Program: Fire Service Technology

Division: PATH – Public Safety, Advanced Manufacturing, Transportation, Health and Kinesiology

Date: October 31, 2023

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With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. Fall 2023 is a Program Update cycle.

Please note: Program Update is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Requests) or directed to your dean or supervisor.

Time Frame: This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

Key Terms: The Program Review Glossary defines key terms that you can review before writing: https://bit.ly/2LqPxOW

HELPFUL LINKS:

1) Program Review Committee Page for Writers
2) Fall 2022 Program Reviews
3) Frequently Asked Questions

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

INSTRUCTIONS:

1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.

2) If the requested information does not apply to your program, write "Not Applicable."

3) Suggested: Communicate with your dean while completing this document.

4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2023**

IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- ✓ **Check for Title V updates required for any of your courses or Programs:**

    1. To check on the status of courses and programs to see if any updates are required

        a. Log in to CurricUNET

        b. Select "Course Outline Report" under "Reports/Interfaces"

        c. Select the report as an Excel file or as HTML)

    2. If updates are needed, submit these updates to the Curriculum Committee

    3. Then, compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered during certain semesters**.**

        a. If your map requires a non-Curricular change (i.e., course sequencing) consult your Pathway counseling faculty liaison to initiate any changes.

        b. If your map requires a Curricular Change (Program modifications) - these are initiated through the Curriculum Committee.

- ✓ **Review your programs to see if there are any modifications needed**

- ✓ **Review your programs and courses to see if any will be sunset or deactivate**

HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- ☐ **No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)

2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23. Note: Reflect from last academic year.

First Fall Fire Academy (Monday, Wednesday, Friday format)

Initiated contact with FST Alumni to successfully complete their Certificate of Achievement in Fire Suppression

Initiated Credit for Prior Learning process for graduates from An Accredited Academy in California (FST 1, 2, 6 & 7)

Creation and implementation of a Site Rental Agreement for the Public Safety facilities

Completed a RAC Request for a Forcible Entry prop to ensure we are reaccredited by State Fire Training Fall 2024

Met with Berkeley and Livermore Pleasanton FD to ensure current ISA's are properly implemented

Several Fire agencies requested to meet and discuss ISA opportunities

Initiated the articulation process to increase our class offerings (12 State Fire Training classes)

Renting Livermore Pleasanton fire training center because our facility is not ready for use, increased academy costs that were not budgeted for.

Tuition, State Fire Training and other fees in addition to the cost of PPE rental, make our academy cost prohibitive for some of our students

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2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Women Outreach Program. LPC FST founded "LPC Women in FIRE". This is
under the umbrella of Las Positas College and provides career exploration, confirmation, and preparation materials to the young women in this program

During the 2023 school year I have noticed that the current student level of interest in participating in class has declined. In addition, the formal format that the students have been taught has not prepared them for independent study and preparation for assignments and evaluations, quizzes, Mid Term and Finals.

Students a have expressed that their classroom learning has been lecture with a homework load of reading the chapter addressed in class and assignments. They are not prepared to be held accountable for reading the chapter material prior to class and then being able to answer questions or offer positional opinions on the material being discussed.

With a detailed, objective based, rubrics, successful completion of the assignments still falls short. In the 30 years of teaching, I have been required to developed a syllabus that was a single page to one that is now 5 pages. With details on how to submit written assignments, videos explaining the best way to use the canvas program for the course, how to seek assistance for the college for various reasons and rubrics which outline exactly what is need to earn the highest amount of points, students continue to ask to be told where to find information, fail to read what is expected for the upcoming week's session, fail to include specific points required for the assignment and habitually turn in material a late. Despite outlining the late policy which lowers their earned point based on how late the assignment is submitted.

I have specifically asked students point blank why they had not read the chapter before class and come prepared to discuss the topic at hand. Their replies have been that is not the format in which they were taught previously.

Every semester my students are told that I will be respectful of them in the course as if they were hired by and agency and going through their basic and probationary training. Specific objectives of the course are discussed, the need for participation is addressed and the importance of a team atmosphere addressed. I share with them I intention of preparing them to test and scoring high when applying for employment.

Recognizing that from the field, currently active Captains and Firefighters, I have been informed of the way our next generation of firefighters are performing, their level of sensitivity to directions, instruction and correction, and most often mentioned their reluctance to engage in conversation.

This presents a different form of instruction and interaction in the class room while maintaining the positive level of what will be expected of them once employed.

The value of equity is then measured by the resulting number of those passing the course with high marks and those who fail and then be successfully measured based on the individual's performance and participation. With full objective grading it is now incumbent on the induvial to participate and preform to pass the course. Each student is given the same exact responsibility and accountability.

I firmly believe our program produces some of the best candidates for the fire service.

We meet our SLO's and 1/3 hiring of our cadets were hired immediately after graduating from our Spring 2023 Fire Academy. Cadets who did not do homework or apply the knowledge provided did not graduate the academy. We have one returning student from the Spring 2023 Academy participating in the Fall 2023 Academy.

I know we worked hard to give each cadet the same opportunity for success in our program. As stated previously the expectations, responsibilities and accountability were the same for all cadets. Students success was a direct reflection of the work effort and commitment to their own education in the academy environment.

3. Got anything new planned for 23-24? This is where you want to be sure to include any capacity building (e.g. $$$).

Ensure the appropriate amount of CAH release time for the Fire Academy Coordinator Faculty position

Developed and implementing a full-time FF Academy, Spring 2024 (720-hours current academy is 560-hours)

Develop and implement a career path for all Fire Academy cadets to achieve any of the following educational goals: Certificate of Achievements, AS Degrees or BA Transfer students

Hosting part of the Bay Area FF's Conference May 2024, Live Fire Thermal Imaging Train-the-Trainer class

Updated internally our Public Safety ISA practices and procedures

Three FST 12 alumni registered for WRKX 94 and are assisting with our current academy (FST 12)

Received approval and funding through CTE to create and deliver a Public Safety Academy to high school students' summer of 2024

Received approval and funding through CTE to create and deliver a Fire Explorer Academy summer of 2024

Develop and implement a WRKX 94 opportunity for our FST 12 graduates to successfully complete the State Fire Training Vocational requirements to attain their Fire Fighter 2 certification with State Fire Training

Need to increase our curriculum (State Fire Training classes) to increase learning and accessibility opportunities for students

Scholarships for the Fire Academy (FST 12), trying to secure scholarships to cover tuition and other fees (via alumni, foundations, special interest groups and FF labor groups).

Personal Protective Equipment (PPE) vendors provide free of charge PPE to students/cadets who demonstrate the financial need

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CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

Vicki Shipman will provide you with or support any data needs

LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.

Per Economic Modeling / Light cast, the need for firefighters is:
Demand = 460
Completions = 404
Need = 56

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2. What is the median income for occupations within your program?

$98,182 annually

ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
   i. __x____YES _____No

2. If not, please explain.

STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

Data Reporting Notes:
Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

Launch Board data metrics lag in terms of academic year reporting. For your program review SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

CI. STRONG WORKFORCE PROGRAM STUDENTS

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

21/22 Data: 180 students
Note: Drop from 20/21 to 21/22 as a result of the pandemic.

How may these metrics improve?

Increased outreach and marketing. Additional ISA's with regional agencies.

C2. *SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR*

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

52% of students earned 9 or more CE Units in a single year.

How may these metrics improve?

 Mentoring students to take more units.

C3. *SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE*

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

N/A

How may these metrics improve?

C4. *SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS*

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship

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journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

21/22 Data: 23 Completers

How may these metrics improve?

Implementation of Degree Works. A&R presentations to students in their capstone class prior to completion.

C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

N/A

How may these metrics improve?

C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

Most recent data is from 19/20 where 100% students were placed in a job closely related to their field of study.

How may these metrics improve?
Recruit more employers/agencies to place students.

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

20/21 Data: $47.264 per year

How may these metrics improve?

Recruit agencies offering higher compensation.

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

20/21 Data: 35% students with a median change in earnings

How may these metrics improve?

Program coordinator(s) are unable to improve these types of metrics.

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

20/21 Data: 57% students attained a living wage

How may these metrics improve?

Recruit agencies offering higher compensation.

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