half-time secretary.
 3. There are no student assistants in the CFR program.
 4. The Advisory Committee assists on an ongoing basis. Additionally, we seek out professional practitioners whose special knowledge is being sought.
 5. External professional (paid) consultants have not been accessed by the CFR program.
 6. The CFR program has no administrative program coordinator. The functions for this assignment are performed by the department head and program faculty.

II.B.

1. CFR shares in the total CIS department budget for support of the program activities. No separate budget exists or is needed for salaries, equipment, or student wages.
2. According to FSU's Institutional Studies, the cost per credit hour for academic year '86-87 was \$111.90.
3. Vocational education funds are the major support for acquiring updated equipment.
4. Additional budget is needed for software and professional activities.

II.C.

1. CFR has adequate space, library resources, and equipment. There is concern that existing transcription resources are inadequate based upon CFR program needs.

2. Space needs are controlled by admissions limits holding the number of students enrolled at any one time to about 25-30 per class.
3. CFR uses equipment supplied through grants and is in need of additional computer work stations for transcription work. At present sharing with the O-A program is difficult and may not be possible as demands increase.

III.A.

1.
 - a. Program specific CFR accreditation
 - b. Cost vs Benefits
 - c. N.A.
 - d. In cycle for the NCA process.
2.
 - a. CFR course outlines and syllabi have been reworked. All are available for review.
 - b. The syllabi contains course outline and objectives. Specific means to achieve the desired objectives and the criteria for grading is faculty responsibility.
 - c. All faculty follow the same course objectives.
 - d. Texts and course materials are selected by persons teaching the course.
 - e. Course review process is:
 - Instructors teaching the course meet and mutually achieve an acceptable revision.
 - The revised course is reviewed and approved by the Program faculty.
3. Student performance and criteria for measuring course success is the responsibility of faculty. A substantial component however, of all classes are transcription timings.
4. Tenured faculty use evaluations at their discretion to improve course quality. Student evaluations are often used for adjunct faculty and untenured faculty.
5. Graduates from CFR continue to achieve one of the highest pass rates on the state certification exams.
6. We are at capacity for CFR given the constraints of equipment, faculty, and classrooms.
7. The CFR program has a student organization to develop strong relationships and understanding of their chosen field.
8. Yes. Faculty development is achieved via formal classes, professional seminars and research. Inadequate funding may inhibit or limit our training requirements.

B. The goals are reflected in the CFR program course outlines and objectives. In turn, student performance on state certification examinations demonstrates how CFR is accomplishing the desired goals.

C. CFR students and faculty have been chosen to assist in administering statewide tests and in proctoring specialized certification examinations.

D. CFR is unique, with few similar programs in the Great Lakes Region. The CFR program maintains state-of-the-art training hardware and software and is constantly seeking the newest techniques to introduce to students.

E. The CFR program suffers from circumstances surrounding its reported demise.

IV.

A.

1. CFR strengths can be maintained by recognizing the uniqueness of the program, facilitating change in the rapidly changing world of technology.
2. Most of the above can be achieved by simply not instituting "roadblocks" that discourage change, inhibit faculty training, restrict program growth, or systems which fail to serve our customers.
3. There are no "roadblocks" other than those faced by other two-year programs on campus.

B. Correcting concerns of the CFR is fairly simple. Provide a commitment to CFR education, and allocate resources needed to the program and faculty.

C. Future changes in the CFR are exciting. With the introduction of video technology and transcription from this technology the CFR program will be embracing the major technology components for any reporting situation. The growth, management, and competitive use of information is a recognized economic reality for organizations wishing to remain competitive. CFR embracing all technologies for the future puts the program in a premier position.

D. The cost of credit hour production has remained stable each year and because of temporary faculty assignment will decrease in the current year. Student credit hour production has remained stable since the program is a restricted entry program. Support for CIS programs comes from business and alumni. Additional sources of outside funding continue to be vocational grants for two-year programs.

- E. Our goal for program growth is to maintain between 20-30 students in each class. At that level we've maximized resources and income without additional expenditures.

Maintenance of program quality is the responsibility of the faculty. We have every intention of maintaining or improving program quality.

Future program changes will focus new technologies. At this time, we do not foresee changes in degree level.

A possibility is to spin off a certificate program in video recording and reporting.

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ATTACHMENT B

ATTACHMENT B

Court and Freelance Reporting A.A.S. Degree

Department and Program

The CFR AAS is a program administered from the CIS Department. The degree is an Associate in Applied Science.

Personnel

1. In recent years the CFR program employed the equivalent of two (2) FTE per term. All faculty have Master's degrees or are nearing completion of their Master's degree.
2. The CFR AAS shares the academic department head as program administrator.
3. The CFR AAS has one half-time secretary (split program responsibility).

Budget Profile

1. The cost to graduate one student in 1986-87 was \$111.90 per credit hour. Students are required to complete 128 hours. Total cost is \$13,875.23.
2. \$111.90 for year 1986-87.
3. \$111.90 for year 1986-87.
4. If allocation and grant funding is continued no additional funding is required.
5. 3000 sq. ft. for CFR computers and transcribers.
6. Not applicable.
7. 1991-92 figures not available.
8. Not applicable.
9. Not applicable.
10. Not applicable, part of total CIS department budget.

Enrollment Trends

1. Student credit hours
2. Student/Faculty ratio
3. Student credit hours/faculty FTE
4. Total majors

CFR Enrollment Trends

| | SCH | Student/Faculty | SCH/FTE | MAJORS |
|-----------|-------|-----------------|---------|--------|
| FALL 1991 | 1,541 | 30 | 689 | 61 |
| FALL 1990 | 1,428 | 30 | 674 | 58 |
| FALL 1989 | 1,617 | 40 | 706 | 79 |
| FALL 1988 | 1,608 | 30 | 802 | 63 |
| FALL 1987 | 1,417 | 30 | 717 | 62 |