

Major Highlights

Program Dashboard

**Program Dashboard –
Percent of Targets
Achieved**

Credit Hour Trends

Degree Trends

Occupational Projections

**Occupational Skills
Analysis**

Program Assessment Plan

**Program Assessment
Results**

CRC Recommendations

CRC Follow-Up

**Court & Caption Reporting
Major Highlights
February 2008**

Overview

The information presented in this binder represents supporting reports and data associated with the CRC's review of the Court and Caption Reporting program. These documents are intended to provide a historical perspective, as well as an idea of current strengths and future challenges facing the program which may impact short and long term curriculum development.

Major Highlights

- Over the last four years the composite program dashboard score has declined, dropping from 9.06 to 8.36 in 2006-07. This trend should be interpreted as an early warning of potential challenges facing the program. Moreover, in 2006-07, the BIS curriculum ranked 85th out of 99 curriculum tracked in the Program Dashboard.
- On the positive side, one of the seven dashboard measures, the percent of minority students, exceeded the established college benchmark of 18.8%. Specifically, the percent of minorities enrolled in BIS courses remained relatively consistent for three years at 38%, and then increased to 42% in 2006-07, which exceeds the college-wide average of 28%.
- However, three of the dashboard measures, sections filled to capacity, the percent of withdrawals, and the student course completion rate fell short of the college benchmarks.
- Over the last four years, the extent to which BIS sections were filled to capacity has declined and has remained at 39% for the last two consecutive years. This is noticeably below the college-wide average of 84%, as well as the established trouble score of 75%.
- Additionally, student success as measured by the percent of students receiving a grade of "C" or higher, as well as the withdrawal rate pose a challenge for the program. The student withdraw rate has steadily risen over the last four years and in 2006-07 stood at 25%, which exceeds the college-wide level of 18% and surpasses the benchmark trouble score of 15%. Meanwhile, the student course completion rate has steadily decreased over this same time period. The percent of students passing with a grade of "C" or higher has fallen to 58% in the most recent reporting year (2006-07).
- Enrollment trends indicate that after a peak of 4,730 credit hours in 1997-98, there was a downward trend for the next four years until a plateau was reached. From 2002-03 forward, credit hours have remained fairly steady, ranging from 3,000 to 3,800. In addition, during 2006-07, BIS courses ranked 30th in credit hour generation among all curriculum at the college.
- In the last ten years, there have been two Certificates awarded in Court and Caption Reporting, while no Associate Degrees have been awarded in the program.
- According to CCbenefits Inc., there were 561 Court Reporters in the four-county region of southeast Michigan in 2007 and only 111 new and replacement jobs in this occupation are projected in the next five years.

- In terms of program assessment, the Court and Caption Reporting assessment plan has three unique Learning Outcomes and has a total of six Benchmarks, which is in accordance with the guidelines established by the Student Outcomes Assessment Committee.
- Upon reviewing the Court and Caption Reporting program assessment feedback forms from the last two years, one can observe that for the learning outcome “interns will integrate knowledge gained from technology, science, and the legal and business fields into the practice of court reporting” the benchmark “80% of interns will receive a satisfactory (3) or better (4, 5) evaluation from their employers” was met (100%) in both 2006 and 2007. The feedback form noted that no modifications or changes would be made. With 100% of the students meeting the benchmark two years in a row, consideration should be given to modifying the benchmark. A possible revision might reflect “80% of the interns will receive an evaluation score of 4 or 5 from their employers.”
- The 2006 benchmark for the learning outcome “students of the program will demonstrate their understanding of legal terminology by achieving speed and skill on the steno machine” was rewritten in 2007. Three benchmarks are now used to reflect the three different assessment methods. Hence the benchmark “each student who completes the course BIS 2154 will transcribe dictation at a rate of 120 wpm on Literary with 95% accuracy or better” was met in both 2006 and 2007 (100%). Similarly, the benchmark “each student who completes the course BIS 2154 will transcribe dictation at a rate of 130 wpm on Jury charge with 95% accuracy or better” was met in both 2006 and 2007 (100%); as was the benchmark “each student who completes the course BIS 2154 will transcribe dictation at a rate of 140 wpm on Q & A with 95% accuracy or better” (100%). No modifications or changes were noted to take place. With 100% of the students meeting the benchmarks two years in a row, consideration should be given to modifying the benchmarks. Possible revisions could reflect “transcribe dictation at a rate of 125 wpm on Literary”, “transcribe dictation at a rate of 135 wpm on Jury charge” and “transcribe dictation at a rate of 145 wpm on Q & A.”
- The benchmark for the last learning outcome “students will be able to demonstrate their knowledge and application of shorthand theory learned in BIS 1230” was not met in 2006 (70%) or in 2007 (50%). The benchmark stated that 80% of the students would apply their understanding of shorthand theory by passing an assessment test at 80 wpm with 95% accuracy or better. The feedback form noted that the modifications listed below should be made. This is an excellent use of program assessment.
 - Another class should be added after the third theory class
 - Restructure all theory classes slightly for the new addition
 - BIS 1220 Beginning Theory (no speed tests at this level)
 - BIS 1230 – Intermediate Theory (speeds up to 50 wpm)
 - BIS 1240 Advanced Theory (speeds up to 80 wpm)
 - BIS 1250 Transitional Theory (speeds up to 110 wpm)

Oakland Community College Program Dashboard

The purpose of the program dashboard is to provide a data driven tool designed for the objective review of all curriculum offerings. Based on a common set of measures which apply to all programs/disciplines the dashboard facilitates the systematic identification of well performing as well as ailing curriculum so early intervention efforts can be undertaken.

In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually. Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term programmatic decision-making needs.

The Program Dashboard is based on seven measures which include:

- Sections Filled to Capacity
- Percent of Completed Sections
- Credit Hour Trend Ratio
- Percent of Minority Students
- Percent of Withdrawals
- Percent of Incompletes
- Student Course Completion Rate

The following report provides summative information for the most recent academic year as well as detailed trend data on each measure over the past several years.

Program Dashboard Detail Report

Prefix BIS
Title Business Information Systems

	Program				College Wide
	2006-07	2005-06	2004-05	2003-04	2006-07
Sections Filled to Capacity	39.0%	38.8%	41.7%	49.9%	84.4%
Percent of Completed Sections	87.0%	76.2%	86.9%	81.8%	90.7%
Headcount Trend Ratio	0.90	0.97	1.04	1.08	1.01
Credit Hour Trend Ratio	0.91	1.00	1.05	1.11	1.01
Percent of Minority Students	41.6%	38.2%	37.6%	37.2%	28.2%
Percent of Withdrawals	25.0%	24.4%	20.1%	14.9%	18.3%
Percent of Incompletes	1.2%	0.7%	2.1%	1.0%	1.5%
Student Course Completion Rate	58.3%	62.4%	67.6%	69.4%	67.7%
Dashboard Score	8.36	8.34	8.79	9.06	

Sections Filled to Capacity

Prefix BIS

Prefix Title Business Information Systems

	2006-07	2005-06	2004-05	2003-04
Total Students	1,214	1,172	1,431	1,624
Total Capacity	3,111	3,017	3,429	3,257
Sections Filled To Capacity	39.0%	38.8%	41.7%	49.9%

Definition:

The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

Percent of Completed Sections

Prefix BIS

Prefix Title Business Information Systems

	2006-07	2005-06	2004-05	2003-04
Active Sections	120	112	179	139
Cancelled Sections	18	35	26	31
Total Sections	138	147	206	170
Percent of Completed Sections	87.0%	76.2%	86.9%	81.8%

Definition:

Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

Methodology:

Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

Headcount Trend Ratio

Prefix BIS
Prefix Title Business Information Systems

	2006-07	2005-06	2004-05	2003-04
Headcount Year 1	1,624	1,299	1,290	1,304
Headcount Year 2	1,479	1,624	1,299	1,290
Headcount Year 3	1,164	1,479	1,624	1,299
Headcount Year 4	1,190	1,164	1,479	1,624
Headcount Period 1	1,422	1,467	1,404	1,298
Headcount Period 2	1,278	1,422	1,467	1,404
Headcount Ratio	0.90	0.97	1.04	1.08

Definition:

Trend in student headcount based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term. (Note: this measure is not used in the calculation of the Program Dashboard score since it parallels trends depicted in Credit Hours.)

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student headcount.

The formula used to calculate this measure involves three simple steps:

- a. $\text{Year 1} + \text{Year 2} + \text{Year 3} / 3 = \text{Period 1}$
- b. $\text{Year 2} + \text{Year 3} + \text{Year 4} / 3 = \text{Period 2}$
- c. $\text{Period 2} / \text{Period 1} = \text{Ratio}$

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Credit Hour Trend Ratio

Prefix BIS
Prefix Title Business Information Systems

	2006-07	2005-06	2004-05	2003-04
Credit Hour Year 1	3,979	3,015	2,995	2,958
Credit Hour Year 2	3,482	3,979	3,015	2,995
Credit Hour Year 3	2,973	3,482	3,979	3,015
Credit Hour Year 4	3,082	2,973	3,482	3,979
Credit Hour Period 1	3,478	3,492	3,330	2,989
Credit Hour Period 2	3,179	3,478	3,492	3,330
Credit Hour Ratio	0.91	1.00	1.05	1.11

Definition:

Trend in student credit hours based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student credit hours.

The formula used to calculate this measure involves three simple steps:

- a. Year 1 + Year 2 + Year 3 / 3 = Period 1
- b. Year 2 + Year 3 + Year 4 / 3 = Period 2
- c. Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Percent of Minority Students

Prefix BIS

Prefix Title Business Information Systems

	2006-07	2005-06	2004-05	2003-04
Minority Students	390	312	394	423
Total Students	938	816	1,048	1,137
Percent of Minority Students	41.6%	38.2%	37.6%	37.2%

Definition:

The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: end of session for each term.

Methodology:

Percentages are based on known data and exclude missing information.

Percent of Withdrawals

Prefix BIS

Prefix Title Business Information Systems

	2006-07	2005-06	2004-05	2003-04
Total Withdrawals	280	262	269	218
Total Grades	1,121	1,074	1,341	1,467
Percent of Withdrawals	25.0%	24.4%	20.1%	14.9%

Definition:

The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Percent of Incompletes

Prefix BIS

Prefix Title Business Information Systems

	2005-06	2005-06	2004-05	2003-04
Total Incompletes	13	7	28	14
Total Grades	1,121	1,074	1,341	1,467
Percent of Incompletes	1.2%	0.7%	2.1%	1.0%

Definition:

The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Student Course Completion Rate

Prefix BIS

Prefix Title Business Information Systems

	2006-07	2005-06	2004-05	2003-04
Successful Grades	654	670	906	1,018
Total Student Grades	1,121	1,074	1,341	1,467
Student Course Completion Rate	58.3%	62.4%	67.6%	69.4%

Definition:

The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).

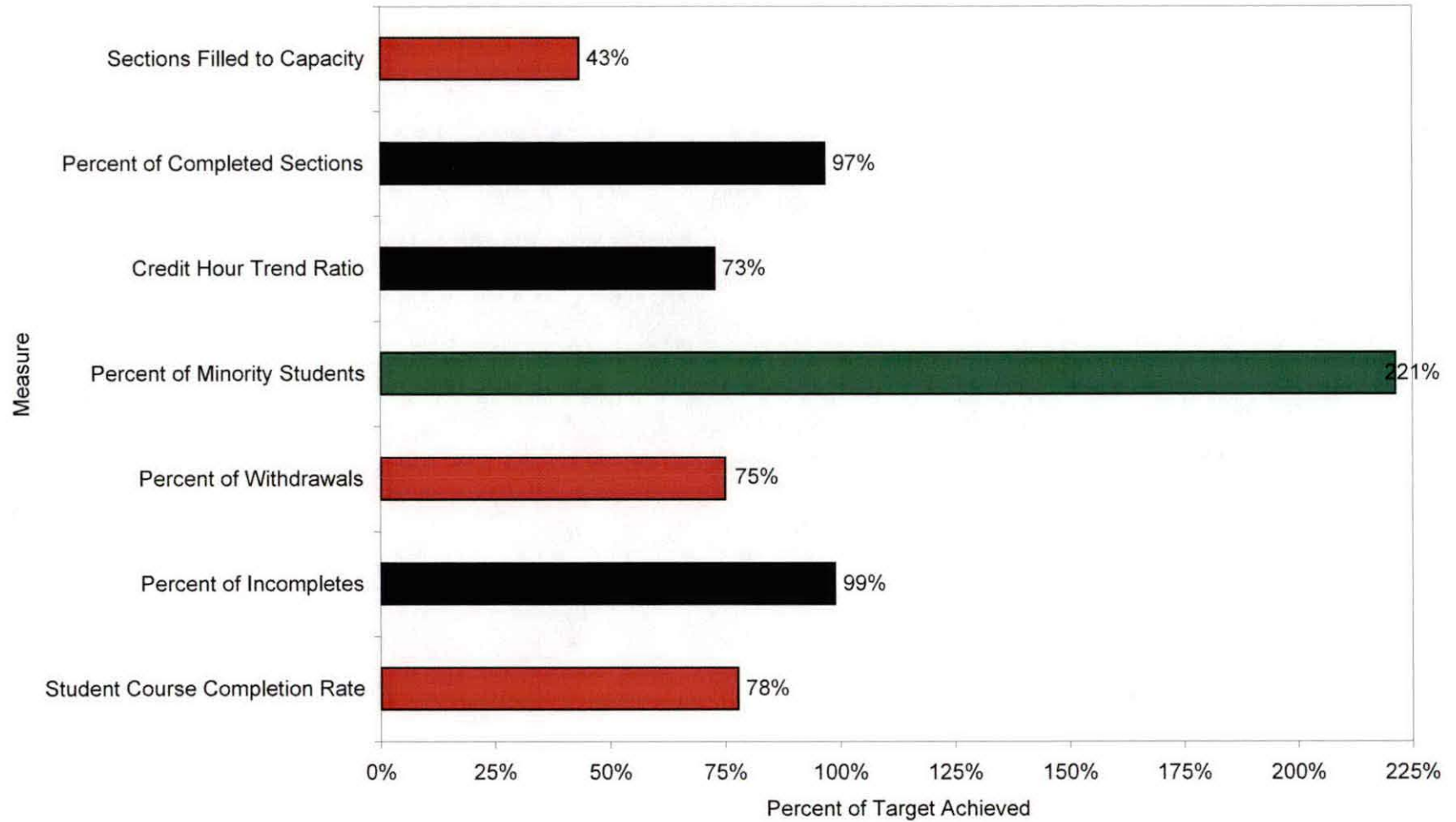
Oakland Community College Program Dashboard Percent of Targets Achieved

The following graph and table depict the extent to which each of the seven Program Dashboard measures met established college-wide benchmarks. Benchmarks (targets and trouble scores) are based on historical data and reflect a range within which each measure is expected to perform.

Measures which exceed the established benchmark are depicted in green, while those that fall short of the benchmark are shown in red. This information is useful in identifying areas of excellence, as well as areas of concern. As a consequence, this report can help to identify specific areas which may require additional attention by program staff.

Oakland Community College Program Dashboard Report 2006-07

Business Information Systems BIS



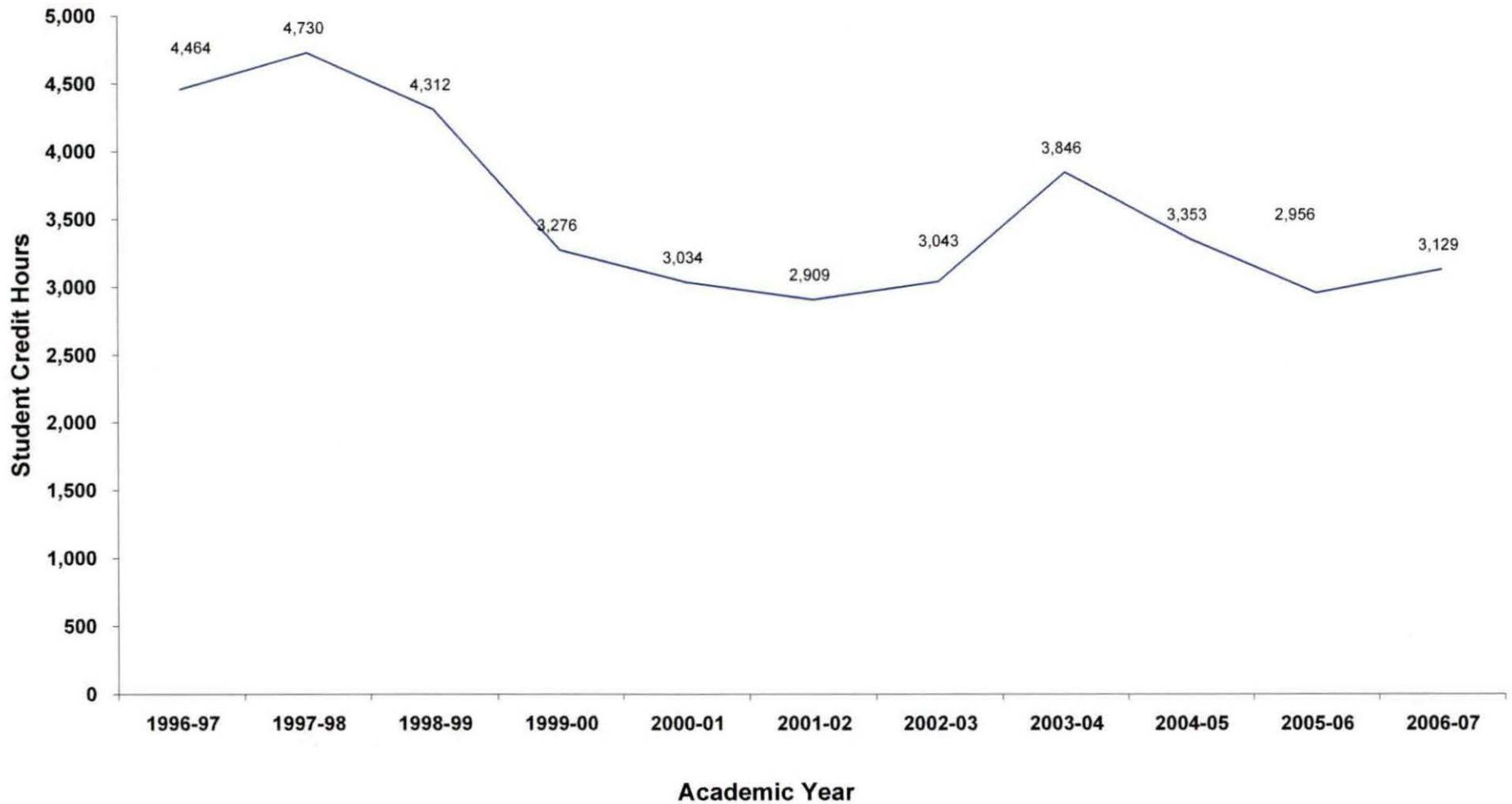
Oakland Community College Program Dashboard Report 2006-07

Business Information Systems BIS Dashboard Score: 8.36

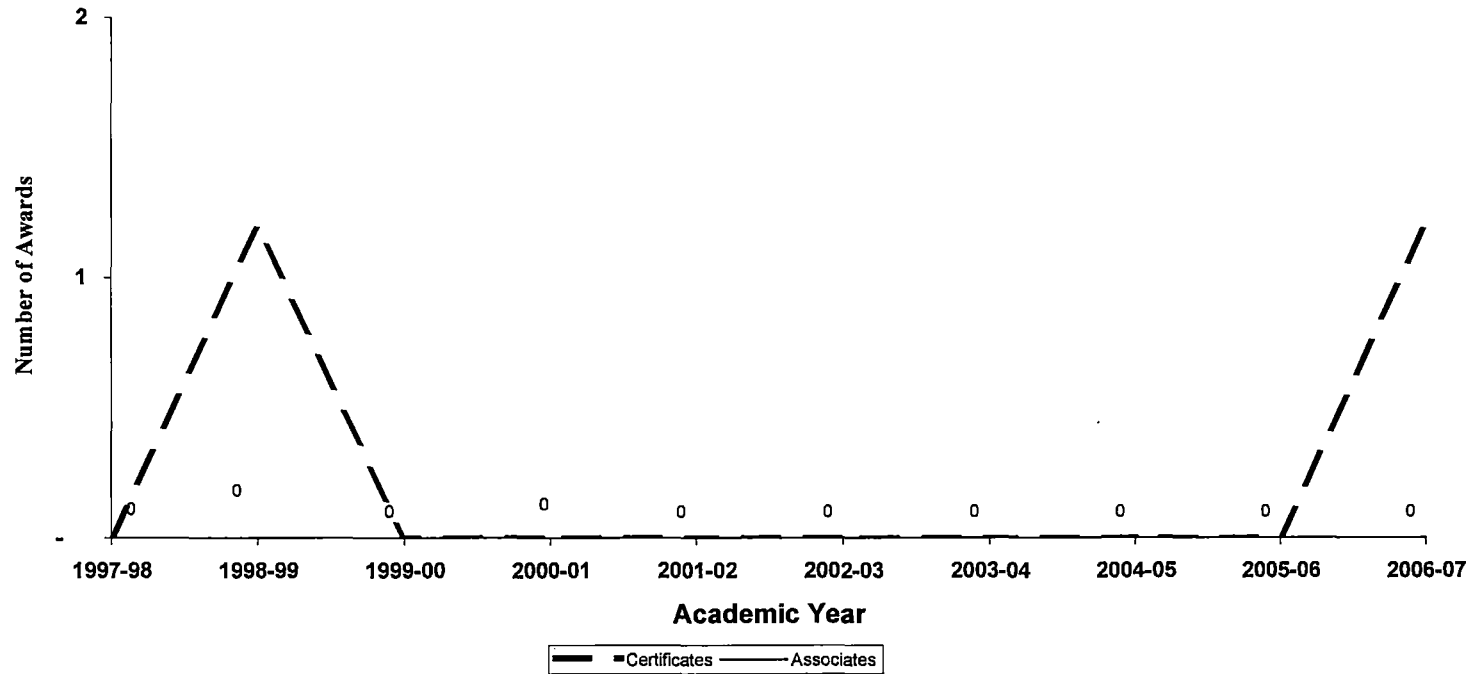
Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target Score			
Sections Filled to Capacity	39.0%	75.0%	90.0%	43.3%	18.0%	0.78
Percent of Completed Sections	87.0%	75.0%	90.0%	96.7%	14.2%	1.37
Credit Hour Trend Ratio	0.91	0.71	1.25	72.8%	15.3%	1.11
Percent of Minority Students	41.6%	16.9%	18.8%	221.3%	6.1%	1.35
Percent of Withdrawals	25.0%	15.0%	0.0%	75.0%	12.0%	0.90
Percent of Incompletes	1.2%	3.0%	0.0%	98.8%	7.9%	0.78
Student Course Completion Rate	58.3%	60.0%	75.0%	77.7%	26.5%	2.06

**Oakland Community College
Ten-Year Trend in Student Credit Hours
Bus Info Sys
1996-97 through 2006-07**

	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	2006-07 SCH	5-Year % Change	10-Year % Change
Bus Info Sys	4,464	4,730	4,312	3,276	3,034	2,909	3,043	3,846	3,353	2,956	3,129	7.6	-29.9
College Wide Totals	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	493,655	10.2	11.3



**Oakland Community College
Associate Degrees and Certificates Awarded
Court and Caption Reporting
1997-98 through 2006-07**



<u>Academic Yr.</u>	<u>Certificates</u>	<u>Associates</u>
1997-98	0	0
1998-99	1	0
1999-00	0	0
2000-01	0	0
2001-02	0	0
2002-03	0	0
2003-04	0	0
2004-05	0	0
2005-06	0	0
2006-07	1	0

Occupational Projections (2007 – 2012)

The following projections are for those occupations most closely associated with this program based on national and regional sources. However, the extent to which specific OCC programs lead to employment within a given Standard Occupational Code (SOC) is dependent upon the way in which the U.S. Department of Labor groups specific occupations.

Occupational projections are presented at the "Detailed Standard Occupational Code" level as defined by the U.S. Department of Labor.

Although based on sound well tested economic modeling procedures, projections are subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), Internal Revenue Service (IRS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

Occupational forecast data was obtained from CCbenefits Inc. Community College Strategic Planner (CCSP).

Court Reporting Related Occupations (2007 2012)

SOC Code	Name	Base Year	Five Year	Job Change	Ind Mix Effect	Nat Gro Effect	Expt Chng	Compet Effect	Earnings Average	Earnings Median
23-2091	Court reporters	561	671	111	30	38	69	42	\$19.23	\$17.39
Totals:		561	671	111						

Job Change: Column represents the addition of new jobs due to growth over the projection period. Indicates how many jobs will be added in the region over the selected time frame.

Industry Mix Effect: Column indicates how many of those jobs are due to movement within the industry at the national level. If the industry is growing across the nation, this is what is expected in the local area.

National Growth Effect: Column shows how the national economy affects the industry or occupation. This operates on the "rising tide carries all ships" assumption. If the economy is doing well, it is expected that this field in the region would benefit from that effect.

Expected Change: Column combines the Industry Mix Effect column and the National Growth Effect column to indicate how much the field is expected to grow in the region, without the input of variables within the economy. This is what is expected to happen if the local economy merely followed national trends.

By netting the Expected Change result out of the Job Change result, the Competitive Effect column shows the jobs that have been added in a field in the region due to growth specific to the region. These are the jobs created locally which aren't merely following national trends. A high Competitive Effect number indicates that the region has found some way to foster growth beyond other regions or even perhaps in spite of decline at the national level.

F

SOC Code

23-2091

Name Court reporters

Definition

Use verbatim methods and equipment to capture, store, retrieve, and transcribe pretrial and trial proceedings or other information. Include stenocaptioners who operate computerized stenographic captioning equipment to provide captions of live or prerecorded broadcasts for hearing-impaired viewers.

Examples: Court Transcriber, Stenocaptioner, Mask Reporter

Occupational Skills Analysis

The following report provides detailed information on the knowledge, skills and abilities required for a given occupation. Consideration of these different competencies and levels of attainment while designing and reviewing curriculum will ensure that students enrolled in our programs are adequately prepared for employment.

In particular this report provides:

Importance of the competency to the occupation (in general terms)

- Not important
- Somewhat important
- Important
- Very important
- Extremely important

Importance of the competency to the occupation (in specific terms).

- 0 to 20 = not important
- 21 to 40 = somewhat important
- 41 to 60 = important
- 61 to 80 = very important
- 81 to 100 = extremely important

Level of Attainment in the competency required by the occupation:

- Basic = 0 to 24
- Intermediate = 25 to 49
- Advanced = 50 to 74
- Expert = 75 to 100

Current Occupation

23-2091.00 - Court Reporters

Use verbatim methods and equipment to capture, store, retrieve, and transcribe pretrial and trial proceedings or other information. Includes stenocaptioners who operate computerized stenographic captioning equipment to provide captions of live or prerecorded broadcasts for hearing-impaired viewers.

Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Clerical	Very Important	95	Expert	97
English Language	Very Important	99	Expert	82
Computers and Electronics	Very Important	82	Advanced	72
Law and Government	Very Important	75	Advanced	62
Customer and Personal Service	Important	69	Advanced	55
Production and Processing	Somewhat Important	46	Intermediate	37
Administration and Management	Somewhat Important	34	Intermediate	32
Mathematics	Somewhat Important	28	Intermediate	29
Economics and Accounting	Somewhat Important	39	Intermediate	27
Public Safety and Security	Somewhat Important	30	Basic	21
Education and Training	Not Important	24	Basic	21
Sales and Marketing	Not Important	19	Basic	18
Telecommunications	Not Important	18	Basic	18
Communications and Media	Not Important	17	Basic	18
Medicine and Dentistry	Not Important	18	Basic	17
Mechanical	Somewhat Important	28	Basic	16
Psychology	Not Important	13	Basic	16
Engineering and Technology	Not Important	18	Basic	16
Geography	Not Important	13	Basic	14
Foreign Language	Not Important	13	Basic	14
Therapy and Counseling	Not Important	13	Basic	12
Transportation	Not Important	8	Basic	11
Philosophy and Theology	Not Important	7	Basic	11
Personnel and Human Resources	Not Important	10	Basic	11
Design	Not Important	7	Basic	10
Biology	Not Important	12	Basic	9
Sociology and Anthropology	Not Important	9	Basic	9
Building and Construction	Not Important	9	Basic	8
Chemistry	Not Important	8	Basic	7
Physics	Not Important	8	Basic	7
History and Archeology	Not Important	5	Basic	6
Fine Arts	Not Important	4	Basic	4
Food Production	Not Important	1	Basic	1

Source: O*NET Database 11

Occupational Skills

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Reading Comprehension	Very Important	95	Expert	82
Active Listening	Very Important	97	Expert	78
Equipment Selection	Important	70	Advanced	63
Time Management	Very Important	90	Advanced	60
Writing	Important	62	Advanced	58
Monitoring	Important	67	Advanced	58
Learning Strategies	Important	64	Advanced	56
Coordination	Important	57	Advanced	55
Instructing	Important	60	Advanced	55
Operation and Control	Important	57	Intermediate	49
Active Learning	Important	64	Intermediate	48
Speaking	Somewhat Important	49	Intermediate	48
Equipment Maintenance	Important	57	Intermediate	46
Troubleshooting	Important	59	Intermediate	46
Operations Analysis	Somewhat Important	40	Intermediate	44
Critical Thinking	Somewhat Important	44	Intermediate	44
Operation Monitoring	Somewhat Important	42	Intermediate	42
Service Orientation	Somewhat Important	46	Intermediate	40
Systems Evaluation	Somewhat Important	43	Intermediate	39
Judgment and Decision Making	Somewhat Important	42	Intermediate	38
Mathematics	Somewhat Important	33	Intermediate	38
Quality Control Analysis	Important	52	Intermediate	37
Technology Design	Somewhat Important	43	Intermediate	36
Social Perceptiveness	Somewhat Important	40	Intermediate	35
Complex Problem Solving	Somewhat Important	37	Intermediate	35
Installation	Somewhat Important	38	Intermediate	35
Systems Analysis	Somewhat Important	32	Intermediate	35
Management of Material Resources	Somewhat Important	36	Intermediate	34
Negotiation	Somewhat Important	36	Intermediate	32
Management of Personnel Resources	Somewhat Important	29	Intermediate	29
Management of Financial Resources	Somewhat Important	30	Intermediate	27
Persuasion	Somewhat Important	29	Intermediate	27
Repairing	Not Important	23	Intermediate	25
Programming	Not Important	11	Basic	5
Science	Not Important	3	Basic	2

Source: O*NET Database 11

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Oral Comprehension	Very Important	85	Advanced	57
Near Vision	Important	69	Advanced	57
Oral Expression	Important	69	Advanced	54
Speech Recognition	Important	72	Advanced	54
Written Comprehension	Important	66	Advanced	52
Written Expression	Important	63	Intermediate	48
Selective Attention	Important	69	Intermediate	46
Information Ordering	Important	56	Intermediate	43
Speech Clarity	Important	50	Intermediate	43
Deductive Reasoning	Somewhat Important	47	Intermediate	43
Wrist-Finger Speed	Somewhat Important	44	Intermediate	41
Problem Sensitivity	Important	50	Intermediate	39
Category Flexibility	Somewhat Important	38	Intermediate	38
Inductive Reasoning	Somewhat Important	41	Intermediate	38
Finger Dexterity	Important	50	Intermediate	36
Memorization	Somewhat Important	35	Intermediate	36
Auditory Attention	Somewhat Important	41	Intermediate	34
Manual Dexterity	Somewhat Important	38	Intermediate	32
Perceptual Speed	Somewhat Important	38	Intermediate	32
Control Precision	Important	50	Intermediate	30
Time Sharing	Somewhat Important	41	Intermediate	30
Flexibility of Closure	Somewhat Important	25	Intermediate	27
Arm-Hand Steadiness	Somewhat Important	28	Intermediate	27
Far Vision	Not Important	22	Intermediate	25
Visualization	Not Important	22	Basic	20
Multilimb Coordination	Somewhat Important	28	Basic	18
Speed of Closure	Somewhat Important	25	Basic	18
Visual Color Discrimination	Not Important	13	Basic	16
Fluency of Ideas	Not Important	13	Basic	14
Mathematical Reasoning	Not Important	13	Basic	14
Originality	Not Important	13	Basic	13
Response Orientation	Not Important	16	Basic	13
Trunk Strength	Not Important	9	Basic	11
Hearing Sensitivity	Not Important	16	Basic	11
Reaction Time	Not Important	13	Basic	9
Depth Perception	Not Important	6	Basic	9
Rate Control	Not Important	6	Basic	9
Static Strength	Not Important	13	Basic	7
Number Facility	Not Important	9	Basic	7
Stamina	Not Important	0	Basic	0
Extent Flexibility	Not Important	0	Basic	0
Spatial Orientation	Not Important	0	Basic	0
Sound Localization	Not Important	0	Basic	0
Speed of Limb Movement	Not Important	0	Basic	0
Night Vision	Not Important	0	Basic	0
Dynamic Flexibility	Not Important	0	Basic	0
Peripheral Vision	Not Important	0	Basic	0
Gross Body Coordination	Not Important	0	Basic	0
Explosive Strength	Not Important	0	Basic	0
Gross Body Equilibrium	Not Important	0	Basic	0
Dynamic Strength	Not Important	0	Basic	0
Glare Sensitivity	Not Important	0	Basic	0

Source: O*NET Database 11

Program Assessment Plan Court and Caption Reporting

Statement of Purpose

Catalog Description

This program leads to an Associate in Applied Science Degree. Court and Caption Reporting provides professional career training in high-speed verbatim dictation on the shorthand machine for extended periods of time. Recording may take place in a court or hearing room as a court reporter, as a conference reporter in a business or government meeting, as a broadcast captioner or CART reporter. The reporter is responsible for producing an accurate and complete record of everything that is said at a trial, hearing, meeting, broadcast, or in a classroom. Proficiency attained will permit the student to be tested for certification by the National Court Reporters Association.

Program Assessment Plan

Court and Caption Reporting

Learning Outcomes

Interns will integrate knowledge gained from technology, science, and the legal and business fields into the practice of court reporting.

Benchmark	Assessment Method	Timeline
1. 80% of interns will receive a satisfactory (3) or better (4, 5) evaluation from their employers.	An Employer Evaluation will be mailed to the employer prior to the intern's completion of the Internship. The program coordinator will compile the results (ratings of 1-5, 5 being the highest score) of the employer evaluation on the question, "Does the Intern have the knowledge necessary to satisfactorily function as a certified court reporter?"	04/08
2.		
3.		
4.		
5.		

Program Assessment Plan

Court and Caption Reporting

Learning Outcomes

Students of the program will demonstrate their skill of legal terminology verbatim dictation by achieving speed and skill on the steno machine.

Benchmark	Assessment Method	Timeline
1. Each student who completes this course will transcribe dictation at a rate of 120 wpm on Literary with 95% accuracy or better.	The faculty member teaching (Court and Caption Reporting Legal) BIS 2154 will administer the final exam/assessment at the end of the course. The assessment test will be reviewed and graded by the faculty member.	04/08
2. Each student who completes this course will transcribe dictation at a rate of 130 wpm on Jury Charge with 95% accuracy or better.	The faculty member teaching (Court and Caption Reporting Legal) BIS 2154 will administer the final exam/assessment at the end of the course. The assessment test will be reviewed and graded by the faculty member.	04/08
3. Each student who completes this course will transcribe dictation at a rate of 140 on Q&A with 95% accuracy or better.	The faculty member teaching (Court and Caption Reporting Legal) BIS 2154 will administer the final exam/assessment at the end of the course. The assessment test will be reviewed and graded by the faculty member.	04/08
4.		
5.		

Program Assessment Plan

Court and Caption Reporting

Learning Outcomes

Students will be able to demonstrate their knowledge and application of shorthand theory learned in BIS 1230.

Benchmark	Assessment Method	Timeline
1. 80% of the students will apply their understanding of shorthand theory by passing an assessment test at 80 wpm with 95% accuracy or better.	The faculty member teaching (Machine Shorthand II) BIS 1230 will administer the final exam/assessment at the end of the course. The assessment test will be reviewed and graded by the faculty member.	04/08
2.		
3.		
4.		
5.		

Program Findings Report

Court and Caption Reporting

1-1-07 to 1-31-08

Learning Outcome ID 301

Interns will integrate knowledge gained from technology, science, and the legal and business fields into the practice of court reporting.

Benchmark 1

80% of interns will receive a satisfactory (3) or better (4, 5) evaluation from their employers.

Assessment Method 1

An Employer Evaluation will be mailed to the employer prior to the intern's completion of the Internship. The program coordinator will compile the results (ratings of 1-5, 5 being the highest score) of the employer evaluation on the question, "Does the Intern have the knowledge necessary to satisfactorily function as a certified court reporter?"

Findings 1

One hundred percent (100%) of interns received a satisfactory or better evaluation from their employers.

Benchmark Met 1

Yes

Dates

Assessed 04/07

Received 05/07

Program Findings Report

Court and Caption Reporting

1-1-07 to 1-31-08

Learning Outcome ID 302

Students of the program will demonstrate their skill of legal terminology verbatim dictation by achieving speed and skill on the steno machine.

Benchmark 1

Each student who completes this course will transcribe dictation at a rate of 120 wpm on Literary with 95% accuracy or better.

Assessment Method 1

The faculty member teaching (Court and Caption Reporting Legal) BIS 2154 will administer the final exam/assessment at the end of the course. The assessment test will be reviewed and graded by the faculty member.

Findings 1

One hundred percent (100%) of the students completing this course were able to transcribe dictation at a rate of 120 wpm on Literary with 95% accuracy or better

Benchmark Met 1

Yes

Dates

Assessed 04/07
Received 05/07

Learning Outcome ID 302

Students of the program will demonstrate their skill of legal terminology verbatim dictation by achieving speed and skill on the steno machine.

Benchmark 2

Each student who completes this course will transcribe dictation at a rate of 130 wpm on Jury Charge with 95% accuracy or better.

Assessment Method 2

The faculty member teaching (Court and Caption Reporting Legal) BIS 2154 will administer the final exam/assessment at the end of the course. The assessment test will be reviewed and graded by the faculty member.

Findings 2

One hundred percent (100%) of the students completing this course can transcribe Jury Charge at 130 wpm with 95% accuracy or better.

Benchmark Met 2

Yes

Dates

Assessed 04/07
Received 05/07

Learning Outcome ID 302

Students of the program will demonstrate their skill of legal terminology verbatim dictation by achieving speed and skill on the steno machine.

Program Findings Report

Court and Caption Reporting

1-1-07 to 1-31-08

Benchmark 3

Each student who completes this course will transcribe dictation at a rate of 140 on Q&A with 95% accuracy or better.

Assessment Method 3

The faculty member teaching (Court and Caption Reporting Legal) BIS 2154 will administer the final exam/assessment at the end of the course. The assessment test will be reviewed and graded by the faculty member.

Findings 3

One hundred percent (100%) of the students completing this course can transcribe Q&A at the rate of 140 wpm with 95% accuracy or better.

Benchmark Met 3

Yes

Dates

Assessed 04/07

Received 05/07

Program Findings Report

Court and Caption Reporting

1-1-07 to 1-31-08

Learning Outcome ID 303

Students will be able to demonstrate their knowledge and application of shorthand theory learned in BIS 1230.

Benchmark 1

80% of the students will apply their understanding of shorthand theory by passing an assessment test at 80 wpm with 95% accuracy or better.

Assessment Method 1

The faculty member teaching (Machine Shorthand II) BIS 1230 will administer the final exam/assessment at the end of the course. The assessment test will be reviewed and graded by the faculty member.

Findings 1

Fifty percent (50%) of the students passed the final assessment at the end of the course at 80 wpm with 95% accuracy or better. Many of the students will be retaking this course this summer.

Benchmark Met 1

No

Dates

Assessed 04/07

Received 05/07



Curriculum Review Committee

Court and Caption Reporting
Faculty Coordinator: Myrtice Shealton-Beatty
March 7, 2008

- Catalog descriptions for BIS 1240, 2160, 2404, and 2301 need revision.
- CRC recommends that a captioning course be added since none are being taught at this time or the name needs to be change to reflect the actual program.
- The Syllabi review requires that additional recommended items be added to existing syllabi.
- A needs assessment should be completed (Program Planning Model possibly) to determine the need for employers and see if our program meets that need. If not, then maybe repackaging our program would be required to become more competitive.
- Separate the three programs: Court & Caption reporting, BIS and Medical Transcription so that they are not all BIS prefixed. Take to the Curriculum Committee for changes.
- There is a need for:
 - Online tests or skill building
 - A web page
 - Stronger English grammar and punctuation prerequisite
- There might be a need to develop a transitional class between beginning and intermediate levels, create a 2 credit hour class as a pre class, or adjust the level and speed requirements of existing courses.
- It might help students if the computer program was available on the ASC and library computers? Could be a licensure issue.