



# Agenda

## **Criminal Justice Advisory Committee**

Lake Tahoe Community College

Wednesday April 17, 2019

3:00 – 4:30 p.m.

Aspen Room

- Welcome/Introductions
- General Discussion
- Annual Program Review/Program Data
- Partnerships
- Perkins



## Criminal Justice Advisory Committee Meeting Minutes April 17<sup>th</sup>, 2019

- **Welcome and Introductions**

- Meeting called to order at 3:04 p.m.
- LTCC Faculty & Staff Attendance:
  - Campion, Chris – Criminal Justice Adjunct Faculty, retired Federal Bureau of Investigations
  - Deeds, Brad – Dean of Workforce Development and Instruction
  - Frangione, Al – Director of Capital Construction and Bond Program/Head of Security
  - Goligosky, Amber – Apprenticeship and Work-Based Learning Coordinator
  - McCoubry, Scott - Program Assistant Institutional Effectiveness
  - McNamara, Ian – Student Representative
  - Rhone, Jamie – Career and Technical Education Program Specialist
  - Roster, Paige – Student Representative
  - Salinas, Laura – Director of Equity
- Workforce Partners, Stakeholders, Regional Collaborators:
  - Bellow, Edward – Supervising Deputy, Probation Officer El Dorado County
  - Norling, Glenn – Special Investigator, Federal Bureau of Investigations
  - Michitarian, Ron – Captain, Douglas County Sheriff's Office
  - Brian Uhler – Police Chief, South Lake Tahoe Police Department
  - Wood, Vanessa – Supervising Deputy Probation Officer, El Dorado County

- **Member Reports**

- Industry representatives discussed what jobs and career paths were available for students in the field of Criminal Justice.
  - **Federal Bureau of Investigations (FBI)** – Many new hires start in Office Services Technician (OST) positions, such as radio dispatcher, file clerk, admin assistant. Some rotate through various OST positions and others move on to graduate from the academy and become a Special Agent (SA). A Bachelor's degree is required to become an agent. The FBI recruits SA's and is looking to increase their numbers. Applicants must be willing to travel where positions are available. In California, the majority of OST positions are available in the Sacramento, San Francisco, San Diego, and the Los Angeles area. In Nevada, Reno and Las Vegas have some open positions. Interested persons can apply online at [www.fbi.gov](http://www.fbi.gov).
  - **Douglas County Sheriff's Office (DCSO)** – The DCSO does not require a degree for employment and has pay incentives for earning an A.A., B.A., etc. They are interested in creating educational opportunities and promoting the importance of higher education. The online Criminal Justice program at LTCC is an opportunity for their employees to finish their education. California residents pay \$31/unit and out of state residents pay over \$180/unit. Nevada residents living around the lake can apply for the California/Nevada Interstate Attendance Agreement if they live in one of the following zip codes: Crystal Bay 89402, Incline Village 89451, 89450, Glenbrook 89413, Zephyr Cove 89448 and Stateline 89449. AB540 qualifies students for in-state tuition rates if they attended a California high school for three years or more.
  - **South Lake Tahoe Police Department (SLTPD)** – City of South Lake Tahoe employees receive pay incentives and tuition reimbursements. In regards to recruiting, they are involved with South Tahoe High School (STHS) students via "Senior Projects, etc." and like to keep an eye out for high school students that are interested in the field. Occasionally it is necessary to hire from out of the area. Approximately half of their applicants are hired into entry-level positions and the other half

as lateral transfers from other agencies. This is because it can take up to 18 months from the time a new recruit enters a Police Academy until they are ready to be on the job (a lateral can be on the job in a few months or less). Currently, they are operating on a shoestring staff due to injuries, vacancy rates, retirements, etc. and they are actively looking to fill positions. They prefer applicants with some education but it is not required. Current employees are encouraged to continue their education. They typically have varying schedules and want the quickest pathway to finishing their educational goals.

- **El Dorado County Probation Department (EDCPD)** – The EDCPD are currently short-staffed and looking for new applicants. Their hiring process is long and when the economy is good, they receive fewer applicants. A Bachelor’s degree is required for Deputy Probation Officer, but for other positions, a two-year degree with experience is acceptable. Probation Officers are also required to complete 40 hours annually of Standard & Training for Corrections (STC) and each new probation officer hire has to complete a five-week core training. The trainings are not held locally and it would be advantageous to offer some of these trainings at LTCC.

- **Program and Data Review**

- The committee members reviewed certificate and degree completion data, student enrollments/FTES, and completion rates for the Criminal Justice program. The program continues to show healthy enrollments and courses fill each quarter.
  - The total duplicated headcount for 2017-18 was 346 students.
  - The demographics include predominately female at 57%, with the majority of students between the ages of 25-49. 33% of the CRJ student population is Hispanic (LTCC overall is at 26% and STHS is 46%).
  - Two students earned a Certificate of Achievement, three earned an A.A. degree in Criminal Justice, and three students earned a Associate Degree for Transfer in Administration of Justice.

- **General Discussion**

- Approximately two and a half years ago the California Department of Corrections and Rehabilitation (CDCR) contacted LTCC about their involvement with the Online Course Exchange or OEI. The CDCR is the largest state agency in California and LTCC saw a large surge of enrollments. CDCR employees also typically take Psychology, Business, and Work Experience courses. One faculty member reported the number of CDCR students was about 75% last year to about 50% this year. The other half are local, from LTCC, or from other universities. LTCC has since adjusted their online offerings to meet the demand. One of the benefits for CDCR employees is they can earn up to 8-units of credit by exam/experience for successfully graduating from the CDCR’s 12-week, 480-hour Basic Correctional Officer Academy (BCOA). One of LTCC’s instructors, Lindsey Bertomen, looked at the CDCR’s BCOA and equated it to LTCC’s “Introduction to Criminal Justice” (CRJ 101) and “Introduction to Corrections” (CRJ-110) courses.
- California Law Enforcement personnel have legislative mandated training requirements. Courses offered through the Commission on Peace Officer Standards and Training (POST) are typically offered out of the area and would be advantageous if offered locally, at LTCC.
- Students may not be aware of the infractions or prior convictions that will disqualify them from entering law enforcement. The California POST website, [www.post.ca.gov](http://www.post.ca.gov), has information on “How to become a Peace Officer”, which includes a list of minimum standards for employment. No felony convictions, a fingerprint and criminal history check and a medical and psychological suitability exam are some of the required for employment.
- A Doctor of Education (EdD) in Organizational Leadership will be offered on campus this fall through Brandman University at the Lisa Maloff University Center. A Bachelor’s degree in Psychology is offered through Sierra Nevada College at the University Center, which might be of interest to those in the field.
- The Statewide Search and Rescue convention SAREX was a successful event LTCC hosted last year on campus.

- **Perkins**
  - Perkins funding helps the Career & Technical Education department provide a Quarterly Textbook Lending Program, which provides textbooks for eligible students who are pursuing a CTE degree or certificate.
  
- **Adjournment**
  - The meeting adjourned at 4:26 p.m.
  
- **Handouts**
- - Program Reviews/Biennial Review
    - Criminal Justice Program Review/Biennial Review/Awards (2017-18)

Respectively submitted,  
Melissa Liggett  
Career & Technical Education Technician



# CTE PROGRAM BIENNIAL REVIEW

For all Career and Technical Education (CTE) Programs, please fill out the following worksheet as part of the required biennial review.

**CTE Program:** Criminal Justice

**Date Reviewed:** March/2019

<p><b>1. Purpose of this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 150px;">Significantly Changed Purpose in the Last Two Years</span> <span style="margin-right: 150px;">Minor Changes in Purpose in the Last Two Years</span> <span>No Changes in Purpose in the Last Two Years</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Description, mission, target population, etc.)</p>
<p><b>2. Demand for this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 150px;">High Demand</span> <span style="margin-right: 150px;">Adequate Demand for our students</span> <span>Low Demand</span> </p> <p style="text-align: center;"> <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Labor market data, advisory input, etc.)</p>
<p><b>3. Quality of this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 150px;">Highest Quality</span> <span style="margin-right: 150px;">Meets Student Needs</span> <span>Needs Significant Improvement</span> </p> <p style="text-align: center;"> <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)</p>
<p><b>4. External Issues</b></p> <p style="text-align: center;"> <span style="margin-right: 150px;">Benefits From and Contributes to External Issues</span> <span style="margin-right: 150px;">Complies with External Issues</span> <span>Not Consistent with External Issues</span> </p> <p style="text-align: center;"> <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Legislation, CCCCOC mandates, VTEA, Tech Prep, CalWORKs, WIA, BOG Career Ladders, etc.)</p>
<p><b>5. Cost of this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 150px;">Income Exceeds Expenditures</span> <span style="margin-right: 150px;">Income Covers Expenditures</span> <span>Expenditures Exceed Income</span> </p> <p style="text-align: center;"> <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Enrollment/FTEs generated &amp; in-kind contributions of time/resources minus salaries/equipment/supplies, etc)</p>
<p><b>6. Projected Schedule (formerly Two Year Plan)</b></p> <p style="text-align: center;"> <span style="margin-right: 150px;">Significant Growth Anticipated</span> <span style="margin-right: 150px;">On Track for Next Two Years</span> <span>Need Significant Changes and/or Increased Resources to Continue</span> </p> <p style="text-align: center;"> <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Recommendations, project future trends, personnel and equipment needs, etc.)</p>

# 2017-18 ANNUAL PROGRAM REVIEW

## Criminal Justice

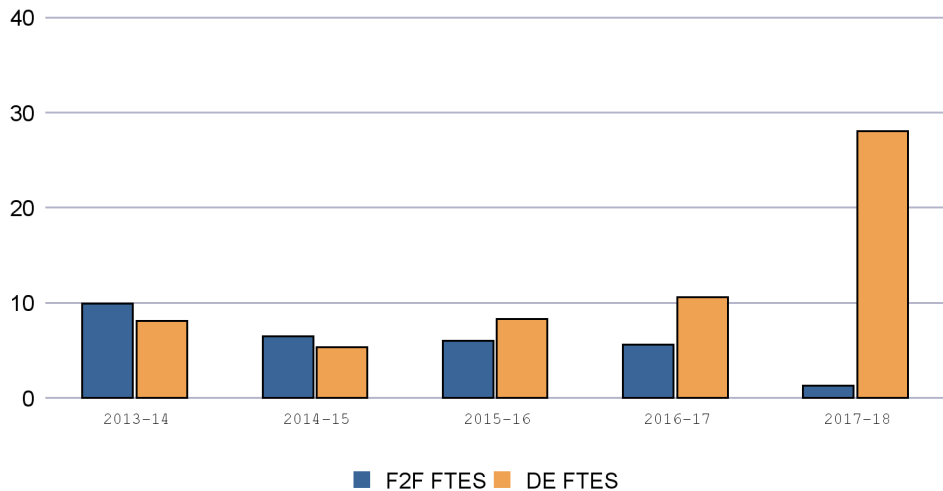


### CRIMINAL JUSTICE SUMMARY

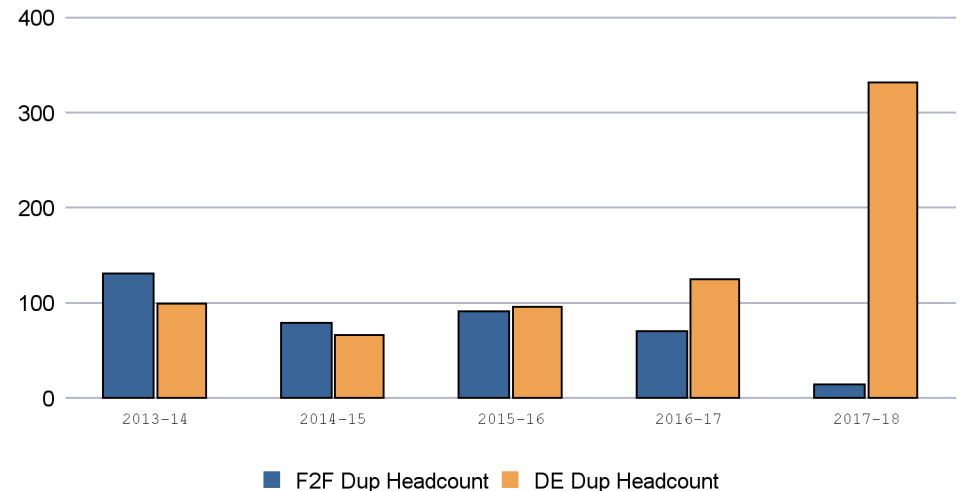
This report contains data from Academic Year (AY) 2013 to 2017. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below. Except for in the Awards section, students enrolled through the Incarcerated Students Program are excluded.

	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2013-14	11	7	4	17.99	9.90	8.09	230	131	99
2014-15	9	5	4	11.85	6.49	5.36	145	79	66
2015-16	11	7	4	14.25	5.98	8.27	187	91	96
2016-17	15	7	8	16.16	5.57	10.58	195	70	125
2017-18	23	1	22	29.34	1.26	28.07	346	14	332
4-Yr Chg (13-14 to 17-18)	<b>109.1%</b>	-85.7%	450.0%	<b>63.0%</b>	-87.3%	247.0%	<b>50.4%</b>	-89.3%	235.4%
1-Yr Chg (16-17 to 17-18)	<b>53.3%</b>	-85.7%	175.0%	<b>81.6%</b>	-77.4%	165.3%	<b>77.4%</b>	-80.0%	165.6%

**RESIDENT FTES**



**DUPLICATED HEADCOUNT**



# 2017-18 ANNUAL PROGRAM REVIEW

## Criminal Justice

### DEMOGRAPHICS

	2013-14		2014-15		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%
Male	55	38.7%	31	33.0%	56	45.9%	59	48.4%	77	42.3%
Female	86	60.6%	63	67.0%	66	54.1%	62	50.8%	104	57.1%
Unknown	1	0.7%	0	0.0%	0	0.0%	1	0.8%	1	0.5%

	2013-14		2014-15		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%
African American	4	2.8%	4	4.3%	3	2.5%	8	6.6%	15	8.2%
Asian	3	2.1%	1	1.1%	2	1.6%	4	3.3%	10	5.5%
Hispanic	60	42.3%	44	46.8%	47	38.5%	44	36.1%	60	33.0%
Native Amer/Alaska Native	2	1.4%	2	2.1%	0	0.0%	0	0.0%	0	0.0%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%
White Non-Hispanic	66	46.5%	40	42.6%	65	53.3%	62	50.8%	85	46.7%
Two or more races	6	4.2%	3	3.2%	4	3.3%	4	3.3%	7	3.8%
Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%
Unknown	1	0.7%	0	0.0%	1	0.8%	0	0.0%	3	1.6%

	2013-14		2014-15		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%
Age < 25	85	59.9%	58	61.7%	69	56.6%	62	50.8%	73	40.1%
Age 25 - 49	47	33.1%	31	33.0%	45	36.9%	56	45.9%	99	54.4%
Age 50 +	10	7.0%	5	5.3%	8	6.6%	4	3.3%	10	5.5%

	2013-14	2014-15	2015-16	2016-17	2017-18
Median Age	22	22	23	25	27
Youngest	16	17	14	16	16
Oldest	64	65	86	58	72

# 2017-18 ANNUAL PROGRAM REVIEW

## Criminal Justice

### AWARDS

	Award Type	Award Title	Awards Conferred
<b>2013-14</b>	AA Degree	Corrections/Community Supervis	1
	AA Degree	Criminal Justice Foundations	1
	AST Degree	Administration of Justice	1
	AST Degree	Criminal Justice	1
	Certificate	Criminal Justice	1
<b>2014-15</b>	AA Degree	Corrections/Community Supervis	1
	AST Degree	Administration of Justice	4
<b>2015-16</b>	AA Degree	Corrections/Community Supervis	1
	AA Degree	Criminal Justice	2
	AA Degree	Criminal Justice Foundations	1
	AA Degree	Law Enforcement	1
	AST Degree	Administration of Justice	2
	Certificate	Criminal Justice	6
<b>2016-17</b>	AST Degree	Administration of Justice	4
<b>2017-18</b>	AA Degree	Criminal Justice	3
	AST Degree	Administration of Justice	3
	Certificate	Criminal Justice	2



# 2017-18 ANNUAL PROGRAM REVIEW

## Criminal Justice

### COURSE SUCCESS

	2013-14		2014-15		2015-16		2016-17		2017-18	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	81	82.7%	46	84.8%	85	87.1%	83	83.1%	149	83.9%
Female	130	80.0%	80	78.8%	92	82.6%	88	70.5%	163	75.5%
Unknown	1	0.0%	0	0.0%	0	0.0%	1	0.0%	1	100.0%

	2013-14		2014-15		2015-16		2016-17		2017-18	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	7	85.7%	3	66.7%	3	66.7%	9	88.9%	19	73.7%
Asian	3	66.7%	1	0.0%	2	100.0%	3	66.7%	16	93.8%
Hispanic	93	76.3%	61	82.0%	61	73.8%	67	64.2%	104	76.9%
Native Amer/Alaska Native	2	50.0%	3	33.3%	0	0.0%	0	0.0%	0	0.0%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%
White Non-Hispanic	100	87.0%	54	85.2%	105	92.4%	88	85.2%	148	82.4%
Two or more races	6	50.0%	4	75.0%	5	60.0%	5	60.0%	19	63.2%
Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Unknown	1	100.0%	0	0.0%	1	100.0%	0	0.0%	5	100.0%

	2013-14		2014-15		2015-16		2016-17		2017-18	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	125	78.4%	77	77.9%	108	80.6%	86	74.4%	100	66.0%
Age 25 - 49	72	81.9%	44	84.1%	61	90.2%	83	78.3%	198	85.4%
Age 50 +	15	93.3%	5	100.0%	8	100.0%	3	66.7%	15	93.3%

	2013-14		2014-15		2015-16		2016-17		2017-18	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Dist Ed	85	69.4%	52	73.1%	88	84.1%	104	74.0%	299	80.3%
F2F	127	88.2%	74	86.5%	89	85.4%	68	79.4%	14	64.3%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

# 2017-18 ANNUAL PROGRAM REVIEW

## Criminal Justice

### 2017-18 COURSE STATISTICS

<b>CRIMINAL JUSTICE PRODUCTIVITY* (2017-18):</b>	<b>264.82</b>
<b>% FULL TIME INSTRUCTORS** (2017-18):</b>	<b>0%</b>
<b>% ADJUNCT INSTRUCTORS** (2017-18):</b>	<b>100%</b>

FACE TO FACE		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
CRJ-101	Intro to Criminal Justice	1	0.0%	0%	100%	14.0	14.0	100.0%	64.3%	1.26	55	0.08	220.73
CRJ-104	Criminal Court Process	1	100.0%					0.0%			0		---
CRJ-108	Juvenile Law and Procedures	1	100.0%					0.0%					---
<b>Total</b>		<b>3</b>	<b>66.7%</b>	<b>0%</b>	<b>100%</b>	<b>14.0</b>	<b>14.0</b>	<b>100.0%</b>	<b>64.3%</b>	<b>1.26</b>	<b>55</b>	<b>0.08</b>	

DISTANCE EDUCATION		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
CRJ-101	Intro to Criminal Justice	3	0.0%	0%	100%	16.3	12.3	75.5%	64.9%	3.82	196	0.17	392.00
CRJ-102	Criminal Law	2	0.0%	0%	100%	31.0	29.5	95.2%	88.1%	5.51	248	0.17	496.00
CRJ-103	Introduction to Evidence	2	0.0%	0%	100%	20.5	19.0	92.7%	86.8%	3.56	164	0.17	328.00
CRJ-104	Criminal Court Process	3	0.0%	0%	100%	14.0	12.7	90.5%	76.3%	3.56	168	0.25	224.00
CRJ-105	Cultural Diversity Crim Justic	3	0.0%	0%	100%	13.0	12.3	94.9%	91.9%	3.38	156	0.25	208.00
CRJ-108	Juvenile Law and Procedures	3	0.0%	0%	100%	6.0	4.7	77.8%	71.4%	1.24	72	0.25	96.00
CRJ-110	Introduction to Corrections	3	33.3%	0%	100%	14.0	13.0	92.9%	65.4%	2.40	112	0.17	224.00
CRJ-112	Introduction to Investigation	3	0.0%	0%	100%	15.7	14.7	93.6%	86.4%	4.00	188	0.25	250.67
CRJ-131W	ST:Law Enforce Report Writing	1	0.0%	0%	100%	6.0	6.0	100.0%	50.0%	0.60	27	0.09	96.00
<b>Total</b>		<b>23</b>	<b>4.3%</b>	<b>0%</b>	<b>100%</b>	<b>15.1</b>	<b>13.6</b>	<b>90.1%</b>	<b>80.3%</b>	<b>28.07</b>	<b>1,331</b>	<b>1.76</b>	

\* Excludes Summer, noncredit, work experience, internship, and cancelled sections

\*\* Excludes summer assignments. Based on instructional workload and the percentage of workload assigned under full-time contracts versus adjunct contracts

\*\*\* Withdrawal and success statistics exclude noncredit classes.