

PROGRAM REVIEW Fall 2022

Program: Fire Service Technology

Division: PATH-Public Safety, Advanced Manufacturing, Transportation, Health and Kinesiology **Date:** October 28, 2022

Writer(s): Tim Adams

SLO/SAO Point-Person: Tim Adams

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 be used to inform the campus and community about your program. It will also be used in creating Division Summaries, determining College Planning Priorities, and allocating resources. The final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself 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.

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

Sections: There are two sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

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

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

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) Optional/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, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

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.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1. Transfer: Continue to facilitate BS Fire Administration (Eastern Oregon University) and BA (CSU Humboldt) partnerships. Although there is NO TMC for Fire Service Technology at 4-year schools in California, we continue to enhance a pathway for entry into BA and BS degree programs utilizing our existing courses, CPL, and including the CSU-Breadth for GE's.
2. Equity: 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.
3. Transfer-Community Partnerships: Improving the second FST AS Degree: Fire Officer Leadership and Management. This degree seeks to attract nontraditional students, working Firefighters, who are seeking promotion to Company Officer. Initiating CPL for all six core courses.

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs

1. Continue funding for student aides for the FST 7 Class and FST 12 Academy.
2. Permanent CAH allotment to have a second Fire Academy in the Fall semester.
3. Funding to purchase new Fire Apparatus and other FST equipment used by our Fire Academy and FST courses.
4. Include a second Fire Academy, soon 2 associate Degrees, 4 Certificates of Achievement and dual enrollments with K12. The workload for the Fire Program Coordinator has grown exponentially. We have State and National Accreditations and several other administrative professional responsibilities. It would be prudent to consider increasing the reassigned time of the Fire Program Coordinator to 10 CAH.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

Improve curriculum to include more State Fire Training courses that can be used as electives in the Degree programs. Continue to expand ISA potential with local fire agencies.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

The current inclusion of CPL to the FST 20 series courses is providing educational opportunities and support for students' transfer, degree, and career technical goals while promoting lifelong learning.

E. Planning: What are the most important plans, either new or continuing, for your Program?

_____ N/A

Plan	New	Continuing	Short term	Long term
Development of a First Responder career Pathway in collaboration with the PUSD.	X			
Recruiting non-traditional students to the Fire Officer Leadership and Management AS Degree and Certificate programs.		X		
Second Fire Academy Fall 2023.			X	
Completion of the Public Safety Complex and purchase of mandated SFT Equipment before ARTP Reaccreditation.		X		
Increase the number of ISAs (Instructional Service Agreements) with local fire agencies.		X		

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F. If you have outreached to students in your department, program, or classes, please share information about what you discovered and how you have used the feedback.

_____N/A

Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	Polled students to find out when they prefer to attend classes
What did you learn?	They prefer morning classes
How will you use the feedback?	Try to offer classes earlier when possible.

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____N/A

Barrier	Suggestions
Cost of Fire Academy	Utilize grant funding to offset student equipment rental fees (\$1000+) and State Fire Training certification fees.

Section Two: Data Analysis – Quantitative and Qualitative

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

(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

Observations:

1. The course success rate for our FST Students in the Spring 2021 was 81%.
2. Awarded 27 AS Degrees and 9 Certificates in 20-21.
3. **Student Demographics Gender:** We continue to have a gender gap in our Fire Service Technology program. Although we made gains, we are falling short of the Fire Program Coordinator 25% goal.

B. Program-Set Standard (Instructional Programs Only):

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply 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](#)

- Did your program meet its program-set standard for successful course completion?

☒ Yes ☐ No

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

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C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(Departments without degrees, non-major courses, and/or other courses up for assessment\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.

2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

PSLO for our Fire Service Technology AS Degree

- Upon completion of the AS in Fire Service Technology, the student should be able to demonstrate technical, cognitive, and psycho-motor skills necessary to achieve and maintain employment in the fire service.

2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). ___ Unknown ___%

3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

Unknown

4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-----------------|--------------------|
| • Gender | • First Generation |
| • Age | • DE |
| • Ethnicity | • Online |
| • EOPS | • Hybrid |
| • Veteran | • Fact-to-Face |
| • BOG Recipient | |

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

LPC Fire Service Technology Program has two unmet goals, attract a higher number of African American Students and Women. As a program we have been partially successful outreaching to Latin and other students of color but we are falling short on the two mentioned groups.

6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

Unknown

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

Partner with our local high school to develop and recruit for dual enrollment opportunities.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No *No 3-year plan is available to view.

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

- 9) Are you planning on updating any CSLOs or PSLOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

I am a new faculty and would need training in PSLO assessment process.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

The student will be able to explain the education requirements and duties of Firefighter.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). ____Unknown____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

TBD

4. List changes that you plan on making to improve student learning.

TBD

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____Yes ____X__No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

____YES ____X__NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process, please list those in the box below along with any items that would help you improve this process in the future.

As a brand-new Faculty Coordinator for the FST program I have received no prior training in participating or completing any of the prior assessments.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

_____ YES _____ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process, please list those below, along with any items that would help you improve this process in the future.

As a brand-new faculty coordinator, I have received no training in participating in or evaluating a SAO assessment process.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please 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 particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
- No. The Program Map for Fire Service Technology AS Degree Requires a non-curricular update.
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date follow the directions below:

1. Log in to CurricUNET
 2. Select "Course Outline Report" under "Reports/Interfaces"
 3. Select the report as an Excel file or as HTML

A. Title V Updates [Curriculum Committee]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring updates below.

Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (C).

_____ YES _____ No

Course Name & Number
Unknown

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES _____ No

Certificate or Degree
Unknown

C. Are there any courses or programs for which a non-mandatory update is planned?

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

___X___ YES _____ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

Yes, request that CPL be added to the FST 20 series courses to support non-traditional students seeking degrees.

D. Does your program plan to create any new courses or programs this year?

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

☒ X ☐ YES ☐ No

If yes, please provide details and the rationale

Courses that can be utilized under an ISA to capture training and certification needs of local fire agencies.

E. Are there any courses that you plan to deactivate or sunset?

☐ YES ☒ X ☐ No

Course Name & Number

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Extensive training in completing these forms properly.