

## RPROGRAM REVIEW UPDATE 2016-2017

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**Program: Fire Service Technology**

**Division: MSEPS**

**Date: 10/16/2016**

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**Audience:** Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

**Purpose:** To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

**Uses:** This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

**Time Frame:** This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

**Topics:** The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

**Scope:** While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

**Instructions:**

- 1) Please fill in the following information as completely as possible.
  - 2) If the requested information does not apply to your program, please write "Not Applicable."
  - 3) Optional: Meet with your dean to review this document before October 10, 2016.
  - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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### Part One: Program Snapshot

**A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update? Yes**

**If there are any changes, describe the relevant information and its significance in the space below.**

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/iU2yIz>)

Since the last Program Review, a recent passing of the CLPCCD District Bond in the local elections held in the summer of 2016 has placed great emphasis on identifying new changes from previous

program reviews submitted. This Bond passage has promoted a need to provide a far clearer and comprehensive list of desired facilities for the construction of a new “Public Safety” Training Facility as identified in the Master Plan for 2012. The development of a new “Public Safety” Training Facility is one of the many facilities identified in the Master Plan, can now be funded with the passage of this Bond. This Program Review will place great emphasis on the desired facilities by the Fire and EMS Technology Programs, who work closely with the Administration of Justice Program, to ensure a comprehensive, yet complete, “Public Safety” Training Facility capable of taking students to new levels of learning over the next several decades. It is the hope that a facility of quality and size can be developed, meeting the necessary challenges facing the modern triad of “Public Safety” over the next several decades. It is with excitement and reservation that a facility as envisioned by current faculty of the disciplines and as stated and desired within this program review will help fulfill the stated Mission of our District and our College, meeting student’s needs for decades to come.

Major changes in curriculum, have been approved and requested by the State Fire Board, State Fire Training, as well recommended by STEAC and the Fire Technology Directors Association. These changes will require several changes in curriculum to occur for the 2017 and 2018 Academic Year, as new courses will be added and some courses will be deleted.

**B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>**

**We continue to seek the accreditation and identification with State Fire Training as a new “Regional Training Academy” with the desire to provide “Firefighter I” Training and assessment that will lead a student candidate to state certification for “Firefighter I”. This is a necessary certification for employment with most Fire Service Agencies in California. It is also necessary to fulfill the graduation requirements for “Fire Service Technology “, here at Las Positas College. The “Firefighter I” Training curriculum course with required assessments, is also known and recognized by most, as the, “Fire Academy”. Though large city agencies and some large regional agencies here in California provide these “Academies” through there agency training divisions, most small and midsize agencies rely on one of the many “Regional Training Academies” as administered through lo0cal community colleges and accredited with the state to provide this training. This most often a required condition of application with most agencies.**

**C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).**

**Each year we continue to be amazed at the number of students who choose to apply and find successful seasonal employment with “CAL Fire” as they complete our “CAL Firefighter Basic-Wildland Academy” (FST86A). Over the past two years, we have had from the 2014 and 2015 Academies, 38 students complete the Academies successfully. With these two academies, we had 24 students apply to “CAL Fire” for seasonal employment opportunities as “Schedule B” Wildland Firefighters. Of the 24 students who submitted applications throughout California, “CAL Fire” gainfully employed 20. That is a success rate of just over 83%. This supports our discipline stated mission; “Training Tomorrows Hero’s Today”. This success rate is not by chance, as we take great pride as a program in providing the skills sets and cognitive knowledge that is necessary as a firefighter. Our greatest tool of success however, has been our continued desire to devote significant time and effort at molding the values and character traits of a “Professional Firefighter” into each student graduate to enter into the fire profession.**

#### **D. What obstacles has your program faced in achieving objectives, initiatives, or plans?**

We continue to provide curriculum that will provide students the necessary skill sets to advance to "Fire Academies" and to perform at a high level of success. Currently students do not have the opportunity to complete a "Fire Academy" here at Las Positas College and thus advance to "Fire Academies" offered at many other college institutions throughout California. Las Positas College continues to lose a significant amount of FTES as students seek to attend these other academy programs in order to complete their "Fire Service Technology" Associate Degree requirements. It is has been a great tool to discover the effectiveness of our training and the given success of our students when they attend these other academies.

Though we currently must send our students to other college institutions to complete the necessary "Firefighter I" Training, we are pleased at the level of success our students have had, and continue to have as top graduates of other academies. We have been made aware of 12 separate college academies that our students have attended these past several years and in each, our students were identified consistently as the either the top performing and number 1 graduate of the program or at the very least in the top 5% of the academies. We believe that this success rate is clearly attributed to the students being better prepared for success in these academies as compared to many of the local students. This is possible as we continue to strive that the "Fire Academy" should be the last curriculum that one should complete as compared to most institutions it is one of the first with little emphasis on the Associates Degree. We fill this is a great disservice to students as the competitive market of today requires a student recruit to have a well-balanced educational background that includes a degree with great success and a reflective training /educational record of honors.

#### **E. What are your most important plans (either new or continuing) for next year?**

**Over the next year:**

- 1. We wish to apply to State Fire Training, for recognition as a "Regional Training Academy" for Firefighter I. This will include a site visit that will cost approximately \$2,500 dollars to the state.**
- 2. We also wish to begin the process of ensuring the necessary dialog with all stakeholders for the planning and development of a "Public Safety" Training Facility.**
- 3. Several courses will need to be-updated in "curricunet" and SLO's continue to be a priority of attention.**
- 4. Continue to seek dialog with district and college administrators to seek a reasonable increase in compensation for professional experts for the Fire Service Technology Program. Professional Experts paid at wages that were set over 20 years ago have not changed since. This has proved to be a significant hindrance to our recruitment efforts at finding highly qualified professional experts to assist Instructional staff with mandated student to instructor ratios by accrediting bodies for safety during skills lab instruction and assessment. Desire to raise "Professional Expert" Pay from \$15.00 to \$20.00 an hour**
- 5. Add new curriculum as well as up-date curriculum to meet California's new vision for "Fire Technology" Programs.**
- 6. Explore opportunities to develop on-line or hybrid curriculum in "Fire Service Technology"**
- 7. Seek a comprehensive plan of a desired "Public Safety" Training Facility. This will include a at least a seven story Training Tower for simulating High Rise responses which shall include a "Life Safety" Elevator for ADA Compliancy and a dummy elevator shaft for simulated Elevator Rescues. The building will have a three story annex to resemble**

taxpayer commercial storefronts with a flash trainer inside and appropriate entry door and window trainers for forcible entry training. A separate facility for smart classrooms with faculty and administrative offices, secretarial work spaces and a locker room for upwards of 100 students as well as shower facilities. This will include a conference room and video production room oversight to designated labs for EMS Evaluation and the EMS SIMS Lab. The building will house all three discipline of the Public Safety Triad (Fire Service Technology, EMS Technology and Administration of Justice) A comprehensive facility to house all necessary equipment and Apparatus required of all three disciplines. A small workout gym and Air Compressor .

8. Continued replacement of PPE for safety and regulatory requirements consisting of Wildland PPE and helmets of old and damaged beyond repair existing PPE Equipment. This includes structural and wildland helmet protection.

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

Currently no classes offered on-line.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

*Planning Priorities for 2016-17*

- *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
- *Provide necessary institutional support for curriculum development and maintenance*
- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

Enrollments and success rates are on the rise within the program as the reputation of the program continues to attract new students. Increasing student enrollments are also proportional with the recent efforts by many local agencies to increase employment numbers from several years of neglect. These agencies faced significant economic challenges during the recent market decline have. Today those same agencies are increasing hiring opportunities due to the economic recovery enjoyed by their respective communities. This employment profile, has never looked this good in 25 years.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? yes no

(This data can be found here: <http://goo.gl/Ssfik2>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

The "Fire Service Technology" Program continues to enjoy some of the highest success rates at the college. This is especially evident when continuing to look at the number of both degrees and Certificates awarded in Fire Service Technology each year. Though our number of enrolments diminished in recent years, they rebounded in the 2015-2016 academic year with a growth factor of 630 students. A growth of over 11% from the 2014-2015 academic year. We still enjoy extremely high enrollments in comparison to most other disciplines on the campus. Our success rate in the 2015-2016 academic year was at 83%, well above most other disciplines. It is our belief that with the return of a "Firefighter I" Academy to Las Positas College and the development of a comprehensive "Public Safety" Training Facility, that these numbers will only continue to increase.

**I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/iU2yIz>**

SAO: When looking at class enrollments it is clear that most "Fire Service Technology" Courses enjoy a high success rate with very limited withdrawals and most students completing the course. "Fire Service Technology" program classes enjoyed an accumulative average enrollment success rate of 86% for the 2015-2016 academic year.

Describe the quantitative or qualitative results: A 5% increase from the 2015-2015 academic year.

Discuss any actions taken so far (and results, if known): Continue to offer students opportunities to enjoy tutoring services and taking individual interest in a successful plan of course enrollments with each student to maximize student performance based on realistic expectations of time and academic difficulty with each course.

Discuss your action plan for the future: Offer additional courses to provide health and physical well-being throughout a student's tenure in the "Fire Service Technology" program. This will increase the emotional and mental maturity for greater success in all "Fire Service Technology" curriculum and supportive curriculum. It is our desire to assist students in developing character traits of future leaders. We shall be adding additional Physical Fitness and Academy preparation classes where students can develop these leadership traits as well continue to further develop physical attributes of a firefighter.

**Part Two: Course-Level SLO Assessment Schedule**

**THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.**

**Part Three: Assessment Results  
(Instructional Programs Only)**

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: "Fire Protection Organization"
Course SLO: Correctly identify the nine different Fire Service Agency Organizations and accurately describe the scope of service of each one.
Describe the quantitative or qualitative results: Fall 2014 and Fall 2015 SLO Results show a success rate of the stated SLO of 3.28 of an aggregate score of four for Fall 2014 and a success rate of the stated SLO of 3.35 of an aggregate score of four for Fall 2015.
Discuss any actions taken so far (and results, if known): Identify early on what limitations students have to study, how they study, test taking skills and retention methods
Discuss your action plan for the future: Continue to use stated SLO and the assessment requiring students to visit an agency and determine the nature of the agency in their community. Student will then make presentation to class. This helps to determine potential student limitations to learning early in the program and a willingness to participate outside the classroom as well as internally in the class. A comprehensive quiz is administered in the class to cover with examples of the different agencies and where they may exist upon the sharing by each student's presentation. FST50 is also an entry course into the FST Program and giving students a student a chance to interact with existing firefighters, other students and faculty and staff, setting the tone for future success in other FST Courses.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

## Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

### Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

## Curriculum Map Directions

**Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.**

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

<b>Example: English Associate's Degree for Transfer</b>						
<b>Program Learning Outcomes</b>	<b>Required Courses in Degree/Certificate</b>					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

\*Including electives is optional.

Your Program's Map

Degree or Certificate: Fire Service Technology													
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate												
	FST 50	FST 51	FST 52	FST 53	FST 54	FST 55	FST 56	FST 65	FST 74A				
1. Correctly identify the 9 different fire service agency organizations and accurately describe the scope of service of each one.	X	X											
2. Accurately describe the complete process of fire development from its initial start to its eventual end by fuel depletion			X	X	X		X						
3. Describe the different methods of suppression agent delivery systems to suppress and /or extinguish in portable applications						X							
4. Shall be able to identify all position titles and associated basic responsibilities found within the Incident Command System								X					
5. Identify and accurately describe the conditions that define a fire of an incendiary									X				

nature														
6. Identify penal code laws and penalties as associated to arson law								X						

1. Did you make any changes to your existing mapping? (circle one)

Yes

No

This degree/certificate did not have previous mapping

2. If you answered “yes” to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome? Yes
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?

**FST 50 and FST 86A**

New additional SLO,s need to be created for all courses and continue to encourage part time staff to enter SLO Data.