

LMC Comprehensive Program Review

Instructional Units

2017-2018

Program/Discipline: Fire Technology, Fire Academy

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs)

**Fire 107, Firefighter safety has been added as required course to obtain a certificate or a degree.
EMS 10 has been upgraded from a 6 unit course to a 8 unit course**

1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

Our entire Fire technology program as well as our Fire Academy are being restructured to adhere to the new compressed 16-week semester. It does not appear that this change will have any adverse changes on the number of certificate and degrees awarded. It is anticipated that this change may have an impact on the fire academy.

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester.

Use the following format:

2.2. **Fire certificate students as well as those attempting to complete a degree in Fire technology are provided a guided, pathway listing in Fire 101. Both programs require each student to complete 26 program units in addition to all basic education required units**

Fire academy students are required to complete all pre-requisites prior to entering the fire academy. The courses are as follows:

2.3.

Name of Degree or Certificate				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	Fire 101 Fire Service Organization Fire 102 Fire Behavior Fire 107 Firefighter Safety <i>Certificate in Fire Protection</i>	Fire 103 Fire Equipment and Systems Fire 104 Building Construction Fire 105 Fire Prevention <i>Certificate in Fire Prevention</i>	EMS 10 Emergency Medical Technician Fire 106 Physical Fitness for Firefighters <i>Eligible to take the NREMT skills test toward EMT certificate</i>	Fire 120 Fire Academy <i>Successful completion earns 8 California Sate Fire Marshall certificates and may lead toward State Certified Fire Fighter 1 Certificate</i>

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

Not applicable

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?

Fire 106 is not part OF THE DEGREE OR CERTIFICATION PROCESS BUT IT IS An ALTERNATE PRE-REQUISITE FOR Fire 120 (Fire Academy)

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester					
	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020
Fire 101	x	XXX)	XXX	x	XXX	XXX
Fire 102	x	XX	XX	X	X X	XX
Fire 103		X	X		X	X
Fire 104		X	X		X	X
Fire 105		X	X		X	X
Fire 106	X		X	X		X
Fire 107		X	X		X	X
Ems 10	X	X	X	X	XX	XX
Fire 120		X	X		X	X
	X= 1 SECTION PER		There are no major changes at this time or in the foreseeable future.			

4. Existing Curriculum Analysis

4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
Fire 101	Mike Grillo
Fire 102	German Sierra
Fire 103	John kelleher
Fire 104	John kelleher
Fire 105	Joe Robinson
Fire 106	Saleem Mohamad
Fire 107	Rick Hurtado
Fire 120	Rick Hurtado

4.2. Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	There have been no significant changes to courses over the past five years.
Fire Academy has added 40 additional hours to the curriculum	Not applicable, see above.

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

What new degree or certificate programs will be added = FIRE OFFICER CERTIFICATION	We will be adding 6 additional Fire officer certification classes as required by the California State Fire marshal's office
What significant changes to existing course content would need to be made to support the new degree or certificate?	None to existing courses

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

Purpose	Structure	List of Members	Meeting Dates (2015-2017)	Effectiveness
<i>To receive input from our Local, County and State fire service agencies as well as our community partners, local industry, educational partners, and our students and staff. We also inform the Board of current data, updates to the program and in legislature as well as changes in job market, curriculum, equipment, funding and facilities. We seek input from all the above in order to keep our programs updated</i>	<ul style="list-style-type: none"> • Faculty & Staff • Department Dean • Department Chair • Associate Dean • Clinical Partners & Agency Representatives • Workforce Development Rep • Fire academy Coordinator • 2 Fire Students 	<i>Jeff Carmen, Lewis Broussard , Ed Gonzales , Charles Roth, Paul Cutino , Khari Helae, Jeff Burris, Brian Helmick, Lance Maples, Dave Gibson, Rick Hurtado, John Kelleher, Joe Robinson, Dave Winnacker, Felipe Barreto, Adrian Sheppard, Marcus Rayon, Bryan Craig, Paige</i>	<i>December 5, 2015 March 3, 2016 March 2, 2017 March 7, 2018</i>	<i>Due to our Advisory Board we can inform faculty and students of changes in the job market including opportunities for internships. Our local fire agencies are also able to inform of us of their policy changes and updates to their requirements. Our Contra Costa County training Officers association partners bring us up-to-date on opportunities for county training and hiring opportunities We also receive important</i>

		<p>Meyer, Lon Phares, Vince Wells, Mark Ayers, Scott Joseph, Chevron, Dow Chemical, General Chemical,PGE, Shell Oil, Tesoro, Conoco, Los Medanos College Administration</p>		<p>qualitative data from all members. All of this information helps inform all parties of necessary changes to current policies, requirements, protocols, curriculum.</p>
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7. Assessment Effectiveness:

7.1. Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

Fire 106 was not as the Instructor is not a Fire Instructor. As the new Department Chair I will work with adjunct faculty to begin working on assessing these Fire 106.

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?

- a. Delete the course
- b. Market/promote the course to gain enrollments
- c. Other

The course(s) were offered and will be assessed in the upcoming year.

7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning.	Changes were made to the course content or delivery to improve course effectiveness.

Measurable:

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning?
Changes that will be implemented identifying clear responsibilities and appropriate training if needed.

7.1.5. Share an outcome where assessment had a positive impact on student learning and program effectiveness.
N/A

7.2. Program Level Assessment

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided.** Describe one important thing you learned from your program level assessment.
We are working on developing surveys and various data collection instruments in an effort to obtain employment and hiring data.

7.2.2. What was the biggest challenge in conducting program level assessment?
Having the administrative time and faculty available to conduct the program level assessment was a huge hurdle to overcome.

7.2.3. What resource needs, if any, were identified in your program level assessment?
To obtain operating fund which allows us to access additional data such as, comparing our students' success to those at other institutions.

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)	<i>87.5% (FA16)</i> <i>100% (SP17)</i>	<i>88.4%(FA16)</i> <i>95.4%(SP17)</i>	<i>88.3% (FA16)</i> <i>94.8%(SP17)</i>
Success Rate (program/discipline)	<i>62.5%(FA16)</i> <i>84.4% (SP17)</i>	<i>73.4%(FA16)</i> <i>82.9% (SP17)</i>	<i>77.2%(FA16)</i> <i>85.3%(SP17)</i>

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

It is noted that the course success rates for African-American and Low-Income students in our program increased from 2016FA to 2017SP. We would like to begin dialog to move towards implementing strategies that may increase the course success rates for all students in our program.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

Utilizing Starfish for early alerts, support different learning styles by designing individualized student success plans based on their neurodiversity. In addition, refer students to various areas of support such as DSP&S, JFK, therapeutic support services, Financial Aid, Scholarship opportunities and EOP&S. Develop a mentor program that would acquire and utilize mentors of color

Goals

8.3. Review your program’s goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?	We have hired a Fulltime Emergency Medical technician department Coordinator: We hired a part time Fire Academy Coordinator
Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?	All goals went according as planned.

8.4. Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
<p>1. Increase equitable student engagement, learning, and success.</p> <p>2. Strengthen community engagement and partnerships.</p> <p>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p> <p>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</p>	<p>1. ACCESS: increase access through enrollment of students currently underserved in our community.</p> <p>2. IDENTIFYING PATHWAYS: Increase student awareness of the LMC pathways available to them.</p> <p>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into the fire academy.</p> <p>4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement or obtain career employment.</p> <p>6. Instructor Development: Increase instructor development</p>

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Increase training and professional development for new and continuing nursing faculty.	#3	#6
Goal 2: Increase number of hybrid and/or content captured courses	#1	#4
Goal 3: Build and rebuild community outreach in the form of better communications between advisory board partners	#2	#2
Goal 4:		
Goal 5:		

OPTIONAL

9.3 Resource needs to meet five-year goals

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input checked="" type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input checked="" type="checkbox"/> Other <input type="text" value="Instructor developme"/>	
Justification:			

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
#2	#3
Department/Unit Name	Resource Type
Fire Technology	<input type="checkbox"/> Equipment <input checked="" type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Not at this time	
Justification:	

<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
#1	#3
Department/Unit Name	Resource Type
Fire	<input checked="" type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
State and County fire Training officers quarterly and monthly meeting Yearly California State Fire Training Officers Conventions	
Justification:	
Needed faculty development	

