

Assessment Report

Court Reporting

Major Learning Objective 9

August 2007

Introduction

Starting in the winter quarter of 2006, the Court Reporting Department began an assessment project to determine whether or not students in the mid-range speed levels were *developing a thorough knowledge of research materials and techniques available to court reporters* (Major Learning Objective 9).

The assessment committee consisted of Bruce Bodine, chair of Court Reporting and Kay Reindl, instructor of Court Reporting. The committee met three times to organize the project, review the material, and discuss results.

Methodology

The committee collected homework assignments of students currently enrolled in various speed levels. These assignments required different types of research – medical, legal, geographical – which could be obtained from various sources. Since cites were required as an element of transcription homework, the committee was able to evaluate homework thoroughness by the answers provided and citations made. Students were not made aware of this procedure.

Data Gathering

Using the rubric, each committee member individually scored a total of 26 documents in the following 3 benchmark areas:

- 1) Assignments reflect ability to locate resources from a variety of topical sources, i.e., medical, legal, proper names, and places;
- 2) Research reflects the ability to apply reputable resources;
- 3) Assignments reflect ability to locate resources to properly format multi-voice documents.

For each of these areas, the committee members scored papers on a scale from 1-4. A score of 1 means the committee member strongly disagreed that the document met the benchmark. A score of 2 means the committee member disagreed. A score of 3 means the committee member agreed. A score of 4 means the committee member strongly agreed that the document met the benchmark.

After scoring each assignment paper, the committee discussed and justified individual scores, eventually arriving at a group score for each benchmark for each document.

The group scores were inputted into an Excel spreadsheet so that the average score for each area could be calculated (see attached).

Data Analysis

The committee set a score of 3 or above to be an acceptable level of benchmark attainment. In general, the committee agreed that student projects do meet the learning objective. The composite scores for each of the three benchmark areas are above 3.

Dissemination of Results

The two committee members comprise the full-time faculty in the Court Reporting Department. They will present the findings of this assessment report to the whole of the Court Reporting faculty at its next department meeting during this fall quarter 2006.

Recommendations

The committee makes the following recommendations based on its assessment:

Court Reporting instructors should provide further instruction in research development – library resources and proper Internet resources – to ensure a strong foundation in the ability to locate information necessary for the correct completion of homework assignments and ensure a solid foundation of preparedness for the future court reporting professional.

The survey does indicate room for improvement in the area of legal research. It is recommended that instructors focus on this area and that a session on legal research be presented by the college librarian for students and instructors. This area will be measured in the future.

Reassessment

All requirements teachers will be required to submit homework assignments to the chair on a periodic basis, beginning immediately, for this school year. A reassessment will be completed based on all submissions and recommendations, with a report to be completed during the spring quarter in 2008.