

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
PUBLIC SAFETY CLUSTER AJ FST EMS	STEMPS	Mark Tarte Ron Johansen Sebastian Wong

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

The mission of the Public Safety Cluster is to provide the most comprehensive and up-to-date education in the areas of AJ, FST, EMS to its students; to foster their welfare, growth and success in the public safety field as well as in life; and to provide a resource to the community-at-large for education and training opportunities for public safety employees in their respective fields.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

The “Public Safety” mission supports the college’s mission through the continued education and training of persons seeking a career in the criminal justice field, firefighting, emergency medical response and provides transfer, degree, career-technical and re-training goals for students.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
LPC AA Courses	Required every 3 years for CTE courses under Title V
AJ50	“
AJ54	“
AJ55	“
AJ60	“
AJ61	“
AJ63	“
AJ64	“

AJ66	Required every 3 years for CTE courses under Title V
AJ68	“
AJ69	“
AJ70	“
AJ71	“
AJ74	“
AJ79	“
AJ89	“
RTC Courses	
AJ99.01	Required every 3 years for CTE courses under Title V
AJ99.50	“
AJ99.54	“
AJ99.55	“
AJ99.56	“
AJ99.57	“
AJ99.62	“
AJ99.65	“
AJ99.69	“
AJ99.77	“
AJ99.79	“
AJ99.80	“
AJ99.81	“
AJ99.82	“
AJ99.83	“
AJ99.84	“
AJ99.87	“
AJ99.90	“
AJ99.95	“
AJ99.96	“
AJ99.97	“
<u>AJ99.99</u>	—
FST: KINFSC	<p>Revised to be broken down into two separate courses (KIN FSC1 and KIN FSC2.</p> <p>KIN FSC1: A focus on life style adjustments, conditioning and strength development, introduction to circuit training, chain of command and recognition of para-military structure. basic rescue knots and basic firefighter manipulation skills associated with tools of the trade.</p> <p>KIN FSC2: Continuation of additional basic firefighter manipulation skills associated with tools of the trade, SCBA use under physical stress, leadership skills and development, continued focus on life style adjustments, conditioning and strength development and advanced circuit training.</p>

	<p>In order for students to be prepared for entry within the “Fire Academies” the students were recommended to complete KIN FSC a minimum of two times. Once in their first year within the program and the second time the semester prior to entering the “Fire Academy”. With the new regulatory limitations on repeatability. Students will now be able to meet all objectives and be properly prepared for entry into the “Fire Academies” by completing both KIN FSC1 and KIN FSC2. KIN FSC1 will be a pre-requisite course for KIN FSC2</p> <p>To be implemented in Summer 2014</p>
<p>FST 86A</p>	<p>Minor changes to the course content as there is now a “Structure Fire Academy” FST 90 which now is a pre-requisite course for FST 86A. Will also align FST 86A with a new number to align with the “Structure Fire Academy” FST 90.</p> <p>To be implemented in Summer 2014</p>

2. Will new curriculum (e.g., course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If yes, please describe briefly what new curriculum is planned.

AJ: A forensics certificate is planned along with a Law Enforcement AA degree

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If yes, please describe briefly what new initiatives are planned.

EMS: A Community Services Offering that is taught fee-based/non-credit awarded in Paramedic Technology will be entering its third cohort in 2014-2015.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
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AJ: 14	AJ: 14	AJ: 10
FST: 7 Different Courses in Fall out of 8 Course Sessions 8 Different Courses in Spring 1 Course in Summer	FST: 11	FST: None
EMS: 9	EMS: 9	EMS: 9

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

<p>AJ: Most courses are assessed every semester.</p> <p>FST: This is an area that has not been met as required and is part of the required changes to be initiated as of the Fall Semester of 2013. Assessments are challenged by the high number of Adjunct Part-Time Faculty utilized to deliver the Fire Service Technology Program Courses.</p> <p>EMS: Every Semester</p>

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
AJ: One AA degree in AJ	One	One
FST: One "Associates of Science Degree" in Fire Service Technology One "Certificate of Achievement" in Fire Service Technology	One	None
EMS: One	One	One

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

AJ: I review weekly enrollment, attendance and other factors about the AJ program. I have an advisory board that meets once a semester to review those results and to give their advice on changes/additions to course offerings. Evidence of this dialog is contained in the minutes of the advisory board meetings.

FST: SLO Data has not been generated within the Fire Service Technology Program. This has been identified as a program deficiency that is to be addressed during the 2013-2014 Academic Year. Dialog has been established with part-time adjunct faculty as to the need for them to complete SLO assessments to the courses that they are responsible for.

EMS: One of the student learning outcomes for EMS 81 the EMT course has been the initial pass rate of students sitting for the National Certification Examination offered by the National Registry of Emergency Medical Technicians. The NREMT exam is required by the State of California for all EMT candidates who wish to become certified as an EMT. These results are discussed at the Program Advisory Board meetings held each semester with dialogue identifying trends and progress made in improving the initial pass rate. In addition, the EMT Program Coordinator meets before each class with the adjunct faculty and skills instructors to discuss the need for modifying or improving the curriculum, schedule, and training scenarios.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

AJ: The SLOs are contained in each course syllabus and each student is told of them in the first week of the semester. An assessment of their knowledge is done through a test on the syllabus and SLOs in the first two weeks of the semester. Throughout the rest of the semester the students are assessed on their knowledge of the subject matter in relation to the SLO for that course. AJ does not currently have DE courses.

FST: N/A

EMS: The face to face assessments of the students show their mastery of the cognitive, psychomotor and affective objectives of the course. There is an assessment matrix that encompasses all of the domains and ensures that the student is a competent and safe beginner. Correlation of the face to face assessments and the SLO identifying the student initial pass rate on the National Certification Examination is high where the student possessing 80% and above in the face to face assessments has a 94% probability of passing the examination on the first attempt and a 100% probability of passing the examination

within three attempts. There is no distance education component to this program.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

AJ: The assessments support increasing AJ offerings by at least 1 class per semester, getting AJ back to the 2009-10 level of classes.

FST: Most resource requests have been identified as necessary to deliver curriculum that is governed by accrediting bodies at the state level. The equipment requests have been necessary to maintain accreditation so that students can receive appropriate certifications of course work completed, which within the Industry are necessary at time of application and/or at the time of appointment within gainful employment within the Fire Service.

EMS: Assessment results are evaluated as to identify the best media and instructional equipment to further the goal of attaining a 100% initial pass rate for the National Examination SLO. These assessments are used to justify and support Instructional Equipment Requests.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

AJ: Each course offering will finally be assessed each semester by its instructor as adjunct faculty is trained in elumen and assessments.

FST: To review current SLO's and to possibly revise and or Add additional SLO's to all current courses that are actively offered. This includes conducting assessments and entering all data collected as required on a semester basis.

EMS: One metric to evaluate is to see how many graduates of the "for credit" EMS 81 program seek entry into the Community Service Offering of Paramedic and how they perform in the Paramedic program.

D. Student Data

- Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

AJ: There is always concern about the low enrollment of minority students. While the

spread of statistics is good, more can be done to encourage minority students to enroll in AJ.

FST: After analyzing data regarding student success rates the following summary can be offered broken down into two basic categories. Course completion rates and program completion data for a degree and certificate. In both areas we continue to see continued growth and success by our students, with the Fire Service Technology Program as the most successful program, when comparing data for success rates and the awarding of a "Certificate of Achievement". 164 Certificates of Achievement have been awarded with the most awarded in a single year at 41 in the 2011-2012 academic years. This is the highest total number of certificates awarded out of 34 Certificate Programs. The FST program is ranked as the fourth highest on the campus with the total number of Associates Degrees awarded since the academic year of 2000-2001 to the 2011-2012 academic years. Data also shows a high success rate for Associates of Science Degrees awarded for Fire Service Technology with 125 Degrees awarded since the 2000-2001 academic year to the 2011-2012 academic year with 22 Degrees awarded in 2012. It is important to note that 92% of all students that achieved success and were awarded the "Certificate of Achievement" went on to receive and complete the requirements for an AS Degree. This information is shared at the Advisory Board Meeting for Fire Service and EMS Technologies which is held twice a year.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

AJ: The one thing that drops the success rate is student retention. Without a better method of counting those students who leave w/o dropping after the census they are carried on the roll sheets. At the end of the semester with grades, the only thing that an instructor can do is enter a grade of "F". This skews the overall success rate of those students who remain in class and do the work.

FST: Student enrollment and retention rates remain strong within the Fire Service Technology Program. Firefighting careers are the most sought after civil service careers in the United States, with competition remaining strong for the positions that are available annually. In California an "Associates Degree in Fire Service Technology" along with specialty certifications and/or licenses necessary for qualifying as a strong candidate for successful employment within the California Fire Service. It is this level of competition that drives the high enrollments seen within the Las Positas College FST Program. In the 2011-2012 Academic year the FST Program had a 109% Fill Rate of enrollment capacity. Retention rates are exceptionally high when compared with most other programs within Las Positas College. Data for success rates in all Fall Semesters FST Courses from 2007 to 2011 showed an average student enrollment of 48 students for 45 separate course

sessions, we averaged a success rate of 78% or 37 of all 48 enrolled students successfully completing all class sessions offered. It was discovered that one specific Instructor consistently had poor success rates at 55% on average with high withdrawal and failure rates in comparison to all other Instructors and courses delivered. This may require a review of the SLO's for this course as well as a review of the teaching and testing methods by this Instructor.

EMS: N/A

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

AJ: The average fill rate for AJ for the years 2007 through 2011 is 150.8%. This is indicative of the continuing interest in and the popularity of AJ.

FST: It is believed that success rates are high due to the fact we have been able to identify and obtain the necessary tools of the trade that allow students to apply real world up to date training criteria's for the development of the cognitive and manipulative skills necessary for success. To maintain the success rates it is necessary to identify technologies that are changing in our Industry. Identifying these changes and pursuing the process to identify these resource needs are imperative for continued student success.

EMS:

2. Enrollment Management (**Instructional programs only**)

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

AJ: 3.00 FTEF for Fall 2012-Spring 2013 for AJ courses. 3.51 FTEF for a basic training academy and 2.90 for ADHOC classes for in-service training at the Regional Training Center (Fall-2012 and 2013-Spring combined).

FST:

EMS:

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

Proposition 30 passed and additional FTEF was allocated for all three areas.

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

AJ: Unless a permanent funding source is found that will not cut budgets/FTEF after Proposition 30 money is exhausted, I anticipate having to cut course offerings in AJ once again. That said, we are contractually obligated to the Alameda County Sheriff's Department to put on two basic training POST academies per academic/fiscal year. This will require 7.02 FTEF for those two academies alone in FY 2014-15. There is high demand for the academies as allied police agencies around the region are now hiring after several years of not adding personnel to their ranks to replace those officers who have retired and they are in need of sending personnel to this academy.

FST: We do not anticipate any additional courses being added to the schedule for the 2014-2015 Academic Year. We anticipate the same delivery of courses as identified in the 2013-2014 Academic Year.

EMS: N/A

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
AJ: 4.86	1.60	33%
FST: 3.66	1.68	46%
EMS: 3.09	0.00	0%

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	None			
regular hourly classified staff**	None			

student assistants	None			
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* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

In Spring of 2013 STEMPS lost its full time staff assistant which supported all faculty in the STEMPS Division. As the largest Division on campus which is even larger than in 2012-2013 we have been negatively impacted by this loss. Course enrollment records and rosters which are necessary for processing and record keeping as well as processing certificates of approximately 800 per year was a major function of the staff assistant to STEMPS with the AJ, FST and EMS Programs. It is important to note that as a requirement of our multiple accreditation contracts with several state agencies and industry training entities (CSTI, State Fire Training, ASHI, AHA, California and Alameda County EMS Authorities) that we show proof of staff assistance to maintain proper record keeping and security of certificates. We are not meeting these requirements and are currently in violation of these requirements which could potentially place our accreditations in jeopardy. We are also in the process of becoming recognized as a "Regional Training Center" with State Fire Training, a requirement in order to provide a "Firefighter I Structure Academy". A component of the application requires identification of support staff to the program. We do not currently have classified support staff as required.

3. Are there Staff Development needs for the academic year 2014-15?

YES NO

If yes, elaborate. Provide any data which support these needs.

AJ: Staff development in the area of SLO creation and assessment is needed.

FST: We need at least a part time 20 Hour a week Staff Assistant to meet accreditation requirements in order to maintain program required courses.

EMS: Staff is required to maintain professional certification to teach the curriculum. \$1,500.00 is needed per fiscal year to provide Adjunct Faculty in this program approximately 480 hours of continuing medical education to maintain professional certifications required to function as Adjunct Faculty in this discipline.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

AJ: 50 laptop computers for report writing class are needed.

FST: Additional equipment which is necessary to meet new training mandates would be the purchase of at least one "Thermal Imaging Camera". This technology will allow students the ability to apply specific training standards in several different courses but plays a significant role in maintaining firefighter safety.

EMS: N/A

G. Facilities, Equipment, and Supplies Resources

Are there any new facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

Since 2002, one of the plans was the creation of an extended police academy on-site at LPC. This academy would follow a modular format as created by the California POST Commission into three separate but integrated modules. This extended academy would run in conjunction with and cooperation of the ACSO/RTC. The completion of each of the first two modules would allow a person to become a reserve peace officer. Completion of the third module after the first two would be the equivalent to completion of a full time academy and allow a student to apply for peace officer positions. We had identified a Public Safety Training Facility as part of the master plan to be located just west of the M&O Facility. The project has been delayed pending a new bond. However, the project has been scaled back over a much smaller foot print, with just two classrooms and a requirement to share the space with the Horticulture and Viticulture Programs. This is a project that now appears to be one that will be ineffective in its current proposed state and will not provide for the training opportunities that the students deserve and be beneficial. The AJ, FST and EMS programs together are the largest on campus vocational training programs with a long history of strong enrollments that will continue into the future. The original proposed facility design criteria for Public Safety needs to be renewed as it will provide for a great opportunity for Las Positas College to solidify its reputation as the premier Fire and EMS Training program in the Bay Area and beyond. Las Positas College has made many purchases through Bond monies as well as having received over \$100,000 in

donated Fire Apparatus to the college. The apparatus are experiencing an increased rate of deterioration due to exposure to the elements and UV exposure from the sun. Several hydraulic leaks and frozen gauges have resulted in damage due to extreme cold temperatures. The repairs are costly and prevent the apparatus to be used until repairs are made. We need at least two canopy structures to protect the various fire apparatus. These structures will not be fully enclosed but will allow for limited but adequate protection to the fire apparatus from accelerated damage. Additional technology still needed is at least twelve (12) more additional MSA Firehawk Self Contained Breathing Apparatus. These meet the newest required CAL OSHA regulatory requirements and NFPA Standards. As we continue to offer a new "Firefighter I Structure Academy", these units will be necessary. We currently have four (4) units that were purchased to meet the "Wildland Fire Academy" (FST 86A) requirements for CAL Fire three years ago. The Structure Academy however will require an increase in the number of units above the four we have.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO

If yes, please briefly describe amount and general uses.

AJ: No.

FST/EMS: There is a Co-Curricular account for the Fire Service Technology Program, it does not currently operate off of a proposed budget. The account primarily operates as an account for student uniform purchases for FST and EMS students as the cost is greatly reduced from that of the Book Store, saving students significant monies. General funds support professional specialists, which are required to maintain mandated instructor/student ratios; operating supplies and fuel associated with the use of FST/district vehicles. The general fund budget was \$23,000 in FY11-12 and needs to be at least \$25,000 for FY14-15.

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

AJ: A series of new DVDs and the purchase of a VCR to DVD converter are needed to support AJ. Currently, we have over 150 videocassettes. Many of these are outdated and need to be replaced with more current videos. The videos that are still current need to be converted to DVD.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

AJ: Obviously, the greatest impact is the state budget and its effect on all community colleges. AJ was cut significantly (over 15%). This, more than any other factor has hindered the growth and actually caused it to shrink. It was estimated when the program started in Fall 2002 that by this time we would be at approximately 60-65% of the offerings in AJ at Chabot, as well as offering an extended basic training academy affiliated with sheriff. That has not happened. We have never been more than 50% of what Chabot offers and that is the current level of courses compared to Chabot.

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

AJ: N/A

FST: We have recently taken possession of two additional Fire Apparatus. A Type III Fire Engine used in Wildland Firefighting (This is the most in demand resource in the state to fight "Wildland Fires"). The apparatus only has 7,000 miles and would be considered a front line apparatus in most departments today. This apparatus was donated by the San Ramon Valley Fire Protection District. It has been a tremendous tool for instruction in the FST 86A "Wildland Fire Academy" as it allows us to meet mandated training standards from CAL Fire, our accrediting body for the "CAL Firefighter Basic" Certificate, allowing for qualification as a seasonal wildland firefighter for CAL Fire upon completion of the academy. The second Fire Apparatus is a Type I (Fully Enclosed) Fire Engine meeting CAL OSHA Standards and NFPA Standards for Safety. It will play a major role in the delivery of our "Firefighter I Structure Academy" slated for Spring of 2014. We have made a purchase of an Air Compressor for the Academy and also a second 35 Foot Wood Ladder. These two items were critical in meeting minimum standards for the delivery of a "Firefighter I Structure Academy". We have seen an increase in the number of students completing the program successfully with the strongest numbers of Graduates both for the AS Degree and the Certificate of Achievement since the program started. We have a temporary however much better facility for the Fire Service Technology Program than from the past. As the

college continues to grow the area currently occupied by the FST Program is slated for replacement in support of other programs. Increased success rates were a priority and we have seen significant number increases for graduates. It is worthy to note that the 2012 Class valedictorian for Las Positas College was a Fire Service Technology Graduate. It is also important to note that two other students also graduated with 4.0 GPA's in 2012.

EMS: N/A

B Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

AJ: The objectives from the last review have not been accomplished. Money cannot be found to purchase a patrol car. No police agency is willing to donate a police car due to liability concerns. I have not been able to purchase 50 laptop computers for report writing and the on-line course development was started by my completing the DE training that Scott Vigallon taught. However, due to budget constraints, the idea of creating a new class was put on hold indefinitely. The extended academy, which would have started by offering the first two modules of a three module program, cannot begin until a stable funding source outside the state budget is found. Also, due to oversight by the DBSG, the basic law enforcement training academy was not properly funded for the 2013-2014 FY/AY and only one academy was budgeted, though a contract exists to fund two basic training academies each FY/AY. This has been resolved, temporarily, but unless the district funds their contractual obligations, we will not meet existing goals, let alone goals for future growth.

FST: SLO's still prove to be a challenge and they have been identified as a high priority for adjustments and assessment data being entered for the 2013-2014 Academic Year.

EMS: N/A

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

AJ: Hopefully to see some growth in class offerings beyond a level the AJ program was at six years ago.

FST: To provide a second "Firefighter I Structure Academy" (FST 90) and make necessary adjustments as we learn from the first Academy to be offered in the Spring of 2014.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

AJ: #1 a stable funding source. #2 the district needs to fulfill contractual obligations. #3,

without the first two, the AJ program will continue to “mark time” and not move forward always offering 7-8 courses per semester and turning away the almost 100 students per semester who try to add but cannot.

FST: Success rates of an Academy are the premier and fundamental training courses that represent the quality of a Fire Technology Program. All 62 Community Colleges in the State of California that offer Fire Technology are judged and rated by the Fire Service Industry and by students in accordance to the quality of the Fire Academies first and foremost than that of the program as a whole. “Fire Academies” are the main fire instructional component that tends to lead an individual towards successful employment. The quality of the Academy and its Instructional Core and the availability of high quality facilities and tools of the trade are imperative for a program’s success and image.

Continue to the next page to complete the form.

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IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	Review Success rates of academy graduates			Graduation Rates	Human	None	Academy Staff
2	1	Survey students as to needed areas of improvement			Student Comments	Human	Survey Document	Academy Staff
3	1	SLO Review And Assessment Data Provided			SLO Outcomes	Human Technology	Computer	Dean and SLO Committee Assistance
4	2	Conduct Internal Assessment among FST Faculty			Faculty Comments	Human	Survey Document	Dean and FST Faculty
5	1	Support Staff Part-time			Completion of tasks in a timely fashion	Human	Computer and work station	Dean and Program Coordinator

*human, technological, facilities/supplies, financial, other

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‡When College Goals become available, this column will be activated.