**APR Report for the Year 2017-2018  
*2018-2019 Cycle***

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| **Section I: Program Description** |

**IA1. Program (Select your program from the drop down list)**

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| APP TECH Court Reporting AS Degree & Certificate |

**IA2. Other Program (If your program is not on the above list, write it in here)**

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**IB. Program Lead (Your first and last name)**

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| Gary F. Shaw |

**IC. Program Mission Statement**

Provide the Program’s Mission Statement.

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| It is the intention of Taft College at WESTEC Court Reporting Program to provide quality education for our students. We are committed to offering our students the best training available through the use of state-of-the-art equipment and specialized courses. We also encourage good business practices, development of good work ethics, computer-aided transcription skills, development of critical thinking skills, and leadership training. We are committed to providing the best opportunities for our students to obtain employment in the Certified Shorthand Reporter field in areas such as court reporting, deposition reporting, transcription, closed captioning, scopist, proofreading and CART. |

**ID. Program Summary**

Provide a brief summary on the current status of the program being reviewed.

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| The Court Reporting Program continues to provide resources to support the College's instructional mission and student learning outcomes. The program follows the California State Court Reporters Board's criteria for the recognition of Court Reporting Schools.  Upon successful completion of the program, students will be fully prepared to take the State Licensing test. Several changes have been made to the academic component of the program including the addition of three new classes and the elimination of three.  The lab computer project was completed in April, 2018. |

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| **Section II: Looking Back—2017-2018** |

**IIA. Present the Results** (Rubric Criterion 3)

Provide a descriptive summary of the outcomes from the 2017-2018 cycle of program review.

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| The success rates for the CTRP academic classes required by the California Court Reporters Board continues to be very good. The following academic and speed-building classes were offered during this cycle and have the following pass rates:  CTRP 1070 (Legal Terminology) -- 83.3%. CTRP 1075 (Legal Terminology 2) -- 93.8%. CTRP 1080 (Court & Deposition Procedures) -- 100%. CTRP 1090 (Punctuation & Grammar) – 90.9%. CTRP 1210 (Proofreading) – 100%. CTRP 1250 (CSR Prep) – Offered twice. 44% pass rate from the Fall and 100% in the Spring.  In addition, speed-building lab classes were very successful as well with 14 of the 16 classes showing pass rates of over 90%. |

**IIB. Probe the Results: I Wonder . . .** (Rubric Criteria 1, 3)

In this section, judge whether the activities you implemented in 2017-2018 to reach your goals were effective. Did the activities have an effect on the outcome? Please describe WHY you believe your outcomes came out the way they did. Did you reach your goals? If yes, explain why. If you did not reach your goals, explain why.

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| **List Your 2017-2018 Goals:** Implement paperless strategies for steno machines to reduce student transcript preparation hours by 1/2 hour per student. Measures will be self-reported by 5-10 students.  **Probe the Results:** With the exception of new Theory students, all speed-building students are currently utilizing Computer-Aided Programs to produce transcripts. Students are utilizing this technology producing not only transcripts, but also homework assignments that can be completed using their steno machines. Students report this has had a positive effect on the amount of time they spend preparing homework, completing assignments, and daily testing to the program. |

**IIC. Ideate Innovations: What if . . .** (Rubric Criteria 1, 5)

In this section, describe activities you believe would have an effect on your 2018-2019 outcome measures.

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| Continue to invite outside resources to speak to the students. Participate in Job Fairs, College nights. To progress through speed-building, CTRP students fail speed tests over and over again at one speed until finally passing three speed test at that level, allowing them to move up in speed to the next level. Outside resources has been very inspiring to students that are in our court reporting program through their own anecdotal experiences in court reporting school.  Review textbook revisions and replacement of outdated material. |

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| **Section III: Looking Forward—2018-2019** |

**III. List Your 2018-2019 Goals—Be Quantitative!**

List your 2018-2019 APR goals in terms of their expected changes on the outcome measures as indicated earlier. Each goal that requires resources, impacts other areas, or otherwise is substantive requires the submission of an APR Goal form. Keep in mind the scoring rubric criteria:

1. The relationship between program review narrative and the APR Goal is evident and strongly supported by evidence.
2. The APR Goal directly implements institutional planning document goals.
3. The outcome directly implements institutional planning outcomes, and is transferrable and/or scalable institutionally.
4. APR Outcome indicators, methods and/or timelines use institutional measures, transferrable/scalable institutionally
5. Before/after benchmarks and timelines are completely specified, identical methods, transferrable/scalable.

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| Create additional advertising strategies for court reporting. Continue to Invite representatives from various court reporting firms in the area as well as reporters from the Superior Court to speak to the students.  Finalize changes to textbooks that are no longer available or are not current with court reporting in the field. |
| **Section IV (Optional): Evaluation of Program Review and Planning Process** |

**IVA. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process worked best and why?

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**IVB. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process would you change and why?

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