

2008

Curriculum Review Self-Study

Court and Caption Reporting

An analysis of the CCT program from a variety of perspectives, including course offerings and content, enrollment/retention, transfer trends, and plans for the future of the program.

Myrtice Shelton-Beatty
Oakland Community College
2/14/2008



DATA ANALYSIS

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

		Revision needed	No Revision necessary
Course Number	<u>BIS 1220</u>	___	___ <u>X</u> ___
Course Number	<u>BIS 1230</u>	___	___ <u>X</u> ___
Course Number	<u>BIS 1240</u>	___ <u>X</u> ___	___
Course Number	<u>BIS 2154</u>	___	___ <u>X</u> ___
Course Number	<u>BIS 2160</u>	___ <u>X</u> ___	___
Course Number	<u>BIS 1404</u>	___	___ <u>X</u> ___
Course Number	<u>BIS 2404</u>	___ <u>X</u> ___	___
Course Number	<u>BIS 2301</u>	___ <u>X</u> ___	___

The analysis of the catalog course descriptions revealed the following:

- BIS 1240's course description should be changed to reflect the latest teaching modalities.
- BIS 2160's course description should be changed to reflect the latest teaching modalities and minor editorial changes.
- The term "keyboard" skills in the course description for BIS 2404 should be changed to "machine shorthand" skills.
- In the course description for BIS 2301, the term "coordinator" should be deleted.
- If Captioning is not going to become part of the program, the term should be deleted from the program's title and course descriptions.

COURT AND CAPTION REPORTING

Associate in Applied Science (CCT.AAS)

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.

Major Requirements

	Credits
<u>BIS 1220*</u> Machine Shorthand I	4
<u>BIS 1230*</u> Machine Shorthand II	4
<u>BIS 1240*</u> Machine Shorthand III	4
<u>BIS 1404*</u> Court Practice I	4
<u>BIS 2154*</u> Conference and Court Reporting (Legal)	4
<u>BIS 2160*</u> Conference and Court Reporting (Medical)	4
<u>BIS 2301*</u> Conference and Court Reporting Co-op	1
<u>BIS 2404*</u> Court Practice II	4

Required Supportive Courses

<u>ENG 1510</u> ● Composition I	3
<u>ENG 1520</u> ● Composition II	3
<u>MED 1103*</u> Medical Terminology	3

In addition, the student will select, with department approval, 11 credits from the following:

<u>BIS 1070*</u> Word Processing	3
<u>BIS 1090</u> Introduction to the Legal Office Environment	2
<u>BIS 1300*</u> Document Processing and Production	4
<u>BIS 1450</u> Transcription Technology	4
<u>BIS 1700</u> Applied Business Systems Procedures	3
<u>BUS 1100</u> Introduction to Business	4
<u>BUS 1210</u> Starting and Operating a Small Business	3
<u>BUS 2030</u> Business Law I	3
<u>BUS 2040</u> Business Law II	3
<u>CIS 1000</u> Computer Literacy	1
<u>CIS 1040</u> Introduction to Computing Concepts	2
<u>CIS 1050</u> Personal Computer Productivity Tools (MS-Office)	4
<u>ENG 1350</u> ● Business Communications	3

See Graduation Requirements for an Associate in Applied Science Degree.

* **When all courses marked with an asterisk are completed, students may apply for a certificate.**

- Course may be used to meet General Education requirements.

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (*CONTINUED*)

SYLLABUS REVIEW SUMMARY:

In CCT the need for revisions includes:

- A. Affirmatively including the course catalog description with prerequisites (if applicable).
- B. "When Available" should be noted on all syllabi so students know when the part-time faculty member may be reached.
- C. CCT need require "boilerplate" disclaimer allowing for reasonable revision to the syllabus when and if warranted.

My analysis is that the CCT syllabi are overall sufficient and appropriate in that they meet OCC's mandatory items, adopt many of the recommended items, and often incorporate appropriate elements of the optional items.

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number	Number of Sections	Percent of Inclusion
BIS 1220		
Mandatory Items (per FMA and Federal Law)	1 SECTION	
ADA Notification	1	100%
Course Goals	1	"
Grading Standards and Practices	1	"
Tentative Schedule of Assignments and Tests	1	"
Recommended Items (per Academic Senate)		
Course Name and Number	1	"
Instructor, Office Location, Method of Contact	1	"
Office Hours	0	0%
Available Assistance	0	0%
Course Catalog Description with Prerequisites	0	0%
General Education Attributes (where pertinent)	1	100%
Required Books and Supplies	1	"
List of Supportive Materials (where available)	1	"
Evaluation/Testing System & Policies	1	"
Attendance Policy	1	"
Safety Instructions	0	0%
Disclaimer Allowing for Reasonable Revisions	0	0%
Optional Items		
Semester Meeting Times & Room	0	0%
Teaching/Learning Strategies	1	100%
Applicable Forms Pertinent to Course	0	0%
Reference to Student Policies in OCC Catalog	0	"
Policy on Use of Computing Resources	0	"
Description of Required Computing Skills	0	"
Policy on Plagiarism	0	"
Student Bill of Responsibilities	0	"

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B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number	Number of Sections	Percent of Inclusion
<i>BIS 1230</i>		
Mandatory Items (per FMA and Federal Law)	1 SECTION	
ADA Notification	1	100%
Course Goals	1	"
Grading Standards and Practices	1	"
Tentative Schedule of Assignments and Tests	1	"
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	"
Office Hours	0	0%
Available Assistance	0	"
Course Catalog Description with Prerequisites	0	"
General Education Attributes (where pertinent)	1	100%
Required Books and Supplies	1	"
List of Supportive Materials (where available)	1	"
Evaluation/Testing System & Policies	1	"
Attendance Policy	1	"
Safety Instructions	0	0%
Disclaimer Allowing for Reasonable Revisions	0	"
Optional Items		
Semester Meeting Times & Room	0	0%
Teaching/Learning Strategies	1	100%
Applicable Forms Pertinent to Course	0	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	0	0%
Description of Required Computing Skills	0	"
Policy on Plagiarism	0	"
Student Bill of Responsibilities	0	"

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number	Number of Sections	Percent of Inclusion
BIS 1240		
Mandatory Items (per FMA and Federal Law)		
	1 section	
ADA Notification	1	100%
Course Goals	1	"
Grading Standards and Practices	1	"
Tentative Schedule of Assignments and Tests	1	"
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	"
Office Hours	0	0%
Available Assistance	0	"
Course Catalog Description with Prerequisites	0	"
General Education Attributes (where pertinent)	0	"
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	"
Evaluation/Testing System & Policies	1	"
Attendance Policy	1	"
Safety Instructions	0	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	1	"
Applicable Forms Pertinent to Course	0	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	0	0%
Description of Required Computing Skills	0	"
Policy on Plagiarism	0	"
Student Bill of Responsibilities	0	"

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CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number	Number of Sections	Percent of Inclusion
BIS 2154		
Mandatory Items (per FMA and Federal Law)		
	1 SECTION	
ADA Notification	1	100%
Course Goals	1	"
Grading Standards and Practices	1	"
Tentative Schedule of Assignments and Tests	1	"
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	"
Office Hours	0	0%
Available Assistance	0	"
Course Catalog Description with Prerequisites	0	"
General Education Attributes (where pertinent)	0	"
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	"
Evaluation/Testing System & Policies	1	"
Attendance Policy	1	"
Safety Instructions	0	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	0	0%
Teaching/Learning Strategies	1	100%
Applicable Forms Pertinent to Course	0	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	0	0%
Description of Required Computing Skills	0	"
Policy on Plagiarism	0	"
Student Bill of Responsibilities	0	"

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number	Number of Sections	Percent of Inclusion
<i>BIS 2160</i>		
Mandatory Items (per FMA and Federal Law)	<i>1 section</i>	
ADA Notification		100%
Course Goals		"
Grading Standards and Practices		"
Tentative Schedule of Assignments and Tests		"
Recommended Items (per Academic Senate)		
Course Name and Number		100%
Instructor, Office Location, Method of Contact		"
Office Hours	0	0%
Available Assistance	0	"
Course Catalog Description with Prerequisites	0	"
General Education Attributes (where pertinent)	0	"
Required Books and Supplies	0	"
List of Supportive Materials (where available)		100%
Evaluation/Testing System & Policies		"
Attendance Policy		"
Safety Instructions	0	0%
Disclaimer Allowing for Reasonable Revisions		100%
Optional Items		
Semester Meeting Times & Room	0	0%
Teaching/Learning Strategies		100%
Applicable Forms Pertinent to Course	0	0%
Reference to Student Policies in OCC Catalog		100%
Policy on Use of Computing Resources	0	0%
Description of Required Computing Skills	0	"
Policy on Plagiarism	0	"
Student Bill of Responsibilities	0	"

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number	Number of Sections	Percent of Inclusion
<i>BIS 1404</i>		
Mandatory Items (per FMA and Federal Law)	<i>1 SECTION</i>	
ADA Notification	1	100%
Course Goals	1	"
Grading Standards and Practices	1	"
Tentative Schedule of Assignments and Tests	1	"
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	"
Office Hours	0	0%
Available Assistance	0	"
Course Catalog Description with Prerequisites	0	"
General Education Attributes (where pertinent)	0	"
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	"
Evaluation/Testing System & Policies	1	"
Attendance Policy	1	"
Safety Instructions	0	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	0	0%
Teaching/Learning Strategies	1	100%
Applicable Forms Pertinent to Course	0	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	0	0%
Description of Required Computing Skills	0	"
Policy on Plagiarism	0	"
Student Bill of Responsibilities	0	"

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number	Number of Sections	Percent of Inclusion
BIS 2404		
Mandatory Items (per FMA and Federal Law)	1 section	
ADA Notification	1	100%
Course Goals	1	"
Grading Standards and Practices	1	"
Tentative Schedule of Assignments and Tests	1	"
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	"
Office Hours	0	0%
Available Assistance	0	"
Course Catalog Description with Prerequisites	0	"
General Education Attributes (where pertinent)	0	"
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	"
Evaluation/Testing System & Policies	1	"
Attendance Policy	1	"
Safety Instructions	0	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	0	0%
Teaching/Learning Strategies	1	100%
Applicable Forms Pertinent to Course	0	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	0	0%
Description of Required Computing Skills	0	"
Policy on Plagiarism	0	"
Student Bill of Responsibilities	0	"

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number	Number of Sections	Percent of Inclusion
<i>BIS 2301</i>		
Mandatory Items (per FMA and Federal Law)		
	<i>1 section</i>	
ADA Notification	1	100%
Course Goals	1	"
Grading Standards and Practices	0	0%
Tentative Schedule of Assignments and Tests	0	"
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	"
Office Hours	0	0%
Available Assistance	1	100%
Course Catalog Description with Prerequisites	1	"
General Education Attributes (where pertinent)	0	0%
Required Books and Supplies	0	"
List of Supportive Materials (where available)	1	100%
Evaluation/Testing System & Policies	1	"
Attendance Policy	1	"
Safety Instructions	0	0%
Disclaimer Allowing for Reasonable Revisions	0	"
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	1	"
Applicable Forms Pertinent to Course	1	"
Reference to Student Policies in OCC Catalog	0	0%
Policy on Use of Computing Resources	0	"
Description of Required Computing Skills	0	"
Policy on Plagiarism	0	"
Student Bill of Responsibilities	0	"

DATA ANALYSIS CORE REVIEW

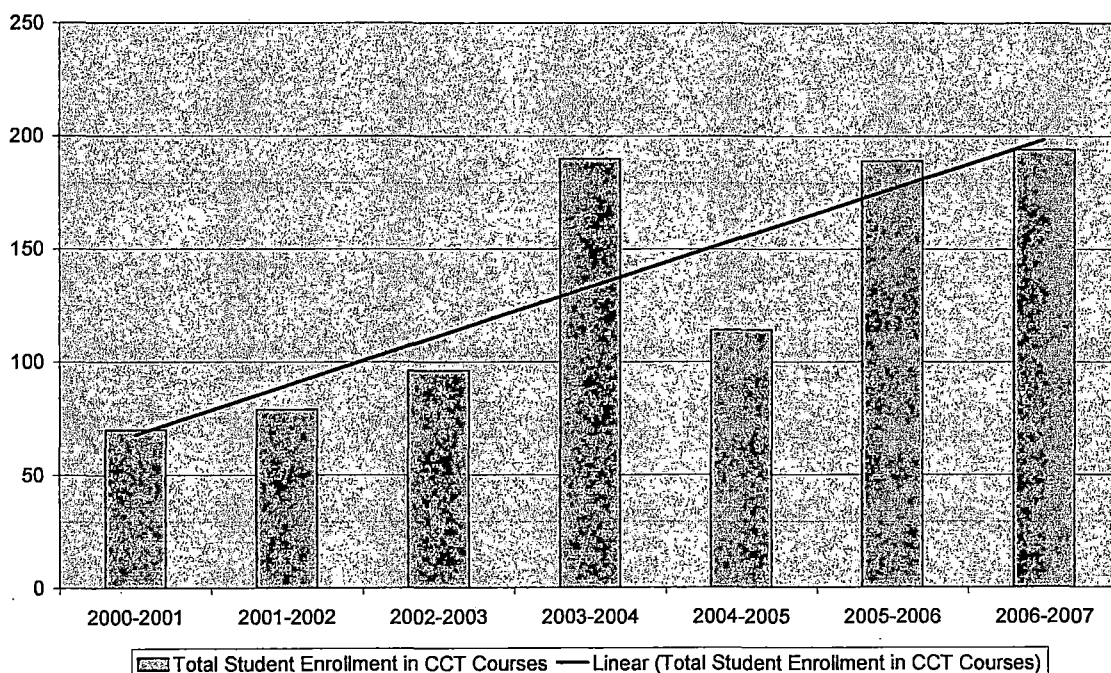
C. ENROLLMENT TRENDS AND STUDENT RETENTION

Enrollment:

The composite program dashboard which incorporates the breath of BIS programs, including Court Reporting, Medical Transcription and traditional Business Information System courses depicts an overall decline in the Program Dashboard score from 9.06 to 8.36. The highlights of the composite programs score is a 10% reduction in Sections filled to Capacity, and increase in the Percent of Withdrawals and a corresponding reduction in Course Completion Rate. Notable improvements include a 5% increase in Minority Students being drawn to the Programs and a Credit hour trend that is only slightly below the College wide marks.

Focusing on the Court Reporting Program, I find that the CCT program course enrollment and accomplishments defy the composite BIS program achievements. Attention was focused on the CCT program beginning in 1999 and we have kept detailed data since that time so as to aid me in judging the effectiveness of a series of program changes that I employed beginning with the new millennium and reaching an upsurge in 2003.

BIS COURT REPORTING STUDENT ENROLLMENT
2000 - 2007



The above chart (enhanced by a Trend Line) shows the enrollment of students in the series of courses within the CCT program, during each of the stated academic years. The table next below sets forth the CCT courses offered within BIS over the same timeframe.

CCT Program Courses
BIS 1220
BIS 1220 (Added Second class Fall 2003)
BIS 1230
BIS 1230 (Added Second class Win 2004)
BIS 1240
BIS 215.4
BIS 2160
BIS 140.4
BIS 230.1
BIS 240.4

Clearly the changes within the program have attracted and retained students committed to joining this exciting and expanding industry. The enrollment has climbed steadily and students have successfully completed both coursework, internships and even graduated from the program!

Minority Students:

BIS as a composite program has a solid history of exceeding the College Wide success in attracting, encouraging and maintaining minority students. Within the CCT program itself, the percentage of minority students lags slightly behind the BIS composite accomplishments, yet, in my opinion, still surpasses the College Wide percentages.

Student and Course Success:

CCT is an intensive program which requires a great deal of physical dexterity and mental discipline in order for our students to successfully navigate through the needs to develop specific technological skills while simultaneously learning to hear and dissect various sounds, pitches and dialects differently than that which is consciously heard. A result of the strenuous and persistent challenges required by the CCT program, the number of students who decide to withdraw from the entry level classes and (most often) move into another academic major is a third higher than the withdrawal rate for the college as a

whole. Within the CCT program itself, I believe that the number of students who come to recognize that Court Reporting doesn't fit their lives is in fact higher than the BIS programs' composite score and likely has itself caused the overall BIS withdrawals and completion rates to appear higher than they are.

To assail the high rate of drop-outs during early CCT classes the Advisory Committee has advised that students get a better idea of the rigors of programs before succumbing to the allure of high paying jobs (that are actually available in our local marketplace!) and enrolling in CCT only to be later shocked and disappointed to discover that the path to these professional destinations are predicated on hard work and dedication to practice. Nonetheless we are making inroads into supporting new students and assisting them as they consider joining the CCT program.

ENROLLMENT TRENDS AND STUDENT RETENTION REVIEW SUMMARY:

The Court Reporting Program underwent a transformation to become more student- centered and cognizant of the means and pace by which students learn. As a result, the program revamped its offerings and rolled out a new means of allowing students to progress at their individual pace. The result of the now 5-year-old re-energized program is that enrollment has increased over 300% and more students are achieving success.

Drop-outs and withdrawals still plague the Court Reporting Program, but efforts to support new students and a requirement that students cannot enroll into the program without meeting with me to discuss their interest, time and expectations, have all led to reducing the wholesale drop out rates that befell the CCT program in the past.

Overall, I conclude that the Court Reporting Program has a healthy number of students that will continue to increase and the more realistic that I can be with students who inquire regarding the program and the commitment required for success.....the more our drop-out/withdrawal rate will fall.

DATA ANALYSIS

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

What resources or services does your Discipline/Program need?

- Some of the resources/services mentioned in the survey were as follows: Online testing and skill building would be a good added resource for students.
- Web page – advertising the program

What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?

- The addition of a strong English grammar and punctuation skills requirement as a prerequisite.
- Add a transitional class between BIS 1240 and BIS 2154 with a speed requirement of 110 wpm.
- To allow the coop/internship class be taught by a certified court reporter.

DISCIPLINE/PROGRAM NEEDS AND RESOURCES REVIEW SUMMARY:

My analysis of the CCT discipline's needs and resources reveals that currently the discipline receives sufficient resources; however, the program needs a Web page, which would provide better advertising of the program. Also, an online testing and skill building component would be a good resource for students in their overall development.

Although the curriculum is not in need of revision or major revision, the program could benefit from having a prerequisite that requires students to have a stronger background in English grammar and punctuation. In addition, adding an additional class between BIS 1240 and BIS 2154 would serve as a bridge into the higher level BIS 2154 class and provide a much stronger, solid foundation on the steno machine.

In addition, it was noted that the co-op/internship must be taught by a certified court reporter who can sufficiently prepare students for certain situations/expectations that may be encountered in the real world.

DATA ANALYSIS

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY REVIEW SUMMARY

Faculty Perceptions of Occupational Programs Analysis

My analysis of the faculty's perceptions of the CCT program revealed that the vast majority of the faculty Strongly Agree or Agree that the courses in the Court Reporting program are meeting the expectations outlined in the program, that the courses prepare students for the workplace, that they are satisfied with the quality of instruction and course offerings, feel informed about what's happening within the department and OCC in general, believe that the department is committed to student success, feel comfortable making suggestions, and believe that the program prepares students for real-world application.

The areas where the faculty's perceptions were found to be more neutral or disagree were in the areas of the level of student preparedness for the rigors of the program and that the program can be more challenging academically for the students. All three of the faculty members believe that the program need not be any more challenging and one faculty member believes that students are not adequately prepared for the rigors of the program.

A few items that the faculty would like to see changed would be to "spread out the content of BIS 1220 and BIS 1230 over three semesters instead of two." It is felt that the basic theory is so difficult, yet so vital, that more time is needed for the students to thoroughly grasp the content." Thus, it is believed that we lose a number of students due to the overwhelming amount of content covered in these two courses.

Another area in which the faculty would like to see is the addition of a Court Reporting Website, or a page on the OCC Website so that when students Google Court Reporting they are aware that OCC has a Court Reporting program.

Overall, the data inspires confidence that adjunct staff (I am the only full-time Faculty in my area) is satisfied with the direction of the program and its effectiveness in providing students with a quality and worthwhile education in Court Reporting.

The weaknesses' perceived by the adjuncts are most related to the amount of content in the first two courses of the program and the lack of advertising of the program. These are elements that should be addressed and would prove worthwhile and likely would abate the areas of improvement that they have identified.

Student Perceptions of Occupational Programs Analysis

My analysis of the data collected from the students was most informative. From the students perspective I learned that the majority of the students either Strongly Agree or Agree that the CCT program is meeting their expectations, the courses are preparing them for the workforce, they are satisfied with the quality of instruction they are receiving, and that the instructors are knowledgeable about their respective subject matter.

The majority of students are satisfied with their course offerings, they believe they are adequately informed about what's happening in the program and their instructor's aid them in understanding the usefulness of their program of study while making the subject matter interesting.

Overall, 91% of the students surveyed are satisfied with their program of study and over 100% of the students disagreed or strongly disagreed that they would like to attend another institution due to dissatisfaction at OCC.

Several of the comments garnered from students with regard to what they would change about the program are as follows:

1. More choices on class times—a.m. and class more than once a week.
2. Begin the practice guidelines for Literary, Jury Charge, and Q&A immediately upon learning the theory.
3. Briefs should be encouraged before long form is too engrained.
4. Divide up the first three theory classes—there's too much content in each.
5. Offer classes in closed-captioning.
6. Offer a class in computer-aided transcription.
7. Have the software loaded on other campus computers.
8. Add an English grammar and punctuation class specifically for court reporters.
9. Reduce tuition if the class has to be repeated.

Once again, I am inspired by the results of the survey, the direction of the program and feel confident that with a few minor changes to the program, we can remain a viable asset to those students who wish to become court reporters in Southeast Michigan.

Advisory Committee/Industry Perceptions of Occupational Programs Analysis

The analysis of the Advisory Committee perceptions of the CCT program uncovered that on the whole, the committee either Strongly Agree or Agree that the CCT program at OCC is meeting the expectations of the Advisory Committee by offering courses that more than adequately prepare students for the workforce. The Advisory Committee is not only informed of what's happening in the program, but play a major role in the decision-making process and developing curriculum. One member of the Advisory Committee is neutral about the direction of the program and the level of input the committee has on the decision-making process within the program.

The Advisory Committee has recommended the following changes to the program:

1. The Court Reporting program at OCC is in dire need of a Web site or at least a link on the OCC home page and believes that the lack of a Web presence greatly impacts enrollment.
2. The addition of a closed-captioning component to the Court Reporting program as captioning is the wave of the future for Court Reporting.

On the whole, I am satisfied with the Advisory Committee's perceptions of the CCT program as I look to them to help direct and guide this program in the direction it should go. I am confident in their knowledge of the industry and completely in agreement with the recommendations being suggesting.

DATA ANALYSIS

F. COMPARABLE COURSES/PROGRAMS AND TRENDS

1. *List three institutions to which the courses in your Program transfer, and list the specific courses for each institution. (Consult with the Counseling Department)*

Court Reporting is a terminal professional program which culminates with licensing by the State of Michigan.

2. *List the institutions with which articulation agreements exist that include the courses in your Program (Consult with the Counseling Department)*

Oakland Community College has the only academic-based Court Reporting program in the area and at this time has no peer with whom to contract for articulation.

We do; however, have in place over 100 articulation agreements between Oakland County high schools and OCC via Tech Prep for incoming students.

3. *Provide information regarding labor market trends in your field. (Consult with the Office of Assessment & Effectiveness)*

While the Dashboard Data reflects “minute” growth in the industry with the addition of only 111 new jobs over the projection period (2007 – 2012), news from the Bureau of Labor Statistics indicates that Employment of court reporters is projected to grow 25 percent, **much faster than the average** for all occupations between 2006 and 2016 (see table below). The demand for court reporter services will be spurred by the continuing need for accurate transcription of proceedings in courts and in pretrial depositions, by the growing need to create captions for live television, and by the need to provide other real-time broadcast captioning and translating services for the deaf and hard-of-hearing.¹

¹ <http://www.bls.gov/oco/ocos152.htm>

Projections data from the National Employment Matrix

Occupational title	SOC Code	Employment, 2006	Projected employment, 2016	Change, 2006-16		Detailed statistics	
				Number	Percent	PDF	zipped XLS
Court reporters	23-2091	19,000	24,000	4,700	25	PDF	zipped XLS

NOTE: Data in this table are rounded. See the discussion of the employment projections table in the *Handbook* introductory chapter on ***Occupational Information Included in the Handbook***.

4. *Identify changes in job performance and employer expectations that have occurred within your industry in the past 5 years. (Consult with advisory committees, professional organizations)*

The data shows that in addition, more court reporters will be needed to caption outside of legal proceedings. Not only is there Federal legislation mandating that all new television programming be captioned for the deaf and hard-of-hearing, all new Spanish-language programming likewise must be captioned by 2010. In addition, the Americans with Disabilities Act give deaf and hard-of-hearing students in colleges and universities the right to request access to real-time translation in their classes. These factors are expected to continue to increase the demand for court reporters that provide CART services. Although these services forgo transcripts and differ from traditional court reporting, they require the same skills that court reporters learn in their training.²

² <http://www.bls.gov/oco/ocos152.htm>

DATA ANALYSIS

G. COMPARABLE COURSES/PROGRAMS AND TRENDS

1. *Discuss how your program serves transferring students.*

BIS programs, including Court Reporting, treat all students as transferring students, whether they are 'transferring' from High School graduation, twenty years of work experience in a diminishing occupation, or coming to us from another college. As such BIS fits its programs to the incoming student in a myriad of ways.

- Prior skill assessment
- Interview with faculty
- Credit by Examination
- Prepare students with basic through advanced skills to further aid them in their educational journey

2. *Discuss the program's current articulation agreements. If your program does not transfer, discuss how the courses and/or program serve our students.*

The BIS programs, including Court Reporting, do not currently have in place any articulation agreements with 4-year institutions; however, in Tech Prep we have articulation agreements into the BIS Programs with the majority of Oakland County high schools.

3. *Discuss employment opportunities for students in both the current and future job market.*

It is necessary to repeat the forecast data presented in Section F above to begin this discussion:

The Bureau of Labor Statistics indicates that Employment of court reporters is projected to grow 25 percent, **much faster than the average** for all occupations between 2006 and 2016 (see chart below). The demand for court reporter services will be spurred by the continuing need for accurate transcription of proceedings in courts and in pretrial depositions, by the growing need to create captions for live

television, and by the need to provide other real-time broadcast captioning and translating services for the deaf and hard-of-hearing.¹

We are finding that Court Reporting in the new age goes far beyond the role of the traditional Reporter who spent her career meekly attending to hearings in local Courts. Today, and much more importantly, tomorrow's Court Reporter will be more readily identifiable with captioning TV & movie productions, providing summaries of professional conferences, perform as personal interpreters via CART for students who are deaf or hard-of-hearing. The new captioner will spend their time intermingling with clients as they grow their own professional businesses. Attendance in Courts is becoming less the hallmark of the successful captioner than is her/his presence at meetings and in the entertainment studios.

As a result of the changes in the use of the skills of the traditional Court Reporter, today's student will find a treasure trove of opportunities awaiting their graduation and licensing in the field. Our students are now determining which area of 'practice' that they wish to enter first!

4. *Discuss the changes that will be made in your program in response to current/future employer expectations and market trends.*

BIS's Court Reporting program will grow with the technical advances, and new uses for the court reporters' skill. OCC will embrace CART and I hope that we will be able to fulfill our Advisory Committee's dictate that captioning equipment and software be made available to our students and that our course of study allow for students to specialize in any one of the concentrated fields of endeavor that are now available to those with appropriate court reporting skills.

**COMPARABLE COURSES/PROGRAMS AND TRANSFER
REVIEW SUMMARY:**

BIS is fortunate to be a beneficiary of a business environment that will continue to grow jobs in every area of the country and within business, government and other organizations. The numbers are hopeful for the BIS Court reporting students as there are jobs available now and well into the future.

¹ <http://www.bls.gov/oco/ocos152.htm>

DATA ANALYSIS

H. OUTCOMES ASSESSMENT

1. *How have you used the findings from your Program Assessment to improve your program?*

The findings from the Program Assessment have been used to guide the standards, goals and objectives within each of the courses of the program. It has been determined from the most recent findings that within BIS 1230 the benchmark. "80% of the students will apply their understanding of shorthand theory by passing an assessment test at 80 wpm with 95% accuracy or better," was not met and that only "50% of the students passed the final assessment at the end of the course at 80 wpm with 95% accuracy or better," thus, it has been determined that we need to rethink how the beginning machine theory courses are packaged and the content presented.

2. *What revisions to your Program Assessment Plan would you suggest?*

Based on the findings, it reiterates the need to reallocate the content covered in the beginning theory classes to allow students to better grasp the concepts prior to requiring them to concurrently gain the requisite speed.

3. *Discuss the SAGE findings that apply to the instruction in your Program. Obtain these findings from the Office of Assessment & Effectiveness.*

SAGE impacts the General Education side of the program more so than it does in the courses being surveyed here.

OUTCOMES ASSESSMENT REVIEW SUMMARY:

In summary, the Outcomes of the CCT course work shows overall progress is being made in reaching the aggressive standards that have been set for our students' accomplishments. We have found that there seems to be a breakdown in student success in the middle-level theory class due to the amount of content covered in this course. The Program could benefit from the restructuring of the course content presented in BIS 1230.