Lake Tahoe Community College

CAREER & TECHNICAL EDUCATION

Lake Tahoe Community College's cutting-edge, rigorous and relevant Career and Technical Education (CTE) programs prepare students for a wide range of high-wage, high-skill, high-demand careers.

LAKE TAHOE COMMUNITY COLLEGE
ADDICTION STUDIES ADVISORY COMMITTEE MEETING
WEDNESDAY JANUARY 18, 2023

- Welcome and Introductions

- General Discussion/Feedback from Industry Partners

- Addiction Studies Annual Program Review (2021-2022)

- Perkins Funding

**Addiction Studies Advisory Committee
Meeting Minutes
January 18, 2023**

Welcome and Introductions

The meeting called to order at 3:03 p.m.

Present: Balint, Elizabeth (Director of Institutional Effectiveness, Lake Tahoe Community College), Braun, Regina (Counselor, LTCC), Conway, Brian (Executive Director, Tahoe Youth and Family Services), Deeds, Brad (Dean of Instruction & Workforce Development, LTCC), Goligoski, Amber (Program Coordinator Work-Based Learning, LTCC), Hibbard, Allison (Adjunct Faculty LTCC /Executive Director Mountain High Recovery Center), Stevenson, David (South Lake Tahoe Police Chief), Rhone, Jamie (CTE Program Specialist, LTCC)

Annual Program Review (2021-2022)

The program is small and has been holding steady, despite the pandemic, with 5.74 full-time Equivalent Students (FTES). The majority of students are White/Non-Hispanic females, between the ages of 25-49 years, with a slightly lower course success rate at, 83.7%, than males, at 90%. Hispanics compromise 22.5% of students, which is less than the local community, at 30%. Distance Education success rates are at 85.7%, which is higher than the college average of 80%. There were no degrees and one certificate awarded.

Amber Goligoski, LTCC's Work-Based Learning Program Coordinator, ushers students through the practicum component of the program. Students are typically working already in the field when they enroll in the course, COU-134 "Addiction Studies Field Work – Internship". Students who take this course are looking to complete their industry certification. Tahoe Turning Point is the most common agency student intern at.

The California Association for Drug/Alcohol Educators (CAADE) is one of 3 options for certification through the state of California. California Consortium of Addiction Programs and Professionals (CCAPP) is one of the largest organizations in California certifying substance use counselors. LTCC's addition studies was designed so students will be prepared for entry-level employment in alcohol and drug treatment programs. Starting out in the industry, students need only to certify with one agency. Under the direction of Dean Deeds and instructors' feedback, LTCC made the decision not to move forward with CAADE certification. It was determined that losing their credential would not have a detrimental effect to our program and students. CCAPP certification will continue to serve students who need industry certification.

Both instructors Allison and Betsy are reviewing all of courses and adding Diversity, Equity, and Inclusion Methods (DEIM) statements to the course outlines of record. This is already being taught in the classroom and more emphasis will be in place to ensure students are exposed to culturally inclusive activities and examples. Students enrolled in COU-134 and are easily finding work, locally. At least two students have enrolled in the last two quarters.

General Discussion

Tahoe Youth & Family Services (TYFS) received a $50k Cannabis mitigation grant from the city. They hired a staff member who is doing outreach work, community education, and presentations on prevention treatment services. They've partnered with Lake Tahoe Unified School District to provide services to South Tahoe Middle School, South Lake Tahoe High School and South Tahoe Alternative High School. A support group is also being provided at both high schools. TYFS has offices in South Lake Tahoe, California and Gardnerville, Nevada.

Allison Hibbard is the Executive Director/Cofounder of Mountain High Recovery Center (MHRC) and also teaches online courses for LTCC. Betsy Fedor teaches the same course via EVE or Enhanced Virtual Education, which uses Canvas, Zoom and other technologies. Students are eager to learn more about addiction but not necessarily interested in going into the field. There is a small crossover of students interested in psychology. There are not a lot of local agencies to feed students into. Allison is hoping to use existing organizations, like TYFS and MHRC, to give students viable career options. MHRC has been operational for a little over two years and they oversee the DUI program. In particular, they offer services to individuals when they receive a DUI and they are required to complete a certain number of courses, in order to get their driving privileges reinstated. Individuals pay out of pocket for these services and many of them have addiction issues.

The City of South Lake Tahoe received $50k as part of the Opioid Settlement which will be used to help with enforcement and recovery. Professionals will assist with individuals out in the field with addiction issues. Chief David Stevenson is part of a collaborative working group, which help persons in the community who are suffering from mental health disorders, called the South Tahoe Alternative Collaborative Services or STACS program. There has been a lot of change and turnover in the coalition over the last year and he is hoping to keep the group going. The South Lake Tahoe Police Department is hiring in just about every position, from police officer to dispatcher. There's also entry-level positions such as a Community Service Officer and Parking Ambassador. Students seeking jobs should contact the city for more information.

The Rising Scholars Program, formerly "Incarcerated Student Program", is very interested in addiction studies courses. Career & Technical Education certificates are good options at juvenile facilities. These students have some access to technology (albeit limited). They have a lot of restrictions and courses would need to be offered differently than traditional students. Both Allison and Betsy have developed the addiction studies schedule so two courses are offered per quarter, one online and one offered EVE. The goal would be for students to graduate in two years. All of the courses can be offered online, with the exception of one "group counseling" course, where students need to have that in-person setting to learn group dynamics and systems.

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 3:47 p.m.
Respectively submitted,
Melissa Liggett Career & Technical Education Technician

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2021-22 ANNUAL PROGRAM REVIEW
Addiction Studies

ADDICTION STUDIES SUMMARY

This report contains data from Academic Year (AY) 2018 to 2021. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below. Unless otherwise indicated, 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
2018-19	6	3	3	5.87	2.22	3.65	67	26	41
2019-20	6	3	3	5.69	2.58	3.11	71	33	38
2020-21	6	1	5	6.01	0.80	5.21	72	9	63
2021-22	6	0	6	5.74	0.00	5.74	76	0	76
3-Yr Chg (18-19 to 21-22)	0.0%	-100.0%	100.0%	-2.1%	-100.0%	57.6%	13.4%	-100.0%	85.4%
1-Yr Chg (20-21 to 21-22)	0.0%	-100.0%	20.0%	-4.4%	-100.0%	10.2%	5.6%	-100.0%	20.6%

RESIDENT FTES
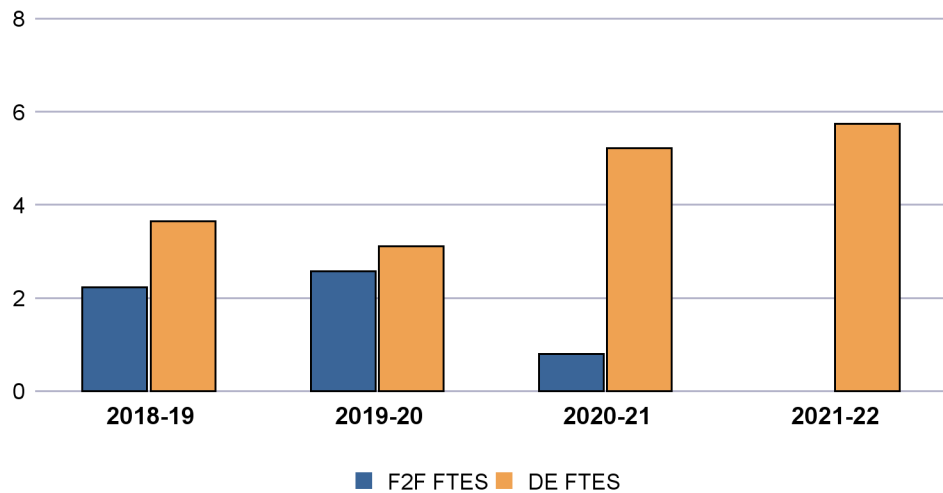
DUPLICATED HEADCOUNT
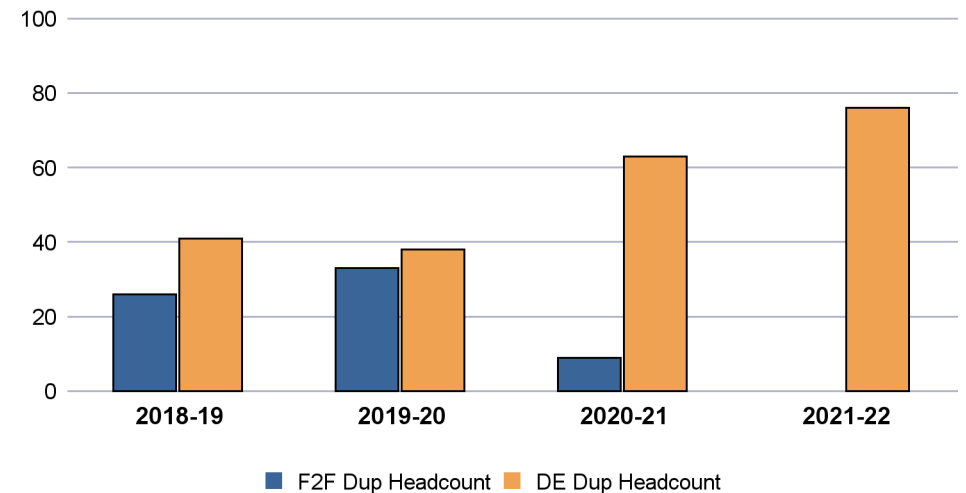
2021-22 ANNUAL PROGRAM REVIEW

DEMOGRAPHICS

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Male	11	27.5%	12	26.1%	15	38.5%	11	27.5%
Female	29	72.5%	34	73.9%	24	61.5%	29	72.5%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
African American	0	0.0%	1	2.2%	3	7.7%	4	10.0%
Asian	0	0.0%	2	4.3%	2	5.1%	1	2.5%
Hispanic	10	25.0%	10	21.7%	6	15.4%	9	22.5%
Native Amer/Alaska Native	1	2.5%	1	2.2%	0	0.0%	0	0.0%
Pacific Islander	0	0.0%	0	0.0%	1	2.6%	0	0.0%
White Non-Hispanic	24	60.0%	29	63.0%	22	56.4%	22	55.0%
Two or more races	5	12.5%	1	2.2%	4	10.3%	3	7.5%
Unknown	0	0.0%	2	4.3%	1	2.6%	1	2.5%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Age < 25	11	27.5%	10	21.7%	12	30.8%	9	22.5%
Age 25 - 49	22	55.0%	29	63.0%	23	59.0%	23	57.5%
Age 50 +	7	17.5%	7	15.2%	4	10.3%	8	20.0%

	2018-19	2019-20	2020-21	2021-22
Median Age	34	34	35	36
Youngest	17	18	15	18
Oldest	64	65	66	74

2021-22 ANNUAL PROGRAM REVIEW

COURSE SUCCESS

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	17	94.1%	17	82.4%	28	85.7%	20	90.0%
Female	45	82.2%	47	91.5%	36	88.9%	43	83.7%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	0	0.0%	1	100.0%	4	50.0%	6	83.3%
Asian	0	0.0%	2	100.0%	2	100.0%	1	100.0%
Hispanic	10	80.0%	12	100.0%	8	75.0%	12	91.7%
Native Amer/Alaska Native	1	100.0%	1	100.0%	0	0.0%	0	0.0%
Pacific Islander	0	0.0%	0	0.0%	1	100.0%	0	0.0%
White Non-Hispanic	44	88.6%	43	83.7%	38	89.5%	37	81.1%
Two or more races	7	71.4%	1	100.0%	8	100.0%	6	100.0%
Unknown	0	0.0%	4	100.0%	3	100.0%	1	100.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	18	88.9%	11	72.7%	12	91.7%	15	93.3%
Age 25 - 49	33	87.9%	42	95.2%	46	84.8%	35	82.9%
Age 50 +	11	72.7%	11	81.8%	6	100.0%	13	84.6%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Dist Ed	38	84.2%	35	88.6%	55	85.5%	63	85.7%
F2F	24	87.5%	29	89.7%	9	100.0%	0	0.0%

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

2021-22 ANNUAL PROGRAM REVIEW

2021-22 COURSE STATISTICS

ADDICTION STUDIES PRODUCTIVITY* (2021-22):	204.27
% FULL TIME INSTRUCTORS** (2021-22):	0%
% ADJUNCT INSTRUCTORS** (2021-22):	100%

FACE TO FACE		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
COU-120-01	Intro to Substance Use	1	100.0%					0.0%			0		---
Total		**1**	**100.0%**					**0.0%**			**0**		

DISTANCE EDUCATION		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
COU-109-01	Intro to Counseling	1	0.0%	0%	100%	8.0	8.0	100.0%	100.0%	0.76	34	0.08	137.60
COU-120-02	Intro to Substance Use	1	0.0%	0%	100%	14.0	10.0	71.4%	70.0%	1.16	56	0.08	224.00
COU-121-01	Effects of Substance Use	1	0.0%	0%	100%	19.0	18.0	94.7%	77.8%	1.51	76	0.08	304.00
COU-123-01	Substance Use Prevention	1	0.0%	0%	100%	16.0	15.0	93.8%	100.0%	1.42	64	0.08	256.00
COU-124-01	Group Leadership & Process	1	0.0%	0%	100%	12.0	11.0	91.7%	63.6%	0.53	48	0.08	192.00
COU-126-01	Intervention & Referral Techni	1	100.0%					0.0%			0		---
COU-126-02	Intervention & Referral Techni	1	0.0%	0%	100%	7.0	7.0	100.0%	42.9%	0.36	28	0.08	112.00
Total		**7**	**14.3%**	**0%**	**100%**	**12.7**	**11.5**	**90.8%**	**78.3%**	**5.74**	**306**	**0.50**	

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.*

SUMMARY

This report contains data related to student achievement, represented by the number of degrees and certificates awarded by the Addiction Studies Department. These data may include students enrolled through special programs, such as Incarcerated Students Program, South Bay JPA, and ISSI.

Year	Award Type	Title	# of Awards
2021-22	Certificate	Addiction Studies	1
		2021-22 TOTAL:	**1**

Allied Health Advisory Committee Meeting
Wednesday, May 10th, 2023
3:00-4:30pm
Lake Tahoe Community College
Zoom

Attendees:
Elizabeth Ferguson (Part Time Instructor & Dental Coordinator/LTCC), Brad Deeds (Dean of Workforce Development and Instruction/LTCC), Nicole Bergner (Academic Counselor/LTCC), Sara Hunter (Administrative Assistant/LTCC), Adrian Escobedo (Director of Forestry, Fire, and Public Safety/LTCC), Jamie Rhone (CTE Program Specialist/LTCC), Michael Bangs (Research Analyst/LTCC), Jason Collin (Director/PT Revolution), Nancy Dalton (Board of Trustees Member/LTCC),), Amber Goligoski (Program Coordinator Work-Based Learning/LTCC), Ray Gamba (Vice President of Academic Affairs/LTCC), and Gloria Strasburg (Part Time Instructor/LTCC).

Industry Partner Updates:
Nicole: Shared that LTCC will be having a Career Day on June 6th- they are looking for different companies to come talk with students. Please contact Nicole at nabergner@ltcc.edu if you are interested in joining. There is also a CTE event tonight at the Middle School that is open to all.
Amber: The Work Experience program has been able to expand since Covid restrictions. There are currently four students completing the Sports Medicine program this Spring and will be completing their Senior Projects at Barton. There has been a wide variety of areas of interest shown- students are interested in areas like radiation, nursing, pediatrics, general medicine.
Brad: LTCC has recently expanded Dual Enrollment support at the High School. There has been continued interest in Sports Medicine. These programs also help prepare students for the Emergency Medical Technician course at LTCC.
Elizabeth: The Dental Assisting program continues to have high success rates. Elizabeth has noticed that the maturity level of seniors in Dual Enrollment matches the level of responsibility that is required n being in a dental office and students carry themselves with professionalism. There are two new classes, which are requirements to take the Dental Assisting certification exam. These two classes are Coronal Polishing and Pit and Fissure.
Gloria: Expressed interest in working with Amber to set up internships/externships for Medical Office Assisting students.
Brad shared the Annual Program Review for Dental Assisting, and the results from the Career & Technical Education Employment Outcomes Survey. Brad also shared Full Time Faculty member Tim Johnson's Professional Development Leave Project, which focused on the Physical Therapy Assistant program. Please see attached.
Nancy: Mentioned that she was impressed with Tim's presentation, and that it was well received by the Board.
Jason: 2025 is projected to have a huge shortage of physical therapist, which will create high demand for hiring. PT Revolution would be interested in partnerships through the community. They have been staying busy; however, it has been difficult to find additional Aides to meet the demand with such an active community like Tahoe.
Brad shared and reviewed the Annual Program Reviews for PT Aide, EMR, and EMT. Please see attached.

Meeting Adjourned.

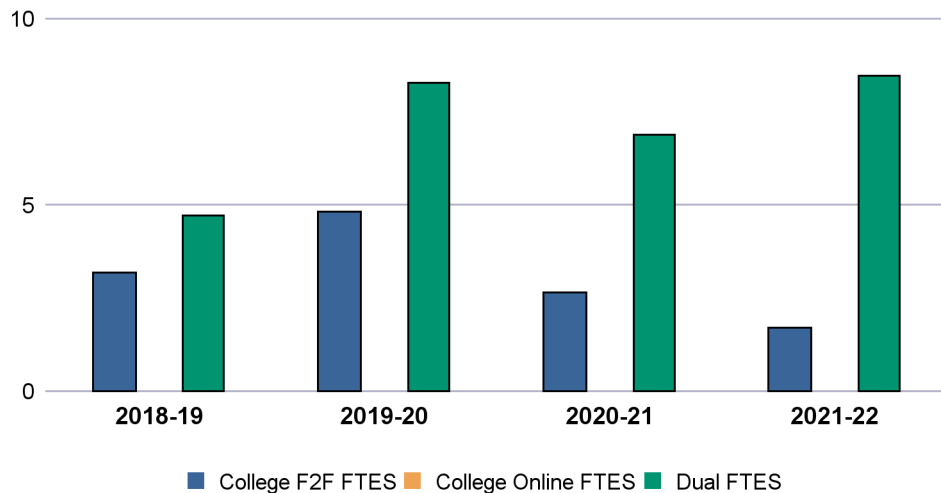# ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22
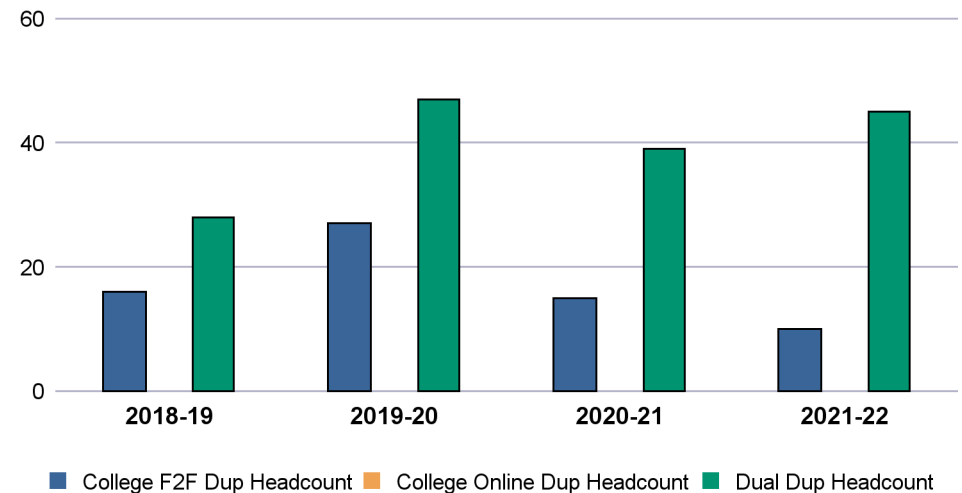## Dental Assisting

DENTAL ASSISTING SUMMARY

This report contains data from Academic Year (AY) 2018 to 2021. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below. The following categories are excluded: CAL FIRE, Culinary Jail, Fire In-Service, IEC, ISP, ISP Work Experience, ISSI, Municipal Fire, Noncredit, Noncredit CDCP, South Bay JPA, and Work Experience.

	Total Sections	College F2F Sections	College Online Sections	Dual Sections	Total FTES	College F2F FTES	College Online FTES	Dual FTES	Total Duplicated Headcount	College F2F Duplicated Headcount	College Online Duplicated Headcount	Dual Duplicated Headcount
2018-19	6	2	0	4	7.90	3.18	0.00	4.72	44	16	0	28
2019-20	9	4	0	5	13.09	4.81	0.00	8.28	74	27	0	47
2020-21	9	3	0	6	9.53	2.65	0.00	6.87	54	15	0	39
2021-22	8	2	0	6	10.17	1.71	0.00	8.46	55	10	0	45
3-Yr Chg	33.3%	0.0%	---	50.0%	28.7%	-46.3%	---	79.2%	25.0%	-37.5%	---	60.7%
1-Yr Chg	-11.1%	-33.3%	---	0.0%	6.7%	-35.6%	---	23.1%	1.9%	-33.3%	---	15.4%

RESIDENT FTES

DUPLICATED HEADCOUNT

2021-22 ANNUAL PROGRAM REVIEW
Dental Assisting

Demographics:
College F2F and
College Online

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Male	0	0.0%	2	11.8%	1	16.7%	2	28.6%
Female	9	100.0%	15	88.2%	5	83.3%	5	71.4%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Hispanic	7	77.8%	13	76.5%	2	33.3%	5	71.4%
Native Amer/Alaska Native	0	0.0%	0	0.0%	1	16.7%	0	0.0%
Pacific Islander	1	11.1%	1	5.9%	0	0.0%	0	0.0%
White Non-Hispanic	1	11.1%	2	11.8%	3	50.0%	2	28.6%
Two or more races	0	0.0%	1	5.9%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Age < 25	5	55.6%	11	64.7%	6	100.0%	7	100.0%
Age 25 - 49	4	44.4%	6	35.3%	0	0.0%	0	0.0%

	2018-19	2019-20	2020-21	2021-22
Median Age	21	24	18	18
Youngest	17	17	18	15
Oldest	36	33	22	23

2021-22 ANNUAL PROGRAM REVIEW
Dental Assisting

Demographics:
Dual

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Male	5	17.9%	8	19.0%	7	17.9%	9	23.7%
Female	23	82.1%	33	78.6%	31	79.5%	28	73.7%
Unknown	0	0.0%	1	2.4%	1	2.6%	1	2.6%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
African American	0	0.0%	0	0.0%	0	0.0%	1	2.6%
Asian	1	3.6%	3	7.1%	3	7.7%	1	2.6%
Hispanic	18	64.3%	32	76.2%	33	84.6%	23	60.5%
Native Amer/Alaska Native	0	0.0%	1	2.4%	0	0.0%	1	2.6%
White Non-Hispanic	9	32.1%	5	11.9%	3	7.7%	11	28.9%
Two or more races	0	0.0%	1	2.4%	0	0.0%	1	2.6%

	2018-19	2019-20	2020-21	2021-22
Median Age	16	16	16	16
Youngest	14	13	14	14
Oldest	18	18	18	17

2021-22 ANNUAL PROGRAM REVIEW
Dental Assisting

Course Success:
College F2F and
College Online

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	0	0.0%	4	100.0%	3	100.0%	4	100.0%
Female	15	100.0%	20	100.0%	11	90.9%	5	80.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Hispanic	13	100.0%	15	100.0%	4	75.0%	6	100.0%
Native Amer/Alaska Native	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Pacific Islander	2	100.0%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	0	0.0%	6	100.0%	9	100.0%	3	66.7%
Two or more races	0	0.0%	3	100.0%	0	0.0%	0	0.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	10	100.0%	11	100.0%	14	92.9%	9	88.9%
Age 25 - 49	5	100.0%	13	100.0%	0	0.0%	0	0.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
College F2F	15	100.0%	24	100.0%	14	92.9%	9	88.9%

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

2021-22 ANNUAL PROGRAM REVIEW
Dental Assisting

Course Success:
Dual

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	5	100.0%	10	100.0%	7	100.0%	12	100.0%
Female	24	95.8%	35	100.0%	29	100.0%	32	96.9%
Unknown	0	0.0%	1	100.0%	1	100.0%	1	100.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Asian	1	100.0%	4	100.0%	3	100.0%	0	0.0%
Hispanic	18	94.4%	34	100.0%	31	100.0%	29	96.6%
Native Amer/Alaska Native	0	0.0%	1	100.0%	0	0.0%	2	100.0%
White Non-Hispanic	10	100.0%	6	100.0%	3	100.0%	12	100.0%
Two or more races	0	0.0%	1	100.0%	0	0.0%	1	100.0%

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

2021-22 ANNUAL PROGRAM REVIEW
Dental Assisting

2021-22 COURSE STATISTICS

DENTAL ASSISTING PRODUCTIVITY* (2021-22):	106.67
% FULL TIME INSTRUCTORS** (2021-22):	0%
% ADJUNCT INSTRUCTORS** (2021-22):	25%

COLLEGE F2F	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
HEA-147A-01 Dental Asst & Radiology-Pt 1	2	50.0%	0%	100%	5.0	4.0	80.0%	100.0%	0.73	40	0.17	80.00
HEA-147B-01 Dental Radiology- Part 2	1	100.0%					0.0%			0		---
HEA-147B-02 Dental Radiology- Part 2	1	0.0%	0%	100%	5.0	5.0	100.0%	80.0%	0.98	49	0.20	79.92
Total	**4**	**50.0%**	**0%**	**100%**	**5.0**	**4.5**	**90.0%**	**88.9%**	**1.71**	**89**	**0.37**	

COLLEGE ONLINE	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
		---					0.0%					---
Total		**---**					**0.0%**					

DUAL	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
HEA-147A-D1 Dental Asst & Radiology-Pt 1	2	0.0%	0%	0%	12.5	12.0	96.0%	100.0%	4.30	200	0.33	200.00
HEA-147B-D1 Dental Radiology- Part 2	2	0.0%	0%	0%	6.0	6.0	100.0%	100.0%	2.63	117	0.41	96.00
HEA-147C-D1 Dental Radiology-Part 3	1	0.0%	0%	0%	3.0	3.0	100.0%	100.0%	0.65	29	0.20	48.00
HEA-147C-D2 Dental Radiology-Part 3	1	0.0%	0%	0%	5.0	4.0	80.0%	75.0%	0.87	48	0.20	80.00
Total	**6**	**0.0%**	**0%**	**0%**	**7.5**	**7.2**	**95.6%**	**97.7%**	**8.46**	**393**	**1.14**	

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.*

CAREER & TECHNICAL EDUCATION EMPLOYMENT OUTCOMES SURVEY
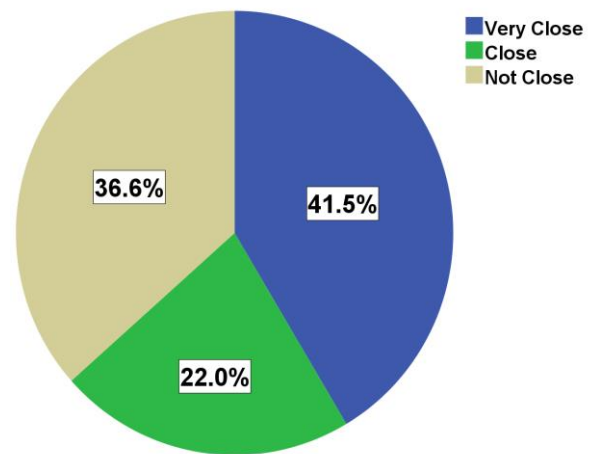
2022 COLLEGE REPORT

Lake Tahoe Community College

Completer and skills-building students at Lake Tahoe Community College were surveyed if they met one of the following criteria in 2019-2020, and did not enroll (or were minimally enrolled) in 2020-2021: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units (noncredit cohorts earned a noncredit vocational/CTE award or completed at least 48 CTE hours in that year). The survey was administered in 2022 by e-mail, text message (SMS), and telephone. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career. A total of 338 students were surveyed and 61 (18%) students responded: 23% by email, 46% by phone, 13% by SMS Link, and 18% by 2-way SMS.
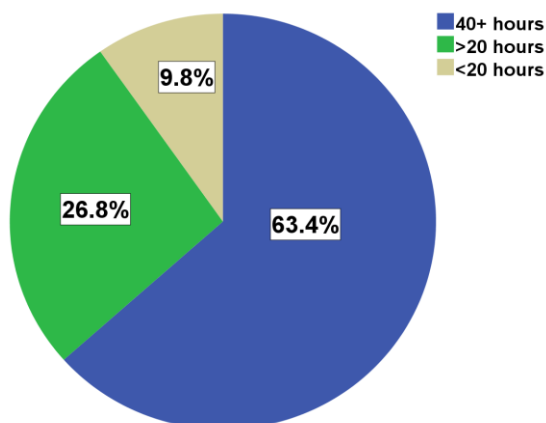
How satisfied are students with the education and training they received?

- Very Satisfied
- Satisfied
- Other

5.0%
36.7%
58.3%
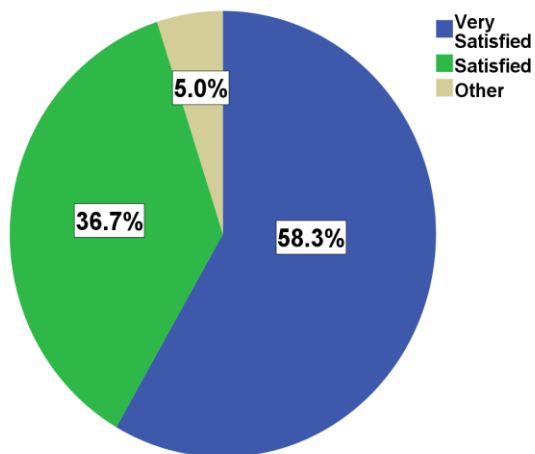
How many students secured a job that is closely related to their program of study?

- Very Close
- Close
- Not Close

36.6%
41.5%
22.0%

How many hours per week are employed students working?

- 40+ hours
- >20 hours
- <20 hours

9.8%
26.8%
63.4%

How many months did it take for students to find a job?

- 0
- 1-3
- 4-6
- 7+

15.4%
46.2%
23.1%
15.4%
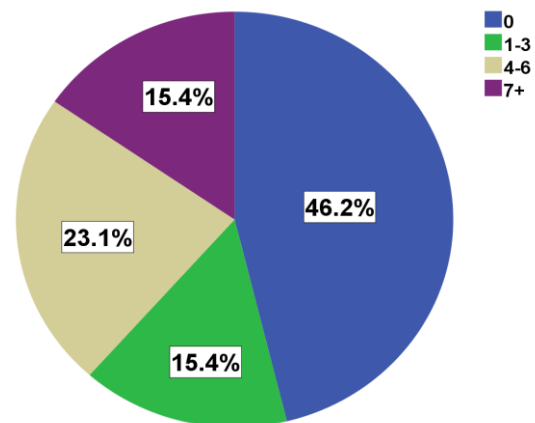
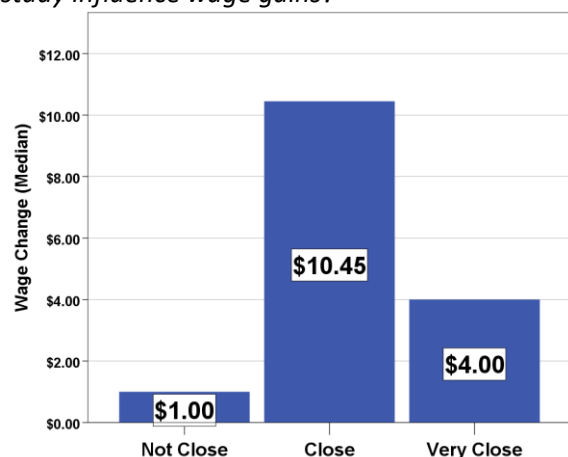*What were the hourly wages of the students before training versus after training?*
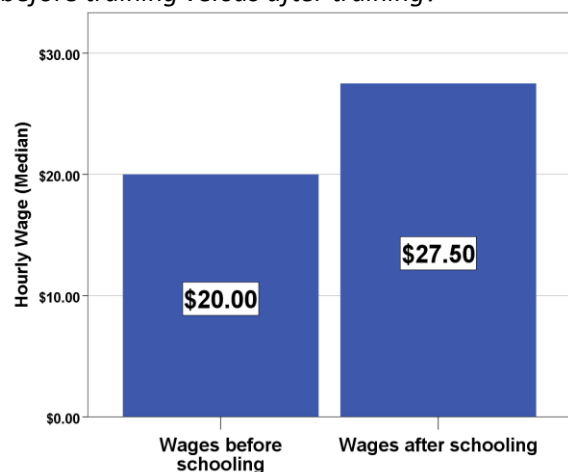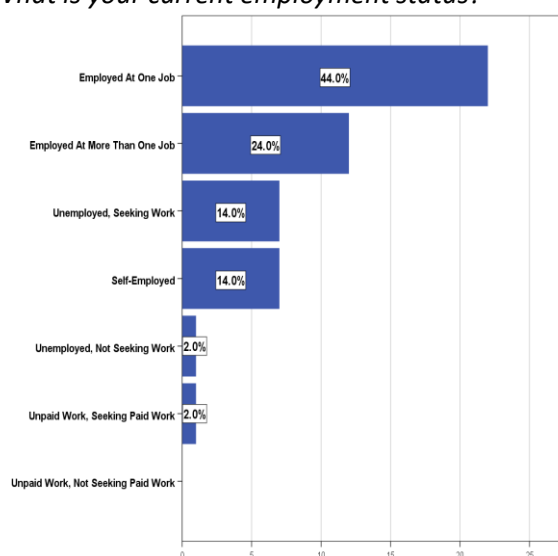

What were the hourly wages of transfer students and non-transfer students—before training versus after training?
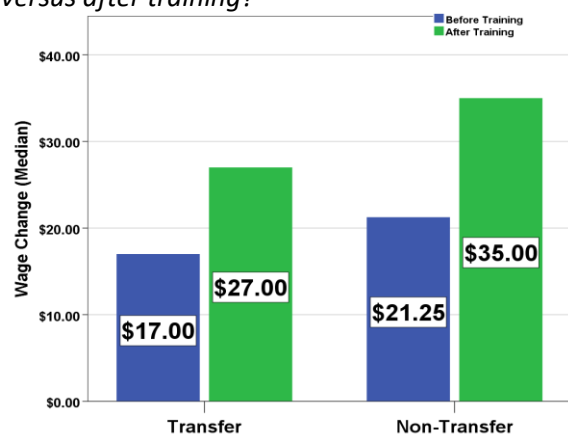
Does the similarity between job and program of study influence wage gains?

What is your current employment status?

More Key Results

$7.50 is the overall change in hourly wages after completing training—in dollars

38% is the overall change in hourly wages after completing training—in percentage gain

82% of respondents reported being employed for pay

38% of respondents reported transferring to another college or university

95% of respondents reported being very satisfied or satisfied with their training.

Conclusion

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.

Sabbatical Project

Physical Therapy Assistant

Program Analysis

-mirjam nilsson

Goals

1 Needs Assessment

PT - Aide and Assistant

2 PT Assistant Program

National Data and Curriculum Summary

3 Road Map for Program

Accreditation vs Satellite Program

- **I.   Professional Development Leave – Proposal**
  - A. Background
  - B. Rationale

- **II.   Physical Therapy Aide – Program Summary**
  - A. Needs Assessment – National, California, and Regional Data
  - B. LTCC PT Aide Certification Program Data
  - C. Certification Proposal Change

- **III.   Physical Therapy Assistant – Program Summary**
  - A. Needs Assessment – National, California, Nevada, Regional and Local Data
  - B. CAPTE National Data – private and public institutions
  - C. CCC Curriculum Summary and Template

- **IV.   Road Map for Degree Program**
  - A. CAPTE Accreditation Process – Option 1
  - B. CAPTE Satellite Program Option – Option 2
  - C. LTCC Challenges

Evidence
of
Completion

V. Outcome of Project

    A. Benefits to the Department/College

    B. Benefits to the Students

    C. Benefits to Self

VI. Project References

VII. Project Resources

    A. Contacts

    B. Industry Partner Feedback on Physical Therapy Assistant

    C. Needs Assessment Data – Physical Therapy Aide and Assistant

    D. CAPTE Resource Materials

VIII. Appendix Materials

Evidence of Completion, cont'd

PHYSICAL THERAPY <u>AIDE</u>

- LTCC Certification launched in the Fall of 2012
- Labor Market Data
  - National Wages: $22,000 to $37,000   ($13-$17/hr)
  - Job Outlook (10 years):
    - National -19 % Increase; CA - 22-31% increase
  - There is a need and undersupply
- However, NO national/state certification required
- LTCC Enrollment Decline
- Recommendation – LTCC discontinue the program

PHYSICAL THERAPY ASSISTANT

Centers of Excellence (CCC) –Greater Sacramento Labor Market Report

- *"Based on a comparison of occupational demand to postsecondary supply, there is an **undersupply of trained PT assistants** and aids in North (Greater Sac) region"*
- *"Community colleges interested in developing physical therapist assistant training programs identify and **work with local employers to substantiate need** for additional training"*
- *"Community colleges should also **consider offering bridge programs – from PT Aide to PT Assistant** – to support incumbent workers transitioning from a lower wage job into one that pays a living wage."*

- *"**Move forward with new program development**."*

PT Assistant – Needs Assessment

- Wages – National
  - Median Wage - $61,180
  - (Lowest 10% - 37K to Highest 10% - $80,170

- Wages – California
  - Median Wage - $73,150 (#1 state in wage earnings)
  - #2 in top 10 in metro areas (San Jose - $85K; San Fran - $78K

- Wages – Regional (SAC)
  - Median Wage - $73,935
  - (Entry - $60K to Expert wage $80K)

- Job Outlook – National
  - 2020-2030 – projected increase of 33,200 jobs (35%)

- Job Outlook – California
  - 2018-2028 – projected increase of 1700 jobs (28.8%)
  - 2020-2030 – projected increase 2400 jobs (37%)
  - Ranked 12th in top 100 "fastest growing occupations"

- Job Outlook – Regional (SAC)
  - 2015-2019 – saw a 14% increase
  - 2020-2025 – projected increase 110 jobs (25%)

CAPTE National Data:
PT Assistant Programs

- **Type of Institution** (% of Total Programs) Public -72.3%; Private-27.7%
- **Top Three States** (Highest Number of Programs) - FL, TX, CA
- **Admissions (Mean) 2020-21**
  - Class Size: 24; Total Applicants: 56
- **Enrollment Demographics (Mean)**
  - Women - 64.3%; Men - 35.4%
- **Length of Program** (Technical Phase)
  - 77 Weeks (Mean)
- **Curriculum**
  - Face to Face- 47.3%, Hybrid - 43.3%, Other - 9.4%
  - Semester Credits Required to Complete - 74.8

9

- **Faculty** (Mean)
  - Full-Time Core Faculty Positions - 2.6; Part-Time Core Faculty Positions - 0.53 ; Associated Faculty Positions - 3
  - Faculty to Student Ratio (Lecture) - 13.5; (Lab) - 10.6
- **Outcomes**
  - Graduation Rates 2012-2019 - 85.6%
  - Employment Rates 12 Months Post-Graduation 2011-2020 - 96%
  - Ethnicity of graduates: White - 68.7%; Hispanic - 13.1%

- **Costs (Mean)**

	Public (In District)	Public (Out of District)	Private
Annual Tuition	$5,144	$10,352	$23,013
Annual Fees	$1,063	$1,063	$812
Total Cost of Technical	$13,044	$22,670	$39,945

California Community Colleges

- Bakersfield
- Cerritos
- Mendocino
- Ohlone
- Sacramento City
- Sequoias
- San Diego Mesa
- Shasta

• CCC

Program & Curriculum Summary Example

...Canyons

...didacy

...esert

...editation

...nology (Modesto)

- Unitek College (Sacramento)

Table 2: California Community College Curriculum

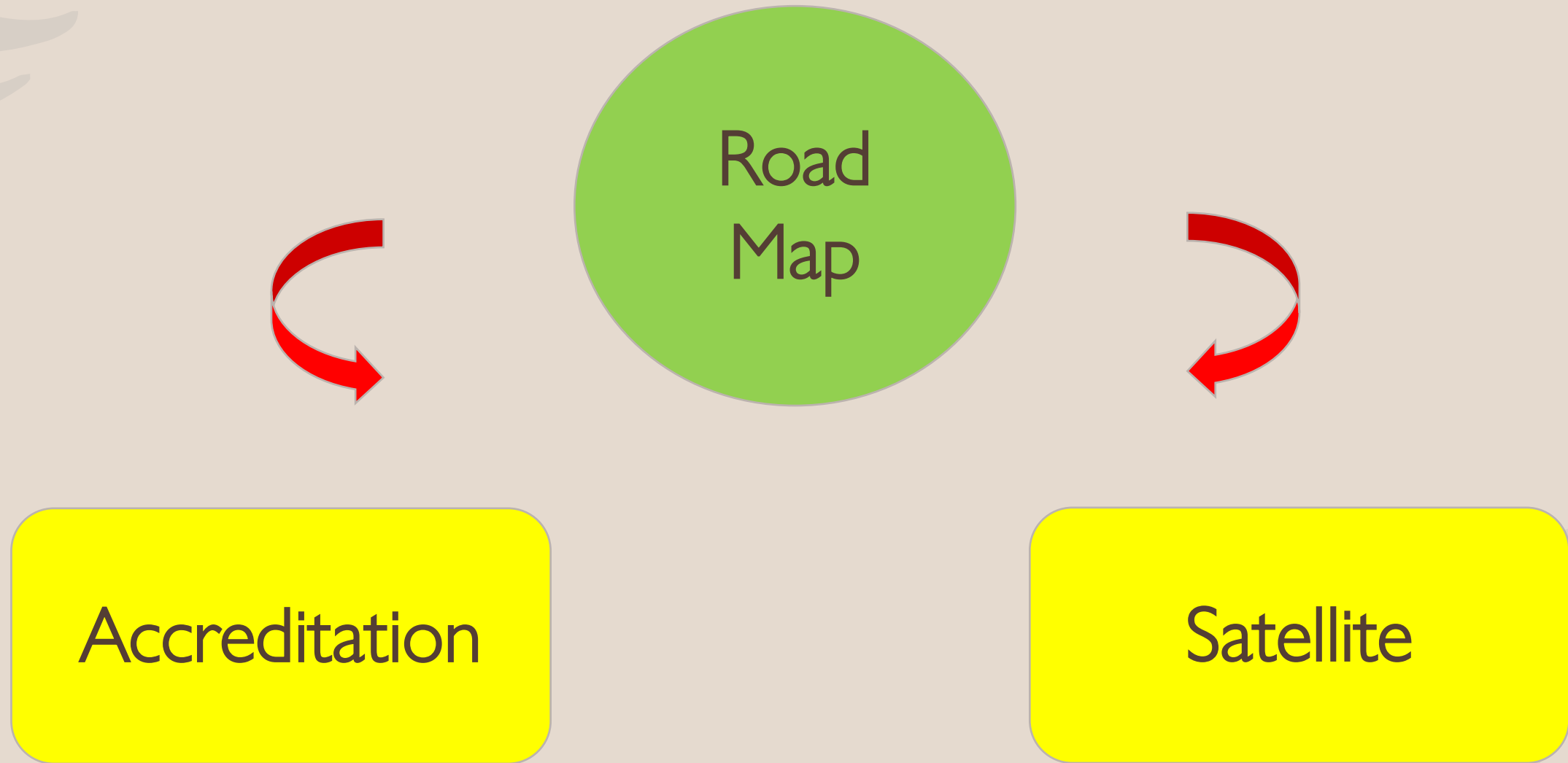|	CERRITOS CC	MENDOCINO CC	OHLONE	SAC CITY CC	SEQUOIAS	SD MESSA CC	SHASTA CC	BAKERSFIELD CC
PreRq Unt	19-24	13-14	11	14.5	8	12-18	14	18
PTA Major	42.5	46	43.5	37.5	43	46	44	44
AS-D Units	60	75-78	71.5	61-62	60	60	76	78
PrgLength	4 semesters	5 semesters	4 semesters	5 semesters	4 semesters	5 semesters	4 semesters	5 semesters
Applicatns	180-300		85	161-172	100			
Acc Stdnts	32	24	24	25-28	28	30	24	20
Pre-Req		Intro to PT	Intro to PT (1-3)	Intro to PT(1-onln)		Intro to PT(2-onln)	Intro to PT (1)	Intro to PT (2)
Classes	Anatom & Physio	Anatom & Physio	Anatom & Physio	Anatom & Physio	Anatom & Physio	Anatom & Physio	Anatom & Physio	Anatom & Physio
		Medical Term (3)	Medical Term (3)				Medical Term	Medical Term (3)
	*Frsh Comp		*Engl 101/Read	*College Comp		Interpers Comm		*Math
	*Inter Algebra					Psych-ag beh		*Written Comm
	*Psych Intro							*Student Planng
	*Oral com/US Hx							
1st Year								*starts spring
1stS-Fall	Intro to PT (4)	PT Practice (2)	Pathology (3)	Profess Ethics (1)	PTA Fundmntl (2)	Grow/Dev/Ag (3)	PTA pract (2)	1st Semester-S
Classes	Kinesiology (4)	Pathology (3)	Kinesiology I (3)	Kinesiology (3)	PtMngmntPrin (3)	AcuteCareTech(2)	Pathology (3)	Kinesiology (3)
		PtCareSkills (3)	Therapy Ex I (3)	Kinesiol Lab (2)	Kinesiology (3)	Intro HumMov (3)	PtCareSkls (3)	PhysAg/Modal (3)
		Clinical Kines (3)			Engin/PhysPTA (1)		Clinical Kines (3)	BgPTA skls lab (1)
		*Reading/Comp(3)	*Math				*Eng – comp	*PEMovt class (1)
							*Inter Algebra	*Ethics liv/die
								*Public speaking
2ndS-Spr	Pathology (3)	Therapeutic Ex (3)	Kinesiology II (3)	BegProc-Mod(3.5)	Mod-physagnt (3)	Intro to Path (3)	Therapy Ex (3)	2nd Semester -F
Classes	Clinical Prct I (4)	Therap Agents (3)	Therapy Ex II (3)	Disorders I (3)	Pathophys (2)	Intro Ther Ex (2)	Therapy Agnt (3)	Orthopedic (3)
	PTAsp-Gr&Dv (3)	Clinic Develop (3)	Modalities Adv (2)		PTA Admin (1)	Topic –Neuro (2)	Clinical Prct I (4)	Pathophys (2)
	SftTissue Interv(1)		Clinical Prct I (4)		Orthopedics (3)	Neuro Lab (2)		Care(Inp) Inter (3)
	Neurology (3)				Clinical Educ L(3)			Admin/regs (2)
								Clinical Ed I (3)
		*Comm/Spe	*Cultural Div (3)				*Soci/Pscy	Int Skls Lab (1)
		*Psych	*Engl – voices				*philosophy/Ethic	
Summer	NA	NA	NA	Comm Allied (2)	NA	Patient Manag(1)	NA	Pre-req-before App
				Intro ClinicPrac (3)				
				IntProc-Mod (1)				

Table 2: California Community College Curriculum

	CERRITOS CC	MENDOCINO CC	OHLONE	SAC CITY CC	SEQUOIAS	SD MESSA CC	SHASTA CC	BAKERSFIELD CC
PreRq Unt	19-24	13-14	11	14.5	8	12-18	14	18
PTA Major	42.5	46	43.5	37.5	43	46	44	44
AS-D Units	60	75-78	71.5	61-62	60	60	76	78
PrgLength	4 semesters	5 semesters	4 semesters	5 semesters	4 semesters	5 semesters	4 semesters	5 semesters
Applicatns	180-300		85	161-172	100			
Acc Stdnts	32	24	24	25-28	28	30	24	20
Pre-Req		Intro to PT	Intro to PT (1-3)	Intro to PT(1-onln)		Intro to PT(2-onln)	Intro to PT (1)	Intro to PT (2)
Classes	Anatom & Physio	Anatom & Physio	Anatom & Physio	Anatom & Physio	Anatom & Physio	Anatom & Physio	Anatom & Physio	Anatom & Physio
	Medical Term (3)	Medical Term (3)				Medical Term	Medical Term (3)	
	*Frsh Comp		*Engl 101/Read	*College Comp		Interpers Comm		*Math
	*Inter Algebra					Psych-ag.beh		*Written Comm
	*Psych Intro							*Student Planng
	*Oral com/US Hx							
1st Year								*starts spring
1stS-Fall	Intro to PT (4)	PT Practice (2)	Pathology (3)	Profess Ethics (1)	PTA Fundmntl (2)	Grow/Dev/Ag (3)	PTA pract (2)	1st Semester-S
Classes	Kinesiology (4)	Pathology (3)	Kinesiology I (3)	Kinesiology (3)	PtMngmntPrin (3)	AcuteCareTech(2)	Pathology (3)	Kinesiology (3)
		PtCareSkils (3)	Therapy Ex I (3)	Kinesiol Lab (2)	Kinesiology (3)	Intro HumMov (3)	PtCareSkls (3)	PhysAg/Modal (3)
		Clinical Kines (3)			Engin/PhysPTA (1)		Clinical Kines (3)	BgPTA skls lab (1)
		*Reading/Comp(3)	*Math				*Eng – comp	*PEMovt class (1)
							*Inter Algebra	*Ethics liv/die
								*Public speaking
2ndS-Spr	Pathology (3)	Therapeutic Ex (3)	Kinesiology II (3)	BegProc-Mod(3.5)	Mod-physagnt (3)	Intro to Path (3)	Therapy Ex (3)	2nd Semester -F
Classes	Clinical Prct I (4)	Therap Agents (3)	Therapy Ex II (3)	Disorders I (3)	Pathophys (2)	Intro Ther Ex (2)	Therapy Agent (3)	Orthopedic (3)
	PTAsp-Gr&Dv (3)	Clinic Develop (3)	Modalities Adv (2)		PTA Admin (1)	Topic –Neuro (2)	Clinical Prct I (4)	Pathophys (2)
	SftTissue Interv(1)		Clinical Prct I (4)		Orthopedics (3)	Neuro Lab (2)		Care(Inp) Inter (3)
	Neurology (3)				Clinical Educ L(3)			Admin/regs (2)
								Clinical Ed I (3)
		*Comm/Spe	*Cultural Div (3)				*Soci/Pscy	Int Skls Lab (1)
		*Psych	*Engl – voices				*philosophy/Ethic	
Summer	NA	NA	NA	Comm Allied (2)	NA	Patient Manag(1)	NA	Pre-req-before App
				Intro ClinicPrac (3)				
				IntProc-Mod (1)				

• CCC
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Degree Program

Road Map

Accreditation

Satellite

13

Accreditation ➝ Next Cycle - 2027

- (Step 1) Notice of Intent:
  - *"notification from institution of intent to develop and seek accreditation of a PT assistant program."*

- (Step 2) Application for Candidacy (AFC)
  - To be considered eligible for review, and **before** the AFC is submitted, a couple of key needs **must** be met:
    - 1st need – hire a Program Director (March 21, 2026)
    - 2nd need – hire a Clinical Education Coordinator (December 1, 2026)
  - Reconfirmation of Intent
    - evidence that the institution is indeed moving forward with their Application for Candidacy

  - The **fee for this pre-accreditation process is $20,000** and billed in three installments: $2,500 AFC Review, $12,500 Pre-accreditation fee, and $5,000 Initial accreditation fee.
  - The **Annual Fee after accreditation is $4,500**. (See Appendix 6)

Satellite Program

- The Process: (Satellite/Consortium)
  - formal agreement between two or more higher education institutions pooling resources for implementation and ongoing operation of a physical therapy assistant program.

  - **Application for Substantive Change (AASC)**, partner institution signifying their intention to add an institutional partnership (LTCC)

- Two-step approval process
  - (1) Submission of **AASC** - proposal with brief description of proposed consortium
  - (2) CAPTE Approval

Outcome of the Project

- Benefits to the College/Department (CTE)
  - "*prepare our students for a wide range of high-wage, high-skill, high-demand careers.*"
- Benefits to Students
  - "*Students come first.*"
  - "*The pursuit of excellence is essential*"
- Benefit to Self   (instructional philosophy)
  - "*An old man going down a lone highway … came… to a chasm vast and deep and wide, through which was flowing a sullen tide … The old man crossed… But when safe on the other side, built a bridge to span the tide…Old man, said a fellow pilgrim near, you are wasting your strength with building here…your journey will end…you never again must pass this way…why build you this bridge at the eventide?…Good friend, in the path I have come, he said, There followeth after me today, a youth whose feet must pass this way…This swollen stream…to that youth may a pitfall be; He, too, must cross in the twilight dim; Good friend, I am building the bridge for him(her).*"

Portuguese Camino Walk (Porto to Santiago, Spain)   Istanbul – Blue Mosque   17

ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22

Physical Therapy Aide

PHYSICAL THERAPY AIDE SUMMARY

This report contains data from Academic Year (AY) 2018 to 2021. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below. Unless otherwise indicated, students enrolled through the Incarcerated Students Program, South Bay JPA, and Dual Enrollment 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
2019-20	**2**	2	0	**1.56**	1.56	0.00	**20**	20	0
2021-22	**1**	1	0	**0.18**	0.18	0.00	**6**	6	0
1-Yr Chg (19-20 to 21-22)	**-50.0%**	-50.0%	---	**-88.3%**	-88.3%	---	**-70.0%**	-70.0%	---
1-Yr Chg (19-20 to 21-22)	**-50.0%**	-50.0%	---	**-88.3%**	-88.3%	---	**-70.0%**	-70.0%	---

RESIDENT FTES
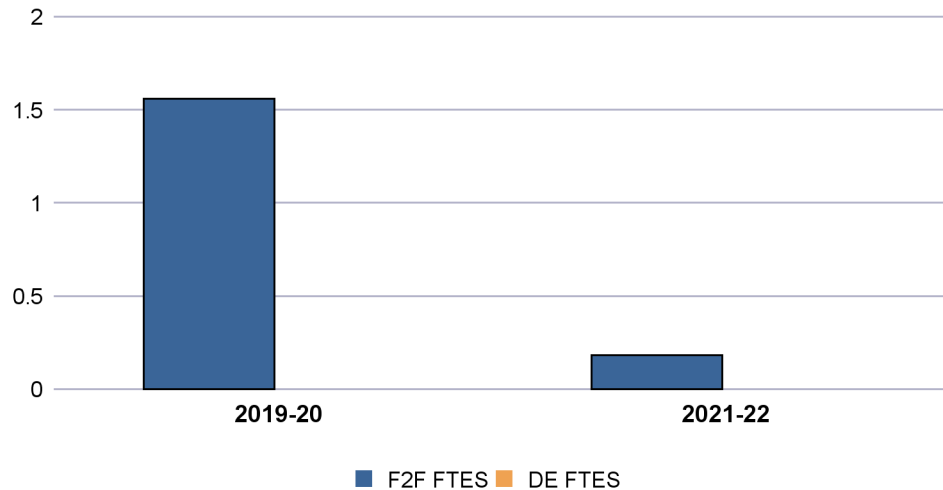
DUPLICATED HEADCOUNT
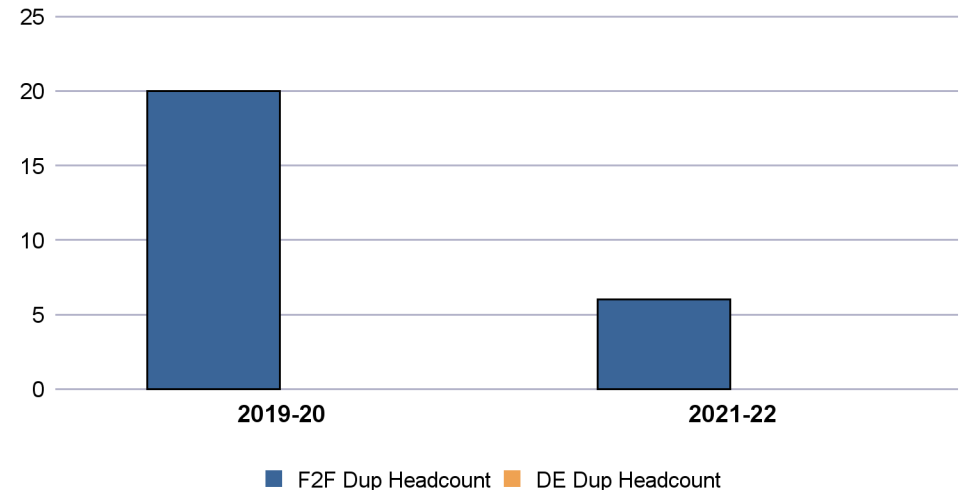
Physical Therapy Aide

DEMOGRAPHICS

	2019-20		2021-22	
	N	%	N	%
Male	4	33.3%	4	66.7%
Female	8	66.7%	2	33.3%

	2019-20		2021-22	
	N	%	N	%
Hispanic	8	66.7%	1	16.7%
White Non-Hispanic	3	25.0%	3	50.0%
Two or more races	1	8.3%	2	33.3%
Unknown	0	0.0%	0	0.0%

	2019-20		2021-22	
	N	%	N	%
Age < 25	6	50.0%	2	33.3%
Age 25 - 49	6	50.0%	4	66.7%
Age 50 +	0	0.0%	0	0.0%

	2019-20	2021-22
Median Age	26	31
Youngest	17	21
Oldest	55	37

Physical Therapy Aide

COURSE SUCCESS

	2019-20		2021-22	
	Enrollment	Success	Enrollment	Success
Male	6	83.3%	2	50.0%
Female	13	92.3%	1	100.0%

	2019-20		2021-22	
	Enrollment	Success	Enrollment	Success
Hispanic	12	91.7%	1	100.0%
White Non-Hispanic	5	80.0%	1	0.0%
Two or more races	2	100.0%	1	100.0%

	2019-20		2021-22	
	Enrollment	Success	Enrollment	Success
Age < 25	8	87.5%	1	100.0%
Age 25 - 49	11	90.9%	2	50.0%

	2019-20		2021-22	
	Enrollment	Success	Enrollment	Success
F2F	19	89.5%	3	66.7%

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

ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22
Physical Therapy Aide

2021-22 COURSE STATISTICS

PHYSICAL THERAPY AIDE PRODUCTIVITY* (2021-22):	96
% FULL TIME INSTRUCTORS** (2021-22):	100%
% ADJUNCT INSTRUCTORS** (2021-22):	0%

FACE TO FACE	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
HEA-119A-01 Intro to Physical Therapy Aide	1	0.0%	100%	0%	6.0	3.0	50.0%	66.7%	0.18	24	0.08	96.00
HEA-119B-01 Advanced Physical Therapy Aide	1	100.0%					0.0%			0		---
Total	**2**	**50.0%**	**100%**	**0%**	**6.0**	**3.0**	**50.0%**	**66.7%**	**0.18**	**24**	**0.08**	

DISTANCE EDUCATION	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
		---					0.0%					---
Total		**---**					**0.0%**					

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.*

ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22
## EMR

EMR SUMMARY

This report contains data from Academic Year (AY) 2018 to 2021. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below. The following categories are excluded: CAL FIRE, Culinary Jail, Fire In-Service, IEC, ISP, ISP Work Experience, ISSI, Municipal Fire, Noncredit, Noncredit CDCP, South Bay JPA, and Work Experience.

	Total Sections	College F2F Sections	College Online Sections	Dual Sections	Total FTES	College F2F FTES	College Online FTES	Dual FTES	Total Duplicated Headcount	College F2F Duplicated Headcount	College Online Duplicated Headcount	Dual Duplicated Headcount
2018-19	9	5	0	4	12.28	2.10	0.00	10.17	128	26	0	102
2019-20	7	4	0	3	9.76	0.96	0.00	8.80	98	17	0	81
2020-21	7	4	0	3	8.72	2.90	0.00	5.83	86	31	0	55
2021-22	6	3	0	3	10.46	2.46	0.00	8.00	107	34	0	73
3-Yr Chg	-33.3%	-40.0%	---	-25.0%	-14.8%	17.0%	---	-21.3%	-16.4%	30.8%	---	-28.4%
1-Yr Chg	-14.3%	-25.0%	---	0.0%	19.9%	-15.0%	---	37.3%	24.4%	9.7%	---	32.7%

RESIDENT FTES

Legend: College F2F FTES, College Online FTES, Dual FTES

DUPLICATED HEADCOUNT

Legend: College F2F Dup Headcount, College Online Dup Headcount, Dual Dup Headcount
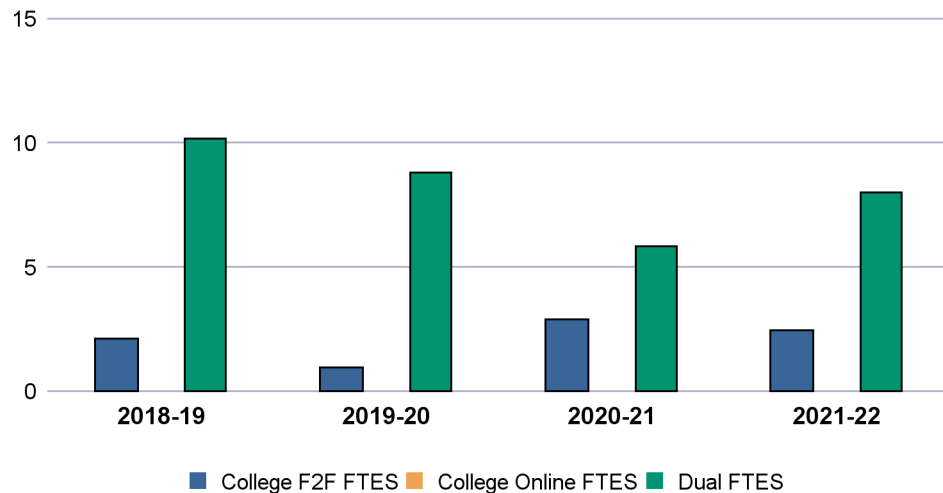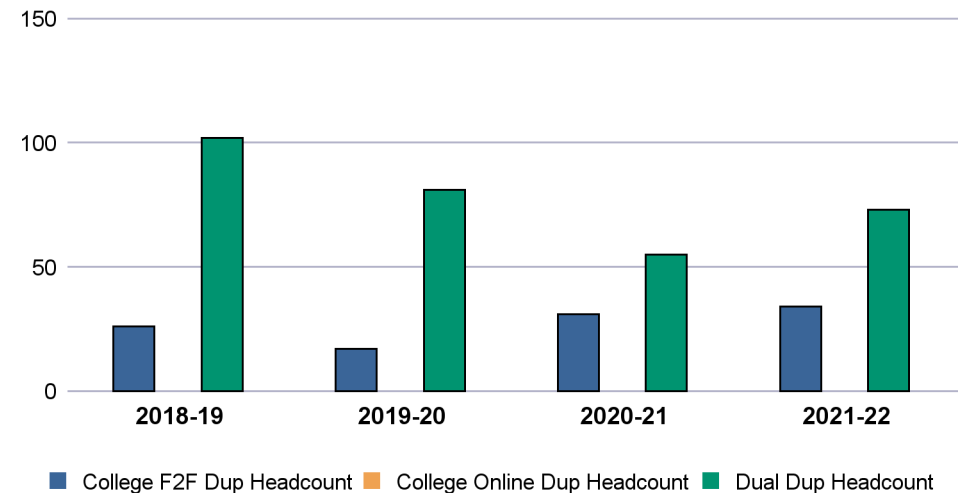
2021-22 ANNUAL PROGRAM REVIEW
EMR

Demographics:
College F2F and
College Online

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Male	20	76.9%	10	58.8%	16	53.3%	23	69.7%
Female	6	23.1%	7	41.2%	14	46.7%	10	30.3%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
African American	0	0.0%	1	5.9%	2	6.7%	0	0.0%
Asian	1	3.8%	0	0.0%	0	0.0%	2	6.1%
Hispanic	4	15.4%	4	23.5%	8	26.7%	16	48.5%
Native Amer/Alaska Native	1	3.8%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	19	73.1%	11	64.7%	15	50.0%	11	33.3%
Two or more races	1	3.8%	0	0.0%	5	16.7%	3	9.1%
Unknown	0	0.0%	1	5.9%	0	0.0%	1	3.0%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Age < 25	14	53.8%	8	47.1%	18	60.0%	20	60.6%
Age 25 - 49	9	34.6%	7	41.2%	12	40.0%	13	39.4%
Age 50 +	3	11.5%	2	11.8%	0	0.0%	0	0.0%

	2018-19	2019-20	2020-21	2021-22
Median Age	25	25	23	21
Youngest	17	18	15	16
Oldest	62	74	46	46

2021-22 ANNUAL PROGRAM REVIEW
EMR

Demographics:
Dual

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Male	39	38.2%	25	30.9%	20	36.4%	31	42.5%
Female	62	60.8%	56	69.1%	35	63.6%	42	57.5%
Unknown	1	1.0%	0	0.0%	0	0.0%	0	0.0%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
African American	2	2.0%	0	0.0%	0	0.0%	0	0.0%
Asian	8	7.8%	5	6.2%	3	5.5%	2	2.7%
Hispanic	31	30.4%	39	48.1%	20	36.4%	26	35.6%
Native Amer/Alaska Native	0	0.0%	1	1.2%	0	0.0%	2	2.7%
Pacific Islander	0	0.0%	2	2.5%	0	0.0%	0	0.0%
White Non-Hispanic	51	50.0%	26	32.1%	29	52.7%	34	46.6%
Two or more races	8	7.8%	5	6.2%	2	3.6%	6	8.2%
Unknown	2	2.0%	3	3.7%	1	1.8%	3	4.1%

	2018-19	2019-20	2020-21	2021-22
Median Age	14	14	14	14
Youngest	13	13	13	13
Oldest	17	17	17	17

2021-22 ANNUAL PROGRAM REVIEW
EMR

Course Success:
College F2F and
College Online

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	18	94.4%	9	44.4%	16	100.0%	22	86.4%
Female	6	50.0%	6	66.7%	15	86.7%	10	80.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	0	0.0%	1	100.0%	2	100.0%	0	0.0%
Asian	1	100.0%	0	0.0%	0	0.0%	2	100.0%
Hispanic	4	100.0%	3	0.0%	9	88.9%	16	81.3%
Native Amer/Alaska Native	1	100.0%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	17	76.5%	10	70.0%	15	100.0%	10	80.0%
Two or more races	1	100.0%	0	0.0%	5	80.0%	3	100.0%
Unknown	0	0.0%	1	0.0%	0	0.0%	1	100.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	12	83.3%	8	50.0%	19	89.5%	19	73.7%
Age 25 - 49	9	100.0%	5	60.0%	12	100.0%	13	100.0%
Age 50 +	3	33.3%	2	50.0%	0	0.0%	0	0.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
College F2F	24	83.3%	15	53.3%	31	93.5%	32	84.4%

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

2021-22 ANNUAL PROGRAM REVIEW
EMR

Course Success:
Dual

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	35	80.0%	16	100.0%	19	100.0%	31	77.4%
Female	62	93.5%	36	100.0%	34	94.1%	42	90.5%
Unknown	1	100.0%	0	0.0%	0	0.0%	0	0.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	2	50.0%	0	0.0%	0	0.0%	0	0.0%
Asian	7	85.7%	2	100.0%	3	100.0%	2	100.0%
Hispanic	30	83.3%	18	100.0%	20	95.0%	26	69.2%
Native Amer/Alaska Native	0	0.0%	1	100.0%	0	0.0%	2	100.0%
Pacific Islander	0	0.0%	2	100.0%	0	0.0%	0	0.0%
White Non-Hispanic	49	91.8%	24	100.0%	27	96.3%	34	94.1%
Two or more races	8	100.0%	4	100.0%	2	100.0%	6	100.0%
Unknown	2	100.0%	1	100.0%	1	100.0%	3	66.7%

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

2021-22 ANNUAL PROGRAM REVIEW
EMR

2021-22 COURSE STATISTICS

EMR PRODUCTIVITY* (2021-22):	**285.12**
% FULL TIME INSTRUCTORS** (2021-22):	**0%**
% ADJUNCT INSTRUCTORS** (2021-22):	**50%**

COLLEGE F2F		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
HEA-106-01	Emergency Medical Responder	3	0.0%	0%	100%	11.3	10.7	94.1%	84.4%	2.46	170	0.31	180.91
HEA-108-01	Emerg Med Responder (Refresh)	3	100.0%					0.0%			0		---
Total		**6**	**50.0%**	**0%**	**100%**	**11.3**	**10.7**	**94.1%**	**84.4%**	**2.46**	**170**	**0.31**	

COLLEGE ONLINE		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
			---					0.0%					---
Total			**---**					**0.0%**					

DUAL		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
HEA-106-D1	Emergency Medical Responder	1	0.0%	0%	0%	23.0	23.0	100.0%	91.3%	2.51	115	0.10	368.00
HEA-106-D2	Emergency Medical Responder	1	0.0%	0%	0%	24.0	24.0	100.0%	91.7%	2.74	120	0.10	384.00
HEA-106-D3	Emergency Medical Responder	1	0.0%	0%	0%	26.0	26.0	100.0%	73.1%	2.74	130	0.10	416.00
Total		**3**	**0.0%**	**0%**	**0%**	**24.3**	**24.3**	**100.0%**	**84.9%**	**8.00**	**365**	**0.31**	

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.*

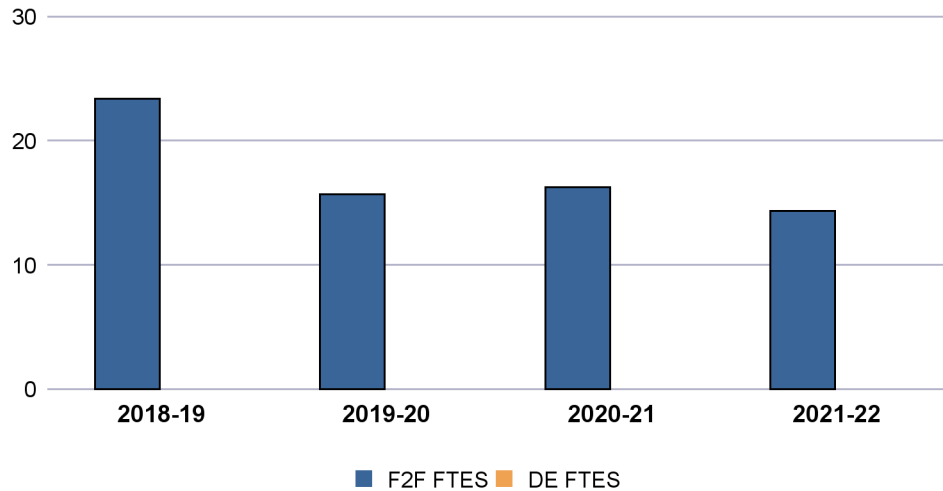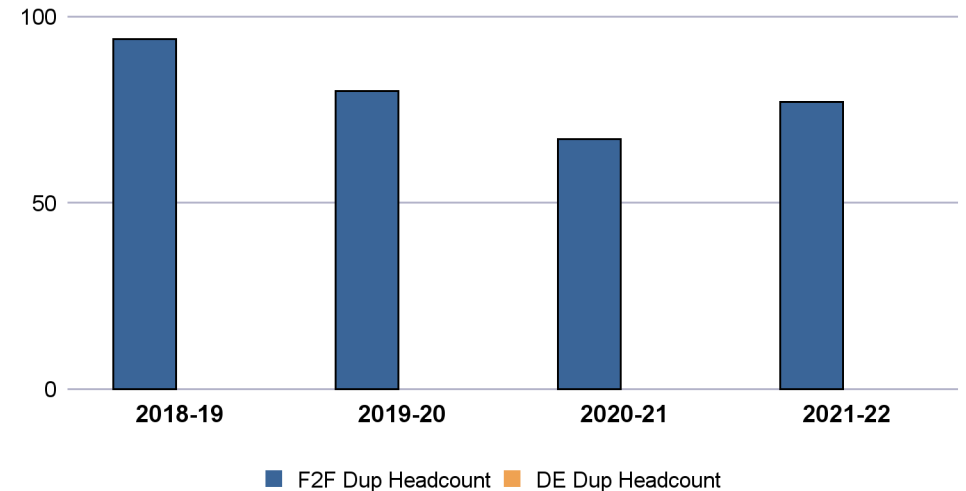# ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22

EMT

EMT SUMMARY

This report contains data from Academic Year (AY) 2018 to 2021. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below. Unless otherwise indicated, students enrolled through the Incarcerated Students Program, South Bay JPA, and Dual Enrollment 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
2018-19	**6**	6	0	**23.36**	23.36	0.00	**94**	94	0
2019-20	**5**	5	0	**15.68**	15.68	0.00	**80**	80	0
2020-21	**6**	6	0	**16.23**	16.23	0.00	**67**	67	0
2021-22	**6**	6	0	**14.36**	14.36	0.00	**77**	77	0
3-Yr Chg (18-19 to 21-22)	**0.0%**	0.0%	---	**-38.5%**	-38.5%	---	**-18.1%**	-18.1%	---
1-Yr Chg (20-21 to 21-22)	**0.0%**	0.0%	---	**-11.5%**	-11.5%	---	**14.9%**	14.9%	---

RESIDENT FTES

DUPLICATED HEADCOUNT

Office of Institutional Effectiveness

ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22
EMT

DEMOGRAPHICS

	2018-19 N	2018-19 %	2019-20 N	2019-20 %	2020-21 N	2020-21 %	2021-22 N	2021-22 %
Male	69	74.2%	53	66.3%	47	70.1%	54	70.1%
Female	24	25.8%	27	33.8%	20	29.9%	23	29.9%

	2018-19 N	2018-19 %	2019-20 N	2019-20 %	2020-21 N	2020-21 %	2021-22 N	2021-22 %
African American	0	0.0%	1	1.3%	2	3.0%	0	0.0%
Asian	0	0.0%	1	1.3%	0	0.0%	1	1.3%
Hispanic	17	18.3%	16	20.0%	19	28.4%	23	29.9%
Native Amer/Alaska Native	1	1.1%	2	2.5%	1	1.5%	1	1.3%
White Non-Hispanic	67	72.0%	54	67.5%	41	61.2%	43	55.8%
Two or more races	8	8.6%	4	5.0%	4	6.0%	8	10.4%
Unknown	0	0.0%	2	2.5%	0	0.0%	1	1.3%

	2018-19 N	2018-19 %	2019-20 N	2019-20 %	2020-21 N	2020-21 %	2021-22 N	2021-22 %
Age < 25	35	37.6%	23	28.8%	30	44.8%	22	28.6%
Age 25 - 49	55	59.1%	48	60.0%	35	52.2%	48	62.3%
Age 50 +	3	3.2%	9	11.3%	2	3.0%	7	9.1%

	2018-19	2019-20	2020-21	2021-22
Median Age	26	26	25	28
Youngest	17	17	17	18
Oldest	59	66	51	71

ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22
EMT

COURSE SUCCESS

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	68	98.5%	46	97.8%	44	100.0%	49	98.0%
Female	22	95.5%	24	100.0%	18	88.9%	21	100.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	0	0.0%	0	0.0%	2	100.0%	0	0.0%
Asian	0	0.0%	1	100.0%	0	0.0%	1	100.0%
Hispanic	14	100.0%	12	100.0%	16	100.0%	20	95.0%
Native Amer/Alaska Native	1	100.0%	2	100.0%	1	100.0%	1	100.0%
White Non-Hispanic	67	98.5%	49	98.0%	40	95.0%	40	100.0%
Two or more races	8	87.5%	4	100.0%	3	100.0%	7	100.0%
Unknown	0	0.0%	2	100.0%	0	0.0%	1	100.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	35	94.3%	17	94.1%	27	92.6%	19	100.0%
Age 25 - 49	52	100.0%	44	100.0%	33	100.0%	44	97.7%
Age 50 +	3	100.0%	9	100.0%	2	100.0%	7	100.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
F2F	90	97.8%	39	100.0%	13	100.0%	30	100.0%
Hybrid	0	0.0%	31	96.8%	49	95.9%	40	97.5%

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

ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22

EMT

2021-22 COURSE STATISTICS

EMT PRODUCTIVITY* (2021-22):	**239.33**
% FULL TIME INSTRUCTORS** (2021-22):	**0%**
% ADJUNCT INSTRUCTORS** (2021-22):	**100%**

FACE TO FACE	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
HEA-140C-01 Emergency Medical Technician	3	0.0%	0%	100%	15.7	13.7	87.2%	95.1%	12.92	740	0.98	250.67
HEA-142A-01 EMT Refresher (24 hours)	3	0.0%	0%	100%	10.0	10.0	100.0%	100.0%	1.44	68	0.14	160.00
Total	**6**	**0.0%**	**0%**	**100%**	**12.8**	**11.8**	**92.2%**	**97.2%**	**14.36**	**808**	**1.13**	

DISTANCE EDUCATION	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
		---					0.0%					---
Total		**---**					**0.0%**					

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.*

LAKE TAHOE COMMUNITY COLLEGE
COMPUTER AND INFORMATION SYSTEMS ADVISORY COMMITTEE MEETING
WEDNESDAY FEBRUARY 8, 2023

- Welcome and Introductions

- Annual Program Review & Updates (2021-2022)

- Feedback from Industry Partners

- Perkins Funding

Computer and Information Systems Advisory Committee
Meeting Minutes
February 8, 2023

Welcome and Introductions
The meeting called to order at 3:03 p.m.

Present: Bergner, Nicole (Counselor, LTCC), David, Kerry (Board Trustee, LTCC), Davila, Sasha (Counselor, LTCC), Deeds, Brad (Dean of Instruction & Workforce Development, LTCC), Richardson, Steve (CIS/Math Full-time Faculty, LTCC), Rhone, Jamie (CTE Program Specialist, LTCC), Skelly, Chris (Information Technology Manager, South Tahoe Public Utility District), Smith, Joshua (Director of Information Technology, LTCC), and West, Sharon (CIS Adjunct Faculty, LTCC)

Annual Program Review (2021-2022)

Lake Tahoe Community College's (LTCC) Computer Information & Systems (CIS) program contains two parallel certificates, an "IT technician/Cybersecurity" certificate of achievement and associate degree and a "Computer Programming" foundational skills certificate.

The IT Technician/Cybersecurity degree and certificate includes six courses for 27 total units. Students can finish the program in less than one year (3 academic quarters). LTCC has committed to offering two courses per quarter. There is almost zero unemployment in cybersecurity, and very high job demand for IT professionals. Students prepare for industry valued certifications in CompTIA A+, Network+, and Security+. Eric Egan has been teaching some of these courses. He has a master's degree in cybersecurity and is a great asset to the program. This program has become quite successful, despite declining California community college enrollments. It was designed by a full-time tenured faculty member, Annette Nylander, from Sierra College, and launched in the fall of 2021. Since then, Sierra College has been connecting LTCC with instructors. Their most recent referral is Sharon West, who will be teaching BOT 122 - Project Management Concepts and Software, part of the IT Technician/Cybersecurity certificate and degree.

The majority of the students are white/non-Hispanic males, at 68.9%, and between the ages of 25-49 years, with a slightly lower success rate, 68%, than females, at 73.4%. Females comprise 28.9% of enrollments. These numbers are small, which may be a reflection of a wider gender gap in the industry. Full-time Equivalent Students (FTES) is 13.34 annually and the total duplicated headcount is 112. In the last three years, CIS FTES has increased by 534.9%. FTES is how California Community Colleges are paid, which is the number of enrolled students multiplied by total contact hours, divided by 525. Funding also is measured by certificate and degree completion, and special programs, such as Extended Opportunity Program and Service (EOPS). These programs target the underrepresented population and first-generation students. There were three degrees and one certificate awarded in 2021-2022.

Steve Richardson, Full-time faculty, has been teaching a number of Math and Computer & Information Systems (CIS) courses for LTCC. Steve also teaches the year-long Computer Programming sequence, CIS-120A/B/C, which transfers to the CSU system. This program prepares students for examinations leading to Oracle certification in Associate, Java SE 7 Programmer and Professional, Java SE 7 Programmer. Most students who take these courses want to be a game programmer, which is a high bar to achieve. Students have to first learn how to write simple programs, computing with Java, advanced data structures, programming for the web, and database programming. It's a lot to learn in one year.

The majority of the students are white/non-Hispanic males, at 85.7%, and over the age of 25 years, with a slightly higher success rate, at 82.6% than females at 66.7%. Females compromise 14.3% of this program. FTES is 2.81 and the total duplicated headcount is 31 students. T
This program is offered every other year.

1

General Discussion

Chris Skelly, IT Manager, has been with South Tahoe Public Utilities District (STUPD) for 16 years. He started as an IT tech and worked up as a Network Admin and IT Manager. STUPD has a few positions open. The most recent position available is for Accounting Technician. This position is responsible for day-to-day operations of accounts, including accounts payable and payroll processing. They are looking for someone with those skill sets in the cyber security and project management courses. He would like to see the cyber security courses cover some type of cloud cybersecurity, as IT Technicians also need to know the tools available to help administrators secure their environment from phishing and password hacks. STUPD is struggling with this and have hired consultants to help with this issue. Kerry David, Board Trustee, is glad LTCC is talking about this. As an employer, he has a lot of documents that needs to be protected from ransomware.

Chris has also noticed, in the business world, paper processing is becoming extinct. At STUPD, employees need some type of computer experience to operate them. In the past year, 50 tablets have been deployed to almost every crew member. They use them to provide data on the condition of a linear asset, whether it's a sewer or water pipe.

Josh Smith, IT Director at the college, is glad to see the Project Management (BOT 122) course imbedded into the IT Technician/Cybersecurity certificate and degree. He is seeing more organizations starting to embrace it. Demand for cybersecurity is increasing as the business environment shifts to cloud storage space and internet administration. As the internet is becoming more widespread today, commercial organization data and personal data are at risk of being exploited. Josh would like to get involved somehow with BOT 122 students. He also might recommend some of his staff take it. More organizations are requiring experience, as well as certification and the BOT 122 course provides the educational hours. Students also get a discount for the Project Management Professional Project Management Professional (PMP) certification. The Municipal Information Systems Association of California (MISAC) often holds PMP courses and is comprised of public agency information technology professionals working throughout California. MISAC promotes the understanding and strategic use of information technology within local government agencies through sharing of best practices.

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 3:49 p.m.

Respectively submitted,
Melissa Liggett Career & Technical Education Technician

ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22

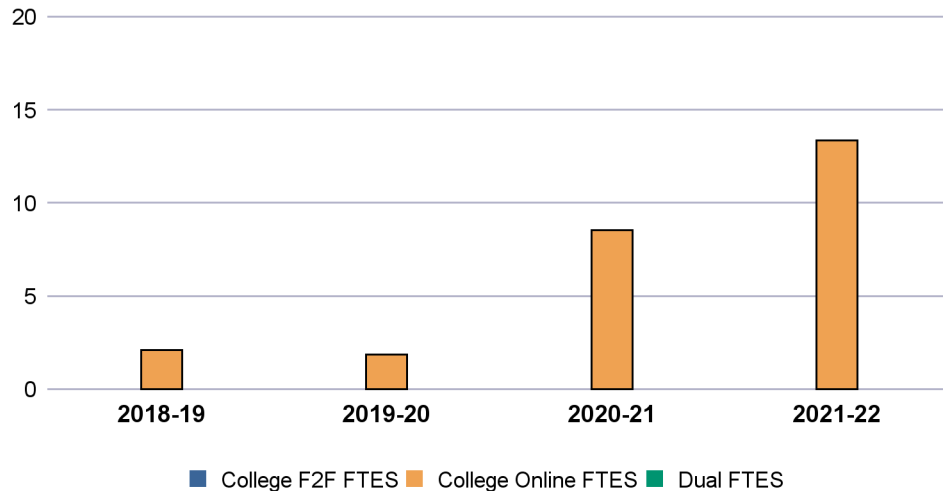## IT Technician – Cybersecurity
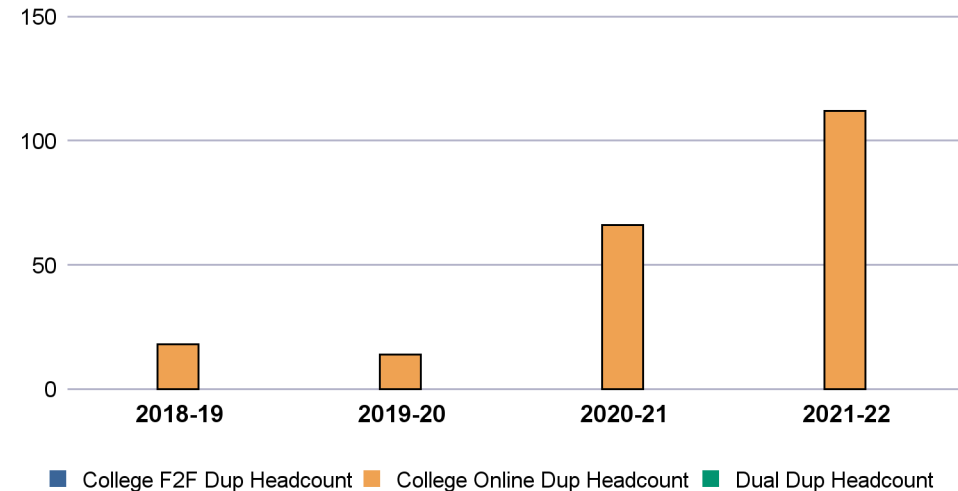
IT TECHNICIAN – CYBERSECURITY SUMMARY

This report contains data from Academic Year (AY) 2018 to 2021. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below. The following categories are excluded: CAL FIRE, Culinary Jail, Fire In-Service, IEC, ISP, ISP Work Experience, ISSI, Municipal Fire, Noncredit, Noncredit CDCP, South Bay JPA, and Work Experience.

	Total Sections	College F2F Sections	College Online Sections	Dual Sections	Total FTES	College F2F FTES	College Online FTES	Dual FTES	Total Duplicated Headcount	College F2F Duplicated Headcount	College Online Duplicated Headcount	Dual Duplicated Headcount
2018-19	3	0	3	0	2.10	0.00	2.10	0.00	18	0	18	
2019-20	2	0	2	0	1.87	0.00	1.87	0.00	14	0	14	
2020-21	5	0	5	0	8.54	0.00	8.54	0.00	66	0	66	
2021-22	6	0	6	0	13.34	0.00	13.34	0.00	112	0	112	
3-Yr Chg	100.0%	---	100.0%	---	534.9%	---	534.9%	---	522.2%	---	522.2%	---
1-Yr Chg	20.0%	---	20.0%	---	56.3%	---	56.3%	---	69.7%	---	69.7%	---

RESIDENT FTES

Legend: College F2F FTES, College Online FTES, Dual FTES

DUPLICATED HEADCOUNT

Legend: College F2F Dup Headcount, College Online Dup Headcount, Dual Dup Headcount

2021-22 ANNUAL PROGRAM REVIEW
IT Technician – Cybersecurity

**Demographics:
College F2F and
College Online**

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Male	10	83.3%	10	71.4%	22	68.8%	31	68.9%
Female	2	16.7%	4	28.6%	10	31.3%	13	28.9%
Unknown	0	0.0%	0	0.0%	0	0.0%	1	2.2%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
African American	0	0.0%	0	0.0%	0	0.0%	1	2.2%
Asian	1	8.3%	0	0.0%	0	0.0%	3	6.7%
Hispanic	1	8.3%	7	50.0%	11	34.4%	17	37.8%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	8	66.7%	4	28.6%	18	56.3%	18	40.0%
Two or more races	2	16.7%	2	14.3%	3	9.4%	5	11.1%
Unknown	0	0.0%	1	7.1%	0	0.0%	1	2.2%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Age < 25	7	58.3%	3	21.4%	9	28.1%	18	40.0%
Age 25 - 49	3	25.0%	9	64.3%	21	65.6%	26	57.8%
Age 50 +	2	16.7%	2	14.3%	2	6.3%	1	2.2%

	2018-19	2019-20	2020-21	2021-22
Median Age	25	33	31	25
Youngest	18	16	17	14
Oldest	66	68	61	58

2021-22 ANNUAL PROGRAM REVIEW
IT Technician – Cybersecurity

Demographics:
Dual

	N	%
	0	0.0%

	N	%
	0	0.0%

Median Age	0
Youngest	
Oldest	

2021-22 ANNUAL PROGRAM REVIEW
IT Technician – Cybersecurity

Course Success:
College F2F and
College Online

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	15	86.7%	9	88.9%	46	82.6%	79	73.4%
Female	3	100.0%	3	66.7%	12	75.0%	25	68.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	1	100.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	0	0.0%	0	0.0%	0	0.0%	2	0.0%
Asian	1	100.0%	0	0.0%	0	0.0%	9	44.4%
Hispanic	1	0.0%	5	80.0%	19	78.9%	39	66.7%
White Non-Hispanic	12	91.7%	4	100.0%	35	82.9%	38	76.3%
Two or more races	4	100.0%	2	50.0%	4	75.0%	16	100.0%
Unknown	0	0.0%	1	100.0%	0	0.0%	1	100.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	7	71.4%	3	100.0%	15	73.3%	50	72.0%
Age 25 - 49	8	100.0%	7	71.4%	39	84.6%	54	72.2%
Age 50 +	3	100.0%	2	100.0%	4	75.0%	1	100.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Online Education	18	88.9%	12	83.3%	58	81.0%	105	72.4%

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

2021-22 ANNUAL PROGRAM REVIEW
IT Technician – Cybersecurity

Course Success:
Dual

	Enrollment	Success
	0	0.0%

	Enrollment	Success
	0	0.0%

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

2021-22 ANNUAL PROGRAM REVIEW
IT Technician – Cybersecurity

2021-22 COURSE STATISTICS

IT TECHNICIAN – CYBERSECURITY PRODUCTIVITY* (2021-22):	298.67
% FULL TIME INSTRUCTORS** (2021-22):	17%
% ADJUNCT INSTRUCTORS** (2021-22):	83%

COLLEGE F2F		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
			---					0.0%					---
Total			**---**					**0.0%**					

COLLEGE ONLINE		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
BOT-122-01	Project Management Concepts	1	0.0%	0%	100%	13.0	13.0	100.0%	69.2%	1.47	78	0.13	208.00
CIS-104-01	Information/Communication Tech	1	0.0%	100%	0%	25.0	22.0	88.0%	72.7%	2.80	150	0.13	400.00
CIS-105-01	Network Fundamentals	1	0.0%	0%	100%	20.0	18.0	90.0%	66.7%	2.40	120	0.13	320.00
CIS-106-01	Microsoft Client Os Admin	1	0.0%	0%	100%	18.0	18.0	100.0%	66.7%	2.27	108	0.13	288.00
CIS-107-01	Microsoft Server OS Admin	1	0.0%	0%	100%	15.0	15.0	100.0%	80.0%	2.00	90	0.13	240.00
CIS-108-01	Intro to Info System-COMPTIA	1	0.0%	0%	100%	21.0	21.0	100.0%	71.4%	2.40	126	0.13	336.00
Total		**6**	**0.0%**	**17%**	**83%**	**18.7**	**17.8**	**95.5%**	**71.0%**	**13.34**	**672**	**0.75**	

DUAL		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
			---					0.0%					---
Total			**---**					**0.0%**					

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.*

CIS IT TECH CYBERSECURITY (CSY)

SUMMARY

This report contains data related to student achievement, represented by the number of degrees and certificates awarded by the CIS IT Tech Cybersecurity Department. These data may include students enrolled through special programs, such as Incarcerated Students Program, South Bay JPA, and ISSI.

Year	Award Type	Title	# of Awards
2021-22	AA Degree	CIS IT Tech Cybersecurity	3
	Certificate	CIS IT Tech Cybersecurity	1
		2021-22 TOTAL:	**4**

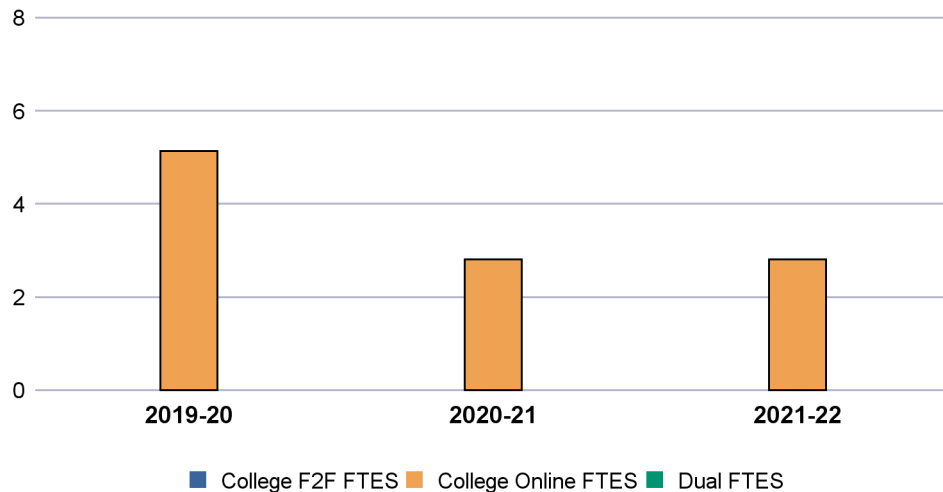# ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22

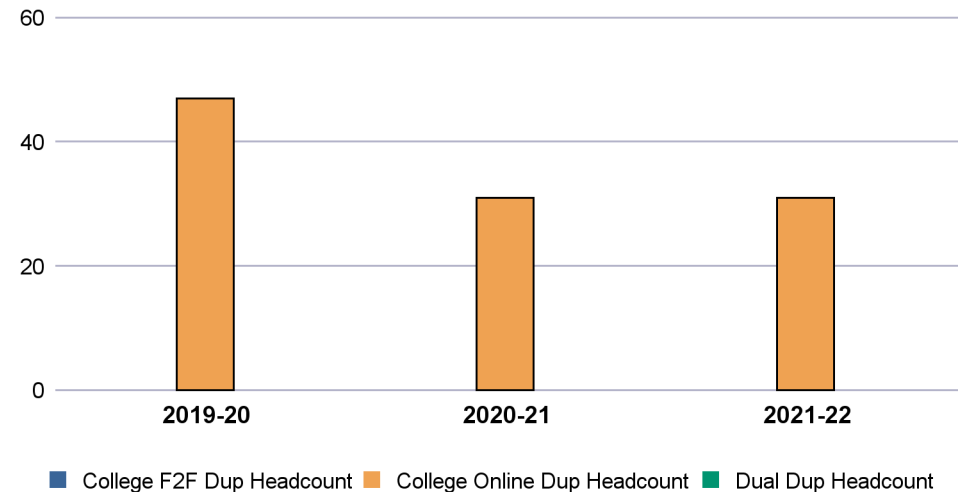## Computer Programming

COMPUTER PROGRAMMING SUMMARY

This report contains data from Academic Year (AY) 2018 to 2021. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below. The following categories are excluded: CAL FIRE, Culinary Jail, Fire In-Service, IEC, ISP, ISP Work Experience, ISSI, Municipal Fire, Noncredit, Noncredit CDCP, South Bay JPA, and Work Experience.

	Total Sections	College F2F Sections	College Online Sections	Dual Sections	Total FTES	College F2F FTES	College Online FTES	Dual FTES	Total Duplicated Headcount	College F2F Duplicated Headcount	College Online Duplicated Headcount	Dual Duplicated Headcount
2019-20	3	0	3	0	5.13	0.00	5.13	0.00	47	0	47	
2020-21	3	0	3	0	2.81	0.00	2.81	0.00	31	0	31	
2021-22	3	0	3	0	2.81	0.00	2.81	0.00	31	0	31	
2-Yr Chg	0.0%	---	0.0%	---	-45.2%	---	-45.2%	---	-34.0%	---	-34.0%	---
1-Yr Chg	0.0%	---	0.0%	---	0.0%	---	0.0%	---	0.0%	---	0.0%	---

RESIDENT FTES

Legend: ■ College F2F FTES ■ College Online FTES ■ Dual FTES

DUPLICATED HEADCOUNT

Legend: ■ College F2F Dup Headcount ■ College Online Dup Headcount ■ Dual Dup Headcount

2021-22 ANNUAL PROGRAM REVIEW
Computer Programming

Demographics:
College F2F and
College Online

	2019-20		2020-21		2021-22	
	N	%	N	%	N	%
Male	24	80.0%	19	86.4%	18	85.7%
Female	6	20.0%	3	13.6%	3	14.3%

	2019-20		2020-21		2021-22	
	N	%	N	%	N	%
African American	1	3.3%	0	0.0%	0	0.0%
Asian	6	20.0%	3	13.6%	2	9.5%
Hispanic	8	26.7%	7	31.8%	6	28.6%
White Non-Hispanic	11	36.7%	11	50.0%	10	47.6%
Two or more races	2	6.7%	0	0.0%	3	14.3%
Unknown	2	6.7%	1	4.5%	0	0.0%

	2019-20		2020-21		2021-22	
	N	%	N	%	N	%
Age < 25	22	73.3%	19	86.4%	17	81.0%
Age 25 - 49	7	23.3%	3	13.6%	4	19.0%
Age 50 +	1	3.3%	0	0.0%	0	0.0%

	2019-20	2020-21	2021-22
Median Age	21	21	22
Youngest	16	16	16
Oldest	61	43	40

2021-22 ANNUAL PROGRAM REVIEW
Computer Programming

Demographics:
Dual

	N	%
	0	0.0%

	N	%
	0	0.0%

Median Age	0
Youngest	
Oldest	

2021-22 ANNUAL PROGRAM REVIEW
Computer Programming

Course Success:
College F2F and
College Online

	2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	31	90.3%	22	86.4%	23	82.6%
Female	6	50.0%	4	75.0%	3	66.7%

	2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	1	0.0%	0	0.0%	0	0.0%
Asian	3	66.7%	4	75.0%	2	100.0%
Hispanic	7	85.7%	6	66.7%	11	90.9%
White Non-Hispanic	23	95.7%	13	92.3%	10	60.0%
Two or more races	3	33.3%	0	0.0%	3	100.0%
Unknown	0	0.0%	3	100.0%	0	0.0%

	2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	25	84.0%	24	87.5%	21	76.2%
Age 25 - 49	9	77.8%	2	50.0%	5	100.0%
Age 50 +	3	100.0%	0	0.0%	0	0.0%

	2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success
Online Education	37	83.8%	26	84.6%	26	80.8%

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

2021-22 ANNUAL PROGRAM REVIEW
Computer Programming

Course Success:
Dual

	Enrollment	Success
	0	0.0%

	Enrollment	Success
	0	0.0%

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

2021-22 ANNUAL PROGRAM REVIEW
Computer Programming

2021-22 COURSE STATISTICS

COMPUTER PROGRAMMING PRODUCTIVITY* (2021-22):	165.33
% FULL TIME INSTRUCTORS** (2021-22):	100%
% ADJUNCT INSTRUCTORS** (2021-22):	0%

COLLEGE F2F	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
		---					0.0%					---
Total		---					0.0%					

COLLEGE ONLINE	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
CIS-120A-01 Computer Programming I	1	0.0%	100%	0%	15.0	12.0	80.0%	75.0%	1.34	83	0.11	240.00
CIS-120B-01 Computer Programming II	1	0.0%	100%	0%	6.0	6.0	100.0%	100.0%	0.61	33	0.11	96.00
CIS-120C-01 Computer Programming III	1	0.0%	100%	0%	10.0	8.0	80.0%	75.0%	0.86	55	0.11	160.00
Total	3	0.0%	100%	0%	10.3	8.7	83.9%	80.8%	2.81	171	0.34	

DUAL	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
		---					0.0%					---
Total		---					0.0%					

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.*

LAKE TAHOE COMMUNITY COLLEGE
CRIMINAL JUSTICE ADVISORY COMMITTEE MEETING
TUESDAY JANUARY 24, 2023

- **Welcome and Introductions**

- General Discussion/Feedback from Industry Partners

- Criminal Justice Annual Program Review (2021-2022)

- Credit for Prior Learning (CPL)

- Perkins Funding

Criminal Justice Advisory Committee
Meeting Minutes
January 24, 2023

Welcome and Introductions

The meeting called to order at 3:04 p.m.

Present: Bergner, Nicole (Career Counselor, LTCC), Bell, Brian (Sergeant, South Lake Tahoe - California Highway Patrol), Bertomen, Lindsey (CRJ Adjunct Faculty, LTCC; retired Police Officer), Campion, Chris (CRJ Adjunct Faculty, LTCC; retired Federal Bureau of Investigation), Cocagne, Brian (Lieutenant, South Lake Tahoe - California Highway Patrol), Brad Deeds (Dean of Instruction & Workforce Development), Lensing, Mike (Lieutenant - Operations Division, El Dorado County Sheriff's Office), Reynolds, Shane (Director – Rising Scholars Program, LTCC), and Rhone, Jamie (CTE Program Specialist, LTCC)

Annual Program Review (2021-2022)

Dean Deeds reviewed program data and outcomes. The Criminal Justice program is healthy and stable. The majority of students are White/Non-Hispanic females, at 75%, and under the age of 25, with a slightly lower success rate, at 68.7%, than males, at 89.1%. There is currently one female instructor in the program, and it would be advantageous to explore hiring more female instructors and instructors of color as the field is actively trying to recruit more diverse candidates.

Hispanics compromise 38.5% of Criminal Justice students, which is slightly higher than the community demographics of South Lake Tahoe. The duplicated headcount is at 170 students annually and full-Time Equivalent Students (FTES) decreased slightly to 13.94. College-wide, enrollments are starting to stabilize and after enrollment declines during the pandemic.

There were five associate degrees (AAs) in Criminal Justice and three associate for transfer degrees (AS-Ts) in Administration of Justice awarded last year.

General Discussion regarding Public Safety programming

Lake Tahoe Community College (LTCC) has received several grants in the last year, especially in the area of Forestry and Fire. Due to these funds, the Forestry program was able to launch in the fall of 2022. Classes are full and it is a popular program. A training tower will be purchased for the Lake Tahoe Basin Fire Academy after receiving $1.4M from our California U.S. Senators. There is also $5 million available through the local bond to assist with the funding of the Tahoe Basin Public Safety Training Center (TBPSTC). The training center will be used by a variety of public safety programs, e.g., Emergency Medical Services, Wilderness Education Search and Rescue, Fire, Forestry, and Criminal Justice. Thanks to a grant funded through America's Good Jobs Challenge and a private donation secured through the Tahoe Fund, LTCC is now hiring a Director of Forestry, Fire and Public Safety, with an anticipated start date of approximately April 1st. LTCC is also hiring a full-time, tenure-track Emergency Medical Services (EMS) faculty member to help expand Emergency Medical Technician, Emergency Medical Responder, Wilderness First Responder, Wilderness First Aid, and other related programs.

LTCC would like to add Peace Officer Standards and Training (POST) courses to benefit local agency partners e.g., El Dorado County Sheriff's Office, South Lake Tahoe Police Department, California Highway Patrol, Douglas County Sheriff's Office, Nevada Highway Patrol, etc.

In 2017, LTCC partnered with the California Department of Corrections and Rehabilitation (CDCR) to provide an opportunity for CDCR staff to gain credit towards their certificates and degrees. LTCC will award Credit for Prior Experiential Learning for CDCR employees who have successfully graduated from the CDCR's Basic Correctional Officer Academy for the following courses, CRJ 101 "Intro to Criminal Justice" (4 units) and CRJ 110 "Introduction to Corrections" (4 units).

Lindsey Bertomen: Report writing is a specific course tailored to the needs of the criminal justice system. It is not a traditional writing course, and it uses a unique methodology to teach it. This is an intense, writing course, which focuses on a specific type of communication, tailored to law enforcement.

The El Dorado County Sheriff's Office is looking to fill a variety of positions. Their jails have the most job openings. Statewide, there are many open positions as well.

Statewide, the California Highway Patrol has over 1,000 open positions. Their office at South Lake Tahoe is fully staffed, however, they are challenged with finding non-uniform/administrative support staff.

The Rising Scholars Program, formally Incarcerated Student Program, has been following up with their partner agencies and getting ready to launch their website. The focus will be to assist students with getting jobs and promoting Credit for Prior Learning.

Nicole Bergner is holding a career day at LTCC, which will be focusing on getting students into jobs. The date is to be determined.

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 4:06 p.m.
Respectively submitted,
Melissa Liggett Career & Technical Education Technician

2021-22 ANNUAL PROGRAM REVIEW
## Criminal Justice

CRIMINAL JUSTICE SUMMARY

This report contains data from Academic Year (AY) 2018 to 2021. 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, South Bay JPA, and Dual Enrollment 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
2018-19	18	0	18	27.87	0.00	27.87	333	0	333
2019-20	12	0	12	17.34	0.00	17.34	207	0	207
2020-21	13	0	13	16.00	0.00	16.00	195	0	195
2021-22	10	1	9	13.94	0.96	12.98	170	11	159
3-Yr Chg (18-19 to 21-22)	-44.4%	---	-50.0%	-50.0%	---	-53.4%	-48.9%	---	-52.3%
1-Yr Chg (20-21 to 21-22)	-23.1%	---	-30.8%	-12.9%	---	-18.9%	-12.8%	---	-18.5%

RESIDENT FTES
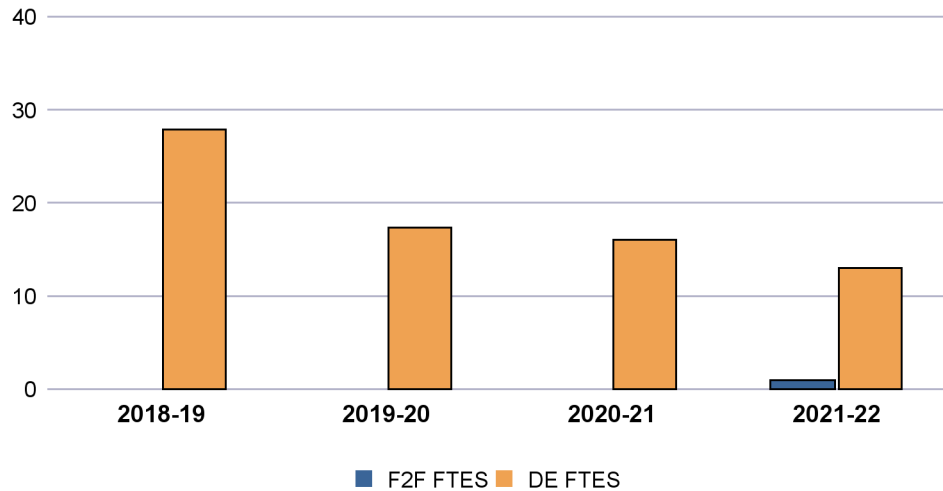
DUPLICATED HEADCOUNT

Office of Institutional Effectiveness
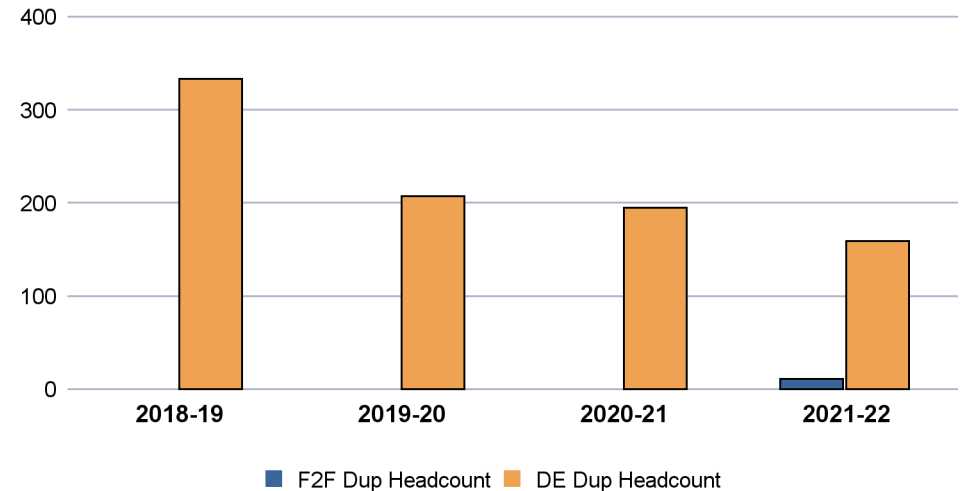
2021-22 ANNUAL PROGRAM REVIEW

DEMOGRAPHICS

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Male	72	40.7%	50	40.3%	45	36.3%	26	25.0%
Female	104	58.8%	74	59.7%	79	63.7%	78	75.0%
Unknown	1	0.6%	0	0.0%	0	0.0%	0	0.0%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
African American	15	8.5%	5	4.0%	3	2.4%	4	3.8%
Asian	5	2.8%	6	4.8%	5	4.0%	8	7.7%
Hispanic	63	35.6%	49	39.5%	45	36.3%	40	38.5%
Native Amer/Alaska Native	1	0.6%	1	0.8%	2	1.6%	1	1.0%
Pacific Islander	0	0.0%	1	0.8%	1	0.8%	0	0.0%
White Non-Hispanic	77	43.5%	49	39.5%	57	46.0%	44	42.3%
Two or more races	11	6.2%	7	5.6%	8	6.5%	6	5.8%
Unknown	5	2.8%	6	4.8%	3	2.4%	1	1.0%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Age < 25	84	47.5%	60	48.4%	69	55.6%	54	51.9%
Age 25 - 49	85	48.0%	58	46.8%	51	41.1%	41	39.4%
Age 50 +	8	4.5%	6	4.8%	4	3.2%	9	8.7%

	2018-19	2019-20	2020-21	2021-22
Median Age	27	25	24	27
Youngest	15	16	14	15
Oldest	69	67	64	74

2021-22 ANNUAL PROGRAM REVIEW

COURSE SUCCESS

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	117	79.5%	77	84.4%	73	84.9%	46	89.1%
Female	181	82.9%	102	67.6%	96	76.0%	115	68.7%
Unknown	1	100.0%	0	0.0%	0	0.0%	0	0.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	20	70.0%	7	85.7%	4	100.0%	4	75.0%
Asian	5	100.0%	5	100.0%	6	83.3%	13	84.6%
Hispanic	87	67.8%	75	62.7%	67	73.1%	75	76.0%
Native Amer/Alaska Native	2	100.0%	1	0.0%	2	50.0%	1	100.0%
Pacific Islander	0	0.0%	1	0.0%	1	100.0%	0	0.0%
White Non-Hispanic	147	91.2%	70	82.9%	76	84.2%	59	71.2%
Two or more races	31	77.4%	10	90.0%	10	90.0%	8	62.5%
Unknown	7	85.7%	10	90.0%	3	66.7%	1	100.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	111	73.0%	79	63.3%	96	70.8%	80	63.8%
Age 25 - 49	166	84.9%	92	82.6%	70	91.4%	68	86.8%
Age 50 +	22	100.0%	8	100.0%	3	100.0%	13	76.9%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Dist Ed	299	81.6%	179	74.9%	169	79.9%	151	75.5%
F2F	0	0.0%	0	0.0%	0	0.0%	10	60.0%

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

2021-22 ANNUAL PROGRAM REVIEW

AWARDS

	Award Type	Award Title	Awards Conferred
2018-19	AA Degree	Criminal Justice	5
	AST Degree	Administration of Justice	8
	Certificate	Criminal Justice	14
2019-20	AA Degree	Criminal Justice	5
	AST Degree	Administration of Justice	7
	Certificate	Criminal Justice	12
2020-21	AA Degree	Criminal Justice	3
	AST Degree	Administration of Justice	10
	Certificate	Criminal Justice	3
2021-22	AA Degree	Criminal Justice	5
	AST Degree	Administration of Justice	3

Office of Institutional Effectiveness

2021-22 ANNUAL PROGRAM REVIEW

2021-22 COURSE STATISTICS

CRIMINAL JUSTICE PRODUCTIVITY* (2021-22):	**275.25**
% FULL TIME INSTRUCTORS (2021-22):**	**0%**
% ADJUNCT INSTRUCTORS (2021-22):**	**100%**

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%	11.0	10.0	90.9%	60.0%	0.96	47	0.08	189.20
Total		**1**	**0.0%**	**0%**	**100%**	**11.0**	**10.0**	**90.9%**	**60.0%**	**0.96**	**47**	**0.08**	

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	1	0.0%	0%	100%	20.0	19.0	95.0%	42.1%	1.78	80	0.08	320.00
CRJ-102	Criminal Law	2	0.0%	0%	100%	18.0	16.5	91.7%	78.8%	2.76	144	0.17	288.00
CRJ-103	Introduction to Evidence	1	0.0%	0%	100%	24.0	24.0	100.0%	75.0%	2.05	96	0.08	384.00
CRJ-104	Criminal Court Process	2	0.0%	0%	100%	16.0	15.5	96.9%	80.6%	2.58	128	0.17	256.00
CRJ-105	Cultural Diversity Crim Justic	1	0.0%	0%	100%	13.0	10.0	76.9%	90.0%	1.07	52	0.08	208.00
CRJ-108	Juvenile Law and Procedures	1	100.0%					0.0%			0		---
CRJ-110	Introduction to Corrections	1	0.0%	0%	100%	18.0	18.0	100.0%	88.9%	1.51	72	0.08	288.00
CRJ-112	Introduction to Investigation	1	0.0%			16.0	16.0	100.0%	75.0%	1.24	64	0.08	256.00
Total		**10**	**10.0%**	**0%**	**100%**	**17.7**	**16.8**	**95.0%**	**75.5%**	**12.98**	**636**	**0.75**	

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.

Office of Institutional Effectiveness

Culinary Arts and Hospitality Advisory Meeting
Tuesday, April 25th, 2023
Lake Tahoe Community College
Zoom

Attendees:
Jamie Rhone (CTE Program Specialist/LTCC), Sara Hunter (Administrative Assistant/LTCC), Brad Deeds (Dean of Workforce Development & Instruction/LTCC), Adam Eynon (Dual Enrollment Grant Manger/LTCC), Elizabeth Balint (Director of Intuitional Effectiveness/LTCC), David Jones (Faculty/STHS), Nicole Bergner (Academic Counselor/LTCC), Jason Butcherite (Faculty/WSU and LTCC), Glenn Simpson (Faculty/LTCC), Michael Bangs (Research Analyst/LTCC), Frank Gerdeman (Director of Adult Education/Advance), Terry Gegogeine (Executive Chef/ Harrah's and Harvey's Lake Tahoe), Jeff Cowen (Board of Trustees Member/LTCC), Scott Justice (Director of Food and Beverage/ Sierra-At-Tahoe), Belen Urrutia (Restaurant and Bar Manager/Sierra-At-Tahoe), Virat Vij (Faculty/LTCC), Jeanette Shippee (Correctional Cook Supervisor/El Dorado County Jail, Faculty/LTCC), Josh Sweigert (Regional Director Industry Engagement/North Far North Regional), Claude Goode (CCC/Round Hill Pines Resort), Amber Goligoski (Program Coordinator Work-Based Learning/LTCC)i, Pat Fountain (Food Services Manager/Barton Health Care), and Vickie Cottrill (Faculty/STHS)

Industry Partner Updates:
Scott and Belen/Sierra-At-Tahoe: There were some challenges to get the season going after Covid and the Caldor fire. On top to that, we also had a huge snow season. They were able to rely on J-1 workers. They have implemented a new Employee Progression Program, which includes different phases employees can complete to earn a higher wage while gaining more company knowledge to provide a better guest experience. Amber mentioned that a LTCC student had an internship with them over the winter, and heard great feedback (great place to work, very supportive).
STHS/Dual Enrollment: Dual Enrollment class has good attendance, although it has been a struggle for students to retain interest in the culinary workforce. They are slowly adding catering back into the curriculum, which took a hit during Covid. They welcome any kind of industry feedback to learn what they should be teachings students to prepare them for the future. Adam shared the success from the recent collaboration with Nevada Union Joint High School- their culinary program has drawn the interest of 150-200 students. He hopes this will help to inspire students into seeing a future in the culinary/hospitality career field.
Claude/Round Hill Pines Resort: They will be opening May 1st. They are excited about the upcoming season and anticipate that it will be very busy this summer.
Terry/Harrah's & Harvey's: They have had some challenges with staffing and have been replying on J-1 workers for support. Housing in Tahoe has been a challenge in staffing and retention.
Pat/Barton: They are looking forward to a good summer. They are fully staffed. They do not experience the same roadblocks as other partners which could be due to their year-round consistency.
Jason: The HSP 130 course at LTCC has been going well so far. Most students in class are currently working in the field and are seeking to grow in the industry. They are experiencing the same challenged in regard to staffing at WSU. They have implemented new hiring and referral incentives.
Brad: Shared with the group the new Student Housing project at LTCC. Hopes that this can alleviate some of the housing challenges for our students and help boost attendance in face-to-face classes.
Glenn: Has been gearing up for a busy wedding season and has been working with Risking Scholar Program students at Juvenile Hall. Is positive and looking forward to the upcoming season.

Josh: Mentioned that housing and staffing issues are felt widespread throughout the region.

Virat: Excited for the opportunity as the new Full-Time Faculty for Culinary and Hospitality at LTCC. Feels like his students are all at different levels but can see great potential in students as well as the program.

Jeff: Mentioned that at the Joint Board Meeting between LTCC and LTUSD showed how important and powerful the Dual Enrollment program is. Brad mentioned that there was been a 337% increase in the FTES in the last years.

Annual Program Review:

Due to time constraints, the Annual Program Review data report will be emailed to attendees.

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.

Meeting Adjourned.