

	<b>Signature Page</b>					<b>SI</b>
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<hr style="border: 2px solid yellow;"/>						
I. Team Members						
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College of Marin Program Review Signature Page • CG v.I February 2008						

# Program Overview–Introduction

## COUR-2013

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Last Update: 3/6/2014 14:59:34

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

### I. Program Definition

#### **Outline the unique qualities that define the importance of your program.**

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

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

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

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

### II. Program Purpose

#### **Pathway:**

Career Tech. Ed.

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

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

\* Some Court Reporting Program students elect to earn one or both of the two A.S Degrees and/or two Certificates of Completion offered by our Program. However, neither degrees nor certificates are required to engage in work as a

court reporter. The basic requirement to engage in work as a court reporter is the State license.

\*Students who do not successfully complete the Court Reporting Program acquire marketable knowledge and skills every semester. These skills have enabled our former students to find employment as medical and legal transcriptionists, scopists/proofreaders for court reporters, clerical support for law offices and freelance deposition firms, and communication access realtime translation (CART) providers for the Deaf and hard-of-hearing communities.

### **III. Students Served**

**Briefly outline what students are served in your program.**

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

### **IV. Program History**

**Briefly outline the recent history of your program.**

- \* The COM Court Reporting Program was founded in 1975.
- \* The State of California only licenses approximately 125 - 150 new court reporters per year. We are steadily increasing the number of candidates we send to the state exam, and our successful candidates are on, average, taking less time to achieve qualification than in the past.
- \* Our Court Reporting Program has worked diligently to keep pace with the changing technology. We continually update our technology courses.
- \* The Court Reporting profession is now considered "Information Technology" for the legal community.
- \* The Court Reporters Board of California has recently updated their requirements for approved court reporting programs, and we have implemented these changes in our curriculum.
- \* We are in the process of changing our curriculum to meet State requirements regarding course repeatability.
- \* We are in the process of adapting our scheduling to meet student needs.

#### **Attachments:**

**List and briefly describe any attachments**

California Court Reporting Program Regulations:

- \*Business and Professions Code
- \*California Code of Regulations

California Business and Professions Code

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.

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

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

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

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

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

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

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

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

"IN ORDER FOR A PERSON TO QUALIFY FROM A SCHOOL TO TAKE THE STATE LICENSING EXAMINATION, THE PERSON SHALL COMPLETE A PROGRAM AT A RECOGNIZED SCHOOL. FOR INFORMATION CONCERNING THE MINIMUM REQUIREMENTS THAT A COURT REPORTING PROGRAM MUST MEET IN ORDER TO BE

RECOGNIZED, CONTACT: THE COURT REPORTERS BOARD OF CALIFORNIA;  
(ADDRESS); (TELEPHONE NUMBER)."

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

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

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

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

(1) A student consumer information brochure published by the board.

(2) A list of the school's graduation requirements, including the number of tests, the pass point of each test, the speed of each test, and the type of test, such as jury charge or literary.

(3) A list of requirements to qualify for the state certified shorthand reporter licensing examination, including the number of tests, the pass point of each test, the speed of each test, and the type of test, such as jury charge or literary, if different than those requirements listed in paragraph (2).

(4) A copy of the school's board-approved benchmarks for satisfactory progress as identified in subdivision (u).

(5) A report showing the number of students from the school who qualified for each of the certified shorthand reporter licensing examinations within the preceding two years, the number of those students that passed each examination, the time, as of the date of qualification, that each student was enrolled in court reporting school, and the placement rate for all students that passed each examination.

(6) On and after January 1, 2005, the school shall also provide to prospective students the number of hours each currently enrolled student who has qualified to take the next licensing test, exclusive of transfer students, has attended court 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.

## 16 CCR 2411 Cal. Admin. Code tit. 16, 2411

Barclays Official California Code of Regulations [Currentness](#) Title 16. Professional and Vocational Regulations Division 24. Certified Shorthand Reporters Board

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## (2) Court and Deposition Procedures.

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

(B) The responsibility of the reporter in depositions, including administering oaths, the reporting of testimony and objections, reporting with an interpreter, reading back, directing (citing) the witness, certifying questions, and marking exhibits.

(C) Management of pertinent records, including stenographic notes, work sheets, financial records, daily reporting jobs, exhibits and transcripts.

## (3) Ethics of the Court Reporting Profession.

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

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

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

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

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

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

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

## (3) Development of proofreading skills in order to produce an accurate, verbatim transcript. (g) Resource Materials.....5

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

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

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

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

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

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

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

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

A. Court and deposition procedures

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

C. Legal research and the California Codes

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

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

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

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

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

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

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

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

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

TOTAL MINIMUM PRESCRIBED ACADEMIC HOURS.....660

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

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

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

(2) Current reference materials shall include at a minimum: California Civil Code, Code of Civil Procedure, Evidence Code, Government Code, Penal Code, Welfare and Institutions Code, Health and Safety Code, Probate Code, Family Code and Labor Code; a world atlas, a world almanac, a local street atlas, standard and specialty dictionaries, drug manufacturer reference, and directory of attorneys.

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

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

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

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

Note: Authority cited: [Section 8007 Business and Professions Code](#). Reference: [Sections 8007, 8020 and 8027, Business and Professions Code](#).

#### 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).

5. Amendment filed 1-20-2000; operative 2-19-2000 (Register 2000, No. 3).

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.

7. Certificate of Compliance as to 12-17-2001 order transmitted to OAL 4-9-2002 and filed 5-21-2002 (Register 2002, No. 21).

8. Amendment filed 12-9-2002; operative 1-8-2002 (Register 2002, No. 50). 9. Amendment of section and Note filed 8-31-2011; operative 9-30-2011 (Register 2011, No. 35).

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

Barclays Official California Code of Regulations [Currentness](#) Title 16. Professional and Vocational Regulations Division 24. Certified Shorthand Reporters Board

**Article 2. Court Reporting Schools 2414. Definitions.**

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

- (1) Possess at a minimum a Bachelor of Arts or Bachelor of Science degree.
- (2) Possess at a minimum either an Associate degree in the subject being taught and two years of experience in a related field, or an Associate degree not in the subject being taught and four years of experience in a related field.
- (3) Possess a current license as a certified shorthand reporter or an RPR certificate from the National Court Reporters Association, and in addition, a minimum of two years of experience in a related field.
- (4) Possess a minimum of four years of experience teaching the subject being taught or a minimum of four years of experience in a job substantially related to the subject being taught.

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

- (1) Possess at a minimum a Bachelor of Arts or Bachelor of Science degree.
- (2) Possess at a minimum either an Associate degree in the subject being taught or an Associate degree not in the subject being taught and two years of experience in a related field.
- (3) Possess a current license as a certified shorthand reporter or an RPR certificate from the National Court Reporters Association.
- (4) Completed all requirements of a California recognized court reporter training program through the 180 word per minute machine speed class and possesses two years of teaching experience.

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

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

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

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

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

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

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

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

[8027, Business and Professions Code](#).

HISTORY 1. New section filed 12-9-2002; operative 1-8-2002 (Register 2002, No. 50).

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

# Faculty Members

## COUR-2013

### I. Program Faculty

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Acredolo	Kristin	P
<u>Status:</u> Full-time, probationary	<u>Shared W/other program(s):</u> <u>Year Retired:</u> No	
<u>Years of Service:</u> 12	<u>Specialty:</u> - *Court Reporting *Certified Shorthand Reporter (Ret) *Registered Professional Reporter (Ret)	
<u>Leadership: List involvement in committees or other service</u>  N/A		

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<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Barr	Claudia	G
<u>Status:</u> Adjunct, ETCUM	<u>Shared W/other program(s):</u> <u>Year Retired:</u> No	
<u>Years of Service:</u> 9	<u>Specialty:</u> - Court Reporting	
<u>Leadership: List involvement in committees or other service</u>  N/A		

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<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Boero	Emagene	
<u>Status:</u> Adjunct, ETCUM	<u>Shared W/other program(s):</u> <u>Year Retired:</u> No	
<u>Years of Service:</u> 15	<u>Specialty:</u> - * Court Reporting * California licensed court reporter	
<u>Leadership: List involvement in committees or other service</u>  N/A		

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<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Dowling	R. Oak	
<u>Status:</u>	<u>Shared W/other program(s):</u> <u>Year Retired:</u>	
Adjunct, ETCUM	No	
<u>Years of Service:</u>	<u>Specialty:</u>	
23	- * Law Classes * Attorney with 43 years of law practice (Ret)	

Leadership: List involvement in committees or other service

\*College of Marin Foundation 1979-1994 Honorary Director President

\*General Counsel Marin Forum

\*President 2002 Marin County Bar Association

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

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<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Jimenez-Aguirre	Laurel	
<u>Status:</u>	<u>Shared W/other program(s):</u> <u>Year Retired:</u>	
Adjunct, ETCUM	No	
<u>Years of Service:</u>	<u>Specialty:</u>	
21	- Court Reporting	

Leadership: List involvement in committees or other service

N/A

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<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Vartanian	Sharon	
<u>Status:</u>	<u>Shared W/other program(s):</u> <u>Year Retired:</u>	
Adjunct, ETCUM	No	
<u>Years of Service:</u>	<u>Specialty:</u>	
4	- *Court Reporting *Registered Professional Reporter *Certified Shorthand Reporter *Certified Stenograph Training Agent	

Leadership: List involvement in committees or other service

N/A

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## Non-Instructional Support Staff

COUR-2013

### I. Current Support Staff

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u>	<u>Hours/Week</u>	<u>To support:</u>
Casey Hoffman	Hourly	Other	4	2 Classes

Leadership: List involvement in committees or other service

Casey helps deliver the four-voice tests required by the CSR Board of California.

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u>	<u>Hours/Week</u>	<u>To support:</u>
Julia Woods		Lab Assistant	5	IVC Students

Leadership: List involvement in committees or other service

Works primarily in Open Lab in Building 17 supporting students with homework in all named disciplines and applications. Supports and assists students in multiple disciplines: MEDA(Medisoft); MMST(Adobe Creative Suite); COUR(CaseCATalyst); CIS(Operating Systems, MS Office), among others. Assists Computer Lab Technician in computer maintenance when necessary. The Court Reporting Program would not be able to provide the Court Reporters Board's required classes without the assistance of a computer lab assistant.

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u>	<u>Hours/Week</u>	<u>To support:</u>
Julie Oyle	Full-Time	Clerical	1	34 Classes

Leadership: List involvement in committees or other service

Governance Review Committee

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u>	<u>Hours/Week</u>	<u>To support:</u>
Laurie Loeffler	Full-Time	Clerical	1	34 Classes

Leadership: List involvement in committees or other service

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u>	<u>Hours/Week</u>	<u>To support:</u>
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Linda Johnson	Hourly	Other	4	COUR Classes
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Leadership: List involvement in committees or other service

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

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u>	<u>Hours/Week</u>	<u>To support:</u>
Maryann		Instructional		
Ross	Part-Time	Specialist	16	COUR Classes

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 a instructional specialist.

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u>	<u>Hours/Week</u>	<u>To support:</u>
MaryGale				
Beyer	Full-Time	Computer Tech	45	IVC Students

Leadership: List involvement in committees or other service

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

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

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u>	<u>Hours/Week</u>	<u>To support:</u>
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Michelle Moore	Work Study	Clerical	13	60 Students
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Leadership: List involvement in committees or other service

Michelle monitors sign in/sign out in our open lab.

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## Facilities Questionnaire

COUR-2013

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Last Update: 3/6/2014 15:12:6

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

Since the move in 2011 to the new Main Building, the program's facilities are excellent. The attractive, clean, orderly classrooms have proved to be an important factor in attracting new students. However, the electrical outlet boxes in the floors of MB 228, 229 and 233 continue to present a tripping hazard and are difficult to operate. HVAC continues to be a problem, although some improvement since last year has been noted. MB 228, 229 and 233 still have issues of being too cold or too hot.. There should be windows in the main entrance doors to the West Hall, as there are frequent near-accidents with people open the doors suddenly into the faces of people entering the building. One faculty member did sustain a sprained finger as a result. All in all, we are very happy with our facilities. We are proud to show prospective students our classrooms.

# Student Access and Success

COUR-2013

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Last Update: 3/6/2014 15:16:18

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

## 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? (e.g. "Poor transportation from Novato and IVC to Kentfield." or "Increase in fees.")

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

## II. Student Success

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

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

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

## III. Improving Student Success and Retention

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

- Bookstore
- Computer Labs for student use
- Counseling
- DSPS
- Financial Aid
- Library
- Transfer Center
- Tutoring

What is their level of satisfaction? Are your students having any problems with any of these services? If so, please explain.

All of our classes are held at IVC. Students are happy with the services they have; they would just like to have more of them! For instance, they would love to have a year-round bookstore at IVC where they could purchase school supplies as well as textbooks.

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

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

# Curriculum

## COUR-2013

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Last Update: 3/6/2014 16:34:13

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

Career Technical Education.

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

\* More and more opportunities are opening up in the Communication Access Realtime Translation, or CART, field. We are working on developing a certificate program that would help students develop CART skills, including interning in College of Marin classes.

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

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

As mentioned above, we intend to develop a CART certificate.

We are planning to revamp our curriculum to keep it effective while complying with State regulations concerning course repeatability.

We will be updating several courses, especially Law Library and Legal Terminology, to make these courses more accessible and attractive to the general college population, not just CR students.

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

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

### **5. Have you prioritized your courses according to department goals? (Please attach blueprint)**

Yes, to the best of my knowledge. Our courses are being offered in the same sequence they have been offered for many years. Semester I, Fall COUR 110: Theory of Machine Shorthand 8 units COUR 166: Law Library Skills 1.5 units COUR 167: Procedures and Ethics 1 unit ENGL 95\*: Advanced Spelling 1 unit ENGL 96\*: Advanced

Vocabulary 1 unit Semester II, Spring COUR 112: Beginning Machine Shorthand Level I  
 4 units COUR 115J: Beginning Machine Shorthand Jury Charge 2 units Level IIJ COUR  
 115T: Beginning Machine Shorthand Two-Voice 2 units Level IIT COUR 169A: Computer  
 Aided Transcription 2 units COUR 170: Microtranscription 1 unit ENGL 98A\*: Grammar  
 & Usage 1 unit ENGL 98B\*: Sentence Structure & Punctuation 1 unit Semester III,  
 Summer COUR 115F: Beginning Machine Shorthand Four-Voice 2 units Level IIF COUR  
 115S: Beginning Machine Shorthand Literary 2 units Level IIS Semester IV, Fall COUR  
 125F: Intermediate Machine Shorthand Four-Voice 2 units Level IIIF COUR 125J:  
 Intermediate Machine Shorthand Jury Charge 2 units Level IIIJ COUR 125S :  
 Intermediate Machine Shorthand Literary 2 units Level IIIS COUR 125T: Intermediate  
 Machine Shorthand Two-Voice 2 units Level IIIT COUR 169B: Transcript Preparation 1  
 unit COUR 169C: Computer Assisted Proofreading and Editing 0.5 unit COUR 170:  
 Microtranscription 1 unit MEDA 120: Medical Terminology I 3 units Semester V,  
 Spring COUR 165: Legal Terminology 3 units COUR 150J: Intermediate Machine  
 Shorthand Jury Charge 2 units Level IVJ COUR 150T: Intermediate Machine Shorthand  
 Jury Charge 2 units Level IVT COUR 150F: Intermediate Machine Shorthand Four-Voice  
 2 units Level IVF COUR 150S: Intermediate Machine Shorthand Literacy 2 units Level  
 IVS Semester VI, Summer COUR 175F: Intermediate Machine Shorthand Four-Voice 2  
 units Level VF COUR 175: Intermediate Machine Shorthand Literacy 2 units Level VS  
 Semester VII, Fall COUR 210A: Advanced Machine Shorthand 5 min Four- 8 units Voice  
 Level VIIA COUR 175T: Intermediate Machine Shorthand Two-Voice 2 units Level VT BUS  
 141: Intermediate Business English 2 units WE 298B: Occupational Work Experience 2  
 units Semester VIII, Spring COUR 210B: Advanced Machine Shorthand 7/5 min Four- 8  
 units Voice Level VIIB COUR 282A: Certified Shorthand Reporter Exam Prep: 1 unit  
 Specialty Vocabulary & Test COUR 175J: Intermediate Machine Shorthand Jury Charge 2  
 units Level VJ Semester IX, Fall COUR 210C: Advanced Machine Shorthand 10 min Four-  
 8 units Voice Level VIIC COUR 282B: Certified Shorthand Reporter Exam Prep: 1 unit  
 Legal

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

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

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

As stated above, we are revising and updating existing courses. We will add some new courses in our effort to make our program effective while complying with repeatability standards. We will be bringing our English requirements under the COUR umbrella, rather than the English department's.

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

Court Reporting students presently take advantage of course offerings in Business (BUS 141), English (ENGL 95, 96, 98A and 98B), and Medical Assisting (MEDA 165 and 166). As stated above, the intention is to bring these English courses under our department, and we hope to have this accomplished by Fall 2015.

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

In general, distance education is not considered to be the best format for skill-based learning. We do provide supplemental practice and homework resources online through Moodle. When we conducted a student survey last semester, students were enthusiastic about the prospect of offering some of the required academic (English, Medical Term, Legal Term., etc.) courses online, and we are pursuing that possibility.

**10. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.**

No increases or additions are planned.

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

We have reviewed pre- and co-requisites. In the past, we have found typographical errors in the course outline database that needed to be corrected. Some of the current pre- and co-requisites were found to have unintended consequences once Banner began to enforce them at enrollment. We also would like to study the feasibility and effect of implementing program entry prerequisites, especially pre-testing in English.

## Student Learning Outcomes

**COUR-2013**

Last Update: 3/6/2014 15:28:46

### I. General Education/College Wide Outcomes

**1. Did you use the shared assessment rubrics and if so which one(s)? If you used your own assessments or rubrics, please describe. Which courses were assessed?**

n/a

I may be misinterpreting this question, but I am assuming since we don't offer GE classes that it doesn't apply to us.

### 2. GE/College Wide Assessments:

- What did you learn from the analysis of your results?
- What do you plan to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? Or what have you already changed?
- Will these changes require new resources or a reallocation of resources? If so, explain using data.
- How have previously made changes affected student learning? Use qualitative and quantitative data to support your response.

n/a

### II. Course Level Outcomes:

**1. What Student Learning Outcomes have you assessed from your course outlines over the last year? Describe the assessment, the sections where the assessment was used, and summarize the results.**

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

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

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

We assess our Student Learning Outcomes in our speedbuilding classes on a daily basis through performance-based skills testing. Court trial or deposition testimony is simulated in these classes at speeds ranging from 75 to 225-plus words per minute for a specified length of time ranging from two minutes to ten minutes. Students then must transcribe these tests within a designated time period (1 to 3 hours) at a designated level of verbatim accuracy (90% - 97.5%). These procedures allow us to track achievement of the major SLOs of our classes.

In the last year, six students have passed the final skills test required to sit for state licensure.

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

We plan intermediate assessments to begin in Fall 15. In other words, rather than limiting testing to the traditional 25 word speed increments, we will be adding assessment at interim levels. Additionally, we will be adding assessment tests at varying lengths of time (i.e., 110 words a minute for 2.5 minutes; 140 words a minute for 7.5 minutes)

# Point of Improvement

## COUR-2013

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Last Update: 3/6/2014 16:35:40

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

### I. Program Excellence (Best Practices)

*Please address any of the following areas:*

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

The College of Marin Court Reporting Program is recognized and regulated by the Court Reporters Board of California. These regulations are derived from the demonstrated best practices of the 14 public and private court reporting programs throughout California. We have remained in compliance with these regulations since 1975. Recent changes in the regulations have required some adjustment to our courses. Compliance with CSR Board regulations ensures that our students are provided the most appropriate curriculum possible.

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

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

We are very lucky to have Sharon Vartanian on staff. Sharon is an expert in court reporting technology. Her input has been invaluable in terms of keeping our students up-to-date with the software and hardware necessary for workplace success.

We are also evolving a collaborative environment, where students, staff and industry all work together to provide students with the best possible preparation for the complex work environment of court reporting. We are excited to be working with Todd Combs of Combs Reporting and Ana Costa of Barkley Court Reporters to improve our internship training.

### II. SLOs

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

*Please address strengths and constraints/ Future Goals & Recommended Actions for each of these questions.*

1. What do you do to help student achieve particular outcomes? Do your students struggle with particular SLOs?

\*As stated previously, "time-on-task" is the most important factor for achieving the desired SLOs for our speedbuilding classes. We constantly seek to provide more opportunities for students to practice their machine shorthand outside of class. We provide a continually updated library of Mp3s, DVDs, VHS, and audiotaped materials. We have also instituted classroom policies that encourage students to arrive on time and stay for the entire class. In addition, we now require that students document a minimum of three hours' practice on campus per week. Since we have been able to fill a workstudy position, we now have supervised lab time, which was one of our goals from the last PR. \*At least four times a year, we bring in speakers from the industry to help inspire students to practice. \*Create a program culture that supports the intensive practice necessary for success. One of the ways we are doing this is to meet in groups with students to discuss practice techniques. These are student-driven meetings, where students support one another and share ideas and strategies. These groups have been instrumental in improving student morale and performance. \*Use Moodle to post sound files to facilitate students' practice at home. These are files we record during class and post several times a week to our Moodle page.

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

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

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. **Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.**

\*We need to develop a viable, attractive program Web site. Currently, if a prospective student Googles "Court Reporting schools SF Bay Area," our program does not appear, even on the first few pages of "hits." We often get feedback from students transferring into our program from expensive private schools that they wished they had known sooner of the existence of our affordable public program. The old Web site has been migrated to Contribute, but it looks like something from behind Iron Curtain in 1973, with outdated photos and clunky information. This is not the face we want to present to the world! The program coordinator now (at last) has access to Contribute. We are hoping to tackle this project as soon as we can. This is a huge goal for the coming year. Resources needed: \*Web site development assistance from the College.

### III. Moving Forward Objectives (Planning)

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

In Fall 13, we conducted a student survey through Survey Monkey. As a result of the feedback we got from our students, we are moving from a four-day schedule to a three-day schedule in Fall 14. Contact hours will remain the same -- classes will be longer. Our experience with enhanced student success in summer session -- when we are on a three-day schedule -- has shown us that three long days are more effective than four short days. We expect that this new schedule will help us recruit and retain students more effectively as it is a much easier schedule for commuters and employed students.

Additionally, we continue to increase the rigor of our program through higher testing standards and increased expectations for professional-level completion of assignments. We are expecting more of our students, and they are responding by making a greater effort to succeed.

### IV. Assessment of Previous Program Reviews:

1. *What resources have you been granted from your previous program reviews?*
2. *Please assess how these resources have been used to improve access, learning outcomes and student success in your program?*
3. *What changes have you implemented based on previous program reviews?*
4. *What results have you found?*

We now, for the first time in over three years, have a full-time faculty member. This change has already helped to bring new energy and innovation to the program. The full-time instructor can completely focus on the program and is accountable for the program's effectiveness. The full-time instructor can ensure that CSR Board standards are maintained and that the program continues to update and develop. So we thank the College very, very much for filling this position.

Since the last program review, we have received 3 new Stenograph Wave computerized writers and 3 compatible laptops running the latest court reporting translation software. These tools are being used daily by students in our classes and labs. Economically disadvantaged students can have access to and experience with current court reporting technology, experience that is necessary for success in the workplace.

Prior program reviews emphasized the need to have students spending more "time-on-task." We have implemented new classroom policies which support timeliness and regular attendance. We are also requiring documented on-campus practice time. This encouragement to spend more "time-on-task" has resulted in an increase in the number of skill tests passed per semester.

Prior program reviews identified the fact that, since court reporters are not required to have a degree/certificate to work in the court and/or deposition environment, our students often did not bother to apply for degrees or certificates. Working in collaboration with Counseling, particularly Byron Ramey, and with Dean Schorske's office, using the Pathways Progress Sheet, we have become much more efficient in terms of ensuring that eligible students receive their degrees and certificates. From Fall 12 through Fall 13, we awarded 23 certificates and degrees.

Prior program reviews identified a need to reach more prospective students in all Bay Area counties. We need to have a viable, attractive program Web site, but have yet to make any progress aside from finally getting Contribute access. The development of the Web site is our major goal for the coming year!

## **VI. Other concluding remarks.**

US News & World Report and the Bureau of Labor Statistics continue to identify court reporting as a growth industry. The job market for Communication Access Realtime Translation providers is expanding in response to ADA mandates. The program frequently receives calls from prospective employers (desperately) looking for CART providers. These are \$60 - \$90 per hour jobs! Our students who achieve state licensure are employed immediately and are well compensated.

That being said, it is very difficult to reach the level of skill necessary to become a state-certified reporter. We have many former students who did not achieve their license, yet are working in the industry as scopists, proofreaders, administrative assistants, and CART providers. The fairly recently developed Legal Transcription Technology certificate adequately represents and documents the unique and highly marketable skills these students have acquired. As mentioned above, we plan to develop a CART certificate.

A problem inherent in all court reporting programs nationwide is the problem of the "career student" -- students who spend far too much time pursuing a CSR license. Per the National Court Reporters Association, the national average for successful completion of a court reporting program is 3 to 6 years. Our most recent graduates have qualified for the state exam within an average of 3 years. Remaining in a court reporting program longer than 6 years is obviously cause for concern. Our goal as we redesign our program to eliminate course repetition is that we will no longer allow this to occur. Our program "ideal" is a very efficient and rigorous course of study that will get students to whatever level of achievement represents their highest potential in the industry as soon as possible. After analyzing the data we keep on student success, we have identified benchmarks indicative of future success. We have begun to counsel students who do not achieve these benchmarks (the first is 100 wpm after one year of study) to honestly self-assess their progress and their study habits. Are they actually putting in the 15 hours of practice per week outside of class that the CSR Board recommends for satisfactory progress? If not, why not, and how can we help them?

Court reporters contribute a great deal to society through their work in the legal system and in service to the Deaf and hard-of-hearing communities. Private court reporting schools charge exorbitant fees and leave students carrying massive debt. It is crucial to continue to provide this training at affordable community colleges, despite the difficulties inherent in making a skill-based vocational program "fit" the community college system. We are excited about the future of this program and excited about the future of court reporting! We are grateful for our excellent facilities and for the College's continued support of the program.

## Department Chair Comments

### COUR-2013

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Last Update: 3/2/2014 16:45:53

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

The Court Reporting program has moved into a new facility. They will not need any specific equipment for their curriculum that is not addressed in the modernization program.

#### **2. Please comment on the Point of Improvement section.**

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

#### **3. For Instructional/ Student Services PR: What are your priorities if asked to make further reductions? (Please be specific and address staffing, units/classes, supplies, service contracts, etc.) What reductions have already been implemented in recent years?**

No reductions feasible at this time.

#### **4. Other comments**

Enrollment in the Court Reporting program is stable. Over the last several years the program has made multiple pathways for student success. Students graduating from the program have multiple pathways for employment.