2026-27 Comprehensive Program Review

Program: Fire Service Technology

Division: PATH (Public Safety, Advanced Manufacturing, Transportation, Health & Kinesiology)

Writers: Katharine Erhardt

SLO/SAO Point-Person: Katharine Erhardt & George Freelen

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- Maintained California State Fire Marshal recognition as an Accredited Regional Training Program (ARTP) and continued offering the Fire Fighter 1 and Fire Fighter 2 pathway through the Las Positas College Fire Academy.
- Several academy instructors made progress on State Fire Training task books, expanding their qualifications to teach and lead additional academy instruction.
- Due to high student demand, an additional FST 1 section was offered in Spring 2026, followed by three additional FST courses in Fall 2026.
- Received a new ventilation prop for the Training Grounds, expanding hands-on training opportunities.
- Hosted Fire Fighter 1 certification testing for the Oakland Fire Department in partnership with Community Education.
- Co-hosted a nonprofit outreach camp to encourage individuals from underrepresented groups to explore careers in the fire service.
- 3rd year partnering with the Livermore Valley Craft Brewers Association on a fundraiser to support the Fire Service Technology program.
- Graduated a Spring 2026 Fire Academy class of 20, continuing the program's Fire Fighter 1 and Fire Fighter 2 pathway. Several students receiving job offers to start after the academy.

- Filled a coordinator position to support the academic and administrative needs of the Fire Service Technology program.

2. Please describe your most important **challenges** in year 25-26

- Sustainable funding remains a significant challenge for both the Fire Academy and the broader Fire Service Technology program, including funding for State Fire Training fees, PPE, rental costs, uniforms, testing, certifications, consumable supplies, and apparatus.
- Student demand continues to exceed available course offerings. The program has had to turn over 20 students away just for the FST 1 class alone Fall 2026, with some students seeking Fire Service Technology courses at other local colleges.
- Additional adjunct faculty are needed to support the continued growth of the program and meet student demand.
- The need to offer more FST 1 and FST 7 courses as those are the prerequisite for the fire academy and for the AS degree pathway, both classes had waitlist and had to turn students away.
- Limited FTEF for program coordination and instruction continues to be a challenge as the program expands.
- Funding is needed to support an additional Fall Fire Academy, allowing the program to offer two academies per year and better meet student demand.
- Funding is needed to meet the operational and training needs of the Fire Academy. Priority items include new apparatus, including a Type 1 engine and Type 5 apparatus; a storage Conex box for equipment; approximately 1,000 feet of fire hose in each size, including 5-inch, 2½-inch, 1¾-inch, and wildland hose; and an NFPA subscription to maintain current codes, standards, and instructional materials.
- FST 7 and The Fire Academy are in need of new ladders for training due to large class size.
- The availability of EMT courses may affect future Fire Academy enrollment, as EMT certification is a prerequisite for FST 12. Fewer EMT course sections offered through LPC could create a barrier for students entering the academy.
- Funding for aids in the FST 7 class to support the needs of students
- Funding for Educational Materials for the class room that should include but not limited to NFPA subscriptions, Instructors addition textbooks for all the FST classes offered, and all updated books and reading materials to support the program.
- Continued planning is needed to expand the program while maintaining enrollment, training quality, accreditation requirements, appropriate staffing, and student success.

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- Continue working with college leadership and workforce partners to establish sustainable funding for the Fire Service Technology program. The Fire Academy is currently supported through Strong Workforce Program funds, and the program will continue working toward including ongoing Fire Academy funding in the College's general fund.
- Continue outreach to local high schools and community partners to increase awareness of Fire Service Technology certificates, the AS degree, and the Fire Academy pathway.

- Explore workforce development opportunities that may expand access to the program, including pre-apprenticeship opportunities, Workforce Pell eligibility for short-term programs, and Credit for Prior Learning where appropriate. These options may help reduce barriers for students entering the fire service and for individuals who already have relevant training or experience.
- Reduce financial barriers by connecting students with Financial Aid, scholarships, workforce funding, and other available resources.
- Maintain and strengthen partnerships with local fire agencies to ensure curriculum and academy training remain aligned with current hiring expectations and industry standards.
- Evaluate the feasibility of expanding academy scheduling opportunities, including offering a Fall Fire Academy, based on available funding and staffing.
- Monitor enrollment, course success, completion, credential attainment, and employment outcomes to identify and support disproportionately impacted student groups.
- Offer Fire Fighter 1 and Fire Fighter 2 capstone certification testing outside of the Fire Academy to support outside agencies and training partners in providing training and certification opportunities for qualifying students.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

During the 2023–2026 assessment cycle, the Fire Service Technology (FST) program looked at whether students were gaining the knowledge and skills needed to be successful in their FST classes and to prepare for a career in the fire service. The PSLOs and CSLOs cover areas such as fire prevention, fire behavior, building construction, fire protection systems, hazardous materials, research, safety, and professional development.

As a new faculty member coming into the FST program, this program review has also been an opportunity for me to become more familiar with the program, its assessment process, and how student outcomes have been tracked. Through reviewing the available assessment information, I have been able to get a better understanding of what is currently being done and where we can improve moving forward.

Since FST is a career and technical education program, it is important that students are not only learning the material but also developing the technical knowledge, problem-solving skills, professionalism, and practical understanding needed to move on to fire academy training and eventually employment in the fire service.

As I reviewed the assessment records from the 2023–2026 cycle, I also saw that we have an opportunity to improve how FST documents and tracks assessment. Going forward, the program will work toward developing a clearer three-year assessment plan that identifies which CSLOs and PSLOs are being assessed, when they are being assessed, and how the results are being used to make improvements to the program and support student success.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

FST students are working toward the knowledge and skills identified in the program and course outcomes. Students have opportunities to show what they know through class activities, hands-on training, tests, and assignments that relate to real fire service situations. Being new to my role in the FST program I am still learning how the assessment information has been collected and tracked in the past. The data I have been able to review shows that the program has been growing. FST had 118 students in Fall 2022 and 154 students in Fall 2025, and course enrollments have also increased. Some classes are now at or over capacity, the waitlist was even expanded for some sections to get a better idea of how many students wanted to take the courses. For example, the FST 1 course waitlist was extend from 20 to 30. 20 students showed up to the first day of class hoping for a spot. Only 5 students dropped the course and so I could only add 5 due to classroom size. This semester we were able to add additional sections of FST 7, FST 3 and FST 6 all classes are at full capacity. This shows the need and want from the students to take the FST courses.

The student population is also changing. Using date in the Discipline Program Review Data Packet the percentage of Latine students in FST has increased over the past few years. The packet shows that Latin students made up 29 precent of the FST Program in Fall of 2021 and the most recent data coming from Spring of 2026 showing the precent is now at 45 precent. There are also a large number of students taking FST classes part-time. This makes me think we need to continue looking at class scheduling, access to courses, equipment, financial resources, and other barriers that could affect students being able to complete the program.

I also think this connects with the goals of Perkins V, especially the focus on equity, access, student outcomes, and removing barriers for CTE students. At this point, I do not have enough assessment data to say that there are specific achievement gaps between student groups. I think one area for improvement is making sure FST consistently collects and reviews this information so we can better understand where students may need additional support.

This next year, I would like to get a better system in place for tracking CSLO and PSLO assessment results along with student demographic and success data. This will help me and other members of the FST program better understand where students are doing well, where they may be having difficulty, and what changes we may need to make with classes, scheduling, resources, or student support.

3. Explain potential plans to improve student outcomes and close equity gaps.

One area I see as important is access to FST classes is that the program has been growing and some classes are filling up or going over capacity. Continuing to look at course scheduling, adding sections when possible, and looking at the possibility of adding an additional academy could help students stay on track instead of having to wait for a class or look at other programs. We have also had interest from local fire department agencies to partner in the classes primarily the fire academy. That would be very positive for the college however we do not want this to affect current students' opportunities and access to the academy.

Access to equipment and hands-on training is important for FST students. The fire service is very hands-on, and students need opportunities to practice the skills they are learning in class. Continuing to look for Perkins and other funding opportunities for equipment, PPE, training materials, and academy resources could help reduce some of the barriers students face.

Another area I would like to look at is student support. Some students are balancing school with work and other responsibilities, and many FST students are taking classes part-time. Providing more information about financial aid, scholarships, available resources, tutoring, and career preparation may help students stay in the program and complete their courses.

As we continue to collect assessment data, I would also like to look at the results by student groups to see if there are any consistent differences in outcomes. These groupings wouldn't just be by ethnicity, gender and socioeconomic but also if the students are currently working, in a career transition, and how far are they traveling to come to this program.

Overall, my plan is to improve how we track student outcomes, continue working on access to classes and equipment, connect students with available resources, and use the data we collect to make changes where they are needed.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

One of the main obstacles I have encountered is that I am new to my role in the FST program and this is my first time going through the Comprehensive Program Review process. I am still learning where assessment information is stored, how it has been tracked in the past, and what information should be collected for each CSLO and PSLO. Some of the assessment information from previous years is also not complete or easy to locate, which makes it difficult to compare results from year to year.

Another challenge is making sure that assessment is being done consistently across the different FST courses and instructors. Since FST includes both classroom and hands-on training, assessment can look different depending on the course and the skills being taught. Having meetings with other staff to see what and how evaluations in their classrooms are going would be helpful for the overall look at the program.

Helpful supports would include having clear examples of what assessment information should be collected, where it should be documented, and how results should be entered into the college system. A consistent process or template for FST faculty. I have had some prior information from this program but having more college research and complete records would help me as staff to see if the program is on track and maintain the process going forward.

Moving forward, I would like to establish a more consistent system for documenting CSLO and PSLO assessments so that the next program review will have better information to work from. Along with having a better tracking of not only what students are achieving in the classroom but how successful they are when they leave the program to find work in this field.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- The data shows that the Fire Service Technology program continues to have strong student interest and demand. Overall student headcount and course enrollments have increased during the review period. In particular, Spring enrollment has grown from 100 students in Spring 2022 to 178 students in Spring 2026. Total course enrollments have also increased from 193 in Spring 2022 to 362 in Spring 2026.
- The program has also experienced strong fill rates in recent semesters. Several courses have reached or exceeded available capacity. This tells us that there continues to be a strong interest in fire service education and career preparation. As the program continues to grow, it will be important to monitor enrollment and make sure we are offering enough sections to meet student demand while also maintaining the quality of instruction.
- A large percentage of FST students are traditional college-age students 19 – 21sitting at over 60 precent. Many students are also new to college and are beginning both their college education and their exploration of a career in the fire service. Because of this, the program places importance on helping students understand the expectations of the fire service, professionalism, accountability, teamwork, and the academic requirements needed to be successful.
- The student population in the program has become more diverse during the review period. The percentage of Latine students has increased over 10 precent, while the percentage of White students has decreased as a percentage of overall enrollment. The program continues to serve a diverse group of students interested in entering the fire service.
- The educational goals of FST students also show that the program serves students with different career and educational goals. A significant number of students identify Occupational Certificate/Job Training as their goal, while other students are working toward an Associate Degree or planning to transfer. This

supports the need for the program to continue offering multiple pathways for students pursuing careers in the fire service.

- Student success rates have remained fairly consistent, although there are differences between semesters. Fall success rates ranged from 70% to 78%, while Spring success rates ranged from 74% to 95%. The most recent success rates were 73% in Fall 2025 and 79% in Spring 2026. The program will continue to monitor student success, non-success, and withdrawal rates to identify areas where additional student support may be needed.
- With all of this data it strongly supports additional class offerings, a second fire academy and more part time staff to support this growing program.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- The data shows that the Fire Service Technology program is serving an increasingly diverse student population. The percentage of Latine students has increased during the review period and reached 45% of the program's students in Spring 2026. The program will continue to monitor enrollment and student outcomes as the student population continues to change.
- Fire Service Technology continues to be a predominantly male field, and this is reflected in the program's enrollment data. Male students represented approximately 88% to 94% of students during the review period, while female students represented approximately 6% to 13%. Although there has been some increase in female enrollment, women continue to be underrepresented in both the program and the fire service profession.
- The program recognizes the importance of creating an environment where all students feel welcome and supported. As faculty, we want students from different backgrounds to see the fire service as a career option. The program will continue to expose students to different career opportunities, provide positive role models, and encourage participation from groups that have traditionally been underrepresented in the fire service.
- The current data packet does not provide student success rates broken down by race, ethnicity, gender, or other demographic groups. Because of this, the program cannot make specific conclusions about equity gaps in course success based on this data alone. The program will continue to work with RPIE and review additional data when available to identify any areas that may need attention.

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- The data shows that students generally have higher success rates in face-to-face FST courses than in Distance Education courses.
  For example, in Fall 2021, the face-to-face success rate was 79%, compared to 69% for Distance Education. In Fall 2022, face-to-face courses had an 82% success rate compared to 71% for Distance Education. In Fall 2024, the success rate was 80% for face-to-face courses and 69% for Distance

Education. In Fall 2025, face-to-face courses had a 76% success rate compared to 65% for Distance Education.

- Withdrawal rates were also higher in some Distance Education courses. In Fall 2024, the Distance Education withdrawal rate was 23%, compared to 9% for face-to-face courses. In Fall 2025, the Distance Education withdrawal rate was 27%, compared to 14% for face-to-face courses.
- This is not surprising given the nature of many Fire Service Technology courses. Fire service is very hands-on and involves communication, teamwork, discussion, problem-solving, and direct interaction with instructors and other students. Many students also benefit from the structure and accountability that comes with attending class in person.
- Online courses are still important because they provide flexibility and access for students who may be working, attending other classes, or balancing family responsibilities. However, the data suggests that face-to-face instruction may be more successful for many FST students especially the introductory courses.
- Currently this semester we do not have any of the FST classes offered on-line however that may be explored in the future for advanced classes.

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26? TBD — verify against LPC AY25–26 Program-Set Standard data before submission.

Yes_x___ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

NA

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new

initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

- **Preparing students for careers and continued education:** Over the past three years, the Fire Service Technology program has continued to provide students with education and career preparation for employment in the fire service. The FST offers students opportunities to work toward certificates, degrees, transfer, and job preparation. Coursework emphasizes the knowledge, skills, professionalism, accountability, discipline, and communication needed for students preparing to enter the fire service or a related field. This aligns with Las Positas College's mission of supporting student learning and helping students achieve their educational and career goals.
- **Responding to student and workforce needs:** The FST program has continued to monitor enrollment, student's needs, and course offerings to better serve students interested in careers in the fire service. Enrollment data shows continued interest and growth in the program. The FST program has worked to provide additional courses and opportunities that support students at different points in their educational and career pathways, including students new to college and students preparing to pursue employment in the fire service. As the program continues to grow, faculty will continue to evaluate course offerings, facilities, equipment, and other resources needed to provide students with quality instruction.
- **Creating an inclusive and supportive learning environment:** The Fire Service Technology program serves a diverse student population. Over the past three years, the program has continued to focus on creating a professional and supportive learning environment for all students. Faculty work to provide students with clear expectations, mentoring, career guidance, and opportunities to better understand the expectations of the fire service profession. The program also recognizes the importance of encouraging individuals from diverse backgrounds, including groups traditionally underrepresented in the fire service, to consider careers within the profession. This has been shown in the colleges support of NorCal Girls camp and other outreach events. This work supports the college's commitment to student success, equity, inclusion, and providing opportunities for students to achieve their educational and career goals.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
N/A	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
N/A	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
N/A	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
N/A	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
N/A	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
N/A	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
N/A	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
N/A	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
N/A	Other [explain]: No DE offering was verified in the public sources used for this draft. If an FST DE/hybrid section was offered in AY25–26, replace N/A marks with the applicable RSI methods and verify against the DE addendum.

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

NA

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

Coming into the program as a new faculty member has given me a fresh perspective on where the FST program is currently and where it may go next. I am fortunate to have experienced and tenured faculty in my division who have been willing to help and continue to guide the program toward success.

The FST program is currently experiencing strong student demand. Students are requesting additional classes, showing interest in a second academy, and looking for greater access to faculty and staff support. This increased demand also points to the need to look at program capacity, staffing, equipment, funding, and other resources as the program continues to grow. Student demand for academic and career preparation support is also increasing. Students are looking for help not only with completing their coursework, but also with preparing for employment in the fire service. This includes interview and oral board preparation, fire station visits, career guidance, and understanding what departments are looking for when hiring. The goal of the FST program is not just to move students through the program, but to prepare students to be successful when they enter the fire service. As the program continues to grow and become more diverse, it will be important to make sure we have the resources and support in place to serve all students and provide them with the training and preparation they need.

Overall, I do not have any major suggestions for changing the Program Review process at this time. I appreciate the assistance provided throughout the process and the opportunity to use the review to take a closer look at the current needs and future direction of the FST program.

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "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."

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

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu