### 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>Thomas Holub</td>
<td>Primary Team Member</td>
<td><a href="mailto:tom.holub@marin.edu">tom.holub@marin.edu</a></td>
<td>8226</td>
<td>all</td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### II. Program Review Committee

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

### III. Vice President of Academic Affairs

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

### IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Overview—Introduction
COUR-2009

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.

* College of Marin Court Reporting Program prepares learners 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).

* Learners must "qualify" to take the CSR examination by completing the minimum requirements (see attachment).

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

  > Stenotype machine skill development to 200 words a minute
  > English
  > Medical
  > Legal
  > Transcript Preparation
  > Court Reporting Technology
  > Apprenticeship

II. Program Purpose
Pathway:
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 learners elect to earn the two A.S Degrees and/or the 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.

* Learners who do not successfully complete the Court Reporting Program acquire marketable knowledge and skills every semester.

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.
* Many are single parents.
* Due to the downturn in the economy, we are experiencing an influx of learners training for new careers.
IV. Program History
Briefly outline the recent history of your program.

* COM Court Reporting Program was founded in 1975.

* We have maintained a pass rate at least double the State overall average pass rate for the past 5 years.

* Our Court Reporting Program has worked diligently to keep pace with the changing technology.

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

Attachments:
List and briefly describe any attachments

California Court Reporting Program Regulations:
*Business and Professions Code
*California Code of Regulations
http://www.leginfo.ca.gov/cgi-bin/waisgate?
WATSDocID=057929565+0+0&WATSaction=retrieve
California Business and Professions Code

8027. (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.

(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 its 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
times, 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 reporting
classes.

(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 qualifyin 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 qualifier examinations by schools.

(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.

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 instruction in the mastery of making verbatim records of depositions, hearings, meetings, conventions and judicial proceedings, by means of shorthand or machine shorthand writing, and the accurate transcription of such proceedings.

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

(3) When the student reaches a proficiency of 80 words per minute on unfamiliar material, each week the student shall be required to transcribe dictation of varying difficulty and subject matter of a length equal to five minutes at the student's current speed.
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.

Students shall be provided the opportunity to read back from their stenographic notes a minimum of one time each day to his or her instructor.

Schools shall 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.

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 215

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, vocabulary development, and reading comprehension.

(c) Medical 125

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 the terminology used in examination, diagnosis, laboratory investigations, patient case histories, operation reports, medical records, and autopsy reports.

(d) Legal 175

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 role 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 role 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, and transcript requests.

(3) Ethics of the Court Reporting Profession.

The professional responsibilities of a reporter, including, but not limited to, punctuality, confidentiality, and timely production of transcripts.

(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 55

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

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

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

(g) Resource Materials 5

Instruction in the use of resource materials to provide the student with the ability to use such materials, including but not limited to, case citations, codes, almanacs, the Parker Directory of Attorneys, street atlases, and world almanacs.

(h) Apprenticeship Training 60

(1) Before the student attains a proficiency of 120 words per minute, the student shall have spent no less than five hours observing proceedings in a court of record.

After attaining a proficiency of 120 and before attaining a proficiency of 180 words per minute, the student shall have spent no less than five hours observing proceedings in a court of record.

(2) When the reporting student reaches proficiency of 180 words per minute, arrangements shall be made to allow the student to 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 accredited by the American Bar Association or the Western Association of Schools and Colleges.

(3) A student shall be required, as part of the course, to transcribe, in a format that conforms to the requirements of section 2473 of these regulations, a minimum of 20 consecutive pages from notes taken at a court proceeding and a minimum of 20 consecutive pages from notes taken at a deposition, and to submit these transcripts to the school for approval.

(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. Ethics and professional practice
C. Legal research and the California Codes
D. Job preparation skills including business etiquette, professional appearance, attitude and demeanor, interviewing skills, and resume writing.

(5) Schools shall provide students with the opportunity to interact with professional court reporters to offer skill support, mentoring, or counseling which they can document at least quarterly, including guest speakers, job shadowing, etc.

(i) Technology 25
(1) The student shall demonstrate 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 ASCII disks.

The student shall also demonstrate the ability to set up and connect the hardware components including the writer and at least one additional laptop or personal computer.

(2) The student shall demonstrate knowledge of basic computer terminology and the concepts of litigation support, Computer Integrated Reporting (CIR), and captioning.

(3) The student shall demonstrate the ability to prepare and print a complete final transcript from the student's own notes using a format that conforms to the requirements of section 2473 of these regulations.

(4) After building a personal dictionary of no less than 18,000 words, the student shall spend a minimum of 10 hours in realtime writing.

(5) The student shall demonstrate knowledge of how to prepare an ASCII diskette from the student's own 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 Procedures, Sections 2021 and 2025, and Government Code, Chapter 5, Article 9, commencing with section 69941.


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 Code the change or changes as specified shall be reported to the board as required by 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 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 and
telephone number which shall be prominently printed in any catalogs which include course offerings.

NOTE

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. 


§2412. Qualifier Exams.

Schools are prohibited from requiring more than one qualifier examination as defined: The qualifier exam shall consist of unfamiliar material. The material shall be 4-voice testimony of 10-minute duration, dictated at 200 wpm and graded at 97.5% accuracy, and in accordance with the method by which the board grades the licensing examination. Schools shall date and number each qualifier and announce such date and number to the students at the time of administering the qualifier. Schools shall record the following information for each qualifier, for each date on which it was administered, 1) the actual duration of the dictated test, 2) the number of students that took the test, 3) the number of students that transcribed the test, and 4) the number of students that passed the test. The school shall maintain the qualifier and catalogue the required information related to each qualifier test for a period of not less than three years for the purpose of inspection by the Board. Qualifiers shall not be dictated more than once in any twelve-month period.


HISTORY
1. New section 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. For prior history, see Register 83, No. 39.

Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
COUR-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: To a great extent/ a majority of the students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Exclusively/ primarily

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: None

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: Some students
Transfer Major: None

II. What are your program’s goals for each pathway?

1. Basic Skills
   English grammar, sentence structure, punctuation, spelling and vocabulary development.
   Professional standards and ethics.
   College study skills.
   Time management.

2. Career and Technical Education
Court Reporting learners' primary goal is attainment of the State license of Certified Shorthand Reporter (CSR). The COM Court Reporting Program meets all Court Reporters Board of California requirements and regulations.

3. Cultural Enrichment
N/A

4. Lifelong Learning
N/A

5. Transfer
COM Court Reporting learners are provided an option of earning two A.S. degrees.

III. How does your program/discipline help students meet these goals?

1. Basic Skills
COM Court Reporting learners are required to take courses in English grammar, sentence structure, punctuation, spelling and vocabulary development. Learners are required to produce weekly transcription exercises. Instructors continually review grammar, punctuation, and vocabulary in classes.

Learners are required to take classes in professional practice.

2. Career and Technical Education
The COM Court Reporting Program meets all Court Reporters Board of California requirements and regulations necessary for learners to achieve licensure.

3. Cultural Enrichment
N/A

4. Lifelong Learning
N/A

5. Transfer
The Court Reporting Program is not considered a transfer major; however, many of our courses are transferable to 4-year colleges.

IV. How do you measure your success?

1. Basic Skills
Student progress throughout the Court Reporting Program.

Skill-based testing on a daily basis. Instructors analyze learners' daily transcription and provide feedback.

2. Career and Technical Education
The first-time pass rate of learners who qualify to take the State licensing exam (CSR).

Overall pass rate of learners who qualify to take the State licensing exam (CSR).

Number of learners who complete A.S. degrees or a Certificates of Completion.

3. Cultural Enrichment
N/A

4. Lifelong Learning
N/A

5. Transfer
It is not a significant consideration for the Court Reporting Program, but earning a passing grade in a transferable course of obvious benefit to the learner.

V. How do you make sure your students are able to get through your program in a timely fashion?

The Court Reporting Program provides frequent assessment opportunities for learners and regular opportunity for self-evaluation. The Program provides academic advising, open labs for practice and tutoring, and is continually updating our collection of resource materials.
Student Access and Success
COUR-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

We don't have any hard data to back this up, but common sense would lead one to the conclusion that access is limited for learners in the 25-29 year old age group because they are likely working during the day. Our Court Reporting Program offers no evening or online classes.
College wide the 25-29 age group is 12%, whereas the Court Reporting Program has 6.8%.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Time-on-task is the single most important predictor of success in the Court Reporting Program. Any barrier to time-on-task affects both success and retention. Most of these barriers are outside the control of the Court Reporting Program.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Time-on-task is the single most important predictor of success in the Court Reporting Program. Any barrier to time-on-task affects both success and retention. Most of these barriers are outside the control of the Court Reporting Program.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability

http://programreview.marin.edu/ASReport.jsp
Facilities & technology
Professional development
Other:

V. Please explain and provide additional details regarding your choices above:

Time on task is the single most important predictor of success in the Court Reporting Program. Our Court Reporting Program serves a disproportionate proportion number of students in the 35-49 age group. These students typically have a great deal of outside responsibility that can interfere with their ability to attend classes and complete assignments. Ability to offer additional practicum and/or makeup classes in the evenings or online could help some students stay current when life events intervene.
Facilities Questionnaire  
COUR-2009

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.)

There are many existing facilities issues because of deferred maintenance issues, including the following:

Dust, mold, roof leaks, dry rot, sewage backups, classroom size, wasps, snakes, unreliable HVAC, and lack of technology in the classrooms.

We have tolerated these conditions because the new IVC building is under construction and we don't expect the new building will suffer these shortcomings.

It is a shame that the issues of deferred maintenance in the existing IVC building is not being addressed. These buildings are valuable taxpayer assets. In order to preserve these buildings as community resources, the District must start by replacing the roofing.
1. **Course Outlines of Record** must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

The Court Reporting Program curriculum is regulated by the Court Reporters Board of California. These State Board requirements have remained consistent throughout the years. As a result our curriculum is considered current and up-to-date.

We are aware of the dates on our course outlines.

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

The Court Reporting Program does not plan to revise our degree or certificate requirements unless a change is mandated by the Court Reporters Board of California.

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

Court Reporting Program learners take advantage of course offerings in Business (BUS 141), English (ENGL 95, 95, 97, 98A, 98B), and Medical Assisting (MEDA 120, 121), but we do not collaborate on the curriculum. These courses meet the Court Reporters Board of California requirements.

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

The Court Reporting Program plans to develop new curriculum for intersessions. The 5-week winter break and the 4-week break between summer session and fall semester is highly detrimental to our learners' progress in this skill-based program.

Additionally, ability to offer supplemental practicum and/or makeup classes in the evenings or online would help some students stay current when life events intervene.

5. 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 how it will improve student learning, student success and/or access.

Distance education is not considered an appropriate format for skill-based learning. However, offering online supplemental practice resources that would reinforce the classroom curriculum would be helpful to all students.

6. 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.

We have no plans to increase material fees. The fees we currently assess are adequately meeting the learners needs.
Student Learning Outcomes
COUR-2009

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
1. What degrees and certificates does your discipline offer?

   Degrees:
   A.S. Court Reporting
   A.S. Machine Shorthand Specialist

   Certificates:
   Court Reporting
   Machine Shorthand Specialist

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

   In the College of Marin Court Reporting Program learners develop an understanding of when and how to apply the court reporting process in the field.

   Learners will be able to "qualify" to take the California Certified Court Reporters licensing examination (CSR) by completing the minimum curriculum required by the Court Reporters Board of California.

   Learners will be able to meet the demands of the profession of court reporting:
   Excellent written and oral communication
   Time management
   Ethical behavior
   Excellent proofreading skills
   Excellent technology skills
3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Learners are required to complete a minimum of two transcripts per week.

Learners are required to simulate the role of the court reporter by reading back testimony during class.

Learners are required to adhere to specific transcript formatting standards.

ii. Scientific and Quantitative Reasoning

Court reporters are not required to do scientific analysis.

iii. Critical Thinking

Court reporting learners must do a lot of self-analysis of their work product.

Court reporting learners are constantly analyzing their stenographic notes to be sure their translation into English makes contextual sense.

Court reporting learners must exercise judgment in hypothetical situations presented in the Procedures and Ethics class, the Legal Terminology class, and the Law Library Skills class.

iv. Problem Solving

Court reporting learners utilize problem-solving skills in the Computer-Assisted Transcription class. The learners must make decisions involving proper layout of the transcript and how to resolve transcript editing issues.

v. Information Literacy

Court reporting learners must be technology literate. Court reporting learners utilize online resources for creating, managing, transmitting, and archiving information on a daily basis.

II. General Education:

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

None

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

BUS 141, Intermediate Business English

COUR 165, Legal Terminology

COUR 166, Law Library Skills

COUR 167, Procedures and Ethics for the Court/Deposition/CART Reporter

ii. Scientific and Quantitative Reasoning
iii. Critical Thinking

COUR 165, Legal Terminology
COUR 166, Law Library Skills
COUR 167, Procedures and Ethics for the Court/Deposition/CART Reporter

iv. Problem Solving

COUR 165, Legal Terminology
COUR 166, Law Library Skills
COUR 167, Procedures and Ethics for the Court/Deposition/CART Reporter

v. Information Literacy

COUR 169A, Computer-Assisted Transcription
COUR 169B, Transcript Preparation/Formatting
COUR 169C, Rapid-Data Entry
COUR 169D, Stenocaptioning

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?
Yes.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?
100%

3. Assessment:
   i. How often do you assess these SLOs?
      At least weekly in the skill-based classes:
      COUR 110
COUR 112
COUR 115F,J,S,T
COUR 125F,J,S,T
COUR 150F,J,S,T
COUR 175F,J,S,T
COUR 200J,T
COUR 210A,B,C
COUR 225J,S,T

The academic class SLOs are assessed frequently each semester.

3. Assessment:
ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

Yes. All of our SLOs are resulting in the intended outcomes.

In the classes requiring critical thinking our learners demonstrate successful application of critical thinking concepts as evidenced by high percentage of passing grades.

The State licensing examination for court reporters, the CSR, requires considerable critical thinking. Our learners perform in an exemplary fashion on this portion of the CSR.

3. Assessment:
iii. What improvements have you made or do you plan to make in the future?

Our current assessment tools seem to be adequate. We will explore new options if and when they present themselves.

3. Assessment:
iv. What do you plan to assess this year? Who will you assess? How will you assess?

The Court Reporting Program is predominently skill based. Our learners' skills are assessed daily. Skills are assessed on-the-spot by performance demonstrated in class.
Instructional Equipment
COUR-2009

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Instructional Equipment Committee, IPC and Budget. Please enter items that will be used over a period of semesters BY STUDENTS. (Note: These should be NEW items that you are requesting one time only - not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under "Technology Requests". Select whether the item is less than or more than $200 each. If you are a large discipline with several areas, please include which area this item is for. Include Tax, Shipping and Handling in the total cost for each item.

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>82 Classes</td>
<td>Under $200 Each</td>
<td>Court Reporting</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Budget Acct. No.: 11100 23201 43000 051430 Practice dictation recorded on DVD, at speeds ranging from 60 to 240 words per minute. From Stenograph, LCC: On-the-Go Video Dictation DVDs, Item nos. 38700 and 38700 series. Shipping and handling value entered is for the group of 80 DVDs. Tax value is also estimated on the total of 1,596.80.

Qty. | Unit Cost | Tax: | Shipping | Total: |
---|---|---|---|---|
80  | $19.96 | $151.70 | $11.31 | $1,759.81 |

One-time expenses: (e.g. construction, electrical, installation)
None

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
None

Item to be shared with the following Department/Program: (Include any shared expenses)
None

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   B: Our program goal in this area is to provide our students with the most up-to-date and diverse audio/visual practice library/lab possible. We presently are in the process of replacing old, outdated and poor quality audio/visual practice material; these DVDs would expedite that process tremendously.

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

   No. These materials not required to meet Title 5 and/or Ed Code. However, the Court
Reporters Board of California regulations do mandate one hour of practice outside of class daily. This equipment will allow us to provide practice materials to meet this regulation.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

The single most important predictor of success in a court reporting program is time on task. The hours our students spend in the classroom are only the beginning; individual practice lab time is essential to their progress. Providing an array of diverse, high-quality practice materials that can be utilized by students at all stages of their machine shorthand skill development, in a well-organized practice lab environment, is essential to maintaining and enhancing the integrity and efficiency of the program.

The Court Reporters Board of California has determined and published that in order to insure maximum progress, learners must spend at least five hours practicing on the stenotype keyboard per day.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

The better equipped our practice lab, the better the access enjoyed by our students. All students enrolled in our program (82 classes) would benefit. Court reporting students must tailor their individual practice to fit their personal goals, strengths and weaknesses. Since we require a designated minimum number of practice hours per week, providing students with a wide variety of options and choices enhances the likelihood of their success. A well-equipped practice lab is a definite advantage in terms of attracting new students.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Machine shorthand skill development is the number one priority of our students. A library of high-quality practice dictation materials should greatly enhance their advancement.

Student learning outcomes for the Court Reporting skill-based classes consist of passing a 4-minute to 10-minute test dictated by the instructor at a specific number of words per minute. Learners must transcribe the dictation test from their stenographic notes or digital notes using a word processor or court reporting translation software within a one-hour time limit at an accuracy range between 95% and 98.2%.

Regular practice using high-quality practice materials exponentially increases the learners ability to meet the SLOs for each skill-building class.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Outcomes are measured by student success rates and progress through the various speed levels of the program. The Certified Shorthand Reporters Board of California has recommended that students spend no fewer than 5 hours per day writing on their shorthand machines in order to progress satisfactorily through a court reporting program. Our skill-based classes are only offered 2.5 hours per day; consequently, in order to meet the Court Reporters Board recommendation, they must practice an additional 2.5 hours per day using supplemental dictation materials.

The Court Reporting Program instructors review a learner progress spreadsheet every semester.

Additional Justification for this item:

None.
## Technology Requests

### Part II: Hardware for Lab and Classroom

**COUR-2009**

**I. Technology Requests-Hardware for Lab and Classroom or other student use**

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>82 Classes</td>
<td>Other</td>
<td>Court Reporting</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**

- **Qty.**
- **Unit Cost:** $1,620.00
- **Tax:** $461.70
- **Shipping:** $50.00
- **Total:** $5,371.70

<table>
<thead>
<tr>
<th>Type</th>
<th>College-wide</th>
<th>Discipline-Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replace Open Lab</td>
<td>Out-of-class Assignments</td>
<td></td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

- Budget Acct. No.: 11100 23201 64000 051430
- The existing equipment used by court reporting learners in the computer lab to complete transcription requirements for the Court Reporting Program is worn out and obsolete.
- The manufacturers do not support service/repair on the older computerized stenotype machines.

**Item to be shared with the following Department/Program: (Include any shared expenses)**

N/A

**Justification for Item (See Rating Rubric)**

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?
   - A. Economically disadvantaged learners have no access to required equipment and cannot complete Program requirements if computerized stenotype machines are not provided by the Program.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   - Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

   - This equipment is not required to meet Title 5 and/or Ed Code; however, this equipment is required for the Court Reporting Program to maintain recognition by the Court Reporters Board of California under:
     - California Code of Regulations TITLE 16.
Section 2411. Criteria for Recognition of Court Reporting Schools.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

Economically disadvantaged students have no access to required equipment and cannot complete Program requirements if computerized stenotype machines are not provided by the Program. Without access to this equipment, student employability is compromised.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Students have no access to complete Program requirements without this equipment. This equipment supports 82 court reporting classes each year.

This replacement equipment is required to accommodate our existing students. Prospective students are interested in programs that offer current technology.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Expected outcomes are continued compliance with State Board requirements and enhancement of job market competitiveness of our graduates.

SLO: Learners will demonstrate mastery of current court reporting technology.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Representatives from the Court Reporters Board of California perform periodic site visits to verify continued compliance with State regulations. The outcomes are measured by our historic and current job placement rate of 100%.

Additional Justification for this item:

N/A

I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IFC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>82 Classes</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Stentura Protege computerized stenotype machine. Item #30085

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>$1,620.00</td>
<td>$461.70</td>
<td>$50.00</td>
<td>$5,371.70</td>
</tr>
</tbody>
</table>

Type
None  College-wide  Discipline-Specific
If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
The existing equipment used by court reporting learners in the computer lab to complete transcription requirements for the Court Reporting Program is obsolete. The manufacturers do not support service/repair on the older computerized stenotype machines.

Item to be shared with the following Department/Program: (Include any shared expenses)
N/A

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   A. Economically disadvantaged students have no access to required equipment and cannot complete Program requirements if computerized stenotype machines are not provided by the Program.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   This equipment is not required to meet Title 5 and/or Ed Code; however, this equipment is required to maintain recognition by the Court Reporters Board of California under:
   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.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   Economically disadvantaged students have no access to required equipment and cannot complete Program requirements if computerized stenotype machines are not provided by the Program.
   Without access to this equipment, student employability is compromised.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   Students have no access to complete Program requirements without this equipment.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Additional Justification for this item:
I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>82 Classes</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

### Description and part number for ordering:
Stenura Protege computerized stenotype machine. Item #30085

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>$1,620.00</td>
<td>$461.70</td>
<td>$50.00</td>
<td>$5,371.70</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>College-wide</th>
<th>Discipline-Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

The existing equipment used by court reporting learners in the computer lab to complete transcription requirements for the Court Reporting Program is obsolete. The manufacturers do not support service/repair on the older computerized stenotype machines.

### Item to be shared with the following Department/Program: (Include any shared expenses)
N/A

### Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.

   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?

   A. Economically disadvantaged students have no access to required equipment and cannot complete Program requirements if computerized stenotype machines are not provided by the Program.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)

   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

   This equipment is not required to meet Title 5 and/or Ed Code; however this equipment is required to maintain recognition by the Court Reporters Board of California under:

   California Code of Regulations
   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.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

   Economically disadvantaged students have no access to required equipment and cannot complete Program requirements if computerized stenotype machines are not provided by the Program.
Without access to this equipment, student employability is compromised.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Students have no access to complete Program requirements without this equipment.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Additional Justification for this item:
I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>82 Classes</td>
<td>Court Reporting</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")

Budget Acct. No.: 11100 23201 45000 051430 Annual instructional supplies, may include but are not limited to: electronic recording media, stopwatches, steno machine accessories, steno machine paper and ink, etc.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>850.0</td>
<td>850.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Type: None

How Long?: Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

No.

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?
   - A. These are essential expenses that do not change much, if at all, from year to year.

2. Is it necessary for students to succeed in a series of courses?
   - Yes, our courses proceed in progression/series.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

   Student access is enhanced by provision of basic equipment/supplies for performing necessary assigned classroom tasks. All students enrolled in the court reporting program benefit from the purchase of these supplies. Well-equipped, efficient classrooms accommodate existing students and attract new students as well.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

   Expected learning outcomes include continued progress through the various levels of machine shorthand skillbuilding. Achievement of student goals would be hampered if essential supplies were not available.
5. How will these outcomes be measured for future planning? What data or evidence supports your request?

As always, we measure our outcome in terms of learner skill acquisition. We maintain and review a spreadsheet which reflects student achievement of prescribed skill benchmarks on a semester basis.
II. Miscellaneous Instructional Materials Account
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.
Note: This is for things to help faculty teach - not necessarily used directly by students, such as supplemental materials, audio/visuals/maps, subscriptions, etc.

Annual Cost  Previous Cost  Discipline Area
500.0          500.0         Court Reporting

What kind of things do you generally use this money for?
11100 23201 45000 051430
Reference materials and textbooks.

Justification for Item (See Rating Rubric)
1. Who will use these materials? How? Will it be shared with other disciplines?
Shared by all court reporting faculty to facilitate curriculum development.

2. How will these materials benefit student learning?
Learners benefit by keeping curriculum current.
Court Reporting learners are required to remain current in the areas of legal/medical terminology, current events and terminology associated with current events. The State Board requires a five-year recency for reference books.
Non-Instructional Requests

Part I : Non-Instructional Equipment and Supplies
This section will be filled out by the Department Chair
COUR-2009

I. Non-Instructional Equipment and Supplies
This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>82 Classes</td>
<td>Office Supply Budget</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Budget Acct. No.: 11100 23201 45000 051432
Misc. office supply expenses, may include but not limited to: printer ink/toner, paper, file folders, binders, pens/pencils, clips, dictation materials (print), whiteout, labels, etc.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost</th>
<th>Tax</th>
<th>Shipping</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$645.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$645.00</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
Typical turnover of consumable office supplies necessary to run program, including record-keeping.

Item to be shared with the following Department/Program: (Include any shared expenses)
No

Justification for Item (See Rating Rubric)
1. Who will use these supplies or equipment?
Court reporting faculty and staff.

2. How will access for students be improved?
Efficient organization of offices and records vital to student success. The CSR board requires court reporting programs to perform extensive recordkeeping in order to maintain compliance with state regulations.
Non-Instructional Requests

Part II: Other Non-Instructional Costs/Contract Services

This section will be filled out by the Department Chair

COUR-2009

II. Other Non-Instructional Costs

This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.

Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dues/Membership</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Budget Acct. No.: 11100 23201 53000 051430

Dues for membership in the Reporting Association of Public Schools (RAPS).

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Justification

Please comment on request in terms of how it benefits your program, faculty and/or students:

College of Marin has participated in the Reporting Association of Public Schools (RAPS) since its inception in the late 1970s. Betty Dickey, the founder of the Court Reporting Program at College of Marin was one of the founders RAPS. Ms. Dickey and the current Court Reporting Coordinator have served as officers in this organization numerous times.

The Reporting Association of Public Schools meets a minimum of three times each year. These meetings include discussion of curriculum trends and problems or concerns affecting Court Reporting Programs.

The Court Reporters Board of California under the Department of Consumer Affairs is the regulatory authority over recognized court reporting programs in California. RAPS also monitors and provides feedback to the Court Reporters Board of California regarding oversight legislation of the State Court Reporting programs.

RAPS also provides guidance and support to our State licensing candidates by providing warm-up dictation preceding the State skill-based licensing examination.

RAPS membership is crucial to provide support and information to maintain the COM Court Reporting Program.

II. Other Non-Instructional Costs

This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.

Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Contracts</td>
<td>New and will be ongoing</td>
</tr>
</tbody>
</table>
Description and part number for ordering:
Budget Acct. No.:  11100 23201 56200 051430
HP Post Warranty Care Pack for HP server located in IT at IVC. This warranty will cover parts, labor, and travel for the service people.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>150.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:

Several years ago a new server was purchased to replace an outdated one that was used to support the network security for the site licenses for three disciplines: Court Reporting, Multi-Media, and Keyboarding. This server has had several hard drive failures that were covered under the original warranty. The original warranty has expired, and due to the importance of the network security for the above disciplines, it is recommended by IT that this Post Warranty Care Pack be purchased annually.

Court Reporting is paying for this warranty from this year's budget, but perhaps the cost can be spread among all the disciplines utilizing this server in the next fiscal year.

The students in the above disciplines depend on this server to keep the programs they are learning running.
# Faculty Members

## COUR-2009

## 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 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.25</td>
<td>6.375</td>
<td>5.3125</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Years of Service:** 8

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

### 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>Barr-Vickers</td>
<td>Claudia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.25</td>
<td>8.4375</td>
<td>6.375</td>
<td>0.0000</td>
</tr>
</tbody>
</table>

**Years of Service:** 5

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

### 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>Boero</td>
<td>Emagene</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>7.4375</td>
<td>6.375</td>
<td>0.0000</td>
</tr>
</tbody>
</table>

**Years of Service:** 13

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

### 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>Dowling</td>
<td>R. Oak</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>1.5</td>
<td>4.0</td>
<td></td>
</tr>
</tbody>
</table>
Years of Service: 19
Specialty: * Law Classes * Attorney with 43 years of law practice

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.

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>Holub</td>
<td>Thomas</td>
<td>D</td>
<td>2010</td>
</tr>
</tbody>
</table>

Status: Shared W/other program
Full-time, tenured: No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.25</td>
<td>13.525</td>
<td>14.48</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Years of Service: 20
Specialty: * Court Reporting * Court Reporting technology

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

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>Jimenez-Aguirre</td>
<td>Laurel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status: Shared W/other program
Adjunct, RETCUM: No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.25</td>
<td>7.4375</td>
<td>6.375</td>
<td>00.000</td>
</tr>
</tbody>
</table>

Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)
1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.
   The Court Reporting Program strongly advises retention of the full-time position after the retirement of our current full-time instructor/coordinator at the end of Spring Semester 2010.
   If the full-time instructional position is not replaced, it will be the first since the inception on the program in 1975 that the program will be without this crucial program advocate.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.
   Part-time court reporting instructor applicant response to postings for positions has historically been extremely low (1 or 2 applicants per posting).

3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?
   0.0

4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of
employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

0.0

5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

We have had no reduction in teaching units as a result of faculty retirements.

The Court Reporting Program is currently teaching the minimum courses required by the Court Reporters Board of California (CRBC). The CRBC regulates and oversees all recognized court reporting programs in California.

6. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

No.

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

There are fewer than half the court reporting program options in California than there were 10 years ago. As a result we expect student demand to grow.

8. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

The Court Reporting Program strongly advises retention of the full-time position after the retirement of our current full-time instructor/coordinator at the end of Spring Semester 2010.

The Court Reporting Program receives 3 coordinator TUs per semester.

The CRBC regulates and oversees all recognized court reporting programs in California.

The following is a list of Court Reporting Coordinator responsibilities. It is difficult to imagine that a part-time faculty member could adequately meet the needs of the students and the requirements of the Court Reporters Board of California within the allotted contractual hours of a part-time instructor.

For College of Marin:

- Consult with Court Reporting Program instructors regarding curriculum development
- Assist Human Resources with new part-time hires
- Ensure substitutes are available for Court Reporting classes when needed
- Orient new Court Reporting instructors/staff to Program policies
- Liaison for the Court Reporting Instructional Specialist position
- Update part-time instructors with changes in State Board requirements
- Consult with Court Reporting Program instructors on the best times to schedules Spring, Fall, and Summer semesters (classes, staff, and rooms) and provide the information to the department chair
- Project class scheduling needs (2-year blueprint) and provide recommendations to department chair
- Communicate physical classroom needs
- Submit COM budget requests to department chair
- Submit COM purchase order requests to department chair
- Prepare and submit VTEA budget requests
- Prepare and submit VTEA requisition requests
- Prepare and submit VTEA quarterly reports
- Prepare and submit VTEA end-of-year reports

http://programreview.marin.edu/TUReportFaculty.jsp

2/21/2010
• Respond to inquiries about the Court Reporting Program
• Meet with prospective students
• Prepare informational flyers and brochures
• Market Court Reporting Program (High Schools in 6 North Bay Counties)
• Attend Career Fairs
• Conduct orientation sessions for new and transfer students
• Attend the Certified Shorthand Reporter licensing examination 3 times each year
• Communicate equipment needs to Media Services
• Maintain inventory of equipment:
  o audiotape recorders/players
  o videotape players
  o computer-compatible stenotype machines
  o computers
  o printers
• Maintain software:
  o digital audio files
  o practice DVDs
  o computer software
• Communicate computer lab needs to Lab Tech and other disciplines sharing computer lab
• Maintain Court Reporting Program Web site
• Prepare and submit periodic WASC accreditation materials
• Prepare program review forms
• Prepare curriculum review forms
• Prepare and conduct Court Reporting Program meetings
• Schedule court reporting vendor demonstrations
• Participate in the Reporting Association of Public Schools (RAPS)
• Track career trends in Court Reporting
• Liaison with Department Chair and Dean
• Liaison with English and Medical Assisting programs
• Oversee Program standards and policies
• Hold Advisory Committee meetings
• Communicate reference needs to COM Library

For Court Reporters Board of California (CRBC):

• Attend the Certified Shorthand Reporter licensing examination 3 times each year
• Ensure that the Court Reporting Program meets all State Board regulations and requirements
• Update part-time instructors and students with changes in State Board regulations
Distribute information from the State Board to students and staff

Maintain folders with students' transcripts, records, and evidence of State Board regulation compliance

Schedule court reporters to address students quarterly (required by State Board)

Maintain record of high school completion or equivalent (required by State Board)

Maintain students' actual attendance hours for all required classes

Communicate attendance record requirements to other disciplines

Maintain students' stenotype-skills-progress record (tests passed)

Advise students re Court Reporting Program and State Board minimum requirements

Maintain record of annual advising sessions with students

Submit curriculum revisions to Court Reporters Board

Submit staff changes to Court Reporters Board

Submit College catalog to Court Reporters Board

Prepare and submit periodic reports to Court Reporters Board

Certify students as "qualified" to take the Certified Shorthand Reporters Examination

Prepare and submit an annual letter of compliance with regulations to the State Board

Prepare paperwork and host the periodic Court Reporters Board Review Committee in order to maintain our recognition and document compliance with the Court Reporters Board of California

9. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

Prior program review identified continuing regional demand for court reporters. According to the Bureau of Labor Statistics, demand is expected to increase over the next ten years; however, venues for court reporter training in California have become more limited. It is important to the legal community that well-trained court reporters continue to enter the workforce. Failure to replace the full-time faculty position could severely hamper the Program's ability to serve both the student population and the interests of the public.

10. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

The earning potential of the Court Reporting Program graduates is significantly higher than graduates of other programs offered at COM. We traditionally serve many single parents, minorities, and re-entry students giving these statistically economically disadvantaged students the opportunity compete financially in this high-cost-of-living area. The ability to serve these student populations will be severely compromised without a full-time instructor in the Court Reporting Program.

11. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

N/A
# 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>IVC Students</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

*****

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

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 (CaseCATalyyst); 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.

*****

### 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>Maryann Ross</td>
<td>Part-Time Instructional Specialist</td>
<td>COUR Classes</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

*****

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

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 an instructional specialist.

*****

### 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>Mary Gale Beyer</td>
<td>Computer Tech</td>
<td>IVC Students</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

*****

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

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

Also supports all computer labs at IVC: Mac/PC (Intel iMacs) Lab in PM 192; PC Lab in PM 190; Studio Labs in PM 197 and 198 (MMST); PC Labs in OL 103 and OL 123 (CIS); OL 122 (DSPS/IEP); PC Lab in MW 144 (Testing/COUR/MEDA); PC Lab in MW 221 (COUR); Mac/PC Open Lab in LI 100 (All CoM students). Includes repairing, upgrading, updating, maintaining 200-250 computers. Also help 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.
<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>TBA</td>
<td>Other</td>
<td></td>
<td>8</td>
<td>COURClasses</td>
</tr>
</tbody>
</table>

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

Two hourly assistants in the Court Reporting Program help instructors deliver 4-speaker, court and deposition simulations in the classroom. These assistants read 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 learners to pass the State licensing examination (CSR). Without these assistants, the Court Reporting Program could not prepare our learners for multiple-speaker testimony as required by the Court Reporters Board of California.

---

**II. Request for additional support staff**

(clerical, lab tech, IS, comp tech, tutor, etc.)
Program Summary
COUR-2009

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.

COM Court Reporting Program is recognized and regulated by the Court Reporters Board of California. (See regulations attached to Program Overview) The regulations are derived from best practices of court reporting programs. COM Court Reporting Program has remained in compliance with these regulations since 1975. It will be extremely difficult to remain in compliance with these State program regulations without a full-time instructor/coordinator in the Court Reporting Program. These regulations ensure that court reporting learners will be provided the most appropriate curriculum. The Court Reporters Board of California periodically audits our Program to make sure that we remain in compliance with all of the regulations and that our attendance and progress records are correctly maintained and current.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Court reporting, like many professions, relies heavily on computer technology. The profession of court reporting is currently considered "IT" (Information Technology), specializing in providing legal information essential to the judicial process. As a consequence, the IVC computer laboratories used by Court Reporting Program learners must be maintained with current hardware, software, and support services including the Lab Tech and Lab Assistant in the Internet Cafe computer lab. The most important access for Court Reporting learners is auditory. Access to the spoken word is critical to the learning process. PA systems in each classroom will allow learners to clearly hear every word spoken in the daily court and deposition simulations, as well as during testing. Court Reporting Program instructors rely on an Instructional Specialist in the classrooms to assist in the delivery of court and deposition simulations, as well as oral testing. Hands-on access to the latest in stenotype machine technology is critical to the employability of our graduates.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

During their monthly meetings, the Court Reporting Program faculty will use the goals and outcomes identified in this Program Review for future planning and improvement. There is a current shortage of court reporters in California, as well as nationally. This shortage is expected to remain for at least the next 10 years. Within the last several months, US News and World Report published a list of "America's Best Careers, 2010." Court reporting was included in the list of top 50 careers.

The Court Reporting Program serves the legal community and the workforce demand for court reporters in eight North Bay Counties: Marin, San Francisco, Sonoma, Napa, Solano, Contra Costa, Alameda, and San Mateo. In order to grow the Program and meet the demand for court reporters, the COM Public Relations and Outreach Offices must combine resources to develop a marketing and advertising strategy to reach potential learners in the above listed counties. The Court Reporting Program has a culturally rich student population. The Court Reporting Program instructors are committed to
maintain and support this cultural diversity.

IV. Assessment of 2008 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?

We were granted our top priority for a new PA system and it has been in place in Miwok Building 13, Room 226. We would be able to deliver instruction in this specialized classroom without this PA system. Students would not be able to distinguish every word dictated and be able to transcribe the dictation with accuracy. Without this equipment it would be impossible for court reporting learners to meet SLOs.

The Court Reporting Program was granted $5,000 to purchase a new stenotype machine. The funds were just released and we will be ordering the machine this semester. Without this new stenotype machine, our students have no access to current court reporting hardware and are not adequately prepared for the workplace.

V. Fall 2009 Requests Summary:

1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1. Three Protege stenotype machines.

80 practice DVDs.

New textbooks and reference materials.

Office and instructional supplies and equipment.

2. We want the Protege stenotype machines to make sure our economically disadvantaged students have access to current technology.

We want the practice DVDs to facilitate learner attainment of SLOs.

New texts and reference materials are necessary for curriculum development.

3. Our overall rationale is to provide up-to-date equipment, supplies, and materials in order to meet program SLOs and meet Court Reporters Board regulations.

VI. Other concluding remarks.

If the District does not replace the full-time court reporting instructor/coordinator position, the integrity of the Court Reporting Program will be compromised. The Court Reporting Program has a core of extremely proficient and dedicated part-time instructors who will do their utmost to maintain the Program; however, there is a limit to what part-timers can do outside of their limited contractual hours.

COM Court Reporting Program was founded and recognized by the Court Reporters Board of California in 1975. Since then, the Court Reporting Program has served the legal community and the workforce demand for court reporters in eight North Bay Counties: Marin, San Francisco, Sonoma, Napa, Solano, Contra Costa, Alameda, and San Mateo. Learners who complete the Court Reporting Program may have the highest income potential of any other program offered at COM. In Marin County, court reporters begin with a base salary of $92,000. In San Francisco county court reporters begin with a base salary of $104,000. This base salary is merely the salary to take testimony in court from 8:00 to 5:00, Monday through Friday. In addition, court reporters are paid an average of $3.50+ for every page of transcript that is ordered. These transcript fees generally earn the court reporter an additional $10,000 to $50,000 or more per year. College of Marin Court Reporting Programs maintains a pass-rate average that is
at least twice as high as the overall State average on the State licensing examination (CSR).
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

The Court Reporting program has clearly represented three of the Five Pathways and found two of the Five Pathways to be non applicable. Career and Technical Education is the primary goal. Basic Skills and Transfer are also important in the Court Reporting program. Cultural Enrichment and Lifelong Learning are not applicable because of the specialized skill needed in Court Reporting. There is very little use of court reporting skills outside of the courtroom. The Court Reporting program understands they could attract more students in the 25 to 29 age group if they were to offer classes in the evenings. The Court Reporting program does not have enough unit allocation to offer both day and evening courses. It appears the single most important indicator of success is time on task. The Court Reporting program will move into the new main building next year. This will provide a modernized facility for instruction. The COM Court Reporting Program meets all Court Reporters Board of California requirements and regulations necessary for learners to achieve licensure. All courses have well thought out Student Learning Outcomes which prepare them for working in the field of court reporting.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

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. Please comment on the faculty and staff sections.

Currently the Court Reporting program is staffed with one full time instructor teaching a full load and acts as program coordinator. There are also four part time instructors. At the end of this year, the full time instructor will be retiring. It will be best if the district will consider replacing the retiring instructor with another full time instructor. This will keep the program running smoothly as it has in the past. The Court Reporting program is very labor intense to track number of hours students participate. This has been the job of the program coordinator.

4. Other comments
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

The Court Reporting Program has a very tight curriculum process that is tied to the state certified Court reporting certifying agency. This is a skills-based program where the success rates demonstrate excellent pedagogy, dedicated faculty and a highly disciplined group of students.

The data demonstrates the remarkable success of the Court Reporting program. The average (and consistent) success rate of 89% is remarkable and represents an excellent program, outstanding faculty and exemplary leadership.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

The request by the Court Reporting program for the DVD dictation equipment will enable the program to comply with the program to comply with the Court Reporters Board of California (CRBC) regulations mandating one hour of practice outside of class daily. This equipment will allow the program to provide practice materials to meet this regulation.

In addition to the needed DVD dictation equipment, 3 stenotype machines need to be replaced as part of the ongoing equipment replacement program at a cost of $5372.

3. Please comment on the faculty and staff sections.

Currently the Court Reporting program is staffed with one full time instructor teaching a full load and acting as program coordinator. There are also four part time instructors. At the end of this year, the full time instructor will be retiring. It is critical to the continued success of the program that the district replace the retiring instructor with another full time instructor. This will keep the program running smoothly as it has in the past. The Court Reporting program is very labor intense to track number of hours students participate. This has been the job of the program coordinator.

The college is facing the retirement of the one full time faculty member who has been responsible for the Court Reporting program. This program with a cohort of about 80 students is one of the most robust career programs. One reason the success of the Court Reporting program is crucial to the Workforce Development programs, is that those students carry an average of 15 units?meaning that all of those students are full time students.

The full time faculty member who completed the program review is the only full time faculty member scheduled to retire this May. The list of duties required to keep this program in compliance is lengthy and very demanding.

The Court Reporters Board of California (CRBC) regulates and oversees all recognized court reporting programs in California. The duties related to maintaining the college?is accreditation by the CBRC should be handled by full time faculty. It is anticipated that replacing the retiring
faculty member will have neutral impact on the budget, but will positively impact the district by assuring the continued accreditation by CRBC.

4. Please itemize expenses currently covered by external funds that may revert back to general funds.

Every year the Court Reporting program expends all the general education funds allocated to the program. The expenses grow with the increasing costs of supplies and materials. In addition to the GE funds the Court Reporting program has also spent about $1125 year program operation. Those expenses were covered from $125 in Lottery funds and $1100 in Perkins funds.

5. Other comments

The leadership and quality of instruction provided in program development and expansion in the Court Reporting program is a model that is quickly becoming the standard throughout the career programs area. The ongoing inclusion of colleagues, industry experts, and advisory committee members is reflected in the healthy numbers in enrollment and the student success rate. Most recently, the trend line up for the entry of younger students into the program is a very healthy sign for the continued success of the program.