

Date: June 4, 2021

To: Academic Senate c/o Meg Pasquel

From: Court Reporting Program Faculty: Stephanie Stubbs, Christine Leung, Eric Van Dorn, Gregory Stubbs, Ron Palmer, Department Chair, Career Education, Alina Varona, Dean, Career Education and Workforce Development

Subject: Court Reporting Revitalization Update, Spring 2021

Overview. In order to support a full and successful transition for the Court Reporting program post-COVID and prepare for future recruitment and marketing efforts, the College must ensure that the program is structurally designed and implemented in a way that aligns with the purpose of career education programs and our mission as a California community college. Career Education remains committed not only to equitable access but equitable outcomes for all our students and will make structural and programmatic choices to ensure all students ability to successfully complete this State recognized program, ensure students can successfully pass the licensing exam, and obtain employment that supports a livable wage.

While neither the transcribed degree or two certificates are required to work as a Court Reporter (only passing of the State exam), the program, the certificates, and the degrees are designed to support a student's ability to pass the State exam. The program has great historical retention and course level success rates and served approximately 120 students over three academic years (fall 2015-spring 2018 data). The completion rate of the program and the awarding of certificates and degrees (a duplicated count of 17.5% over 4 years) indicates an opportunity for improvement. Annual numbers of students who have taken and passed the State Exam and/or secured employment are low, as are the Statewide pass rates. The College is committed to building programs that not only serve more students but ensures students complete, successfully pass the State exam, and connect to the livable and high wages that await them upon completion.

History and Context. College of Marin's Court Reporting program was flagged for revitalization pursuant to Board Policy 4021 (BP 4021 Program Revitalization and Discontinuance) in 2018. Per the College of Marin (COM) Curriculum Committee minutes dated February 2018, the Academic Senate Report (presented by Karen Koenig) outlined the need to revitalize the court reporting program noting the following key points: "2 faculty left in program, hard to find faculty, pare down units, market for jobs-jobs part of gig economy but are freelance, difficult to get accurate data on jobs, trying to figure out how to revitalize the program."

With no full-time court reporting faculty and limited internal capacity to provide a comprehensive, summative view of the program and the field, the College hired an external consultant, Vykki Morgan, a former court reporting faculty member from Southern California, to provide a programmatic summary, sector analysis, and some recommendations regarding revitalization avenues for COM's court reporting program. In July 2019, Ms. Morgan finalized her summative. Given the turnover in Dean leadership and a subsequent disruption to instruction caused by the pandemic, no significant review of existing documentation, data, or momentum toward

revitalization efforts occurred. In July 2020, with a new Dean of Career Education and Workforce Development, the court reporting program faculty engaged in discussions with Academic Senate leadership around next steps and faculty-to-faculty support to undertake revitalizing the Court Reporting Program during the 2020-2021 academic year.

Per the summative court reporting program analysis (July 2019), with confirmation from program faculty and the College community (2018-2021), the following were identified as challenge and opportunity areas:

1. Completion, degree, certificate rates^[11]
2. State Exam Success Rates^[2] and Employment Rates^[3]
3. Cost
4. Enrollment numbers
5. Time to Completion^[4]
6. Marketing
7. Staffing (no full-time faculty)
8. Data (collection, tracking, review, reporting)
9. Program Structure

^[11] See student outcomes, CTEOS, launchboard data and Court Program Analysis, p. 18; 23-24)

^[2] Last year in California, 111 court reporting students took the state stenography licensing exam. Six of them passed (5%). <https://speechtotextinstitute.org/wp-content/uploads/2019/11/New-group-addresses-decline-in-court-reporters-%E2%80%93-Virginia-Lawyers-Weekly.pdf> November 2019

^[3] According to the Ducker Report, the states with the most critical court reporter shortage are California, Illinois and Texas. DiLorenzo said that's because in addition to students having to pass a test at the end of their court reporting programs, they are also required to pass a state licensing exam that "duplicates what they graduated with." <https://speechtotextinstitute.org/wp-content/uploads/2019/11/New-group-addresses-decline-in-court-reporters-%E2%80%93-Virginia-Lawyers-Weekly.pdf> November 2019

^[4] "The average time in court reporting school is estimated by the Court Reporters Board to be 3-4 years; some are faster and some take longer. It is designed to be a two-year program. It can and has been done in two years, but that is generally the exception and not the rule." From Court Program Analysis July 2019, p. 2

^[5] "The corresponding reality, though, is that fewer than one in 10 stenography students ultimately make it through training to become court reporters. In other words, for every single stenographer that a school produces, they must recruit 10 new students." "By contrast, schools that teach voice writing (also known as "steno mask") indicate that 80% of students emerge as court reporters on a timeline of nine months. And students who learn digital reporting (aka "digital recording") can make it through their programs in about two months and with a success rate of about 90%." From <https://www.lawpracticetoday.org/article/why-the-court-reporting-business-will-never-be-the-same/> February 2020

^[6] "I would recommend considering including voice writing in any redesign or shortly thereafter. That is an unknown with a lot of possibility that could help solve multiple issues. All of the metrics would likely change for the better if the program had an abundance of students." From Court Program Analysis July 2019, p. 38

^[7] "If the bulk of the speed building classes (going from 60 in Theory, through 80, 100, 120, 140, 160, 180, 200, 225+ words per minute) were to be moved to noncredit to provide for repeatability (with only one mirror credit class at each speed that can only be taken once), that could reduce the number of courses in the catalog in the credit program. The credit program could continue to incorporate other credit classes, such as the medical terminology course offered by COM, or legal classes in other departments, that might be appropriate. It might be possible to further reduce credit classes to some specific benchmark speed classes and thereby reduce the number of speed building classes on the credit side, while offering all of the speed classes on the noncredit side." From Court Program Analysis July 2019, p. 31-33

^[8] The National Court Reporters Association (NCRA) has instituted a brand-new program called the A to Z Program (2017), in which the national association works with state programs to attract more students to the court reporting profession. This is being done with a special program where prospective students are given a free short-term course in stenotype basics as a "free test drive" of the career, and students interested at the end of this exposure are given contact information for local schools." From Court Program Analysis July 2019, p. 5-6

10. Program Pivots and Additions

- o Voice Writing ^{[5][6]} and other programmatic additions (Court Program Analysis, p. 10-13)
- o Non Credit ^[7] (Court Program Analysis, p. 31-33)
- o Bridge Programming (Court Program Analysis, p. 5-6)

The National Court Reporters Association (NCRA) A to Z Program ^[8] (2017)

Per the summative court reporting program analysis, with confirmation from program faculty and the College community, the following areas were identified as the key recommendations and actionable items:

1. Revitalize and Update the Program

1. Hire full-time instructor/coordinator
2. Update the curriculum and ensure alignment with CRB requirements
3. Consider adding “voice writing”
4. Re-work the curriculum and see if any concessions can be made to limit classes to benefit the school, still serve the students, and meet all CRB requirements
 - Explore Non Credit

2. Examine Potential Curricular Gaps

- There is a whole speed level that is missing after Theory. This is extremely detrimental to student success. It existed prior to the latest curriculum rewrite and appears to be an oversight. The 100 wpm level is missing entirely
- Consider adding Theory class(es) in the Spring to bring in more beginning students
- Align the program to add stackable certificates (Proofreader, Scopist, CART)
- Structure program for more completion
- Increase the use of distance education

3. Market the program

- In conjunction with the California Court Reporting and National Court Reporting Associations. Participate in the National Court Reporters A to Z Program
- Create a brochure that can be made available online and in print
- Update department Web pages
- create advertising videos (even as simple as YouTube videos) with the assistance of other departments on campus
- Utilize other departments on campus wherever appropriate

4. Explore Partnerships with Industry

- Regularly held industry advisory boards
- Direct industry input for program and curriculum refinement

Summary of Progress and Activities for Academic Year 2020-2021

1. Revitalize and Update the Program

- Meetings weekly with Logan Wood working on revitalization.

- Court Reporting faculty participating were Stephanie Stubbs, Christine Leung, Eric Van Dorn
- Determined specific changes needing to happen to address the revitalization recommendations.
- Held two Advisory Committee meetings for member input.
- Met and presented changes to Curriculum.

2. Examine Potential Curricular Gaps

- Assessed Program Review data and determined a “bridging” speed is needed to accommodate students moving from beginning theory to speed-building.
- Theory divided into 110A and 110B.
- 100 wpm speed-building class added allowing a smoother transition from theory to speed-building.
- Certificates changed to reflect current employment needs. New certificates are Proofreading, Scopist, CART/Captioning, CSR Exam Ready. Also, one AS degree will be offered versus two.

3. Market the program

- Website needs work, needs easier access; not visible because accessed through Criminal Justice program.
- Working with contractor (sarah@bigcatadvertising.com) giving more web visibility via Facebook, Instagram and other social-media programs.

4. Explore Partnerships with Industry

- Determined through Advisory Committee meetings there is an extreme court reporter shortage.
- Employment is available throughout California, as well as other states, in multiple Superior Courts; also available through the website CSR Nation for deposition assignments.
- Employment is also available through captioning firms.

Other Deliverables and Outcomes

Theory (110A & 110B) will be offered asynchronously, which will accommodate students’ work schedules.

Speed building courses will be offered as both credit and noncredit (mirrored). This allows students to receive financial aid if needed or take fewer units tuition free. This also allows students to achieve certificates and the AS degree using fewer units.

Implementation Timeline: Changes will be implemented beginning in Fall semester 2022.

Next Steps for Academic Year 2021-2022: Program review will be taking place.

Additional Resources

- Court Reporting Program Analysis Report conducted by the consultant Vykki Morgan and finalized on 07/01/2019
- Student outcomes for court reporting (2010-2020) from PRIE
- Court Reporting LMI report from the Bay Area's Community College Consortium's (BACCC) regional Center of Excellence. This is how we get and examine detailed employment data to build, iterate, verify CTE programs regionally
- Court reporting data from the Career Technical Education Statewide Employment Outcomes Survey ([CTEOS](#)) and [Launchboard](#) data; both are our Community College's main infrastructure for CTE data and outcomes
- A letter from the California Court Reporting Board that responds to Vykki Morgan's inquiry regarding the 10 hours of live dictation requirement and transitioning courses to online and DE formats.

All supporting documents and resources can be located here:

https://marinedu.sharepoint.com/:f:/s/careereducationfaculty2/EuWYXcPM2u5IqO6iKZRID6UBmAhct6Qh87_SO1SyYKNkaQ?e=zmIzVU