

**JEFFERSON COMMUNITY COLLEGE  
BOARD OF TRUSTEES**

**RESOLUTION NO.:** 157-25  
**DATE:** JULY 2, 2025  
**SUBJECT:** 2025-2026 OPERATING BUDGET

**WHEREAS**, Jefferson Community College anticipates serving 1,090 full-time students as well as enrolling students for 18,178 part-time credit hours during the 2025-2026 academic year. Base State Aid FTE at 1,546.9.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees does hereby approve a Jefferson Community College 2025-2026 Operating Budget in the amount of \$26,553,293 with the contribution of the sponsor at \$5,695,951 and the State share of \$6,565,724.

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**RESOLUTION NO.:** 158-25  
**DATE:** JULY 2, 2025  
**SUBJECT:** 2025-2026 TUITION AND FEE SCHEDULE

**WHEREAS**, the Jefferson Community College Board of Trustees hereby adopts the following Tuition and Fee Schedule for the 2025-2026 academic year:

**TUITION:**

New York State Residents who are residents of the sponsorship area or non-residents of the sponsorship area who present a Certificate of Residence:

Full-Time	\$5,664 per academic year
Part-Time	\$ 236 per credit hour

New York State residents who are not residents of the sponsorship area and do not present a Certificate of Residence:

Full-Time	\$11,856 per academic year
Part-Time	\$ 494 per credit hour

Non-New York State Residents:

Full-Time	\$11,016 per academic year
Part-Time	\$ 459 per credit hour

**STUDENT SERVICE FEES: -**

Fees deducted from operating costs as offsetting revenue:

Capital Fee (Out of State/International Students)	\$ 150 per semester
Non-Credit Course Fee	variable (\$10-\$500)
Document/Check Replacement Fee	\$ 15 per copy
Transcript Fee	\$ 10 per copy
Health Transcript Fee	\$ 10 per occurrence
Facsimile Fee (Official Documents)	\$ 10 per occurrence
Processing Fee, Directed Study	\$ 25 per course
Credit by Examination Fee	\$ 20 per credit hour
College-Level Examination Program	\$ 25 per exam
Returned Check Fee	\$ 25 per check
Parking Fines	variable (\$10-\$100)
Technology Fee	\$ 14 per credit hour
Computer Lab Fee (Community Members)	\$ 45 per semester
Clinical/Course Lab/Online/Materials Fee	variable (\$5-\$200) per credit hour

**FEES CHARGED TO STUDENTS BY SEPARATE ASSOCIATIONS:**

(i.e. Faculty-Student Association or by self-sustaining operations)

*Comprehensive Student Fee	\$ 21 per credit hour
Comprehensive Student Fee – (Summer/Winter)	\$ 9 per credit hour
Diploma Fee (replacement)	\$ 50
Identification Card Fee (replacement)	\$ 30
Alumni Fee (optional)	\$ 10 per semester
Book Store Fee	\$ 26 per credit hour

\*Not applicable for extension site courses; (fees included: student resource, parking, commencement, new student services, and identification card)

**JEFFERSON COMMUNITY COLLEGE  
BOARD OF TRUSTEES**

**RESOLUTION NO.:** 159-25

**DATE:** JULY 2, 2025

**SUBJECT:** 2024-2025 ANNUAL PURCHASING POLICY  
& CONTROL

**WHEREAS**, by resolution No. 132-93 dated July 7, 1993, the Board of Trustees adopted a Purchasing Policy; and

**WHEREAS**, revisions to the policy were adopted by Resolutions No. 159-07, 104-09, 176-10, 164-11, 146-12, 144-14, 154-15, 163-16, 158-17, 127-18, 164-18, 173-19, 147-20, 156-21, 141-22, 189-22, 147-24; and

**WHEREAS**, in keeping with current business practices and updated standards for procurement of materials, equipment and supplies necessary to meet College objectives, it is necessary to review, update and revise the Purchasing Policy annually;

**NOW, THEREFORE BE IT RESOLVED**, that the Jefferson Community College Board of Trustees hereby amends the aforementioned resolutions and adopts the attached Purchasing Policy.

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Policy and Procedures  
Jefferson Community College Board of Trustees

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**Policy:** The Purchasing Department shall procure materials, equipment, supplies, and services as required, at the best possible prices, from responsible suppliers and providers that are of the quality necessary to meet the College's objectives.

The purchasing procedures shall be in accordance with General Municipal Law, Section 103, Section 104-b and the overarching policy adopted by the Board of Trustees.

Additional procedures are herein to ensure compliance with:

- OMB Uniform Guidance for Federal Awards as codified in 2 CFR Part 200 (Article XVI – Uniform Guidance Compliance – Procurement, Suspension and Debarment)
- SUNY EIT (Electronic and Information Technology) Accessibility Policy and the College's Technology Accessibility Policy
- Procurement procedures should there be an accident or unforeseen occurrence or condition at the College (ex: emergency campus closure).

**Authority:** The following individuals are responsible for purchasing at Jefferson Community College:

Sidney Pond, Vice President for Administration and Finance  
Kaycee Ondrasek, Administrative Assistant to the Vice President for Administration and Finance  
Logan Rogers, Account Clerk

**Guidelines:**

1. The purchasing process at Jefferson Community College is a joint effort among the using department, Purchasing Department, and the vendor. The final authority to conduct and conclude negotiations concerning prices and conditions of sale is the Purchasing Department.
2. The Purchasing Department shall provide faculty and staff members with necessary materials, supplies, equipment, and services needed to perform college services.
3. The Purchasing Department will perform its activities in a timely and organized manner that provides the proper documentation and accountability of college expenditures.
4. Supplies used by College departments shall be uniform whenever consistent with operational needs and in the interest of efficiency and economy.
5. Purchases shall be made through New York State Contract, Office of General Services, Division of Purchasing, whenever such purchases are in the best interest of the College.
6. Jefferson Community College may allow other municipalities within New York State to "piggyback" on the contracts of the College in accordance with GML 103.

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Additionally, the College may utilize other qualified contracts as long as the bid was awarded in accordance with GML 103 and vendor approval is given.

7. The Purchasing Department may make available to other municipalities within the County, the opportunity to participate, whenever practical, in the College's contracts or competitive bids.
8. The College is authorized to purchase all goods and services required for the operation of Jefferson Community College by all means legally available through the laws of the State of New York.
9. The Purchasing Department shall issue purchase orders after first determining that unencumbered balances of budgetary appropriations are adequate to cover such obligations.
10. Opportunity shall be provided to all responsible suppliers to do business with the College. To this end, the Purchasing Department may develop and maintain lists of potential supplies and equipment. Such lists may be used in the development of a mailing list for distribution of specifications and invitations to bid, and solicitation of quotations. Any supplier may be included on the list upon request.
11. The purchase of materials, equipment and supplies involving an estimated annual expenditure of \$20,000 or more and public works contracts involving an estimated annual expenditure of \$35,000 or more shall be awarded only after public advertising, and the solicitation of formal bids in compliance with General Municipal Law, Section 103. When formal bidding procedures are not required by law, quotations shall be solicited and appropriately documented as required in our local policies and procedures (GML 104-b).
12. The Purchasing Department shall be responsible for issuing requests for proposals once a determination is made that an RFP rather than a formal competitive bid is appropriate. A Request for Proposal (RFP) is a competitive procurement with an award based on price and other criteria which may include negotiation. An RFP is not an alternative to competitive bidding, except when expressly authorized by the State Legislature. An RFP may be used if procurement is within exception to competitive bidding and permitted under the College's procurement policies. They are most commonly used for professional services, true leases, and licenses. The RFP shall include specific language that identifies the method of award. If an exemption for an RFP is determined, proper documentation must be provided.
  - a. Professional services or services requiring special or technical skill, training or expertise. The individual or company must be taken based on accountability, reliability, responsibility, skill, education and training, judgment, integrity, and moral worth. The qualifications are not necessarily found in the individual or company that offers the lowest price and the nature of these services are such that they do not readily lend themselves to competitive bidding.

In determining whether a service fits into this category the College shall take into consideration the following guideline: (a) whether the services are subject to

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State licensing or testing requirements; (b) whether formal education or training is a necessary prerequisite to the performance of the services; and (c) whether the services require a personal relationship between the individual and College officials. Professional or technical services shall include but not be limited to the following: services of an attorney; services of a physician; technical services of an architectural firm and/or engineer engaged to prepare plans, maps and estimates; securing insurance coverage and/ or services of an insurance broker; services of a certified public accountant; investment management services; services of an actuary; printing services involving extensive writing, editing or art work; management of a College owned property; and computer software or programming services for customized programs, or services involved in substantial modification and customizing of pre-packaged software.

13. As a result of professional services (ex: architectural, engineering, and insurance) being exempt from competitive sealed bidding requirements (GML 103) and subject to our local policies and procedures (GML 104-b), competitive pricing proposals (RFP's) may be provided to a professional service provider from third-party providers, to be reviewed and analyzed for use in selecting the vendor to be secured for various professional services at the lowest possible cost while establishing and maintaining a reputation of fairness, credibility and integrity. The College will collaborate with the service provider to select the vendor that offers the best value possible to the College.
14. Pursuant to General Municipal Law Section 104-b(2)(f), the procurement policy may contain circumstances when, or types of procurements which, in the sole discretion of the College, the solicitation of alternative proposals or quotation will not be in the best interest of the College. There may be circumstances where it may not be in the best interest of the College, to solicit quotations or document the basis for not accepting the lowest bid. Such circumstances may include NYS OGS Awarded Contracts, NYS Preferred Source Vendors, and County bids.
15. The Purchasing Department may, upon request, collaborate with College Departments to review professional service contracts and assist in identifying when the solicitation of formal requests for proposals would be appropriate. Such RFP's will be developed by the individual department and Purchasing and issued through the Purchasing Department. All other professional service contracts will be documented by the individual department.
16. The Purchasing Department shall be responsible for all required public advertising for competitive bidding; shall be responsible for all bid solicitations and openings, shall secure and document the recommendations from the appropriate parties for awarding bid contracts and shall award contracts with the annual appropriations authorized.
17. When soliciting bids, a statement of general conditions shall be included with all specifications submitted to suppliers. The general conditions shall be incorporated in all contracts awarded for the purchase of materials, equipment, and supplies.

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18. The decision that a purchase is not subject to competitive bidding will be documented in writing by the Purchasing Department. This documentation may include written or verbal quotes from vendors, a memo indicating how the decision was arrived at, a copy of the contract or purchase order, a memo from the purchasing agent detailing the circumstances which led to an emergency purchase, or any other written documentation that is appropriate.
19. Contractual agreements for the leasing and/or lease/purchase of equipment shall be awarded by the Vice President for Administration and Finance in conformance with bidding requirements, solicitation of quotations contracted herein, or use of the New York State Contract, whichever is applicable, within the appropriations authorized by the Board of Trustees.
20. Procurements exempt from GML 103 may be acquired using local policies and procedures (GML 104-b) as established the College and adopted by the Board of Trustees. Such items may include (but not limited too):
  - Emergency (GML 103 [4])
  - Sole Source & Single Source
  - Professional Services
  - True Leases
  - Insurance
  - Surplus/Second-hand Materials, Supplies, Equipment from Certain Other Governments (GML 103 [6])
21. Employees shall not be interested financially in any contract entered into by the College. All employees shall comply with the provisions of the College's Code of Ethics.
22. Control involves not only compliance with required purchasing policy, but also affects the paperwork necessary. There are certain expenditures for which the processing of a purchase order is not necessary. They are:
  - a. Employee expenses
  - b. Reimbursement of petty cash funds
  - c. Utility and Telephone Bills
  - d. Subscriptions
  - e. Legal notices and advertising
  - f. Professional service contracts
  - g. Postage
  - h. Medical examinations
  - i. Intergovernmental charges
  - j. Perishable or consumable supplies
23. In the case of an emergency arising out of an accident or other unforeseen occurrence or condition whereby circumstances affecting college buildings, college property or the life, health or safety or property of the inhabitants of the College requires immediate action which cannot await competitive bidding, public works contracts or purchase contracts may be authorized by the Vice President for

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Administration and Finance. The College will make the purchases at the lowest possible costs, seeking competition by informal solicitation of quotes to the extent practicable under the circumstances. Records of verbal or written quotes will be maintained within the Purchasing Department. For additional guidance on purchasing processes during a campus closure, please reference Emergency section on page 12.

**GUIDELINES:**

The following guidelines set forth the quotation procedures to be utilized under the specific circumstances:

<u>Order Amounts</u>	<u>Minimum Quotation Procedure</u>
Less than \$1,500 (Materials, Equipment or Services)	No Formal Quotation Required. Indicate preferred vendor only. Purchase to be based upon reliable market information such as catalogues, vendor price listings or quotations.
\$1,500 - \$5,000 (Materials, Equipment or Services)	Two (2) Written Quotations Required. Indicate preferred vendor and obtain one additional written quotation.
\$5,000.01 - \$20,000 (Materials and Equipment)	Three (3) Written Quotations Required. Indicate preferred vendor and obtain two additional written quotations.
\$5,000.01 - \$35,000 (Public Works/Services or Equipment Rental exceeding \$10,000)	Three (3) Written Quotations Required. Indicate preferred vendor and obtain two additional written quotations.

\*\*\* State Contract priced purchases PRECLUDE the need to obtain additional verbal or written quotes.\*\*\*  
 Equipment Rental of under \$10,000 does not require a quotation but shall be based upon availability and market pricing.

**IMPORTANT NOTE:** According to State law, the **aggregate** purchase of like items is subject to competitive bidding requirements. For example, if two departments have a separate \$10,000 order for like items, the College must seek competitive bids.

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**PROCEDURES:**

1. Purchase requisitions should be submitted to the Purchasing Department electronically.
2. Where required, a minimum of two and three quotations shall be solicited. If the appropriate numbers of quotations are not solicited or if fewer than the required responses are received, conditions supporting fewer solicitations or responses shall be documented and submitted to the Purchasing Department for review and approval. Exceptions to utilizing quotations based upon unusual circumstances such as lack of available vendors must be documented and reviewed by the Purchasing Department.
3. If the lowest quotation is rejected, a written statement shall be prepared by the Purchasing Department or other official involved in the contract award explaining in detail the reasons for the rejection. Such a statement shall be filed with any contracts or purchase orders issued in connection with the procurement.
4. Written quotations shall contain a minimum of the following information:
  - Vendor Information
  - A complete description of the item or scope of services to be completed
  - Special conditions such as delivery, installation, discounts, etc.
  - NYS Contract number, if applicable
  - Total cost
5. All quotations will serve as the basis for the selection of a supplier and will provide the supporting documentation for purchase orders and contracts issued by the Purchasing Department.
6. In an effort to maintain current and accurate files, an *IRS Form W-9, Request for Taxpayer Identification Number and Certification*, must be complete and on file before a purchase order will be issued or invoice paid.
7. Within the guidelines set forth above, the Purchasing Department will process the purchase requisition and issue a purchase order to the appropriate vendor/requestor. A receiving copy shall be forward to the requestor.
8. Upon receipt of requested goods, the requestor will notify the Purchasing Department, approve the receiving copy and forward it to the Accounts Payable Office. When applicable, those items meeting thresholds established for fixed assets will be tagged and added to the Fixed Assets report.

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**The following definitions apply to the purchasing system and policy:**

**Requestor** – The department head or authorized staff member initiating a request for goods or services.

**Vendor** – A supplier of goods or services.

**Purchase Order** – A formal notice to a vendor to furnish the supplies or services described in detail thereon.

**State Contract** – A contract between the State of New York and a particular vendor to supply a particular good or service to qualified agencies. The use of a state contract precludes the need to obtain further quotes or bids and is unlimited in terms of the purchase amount.

**Quotation** – An informal notice (either written or verbal) from a vendor setting forth the price of a particular good or service along with conditions of sale. Often quotations are based upon predetermined specifications of the item.

**Specification** – A written description of needed supplies, equipment or services set forth in a clear and concise manner the characteristics of the items and/or services to be purchased and the circumstances under which the purchase will be made.

**Bid Advertisement** – An advertised invitation for written proposals by vendors for the procurement of goods or services.

**Competitive Bid** – A formal written statement by a vendor setting forth their terms under which the vendor will furnish supplies or services. Competitive bid requirements and limits are established by state statute. Competitive bidding is required for the aggregate purchase of like items exceeding \$20,000 for commodities and \$35,000 for Public Works. Any bid or quote involving trades must be compliant with prevailing wages as per New York State law.

**Request for Proposal (RFP)** - A competitive procurement with an award based on price and other criteria which may include negotiation. An RFP is not an alternative to competitive bidding, except when expressly authorized by the State Legislature. An RFP may be used if procurement is within exception to competitive bidding and permitted under the College's procurement policies. They are most commonly used for professional services, true leases, and licenses.

\*\*More detailed information regarding the Purchasing Policy and Procedures can be obtained in our Purchasing Manual.

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**Article XVI, Uniform Guidance Compliance for Federal Awards – Procurement, Suspension and Debarment**

**Purpose:**

2 CFR Part 200 (subparts A-F) “Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards requires organizations receiving federal awards to establish and maintain effective internal controls over federal awards.

**General Policy Statement:**

The requirements for procurements using federal awards are contained in the Uniform Guidance (2 CFR Part 200, subparts A-F), program legislation, Federal awarding agency regulations, and the terms and conditions of the award.

To comply with 2 CFR Part 200 (subparts A-F), Jefferson Community College (herein referred to as the “College”) implements policies and procedures, including, but not limited to:

- A. The College will use its own documented and Board of Trustees adopted procurement procedures which reflect applicable State, Local and Tribal laws and regulations; provided that the procurements conform to applicable federal law and Uniform Guidance. As such, College procurements related to Federal grants will be subject to New York State General Municipal Law, Jefferson Community College’s Procurement Policy and Uniformed Guidance Requirements.
- B. Contract files will document the significant history of the procurement, including the rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis of contract price.
- C. The College will utilize one of the five acceptable procurement methodologies detailed in §200.320 which include:
  - Micro Purchase
  - Small Purchase Procedure
  - Sealed Bid
  - Competitive Proposal
  - Non-Competitive Proposal (Sole Source)
- D. Procurements will provide for full and open competition as set forth in the Uniform Guidance, or State and local procurement thresholds, whichever is most restrictive.
- E. No employee, officer or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or tangible personal benefit from a firm considered for a contract. The officers, employees, and agents can neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. If the financial interest is not substantial or the gift is an unsolicited item of nominal value, no further action will be taken. However, disciplinary actions will be applied for violations of such standards

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otherwise. Refer to Section 1 - Conflict of Interest and Section III – RFP Evaluator’s Conflict of Interest and Confidentiality Statement within our Purchasing Policy and Procedures Manual.

- F. The College will avoid acquisition of unnecessary or duplicative items. Consideration will be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and other appropriate analysis to determine the most economical procurement approach. The College will also analyze other means, as described in §200.318 of the Uniform Guidance, to ensure appropriate and economical acquisitions.
- G. The College will enter into state and local intergovernmental agreements or inter-entity agreements, where appropriate.
- H. The College will only utilize Time and Materials contracts when it has been determined, in writing, that no other contract type is suitable.
- I. Vendors/Contractors that develop or draft specifications, requirements, statements of work, or invitation to bids or requests for proposals must be excluded from competing for such procurements.
- J. The College will make available, upon request of the federal awarding agency or pass-through entity, technical specifications on proposed procurements where the federal awarding agency or pass-through entity believes such review is needed.
- K. College departments are prohibited from contracting with or making sub awards under covered transactions to parties that are suspended or debarred or whose principals are suspended or debarred.

“Covered Transactions” include those procurement contracts for goods and services awarded under a non-procurement transaction (ex: grant or cooperative agreement) that are expected to equal or exceed \$20,000. All non-procurement transactions (ex: sub-awards to recipients), irrespective of award amount, are considered covered transactions.

- L. The College will include a suspension/debarment clause in all written contracts in which the vendor/contractor will certify that it is not suspended or debarred. The contract will also contain language requiring the vendor/contractor to notify the College immediately upon becoming suspended or debarred. This will serve as adequate documentation as long as the contract remains in effect.
- M. College departments will be required to notify the Purchasing Division and Department of Law that federal funding will be used for a certain procurement/contract. When requesting a written contract in excess of \$25,000, the College department will be responsible for running the vendor/contractor’s name through the System for Award Management (SAM) to determine any exclusions. A copy of the SAM search will be included with the contract request. Prior to issuing a purchase order using federal funds, the Purchasing department will check SAM to determine if any exclusions exist for the vendor/contractor.

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If the vendor/contractor is found to be suspended or debarred, the College will immediately cease to do business with the vendor.

- N. The College will not use statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals; except in those cases where applicable federal statutes expressly mandate or encourage geographical preference.
- O. The College will take necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor area surplus area firms are used when possible.
- P. The College will procure recovered materials in compliance with §200.322.
- Q. The College will perform a cost or price analysis relating to every procurement more than the Simplified Acquisition Threshold (\$150,000).
- R. The College will require appropriate bonding requirements as per §200.325.
- S. The College will only award contracts to responsible vendors and will document findings if noted otherwise.
- T. College contracts will contain the applicable provisions described in Appendix II to Part 200 –Contract Provisions for Non-Federal Entity Contracts Under Federal Awards.
- U. The College will maintain oversight to ensure that contractors perform in accordance with the contract terms, conditions, and specification. It is the responsibility of the requesting Department Head to ensure that all Federal Purchasing Regulations are followed for the purchase and the monitoring of contractor performance as a result of that purchase.
- V. Copies of executed contracts will be maintained by the College and purchase orders will be maintained in the Banner Finance System.

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**PURPOSE:** It is paramount that accessibility is in the forefront as Jefferson Community College employees consider, select, and procure Electronic and Information Technology (EIT). Jefferson Community College is committed to providing equal access to persons with disabilities by ensuring our digital content is accessible by everyone regardless of physical or cognitive ability.

**General Purchasing Policy Statement:**

When procuring any Electronic and Information Technology (EIT), it must be accessible to students, faculty, and employees with disabilities in accordance with Jefferson's Technology Accessibility Policy, as well as compliance with state and federal laws. All EIT purchases will comply with the SUNY EIT Accessibility standards and policy (as adopted by the SUNY Trustees in June 2019), and as detailed in Jefferson's Accessibility Policy.

All EIT procurement must be done in compliance with the policy and accessibility testing measures must be completed and verified by campus representatives before contracting and/or purchasing such items. Upon the procurement of new products that have an EIT component, or the renewal of an existing product, an evaluation will be conducted to determine that all applicable operations meet the standards determined to be required. The determination of compliance will be made by the EIT officer or designee based on pre-approved tools and resources already put in place through the oversight of the EIT Committee. Procurement of such products will only continue upon the approval of this assessment.

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**EMERGENCIES:** Instances wherein the procurement of goods or services arises out of an accident or other unforeseen occurrence or condition whereby circumstances affecting college buildings, public property, the life, health, safety, or property of inhabitants are involved.

**General Purchasing Policy Statement:**

The requirements and processes for the procurement of goods or services may be altered during emergencies as defined above. The College will make the purchases at the lowest possible costs, seeking competition by informal solicitation of quotes to the extent practicable under the circumstances.

Jefferson Community College (herein referred to as the “College”) implements the following procedures during emergencies (such as campus closures), including, but not limited to:

- A. The College will use its own documented and Board of Trustees adopted procurement procedures when feasible and practicable under the circumstances. Emergency purchases will take precedence.
- B. Campus requisitioners will enter purchase requisitions using Banner when feasible. If Banner is not accessible, the Campus Emergency Purchase/Rush Order Request Form
- C. Departmental approvers will approve requisitions using Banner when feasible. If Banner is not accessible, approval may be given verbally or in writing (email) to the Purchasing Department. It is important for all department approvers to have an established proxy in place in the event they do not have Banner access for approvals.
- D. The Purchasing Department will review the requisitions and issue the purchase orders accordingly to the vendor/requestor using the most feasible means available. There may be circumstances where a purchase order is not required and the College will pay by invoice due to urgency.
- E. The Facilities Department will coordinate with the Mail and Receiving Department the product delivery methods using the most feasible means available.
- F. Procurement files will document the history of the procurement, including the rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis of contract price when feasible and practicable under the circumstances.

**JEFFERSON COMMUNITY COLLEGE  
BOARD OF TRUSTEES**

**RESOLUTION NO.:** 160-25  
**DATE:** JULY 2, 2025  
**SUBJECT:** 2024-2025 BUDGET AMENDMENT  
NEXT MOVE NY GRANT  
**GRANT PERIOD:** JULY 1, 2025 – JUNE 30, 2027

**WHEREAS**, the College has received funding from New York State and Empire State Development to build upon existing programs, partners and create a system that supports, educates, trains, credentials and engages transitioning soldiers and spouses to help fill the employment needs of businesses and employers of the North Country and New York State;

**THEREFORE BE IT RESOLVED**, that the Jefferson Community College Board of Trustees hereby approves the following budget amendment:

**INCREASE REVENUE:**

Next Move NY– State Grants & Contracts	2673-3011-5420	<u>\$ 4,000,000.00</u>
<b>Total Revenue Increase</b>		<b>\$ 4,000,000.00</b>

**INCREASE EXPENDITURE:**

Next Move NY – Instructional Equipment	2673-3011-7005	\$ 2,000,000.00
Next Move NY- Professional Service Fees	2673-3011-7241	<u>2,000,000.00</u>
<b>Total Expenditure Increase</b>		<b>\$ 4,000,000.00</b>

**JEFFERSON COMMUNITY COLLEGE  
BOARD OF TRUSTEES**

**RESOLUTION NO.: 161-25**

**DATE: JULY 2, 2025**

**SUBJECT: STUDENT RECEIVABLE WRITE-OFF**

**WHEREAS**, in compliance with generally accepted accounting principles, the College should not retain as accounts receivable balances that are deemed to be uncollectable, and;

**WHEREAS**, the accounts receivable balances set forth in the attached schedule are deemed to be uncollectable;

**NOW, THEREFORE BE IT RESOLVED**, that the Jefferson Community College Board of Trustees hereby approves the adjustment to the tuition receivable accounts in the amount of \$518,962.09.

**JEFFERSON COMMUNITY COLLEGE  
BOARD OF TRUSTEES**

**RESOLUTION NO.:** 162-25

**DATE:** July 2, 2025

**SUBJECT:** APPROVAL OF PERIODIC PROGRAM REVIEW  
CRIMINAL JUSTICE A.S.

**BE IT RESOLVED**, that the Jefferson Community College Board of Trustees hereby approves the attached periodic program review for the Criminal Justice, A.S. degree.

**Jefferson Community College  
Watertown, New York**

**Criminal Justice A.S. Degree Program**

**Program Review  
2017 - 2024**



**Submitted To:  
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Provost, Vice President for Academic and Student Affairs**

**Submitted By:  
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# Governance Proceedings

The Program Review was ratified by the following:

Approving Group	Date Approved
Department/School:	4/24/2025
Division:	5/1/2025
Curriculum Committee:	
Senate:	
Board of Trustees	

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## Introduction

This Review of the Criminal Justice A.S. Degree Program (HEGIS Code 5505) covers the period from Summer 2017 through Spring 2024. The purpose of this Review is to evaluate the effectiveness of the Criminal Justice A.S. Degree Program in meeting the needs of the community served. In order to do this, the Review Committee evaluated statistics on applications, enrollments, graduation, and retention rates; surveyed students who graduated from the programs in the past five years; evaluated SUNY's General Education requirements; reviewed professional standards and reviewed evidence of student learning outcomes assessment results; reviewed the quality and competency of the Criminal justice faculty; and consulted with an external advisory committee.

The main objective of the program is to give students a broad academic background in criminal justice, social science, and other arts and sciences fields. The A.S. degree program is designed primarily as a transfer program. A secondary objective is to help students not continuing their education after two years to gain entry level positions in law enforcement fields.

### Overview of Program

The 64 credit-hour program includes core classes in criminal evidence, criminal administrative procedures, technical writing, psychology, sociology, and American government. A student can also choose from electives including community corrections, sex-crime investigations, and interviews and interrogations that will help the student sharpen skills and make informed judgments.

### Sources of Data

The Program Review Committee sought input for this review from the following sources:

- a. Graduate Survey. A survey instrument (Appendix F) was developed and mailed to all Individuals who graduated from 2017 – 2024. Responses are summarized in Appendix G.
- b. Institutional Data. The Institutional Research Office at Jefferson Community College provided summary data for application and enrollment history, retention, graduation, transfer and employment prospects, student success, and student progress, and additional annual program data.
- c. Program Student Learning Outcome Data and review. The faculty teaching within the program assesses program learning outcomes within applicable courses. The review is located on page 12.
- d. External Review Committee. A focus group of industry and academic members interested in Criminal Justice reviewed curriculum materials and then met with our campus committee on March 3, 2025 for a critical program evaluation.

External reviewers are listed in Minutes from this meeting and are included in Appendix H.

## Progress on Recommendations From the Last Program Review

Recommendations from the last Program Review have been addressed and several curriculum changes were made over the past five years. Recommendations from the last review are as follows:

N/A <i>Not Applicable</i>	S <i>Satisfactorily Accomplished</i>	IP <i>In Progress</i>	N <i>Did Not Accomplish</i>	Rating
1. Continue to offer the Criminal Justice A.S. degree and Certificate programs at JCC.				IP
Discussion: The Criminal Justice Certificate was deactivated and discontinued due to low enrollment numbers with no forecast of numbers increasing. The Criminal Justice A.S. degree is still being offered.				
2. Continue to consider ways to incorporate physical education into the curriculum, possibly through the creation of a new course or embed physical activities in other Criminal Justice courses.				S
Discussion: PED 192 will have a specific section once again for Criminal Justice students. This section was started after the last program review but fell off during COVID. PED 192 for CRJ students has more of a concentration on physical activity as well as creating plans to achieve the physical fitness needed to pass the Cooper Norm Standard.				
3. Explore the possibility of creating a new Certificate in Emergency and Disaster Management.				N
Discussion: It has not been feasible to create a certificate or a degree in Emergency and Disaster management. An informal analysis suggest it would not be feasible to sustain this program.				
4. Change the current requirement of SOC 245 Criminology in the CRJ Certificate program to either SOC 244 Social Problems, SOC 245 Criminology or SOC 246 Juvenile Delinquency.				S
Discussion: The Criminal Justice Certificate was deactivated and discontinued due to low enrollment. These changes are reflected within the Criminal Justice A.S. degree. Microcredentials are being explored as a way to help with professional development within the law enforcement field.				
5. Explore the creation of a new course in preparing written material used in Criminal Justice.				S
Discussion: CRJ 224 Report Writing was created and is a degree requirement within Criminal Justice. CRJ 224 is offered currently in a fully online format and an in-person format is being considered for on campus students.				

## Criminal Justice A.S. Program Data

The following data for the Criminal Justice A.S. program indicates a decline in applications. Prospective student interest is in decline, as relative to campus wide trends. Specific data is indicated in the Applications and the Enrollment History Charts.

The program data for the following areas were compiled from Academic Year 2017 - 2018 to Academic Year 2023 -2024. The charts discussed below include

- Prospective Student Interest
- Fall Enrollment (Headcount) History
- Fall to Fall Retention: Where did they go?

### Chart I: Prospective Student Interest

This chart shows the application history for this program. Please note that the application count includes both full-time and part-time students for each term, as this data is not collected on the JCC application.

#### Applications History: Criminal Justice A.S.

	Summer	Fall	Spring*
2017-18	23	197	60
2018-19	19	207	46
2019-20	21	164	40
2020-21	18	135	36
2021-22	17	90	35
2022-23	9	89	34
2023-24	17	99	31

*Source: Argos Report, Enrollment Data Reports run 10.3.24. Due to the small number of winter applicants, those students have been grouped with spring applicants.*

An examination of the Applications History Table from the academic year 2017-2018 to the academic year 2023-2024, exhibits an overall decline in applications from 280 in 2017-2018 to 147 in 2023-2024. This overall decline is higher than the overall decline in applications at the College during the same period.

## Chart II: Fall Enrollment (Headcount) History

This chart provides the enrollment history for this program (primary and secondary majors considered). Please note that the enrollment counts below are duplicated between terms. For instance, a student who participated in this program in Fall 2021 and Spring 2022 would be counted in the enrollment count for both terms thus counting twice in the “grand total” column.

### Enrollment (Duplicated Headcount): Criminal Justice A.S.

	Fall		Spring		Summer		Winter	Grand Total
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Part-time	
2017-2018	177	41	152	25	1	51	4	451
2018-2019	153	40	124	39		37	21	414
2019-2020	133	31	106	27		33	19	349
2020-2021	92	30	58	24		37	14	255
2021-2022	64	20	52	16		31	12	195
2022-2023	50	21	47	18		18	10	164
2023-2024	55	14	43	15		18	10	155
<b>Grand Total</b>	<b>724</b>	<b>197</b>	<b>582</b>	<b>164</b>	<b>1</b>	<b>225</b>	<b>90</b>	<b>1,983</b>

*Source: SFRZAST run for each term, with duplicate records for those with secondary majors.*

Since 2018, Jefferson's overall fall enrollment has decreased by 31.5%. During the same time period, enrollment in the Criminal Justice AS program has decreased 64.2%.

An examination of the Enrollment (Duplicated Headcount) – Criminal Justice A.S. Table from the academic year of 2017-2018 to the academic year 2023-2024, exhibits an overall decline in Headcount from a Grand Total of 451 in 2018-2019 to 155 in 2023-2024. As mentioned above, this overall decline is higher than the overall decline in enrollment at the College during the same time period. During the same time period Law Enforcement agencies across New York State saw a similar decline in the number of recruits that were applying. Part of this decline has been attributed to the negative view of Law Enforcement Officers in the media and on social media throughout the country.

### Chart III: Fall to Fall: Where did they go?

The table below shows where students enrolled in this program were as of the following fall. For instance, from the Fall 2021 group of students, 28 of them were still matriculated in that program in Fall 2022.

**Where are Criminal Justice A.S. students in the following fall?**

Where are they now?	Fall Term					
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
No Change	60	63	46	35	28	22
Change of Matriculation	9	9	4	5	4	
Graduated	35	30	43	24	14	10
Academically Dismissed	18	11	7	5	2	4
Transferred, no JCC degree	13	15	7	8	7	5
Stop Out - Drop Out	83	65	57	45	29	27
Change in Matriculation						3
<b>Grand Total</b>	<b>218</b>	<b>193</b>	<b>164</b>	<b>122</b>	<b>84</b>	<b>71</b>

*Source: Annual Program Data Points – trend data, updated 12.22.23.*

An examination of Table IV -- Where are Criminal Justice A.S. students in the following fall? Table from the Fall Term of 2017 to the Fall Term of 2022 demonstrates a few interesting statistics:

(1) The percentage of students Academically Dismissed from Criminal Justice has declined since the high of 8.3% in 2017 and varied between 2.4% and 5.7% for the rest of the review time period. This may be due to more emphasis on regular attendance by faculty, a more engaged student population with the reintegration of the internship program, experiential assignments and projects in program courses.

(2) The number of students who have "stopped out/dropped out" has remained steady from 2017 to 2022 at 38%. Program faculty have been cognizant of the added outside stressors that students have had to manage and encourage students to reach out for help sooner rather than later. Additionally, through academic advisement efforts within the program, faculty are in contact with all advisees throughout the semester in order to connect and encourage ongoing student retention. We hope this may alleviate and help to keep these "stopped out/dropped out" numbers on the decline.

## Employment Prospects

Institution: Jefferson Community College

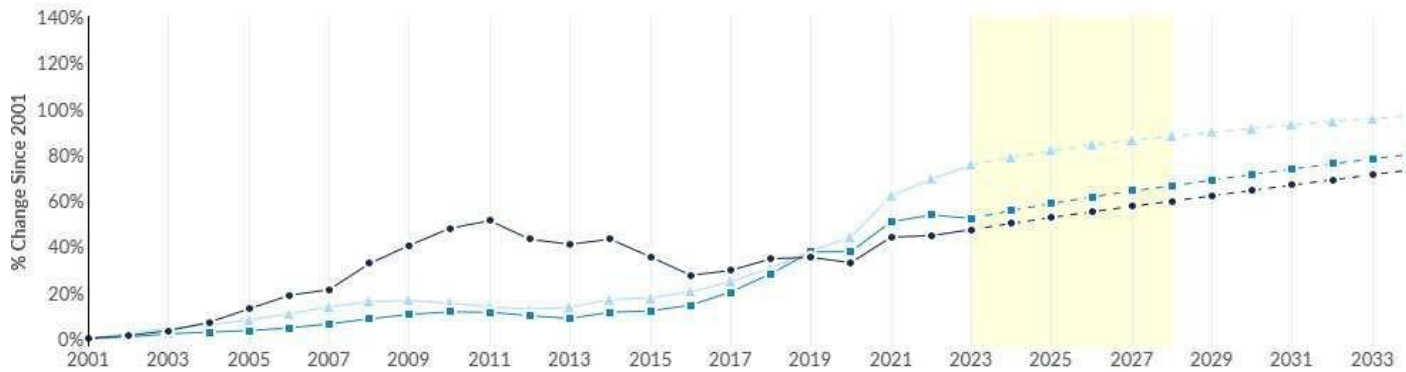
Region: Jefferson, Lewis, and St. Lawrence Counties

Target Occupations SOC codes: See Appendix A

Degree Levels (labor market): Award of at least 2 but less than 4 academic years, bachelor's degrees

\* The employment data provided does not accurately reflect career fields that Criminal Justice A.S. students go into after receiving their degree from Jefferson Community College. Recommendations have been made and discussed about how data is pulled for program reviews. Additional Lightcase data was pulled on April 22, 2025 and has been added into appendix I.

### Labor Market Demand



Region	2023 Jobs	2028 Jobs	# Change	% Change
● Region	2,722	2,950	228	8.4%
● State	217,700	237,911	20,211	9.3%
● Nation	4,453,729	4,765,652	311,923	7.0%

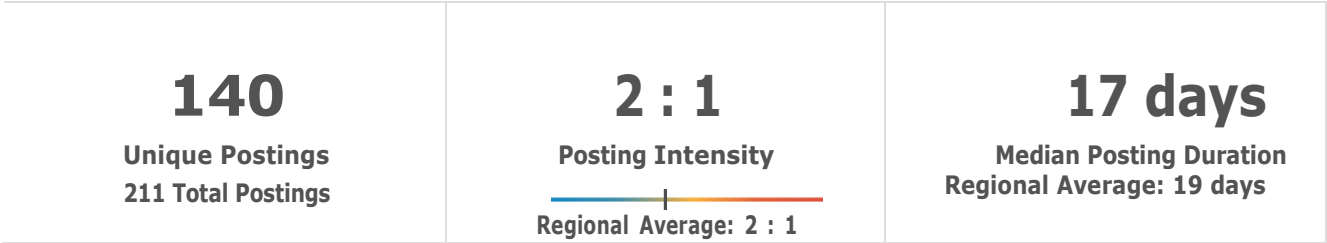
Age	2023 #Jobs	2023 % Percent
18 and under	5	0.2%
19-24	218	8.0%
25-34	709	26.1%
35-44	749	27.5%
45-54	579	21.3%
55+	462	17.0%

In the region (Jefferson, Lewis, and St. Lawrence Counties), criminal justice jobs are more likely to be held by men than women. Below is the breakdown by race and age for jobs where that information is available:

Race/Ethnicity	2023 # Jobs	2023 % Jobs
White	1,793	65.9%
Black or African American	335	12.3%
Hispanic or Latino	369	13.6%
Asian	124	4.5%
Two or more races	96	3.5%
American Indian or Alaska Native	3	0.1%
Native Hawaiian or Other Pacific Islander	2	0.1%

Approximately 17% of those occupying criminal justice jobs are ages 55 and older, which may indicate the potential of future job openings upon retirement.

**Job Posting Summary:**



There were 211 total job postings from October 2023 to September 2024, of which 140 were unique. These numbers give us a Posting Intensity of 2-to-1, meaning that for every 2 postings there is 1 unique job posting. This is close to the Posting Intensity for all other occupations and companies in the region (2-to-1), indicating that they are putting average effort toward hiring for this position.

Month	Unique Postings	Posting Intensity
Sep 2024	17	2 : 1
Aug 2024	7	3 : 1
Jul 2024	7	1 : 1
Jun 2024	9	2 : 1
May 2024	26	1 : 1
Apr 2024	28	1 : 1
Mar 2024	8	2 : 1
Feb 2024	7	1 : 1
Jan 2024	6	2 : 1
Dec 2023	10	1 : 1
Nov 2023	10	2 : 1
Oct 2023	5	1 : 1

County	Unique Postings (Oct 2023 – Sep 2024)
Jefferson County, NY	78
St. Lawrence County, NY	59
Lewis County, NY	3

## Top Companies Posting:

Company	Total/Unique (Oct 2023 - Sep 2024)	Posting Intensity	Median Posting Duration
Cornell Cooperative Extension	10 / 8	1 : 1	35 days
Federal Bureau of Investigation	8 / 7	1 : 1	17 days
State University of New York	9 / 6	2 : 1	n/a
AECOM	5 / 5	1 : 1	31 days
Bristol-Myers Squibb	8 / 5	2 : 1	16 days
Clarkson University	13 / 5	3 : 1	33 days
Claxton Hepburn Medical Center	14 / 5	3 : 1	n/a
Disability Solutions	6 / 5	1 : 1	17 days
St. Lawrence University	9 / 5	2 : 1	46 days
CompHealth	6 / 4	2 : 1	6 days

## Top Cities Posting:

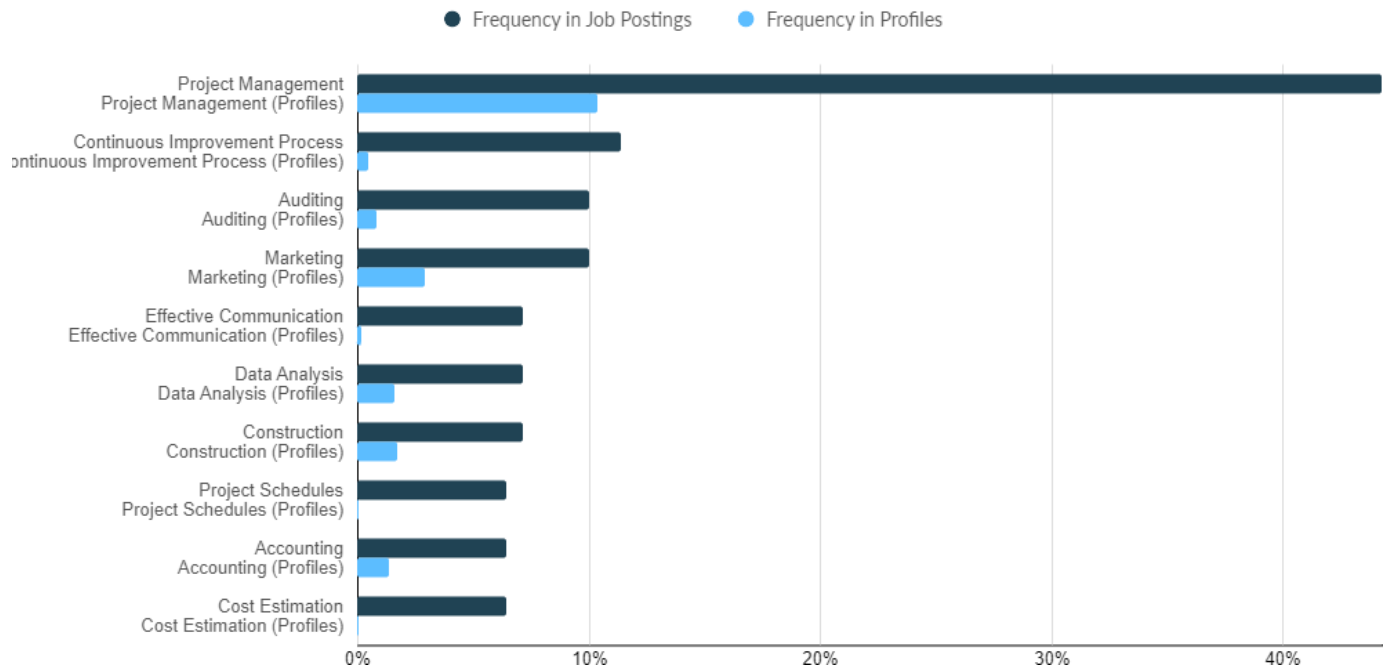
City	Total/Unique (Oct 2023 - Sep 2024)	Posting Intensity	Median Posting Duration
Philadelphia, NY	50 / 42	1 : 1	16 days
Potsdam, NY	30 / 16	2 : 1	33 days
Massena, NY	23 / 13	2 : 1	38 days
Canton, NY	18 / 12	2 : 1	14 days
Watertown, NY	18 / 9	2 : 1	19 days
Fort Drum, NY	9 / 7	1 : 1	18 days
Morristown, NY	12 / 7	2 : 1	16 days
Ogdensburg, NY	11 / 7	2 : 1	6 days
Belleville, NY	5 / 4	1 : 1	19 days
Carthage, NY	11 / 4	3 : 1	n/a

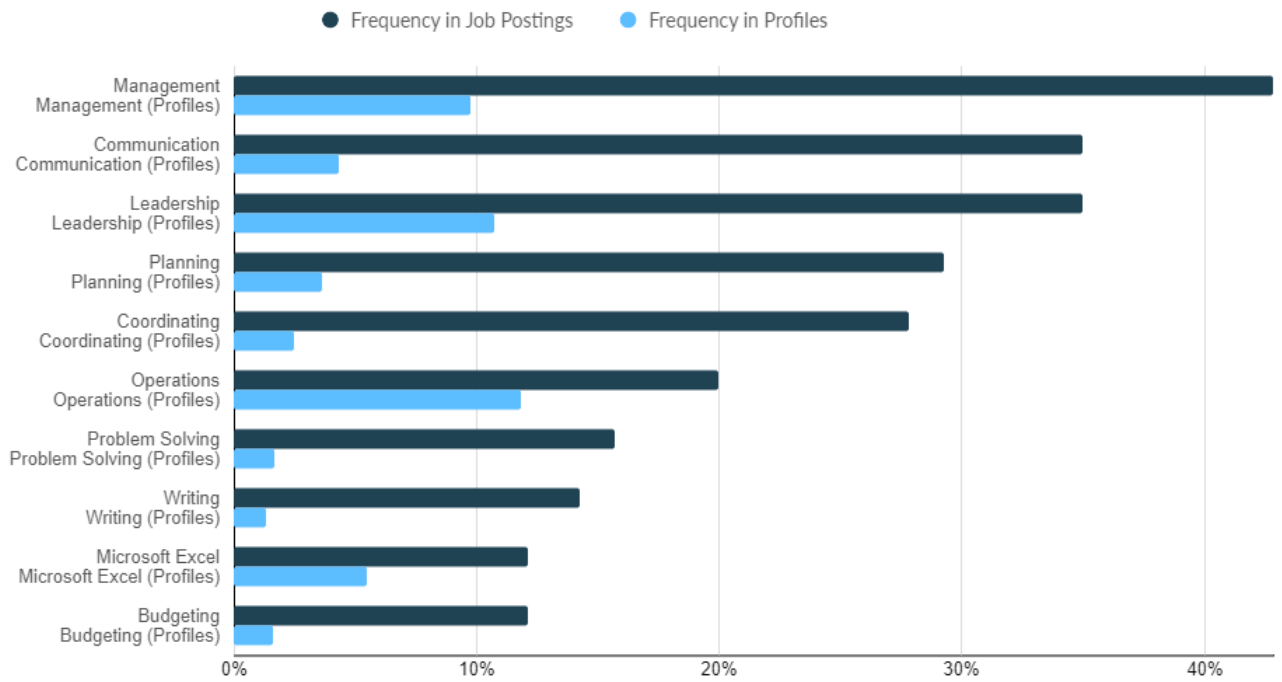
## Top Posted Job Titles:

Job Title	Total/Unique (Oct 2023 - Sep 2024)	Posting Intensity	Median Posting Duration
Project Managers	26 / 18	1 : 1	16 days
Background Specialists	7 / 6	1 : 1	17 days
Program Coordinators	8 / 6	1 : 1	33 days
After School Educators	7 / 5	1 : 1	35 days
Directors of Outdoor Programs	8 / 4	2 : 1	46 days
Environmental Project Managers	11 / 4	3 : 1	n/a
Oncologists	5 / 3	2 : 1	6 days
After School Program Supervisors	3 / 2	2 : 1	n/a
Assistant Project Managers	2 / 2	1 : 1	16 days
Associate Directors of Regulatory Affairs	5 / 2	3 : 1	n/a

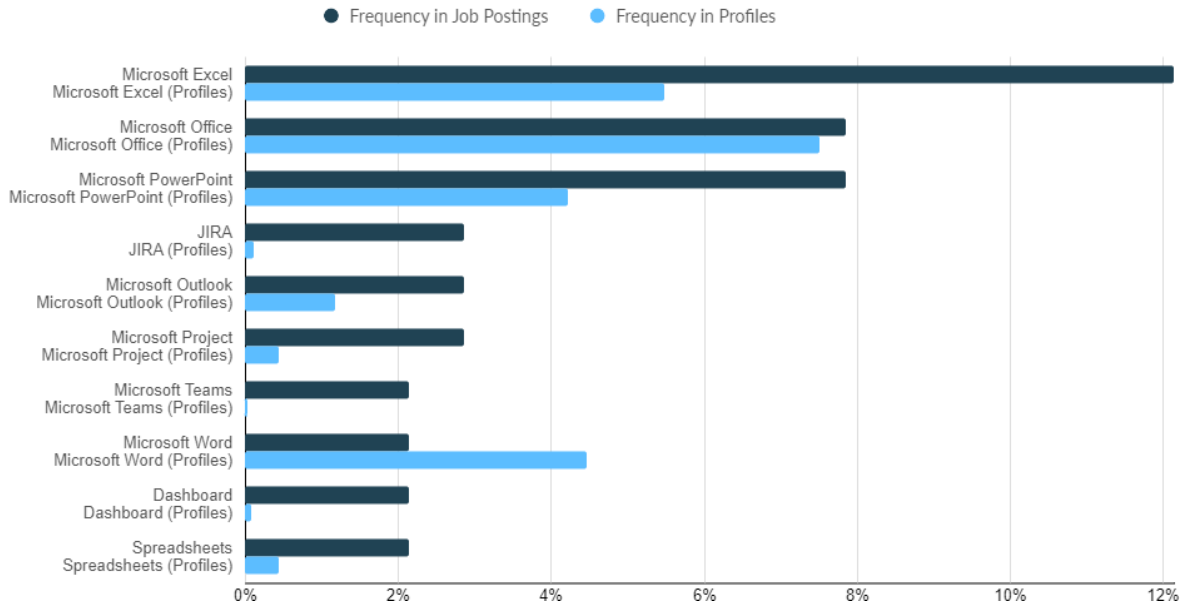
## Top Specific Skills

### Top Specialized Skills





Top Software Skills



## Occupations:

Code	Description	Code	Description
11-9161	Emergency Management Directors	33-1012	First-Line Supervisors of Police and Detectives
11-9199	Managers, All Other	33-3021	Detectives and Criminal Investigators
13-1075	Labor Relations Specialists	33-3051	Police and Sheriff's Patrol Officers
13-1082	Project Management Specialists	43-5031	Public Safety Telecommunicators
13-1199	Business Operations Specialists, All Other		

*Source: Annual Program Data Points – trend data, updated 10/03/2024*

### Student Success in Coursework

The chart below shows the success rate of new Criminal Justice AS students in the suggested first semester coursework during their first semester at Jefferson.

This data is from the last three fall terms (fall 2020, 2021, and 2022). Elective courses were not included in the chart.

Course	# of students	Success Rate
CIS 110	1	100%
CRJ 101	56	77%
ENG 101	14	79%
INT 111	14	79%
MTH 144+	34	68%
PSY 133	36	64%

According to the data provided in the above table, fewer students are taking CIS 110 in their first semester. This has been attributed to more students coming into college needing developmental courses in English and Math during the first and second semester. This increase in the need for developmental courses will necessitate a need to analyze the current four semester pathway.

### Program Learning Outcomes Review

The Criminal Justice program features the following Student Learning Outcomes

1. Read, understand, and interpret written information and prepare written reports.
2. Apply laws, policies, procedures, and directives in criminal justice settings.
3. Communicate effectively.
4. Understand the organizational structure of criminal justice agencies.

#### Conclusion:

Student Learning Outcomes (SLO) are still appropriate given the program goals. Further assessment is done yearly to ensure course compliance related to the SLOs. Based on the Graduate Survey Results, students also reported high rates of satisfaction related to the various topics related to all current SLOs.

## **Graduate Survey Results**

Complete Graduate Survey Results available in the Appendix

### **Introduction and Methodology**

As part of Jefferson Community College's on-going assessment process, a review of each of its academic programs is conducted every five years. As part of that process, surveys are mailed or emailed to every graduate of the program under review who graduated during the previous five years. In Spring 2024, surveys were mailed to 173 individuals who graduated from the Criminal Justice AS degree program between Fall 2017 and Spring 2024.

Graduates were asked to complete the survey on-line or return the survey to the Office for Institutional Research. Additional outreach by mail, email and telephone was conducted to program graduates by the Office for Institutional Research in September.

### **Data Collection**

- 13 of the 173 surveys were completed either online or by mail (8%).

To gather additional data regarding program graduates, the Office of Institutional Research and Planning used the National Student Clearing House Student Tracker function to determine if any of the non-respondents continued their education after leaving Jefferson Community College. According to this data source, 89 program graduates (51% of total program graduates) continued their education after leaving Jefferson Community College.

### **Enrollment Status**

Of the respondents to the survey, 75% continued their education. Of those who continued their education 78% of respondents indicated they were full-time at their new school. Respondents were asked how well their JCC coursework prepared them for their upper division courses and 43% of the respondents stated that they were "Very well prepared for upper division coursework" and 57% stated that they were "Generally well prepared, with some weaknesses".

### **JCC Effectiveness**

Within the Graduate Survey, respondents were questioned about their experiences with JCC. The questions are listed below with the responses:

- Of the respondents to the survey, 92% of the 12 respondents agree that Jefferson enabled them to utilize effective communication skills in reading, writing, speaking and listening.
- Additionally, of the 12 respondents, 75% agreed that they were able to solve problems through logical reasoning and the scientific method and the ability to discern thought patterns and beliefs in my own decisions and in the works of others.
- In terms of selecting the most appropriate technological tool(s) and understanding

technology's impact on self and society 75% responded that they agreed while 17% were neutral.

- When asked if they were able to access, evaluate, synthesize and communicate information effectively using a variety of sources, including print and electronic, of the 11 respondents, 91% agreed, while 9% remained neutral.
- Another question about JCC effectiveness is whether they could interpret, compute, and apply quantitative data, 73% of the 11 respondents agreed with the statement, while 18% were neutral and 14% disagreed.
- Finally, the survey question, "Demonstrate knowledge of diverse peoples and their cultures" was answered by 12 of the respondents and 75% agreed while 8% remained neutral.

**Observation:** Overall, the students' experience here at Jefferson was positive.

### Program Effectiveness

Within the Graduate Survey, respondents were questioned about their experiences in the Sports Management AS program. The questions are listed below with the responses:

- 83% of the 12 respondents agree that their instructors at JCC were effective.
- Of the 12 respondents, 2 respondents received their advising at Fort Drum and remained neutral on whether their advisor was effective.
- Of the 7 respondents, 57% self-registered through SOAR and found the process to be effective while 43% of the respondents did not self-register.
- Of the 12 respondents, 83% were satisfied with the overall quality of the instruction in my major field while 8% remained neutral.
- Of the 12 respondents, 83% agreed that the courses within the program were offered with sufficient regularity, while 17% remained neutral and the other 14% disagreed.
- Of the 12 respondents, 75% were satisfied with the overall quality of instruction outside my major field and 17% responded as neutral
- Of the 12 respondents, 75% stated that the courses they have taken provide them with valuable knowledge for my chosen career and future research and 17% were neutral while 14% disagreed.
- Of the 12 respondents, 83% agreed that the academic advising provided from my faculty advisor was effective while 17% remained neutral.
- Of the 9 respondents, 78% agreed that the academic advising they received from the advising center was effective while 22% remained neutral.

**Observation:** Overall, the response was positive to the students' experience within the Criminal Justice A.S. program.

### Continuing Education

According to the graduate survey, 75% of the 12 respondents continued with their formal education while 8% did not continue their formal education. For those that continued their education, the questions and responses are as follows:

- Of the 8 respondents, 78% were full-time students at their new school.
- Of the 8 respondents, 38% stated they received full transfer credit for their JCC

coursework. 38% stated they received 30-50 credit hours, while 25% stated they received more than 50 credit hours.

- Of the 7 respondents, 43% stated that JCC prepared them very well for their upper division coursework.
- Of the 7 respondents, 86% stated that there were no specific courses that made their transfer easier, while 14% responded that their specific courses that made transfer easier. No specific courses were listed by the respondents.
- Finally, 51% of the program graduates transferred to another school. Of those who transferred, 65% continued in a program related to Criminal Justice.

**Observation:** Overall, it seems we are meeting the needs of our continuing students and can continue to transfer colleges with minimum difficulties.

## Success in the Job Market

According to the graduate survey, this section covers employment of our Criminal Justice graduates. Of the 6 respondents to the survey, 4 of the respondents are employed (working full-time 30+ hours week) in a field related to Criminal Justice while two are employed in a in a non-related field. For those in the workforce, the questions and responses are as follows:

- Of the 6 respondents, 100% stated JCC helped prepare them for their occupation. Their Employers and Job Title are:

Altus Schools	Resource Center Associate	1
Bay Ridge Center	NNORC Program Director	1
Chicago Police Department	Police Officer	1
New York State corrections and community services	Correction Officer	1
New York State Courts	Court Officer	1
NYS OPWDD	Auditor 2	1

- Of the 6 respondents, 3 stated their salary was better than expected because of completing their degree, 3 stated it was about as expected.
- The next question was, “How does your current job compare to the type of job you expected to have as a result of completing your Jefferson Program?” Of the 6 respondents, 2 stated better than expected, 4 stated about as expected. In their area, comments are solicited, and one comment was added, “Thankful to all my professors who gave me a practical learning environment.”

**Observation:** It is interesting to note that many of the graduates are going into careers not related to Criminal Justice. However, the majority are working in their chosen career paths.

### Recommendations/Suggestions for Program Improvement

According to the graduate survey, this section covers comments on experiences at JCC and suggestions for improvement. These comments are direct quotes from the surveys and are unedited:

*I enjoyed attending JCC as an older student. I didn't feel old at all. I was treated like one of the kids. I wish that I had been able to go to the shooting range but there was no one qualified to do that. I also wish that there had been forensic science. The best part of my experience was Mr. Suttons field work at his home and I loved my internship at the Jefferson County Medical Examiner's Office.*

*I feel like the criminal justice courses I took helped prepare me for my academy as far as curriculum but the classes I took such as racket sports, hiking, and philosophy did not do anything for me and was a waste of my time and money*

*My experiences at JCC prepared me for further education at a 4 year institution. The only suggestion that I would have is having advisors assist students more with that transition to another university if they are continuing their education.*

*I received a great education at JCC and have no doubt I will have future success in my chosen field. I am currently unemployed due to a deployment by my spouse overseas and a surprise pregnancy. I intend to continue my education in the future and am confident in the skills I learned at JCC. Props to Mr. Alteri for creating a passion for Criminal Justice.*

**If students were to start over, they would...**

Attend Jefferson but enroll in a different curriculum  
75%

Attend Jefferson and enroll  
in the same curriculum  
25%

According to the survey data, 75% of respondents stated they would attend Jefferson but enroll in a different curriculum while 25% of respondents stated they would stay in the same curriculum. Considering this statement, the program will continue to collect data on graduate student outcomes (for those that are working in the field), identify potential transfer pathways earlier on in the advising process, and any concerns that the students have with the program that would stop them from wanting to complete the program again.

## External Review Advisory Board Recommendations

The meeting started at 8:30 am on March 3, 2025 and was held over zoom. The minutes of the meeting are included in Appendix H.

Members of the Criminal Justice Advisory Board served as the External Review Committee:

Nicholas Thornthwaite – Assistant Professor of Criminal Justice

Dr. Mallory Jackson – Department Chair of Education & Public Services

Dr. Brandon Maxam – Professor of English Jefferson Community College

Timothy Grosse – Professor of Mathematics Jefferson Community College

Dr. Megan Stadler – Associate Vice President of Liberal Arts

Paul Alteri – Criminal Justice Adjunct and retiree

Peter Barnett - Jefferson County Sherrif

Charles Donoghue – Chief of Police Watertown Police Department

Kurt Tennant – Assistant Port Director Alexandria Bay Port of Entry, U.S. Customs and Border Patrol

Peter Jackson – Investigator of NYS ENCON Police

Harold Barber - Captain, NYS Department of Environmental Conservation

Joseph Plummer – Director, Jefferson County Fire & Emergency Management

Kristine Maloney – Director, Jefferson County Probation Department

Recommendation 1: Continue with Physical Education requirements as currently 50% of all candidates that are selected fail out of the academy due to an inability to pass the agility test that is given prior to the start of the academy. Also, look into possibly adding more physical education classes centered around physical activity to better prepare candidates going into an academy straight out of college.

Recommendation 2: Writing skills among current police academy candidates is subpar. Continue requiring English 101 and 102 for Criminal Justice students along with more writing with required classes. When possible, add Criminal Justice report writing as an in-person class.

Recommendation 3: Public speaking is critical to those entering Law Enforcement. Require public speaking for all Criminal Justice students. Managing conflict is also key for de-escalation skills required by candidates, explore requiring Managing Conflict as a required course. Along with Managing Conflict integrate more shoot/don't shoot scenarios within Basic Firearms class using the simulator.

Recommendation 4: Investigate adding a defensive tactics course to the program. Most candidates do not know how to defend themselves hand to hand combat and need the basic skills to be able to defend themselves and the public.

Recommendation 5: Candidates need to have basic computer skills which students are getting with Introduction to Computing. Continue with computing requirements within program and stress importance to students.

## Conclusions and Recommendations

The Criminal Justice A.S. degree continues to remain a viable and vital program to the success of students entering into the Law Enforcement field and to the Liberal Arts Department.

### Conclusions/Recommendations:

Conclusion 1: Public Speaking and Managing Conflict are important tools for students when they enter the Law Enforcement field. Cadets need to know how to speak to people and be comfortable doing so. At the same time, they need to be able to de-escalate a situation and know when to say and how to say it.

Recommendation 1: Explore removing Philosophy 101 as a program requirement and require both Public Speaking and Managing Conflict as degree requirements instead of students having to choose between them.

Conclusion 2: It was noted by the External Advisory Committee that they are losing an unacceptable number of candidates due to their inability to pass the agility test and meet Cooper Norm Standards for Physical Fitness. Also, students do not have the ability to defend themselves, if need be, when entering an academy.

Recommendation 2: Explore the feasibility of adding Phase 1 of the Police Academy at Jefferson Community College. Adding the program as an accreditation that students can achieve after completing their degree and creating better candidates entering the Law Enforcement Field.

Conclusion 3: Due to enrollment declines within the program over the last five years we need to more ways to bring potential students into the program and retain them through graduation.

Recommendation 3: Explore new ways, in conjunction with Enrollment Services, to bring attention to the JCC Criminal Justice Program. One way to explore these options would be by offering a Criminal Justice Day at JCC in conjunction with local law enforcement agencies, BOCES programs, and high schools' students. The program and department will develop a plan to improve new student recruitment and address student attrition during the 25-26 year with implementation in the fall of 2026.

Conclusion 4: Candidates to the academy need to improve their writing skills. Continuing with requiring English 101 and 102 is a good start. Looking at more ways to introduce writing into the required Criminal Justice Courses.

Recommendation 4: Review current class structures for ways to include more writing within both online and in-person classes. Explore the possibility of adding an in-person section of Criminal Justice Report writing to those students who are completing the program on campus.

## Appendix A: Criminal Justice A.S. Degree Worksheets Effective Fall 2023

Current Program	Cr Hrs	Revised Program	Cr Hrs	*Attribute/s
<b>Major Requirements</b>	18	<b>Major Requirements</b>	19	
CRJ 101: Introduction to Criminal Justice	3	CRJ 101: Introduction to Criminal Justice	3	TP
CRJ 102: Criminal Administrative Procedures	3	CRJ 102: Criminal Administrative Procedures	3	TP
CRJ 224: Criminal Justice Report Writing	3	CRJ 224: Criminal Justice Report Writing	3	
CRJ 233: Basic Firearms or CRJ 207 Community Corrections	3	CRJ 233: Basic Firearms <b>or</b> CLS 101 Critical Reading and Thinking	3	CT (if CLS101 is chosen)
CRJ Elective	6	CRJ 211: Practicum in Criminal Justice	3	
		CRJ Elective	3	If CRJ 105 or 106 completed, then TP
		INT 111: College Foundations	1	
<b>Liberal Arts Requirements</b>		<b>Liberal Arts Requirements</b>	40	
ENG 101: Research and Composition	3	ENG 101: Research and Composition	3	LA, C, IL
ENG 102: Literature and Composition	3	ENG 102: Literature and Composition	3	LA, H
STA 151: Public Speaking <b>or</b> STA 211: Managing Conflict	3	STA 151: Public Speaking <b>or</b> STA 211: Managing Conflict	3	LA, H
PSY 133: Intro to Psychology	3	PSY 133: Intro to Psychology	3	LA, S, TP, CT
PSY 235: Abnormal Psychology	3	PSY 235: Abnormal Psychology	3	LA, S
POL 121: Intro to American Government <b>or</b> POL 122: State and Local Government	3	POL 121: Intro to American Government <b>or</b> POL 122: State and Local Government	3	LA, S

<b>Current Program</b>	<b>Cr Hrs</b>	<b>Revised Program</b>	<b>Cr Hrs</b>	<b>*Attribute/s</b>
SOC 144: Intro to Sociology	3	SOC 144: Intro to Sociology	3	LA, D, S, TP
SOC 244: Social Problems or SOC 245: Criminology or SOC 246: Juvenile Delinquency	3	SOC 244: Social Problems or SOC 245: Criminology or SOC 246: Juvenile Delinquency	3	LA, S, TP
MTH 144: Elementary Statistics or higher (Except MTH 148/MTH 149)	3	MTH 144: Elementary Statistics or higher (Except MTH 148/MTH 149)	3	LA, M, TP (If MTH 144 or MTH 174 is completed)
Lab Science	4	Lab Science	4	LA, N
Science or Mathematics Elective	3	Science or Mathematics Elective	3	LA
<b>Choose One Course from Two of the Following areas:</b>	<b>6</b>	<b>Choose One Course from Two of the Following areas:</b>	<b>6</b>	
American History (HIS 150 or HIS 151)	3	US History and Civic Engagement (HIS 150 or HIS 151)	3	If chosen LA, D, U, S
PHI 101: Introduction to Philosophy	3	PHI 101: Introduction to Philosophy	3	If chosen LA, H
The Arts (ART 104)	3	The Arts (ART 104)	3	If chosen LA, A, H
Foreign Language (ARA, ASL, FRE, GER, ITA, LAT, SPA)	3	World Language (ARA, ASL, FRE, GER, ITA, LAT, SPA)	3	If chosen LA, L, H
<b>Computer Science Requirement</b>	<b>3</b>	<b>Computer Science Requirement</b>	<b>3</b>	
CIS 110: Introduction to Computing and Applications	3	CIS 110: Introduction to Computing and Applications	3	
<b>Physical Education Requirements</b>	<b>2</b>	<b>Physical Education Requirements</b>	<b>2</b>	
PED 192 – Physical Conditioning	1	PED 192: Physical Conditioning	1	
Physical Education Elective	1	Physical Education Elective	1	
<b>Total Credits</b>	<b>63</b>	<b>Total Credits</b>	<b>64</b>	

Current Program	Cr Hrs	Revised Program	Cr Hrs	*Attribute/s
		<b>Total Liberal Arts Credits</b>	<b>40</b>	
		<b>Total General Education Credits</b>	<b>37</b>	

## Appendix B: Criminal Justice Program Learning Outcomes

PLO 1	Read, understand, and interpret written information and prepare written reports
PLO 2	Apply laws, policies, procedures, and directives in criminal-justice settings
PLO 3	Communicate effectively
PLO 4	Understand the organizational structure of criminal justice agencies

## Appendix C: Transfer Information

Alfred State College	Null	Null	Null	1
American Public University System	Null	Null	Null	1
	Bachelor of Arts	Criminal Justice	April 1, 2024	1
	Legal Studies	Null	May 26, 2024	1
	Master of Arts	Criminal Justice	June 1, 2022	1
Arizona State University	Null	Null	Null	1
Ball State University	Null	Null	Null	1
California State University	Null	Null	Null	1
Central State University	Null	Null	Null	1
Chamberlain University	Null	Null	Null	1
CUNY John Jay College of Criminal Justice	Bachelor of Arts	Forensic Psychology	January 1, 2020	1
	Bachelor of Science	Criminal Justice	June 1, 2023	1
			June 1, 2024	1
			September 1, 2024	1
Master of Arts	Forensic Psychology	June 1, 2022	1	
CUNY New York City College of Tec..	Null	Null	Null	1
DePaul University	Null	Null	Null	1
Devry University	Null	Null	Null	1
	Bachelor of Professio..	Technical Management	April 22, 2023	1
Empire State University	Null	Null	Null	1
	Bachelor of Arts	Psychology	January 1, 2021	1
	Bachelor of Science	Community & Human Services	September 1, 2021	1
		Public Affairs	May 1, 2022	1
		Security Studies	May 1, 2022	1
Master of Science	Information Technology	January 1, 2024	1	
Grand Canyon University	Null	Null	Null	1
High Point University	Null	Null	Null	1
Hilbert College	BS	Criminal Justice	May 17, 2022	1
Hilbert College	Null	Null	Null	1
Houghton University	Bachelor of Arts	Spanish	December 31, 2021	1
Keuka College	Bachelor of Science	Criminal Justice	August 31, 2021	1
		Social Work	February 28, 2022	1
			May 20, 2023	1
Liberty University	Null	Null	Null	1
	Bachelor of Science	Aviation	May 6, 2022	1
Massachusetts College of Liberal Arts	Null	Null	Null	1
Medaille University	Null	Null	Null	1
Monterey Peninsula College	Null	Null	Null	1
Newberry College	Null	Null	Null	1
Oregon State University	Null	Null	Null	2
Pennsylvania State University	Null	Null	Null	1
Rowan-Cabarrus Community College	Null	Null	Null	1

Sacramento City College	Null	Null	Null	1	
Southern Illinois University	Null	Null	Null	1	
Southern New Hampshire University	Null	Null	Null	2	
Southern New Hampshire University	Bachelor of Arts	Psychology	July 1, 2022	1	
			September 1, 2023	1	
			January 1, 2024	1	
Spokane Community College	Certificate - Welding ..	Welding & Fabrication C45	June 17, 2022	1	
SUNY Brockport	Null	Null	Null	2	
	Bachelor of Science	Criminal Justice	May 15, 2020	1	
			May 12, 2023	1	
			May 17, 2024	1	
	Journalism and Broadcasting		August 14, 2021	1	
SUNY Broome Community College	Null	Null	Null	1	
SUNY Canton	Null	Null	Null	6	
	Bachelor of Technology	Criminal Investigation	May 20, 2022	1	
			May 19, 2023	1	
			May 17, 2024	1	
		Homeland Security		December 24, 2020	1
				August 20, 2021	1
		Law Enforcement Leadership		May 15, 2020	1
SUNY College of Environmental Sci..	Baccalaureate	Sustainable Energy Management	May 13, 2023	1	
SUNY Finger Lakes Community Colle..	Null	Null	Null	1	
SUNY Jefferson Community College	Null	Null	Null	7	
	Associate in Applied Science	Chemical Dependency	May 15, 2020	1	
		Nursing	May 17, 2024	1	
	Associate in Science	Human Services	May 15, 2020	1	
SUNY Oswego	Null	Null	Null	1	
	Bachelor of Arts	Criminal Justice	December 12, 2020	1	
			May 15, 2021	1	
			May 14, 2022	1	
			December 10, 2022	1	
			May 13, 2023	1	
			May 11, 2024	2	
			English	May 11, 2024	1
Public Justice BA	May 16, 2020	1			
SUNY Plattsburgh Bachelor of Arts		Criminal Justice	May 18, 2019	1	
SUNY Potsdam	Null	Null	Null	6	
	Bachelor of Arts	Criminal Justice	May 18, 2019	1	
			May 22, 2021	2	
			May 21, 2022	1	
			May 18, 2024	1	
SUNY University at Albany	Null	Null	Null	3	
	Bachelor of Arts	Criminal Justice	May 17, 2020	1	

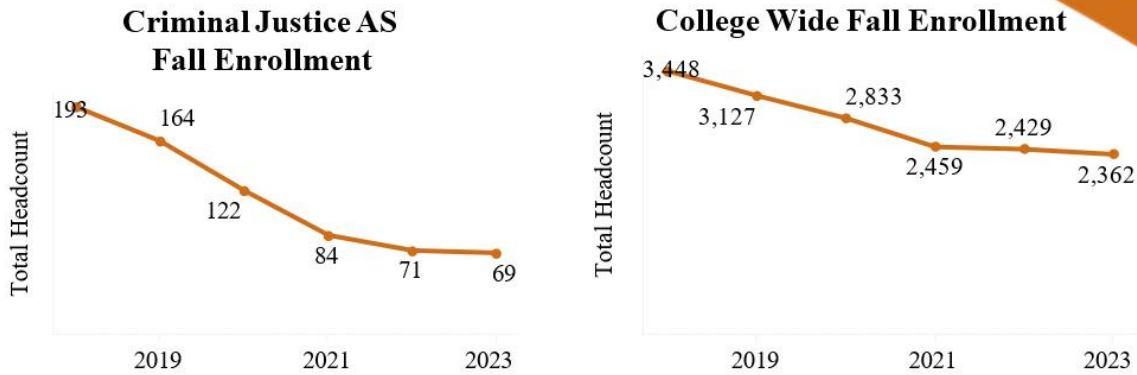
SUNY University at Buffalo	Bachelor of Science	Business Administration	June 1, 2022	1
Syracuse University	Null	Null	Null	2
Texas State University	Null	Null	Null	1
Troy University	Null	Null	Null	1
University of Central Florida	Bachelor of Science	Criminal Justice	December 17, 2021	1
	Undergraduate Certifi..	Criminal Profiling Certificate	December 17, 2021	1
University of Maine - Presque Isle	Null	Null	Null	1
University of Maryland	Null	Null	Null	1
	Bachelor of Science	Criminal Justice	May 30, 2020	1
University of North Carolina	Bachelor of Arts	Criminal Justice	November 21, 2020	1
University of Texas at El Paso	Null	Null	Null	1
University of the Southwest	Null	Null	Null	1
Walden University	Null	Null	Null	1

## Appendix D: Criminal Justice A.S. Annual Data Points 2022-23

### Annual Program Stats 2022-23

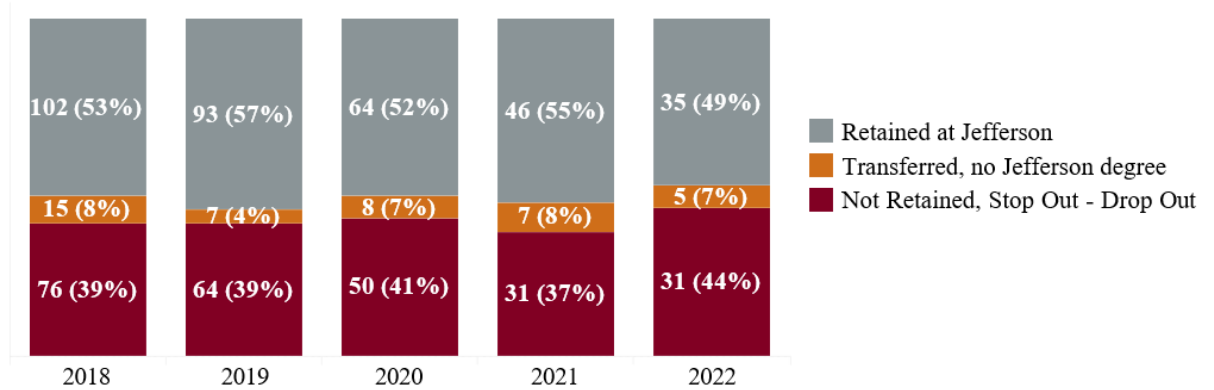


#### Criminal Justice AS Program



Since 2018, Jefferson's overall fall enrollment has decreased by **31.5%**. During the same time period, enrollment in the Criminal Justice AS program has decreased by **64.2%**. The chart below provides more detail on program retention.

#### Fall-to-Fall: Where did they go?



## Top Transfer Colleges

## Top Transfer Programs

SUNY Oswego	9	Criminal Justice	26
SUNY Canton	8	Undecided	7
SUNY Potsdam	6	Psychological Science	5
SUNY Jefferson	5	Criminal Investigation	4
CUNY John Jay College of Criminal Ju..	3	Business Administration	3
SUNY Brockport	3	Homeland Security	3
SUNY Empire State University	3	<u>Associate in Arts</u>	2
University of Maryland	3	Criminal Justice (Institutional Theory a..	2
American Public University System	2	General Education	2
Bryant & Stratton College	2	Liberal Arts - General Studies	2
Southern New Hampshire University	2	Political Science	2
SUNY Onondaga Community College	2	Sociology	2

**In fall 2022, there were 71 students enrolled in the Criminal Justice AS program.**

### Prospective Student Interest:

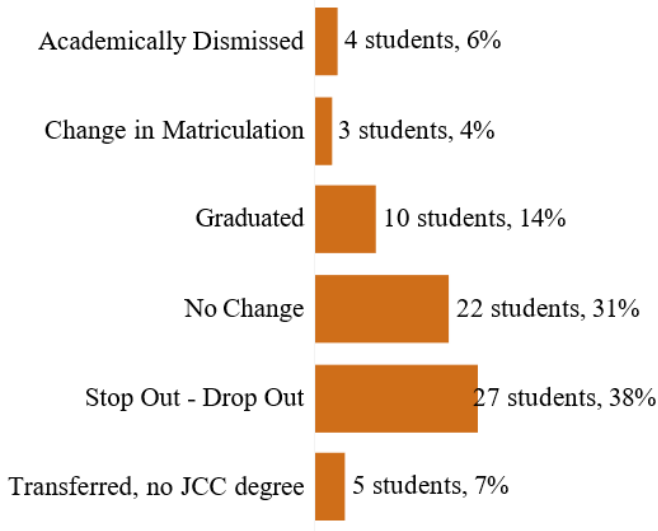
In fall 2022, **89** students applied for the Criminal Justice AS program.

**29** new and/or transfer students enrolled.

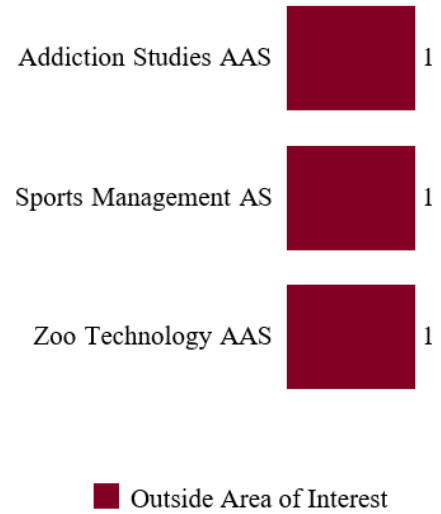
Applicants who did not enroll at Jefferson chose to go to:

SUNY Canton	2
SUNY Mohawk Valley Community College	2
SUNY Onondaga Community College	2
SUNY Tompkins Cortland Community College	2

### Fall 2022 students in Fall 2023



### Matriculation Change



**29%** of new students successfully earned 12+ credits in their first semester in this program.  
*\*College average is 34%.*

### Student success in first semester coursework:

The chart to the right shows the success rate of new Criminal Justice AS students in the suggested first semester coursework during their first semester at Jefferson. This data is from the last three fall terms (fall 2020, 2021, and 2022). Elective courses were not included in the chart.

Course	# of students	Success Rate
CIS 110	1	100%
CRJ 101	56	77%
ENG 101	14	79%
INT 111	14	79%
MTH 144+	34	68%
PSY 133	36	64%

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CRJ 102	A	A	A	A															
CRJ 224	A	A	A	A															
CRJ 233 or CLS 101	A	A	A	A										X					
CRJ 211	A	A	A	A															
*CRJ electives	A	A	A	A															
CIS 110																		X	
P.E.																			
<b>Program SLOs:</b>	<b>1 - Read, understand, and interpret written information and prepare written reports</b> <b>2 - Apply laws, policies, procedures, and directives in criminal-justice settings</b> <b>3 - Communicate effectively</b> <b>4 - Understand the organizational structure of criminal justice agencies</b> <b>5 -</b>																		

## Appendix F: Graduate Survey

The graduate survey questions were as follows:

My experience at JCC enabled me to.....

- Solve problems through logical reasoning and the scientific method and the ability to discern thought patterns and beliefs in my own decisions and in the works of others
- Select and use the most appropriate technological tool(s) and understand technology's impact on self and society
- Access, evaluate, synthesize and communicate information effectively using a variety of sources, including print and electronic
- Interpret, compute, and apply quantitative data
- Demonstrate knowledge of diverse people and their cultures

The following questions were asked about their experience in the Criminal Justice Program...

- The academic advising I received from the Jefferson advisors at Fort Drum was effective
- I self-registered through SOAR and found the process to be effective
- I was satisfied with the overall quality of the instruction in my major field
- Courses within the program are offered with sufficient regularity
- I was satisfied with the overall quality of instruction outside my major field
- The courses I have taken provide me with valuable knowledge for my chosen career and future research
- The academic advising I received from my faculty advisor was effective
- The academic advising I received from the advising center was effective

The following questions were asked in regards to the respondents' Employment:

- Did you continue your formal education?
- If you did continue your formal education, how much transfer credit did you receive for your JCC coursework?
- How well did your coursework at JCC prepare you for your upper division coursework?
- Are there specific courses that would have made your transfer easier?

The following questions were asked in regards to Employment:

- Current employment status? Job relation, Not related, or Related
- Name of Employer and Job Title
- How does your salary compare to what you expected as a result of completing your JCC program?
- How does your current job compare to the type of job you expected to have as a result of completing your Jefferson program?

Comments on experiences at JCC and suggestions for improvement:

- If students were to start over, they would..
  - Attend Jefferson but enroll in a different curriculum
  - Attend Jefferson and enroll in the same curriculum

## Appendix G: Graduate Survey Results

Experience at Jefferson:

**92%** of respondents **AGREE** that Jefferson enabled them to utilize effective communication skills in reading, writing, speaking, and listening.

### My experience at JCC enabled me to...

Solve problems through logical reasoning and the scientific method and the ability to discern thought patterns and beliefs in my own decisions and in the works of others (12 respondents).



Select and use the most appropriate technological tool(s) and understand technology's impact on self and society (12 respondents).



Access, evaluate, synthesize and communicate information effectively using a variety of sources, including print and electronic (11 respondents).



Interpret, compute, and apply quantitative data (11 respondents).



Demonstrate knowledge of diverse peoples and their cultures (12 respondents).



Agree Neutral Disagree

## Experience in the Criminal Justice Program:

**83%** of respondents **AGREE** that their instructors at JCC were effective.

The academic advising I received from the Jefferson advisors at Fort Drum was effective (2 respondents).



I self-registered through SOAR and found the process to be effective (7 respondents).



I was satisfied with the overall quality of the instruction in my major field (12 respondents).



Courses within the program are offered with sufficient regularity (12 respondents).



I was satisfied with the overall quality of instruction outside my major field (12 respondents).



The courses I have taken provide me with valuable knowledge for my chosen career and future research (12 respondents).



The academic advising I received from my faculty advisor was effective (12 respondents).



The academic advising I received from the advising center was effective (9 respondents).



Agree

Neutral

Disagree

## Continuing Education:

### Continuing Education

Did you continue your formal education? (12 respondents)



Of those who continued their education, **78%** of respondents indicated they were full-time at their new school.

If you did continue your formal education, how much transfer credit did you receive for your JCC coursework? (8 respondents)



How well did your coursework at JCC prepare you for your upper division coursework? (7 respondents)



Are there specific courses that would have made your transfer easier? (7 respondents)



Specific Courses: *All of them.*

**51%** of program graduates transferred to another school. Of those who transferred, **65%** continued in a program related to Criminal Justice.

## Employment:

# Employment

Current employment status?	Job relation	
	Not related	Related
Employed full-time (30+ hours week)	2	4

Of respondents, **100%** said JCC helped prepare them for their occupation.

### Name of Employer and Job Title:

Altus Schools	Resource Center Associate	1
Bay Ridge Center	NNORC Program Director	1
Chicago Police Department	Police Officer	1
New York State corrections and community services	Correction Officer	1
New York State Courts	Court Officer	1
NYS OPWDD	Auditor 2	1

### How does your salary compare to what you expected as a result of completing your JCC program?

Better than expected  3  
About as expected  3

### How does your current job compare to the type of job you expected to have as a result of completing your Jefferson program?

Better than expected  2  
About as expected  4

### Comments:

*Thankful to all my professors who gave me a practical learning environment.*

## Comments on experience at JCC and Suggestions for improvement:

*I enjoyed attending JCC as an older student. I didn't feel old at all. I was treated like one of the kids. I wish that I had been able to go to the shooting range but there was no one qualified to do that. I also wish that there had been forensic science. The best part of my experience was Mr. Suttons field work at his [home](#) and I loved my internship at the Jefferson County Medical Examiner's Office.*

*I feel like the criminal justice courses I took helped prepare me for my academy as far as [curriculum](#) but the classes I took such as racket sports, hiking, and philosophy did not do anything for me and was a waste of my time and money*

*My experiences at JCC prepared me for further education at a [4-year](#) institution. The only suggestion that I would have is [having](#) advisors assist students more with that transition to another university if they are continuing their education.*

*I received a great education at JCC and have no doubt I will have future success in my chosen field. I am currently unemployed due to a deployment by my spouse overseas and a surprise pregnancy. I intend to continue my education in the future and am confident in the skills I learned at JCC. Props to Mr. Alteri for creating a passion for Criminal Justice.*

### If students were to start over, they would...

Attend Jefferson but enroll in a different curriculum  
75%

Attend Jefferson and enroll  
in the same curriculum  
25%

## Appendix H: External Advisory Board Minutes

Members of the Criminal Justice Advisory Board served as the External Review Committee:

Members include:

Nicholas Thornthwaite – Assistant Professor of Criminal Justice

Dr. Mallory Jackson – Department Chair of Education & Public Services

Dr. Brandon Maxam – Professor of English Jefferson Community College

Timothy Grosse – Profess of Mathematics Jefferson Community College

Dr. Megan Stadler – Associate Vice President of Liberal Arts

Paul Alteri – Criminal Justice Adjunct and retiree

Peter Barnett - Jefferson County Sherrif

Charles Donoghue – Chief of Police Watertown Police Department

Kurt Tennant – Assistant Port Director Alexandria Bay Port of Entry, U.S. Customs and Border Patrol

Peter Jackson – Investigator of NYS ENCON Police

Harold Barber - Captain, NYS Department of Environmental Conversation

Joseph Plummer – Director, Jefferson County Fire & Emergency Management

Kristine Maloney – Director, Jefferson County Probation Department

The meeting started at 8:30 am on March 3, 2025 and was held over zoom.

Overview of recommendations from last review:

Recommendation 1: Discussed that the CRJ AS program was kept but due to low enrollment the CRJ Certificate program was deactivated and discontinued.

Recommendation 2: The board had recommended ways to incorporate physical education better into the program. PED 192, Physical Conditioning, added specific physical activity requirements for CRJ students going through the class. The CRJ specific section disappeared during COVID but after conversations with Dr. Mark Strieff the CRJ sections will be coming back starting in the spring of 2026.

Recommendation 3 was to explore the creation of a new certificate in Emergency and Disaster Management. This recommendation did not happen due to perspective student interest in the program; it just wasn't sustainable. The concept has not been completely dismissed and will continue to be elevated for potential as a future certificate program.

Recommendation 4 was to increase the sociology offering so that students were not just taking SOC 245 but would have choices between SOC 244, 245 and 246. This recommendation from the review board did happen and the program now offers students a choice between all three sociology classes.

Recommendation 5 was for exploring adding a course for preparing written material within criminal justice. This saw the creation of a Report Writing class that is a program requirement for all students in the CRJ AS program. This class is currently an online only offering but we are exploring bringing a section back to the classroom when program numbers start to trend upwards again.

Current CRJ Program requirements:

Program requirements have been changed since the last program review but are the same as the last advisory board meeting. The addition of INT 111 was the most recent change to the program along with the option for students to take CLS101 in place of basic firearms for our fully online students. Chief Donoghue was glad to see the additional physical education requirement for CRJ students. They started seeing drops back in the 2000's was at that time 95-100% of candidates were passing the agility test to get into the academy. Those numbers have now dropped to an average of about 50% being able to pass the agility test. Once a potential candidate receives an invitation to the academy, the first thing they must do is pass the agility test. All Law Enforcement agencies have taken a hit across the country in recent years. Not only is it reflected in the college's lower numbers but lower numbers of candidates applying to law enforcement agencies. They have taken a beating in the news and on social media and that has been a hard issue for them to overcome.

Chief Donoghue also brought up the writing skills of candidates making it into the academy and in his role as an adjunct at SUNY Canton. The quality of students writing skills coming out of high school has taken a dramatic hit over the last several years. Students do not possess the basic ability to write clearly and with proper punctuation. Paul Alteri added that not only with the drop in writing skills most students coming out of high school lack the ability to be able to write in cursive.

Chief Tennant added that ChatGPT and AI is a big risk to the education process because students are not developing their own brain (skills) when they are using these platforms to do the work for them. He agrees that writing skills are important and need to keep being hammered into students as well as the physical fitness aspect of what they are going to be doing. The Explored program that they have tries to bring kids in starting at the age of 14 to work on these skills with them and emphasize with them how important these skills are for them.

Mallory and Brandon spoke to the increased student use of AI and finding ways that students can use AI without detracting from their ability to think and write on their own. Brnadon added that with a lot of the information that law enforcements put into reports that the majority of that information is confidential and should not be uploaded to an AI platform to write a report for the officers.

Sheriff Barnett is all about AI use within law enforcement. He had just been through a presentation on AI use with body cameras. The use of AI can help confirm the conversation and what was said. You do not want an officer going into court and having the video showing a completely different story from what the report the officer wrote says. They are working with a camera company Axon that was the ability to add this feature to their body cameras and the sheriff is considering putting forth a resolution to add that feature to their body cameras. Sheriff Barnett also stressed the importance of public speaking. Their mouth is their greatest weapon. On the streets you are dealing with a wide array of problems from normal to abnormal and if you do not have the verbal skills, you are not going to make. The sheriff also added that he is in full support of the firearms program that the college has and helping get that confidence into the students.

Mallory asked about the board's feedback on public speaking and managing conflict courses that we offer to students. Sheriff Barnett reiterated the importance of public speaking but also in the importance of getting students out of the classroom. Get them out into the field to get more practical hands-on experience including bringing players in to play roles that the students must interact with and diffuse the situation.

Paul agreed with and echoed the sheriff's comments and asked about better prepared candidates coming into the agency. Paul mentioned the idea of JCC running phase 1 of the police academy as part of the program to better prepare students and give agencies better candidates coming into the agency.

Joe Plummer agreed with earlier comments made concerning report writing and specific programs within the agencies. The officers are going to end up getting that training when they are out of the academy. To many agencies using different software makes it near impossible to train candidates on just one system.

Christine Maloney spoke to the importance of public speaking within the criminal justice field as well as managing conflicts. Her agency has hosted several students as part of our internship program, and they give them some of that hands-on experience while they are there. Paul spoke to the internship program that we made part of the degree two years ago after some issues that were run into during covid. We have partnered with Chief Tennet to get students into their explorer program. Students have really enjoyed their opportunities with probation. One concept that has been worked within the internship is having a student work with multiple agencies instead of staying with the same agency for the entirety of their internship.

Chief Tennet spoke to their explorer program and the importance of trying to start them off as soon as they can get them. The high school students have the opportunity to travel and compete against other explorer programs. Students also have opportunities for internships within the program over the summer months so that by the time they have finished their education they have already worked with the program and in a way vetted.

Investigator Jackson spoke about the academy the DEC just graduated. With his work in the academy, he emphasized the importance of public speaking and interpersonal communications as more candidates coming into the academy cannot even have basic conversations with people. Candidates are also coming to them not being able to pass the physical fitness standards and they recently lowered their standards to get more candidates. They also cannot defend themselves; they lack basic self-defense skills to keep themselves safe.

Paul added that he believes that phase 1 of the academy is the answer. Everything that the agencies have mentioned as issues with candidates would all be covered in addressed in phase 1.

Christine mentioned for the first time in 30 years her agency has been selected by Albany to reach the Fundamentals of Probation. They used to have to travel to Albany for 3-6 weeks to get this course and now they will be able to get the course here. They are working on teaching that course to their officers here on the JCC Campus. She believes the college has done a great job in bringing in outside agencies to work on the campus and the exposure is amazing for the college.

I lead us into our final conversation, why do officers within local agencies tell potential candidates not to get a CRJ AS degree. Chief said that they love our CRJ program and would take a candidate with a CRJ degree over one without one. Mallory mentioned that our CRJ program has taken a hit over the last few years and any possible negative messaging within the community makes it even harder. She stressed the importance of having consistent messaging within the field and the community about what candidates need to come in.

Chief Barber added that even with the reduction in PT standards they are still seeing less and less people possessing the minimum standards to pass the physical test. Candidates can come in with their degree, have a 4.0 average but if they cannot pass the basic standards then it is all a waste. He also mentioned the importance of computer skills and candidates having the basic skills to work with computers and having to wait for IT to come and fix every little, especially when they are working out in the field.

Meeting ended at 9:38am

## Appendix I: Additional Program Data

# Report Parameters

## 8 Occupations

33-3051	Police and Sheriff's Patrol Officers
33-1012	First-Line Supervisors of Police and Detectives
43-5032	Dispatchers, Except Police, Fire, and Ambulance
33-3012	Correctional Officers and Jailers
33-1011	First-Line Supervisors of Correctional Officers
21-1092	Probation Officers and Correctional Treatment Specialists
33-9032	Security Guards
33-1091	First-Line Supervisors of Security Workers

## 3 Counties

3604 Jefferson County, NY  
5

3608 St. Lawrence County, NY  
9

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3604 Lewis County, NY  
9

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## Class of Worker

QCEW Employees and Non-QCEW Employees

The information in this report pertains to the chosen occupations and geographical areas.

# Executive Summary

## Light Job Posting Demand Over a Deep Supply of Regional Jobs



**Jobs  
(2024  
)**

Your area is a hotspot for this kind of job. The national average for an area this size is 1,810\* employees, while there are 2,700 here.



**Compensation**

Earnings are high in your area. The national median salary for your occupations is \$48,735, compared to \$69,873 here.



**Job  
Posting  
Demand**

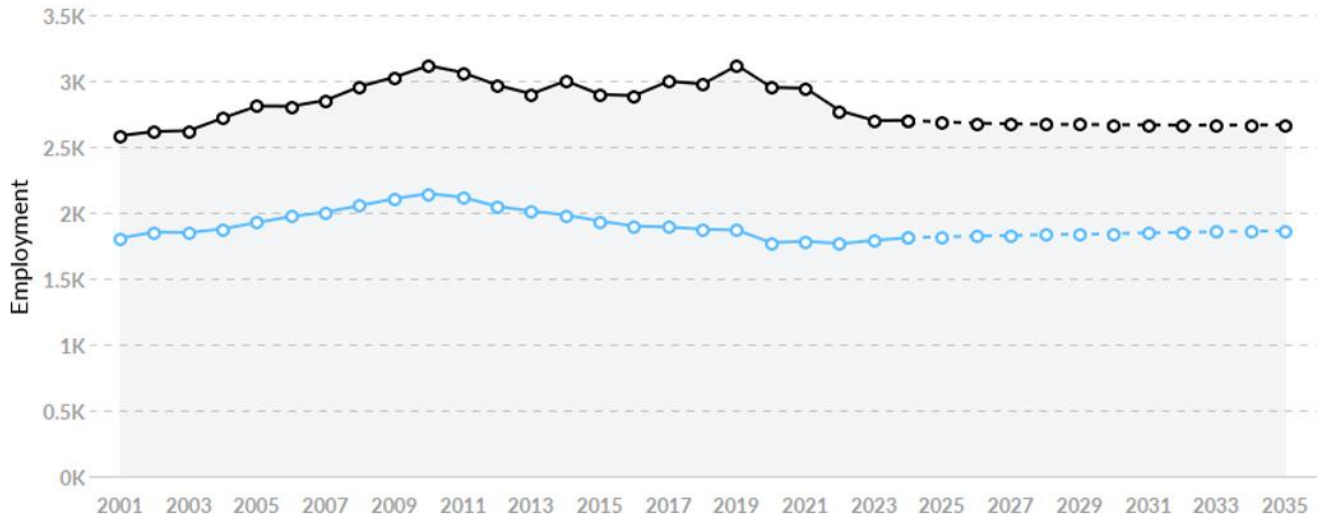
Job posting activity is low in your area. The national average for an area this size is 19\* job postings/mo, while there are 9 here.

\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

# Jobs

## Regional Employment Is Higher Than the National Average

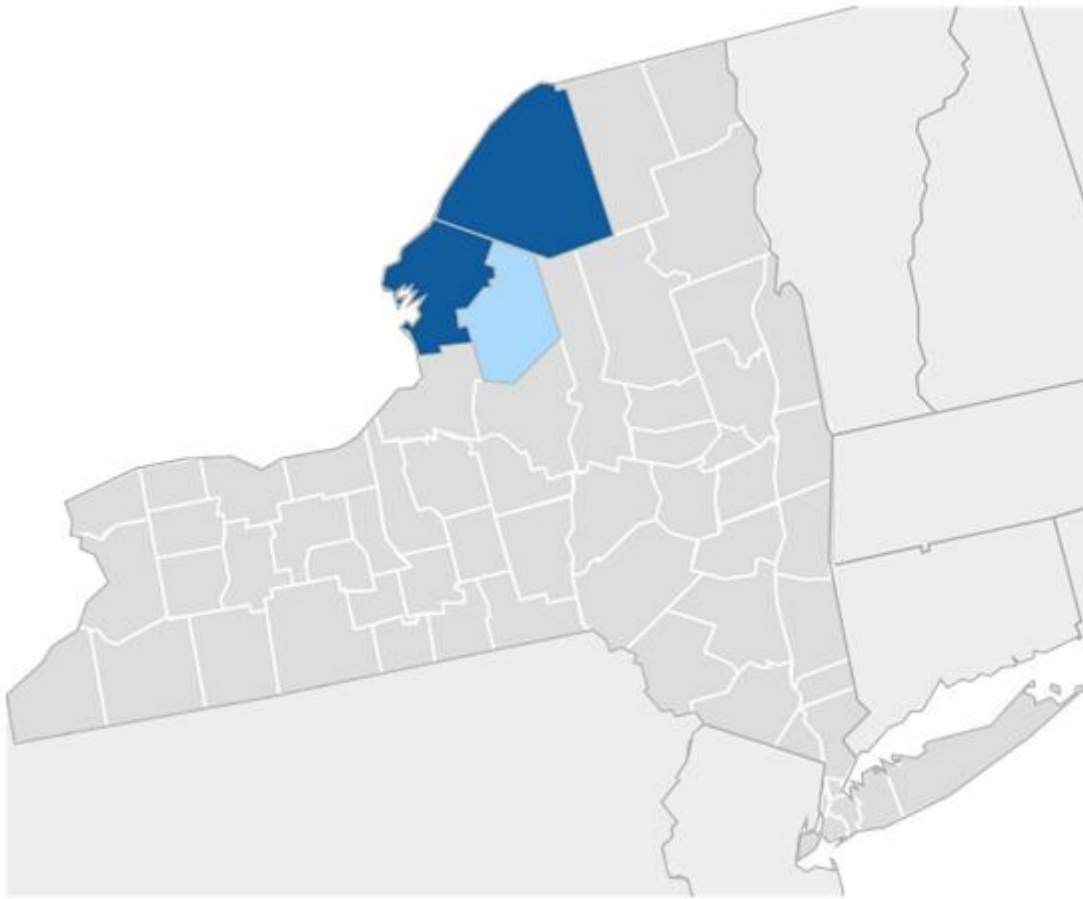
An average area of this size typically has 1,810\* jobs, while there are 2,700 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2024 Jobs	2029 Jobs	Change	% Change
• 3 New York Counties	2,700	2,669	-31	-1.1%
• National Average	1,810	1,836	26	1.4%

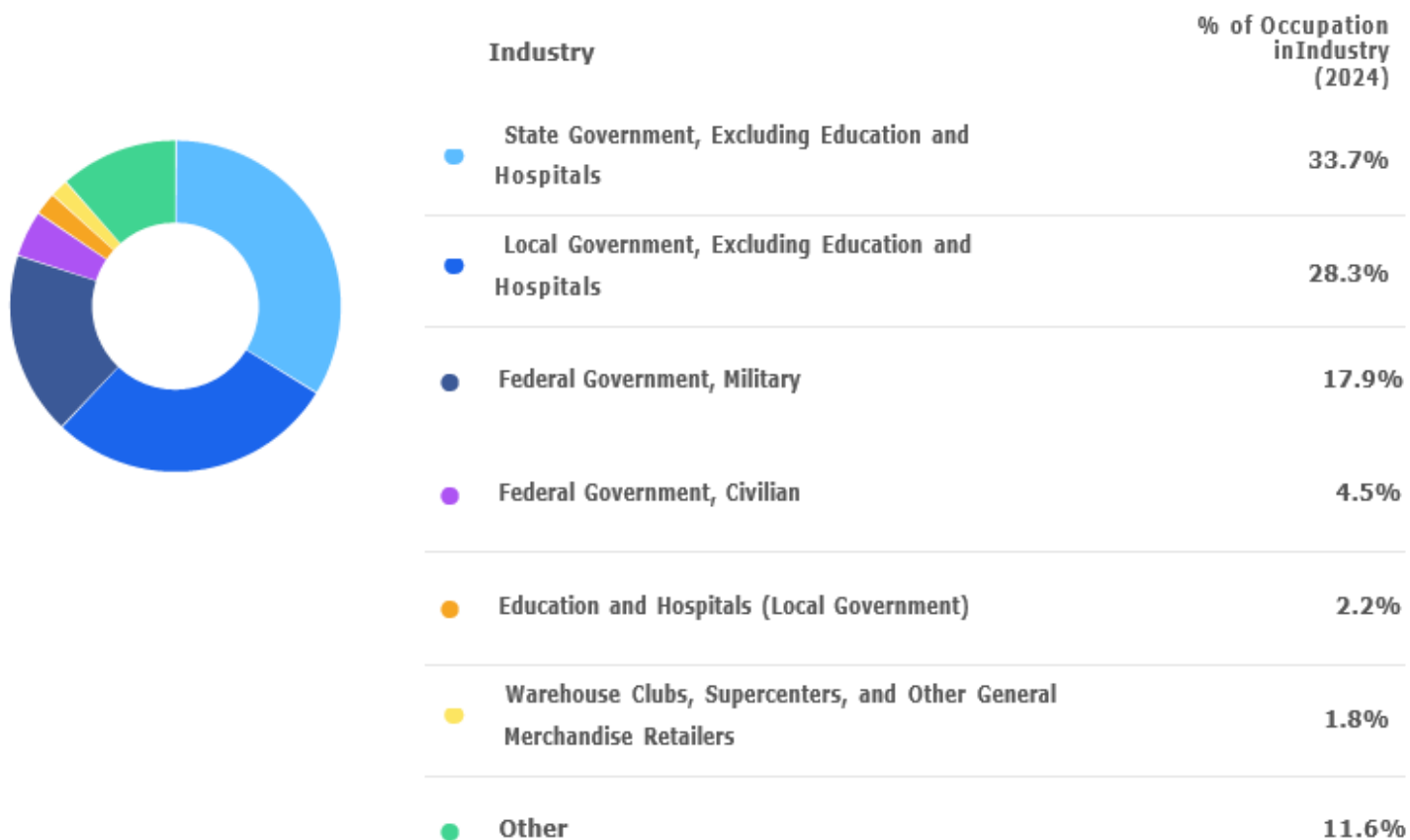
\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

## Regional Breakdown



County	2024 Jobs
Jefferson County, NY	1,327
St. Lawrence County, NY	1,179
Lewis County, NY	194

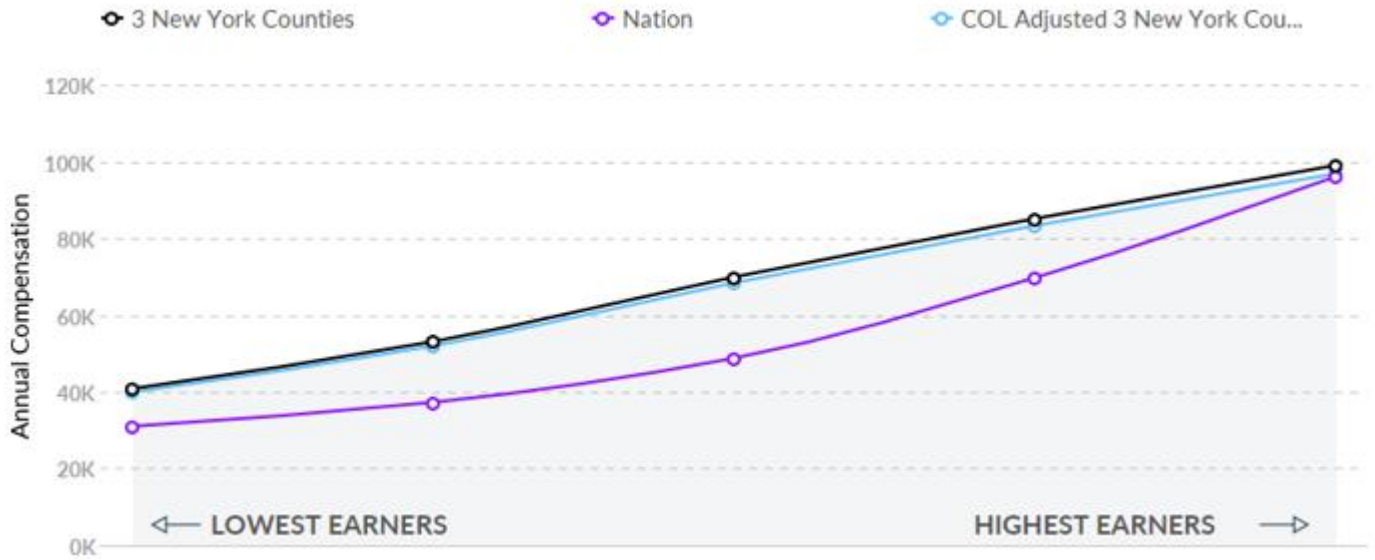
## Most Jobs are Found in the State Government, Excluding Education and Hospitals Industry Sector



# Compensation

Regional Compensation Is 43% Higher Than National Compensation

For your occupations, the 2023 median wage in your area is \$69,873, while the national median wage is \$48,735.



# Job Posting Activity



## 139 Unique Job Postings

The number of unique postings for this job from Jan 2024 to Mar 2025.



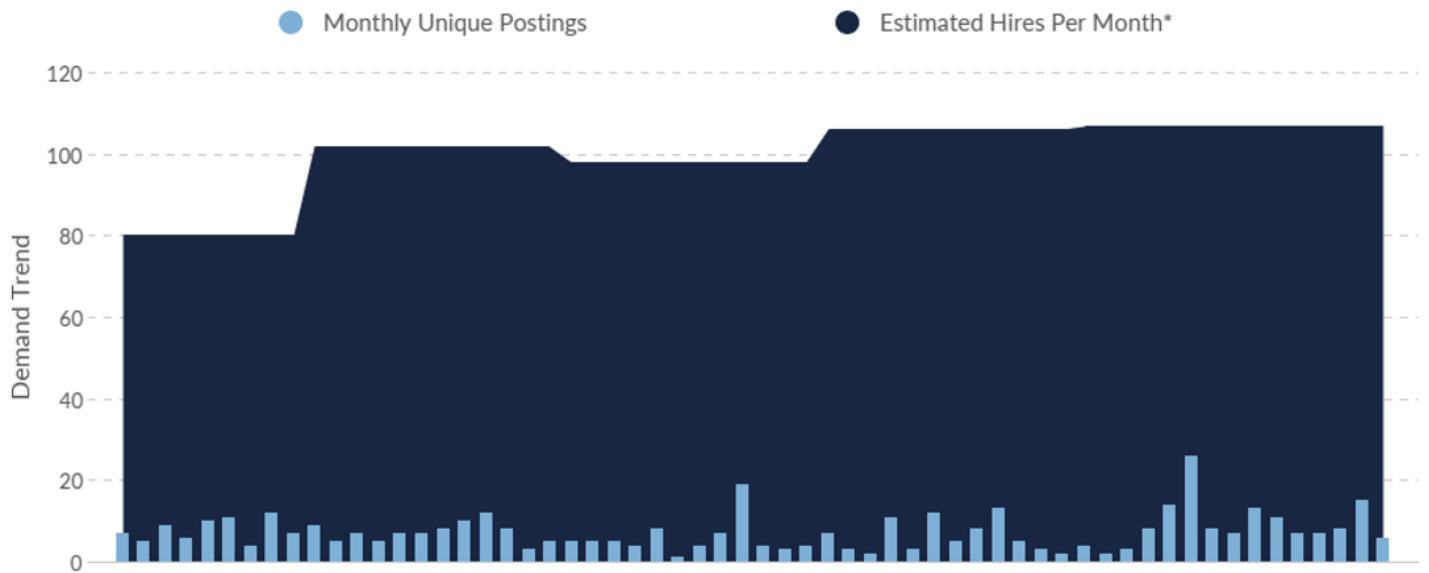
## 29 Employers Competing

All employers in the region who posted for this job from Jan 2024 to Mar 2025.



## 19 Day Median Duration





















Posting duration is 3 days shorter than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2024 - Mar 2025)	Avg Monthly Hires (Jan 2024 - Mar 2025)
Security Guards	7	28

\*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Occupation	Avg Monthly Postings (Jan 2024 - Mar 2025)	Avg Monthly Hires (Jan 2024 - Mar 2025)
Police and Sheriff's Patrol Officers	1	26
Dispatchers, Except Police, Fire, and Ambulance	1	4
First-Line Supervisors of Security Workers	1	0
First-Line Supervisors of Police and Detectives	0	4
Probation Officers and Correctional Treatment Specialists	0	3

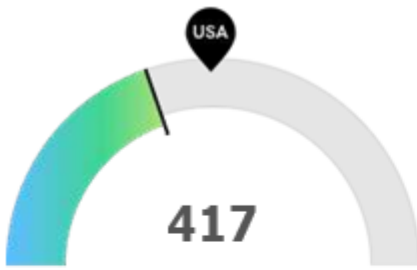
Top Companies	Unique Postings	Top Job Titles	Unique Postings
Allied Universal	55 	Security Guards	33 
Rochester Regional Health	14 	Security Officers	10 
American Security Programs	7 	Medical Center Security Officers	8 
St Lawrence University	6 	Safety and Security Officers	7 
Clarkson University	5 	Security Specialists	7 
United States Department of Ho...	5 	Dispatchers	6 
New York Power Authority	3 	Campus Safety Officers	5 
State University of New York	3 	Healthcare Security Officers	5 
State of New York	3 	Manufacturing Security Officers	5 
United States Department of De...	3 	Security Site Supervisors	5 

## Top Necessary Skills by Demand

An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.

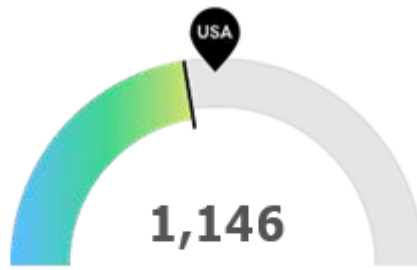


Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Valid Driver's License	✘	51	+7.5%	Stable
Law Enforcement	✔	23	+9.8%	Growing
Access Controls	✔	10	+7.4%	Stable
Cardiopulmonary Resuscitation (CPR) Certification	✘	9	+14.8%	Growing
Traffic Control	✘	7	+11.3%	Growing
Crime Prevention	✘	6	+4.2%	Lagging
First Aid Certification	✘	5	+13.5%	Growing
Law Enforcement Practices	✘	4	+8.0%	Stable
Auditing	✘	4	+21.8%	Rapidly Growing
Rehabilitation	✘	4	+6.4%	Stable



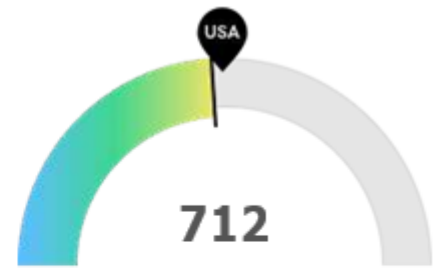
**Retiring Soon**

Retirement risk is low in your area. The national average for an area this size is 576\* employees 55 or older, while there are 417 here.



**Racial Diversity**

Racial diversity is low in your area. The national average for an area this size is 1,336\* racially diverse employees, while there are 1,146 here.



**Gender Diversity**

Gender diversity is about average in your area. The national average for an area this size is 755\* female employees, while there are 712 here.

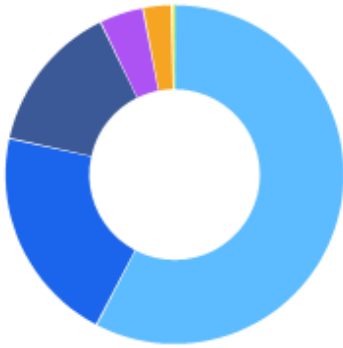
\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

## Occupation Age Breakdown



	<b>% of Jobs</b>	<b>Jobs</b>
● 14-18	0.2%	6
● 19-24	10.0%	269
● 25-34	25.7%	694
● 35-44	28.3%	764
● 45-54	20.4%	551
● 55-64	12.1%	326
● 65+	3.3%	90

## Occupation Race/Ethnicity Breakdown



	<b>% of Jobs</b>	<b>Jobs</b>
● White	57.6%	1,554
● Black or African American	20.8%	561
● Hispanic or Latino	14.4%	388
● Two or More Races	4.2%	114
● Asian	2.7%	73
● American Indian or Alaska Native	0.4%	10
● Native Hawaiian or Other Pacific Islander	0.0%	1

## Occupational Programs



### 10 Programs

Of the programs that can train for this job, 10 have produced completions in the last 5 years.



### 179 Completions (2023)

The completions from all regional institutions for all degree types.







### 256 Openings (2023)

The average number of openings for an occupation in the region is 16.

CIP Code	Top Programs	Completions (2023)
43.0114	Law Enforcement Investigation and Interviewing	40
45.1101	Sociology, General	31
43.0103	Criminal Justice/Law Enforcement Administration	28
43.0301	Homeland Security	20
43.0104	Criminal Justice/Safety Studies	19
43.0107	Criminal Justice/Police Science	17
43.0302	Crisis/Emergency/Disaster Management	15
45.0401	Criminology	9

## Top Schools

SUNY College of Technology at Canton	116	
SUNY College at Potsdam	27	
St Lawrence University	23	
Jefferson Community College	13	

## Appendix J: Faculty Information

### FACULTY INFORMATION

**Name:** Paul Alteri

**Department:** Public Safety and Education

**Years at Institution:** 28

**Full-time/Part-time:** Part-Time

- 1. Education:** Master of Science, SUNY Oswego, 1999
- 2. Other Formal Study:** NRA Certified Basic Pistol Instructor
- 3. Past/Other Teaching Experience:** Physical Ed. Instructor, IHC, 1988-90
- 4. Teaching This Term: Include independent study (no. of students) and courses taught off campus or for other institutions:** CRJ 211, (16)
- 5. Number of Student Advisees:** 0
- 6. Committee and Administrative Assignments:** CRJ 5-year review
- 7. Professional Organizations:** CJEANYS, NRA, S.C.O.P.E, NYSRPA

## FACULTY INFORMATION

**Name:** Mark W Sutton

**Department:** Public Safety and Education

**Years at Institution:** 11

**Full-time/Part-time:** Part Time

- 1. Education:** SUNY Brockport BS Criminal Justice / Jefferson Community College Associate of Science Criminal Justice
- 2. Other Formal Study:** Black River/ St. Lawrence Valley Police Academy
- 3. Past/Other Teaching Experience:** K-9 Maintenance Trainer, General Topics Instructor/  
Instructing in basic police academy and general in-services
- 4. Teaching This Term: Include independent study (no. of students) and courses taught off campus or for other institutions:** CRJ Report Writing (16)
- 5. Number of Student Advisees:** 0
- 6. Committee and Administrative Assignments:** None
- 7. Professional Organizations:** None

## FACULTY INFORMATION

**Name:** Nicholas Thornthwaite

**Department:** Public Safety and Education

**Years at Institution:** 5

**Full-time/Part-time:** Full-Time

- 1. Education:** SNHU Master of Science Criminal Justice, Keuka Bachelor of Science Criminal Justice
- 2. Other Formal Study:** NRA Certified Pistol Instructor, NYS Certified Unarmed Security Guard Instructor
- 3. Past/Other Teaching Experience:** US Army Instructor Certified
- 4. Teaching This Term: Include independent study (no. of students) and courses taught off campus or for other institutions:** HLS 111: Mind of a Terrorist 1 (4), HLS 117 Intelligence Analysis and Homeland Security (3), CRJ 102 Criminal Administrative Procedure, in-person (23), CRJ 102 Criminal Administrative Procedure, Online (17), CRJ 120 Serial Homicide (14), CRJ 233 Basic Firearms (15), CRJ 207 Community Corrections (11), HLS 114 Terrorism Counter-Terrorism, Directed Study (2), and FPT 139 Response to Terrorist Acts, Directed Study (1)
- 5. Number of Student Advisees:** 44
- 6. Committee and Administrative Assignments:** CRJ Program Review, VP Senate, Chair of Curriculum Committee, VP FSA, Advising Fellowship.
- 7. Professional Organizations:** CJEANYS, NRA, American Legion, VFW, Wound Warrior Project, and the Armed Forces Success Center Mentor.

**JEFFERSON COMMUNITY COLLEGE  
BOARD OF TRUSTEES**

**RESOLUTION NO. 163-25**

**DATE: JULY 2, 2025**

**SUBJECT: PHYSICAL EDUCATION CREDIT FOR  
INTERCOLLEGIATE SPORTS POLICY  
(Revises Resolution No. 112-10, February 2010)**

**BE IT RESOLVED**, that the Jefferson Community College Board of Trustees does hereby approve revisions to the Physical Education Credit for Intercollegiate Sports Policy as attached.

# Jefferson Community College

## **Physical Education Credit for Intercollegiate Sports Policy**

### **PURPOSE:**

The purpose of this policy is to recognize the physical, mental, and educational benefits of intercollegiate athletics by providing eligible student-athletes with the opportunity to earn Physical Education (PED) credit for their participation in officially sanctioned intercollegiate sports.

### **DEFINITIONS:**

1. Officially sanctioned intercollegiate sports are sponsored by either the NJCAA or NJCAAe.

### **STATEMENT OF POLICY:**

1. Student athletes successfully completing an intercollegiate sport at Jefferson Community College shall receive credit toward the physical education graduation requirement. The eligibility form serves as a "class roster" for registration purposes.
2. The maximum number of credits earned by participation in intercollegiate sports is 2 credits.
3. Student athletes may not receive physical education credit in a physical education activity which duplicates the intercollegiate sport for which they receive credit.
4. Guideline dates for reporting grades for those "Intercollegiate Athletic Participation Courses" would be exactly the same as any other course on this campus, that is, the date for "Final Grades Due" as it appears in the College Catalog.

**Physical Education  
Credit for Intercollegiate Sports Policy  
Resolution # 112-10**

**JEFFERSON COMMUNITY COLLEGE  
BOARD OF TRUSTEES**

**RESOLUTION NO.           165-25**

**DATE:                       July 2, 2025**

**SUBJECT:                   AUTHORITY OF THE CHAIRMAN OF THE BOARD OF  
TRUSTEES TO NEGOTIATE MODIFICATIONS TO THE  
CONTRACT OF THE PRESIDENT OF JEFFERSON  
COMMUNITY COLLEGE**

**WHEREAS**, the contract of employment between the President of Jefferson Community College ("the College") and the College is subject to review and potential modification and/or addendum annually; and

**WHEREAS**, the Bylaws of the Board of Trustees of the College provide that the Personnel Committee of the Board shall be responsible to make recommendations to the Board regarding terms and conditions of employment of employees not covered under a labor contract;

**NOW, THEREFORE, BE IT RESOLVED**, that the sitting Chairman of the Board of Trustees is authorized to negotiate annually with the President of Jefferson Community College potential addendums and modifications to the contract of employment of the President, said addendums and modifications being subject to approval by a majority of the Personnel Committee and to subsequent ratification by the Board of Trustees.

**JEFFERSON COMMUNITY COLLEGE  
BOARD OF TRUSTEES**

**RESOLUTION NO.:** 166-25

**DATE:** July 2, 2025

**SUBJECT:** **RATIFICATION OF CONTRACTS**  
AwardSpring  
Empire State Development  
Jefferson Faculty Student Association Auxiliary  
(JFSAA)  
Netlab  
Samaritan Medical Center  
State University of New York ITEC  
State University of New York – JSTOR  
State University of New York – System Administration  
SUNY Plattsburgh

**WHEREAS**, pursuant to Jefferson Community College Board of Trustees Resolution No. 128-89, the College President approved the following contractual agreements, copies of which are attached hereto:

**AwardSpring**

*(service order, jefferson foundation scholarship platform)*

**Empire State Development**

*(incentive proposal, next move new york initiative)*

**Jefferson Faculty Student Association Auxiliary (JFSAA)**

*(MOU, provost living arrangements)*

**Netlab**

*(software license agreement, simulation product for networking classes)*

**Samaritan Medical Center**

*(clinical agreement, nursing program)*

**State University of New York ITEC**

*(participating institution agreement, modern campus web hosting services upgrade)*

**State University of New York – JSTOR**

*(participating institution agreement, subscription for college library journals)*

**State University of New York – System Administration**

*(participating institution agreement, direct support professionals grant)*

**SUNY Plattsburgh**

*(survey agreement, center for community studies)*

**THEREFORE, BE IT RESOLVED**, that the Jefferson Community College Board of Trustees does hereby recognize and ratify the aforementioned agreements.

**JEFFERSON COMMUNITY COLLEGE  
BOARD OF TRUSTEES**

**RESOLUTION NO.:** 167-25

**DATE:** JULY 2, 2025

**SUBJECT:** RECOGNITION OF SERVICE  
JERILYN FAIRMAN

**WHEREAS**, Jerilyn “Jeri” Fairman began her distinguished career at Jefferson Community College in 1989 as a mathematics instructor and earned the rank of professor in 2005, and over the past three decades has served in numerous academic leadership roles, including Dean, Associate Vice President, Vice President, and Provost; and

**WHEREAS**, Jeri Fairman has led and contributed to countless committees, chaired the mathematics department, and provided exceptional leadership in accreditation and assessment, serving as the College’s Accreditation Liaison Officer and playing a critical role in every reaccreditation process since 1995; and

**WHEREAS**, under her academic leadership, Jefferson Community College earned reaccreditation from the Middle States Commission on Higher Education, joined SUNY’s Guided Pathways initiative, established the Collaborative Learning Center, and developed the Center for Professional Excellence and the College’s diversity plan; and

**WHEREAS**, Jeri Fairman has exemplified professionalism, institutional knowledge, and dedication, especially through significant leadership transitions, always placing students first while supporting faculty and staff success; and

**WHEREAS**, she has earned two SUNY Chancellor’s Awards—Excellence in Teaching and Excellence in Professional Service—and has shared her knowledge as a presenter, mentor, Middle States evaluator, and through service to local organizations such as the United Way, Court Appointed Special Advocates, the North Country Library System, the Herrings College Educational Trust, and the Northern New York Library Network; and

**WHEREAS**, Jeri Fairman’s leadership, mentorship, and passion for Jefferson have left a legacy of excellence and service to both the College and the greater community.

**NOW, THEREFORE, BE IT RESOLVED** that the Jefferson Community College Board of Trustees expresses its heartfelt appreciation to Jerilyn Fairman for her extraordinary service and commitment and extends best wishes for a fulfilling and joyful retirement.

**JEFFERSON COMMUNITY COLLEGE  
BOARD OF TRUSTEES**

**RESOLUTION NO.:** 168-25

**DATE:** JULY 2, 2025

**SUBJECT:** RECOGNITION OF SERVICE  
JUDITH L. GENTNER

**WHEREAS**, Judith L. Gentner was first appointed to serve in an unexpired term as a member of the Board of Trustees in February 2016 by then Governor Andrew Cuomo, and subsequently continued her service as Trustee for eight years; and

**WHEREAS**, Judith Gentner has provided leadership to the Jefferson Community College Board of Trustees as Vice Chair of the Board from 2018 to 2021 and as Chair of the Board from 2021 to 2023; and

**WHEREAS**, during her tenure, Judith Gentner has served as chair or member of the following committees: Chair of Facilities Committee for two years, Chair of Personnel Committee for three years, member of the Budget & Planning Committee, member of the Academic and Educational Services Committee, member of the Finance and Audit Committee; and member of the Nominating Committee; and

**WHEREAS**, Judith Gentner has advanced the mission of the College as an integral member through her participation in the selection and appointment of the College's sixth president and seventh president, which she was a Co-Chair of the Search Committee; and

**WHEREAS**, Judith Gentner advocated for Jefferson Community College students as a two-year member of the Faculty-Student Association Board of Directors and provided direct benefit to students as a generous contributor to the Jefferson Foundation; and

**WHEREAS**, as a member of the Board of Trustees, Judith Gentner has advanced the purposes of the College through two Strategic Plans and two Facilities Master Plans; and

**WHEREAS**, Judith Gentner has supported Jefferson Community College through her enthusiastic participation in campus events, her generous donation of time and talent, and her wise and thoughtful counsel, especially with relation to the military community; and

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees extends appreciation to Judith L. Gentner for her dedicated service and commitment to this College and wishes her well in all future endeavors.