## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristin Acredolo</td>
<td>Primary Team Member</td>
<td><a href="mailto:kristin.acredolo@marin.edu">kristin.acredolo@marin.edu</a></td>
<td>ext. 8226</td>
<td>all</td>
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## II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
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<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
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<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
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<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
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<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
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<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
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<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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</table>

## III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Nick Chang</td>
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</table>

## IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Eva Long</td>
<td></td>
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Program Overview—Introduction

COUR-2011

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

The College of Marin Court Reporting Program prepares students to pass the California Certified Shorthand Reporters licensing examination (CSR), and the Registered Professional Reporter’s certificate (RPR) from the National Court Reporters Association. The Court Reporting Program is recognized and regulated by the Court Reporters Board of California (See attached regulations).

Students must qualify to take the CSR examination by completing the minimum requirements (see attachment). The Program then provides documentation to the state that allows the student to sit for licensure.

The Court Reporters Board periodically audits our Program for regulatory compliance which includes:

> Stenotype machine skill development to 200-plus words per minute
> English
> Medical
> Legal
> Procedures and Ethics
> Transcript Preparation
> Court Reporting Technology
> Apprenticeship

II. Program Purpose
Pathway:
Career Tech. Ed.

Briefly describe how your program fits into the pathways you have chosen.

* In order to take testimony under oath in California, a court reporter must be state licensed. Court Reporting Program learners are primarily interested in
acquiring the knowledge and skills to pass the State licensing examination (CSR).

* Some Court Reporting Program students elect to earn one or both of the two A.S Degrees and/or two Certificates of Completion offered by our Program. However, neither degrees nor certificates are required to engage in work as a court reporter. The basic requirement to engage in work as a court reporter is the State license.
* Students who do not successfully complete the Court Reporting Program acquire marketable knowledge and skills every semester. These skills have enabled our former students to find employment as medical and legal transcriptionists, scopists/prooﬁreaders for court reporters, clerical support for law ofﬁces and freelance deposition ﬁrms, and communication access real-time translation (CART) providers for the Deaf and hard-of-hearing communities.

III. Students Served
Briefly outline what students are served in your program.

* Most court reporting students are re-entry women.
* Many of them already have earned an Associate’s or Bachelor’s degree. Students who begin the program with a recent BA are often our most successful students, due to the demanding nature of the course of study.
* Many are single parents.
* Many are training for a second career.

IV. Program History
Briefly outline the recent history of your program.

* The COM Court Reporting Program was founded in 1975.

* The State of California only licenses approximately 125 - 150 new court reporters per year. We are steadily increasing the number of candidates we send to the state exam, and our successful candidates are on, average, taking less time to achieve qualiﬁcation than in the past.

* Our Court Reporting Program has worked diligently to keep pace with the changing technology. We continually update our technology courses.

* The Court Reporting profession is now considered "Information Technology" for the legal community.

* The Court Reporters Board of California has recently updated their requirements for approved court reporting programs, and we are implementing these changes in our curriculum. (See attachment)

Attachments:
List and briefly describe any attachments

California Court Reporting Program Regulations:
* Business and Professions Code
* California Code of Regulations

California Business and Professions Code
(a) As used in this section, "school" means a court reporter training program or an institution that provides a course of instruction approved by the board and the Bureau for Private Postsecondary and Vocational Education, is a public school in this state, or is accredited by the Western Association of Schools and Colleges.

(b) A court reporting school shall be primarily organized to train students for the practice of shorthand reporting, as defined in Sections 8016 and 8017. Its educational program shall be on the postsecondary or collegiate level. It shall be legally organized and authorized to conduct its program under all applicable laws of the state, and shall conform to and offer all components of the minimum prescribed course of study established by the board. Its records shall be kept and shall be maintained in a manner to render them safe from theft, fire, or other loss. The records shall indicate positive daily and clock-hour attendance of each student for all classes, apprenticeship and graduation reports, high school transcripts or the equivalent or self-certification of high school graduation or the equivalent, transcripts of other education, and student progress to date, including all progress and counseling reports.

(c) Any school intending to offer a program in court reporting shall notify the board within 30 days of the date on which it provides notice to, or seeks approval from, the California Department of Education, the Bureau for Private Postsecondary and Vocational Education, the Chancellor's Office of the California Community Colleges, or the Western Association of Schools and Colleges, whichever is applicable. The board shall review the proposed curriculum and provide the school tentative approval, or notice of denial, within 60 days of receipt of the notice. The school shall apply for provisional recognition pursuant to subdivision (d) within no more than one year from the date it begins offering court reporting classes.

(d) The board may grant provisional recognition to a new court reporting school upon satisfactory evidence that it has met all of the provisions of subdivision (b) and this subdivision. Recognition may be granted by the board to a provisionally recognized school after it has been in continuous operation for a period of no less than three consecutive years from the date provisional recognition was granted, during which period the school shall provide satisfactory evidence that at least one person has successfully completed the entire course of study established by the board and complied with the provisions of Section 8020, and has been issued a certificate to practice shorthand reporting as defined in Sections 8016 and 8017. The board may, for good cause shown, extend the three-year provisional recognition period for not more than one year.

Failure to meet the provisions and terms of this section shall require the board to deny recognition. Once granted, recognition may be withdrawn by the board for failure to comply with all applicable laws and regulations.

(e) Application for recognition of a court reporting school shall be made upon a form prescribed by the board and shall be accompanied by all evidence, statements, or documents requested. Each branch, extension center, or off-campus facility requires separate application.

(f) All recognized and provisionally recognized court reporting schools shall notify the board of any change in school name, address, telephone number, responsible court reporting program manager, owner of private schools, and the effective date thereof, within 30 days of the change. All of these notifications shall be made in writing.

(g) A school shall notify the board in writing immediately of the discontinuance or pending discontinuance of its court reporting program or any of the program's components. Within two years of the date this notice is sent to the board, the school shall discontinue its court reporting program in its entirety. The board may, for good cause shown, grant not more than two one-year extensions of this period to a school. If a student is to be enrolled after this notice is sent to the board, a school shall disclose to the student the fact of the discontinuance or pending discontinuance of its court reporting program or any of its program components.

(h) The board shall maintain a roster of currently recognized and
provisionally recognized court reporting schools, including, but not limited to, the name, address, telephone number, and the name of the responsible court reporting program manager of each school.

(i) The board shall maintain statistics that display the number and passing percentage of all first-time examinees, including, but not limited to, those qualified by each recognized or provisionally recognized school and those first-time examinees qualified by other methods as defined in Section 8020.

(j) Inspections and investigations shall be conducted by the board as necessary to carry out this section, including, but not limited to, unannounced site visits.

(k) All recognized and provisionally recognized schools shall print in their school or course catalog the name, address, and telephone number of the board. At a minimum, the information shall be in 8-point bold type and include the following statement:

"IN ORDER FOR A PERSON TO QUALIFY FROM A SCHOOL TO TAKE THE STATE LICENSING EXAMINATION, THE PERSON SHALL COMPLETE A PROGRAM AT A RECOGNIZED SCHOOL. FOR INFORMATION CONCERNING THE MINIMUM REQUIREMENTS THAT A COURT REPORTING PROGRAM MUST MEET IN ORDER TO BE RECOGNIZED, CONTACT: THE COURT REPORTERS BOARD OF CALIFORNIA; (ADDRESS); (TELEPHONE NUMBER)."

(l) Each court reporting school shall file with the board, not later than June 30 of each year, a current school catalog that shows all course offerings and staff, and for private schools, the owner, except that where there have been no changes to the catalog within the previous year, no catalog need be sent. In addition, each school shall also file with the board a statement certifying whether the school is in compliance with all statutes and the rules and regulations of the board, signed by the responsible court reporting program manager.

(m) A school offering court reporting may not make any written or verbal claims of employment opportunities or potential earnings unless those claims are based on verified data and reflect current employment conditions.

(n) If a school offers a course of instruction that exceeds the board's minimum requirements, the school shall disclose orally and in writing the board's minimum requirements and how the course of instruction differs from those criteria. The school shall make this disclosure before a prospective student executes an agreement obligating that person to pay any money to the school for the course of instruction. The school shall also make this disclosure to all students enrolled on January 1, 2002.

(o) Private schools shall provide each prospective student with all of the following and have the prospective student sign a document that shall become part of that individual’s permanent record, acknowledging receipt of each item:

1. A student consumer information brochure published by the board.
2. A list of the school's graduation requirements, including the number of tests, the pass point of each test, the speed of each test, and the type of test, such as jury charge or literary.
3. A list of requirements to qualify for the state certified shorthand reporter licensing examination, including the number of tests, the pass point of each test, the speed of each test, and the type of test, such as jury charge or literary, if different than those requirements listed in paragraph (2).
4. A copy of the school's board-approved benchmarks for satisfactory progress as identified in subdivision (u).
5. A report showing the number of students from the school who qualified for each of the certified shorthand reporter licensing examinations within the preceding two years, the number of those students that passed each examination, the time, as of the date of qualification, that each student was enrolled in court reporting school, and the placement rate for all students that passed each examination.
6. On and after January 1, 2005, the school shall also provide to prospective students the number of hours each currently enrolled student who has qualified to take the next licensing test, exclusive of transfer students, has attended court
(p) Public schools shall provide the information in paragraphs (1) to (6) of subdivision (o), inclusive, to each new student the first day he or she attends theory or machine speed class, if it was not provided previously.

(q) Each enrolled student shall be provided written notification of any change in qualification or graduation requirements that is being implemented due to the requirements of any one of the school's oversight agencies. This notice shall be provided to each affected student at least 30 days before the effective date of the change and shall state the new requirement and the name, address, and telephone number of the agency that is requiring it of the school. Each student shall initial and date a document acknowledging receipt of that information and that document, or a copy thereof, shall be made part of the student's permanent file.

(r) Schools shall make available a comprehensive final examination in each academic subject to any student desiring to challenge an academic class in order to obtain credit towards certification for the state licensing examination. The points required to pass a challenge examination shall not be higher than the minimum points required of other students completing the academic class.

(s) An individual serving as a teacher, instructor, or reader shall meet the qualifications specified by regulation for his or her position.

(t) Each school shall provide a substitute teacher or instructor for any class for which the teacher or instructor is absent for two consecutive days or more.

(u) The board has the authority to approve or disapprove benchmarks for satisfactory progress which each school shall develop for its court reporting program. Schools shall use only board-approved benchmarks to comply with the provisions of paragraph (4) of subdivision (o) and subdivision (u).

(v) Each school shall counsel each student a minimum of one time within each 12-month period to identify the level of attendance and progress, and the prognosis for completing the requirements to become eligible to sit for the state licensing examination. If the student has not progressed in accordance with the board-approved benchmarks for that school, the student shall be counseled a minimum of one additional time within that same 12-month period.

(w) The school shall provide to the board, for each student qualifying through the school as eligible to sit for the state licensing examination, the number of hours the student attended court reporting classes, both academic and machine speed classes, including theory.

(x) The pass rate of first-time exam takers for each school offering court reporting shall meet or exceed the average pass rate of all first-time test takers for a majority of examinations given for the preceding three years. Failure to do so shall require the board to conduct a review of the program. In addition, the board may place the school on probation and may withdraw recognition if the school continues to place below the above described standard on the two exams that follow the three-year period.

(y) A school shall not require more than one 10-minute qualifying examination, as defined in the regulations of the board, for a student to be eligible to sit for the state certification examination.

(z) A school shall provide the board the actual number of hours of attendance for each applicant the school qualifies for the state licensing examination.

(aa) The board shall, by December 1, 2001, do the following by regulation as necessary:

(1) Establish the format that shall be used by schools to report tracking of all attendance hours and actual timeframes for completed coursework.

(2) Require schools to provide a minimum of 10 hours of live dictation class each school week for every full-time student.

(3) Require schools to provide students with the opportunity to read back from their stenographic notes a minimum of one time each day to his or her instructor.

(4) Require schools to provide students with the opportunity to practice with a school-approved speed-building tape, or other assigned material, a minimum of one hour per day after school hours as a homework assignment and provide the notes from this tape to their instructor the following day for review.

(5) Develop standardization of policies on the use and administration of
(6) Define qualifier exam as follows: the qualifier exam shall consist of 4-
voice testimony of 10-minute duration at 200 wpm, graded at 97.5 percent
accuracy, and in accordance with the guidelines followed by the board. Schools
shall be required to date and number each qualifier and announce the date and
number to the students at the time of administering the qualifier. All
qualifiers shall indicate the actual dictation time of the test and the school
shall catalog and maintain the qualifier for a period of not less than three
years for the purpose of inspection by the board.

(7) Require schools to develop a program to provide students with the
opportunity to interact with professional court reporters to provide skill
support, mentoring, or counseling which they can
document at least quarterly.

(8) Define qualifications and educational requirements required of instructors
and readers that read test material and qualifiers.

(bb) The board shall adopt regulations to implement the requirements of this
section not later than September 1, 2002.

(cc) The board may recover costs for any additional expenses incurred under
the enactment amending this section in the 2001-02 Regular Session of the
Legislature pursuant to its fee authority in Section 8031.

8027.5. In addition to the authority to conduct disciplinary proceedings under
this chapter, the board, through its duly authorized representatives, shall have
authority to issue administrative citations or assess fines for the violation of
any rules and regulations adopted by the board under the provisions of this
chapter.

COURT REPORTING PROGRAM

Program Overview Introductory Report

Attachment

California Code of Regulations

TITLE 16. Professional And Vocational Regulations
   Division 24. Certified Shorthand Reporters Board
      Article 2. Court Reporting Schools
         2411. Criteria for Recognition of Court Reporting Schools;
            Continued Validity; Reports.

16 CCR Â§ 2411 Cal. Admin. Code tit. 16, Â§ 2411

Barclays Official California Code of Regulations Currentness Title 16. Professional and Vocational
Regulations Division 24. Certified Shorthand Reporters Board

Article 2. Court Reporting Schools Â§ 2411. Criteria for Recognition of Court Reporting Schools; Continued Validity; Reports.

A recognized court reporting school shall offer at least the following minimum prescribed course of study for not less than the hours specified in order to obtain and maintain board approval:

(a) Machine Shorthand and transcription.....................2300

(1) The program shall include classroom lecture or non-lecture instruction in the mastery of making verbatim records of depositions, hearings, meetings, conventions and judicial proceedings, by means of machine shorthand writing, and the accurate transcription of such proceedings.

(2) Tests used to qualify students to sit for the CSR exam shall be transcribed under direct supervision. Schools may require all other tests to be transcribed under supervision.

(3) When the student reaches a proficiency of 80 words per minute on unfamiliar material, the student shall be required to transcribe dictation from stenographic notes of varying difficulty and subject matter of a length equal to five minutes.

(4) Individual dictation classes, other than theory classes, shall include only students whose tested writing speeds are within the same 20-30 words per minute range on similar dictation material.

(5) Students shall be provided the opportunity to read back from their stenographic notes a minimum of one time each day.

(6) Schools shall provide students with the opportunity to practice with school-approved speed-building material a minimum of one hour per day after school hours.

(7) These hours may be reduced if a student is able to pass the qualifier exam defined in section 2412 of this chapter before having completed these hours.

(b) English..................................................240

A minimum of 150 of these hours shall be in classroom lecture or non-lecture instruction. Instruction in the fundamentals of English grammar and usage with emphasis on sentence structure, punctuation, spelling, capitalization, and vocabulary development.

(c) Medical..................................................120

A minimum of 75 of these hours shall be in classroom lecture or non-lecture instruction. Instruction, dictation, and transcription in human anatomy, including definitions of medical prefixes and suffixes and terminology.

(d) Legal....................................................150

A minimum of 100 of these hours shall be in the classroom lecture or non-lecture instruction. Instruction, dictation, and transcription material shall cover diverse subject areas including, but not limited to the following:

(1) Legal Terminology. The general concepts of the law of real and personal property, torts, contracts, probate, family, business, criminal, evidence, and civil procedure.

(2) Court and Deposition Procedures.

(A) The responsibility of the reporter in the courtroom, including the reporting of jury impanelment, opening statements, testimony, objections, summations, jury instructions, approaching the bench, in camera proceedings, and reading back to the jury.

(B) The responsibility of the reporter in depositions, including administering oaths, the reporting of testimony and objections, reporting with an interpreter, reading back, directing (citing) the witness, certifying questions, and marking exhibits.
(C) Management of pertinent records, including stenographic notes, work sheets, financial records, daily reporting jobs, exhibits and transcripts.

(3) Ethics of the Court Reporting Profession.

The professional responsibilities of a reporter, including, but not limited to, those outlined in the Professional Standards of Practice.

(4) The California law and regulations and California Rules of Court affecting Certified Shorthand Reporters.

(e) Keyboarding.........................45 words per minute net

A course to prepare students to achieve a typing proficiency of 45 words per minute.

(f) Transcript Preparation......................................25

(1) Instruction in the current methods for preparing and producing a complete transcript, including, but not limited to, equipment and formatting standards.

(2) Instruction in the preparation of transcripts, including covers, appearance pages, index pages, speaker identification, certificates, and exhibits, and the preparation of work sheets.

(3) Development of proofreading skills in order to produce an accurate, verbatim transcript.

(g) Resource Materials.........................................5

Instruction in accessing resource materials including via the internet to provide the student with the ability to use such materials, including, but not limited to, case citations, codes, almanacs, directories, street atlases, and dictionaries.

(h) Apprenticeship Training....................................60

(1) Before the student attains a proficiency of 120 words per minute, the student shall observe a minimum of five hours of proceedings in a court of record.

After attaining a proficiency of 120 words per minute and before attaining a proficiency of 180 words per minute, the student shall observe a minimum of five hours of proceedings in a court of record.

(2) When the student reaches a proficiency of 180 words per minute, the student shall sit in and report with a certified shorthand reporter 40 hours of court proceedings or depositions of which a minimum of 10 hours shall be in depositions and a minimum of 10 hours shall be in court.

A maximum of 10 hours of this training may be gained in reporting mock proceedings sponsored by a law firm or by a law school.

(3) The student shall be required to transcribe and submit to the school for approval a minimum of 20 consecutive pages from stenographic notes taken at a court proceeding and a minimum of 20 consecutive pages from stenographic notes taken at a deposition in compliance with the Minimum Transcript Format Standards.

(4) After attaining a speed of 160 words per minute, the student shall receive a minimum of 10 hours additional instruction to review the following categories:

A. Court and deposition procedures

B. Professional practice and ethics, including the Professional Standards of Practice

C. Legal research and the California Codes

D. Job preparation skills including professional appearance and etiquette, attitude and demeanor, interviewing skills, and resume writing.

(5) Schools shall document that they provide students with the opportunity to interact with professional court reporters at least four times per calendar year, to offer mentoring, counseling, guest speakers, job...
shadowing, etc.

(i) Technology................................................60

(1) The student shall demonstrate knowledge of basic computer terminology and the ability to manage the computer operating system outside the specialized Computer Aided Transcription (CAT) software, including, but not limited to, functions such as deleting, moving, and renaming files, and creating electronic files.

(2) The student shall demonstrate an understanding of the concepts of litigation support, Web streaming, Communication Access Realtime Translation (CART), Best Practices for the use of Backup Audio Media (BAM), and captioning.

(3) The student shall demonstrate the ability to produce a transcript from the student's own stenographic notes in compliance with the Minimum Transcript Format Standards.

(4) The student shall spend a minimum of 10 hours in realtime writing.

The student shall also demonstrate the ability to set up and connect the components to provide interactive realtime. Interactive realtime is defined as the student outputting to a second computer.

(5) The student shall demonstrate knowledge of how to prepare an electronic file from the student's own stenographic notes.

TOTAL MINIMUM PRESCRIBED ACADEMIC HOURS......................660

(j) A recognized court reporting school may grant equivalent proficiency for one or more classes to applicants who have provided proof of prior educational or practical experience which is directly related to classes described in Section 2411(a) of this chapter.

(k) A recognized court reporting school shall provide access to a library of reference materials. This access shall be provided on campus. On-campus access may include online access. These materials shall include at least the following:

(1) Current reference materials shall include at a minimum: Business & Professions Code, Sections 8000 through 8047; Title 16, California Code of Regulations, Division 24, Sections 2400 through 2481; Code of Civil Procedure, Sections 2021 and 2025; Government Code, Chapter 5, Article 9, commencing with section 69941; and California Rules of Court.


In addition, the Board recommends that the school also maintains current professional association publications and current publications including at least one daily newspaper and magazines such as Time, Newsweek, Business Week, Money, Inc., Fortune, etc.

(l) Whenever there has been a change in school status as set forth in Section 8027(f) of the Business and Professions Code, the change or changes as specified shall be reported to the board as required by Business and Professions Code Section 8027(f). Such report shall be in writing on the letterhead of the school or other stationery setting forth the current name, address and telephone number of the school, and shall be signed by the responsible program manager, the school owner, the responsible corporate officer if the school is a corporation or the responsible partner if the school is a partnership.

(m) All annual statements filed with the board by court reporting schools in compliance with Section 8027(k) of the Business and Professions Code shall be in writing on the letterhead of the school or other stationery setting forth the current name, address and telephone number of the school and shall have enclosed or attached thereto the current school catalog as specified by Section 8027(l).

(n) Each court reporting school shall advise all applicants to its court reporting program of the existence and purpose of the board, including the board's address, telephone number, and Web site which shall be prominently displayed in any catalogs or Web sites which include course offerings.

HISTORY

1. Amendment of subsections (b), (c), and (d)(1) filed 5-18-79; effective thirtieth day thereafter (Register 79, No. 20). For prior history, see Register 74, No. 34; 70, No. 19; 62, No. 11.

2. Amendment filed 9-22-83; effective thirtieth day thereafter (Register 83, No. 39). CROSS REFERENCE: Section 2419.

3. Amendment of subsections (a) and (b) and new subsections (c)-(f) filed 5-1-89; operative 5-31-89 (Register 89, No. 18).

4. Amendment of section heading, repealer of first paragraph and subsections (a)(5), (a)(6), (a)(8), and (a)(10), subsection renumbering, and amendment of subsections (a)(1)-(a)(7) and (f) filed 1-8-93; operative 2-8-93 (Register 93, No. 2).


6. Amendment of subsection (a)(1)(A) filed 12-17-2001 as an emergency; operative 1-1-2002 (Register 2001, No. 51). A Certificate of Compliance must be transmitted to OAL by 5-1-2002 or emergency language will be repealed by operation of law on the following day.


9. Amendment of section and Note filed 8-31-2011; operative 9-30-2011 (Register 2011, No. 35).

16 CCR § 2414 Cal. Admin. Code tit. 16, § 2414

Barclays Official California Code of Regulations Currentness Title 16. Professional and Vocational Regulations Division 24. Certified Shorthand Reporters Board

Article 2. Court Reporting Schools § 2414. Definitions.

(a) Any person teaching an academic course, that is a course other than machine shorthand or keyboarding, in a court reporting program, shall meet at least one of the following criteria:

(1) Possess at a minimum a Bachelor of Arts or Bachelor of Science degree.

(2) Possess at a minimum either an Associate degree in the subject being taught and two years of experience in a related field, or an Associate degree not in the subject being taught and four years of experience in a related field.

(3) Possess a current license as a certified shorthand reporter or an RPR certificate from the National Court Reporters Association, and in addition, a minimum of two years of experience in a related field.

(4) Possess a minimum of four years of experience teaching the subject being taught or a minimum of four years of experience in a job substantially related to the subject being taught.

(b) Any person teaching a machine speed-building course, that is a course other than an academic course or keyboarding, shall meet one of the following criteria:

(1) Possess at a minimum a Bachelor of Arts or Bachelor of Science degree.

(2) Possess at a minimum either an Associate degree in the subject being taught or an Associate degree not in the subject being taught and two years of experience in a related field.

(3) Possess a current license as a certified shorthand reporter or an RPR certificate from the National Court Reporters Association.

(4) Completed all requirements of a California recognized court reporter training program through the
180 word per minute machine speed class and possesses two years of teaching experience.

(c) Any person hired as a reader by a school shall be trained by the school and shall demonstrate proficiency using a stopwatch, enunciating standard English, familiarity with common phrasing, and a propensity for maintaining consistency within the same speed level.

(d) A full-time student shall be defined as enrolled in school for a minimum of 24 clock hours per week or successfully maintaining either 12 credits per semester or 12 credits per quarter, including 10 hours of live dictation machine speed classes per week.

(e) Classroom lecture is defined as an instruction course in which both the student and the instructor are physically present at the same time in the same classroom.

(f) Online instruction is defined as instruction which may be in realtime, virtual-time, or any combination thereof, and which meets the requirements of non-lecture instruction as defined in subsection (h).

(g) Instruction is defined as instructor directed activities including classroom lecture, non-lecture instruction and other directed activities identified in course outlines that lead to the accomplishment of the identified learning outcomes.

(h) Non-lecture instruction is defined as any academic course under this article that is taught in a non-lecture instruction setting. The school shall prepare and maintain a written statement outlining the course objectives, proposed learning outcomes, the methods of measuring those outcomes, and how this method of instruction meets the course objectives and outcomes. Such instruction requires the availability of an instructor and interim evaluations.

(i) Direct supervision shall provide verification of the student's identity, the reasonable assurance that the student is the author of any work product, and shall protect testing and qualifier materials. Direct supervision may take the form of physical or non-physical observation of the student, comparison of work product against stenographic notes, or other methods, as determined and reviewed and approved by the Board.

(j) Interactive realtime is defined as the student outputting to a second computer. Note: Authority cited: Section 8007, Business and Professions Code. Reference: Sections 8007 and 8027, Business and Professions Code.


2. Amendment of subsections (a)(2), (a)(4) and (b), repealer of subsection (b)(5), amendment of subsections (c)-(d) and (h) and new subsections (i)-(j) filed 8-31-2011; operative 9-30-2011
Faculty Members
COUR-2011

I. Program Faculty
List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acredolo</td>
<td>Kristin</td>
<td>P</td>
<td></td>
</tr>
</tbody>
</table>

Status: **Shared W/other program(s):**
Adjunct, ETCUM No

<table>
<thead>
<tr>
<th>Summer TU</th>
<th>Fall TU</th>
<th>Spring TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.12</td>
<td>5.30</td>
<td>4.24</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Years of Service: 10
Specialty:
*Court Reporting* *Certified Shorthand Reporter (Ret)* *Registered Professional Reporter (Ret)*

Leadership: List involvement in committees or other service
N/A

Teaching units listed are for Summer 2011, Fall 2011 and Spring 2012

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barr-Vickers</td>
<td>Claudia</td>
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Status: **Shared W/other program(s):**
Adjunct, ETCUM No

<table>
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<tr>
<th>Summer TU</th>
<th>Fall TU</th>
<th>Spring TU</th>
<th>Reassigned (Total)</th>
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<tbody>
<tr>
<td>2.12</td>
<td>8.43</td>
<td>8.49</td>
<td>0.000</td>
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</table>

Years of Service: 7
Specialty: Court Reporting

Leadership: List involvement in committees or other service
N/A

Teaching units listed are for Summer 2011, Fall 2011 and Spring 2012
Boero
Emagene

Status: Shared W/other program(s):
Adjunct, ETCUM No

Summer TU Fall TU Spring TU Reassigned (Total)
0.0 8.49 6.36 0.000

Years of Service: Specialty:
15 * Court Reporting * California licensed court reporter

Leadership: List involvement in committees or other service

N/A

*Teaching units listed are for Summer 2011, Fall 2011 and Spring 2012

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

Last Name First Name MI Year Retired:
Dowling R. Oak

Status: Shared W/other program(s):
Adjunct, ETCUM No

Summer TU Fall TU Spring TU Reassigned (Total)
0.0 1.5 4.0

Years of Service: Specialty:
21 * Law Classes * Attorney with 43 years of law practice (Ret)

Leadership: List involvement in committees or other service

*College of Marin Foundation 1979–1994 Honorary Director President

*General Counsel Marin Forum

*President 2002 Marin County Bar Association

*Director 1984 Rotary Club of San Rafael 1977–to present.

*Teaching units listed are for Summer 2011, Fall 2011 and Spring 2012

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

Last Name First Name MI Year Retired:
Jimenez-Aguirre Laurel

Status: Shared W/other program(s):
Adjunct, ETCUM  No

<table>
<thead>
<tr>
<th></th>
<th>Summer TU</th>
<th>Fall TU</th>
<th>Spring TU</th>
<th>Reassigned (Total)</th>
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<tbody>
<tr>
<td></td>
<td>4.25</td>
<td>7.4375</td>
<td>6.375</td>
<td>00.000</td>
</tr>
</tbody>
</table>

**Years of Service:**  19

**Specialty:** Court Reporting

**Leadership:** List involvement in committees or other service

N/A

*Teaching units listed are for Summer 2011, Fall 2011 and Spring 2012.*

**List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
<th>Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vartanian</td>
<td>Sharon</td>
<td></td>
<td></td>
<td>Adjunct, ETCUM</td>
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</table>

**Shared W/other program(s):**

None

**Summer TU**  | **Fall TU**  | **Spring TU**  | **Reassigned (Total)**
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>8.15</td>
<td>5.52</td>
<td>00.000</td>
</tr>
</tbody>
</table>

**Years of Service:**  2

**Specialty:** *Court Reporting* *Registered Professional Reporter* *Certified Shorthand Reporter* *Certified Stenograph Training Agent*

**Leadership:** List involvement in committees or other service

N/A

*Teaching units listed are for Summer 2011, Fall 2011 and Spring 2012.*
## Non-Instructional Support Staff

### I. Current Support Staff

#### List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julia Woods</td>
<td>Lab Assistant</td>
<td>30</td>
<td></td>
<td>IVC Students</td>
</tr>
<tr>
<td>Linda Johnson</td>
<td>Hourly</td>
<td>Other</td>
<td>4</td>
<td>COUR Classes</td>
</tr>
<tr>
<td>Maryann Ross</td>
<td>Part-Time</td>
<td>Instructional Specialist</td>
<td>16</td>
<td>COUR Classes</td>
</tr>
</tbody>
</table>

### Leadership: List involvement in committees or other service

**Julia Woods:**

Works primarily in Open Lab in LI 100 supporting students with homework in all named disciplines and applications. Supports and assists students in multiple disciplines: MEDA (Medisoft); MMST (Adobe Creative Suite); COUR (CaseCATalyst); CIS (Operating Systems, MS Office), among others. Assists Computer Lab Technician in computer maintenance when necessary. The Court Reporting Program would not be able to provide the Court Reporters Board's required classes without the assistance of a computer lab assistant.

**Linda Johnson:**

Hourly assistant in the Court Reporting Program help instructors deliver 4-speaker, court and deposition simulations in the classroom. This assistant reads from actual court and deposition transcripts with a panel of 4 people, including the classroom instructor. These transcripts are delivered to the learners at dictation speeds in excess of 200 words per minute. These court and deposition simulations prepare the Court Reporting Program students to pass the State licensing examination (CSR). Without this assistant, the Court Reporting Program could not prepare our students for multiple-speaker testimony as required by the Court Reporters Board of California. The program would greatly benefit if Ms. Johnson's hours could be increased from 4 to 8.

**Maryann Ross:**

Instructional Specialist (Court Reporting): The primary duty is to assist the COUR instructors in the classroom to deliver court and deposition simulations and
assist in administering multiple-speaker skill tests. These classroom simulations are critical to the success of learners. The Instructional Specialist also assists the Court Reporting Program with clerical support. The Court Reporting Program would greatly benefit if this Instructional Specialist position were increased from 16 to 20 hours per week. The 4 additional hours are needed to comply with the Court Reporters Board documentation requirements, i.e. the Court Reporting Program is required to document the number of hours of actual attendance for each student. Folders must be kept for each student with the dates he or she passed all skill-based tests, and we must document annual counseling and guidance of each student, etc. The Court Reporting Program would not be able to provide the Court Reporters Board’s required classes without the assistance of a instructional specialist.

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose:</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MaryGale Beyer</td>
<td>Full-Time</td>
<td>Computer Tech</td>
<td>45</td>
<td>IVCStudents</td>
</tr>
</tbody>
</table>

**Leadership: List involvement in committees or other service**

The computer lab technician supports the computer hardware and software needs of Court Reporting classes and students.

Also supports all computer labs at IVC. Includes repairing, upgrading, updating, maintaining 200-250 computers. Also helps students when necessary if Instructional Assistant is not available. The Court Reporting Program would not be able to provide the Court Reporters Board’s required classes without the assistance of a computer lab tech.
Facilities Questionnaire
COUR-2011

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

Since the move in 2011 to the new Main Building, the program's facilities are excellent. The attractive, clean, orderly classrooms have proved to be an important factor in attracting new students. HVAC does continue to be a problem in the Main Building, however. MB 228, 229 and 233 have issues of being too cold or too hot, and the controls often don't seem to work. We do have one student with a disability that is exacerbated by cold temperatures, and she has had to leave class when the room became too cold for her. We would like to have room darkening shades on the windows of these classrooms as well, if possible, to enhance DVD/video quality. All in all, we are very happy with our new facilities.
Student Access and Success

COUR-2011

I. Access

Demographic, enrollment and student success information is available in the Data Dashboard which can be accessed through ARGOS. Please use this information and your faculty’s own anecdotal experience to answer the following questions.

The greatest barrier to access to the program for students in general is the fact that, for the most part, they are employed. Students may find it difficult to adjust their work schedules in order to attend classes regularly. Students must practice at least 15 hours per week outside of class to make satisfactory progress. It is difficult for employed students to find sufficient time to practice.

II. Student Success

Based on course completion rates and grades in your courses (available on the Data Dashboard), and more importantly, based on you and your colleagues experiences in class, what do faculty in your discipline feel are significant factors or barriers influencing student success in your courses or programs? Please begin with: Students who don't succeed often struggle with_______,” and then analyze what you think are the reasons behind their difficulties which could range from socio-economic factors to issues more directly related to course work or presentation.

Students who do not succeed in our program often struggle with English proficiency. These are students who received insufficient preparation in English grammar, vocabulary and sentence structure in their prior education. Ideally, we would like to be able to require prospective court reporting students to have completed English 95 and 96 before entering the program.

Other important factors influencing student success are financial stress, family responsibilities, commute time and work hours. Success in court reporting school is predicated upon "time-on-task." The Court Reporters Board of California recommends a minimum of 15 hours of practice on the stenotype machine outside of class per week. Students with long work hours, many family responsibilities, and long commutes are at a disadvantage.

III. Improving Student Success and Retention

Please check off which of the following student support services your students used:

- [x] Bookstore
- [x] Computer Labs for student use
- [x] Counseling
- [x] DSPS
- [x] Financial Aid
- [x] Library
- [ ] Transfer Center
Tutoring
What is their level of satisfaction? Are your students having any problems with any of these services? If so, please explain.

All of our classes are held at IVC. Students are happy with the services they have; they would just like to have more of them! For instance, they would love to have a year-round bookstore at IVC where they could purchase school supplies as well as textbooks. We look forward to seeing the IVC library become fully "shelved" with books. More English tutoring would be very welcome.

IV. How do you make sure your students are able to get through your program in a timely fashion? (e.g. “Schedule all required classes every semester.”)

Our classes follow a Spring/Fall rotation pattern which enables students to complete all academic requirements within approximately 2 years. Machine shorthand classes are offered Spring/Fall and Summer as open entry/open exit courses so that as students increase their shorthand proficiency, they can easily move up through the speed levels. The rate at which students acquire machine shorthand skill is unique to each individual. Again, "time-on-task" is the best single predictor of completing the program in a timely fashion. Students are required by the CSR Board to attend 10 hours of live dictation classes per week.
Curriculum
COUR-2011

1. What is the focus of your program? (e.g. transfer, basic skills, career technical education, lifelong learning, etc.)

Career Technical Education.

2. Have there been changes in the field that might impact your course offerings or degrees? Please explain.

*The Court Reporters Board of California recently (September of 2011) promulgated changes in school regulations. We are in the process of implementing those changes, which require minor curriculum/course outline adjustments.

*Court reporting technology improves and innovates constantly. We are focused on keeping our technology courses current.

3. Are you planning on changing, updating or revising degree or certificate requirements? Please explain.

We are submitting a revised degree to the curriculum committee. The AS/Certificate of Achievement in Machine Shorthand has been revised and renamed Legal Transcription Technology. COUR 169C, a component of this AS/CoA, has been revised to emphasize computer-assisted editing and proofreading. Students may earn this certificate or degree after 5 semesters (including one summer session) regardless of shorthand speed. The primary purpose of this certificate/degree is to prepare students to work as scopists and proofreaders for licensed court reporters, but it is also excellent preparation for medical and legal transcription jobs, administrative assistant/clerical jobs in law offices and freelance deposition firms, and employment as communication access providers. It can be considered the “half-way point” on students' way to being certified to take the state exam.

4. If available, have you created a “degree for transfer” in your discipline according to SB 1440? If so, what is it?

We offer an AS in Court Reporting, Certified Shorthand Reporter, and an AS in Legal Transcription Technology (formerly Machine Shorthand).

5. Have you prioritized your courses according to department goals? (Please attach blueprint)
Yes, to the best of my knowledge. Our courses are being offered in the same sequence they have been offered for many years.

Semester I, Fall
COUR 110: Theory of Machine Shorthand 8 units
COUR 166: Law Library Skills 1.5 units
COUR 167: Procedures and Ethics 1 unit
ENGL 95*: Advanced Spelling 1 unit
ENGL 96*: Advanced Vocabulary 1 unit

Semester II, Spring
COUR 112: Beginning Machine Shorthand Level I 4 units
COUR 115J: Beginning Machine Shorthand Jury Charge 2 units
COUR 115T: Beginning Machine Shorthand Two-Voice 2 units
COUR 169A: Computer Aided Transcription 2 units
COUR 170: Microtranscription 1 unit
ENGL 98A*: Grammar & Usage 1 unit
ENGL 98B*: Sentence Structure & Punctuation 1 unit

Semester III, Summer
COUR 115F: Beginning Machine Shorthand Four-Voice 2 units
COUR 115S: Beginning Machine Shorthand Literary 2 units

Semester IV, Fall
COUR 125F: Intermediate Machine Shorthand Four-Voice 2 units
COUR 125J: Intermediate Machine Shorthand Jury Charge 2 units
COUR 125S: Intermediate Machine Shorthand Literary 2 units
COUR 125T: Intermediate Machine Shorthand Two-Voice 2 units
COUR 169B: Transcript Preparation 1 unit
COUR 169C: Computer Assisted Proofreading and Editing 0.5 unit
COUR 170: Microtranscription 1 unit
MEDA 120: Medical Terminology I 3 units

Semester V, Spring
COUR 165: Legal Terminology 3 units
COUR 150J: Intermediate Machine Shorthand Jury Charge 2 units
COUR 150T: Intermediate Machine Shorthand Jury Charge 2 units
COUR 150F: Intermediate Machine Shorthand Four-Voice 2 units
COUR 150S: Intermediate Machine Shorthand Literary 2 units
COUR 175F: Intermediate Machine Shorthand Four-Voice 2 units
COUR 175: Intermediate Machine Shorthand Literary 2 units
COUR 175T: Intermediate Machine Shorthand Two-Voice 2 units
BUS 141: Intermediate Business English 2 units
WE 298B: Occupational Work Experience   2 units
Semester VIII, Spring
COUR 210B: Advanced Machine Shorthand 7/5 min Four- 8 units
Voice Level VIIB
COUR 282A: Certified Shorthand Reporter Exam Prep:  1 unit
Specialty Vocabulary & Test
COUR 175J: Intermediate Machine Shorthand Jury Charge 2 units
Level VJ
Semester IX, Fall
COUR 210C: Advanced Machine Shorthand 10 min Four- 8 units
Voice Level VIIC
COUR 282B: Certified Shorthand Reporter Exam Prep:  1 unit
Legal

6. Have all your courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.

Yes. The majority of our courses were updated in 2010. We have a few courses that will be due to be updated in 2013, and we are in the process of reviewing and revising them. Our curriculum is regulated by the Court Reporters Board of California.

7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain.

We do not plan to develop any new courses or degrees. As stated above, we are revising existing courses and degrees.

8. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.

Court Reporting students take advantage of course offerings in Business (BUS 141), English (ENGL 95, 96, 98A and 98B), and Medical Assisting (MEDA 120 and 121). We do not collaborate on the curriculum. These courses meet Court Reporters Board of California requirements.

9. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain.

In general, distance education is not considered to be the best format for skill-based learning. We plan to add supplemental practice and homework resources online through Moodle.
10. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

No increases or additions are planned.

11. Have you reviewed your pre-requisites and co-requisites in the last 5 years?

We are in the process of reviewing pre- and co-requisites. We have found typographical errors in the course outline database that need to be corrected. Some of the current pre- and co-requisites were found to have unintended consequences once Banner began to enforce them at enrollment this Spring. We also would like to study the feasibility and effect of implementing program entry prerequisites.
## Student Learning Outcomes

**COUR-2011**

### Five College Learning Outcomes:

1. **Written, Oral and Visual Communication:** Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.

2. **Scientific and Quantitative Reasoning:** Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.

3. **Critical Thinking:** Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.

4. **Problem Solving:** Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.

5. **Information Literacy:** Formulate strategies to locate, evaluate and apply information from a variety of sources – print and/or electronic.

### I. Degrees and Certificates

<table>
<thead>
<tr>
<th>1. List your degree and certificate student learning outcomes.</th>
<th>In which courses do students learn each one?</th>
</tr>
</thead>
<tbody>
<tr>
<td>~appropriately and professionally apply the court reporting process in the workplace.</td>
<td>COUR 110 through COUR 210/225&lt;br&gt;COUR 167&lt;br&gt;COUR 169B&lt;br&gt;COUR 282A&lt;br&gt;WE 298B</td>
</tr>
<tr>
<td>~demonstrate the ability to stenographically record verbatim testimony for a specified period of time at a specific speed and transcribe the testimony within a specified time using a word processor or court reporting transcription software at a specified rate of accuracy.</td>
<td>COUR 110 through COUR 210/225&lt;br&gt;COUR 169A&lt;br&gt;COUR 169B</td>
</tr>
<tr>
<td>~demonstrate proficiency in English grammar, sentence structure, capitalization, punctuation, spelling, and general vocabulary including common synonyms and homonyms.</td>
<td>ENGL 95&lt;br&gt;ENGL 96&lt;br&gt;ENGL 98A&amp;B&lt;br&gt;BUS 141&lt;br&gt;COUR 110 through COUR 210/225&lt;br&gt;COUR 169B&lt;br&gt;COUR 282B</td>
</tr>
<tr>
<td>~demonstrate proficiency in basic legal</td>
<td></td>
</tr>
</tbody>
</table>

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http://programreview.marin.edu/2011/SLOReport.jsp
terminology, court structure, basic legal procedures, basic civil law, basic criminal law, official court reporting procedures, deposition court reporting procedures, California codes and regulations regarding court reporters, and court reporting ethics.

- demonstrate proficiency in basic medical terminology, including terms relating to anatomy, physiology, and pharmaceutical drugs.

- operate basic court reporting hardware and software to provide realtime translation of spoken proceedings and/or produce certified deposition and official transcripts.

2. What are your assessment strategies? (e.g. essays, research papers, presentations, multiple choice tests, etc.)

* Students are tested several times per day in their machine shorthand classes. These are performance-based assessments. Instructors analyze students' daily transcription and provide feedback to bring transcription quality to a professional level.

* Students complete weekly transcription exercises which assess their spelling, grammar and punctuation skills.

* Weekly CSR Exam Readiness quizzes, which mimic the written portion of the CSR exam, assess students' readiness to pass that exam and identify weaknesses that students can then address well in advance of taking the actual exam. These quizzes, like the exam, include questions on English vocabulary, grammar and punctuation, professional court reporting practices, medical and legal terminology and California law.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

No

2. Have you assessed any of the GE SLOs in the last year in any of these courses? If so, please describe the assessment and who it was given to and then summarize the results.

n/a
### 3. GE Rubrics:
- If you used the shared GE rubrics, what did you learn? (Report your findings.)
- What do you hope to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? (Or what have you already changed?)
- Will these changes require new resources or a reallocation of resources? If so, explain using data.
- How have changes (previously made) affected student learning? Use qualitative and quantitative data to support your response.

n/a

### III. Course Level Outcomes:

1. Have you assessed any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please describe the assessment and who what courses and sections it was given to in and then summarize the results.

We assess our Student Learning Outcomes in our speedbuilding classes on a daily basis through performance-based skills testing. Court trial or deposition testimony is simulated in these classes at speeds ranging from 75 to 225-plus words per minute for a specified length of time ranging from two minutes to ten minutes. Students then must transcribe these tests within a designated time period (1 to 3 hours) at a designated level of verbatim accuracy (90% - 98.2%). These procedures allow us to track achievement of the major SLOs of our classes.

In the last year, five students have passed the final skill test required to sit for state licensure. Three of these students participated in the state exam on 2/3/12, and the two others will sit for the June exam.

2. What improvements have you made or do you plan to make in the future based on the results of your SLO assessment?

Our current assessment tools seem to be adequate.
# Point of Improvement

## COUR-2011

**Instructions:** after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

## I. Program Excellence (Best Practices)

Please address any of the following areas:
- Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The College of Marin Court Reporting Program is recognized and regulated by the Court Reporters Board of California. These regulations are derived from the demonstrated best practices of the 16 public and private court reporting programs throughout California. We have remained in compliance with these regulations since 1975. Recent changes in the regulations have required some adjustment to our courses, which we are in the process of implementing. Compliance with CSR Board regulations ensures that our students are provided the most appropriate curriculum possible.

Court reporting is a highly specialized "niche" field. It requires a complex and challenging skill-set that is difficult to acquire. Those who achieve state licensure can be very proud of the tremendous achievement that that license represents. The State of California issues only 120 to 150 new CSR licenses per year, on average. We are proud that, every year, that number includes students from our relatively small program -- and they go to work immediately in well-compensated positions. Graduates of this program are reporting court trials, depositions and public meetings every day, all over California. They are providing communication access for Deaf students at UC Berkeley and Sonoma State. They are live-streaming testimony in realtime over the Web to attorneys in remote locations. And above all, they are officers of the court, upholding the neutrality and integrity of the record.

We often are asked whether court reporters are going to be "replaced by new technology"; the truth is that professional court reporters are the experts in the new technology. The College of Marin should be proud to be one of the few community colleges in California offering students the opportunity to enter this exciting and constantly evolving field.
II. SLOs

As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions:

<table>
<thead>
<tr>
<th>Description &amp; Current Goals; Analysis:</th>
<th>Future Goals &amp; Recommended Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths and Constraints</td>
<td>Future Goals &amp; Recommended Actions</td>
</tr>
</tbody>
</table>

1. What do you do to help student achieve particular outcomes?

*As stated previously, "time-on-task" is the most important factor for achieving the desired SLOs for our speedbuilding classes. We constantly seek to provide more opportunities for students to practice their machine shorthand outside of class. We provide a continually updated library of Mp3s, DVDs, VHS, and audiotaped materials. We have also instituted classroom policies that encourage students to arrive on time and stay for the entire class.

*At least four times a year, we bring in motivational speakers from the industry to help inspire students to practice.

*We recently introduced, through collaboration with Stenograph Corporation, the use of a net-based practice tool, Performance Evaluator/ SpeedCoach, in one of our classes (169D).

2. How can you improve student performance on this outcome? Give specific strategies.

*Continue to acquire updated practice materials.
*Continue to make practice materials more readily available to students.
*Continue to introduce students to innovations in practice methods and strategies.
*Continue to reinforce the necessity for practice outside the classroom.

*Create a supervised on-campus practice lab.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. **Note:** You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.
*Designating one of the classrooms, MB 228, 229 or 233, as a supervised, structured practice lab after regular classes are over, preferrably from 1:15 to 3:15. Students would be required to sign in and out. We were able to institute a supervised practice lab in our Summer 11 session, and found it to be conducive to student success. We'd like to do the same during our regular semester sessions, and eventually make it a program requirement.

*We need to develop a viable, attractive program Web site. Currently, if a prospective student Googles "Court Reporting schools SF Bay Area," our program does not appear, even on the first few pages of "hits." We often get feedback from students transferring into our program from expensive private schools that they wished they had known sooner of the existence of our affordable public program.

Resources needed:

*More hours for either our Instructional Assistant or our hourly employee to provide supervision in the practice lab.

*Web site development assistance from the College.

### III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

Over the past two years, the Court Reporting staff and faculty have developed a collaborative culture. We meet at least twice a semester formally, and frequently informally, to discuss ways to improve the program, what is working and what isn’t. Our new faculty member, Sharon Vartanian, has a level of expertise in court reporting technology that has greatly enhanced student learning. The expertise she offers has allowed us to upgrade the COUR 169A, B, C and D series of classes, providing students with the skills demanded by current workplace. This has resulted in higher enrollment in these classes.

We are in the process of making modifications to our degrees/certificates which will enable more students to earn degrees/certificates. We are working on a modification of our state-mandated yearly student evaluation process that will encourage students to apply for degrees/certificates.

### IV. Assessment of Previous Program Reviews:

1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?
Since the 2009 program review, we have received 5 new Stenograph Protege computerized writers, which are being used daily by students in our classes and labs. These writers allow economically disadvantaged students to have experience with current court reporting technology, experience that is necessary for success in the workplace.

We received funding for the purchase of practice materials on DVD. Our students are using these DVDs daily.

The prior program review emphasized the need to have students spending more "time-on-task." We have implemented new classroom policies which support timeliness and regular attendance. This encouragement to spend more "time-on-task" has resulted in an increase in the number of skill tests passed per semester.

Since discovering that some students seemed to have trouble understanding our grading and evaluation standards, we have made a concerted effort to provide our students with more and clearer information to help them succeed in our classes. We now not only provide our grading standards in our syllabi, we post them in the classroom. We also hand out a summary of the grading standards to all students, in addition to the syllabi.

Prior program reviews identified the fact that, since court reporters are not required to have a degree/certificate to work in the court and/or deposition environment, our students often do not bother to apply for degrees or certificates once they have earned their license from the state. As stated above, we are in the process of making modifications to our degrees/certificates which will enable more students to earn degrees/certificates. We are working on a modification of our state-mandated yearly student evaluation process that will encourage students to apply for degrees/certificates.

Prior program reviews identified a need to reach more prospective students in all Bay Area counties. We have come to the conclusion that we need to have a viable, attractive program Web site, but have yet to make any progress on that goal.

VI. Other concluding remarks.

US News & World Report and the Bureau of Labor Statistics continue to identify court reporting as a growth industry. US News includes court reporting on its list of the 50 best careers for 2012. The job market for Communication Access Realtime Translation providers is expanding in response to ADA mandates. Our students who achieve state licensure are employed immediately, and are well compensated.

That being said, it is very difficult to reach the level of skill necessary to become a state-certified reporter. We have many former students who did not achieve their
license, yet are working in the industry as scopists, proofreaders, administrative assistants, and CART providers. We are modifying our degrees/certificates to allow those who do not achieve the shorthand proficiency necessary for a CSR license to receive a degree/certificate, Legal Transcription Technology, which adequately represents and documents the unique and highly marketable skills they have acquired.

A problem inherent in all court reporting programs nationwide is the problem of the "career student" -- students who spend far too much time pursuing a CSR license. Per the National Court Reporters Association, the national average for successful completion of a court reporting program is 3 to 6 years. Our five most recent graduates have qualified for the state exam within an average of 3 years. Remaining in a court reporting program longer than 6 years is obviously cause for concern. After analyzing the data we keep on students, we have identified benchmarks indicative of future success. We have begun to counsel students who do not achieve these benchmarks (the first is 100 wpm after one year of study) to honestly self-assess their progress and their study habits. Are they actually putting in the 15 hours of practice per week outside of class that the CSR Board recommends for satisfactory progress? If not, why not, and how can we help them?

We have not had a full-time faculty member since Tom Holub retired in 2010. While we have thus far been able to maintain the CSR Board's standards for the program with a core group of dedicated part-time faculty, it is questionable whether we will be able to continue to adequately serve our students and the legal community in the Bay Area without a full-time position, or at least additional coordinator units, for the program.

We are grateful for our beautiful new facilities, and excited about the future of our program.
Department Chair Comments
COUR-2011

1. Please make any comments on, Student Access and Success, Facilities, Curriculum and SLO sections.

The Administrative Justice program will be moving into new facilities as the modernization project continues. They will not need any specific equipment for their curriculum that is not addressed in the modernization program.

2. Please comment on the Point of Improvement section.

It appears that the court reporting program needs to continuously update their DVD library so they can stay current. They need 3 stenotype machines to replace older machines which are no longer serviceable.

3. Other comments