**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name:

Program Type:  Instructional  Student Affairs  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission: One of the three primary tenets of the Bakersfield College mission is to provide excellent learning opportunities in career and technical education for our community which permits students to thrive in a rapidly changing world.

The Fire Technology Program meets this primary mission by providing an educational opportunity within the Fire Services Career Pathway and by program completers earning their Associate in Arts or Science degree, in Fire Technology or Wildland Firefighting. The program meets the critical community need in the Bakersfield City, Kern County and State fire service needs for workforce training of entry-level firefighters by providing multiple job skills and certificates of achievement in Fire Officer, Chief Officer, and Fire Technology. The college mission is reinforced in the Program’s learning outcomes and goals.

Program Mission Statement: The mission of the Bakersfield College Fire Technology Program is to promote and provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world as entry level firefighters.

**II. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

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| --- | --- | --- | --- |
| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments** |
| Obtain approval for 28 new Bakersfield College Certificates, which we currently issue as State Fire Marshal Certificates. This would be an increase of more than 825 certificates for the following year after approval. | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | Completed:  Fall 2015 (Date)  Revised: \_2013/2014\_ (Date)  *(*state revised goal) | This goal of 28 new certificates was too ambitious. After re-evaluating the new goal is to produce three new certificates. One for Firefighter 1 academy, one for EMT, and finally one for Wildland F/F. |
| Renew Olive Drive Fire Training contract with the City and County Fire Departments, for another five years. | Negotiations will start in October 2015, and finish by May of 2016. | Completed:  Fall 2015 (Date)  Revised: \_2015/2016\_ (Date)  *(*state revised goal) | 2015-2016 and on-going |

1. List new or revised goals (if applicable)

|  |  |  |
| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| Separate fire technology, wildland, and EMS into three separate APR’s. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | I am working with the APR committee to complete this. |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity).

Program demographics have generally remained the same, except for the white ethnic group which has steadily decreased from 2010-2015. This group has gone from 941 to 850, 823, 759 and now 732. This is a reduction of over 209 white students. All other groups have gone up or down a small amount over the years, but average the same. Females in the program (116) has increased a small amount (3) from last year. The two largest age groups are 20-29 at 519, and 40 & over at 482.

1. The most likely rationale for this is that the older students understand what a career represents, good pay, security, and benefits. Program ethnicity mirrors the college trend in only a few areas.
2. Changes in enrollment (headcount, sections, course enrollment and productivity). Headcount was up last year 1,644 (3%) unduplicated.
3. Success and retention for face-to-face, as well as online/distance courses.

The program success and retention rates have improved over last year. Under Traditional they were the same as last year (retention 100% & success 99%), but in distance education they improved from the previous year (retention 81% & success 56%) to (retention 85% & success 68%). The program is above the college wide retention and success rates of traditional (retention 87% & success 70%) Distance Ed (retention 79% & success 54%). Our Matriculation numbers were up this past year from previous years. 587 students completed Ed. Plan in 2013/2014, 648 completed Ed. Plan in 2014/2015, an increase of 61 students. 564 students fully matriculated 2013/2014, 617 fully matriculated in 2014/2015, increase of 53 students.

1. Changes in the achievement gap and disproportionate impact (Equity).
2. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-2015 |
| AA Degree Fire Tech | 14 | 17 | 15 | 10 | 20 |
| AS Degree Wildland F/F | 3 | 0 | 1 | 1 | 1 |
| CA Fire Tech. | 9 | 20 | 13 | 14 | 9 |

**The total number of State Fire Marshal Certificates issued by the college is 203**

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

**IV. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.

* The program assessment results continue to be overall above average. They reflected a slight increase of 8.2% over last year. Some new concepts in instruction are still being explored, with the advisory committee. The increase in staffing this year will allow these changes to be implemented. The concepts are not totally new to other academic areas, but would do away with how students received the lecture, then open the class up to more activities, and finally test to see if the new style of learning provided the most positive change.

1. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.

* In the fire behavior core class students still need help with some of the concepts of (Flashover & Backdraft). Understanding the importance of these concepts is a vital safety concern and that is why the flash over prop remains the primary requested resource for the last three years and this year. We now plan to build this prop, ourselves to reduce the cost.

1. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

* The program continues to monitor and evaluate its effectiveness through an annual review of the (SLO/PLO/ILO). I attempt to compare and contrast our SLO’s and PLO’s to the ILO’s, but as one could imagine the difficulty in one person doing this while managing and teaching in a program which consist of four different top codes and such a large number of students and adjunct faculty. It is all I can do just to stay on top of the outcomes for degree courses, out along the many academy modules. The hiring of two new faculty this year will help, but take a cycle or two to organize.

1. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

* See (c)

1. Describe *any significant changes* in your program’s strengths since last year.

* The program has gained one new fulltime EMT instructor this fall semester. We are currently testing for a new fulltime Fire Instructor this semester, and the new Fire Technology Director will start in January 2016.

1. Describe *any significant changes* in your program’s weaknesses since last year.

* The program weakness is improving dramatically this fall semester, with the approval of hiring a full time program Director (Spring 2016), EMT (Fall 2015) and Fire Instructor (Spring 2016), see “c” above.

1. If applicable, describe any unplanned events that affected your program.

* The recent hiring of one new faculty and currently interviewing for a second has realized the need for training these new instructors.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

* No positions at this time.

1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

* Recent Moodle training has benefited the instructor and students in many ways.

1. What professional development opportunities and contributions can your program make to the college in the future?

* Our program can offer National Incident Management System classes (ISA100) to other faculty if the college would like to move forward.

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

* We are getting bids for a new door to be placed in a wall connecting two offices.

1. How will your Facilities Request for next year contribute to student success?

* We currently are not requesting a new training facility, but one is needed. The current facility is no longer practical for live fire training, due to the development of residential home tracks, and a new elementary school, which was built up against the south end of the Olive Drive Fire Training Facility. The only practical way to accomplish an endever of this size is by a bond measure. Other college’s have done this (Victor Valley, and Handcock College).

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?

* No new technology equipment requested.

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?

* No equipment requested.

1. Discuss the effectiveness of technology used in your area to meet college strategic goals.

* The importance of technology cannot be over emphasized; I will ask the new faculty for input before requesting additional funding for technology.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

* The degree program’s budgets are very small and lean. Keeping our instructors current with industry changes and trends is very important when it comes to preparing students for success in the work place. One of the ways this is accomplished is by sending instructors to industry conferences; they also maintain their specialty skills licenses at the same time. This is the only main area of increase.

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

In summary, completion of the APR has facilitated the reflection and evaluation of the Fire Technology program.

This process has led to the following conclusions/action plans:

1. The Fire program is very successful. Achievement data that supports this statement includes retention and success rates, Firefighter 1 academy pass rate at 94%, and a firefighter II academy pass rate of 100%.
2. The Program is a large program producing 442.8 FTES this past year, I project it will take a year for the new director to get better organized and become more efficient with the support of new faculty. This program as large as it is, has been running with one full time faculty and one department assistant. Our FTES/FTEF productivity for traditional is 88.1% and Distance Ed is 45%. I will stress the need for new faculty to be consistent and systematic in evaluating there SLO’s/PLO’s and will develop strategies that will result in improved assessment in the evaluation processes.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

[Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

Curricular Review Form **(Instructional Programs Required)**

[Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development Form  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_