

**Program:** Fire Service Technology

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

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**Writer(s):** Jeff A. Seaton

**SLO/SAO Point-Person:** George Freelen and Jeff Seaton

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

**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.

**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.

**Time Frame:** This Program Review should reflect your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

#### 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](mailto:kspirn@laspositascollege.edu)

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## Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

#### Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. 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.

***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 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

### A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

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

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges [equity definition](#)?
- Did they connect to any of the college [planning priorities](#)?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

1. *First ever LPC Professional Full-Time Fire Academy (702 hrs., LPC self-sponsored recruits, Livermore Pleasanton FD and Piedmont sponsored recruits)*
2. *Students are successfully completing their Certificate of Achievement in Fire Suppression applications*
3. *Credit for Prior Learning process for graduates from An Accredited Academy in California (FST 1, 2, 6 & 7)*
4. *Took possession and use our new forcible entry prop*
5. *Several Fire agencies requested to meet and discuss ISA opportunities*
6. *12 New State Fire Training Courses added to our catalog*
7. *Fall 2024 started our first ever Cal Fire Hand Crew Upgrade to IFSAC and ProBoard FF 1 certification training and testing process (200 hrs., take students from seasonal work to full-time benefitted with retirement jobs*
8. *Collaborated with Community Ed. to create a fire extinguisher course for a local security company*
9. *Collaborated with Community Ed. and the California State Firefighters Association to put a State Fire Training Live Fire Control 3 class on for volunteer FFs from Santa Clara County*
10. *Successfully completed open enrollment certification testing for multiple agencies in and outside of Alameda County*
11. *Hosted a two-day class for the Bay Area Fire Conference*
12. *Fire Academy students took a field trip and attended the Bay Area Conference High-Rise Operations class*

### B. Challenges, Pain Points, and Needs

- What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

1. 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

2. Funding, our fire academy is funded by the CTE program, this is problematic, funding each year varies based on the grant funds and makes it difficult to deliver a consistent product for our students. The fire academy needs to be funded via the general fund, and we need to offer two academies a year to support our student and industry partner needs

3. A lack of fire apparatus availability, our fleet is old and creating high maintenance costs, taking away funding needed for other areas of the program

4. Not enough FTEF allocated to the fire academy, for coordination and instruction (CAH)

5. For FESHE (FST 1-6) classes our students learn is lecture based with homework and in class and assignments. Their previous educational path has not prepared to be held accountable for reading the chapter material prior to class and being able to answer questions or offer positional opinions on the material being discussed

6. During the 2023-2024 school year I have noticed the level of interest in participating in class has declined. In addition, the previous academic pathways our students had have not prepared them for independent study and preparation for assignments and evaluations, quizzes, Mid Term and Finals.

**C. Planning: What is your program's most important plans, either new or continuing?**

1. Starting a second fire academy, every fall semester following the 702-hr. model
2. Start a Cal Fire Hand Crew Fire Academy modular program for High School and Fire Explorer, qualified them to become Cal Fire Hand Crew members immediately upon successful completion
3. Initiate Instructional Service Agreements with multiple agencies
4. Create a Company Officer and Chief Officer academy programs (State Fire Courses and LPC Certificate of Achievement)
5. Partner with local fire agencies to host training courses on our campus
6. President Foster and VP Ho to engage at the executive level with fire and ems agencies in Alameda County

**D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?**

Barriers: FUNDING, FUNDING, FUNDING

Suggestions: The college and many other programs benefit from the FTES generated by the fire academy and other programs, but the funding comes from CTE. Start allocating funding from the general fund to the fire academy, FST courses and ISA courses

## E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?  
Yes,  No
2. Comments (Optional):
3. Please review your program [maps](#). Do you need to make any modifications?  
Yes  No
4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
  - a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.
  - b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

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## Section 2: Data Analysis – Quantitative and Qualitative

**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 and reach out to [the IR team](#).)*

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

### **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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard;

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.](#)

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

Yes,  No

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

- N/A

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### Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here](#).

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

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)**

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes  No

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

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.
  - **The FST program currently does not have a 3-year plan, will be completed by next year's program review.**
  
3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
  - \_\_\_\_\_%
  
4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.
  
5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
  
6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.

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

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

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](#).*

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.
  
3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).
  
4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. 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.

### **C3: Non-Instructional Programs (SAOs)**

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)  
Will all courses be assessed by June 2026?  
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](#).*
2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.
3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?
4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.
5. 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.

### **Section 4: Suggestions for the Program Review Committee (optional)**

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