

Santa Rosa Junior College

Program Resource Planning Process

Dean III Public Safety 2017

1.1a Mission

The mission of the Dean's office is to provide an education and training environment, which fulfills the diverse needs found within the professions involved in public safety. This environment promotes the opportunity for intellectual, social and occupational growth in three major areas:

- 1.) A comprehensive pre-employment curriculum leading towards an Associate Degree and/or transfer to a four-year institution;
- 2.) Basic academy programs for state and federal mandated certificate programs; and
- 3.) In-service training programs which provide current and professional course offerings reflecting the needs of the professions.

1.1b Mission Alignment

The mission of the Dean's office is completely aligned with the College's mission to increase knowledge, improve skills, and enhance lives by continuously evaluating and improving the general education and basic skills disciplines at the college.

The Public Safety Department is completely aligned with the tenants of the district's mission. Public safety provides vocational education from entry-level through advanced and continuing education for the Public Safety professions. We provide access to a career path for students desiring to enter the public safety professions and provide an academic path for acquiring a college degree (A.S. Administration of Justice). Education and training provided by the department enables graduates to enter direct service jobs, administrative and regulatory positions at the local, State and National levels.

The department is committed to maintaining an exceptionally high (but realistic) academic standard and employs an "academy" and semester approach to training in its core class offerings. Students learn strong leadership skills which promote respect and integrity both personally and professionally. Faculty and staff maintain the professional standard expected of the Public Safety community and are active and respected members of that community. We are dedicated to providing the most comprehensive, effective and current teaching methodologies, technological applications and facilities to support student learning and development.

The goals and initiatives of the district are consistent with the goals and initiatives of the department. The Public Safety department provides entry-level course offerings at regional high schools and articulates with an Introduction to Public Safety course which promotes awareness of all Public Safety professions.

As part of a Multi-Campus plan for coordination, Public Safety maintains an active relationship with administration and faculty on the Petaluma, Santa Rosa and Windsor campuses. Many faculty members teach on multiple campuses and the administration of Public Safety is actively

involved in each of these areas. This serves to maintain a current link between facilities. Public Safety participates in continual self-study efforts to maintain accreditation standards in each aspect of the program disciplines. Public Safety curricula are learning objective driven. Program Student Learning Outcomes are completed and are reviewed periodically for relevancy pursuant to the changing climate of the demands of the Public Safety sector. The department as a whole recognizes the evolution in student preparation and motivation entering the Public Safety careers as well as the preparation, motivation and needs of the continuing education and in-service student. The department recognizes and responds to trends in student populations, demographics, ethnicity, gender, and cultural aspects. The department seeks the most highly qualified staff and faculty who not only represent the student populations, but understand the unique challenges faced by our students.

1.1c Description

The office of the Dean of Public Safety includes the discipline of Administration of Justice and is centered at the Windsor campus known as the Santa Rosa Junior College Public Safety Training Center. The course offerings are degree-bearing courses in preparation for transfer, vocational offerings that include state-certified entry-level academy programs as well as a variety of in-service and management certifications, the breadth and scope which are approximately 200 separate offerings annually. The Public Safety Department includes the disciplines of Fire Technology (Fire) and Emergency Medical Care (EMC).

1.1d Hours of Office Operation and Service by Location

The Dean's office is normally open from 8:00am to 4:30p.m. Monday through Friday, at the PublicSafety Training Center, located in Windsor, CA.

The Public Safety Program courses are offered throughout the region. While centered at the Public Safety Training Center, the Administration of Justice Program is offered primarily at the Santa Rosa Campus and the Petaluma Campus. In addition, courses are offered at various Santa Rosa hotel locations and public safety departments throughout the college district as well as out of district including Marin, Southern Mendocino and San Francisco Counties. Hours of operation and staff coverage varies depending on class size, activity and location. Courses are offered during daytime and nighttime, as well as on weekends.

1.2 Program/Unit Context and Environmental Scan

The labor market for the students in our programs is government agencies, which have been significantly impacted by the past budget crisis. Many government employers are now forecasting a positive change to this situation in the next two years, which will result in a recruitment increase for entry-level positions in next two years. Students are being encouraged

by our department and government employers to complete a four-year degree before seeking employment.

The CSU and UC systems have also experienced similar cuts to criminal justice course scheduling as SRJC. State-level press releases from this year has announced an increase in spring admissions, but continues to encourage students in the CSU and UC systems to attempt to obtain enrollment seats in the community college system. The transfer degree was updated and approved to facilitate student transfer to the CSU system. Across the discipline, we experienced approximately a 11% decrease in course offerings during 2013/2014; however, we experienced a 2% increase in student enrollment when comparing semester to like semester.

Mandated in-service training needs have decreased slightly, being affected by the current budget climate. Licensing and accrediting agencies' requirements remain constant, thus, no decrease in these course offerings are anticipated.

2.1a Budget Needs

The Dean's office has an adequate budget for its basic needs, however, on-going equipment repair and mandated maintenance of equipment often is challenging to cover. Additional funding would be most helpful in this area. All travel funds and discretionary funds have been cut; when budgets are eventually restored, restoring travel funds would be desirable.

Administration of Justice:

The Administration of Justice budget is very complex. While it does not compare to other budget units in the district, it is effectively allocated and used with a few minor exceptions.

The AJ Department mixes both district general funds with student fee-based funds and covers multiple locations. It covers a center (Windsor) as well as the AJ department at the Santa Rosa and Petaluma campuses.

\$45,000 is needed in the 4000 account to cover the increasing cost of fuel, tires, maintenance and varying costs associated with the Emergency Vehicle Operations course of instruction. (The change from 2011-2012 FY, 2011-2013 FY, 2013-2014 and 2014-2015 was a decrease in the 4000 account by 36.20%.)

The PSTC is required to purchase P.O.S.T. LD workbooks through FED EX, the number of workbooks needed has increase, as well as the cost of the printing. To cover the additonal cost the 4331 account needs an additional \$35,000.

The PSTC does not have a travel fund at this time; due to the increase of mandatory meetings, training conferences \$10,000 is needed for travel.

The following cost savings measures were implemented in 2015/2016:

-Copy codes were limited to minimum personnel in order to reduce copy costs; resulted in a 34% reduction of use.

-Implementation of electronic "handouts" in each course of instruction, in the form of file depot links, pdfs on CD's or thumbdrives.

-Use of wireless technology and laptop computers for testing, further reducing copying and paper costs.

-Monitoring of office supplies, postage and other goods resulting in reduction of total amount spent.

-Soliciting "donations" of supplies from agencies, reducing expenditures for supplies.

FIRE TECHNOLOGY:

The budget of the Fire Technology program is broken down into the three Categories; the 2000, 4000 and 5000. For the purposes of this section, only the 4000 and 5000 categories will be discussed here.

Budget Category 4000

The 4000 category covers the costs of instructional supplies and is broken down into the following accounts: 4110-textbooks, 4111-textbooks (fee based), 4390-other supplies, 4391 instructional supplies (fee based), 4510-graphic arts, 4511-graphic arts (fee based).

In this category, the account that is central to the operation of the academy and is most utilized is the 4390. Uses for this account include propane to operate our car fire prop, wood products used for the ventilation and forcible entry units as well as the live fire exercise. In the 2015 PRPP, it was anticipated that the expenditures in this category would increase as we implemented the 2013 Firefighter I (FFI) curriculum due to the significant increase in manipulative training including the introduction of new skills requiring new props and materials. Now that we have completed an academy using this curriculum, we have found the quantity of materials required has roughly doubled. Although we have made some saving through a more aggressive use of competitive vendors, it has become obvious we will need a significant boost to this budget category. To that end, we would request \$17,800 for FY 2016-17.

Budget Category 5000

The 5000 category covers the costs of guest lectures, consultants, equipment maintenance, leases and rentals and is broken into the following accounts: 5110-lecturers/speakers/etc., 5190-other consultant services, 5191-consultant services (fee based), 5630-equipment rental/leases, 5640-facilities rental/leases and 5659-other equipment repair. In this category, the accounts that are central to the operation of the academy are the 5190 and the 5659

The 5659 covers costs such as refilling of extinguishers for fire extinguisher training, ladder testing, hydrostatic testing and repairs of our SCBA bottles, air testing and maintenance for our compressor, maintenance and supplies for our power tools and maintenance and repairs for our fire apparatus. As with the 4390 account, expenditures did increase as we implemented the new FFI curriculum which

approximately doubled the skills hours, increasing wear and tear on all our equipment and ultimately our repair costs. To that end, just over halfway into the FY, we are \$5731 over the \$6600 budgeted. Although some of these are one-time costs (\$700 in engine repairs, \$800 for compressor repairs and \$1700 for SCBA repairs), it is reflective of the heavy use our equipment receives and the need to increase this budget significantly. To that end, I would request \$13,200 for 2016/17.

The 5190 account addresses costs associated with services including contracts, permits, consultants and vehicles delivered (and removed) for auto extrication. For the 2016/17 FY we are requesting \$16,088.25. This will cover the \$9878.25 for the two contract classes with the County (107A & 107B) and \$4,000 for the three CALFIRE Wildland units delivered in the FFI Academy (which also includes the three Fire 206 courses as they are run concurrently with the fire academies) for a total of \$13,878.25. It will also cover the \$2,100 to cover the costs of the 21 vehicles (7 vehicles per academy) for the auto extrication units and \$110 for the annual Air Pollution notification fee.

For the 5191 account, as a fee based service, the only identifiable cost is for the "Fit Tests" provided for our students by the County. Given a cost of approximately \$30 per student and a maximum student count of 105, \$3,150 is being requested.

From a savings perspective, we continue to benefit in the 5640 category by avoiding the cost encumbered from having to lease the Santa Rosa Fire Department training facility for the FFI Academies. Due to the improvements that have been made at the PSTC, we are in our third year of operating exclusively out of this facility which has resulted in an annual savings of close to \$25,000. Providing the remaining PSTC projects and props necessary to deliver the new certification testing are completed, it will make the program "facilities self-sufficient" and avoid having to enter into any future lease contracts.

We have also benefited from savings on the contract costs we have historically incurred with Cal Fire for the delivery of the Wildland unit in the FFI Academy and Fire 206. Because of an internal review occurring within the State, they have suspended billing for the delivery of instruction. While this has resulted in annual savings of \$3,000 for the last two years, we are currently working with CalFire and Purchasing on a new contract template and it is anticipated to have a contract in place for the 2016/17 FY.

It should be noted that the program continues to aggressively seek donations and grants to offset the extensive equipment needs of the Fire I Academies. For example, we were recently donated a fire engine from the City of San Mateo which will allow us to retire another that has experienced mechanical problems. The County of Sonoma also recently donated 12 SCBA's and Rohnert Park approximately 1000 feet of 2-1/2" hose. If we were required to have purchased these items, the costs would be in excess of \$30,000.

I would end by speaking to the new FFI certification testing process and its financial implications for the program. We have been extremely fortunate to be the recipient of several CETA grants that have moved us much closer to a position to have those props necessary to operate the academy and meet the new curriculum. This included a \$139,000 grant for an interior gas burn prop and \$44,228 for a Flash-Over prop which has moved us much closer to achieving this goal. Give the success we have had, we hope to be finished obtaining this equipment by this time in 2017.

EMC:

Yearly, the department has a headcount of approximately 2,000 students. Although down slightly over the past two years, the department has maintained headcounts at this level for several years. This total represents approximately 6% of the district total served, or 1.6 % of the district total FTES. There was a decrease in reported number of students served over last year. There are discrepancies in the data reported to the department compared to numbers collected by the department showing the number of students served.

Textbooks and other supplies showed marginal increases over last year and exam glove expenditures increased 40% which offset other cost containment and expenditure reductions made by the department and may account for the relatively small (2%) reduction in expenditures.

These figures demonstrate that the department's budget is used effectively; however, the department routinely faces budget shortfalls in certain, specific categories within the major budget codes. The overall budget is managed well. Small budget overruns are offset by other categories where spending was reduced.

Budget Code 3000:

No significant change from 2015-16 to 2016-17 budget cycle.

Budget Code 4000:

Budget cuts which affected the recent fiscal years detrimentally affected the 4390 budget and continues to be difficult. With the rising costs of medical supplies, this budget category no longer meets the needs of the department. Last year, this report indicated a need for a 40% increase in that category, and further stated that the department would not be able to maintain adequate instructional supplies without it. Unfortunately, the department did not realize the sought after increase in this category but has continued to conduct classes without some much needed supplies. It is anticipated that budgeting trends will remain consistent or decrease over the next two to five years. The department will continue cutting back on supplies as needed. The next item to be eliminated will be examination gloves.

The 4510 and 4511 categories have remained stable and adequately meet the department needs.

Budget Code 5000:

Although no data were available for this reporting period, the 5000 budget category has remained stable. The 5630 category area is chronically underfunded by approximately \$2,000 annually.

Additional budgetary considerations:

Effective April 1, 2013, student contact hours mandated by CA Title 22, accreditation, and local regulatory requirements were increased. This led to increased instructional costs. The department projects \$30,000.00 over existing budget level will be required to satisfy mandated instructor/student ratios and increased instructional hours for the EMC 100, EMC 103, and EMC 130 (series) classes.

Effective January 1, 2018, there will be additional requirements for EMC 103 (EMT) which will increase instructional cost for that program by approximately 20%.

EMC 130 Clinical Coordinator:

The EMC 130 series classes utilizes adjunct faculty and regular faculty to function in the role of Clinical Coordinator. This fragmented system is already problematic and will cease to be effective in the very near future. The department hired a single adjunct to serve as clinical coordinator for the EMC 130 (Paramedic) courses. This allows the department to expand the role of the Clinical Coordinator to better facilitate placement of students, tracking of student progress and better the relationships the program has with our stakeholder agencies. The Clinical Coordinator position is a required role per accreditation bodies for EMC 130 (Paramedic).

EMC 103 sections also utilize a Clinical Coordinator. Until recently, the program’s Administrative Assistant was able to fulfill the role of Clinical Coordinator; however, recent changes to the program regulations require credentialed personnel to fulfill that role. This change increases the work load of the Clinical Coordinator. Either more time must be allocated to the faculty fulfilling this responsibility, or the responsibilities must be split and shared between more than one individual.

Anticipated expenditures:

Changes in State law allow for regulatory agencies to charge fees for oversight of training programs. The department must plan for the eventuality of paying \$8750.00 annually in new fees to the local regulatory agency for oversight of the EMC core programs which fall under their regulatory authority.

2.1b Budget Requests

| Rank | Location | SP | M | Amount | Brief Rationale |
|------|----------|----|----|-------------|---|
| 0000 | ALL | 00 | 00 | \$0.00 | See Individual PRPPs for EMC, Fire TEch and AJ for all requests |
| 0000 | ALL | 00 | 00 | \$5,000.00 | Travel funds for Dean's Office |
| 0001 | ALL | 01 | 06 | \$13,200.00 | 5659 Account: Services including: fire exting service/hydro, compressor maint, Ladder testing & repairs, etc. Fire Technology |
| 0002 | ALL | 01 | 07 | \$20,400.00 | 5190 Account to include: contracts with County & Calfire, vehicles for auto ex., and Air Permit Fire Technology |
| 0003 | ALL | 01 | 07 | \$3,000.00 | 5191 Account to include: Fit tests costs with County Fire TEchnology (fee based) |

2.2a Current Classified Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|------------------------------|-------|-------|---|
| Executive Assistant | 40.00 | 12.00 | This position provides administrative support to the office of the Dean of Public Safety. |
| Administrative Assistant II | 40.00 | 12.00 | Perform administrative duties requiring a high degree of expertise in the areas of office management, fiscal management, customer relations, or other specialized services. |
| Administrative Assistant III | 40.00 | 12.00 | Perform administrative duties requiring initiative, independence, and confidentiality in the areas of office management, fiscal management, customer relations or other specialized services. |

| | | | |
|------------------------------------|-------|-------|--|
| Admissions & Records Technician | 26.00 | 12.00 | Perform moderately complex clerical work in the areas of admissions and records; performs related work as required. |
| Coordinator Facilities Operation | 40.00 | 12.00 | Coordinates maintenance and custodial activities on campus; perform skilled maintenance in construction trades; act as lead worker to designated classified employees at facility; and perform related work as required. |
| Building Maintenance Generalist | 40.00 | 12.00 | Perform journeyman level work in the repair and maintenance of related facilities. |
| Custodian | 40.00 | 12.00 | Perform a wide variety of custodial and maintenance duties in order to provide a clean, orderly and safe environment |
| Custodian | 40.00 | 12.00 | Perform a wide variety of custodial and maintenance duties in order to provide a clean, orderly and safe environment |
| Groundskeeper I | 40.00 | 12.00 | Perform grounds maintenance and gardening work |
| Administrative Assistant I VACANT | 24.00 | 12.00 | Perform administrative duties requiring proficiency in office management, fiscal management and customer relations. |
| Administrative Assistant II VACANT | 40.00 | 12.00 | Perform administrative duties requiring proficiency in office management, fiscal management and customer relations. Support for the In Service, Corrections and Ranger programs. |
| Coordinates EMC laboratory | 40.00 | 12.00 | Coordinates EMC laboratory (ALS, BLS and In-Service, processes inventory and supply. Assists with instruction. Position approved needs to be filled |
| Lab Assistant | 40.00 | 12.00 | Assigned to EMC Department Under direction, plan, organize, and coordinate laboratory activities for one or more Public Safety programs |
| Lab Assistant | 40.00 | 12.00 | Assigned to the LE Department, under direction, plan, organize, and coordinate laboratory activities for one or more programs. |

2.2b Current Management/Confidential Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|----------------------------------|-------|-------|--|
| Dean III, Public Safety | 40.00 | 12.00 | Supervises/Manages all Public Safety programs, manages Public Safety Training Center facility. |
| Dir. Public Saf./Basic Acad | 40.00 | 12.00 | Specific responsibilities for the Basic Academy. |
| Dir/Fire Technology | 40.00 | 12.00 | Specific responsibilities for the Fire Technology Program. |
| Dir. Pub.Saf./In-Service | 40.00 | 12.00 | Specific responsibilities for the In-Service and Corrections Programs. |
| Dir. Pub. Saf/Mod/Ranger Academy | 40.00 | 12.00 | Specific responsibilities for the Basic Academy - Modular format and Ranger Academy |

2.2c Current STNC/Student Worker Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---|-------|-------|---|
| 75 AJ Evaluators | 70.30 | 12.00 | Responsible for explanation, demonstration, supervision, evaluation and documentation of discipline specific subject matter and related skills under the direct supervision of lead instructor. |
| 17 Contract Evaluators | 9.60 | 12.00 | Responsible for explanation, demonstration, supervision, evaluation and documentation of discipline specific subject matter and related skills under the direct supervision of lead instructor. |
| 7 Fee-Based Evaluators | 2.60 | 12.00 | Responsible for explanation, demonstration, supervision, evaluation and documentation of discipline specific subject matter and related skills under the direct supervision of lead instructor. |
| 10 AJ Recruit Training Officer | 16.60 | 12.00 | Counsels recruits regarding professional matters; supervises and monitors recruit discipline; supervises other temporary academy staff members as needed. |
| 14 Instructional Aids | 8.70 | 12.00 | Demonstrates subject matter skills; supervises students in practical labs; tutors students on problem areas related to subject matter |
| 64 Evaluators (Professional Experts) FIRE | 45.90 | 12.00 | Responsible for explanation, demonstration, supervision, evaluation and documentation of |

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|------------------------------------|-------|-------|--|
| | | | discipline specific subject matter and related skills under the direct supervision of lead instructor. |
| 7 Fire Recruit Training Officers | 7.00 | 12.00 | Counsels recruits regarding professional matters; supervises and monitors recruit discipline; supervises other Professional Experts as needed. |
| 14 Instructional Aids | 18.00 | 9.00 | Provide the scheduling, oversight, discipline and physical resources necessary to operate the Fire Academy. |
| 2 Materials Handlers FIRE | 20.00 | 10.00 | Maintain academy equipment, refill air bottles, deliver instructional supplies, re-build instructional props, repair hose and other fire equipment, etc. |
| Professional Expert (25) EMC | 41.23 | 12.00 | Responsible for explanation, demonstration, supervision, evaluation and documentation of discipline specific subject matter and related skills under the direct supervision of instructor of record. |
| Instructional Aide (2) EMC | 5.07 | 12.00 | Counsels students regarding professional matters; supervises and monitors student discipline; supervises other temporary staff members as needed. Demonstrates subject matter skills; supervises students in practical labs; tutors students on problem areas related to subject matter. |
| Recruit Training Officer (RTO) EMC | 12.00 | 10.00 | Responsible for explanation, demonstration, supervision, evaluation and documentation of discipline specific subject matter and related skills under the direct supervision of instructor of record for EMS Academy (EMC 105) |

2.2d Adequacy and Effectiveness of Staffing

Student, faculty, and facility needs are mostly being met and maintained to a degree that indicates effective use of our classified and management employees.

Fire Technology program:

Currently, the Fire Technology Program consists of a Director, a Part Time Administrative Assistant (.60FTE), a Full-time Instructor, a Recruit Training Officer who serves as the Fire Academy Coordinator, 40 Adjunct Faculty, 7 Recruit Training Officers and approximately 64 Professional Experts (1 of whom also serves as a Materials Handler). With this staffing, we operate 3 Fire Academies and average 27 course sections each semester.

While the program as a whole has the staffing necessary to deliver instruction, the Fire Academies are not staffed adequately for the size and scope of our Program. This is due to several reasons; (1) the operation of two concurrent academies in the spring semester, (2) the adoption of a new curriculum and certification testing process that has greatly increased the hours; and, (3) the lack of a F/T Administrative Assistant and dedicated Academy Coordinator.

Providing assistance for our Fire Academy Coordinator would greatly help us manage our program, especially in light of the changes that have occurred to the curriculum and the certification testing process that we will be required to administer as an Accredited Regional Training Program (ARTP) Although we have made enormous strides with a Coordinator funded through the 2333 (Prof. Expert) account, it has stressed the funds available in that account. To that end, two half-time Instructional Assistant III positions have been approved and are in the process of being filled at this time. This has advantages over a single F/T in that it creates

greater depth in staffing, provides the ability to draw on a second person when labor intensive activities (such as testing) occur and provides a greater pool of applicants to draw from since most applicants are PERS retirees who are ineligible to work in this position full time.

It should be noted that with the retirement of our one F/T instructor in 2013, the instructor hired to replace him is in her second year in the tenure review process.

Administration of Justice:

The Public Safety Department, including the Administration of Justice courses, current staffing ratios are adequate to meet the needs of our students and department members, other than facilities and equipment maintenance. The PSTC currently has .65 FTE vacant Administrative Assistant position that previously supported the front desk and all the programs. The Administration of Justice faculty previously had student workers for assistance with clerical needs; but due to budget concerns, the student worker position was also vacated. Due to the large increase in vehicle maintenance needs and facility maintenance the PSTC needs a minimum of an additional 1 F/T general maintenance classified position.

The nature of our program at the Public Safety Training Center demands numerous instructional employees to provide a wide diversity of highly technical and current public safety related training courses, which is difficult to measure and compare to district-wide totals. These courses are of short duration and offered numerous times during each semester. This structure increases the demand on our classified, management, professional experts and STNC employees. Our professional expert employees are used as direct instructional support staff; therefore, the statistics received from the district are not accurate for our department.

There are three out of four positions filled for the faculty instructing in the Administration of Justice academic transfer program. The courses continue to indicate high enrollment efficiency with eight out of nine courses at 80% or better efficiency with six of those at or above 100% efficiency. The remaining vacant position is currently filled by adjunct faculty hired on a semester-to-semester basis, which runs the risk of instructional inconsistencies.

Student, faculty, and facility needs are being met and maintained to a degree that indicates effective use of our classified and management employees. Due to external and State certification requirements our classified employees often have additional duties not typically assigned to district classified employees.

EMC:

The department has maintained an average student headcount of over 2000 students yearly despite a small downturn over the past two years.

Employee Categories:

The department was able to hire a Laboratory Assistant (100%) over the past year. There were no other changes in the classified staffing (one 0.65% AAll), STNC workers, contract faculty or department Coordinator/Chair. Adjunct faculty staffing increased following a recent hiring.

Narrative:

Classified staffing is not currently supporting the needs of the department. Increasing the classified staff (Admin. Asst.) to 100% time (compared to 65%) will be necessary to achieve and maintain an adequate support level. Computing a “support index” for the department is difficult considering that STNC/Professional Expert is utilized by the department differently than the College norm as explained above; however, ignoring the STNC component, the department has a ratio of FTE-F (including adjunct and regular faculty) to classified (FTE-C) of 3.7 which is more than double the District ratio of 1.0.

The department is unique among College departments in how it uses personnel to meet the demands placed upon the programs by State and local requirements. In order to remain in compliance with regulatory requirements, the department must maintain certain mandated instructor to student ratios. The department utilizes qualified professional experts hired in an STNC capacity in order to meet the statutory demand, and at the same time keep personnel costs down. Because these instructional hours are documented under a master PAF and are not collected through regular datamining, the FTEF figure reported does not take into account the significant amount of instructional time provided by Professional Experts. Instructional time including STNC/Professional Expert which is not accounted for through regular datamining approximates 2200 hours per annum.

To report this department's total FTEF as the sum of the reported FTEF and the FTEF calculated by STNC/Professional Expert hours is inaccurate in two ways. One, is that STNC employees are being utilized in an instructional support capacity, but accounted as non-instructional employees, therefore the calculation demonstrating the FTE-ST simply does not accurately reflect instructional time. Second is that if STNC hours were counted as regular instruction (FTEF), the ratio of FTES:FTEF would be inappropriately skewed.

2.2e Classified, STNC, Management Staffing Requests

| Rank | Location | SP | M | Current Title | Proposed Title | Type |
|------|----------|----|----|---|--|------------|
| 0000 | Windsor | 08 | 07 | Administrative Assistant II | Administrative Assistant II | Classified |
| 0000 | Windsor | 00 | 01 | none | Instructional Assistant | STNC |
| 0000 | ALL | 01 | 01 | none | Lab Assistant III FIRE | Classified |
| 0000 | Windsor | 00 | 01 | none | Student Worker (10 hrs/wk) EMC | Student |
| 0000 | Windsor | 00 | 01 | Professional Expert (27 hr/wk) (25 positions) EMC | Professional Expert-(41.23 hr/wk) (31 positions) | STNC |
| 0000 | Windsor | 08 | 07 | none | .65 generalist | Classified |
| 0000 | Windsor | 08 | 07 | none | 1.0 generalist | Classified |
| 0000 | Windsor | 01 | 01 | none | student worker 12 hrs per week | Student |
| 0000 | ALL | 01 | 00 | See Fire/EMC/AJ PRPP for additional positions | | Classified |
| 0001 | ALL | 00 | 07 | AA II (.65 FTE) EMC | AA II 1.0 FTE EMC | Classified |
| 0002 | Windsor | 01 | 01 | Coordinator, Modular Academy | Coordinator, Modular Academy | Classified |
| 0003 | Windsor | 01 | 07 | AA II .65 In Service Corrections | AAII 1.0 | Classified |

2.3a Current Contract Faculty Positions

| Position | Description |
|-------------------------|---|
| AJ Faculty | Instructs the courses that introduce students to the criminal justice system. |
| AJ Faculty | Instructs the courses that introduce students to the criminal justice system. |
| AJ Faculty | Instructs the courses that introduce students to the criminal justice system. |
| AJ Faculty VACANT | Instructs the courses that introduce students to the criminal justice system. |
| Fire Technology Faculty | Contract Faculty - The program budgeted one, full-time faculty member. The program is currently conducting a recruitment for this position which is authorized for a 100% load. |
| EMC Faculty | 50% teaching load with 50% release time for Department coordination. Qualified to teach EMC130 |
| EMC Faculty | 100% Instructional. Anchor position for EMC130. Qualified to direct (per CA CoR Title 22) EMC130-Paramedic |
| EMC Faculty | 100% Instructional. Anchor position for EMC 104 and EMC 100 courses. Qualified to direct (per CA CoR Title 22) EMC 104 |

2.3b Full-Time and Part-Time Ratios

| Discipline | FTEF Reg | % Reg Load | FTEF Adj | % Adj Load | Description |
|---------------------------|----------|------------|----------|------------|--|
| Administration of Justice | 3.0000 | 0.4800 | 2.5600 | 0.2100 | The ratio FTE-AF to FTE-CF is 1.28, which continues to be high with one contract faculty positions remaining vacant and being filled by adjunct faculty. There is a concern that instructional inconsistencies may occur without the continuity of instruction by full-time, contract instructors. |
| EMC | 3.0000 | 40.0900 | 4.4800 | 59.9100 | The Department is significantly below the college average FTE-AF: FTEF-CF (1.49 Department: 1.31 District) |
| Fire Technolgy | 1.0000 | 34.0000 | 1.9600 | 66.0000 | Adequate - (providing the F/T position currently under recruitment is filled) |

2.3c Faculty Within Retirement Range

Administration of Justice: 1 Regular Faculty member

EMC:



2 Regular Faculty and 3 Adjunct Faculty are currently within retirement range. This means that 2/3 of the Regular Faculty and approximately 10% of Adjunct Faculty are within retirement range. If those eligible for retirement within the next three years retire without immediate replacement, the impact to the department would be crippling.

Fire: No Regular Faculty member at this time at retirement range

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

Administration of Justice:

Faculty staffing levels are adequate at this time.

EMC:

Faculty staffing needs are driven largely by requirements set forth in CA Title 22 and other regulatory requirements (e.g. American Heart Association instructor:student ratios).

The demand on our faculty is high with the student/faculty ratio of approximately 31 compared to the district total of 28.

Adjunct faculty are utilized to offset the additional load that would be placed on regular faculty. An open pool is maintained by the Department and advertisement mailings are done biannually. Interviews are held for our adjunct faculty pool as applications are received.

FIRE Technology:

Faculty Staffing levels are adequate, PSTC usually can provide an adequate pool of Adjuncts and Professional Experts, during fire season (May – October) staff are often unavailable due to being committed to major campaign fires.

2.3e Faculty Staffing Requests

| Rank | Location | SP | M | Discipline | SLO Assessment Rationale |
|------|----------|----|----|------------|--------------------------|
| 0000 | ALL | 00 | 00 | | NONE at this time |

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

Not applicable

2.4c Instructional Equipment and Software Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|----|------------------------------|-----|-----------|------------|-----------|------------|---------|
| 0001 | ALL | 00 | 00 | See PRPP for Fire Technology | 0 | \$0.00 | \$0.00 | | | |
| 0001 | ALL | 00 | 00 | See PRPP for EMC | 0 | \$0.00 | \$0.00 | | | |
| 0001 | ALL | 00 | 00 | See PRPP for AJ | 0 | \$0.00 | \$0.00 | | | |

2.4d Non-Instructional Equipment, Software, and Technology Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|----|--|-----|-------------|--------------|-----------|------------|---------|
| 0000 | ALL | 00 | 00 | See PRPP for Fire, EMC and AJ for all requests | 0 | \$0.00 | \$0.00 | | | |
| 0001 | ALL | 01 | 01 | Type 2 equip. described in classroom/lab expansion | 0 | \$25,000.00 | \$50,000.00 | J.Snow | TBD | J.Snow |
| 0002 | ALL | 01 | 01 | Ambulance | 1 | \$75,000.00 | \$75,000.00 | J Snow | track | J Snow |
| 0003 | ALL | 01 | 01 | EVOC vehicles | 4 | \$30,000.00 | \$120,000.00 | JSnow | track | J Snow |

2.5a Minor Facilities Requests

| Rank | Location | SP | M | Time Frame | Building | Room Number | Est. Cost | Description |
|------|----------|----|----|------------|------------------------------|----------------|--------------|--|
| 0000 | Windsor | 00 | 00 | Urgent | all | | \$150,000.00 | Replace all vinyl and rubber flooring at the PSTC. Improper installation has caused the flooring to lift, bubble and crack. The weight room (400) and building 300 flooring is a trip hazard. Replace with differnet system-possibly concrete. |
| 0000 | Windsor | 00 | 00 | 2-3 Yr | 100 | 103 | \$125,000.00 | Convert this conference room to an interactive video conference room and teleconference room which could connect to other such rooms throughout the District and beyond. This would allow Center staff to readily participate in meetings without the necessity of driving to those meeting locations. |
| 0000 | Windsor | 00 | 00 | 1 Year | PSTC | all | \$50,000.00 | REKEY campus (primus system) 2 key boxes |
| 0000 | Windsor | 00 | 00 | Urgent | PSTC garage | 600 | \$8,000.00 | Auto lift for garage |
| 0000 | Windsor | 00 | 00 | 1 Year | PSTC | 900 | \$900.00 | Replace @ 80 feet of missing (due to storm damage) rain gutter. |
| 0000 | Windsor | 00 | 00 | Urgent | PSTC | all classrooms | \$10,000.00 | Install chair rails on perimeter walls to buffer walls from table and chair damage. This modificat |
| 0000 | Windsor | 00 | 00 | 1 Year | PSTC | 800 | \$25,000.00 | Install multiplex digital audio/video recording system for documentation of skill performance. |
| 0000 | ALL | 00 | 00 | 1 Year | SEE FIRE PRPP for additional | | \$0.00 | |
| 0000 | ALL | 00 | 00 | 1 Year | SEE EMC PRPP for additional | | \$0.00 | |
| 0000 | ALL | 00 | 00 | 1 Year | SEE AJ PRPP for additional | | \$0.00 | |

| | | | | | | | | |
|------|---------|----|----|--------|------|-----------------|--------------|--|
| 0001 | Windsor | 00 | 00 | Urgent | na | na | \$100,000.00 | For safety reasons, a pedestrian cross walk is needed on Skylane Blvd. for pederstrian traffic to and from the parking area and the PSTC facilities. |
| 0002 | Windsor | 00 | 00 | Urgent | PSTC | 200,300,600,700 | \$750,000.00 | Replace all Airdale HVAC units and controls in the PSTC. The current system is unreliable and has ha |
| 0003 | Windsor | 00 | 00 | Urgent | | 400 | \$10,000.00 | Replace blinds in gym. Light and visual distraction control needs to be maintained. Current blinds are damaged. |

2.5b Analysis of Existing Facilities

Petaluma Campus: Facility is adequate and is ADA compliant.

Santa Rosa Campus: Facility is adequate and is ADA compliant.

PSTC Center: Facility is no longer adequate. The Center is ADA compliant. The relocation the Fire Academy back to the PSTC is an enormous impact on the facility, reaching its full use potential.

The largest areas impacted by the number of students attending course at the PSTC is the multi-purpose room and our student break area. At peak periods the spaces are inadequate to meet the numerous course requirements. This has forced us to schedule staggered lunch period, starting classes at 7am and Sunday sessions in the multi-purpose room in order to keep up with our demands for this facility. It is anticipated that a additional multi-purpose room will be completed by the end of 2017, funded by measure "H". This will begin eliminating the current issue of not having adequate space to offer all of our courses, however, it will not fully address our space needs.

Plans to expand the PSTC is necessary due to the with the relocation of the Fire Academy to the PSTC, and the overall increase demands for space caused by the additional mandated hours in our Police and Ranger Academies.

See Fire/EMC/AJ PRPP for additional program details.

3.1 Develop Financial Resources

Future and Current Grant Funding

Among the programs in Fire Technology, the one which grant funding plays an integral role is the Fire Academy. As a CTE program that trains individuals to become firefighters, it is necessary to maintain the same body of equipment required by not only a municipal fire agency, but a wildland fire department as well. That has made the success of the program extremely dependent upon grants and donations.

While donations far remain the largest source of our equipment, in the future we will continue to rely on Perkins (CETA) funding to purchase that we cannot obtain through donations. However, we will also explore other potential opportunities such as the *Institutional Education and Library Materials (IELM)* grants for which we were successful in obtaining two forcible entry door props.

EMC:

The department has two initiatives which are currently being implemented.

Each year the department sponsors a symposium on EMS (Off the Vine). Last year the symposium produced revenues which resulted in a profit of approximately \$2,500.00. This year it is expected to double the revenue/profit.

The department has reached out to community stakeholders through the SRJC Foundation and has solicited an ongoing donation stream from REACH Air Ambulance Service. Additionally, REACH founder Dr. John McDonald's scholarship for Paramedic students has been expanded and the award levels increased.

3.2 Serve our Diverse Communities

As part of the ongoing hiring process for all adjunct and regular faculty, emphasis is placed on selection criteria which demonstrate a prospective candidate's sensitivity, and understanding of the cultural and gender diversity of our population both in terms of our student body and the society which we serve.

The PSTC program promotes awareness and sensitivity to diversity through ongoing instructor development. Instructors and staff are encouraged to learn more about our students as individuals as well as representatives of the great variety of cultural backgrounds, and utilize our students as a learning laboratory for our improved awareness and sensitivity.

The PSTC recognizes and responds to trends in student populations, demographics, ethnicity, gender, and cultural aspects. All department seek the most highly qualified staff and faculty who not only represent the student populations, but understand the unique challenges faced by our students.

EMC:

As part of the department's mission to promote cultural equity, we anticipate offering entry level EMC courses (EMC 100) at the Southwest Center. The aim of this program is to increase exposure of Public Safety related career opportunities to the Hispanic community and to help improve relationships. The ongoing hiring process for all adjunct and regular faculty, emphasizes a prospective candidate's sensitivity, and understanding of the cultural and gender diversity of our population both in terms of our student body and the society which we serve.

The program promotes awareness and sensitivity to diversity through ongoing instructor development. Instructors and staff are encouraged to learn more about our students as individuals as well as representatives of the great variety of cultural backgrounds, and utilize our students as a learning laboratory for our improved awareness and sensitivity.

The department recognizes and responds to trends in student populations, demographics, ethnicity, gender, and cultural aspects. The department seeks the most highly qualified staff and faculty who not only represent the student populations, but who understand the unique challenges faced by our students.

EMC programs attract a high number of White students (approx. 70%) and the fewest number of Native American and Pacific Islander (< 2%). These numbers are consistent with the population in the industry (EMS) though not necessarily the population of Sonoma County. Our instructional staff approximates

these percentages; however, it has a greater percentage of females than the student population. The department believes that with more female role models, perhaps the number of female students may increase. The department is aware of the growing population of Hispanic/Latino ethnicities. The department will be promoting existing bilingual faculty to help with recruitment and retention.

3.3 Cultivate a Healthy Organization

The PSTC encourages and supports the participation of classified staff in all professional development activities that are applicable or of interest. The departments make allowances for classified employees to participate freely in these activities. Examples of professional development activities completed by classified staff include workshops in Microsoft Office products, InDesign, Adobe products, curriculum review, SLO workshops, data mining techniques, etc.

3.4 Safety and Emergency Preparedness

The Districts illness and prevention program is reviewed yearly with employees and they are advised the District policy is section 6.8.2 and the procedures are located at 6.8.2 in the procedure manual. Representatives of the Environmental Health & Safety department completed presentations on the program.

The Department needs additional yearly training on the Districts' Illness and prevention program, specifically in the area of Hazard Assessment; Accident/Exposure Investigations; Hazard Correction; Training & Instruction; and Record Keeping.

| Building | BSC Area | ASC Area | Name | Department | Responsible Area | Management Support |
|---------------------|----------|----------|-------------------|------------|----------------------------------|--------------------|
| ALL Windsor | All | All | Tim Bell | PSTC | present position at time of need | A. Chapman |
| All Windsor | ALL | ALL | Randy Collins | PSTC | present position at time of need | A. Chapman |
| Windsor Admin. #100 | | | Jerry Schoenstein | PSTC | Bld.#100 | A. Chapman |
| Classrooms | All | All | C. Arnold | PSTC | Classrooms | A. Chapman |

3.5 Establish a Culture of Sustainability

Beginning Fall of 2010, the office of The Dean of Public Safety took the initiative to reduce paper use. Since the initiative began, the PSTC has successfully moved the vast majority of cognitive testing to the online domain, reducing the amount of paper used. Additionally, the EMC Department is primarily using the online domain as a repository for syllabi, instructional supplements (handouts, etc.), policy memoranda and a host of other educational materials (practice quizzes, etc.).

4.1a Course Student Learning Outcomes Assessment

We have begun a regular cycle of assessment in our department per the recommendations of the District and Project Learn.

A spreadsheet has been set up for tracking which courses have been assessed. Once all courses SLO's are assessed, the cycle will start over in order to complete the next assessment within the 6 year cycle.

AJ Department 6-Year Cycle SLO Assessment Plan

| Course | SLO #s | Participating Faculty | Semester Initiated or to Be Initiated | Semester Completed | Comments | Year of Next Assessment |
|----------|-----------|-----------------------|---------------------------------------|--------------------|---|-------------------------|
| AJ51 | 1,2,3 | Grabowski | Fall 2011 | Spring 2012 | | 2018 |
| AJ70 | 1,2,3,4 | Swearingen | Fall 2011 | Spring 2012 | | 2018 |
| AJ21 | 1,2,3,4 | Swearingen | Fall 2011 | Spring 2012 | | 2018 |
| AJ22 | 1,2,3 | Swearingen | Fall 2009 | Spring 2010 | | 2016 |
| AJ25 | 1,2,3 | Swearingen | Fall 2011 | Spring 2012 | | 2018 |
| AJ54A | 1,2 | Joy | Fall 2011 | Spring 2012 | | 2018 |
| AJ54B | 1,2,3 | TBA | Fall 2015 | | | |
| AJ152 | 1,2,3,4 | TBA | Fall 2014 | | | |
| AJ53 | 1,2,3,4 | Grabowski | Fall 2014 | Fall 2015 | | 2021 |
| AJ55 | 1,2 | Swearingen | Fall 2010 | Spring 2011 | | 2017 |
| AJ56 | 1,2,3,4,5 | TBA | FALL 2014 | Spring 2014 | | 2021 |
| AJ70 | 1,2,3 | Grabowski | Fall 2010 | Spring 2012 | | 2018 |
| AJ71 | 1,2,3 | TBA | Fall 2014 | | | |
| AJ98 | 1 | TBA | Fall2014 | | | |
| AJ200.1 | | | | | **discontinued re-numbered to AJ223 | NA |
| AJ200.13 | | | | | **discontinued re-numbered to AJ222 A,B,C | NA |
| AJ205.17 | | Arnold | Fall 2014 | Fall 2014 | | |
| AJ200.3 | | Marvin | Fall 2015 | Fall 2014 | | 2021 |
| AJ223 | | Schoenstein | Spring 2013 | Fall 2014 | | 2020 |
| AJ222C | | Marvin | Spring 2013 | Fall 2014 | | 2020 |
| AJ306 | | TBA | | | **assessment to be completed at next offering | |
| AJ353 | | Arnold | Fall 2014 | Fall 2014 | | 2020 |
| AJ355 | | Arnold | Fall 2014 | Fall 2014 | | 2020 |
| AJ305.10 | | Arnold | Fall 2014 | Fall 2014 | | 2020 |

| | | | | | | |
|---------|--|--------|-----------|-----------|--|------|
| AJ366 | | Arnold | Fall 2014 | Fall 2014 | | 2020 |
| AJ357 | | Arnold | Fall 2014 | Fall 2014 | | 2020 |
| AJ305.1 | | Arnold | Fall 2014 | Fall 2014 | | 2020 |
| AJ310.1 | | Arnold | Fall 2014 | Fall 2014 | | 2020 |

FIRE TECHNOLOGY:

At this time, all courses possess SLOs. In addition, all courses that are offered have had their SLO's assessed.

It should be noted that one of the benefits of completing our SLO assessments was to help prepare our program for our accreditation with State Fire Training which was completed in May of 2015 and resulted in a unanimous affirmative vote by the State Board of Fire Services. This accreditation will be good until 2020.

Another outcome of our assessments was to learn that in several classes students already possessed a cognitive understanding of many of the objectives covered in the class gained through either their job environments or by having the material covered in another related class. With this background, we now query each class as to their background and if we find certain material already covered (as found in the COR), we alter the schedule to devote more time on other topics that are found to challenge the students.

On a final note, it is worth mention that beginning in 2017, it will be necessary to conduct SLO assessments on a majority of our "In-Service" courses. This is a result of a alignment process at State Fire Training that resulted in the curriculum being re-written. As they have all been approved by the District, once they begin being offered in 2017, the assessments will need to be conducted.

EMC:

SLOs have been approved for all EMC courses and programs.

All EMC course SLOs have been constructed in such a way as to address sequential aspects of related courses and to build through sequential courses to eventually culminate in the most broad and sophisticated expectations.

The Department routinely solicits informal and formal feedback from its Advisory Committees about student learning as demonstrated by graduate success in the workplace. Feedback is routinely gathered and utilized to adjust the learning model and curriculae to best suit the success of the graduate. This rubric for program analysis is used ongoing.

The Department regularly reviews Certification/Licensure testing results for both EMC 104 and EMC 110. EMC 110 has enjoyed a nearly 100% success rate on licensure exams (96% over the course lifetime). No changes in EMC 110 have been made as a result of this information.

For EMC 104, results from certification examinations have only been available for two years. Three years ago, EMC 104 had a success rate of approximately 65%. The Department looked at changing the way the curriculum was delivered and what influence textbook and other materials may have on the outcome. After changing the textbook, for three of four sections of EMC 104, the composite success result is approximately 90%. The result for certification testing for EMC 104 is now in the 85 - 90 percentile and is second only to one other community college in the Bay Area for EMT success on the NREMT examination. The Department continues to review these statistics and measure student success. The Department regularly surveys graduates and solicits feedback for making recommendations in course changes.

EMC Department 6-Year Cycle SLO Assessment Plan Template

1. .

| Course | SLO #s | Participating Faculty | Semester Initiated or to Be Initiated | Semester Completed | Comments | Year of Next Assessment |
|----------------|--------|-----------------------|---------------------------------------|--------------------|------------------------------------|-------------------------|
| EMC 100 | All | Snow | Fall 2014 | Spring 2014 | | 2020 |
| EMC 104 | All | Snow | Fall 2014 | Spring 2014 | Discontinued course ID. Renumbered | N/A |
| EMC 104.1 | All | Snow | Spring 2014 | Spring 2014 | | 2016 |
| EMC 105 | All | Snow | Fall 2014 | Spring 2014 | | 2016 |
| EMC 108 | All | Snow | Fall 2014 | Spring 2014 | | 2020 |
| EMC 114 | All | Snow | Spring 2014 | Spring 2014 | | 2018 |
| EMC 116 | All | Snow | Spring 2014 | Spring 2014 | | 2016 |
| EMC 116.1 | All | Snow | Spring 2014 | Spring 2014 | | 2016 |
| EMC118 | All | Snow | Fall 2014 | Spring 2014 | | 2016 |
| EMC 119 | All | Snow | Fall 2010 | Spring 2014 | | 2016 |
| EMC 124 | All | Snow | SPRING 2014 | Spring 2014 | | 2020 |
| EMC 130 series | All | Hsieh/Snow | Fall 2010 | Fall 2014 | | 2016 |
| EMC 131 series | All | Hsieh/Snow | Fall 2014 | Spring 2014 | | 2016 |
| EMC 132 | All | Hsieh/Snow | Fall 2014 | Spring 2014 | | 2016 |
| FIRE 708 | All | Snow | Spring 2014 | Spring 2014 | | 2020 |
| EMC 103 | All | Snow/Snyder | Spring 2014 | Spring 2014 | | 2020 |

4.1b Program Student Learning Outcomes Assessment

Administration of Justice:

The 18 unit AA degree and the 21 unit certificates for Corrections and Law Enforcement were approved and posted. The assessments for the program degree (AA) were completed in 2011/2012 academic year and the three program certificates (Children in the Justice System, Corrections, and Law Enforcement) were assessed 2013/2014 academic year.

Fire Technology:

SLO's for our three certificate programs (Fire Tech Degree, Certificate and Firefighter I Academy) were completed and approved by the curriculum committee. With this accomplishment, we have met all SLO requirements and deadlines establishing by the College and the Project Learn committee.

EMC:

All EMC program SLOs have been approved.

All EMC course SLOs have been constructed in such a way as to address sequential aspects of related courses and to build through sequential courses to eventually culminate in the most broad and sophisticated expectations.

The Department routinely solicits informal and formal feedback from its Advisory Committees about student learning as demonstrated by graduate success in the workplace. Feedback is routinely gathered and utilized to adjust the learning model and curriculae to best suit the success of the graduate. This rubric for program analysis is used ongoing.

The Department regularly reviews Certification/Licensure testing results for both EMC 104 and EMC 110. EMC 110 has enjoyed a nearly 100% success rate on licensure exams (96% over the course lifetime). No changes in EMC 110 have been made as a result of this information.

For EMC 104, results from certification examinations have only been available for two years. Three years ago, EMC 104 had a success rate of approximately 65%. The Department looked at changing the way the curriculum was delivered and what influence textbook and other materials may have on the outcome. After changing the textbook, for three of four sections of EMC 104, the composit success result is approximately 90%. The result for certification testing for EMC 104 is now in the 85 - 90 percentile and is second only to one other community college in the Bay Area for EMT success on the NREMT examination. The Department continues to review these statistics and measure student success. The Department regularly surveys graduates and solicits feedback for making recommendations in course changes.

EMC has begun a regular cycle of assessment in our department per the recommendations of the District and Project Learn. The Department has been assessing graduate performance on National level certifying examinations on all programs/courses which conclude in this manner. Other courses which do not conclude with a third party examination have been assessed by analyzing final examination performance.

A spreadsheet has been set up for tracking which courses have been assessed. Once all courses SLO's are assessed, the cycle will start over in order to complete the next assessment within the 6 year cycle.

4.1c Student Learning Outcomes Reporting

| Type | Name | Student Assessment Implemented | Assessment Results Analyzed | Change Implemented |
|--------|-----------------------------|--------------------------------|-----------------------------|--------------------|
| Course | made in the unit level PRPP | N/A | N/A | N/A |

4.2a Key Courses or Services that address Institutional Outcomes

| Course/Service | 1a | 1b | 1c | 2a | 2b | 2c | 2d | 3a | 3b | 4a | 4b | 5 | 6a | 6b | 6c | 7 |
|-----------------------------|----|----|----|----|----|----|----|----|----|----|----|---|----|----|----|---|
| made in the unit level PRPP | | | | | | | | | | | | | | | | |

4.2b Narrative (Optional)

In each core course, students are taught not only the rote detail, but the value of communication, professionalism, critical thinking, personal integrity, responsibility, time management, cultural awareness and sensitivity to diversity. Students must grasp these complex concepts and incorporate these as fundamental to success in training and, more importantly, in job success. Though certain specific institutional learning outcomes are not demanded in every course, elements of each are represented in all courses. There is particular emphasis placed on responsibility, honesty and leadership.

5.0 Performance Measures

The dean of the PSTC fully supports the department's effort to effectively measure the true performance levels of student learners who participate in our offerings. This is accomplished using a variety of data sources provided by the District. The dean also supports the training of faculty and staff on the use of such data sources by supporting and creating department trainings and workshops on a regular basis.

Workload Assignments for 2014-2015

- Overall responsibility for the Public Safety Training Center Facility
- Overall management of the Public Safety Training Center budget
- Overall supervision of all Public Safety Training Center staff
- Overall supervision/management of all Public Safety Disciplines

- Overall Supervision of the Administration of Justice, Fire Technology, and EMC programs
Department Chair for the Administration of Justice Department, Fire Technology Department and the EMC Department
- Overall enrollment management for all PSTC courses
- Committee member on 5 College committees
- Representative on the Community College Chancellor's Office Administration of Justice Advisory committee
- POST Advisory committee member for Instructional Development, Public Safety Career Pipeline, Emergency Vehicle Operations, Law Enforcement Driving Simulators and Learning Domains

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

The department offers courses every weekday and Saturdays, and approximately 15 Sunday offerings (short courses) per semester excluding summer session. Courses are offered mornings (0700 – 1200), afternoon (1300 – 1700) and evening (1800 – 2200) to accommodate student school, work, and family schedules.

Course demands are analyzed for each class offering every semester (and summer session) to determine efficiency of scheduling to benefit day, evening, and distance education students. The department regularly polls students about preferred class times and uses these data in determining additions to the class schedules.

Though hybrid and online instruction alternatives are being discussed, the nature of the instruction for most PSTC courses require direct observation of students and feedback about affect and professionalism as well as observation and feedback about complex skill performance. The Department will pilot a hybrid course for Advanced EMT next school year.

5.2a Enrollment Efficiency

Administration of Justice

The enrollment efficiency for the Department is in alignment with college efficiency goals. The Administration of Justice program enrollment efficiency for all locations was 96.1% in Fall and 104.8% in Spring.

Last-minute agency emergencies along with State and local budgeting constraints have created an unstable market for in-service courses that have a direct impact on enrollment efficiency. The College remains in direct contact with the Training Managers Group and AJ Advisory Committee to plan training that is efficient for the College and the agencies.

See Administration of Justice PRPP for stats.

EMC

Using a threshold of 86% (as determined by the approximate College average since summer of 2008), over the past 6 years the Department has consistently remained at 84%. This demonstrates that class size adjustments which were made in 2005 were on target for expected efficiency; however, the Department's programs (EMT, Paramedic) are required to maintain certain student to instructor ratios in the classrooms which precludes complete flexibility in terms of adjusting class sizes. The efficiency in any year for any semester including summer sessions has not been below 65% and the standard deviation computed since 2003 is 8.5% . The Department therefore is above the expectation, but below the point of being impacted.

See EMC PRPP for stats.

FIRE Technology

Over the last 4 years, the program has averaged an enrollement efficiency of 84.7% (not including summer). It appears that one reason why this has not been higher is due to a lack of on-line courses which have always been popular. The program continues to aggressively seek on-line instructors but has been challenged by a lack of response.

It is also apparent that there has been a general downward trend in our efficiency. One reason attributed to this has been a marked increase in the number of course offerings, particularly in the California Fire Service Training and Education System (CFSTES) classes. For example, since Fall of 2010, our course offerings have increased 47% . As "In-Service" classes required for specialized certifications, there has been a strong but limited demand from career firefighters who wish to promote and we have been asked by our local fire agencies to offer them in order to provide a qualified pool of candidates to fill the vacancies of those retiring from the profession. It is expected for this demand to be met by this fall and our offerings of these courses to be curtailed, subsequently reversing this trend.

See Fire Technology PRPP for stats.

5.2b Average Class Size

Administration of Justice

The average class size for the Administration of Justice Department at the time of the Fall 2013 first census was 38.2 students and at the Spring 2013 first census was 41.9 students, which is well above the District totals of 30.5 students for both Fall and Spring semesters.

State and local budget restraints are directly impacting the in-service courses, resulting in a lower than average headcount.

EMC

The Department routinely analyzes the impact of class size on student success and faculty/staff workload/satisfaction. Largely through trial and error, class sizes are approaching the optimum for

student success and faculty workload. Where the average class size reported for all EMC courses is 22 students, that number is inaccurate. Average class size for EMC courses overall for the most recent past academic year was 26.62 with an average retention rate of over 87% based on statistics gathered by the Department.

| Classes | average size | count | Retention |
|---------|--------------|-------|-----------|
| 100 | 30.50 | 6 | 91.50 |
| 104 | 32.25 | 4 | 92.14 |
| 104.1 | 29.67 | 3 | 97.80 |
| 105 | 30.00 | 1 | 75.00 |
| 108 | 22.40 | 5 | 100.00 |
| 114 | 41.33 | 3 | 87.32 |
| 115 | 23.00 | 1 | 76.67 |
| 109 | 23.00 | 1 | 58.97 |
| 110 | 16.00 | 2 | 94.12 |
| 299.12 | 18.00 | 5 | 100.00 |
| Average | 26.62 | | 87.35 |

5.3 Instructional Productivity

The PSTC Dean and Directors analyze enrollment reports, EMS data, and communicate with faculty to help ensure productive class offerings.

Administration of Justice

The AJ department academic transfer program is above the District's goal of the 18.7 instructional productivity ratio, with 51.39% for Fall 2014.

See Administration of Justice PRPP for stats.

EMC

Using a threshold of 16 and an ideal of 18% FTES:FTEF, the program is consistently above the ideal (average 22% over a 6 year period).

See EMC PRPP for stats.

FIRE Technology

As can be seen by the figures below, the program has consistently exceed the college goal of 18.7 for Instructional Productivity. Much of this can be attributed to the attendance in the Fire Academies which are almost always reach capacity.

See Fire TEchnology PRPP for stats.

5.4 Curriculum Currency

All course outlines have recently been edited and approved by our district curriculum committee. In addition to editing and updating every course outline, we have successfully completed a majority of our SLO assessments, as well as 95% completion of our major's and certificate's assessments.

5.5 Successful Program Completion

The Public Safety Training Center and the Administration of Justice Department support student completion of certificates and majors by offering courses at a variety of times and days and at a variety of locations when applicable. All faculty members keep regular office hours and meet with students during those hours. Faculty members also communicate with students outside of office hours via email and the SRJC portal. The courses at the Public Safety Training Center are governed by state boards, which manage course completion requirements.

The Administration of Justice Department has maintained a high successful course completion rate since 2003-2004. See Administration of Justice PRPP for stats.

Students in the Administration of Justice Department/PSTC completed 58 A.A. degrees, 38 Administration of Justice for Transfer A.A. degrees, 31 Children in the Justice System certificates, 11 Corrections certificates, 8 Law Enforcement certificates, 62 Intensive Basic Police Academy certificates, 16 Modular I Basic Academy Certificates, 30 Modular II Basic Academy certificates, and 43 Modular III Basic Academy certificates. The last two years have seen an increase in Administration of Justice A.A. degrees. Certificates have remained fairly consistent with the exception of the Basic Police Academy. This is possibly due to the reduction of section offerings experienced by the current budget cuts and an uptrend in the Basic Police Officer Academy certificate program.

Males make up 64.9% of the Administration of Justice Department student population, which has remained fairly constant over the last two academic years. The two largest ethnic groups participating in our programs are White and Hispanic students, with White students at 56.7% and Hispanic at 29.5%, which was an increase for the Hispanic group and a decrease in the White student group since last year. The percentage of students declining to indicate their race or ethnicity was 3.9%.

5.6 Student Success

EMC

Success = passing with Credit, Grade C or better = 85.28% compared to the district success rate of approximately 70%. This well exceeds the college standard. When compared to retention, it also indicates that the vast majority of students who are enrolled at the time of census go on to complete their courses. Most students enrolling in EMC programs do so with a purpose to gain certification or equivalent status and successfully complete in order to be competitive for EMS jobs. The exception to this is the entry level (First Responder) courses where a larger number of students are 'surveying' the EMS field.

See PRPP for EMC for stats.

Fire Technology Retention

The retention rate for the FT Program is 83.4% which is significantly higher than the overall District rate. This can be attributed to several factors. First, the passing grade for the Firefighter I Academy is 80% which raises most student's GPA's. In addition, many students are already employed in the field and their prerequisite knowledge of the subject matter is higher. Lastly, many are sponsored by fire agencies or have scholarships that have set high minimum academic standards to qualify.

Refer to Fire Technology PRPP for stats.

Administration of Justice

See Administration fo PRPP for stats.

5.7 Student Access

1. Students from diverse backgrounds enroll in classes at rates equal to or greater than the District as a whole.
2. The student population has changed slightly over the past 4 years. There is an increasing number of Hispanic students enrolled in courses as is the case with the institution.
3. The department actively recruits students and participates and provides a number of community outreach projects, such as PSTC Career Day, PSTC Tours for Junior High and High School students.

See Dicipline PRPPs for stats.

5.8 Curriculum Offered Within Reasonable Time Frame

With few exceptions, the large majority of our courses are offered at least twice every year and the for the most part, are offered every semester. The departments attempt to schedule in such a way as to allow students to move through the sequence of courses in a very timely manner.

5.9a Curriculum Responsiveness

The dean fully supports the efforts of the each department to continue to actively write, re-write, and to propose new curriculum in order to keep abreast of both student demand and industry and labor market forecasts and assumptions. The departments depend on research and

suggestions provided by the local workforce through advisory committees and other contacts with the public.

5.9b Alignment with High Schools (Tech-Prep ONLY)

EMC

The Department participated in a program to introduce Public Safety careers to high school students. The Department offered four entry-level courses (EMC 100) in four separate high schools in the County. These high schools were developing CTE programs and attempting to introduce Public Safety as a career choice. The program lasted two years before funding/budget constraints forced the termination of the "High School First Responder" program. The Department is prepared to once again offer these programs to high schools when funding streams are restored.

FIRE

Fire 71 can be taken by High School Students through their enrichment program and is available on-line. Marin and Sonoma counties host Explorer Programs that are also linked with our Firefighter I Academy curriculum. Articulation does occur with our prerequisite courses to enter our Firefighter I Academy, such as EMS 100 – First Responder, CPR and Advanced First Aid.

While a dialogue has also been initiated with the Napa High school ROP program (of which the Fire Tech Director sits as a member of their Advisory Committee), it appears the on-line Fire 71 on-line course may prove the best venue for maintaining a nexus with the program.

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

FIRE

Our Fire Technology 70 series courses all transfer to lower division units at CSU Sacramento, Long Beach and Los Angeles (Fire Administration Degrees). Columbia Southern on-line program (www.columbiasouthern.edu), Brandman University (www.brandman.edu/irvine), Southern Illinois University (www.siufire@siu.edu) and Kaplan University represent private have on-line programs that also accept our core Fire Technology units as lower division transfer units towards a Bachelor's degree in Fire Science.

EMC and BASIC Law Enforcement Course

This section does not apply to EMC or the BLEC. There are no transfer majors in these Departments.

5.11a Labor Market Demand (Occupational Programs ONLY)

FIRE

Over the past 5 years there has been a surge of Fire service retirements throughout California. This is due in part to the retirement package known as 3% at age 50 which allows firefighters to retire at age 50 with up to 90% of their current salary. This has opened the application process to many of our graduates and it appears that this trend will continue for the next few years.

According to the labor market web site www.labormarketinfo.edd.ca.gov California's labor market projections (2010-2018), the Fire Service will experience a 10% growth in employment with the Bureau of Labor and Statistics projecting the nationwide number of firefighter openings to increase 18% by 2018, despite the fact most agencies are slowly returning to fiscal health. One encouraging statistic is the fact that approximately 70% of our Academy students serve as volunteer firefighters which often lead to a paid positions.

However, one of the most encouraging statistics is that with the recent curriculum changes to the Fire Academy (Fire 208.1), students now receive a *Calfire Basic Firefighter* certificate upon successful completion of the academy. This has led to 18% of the graduates in the last three academies being hired by Cal Fire. In addition, Santa Rosa Fire department recently hired six academy graduates which supports the above mentioned trend.

Within our region (North Bay/Sacramento), Solano, American River and Sierra College also offer degrees in the same discipline.

ADMINISTRATION of JUSTICE

The demand for educated and trained criminal justice employees remains in spite of the economic slowdown that is impacting the local and regional economies. Public safety employees remain in relatively high demand as many criminal justice agencies must provide basic services in their respective jurisdictions.

The Basic Police Academy, the Corrections Course and the Public Safety Dispatch courses are operated in accordance with state-mandated training requirements. Graduates of these programs meet state certification requirements for employment in their respective fields. Law enforcement employers are more likely to hire entry-level officers who have successfully completed the Basic Police Academy.

The certificate programs in the Administration of Justice academic program provide students with foundational knowledge to assist them in preparing for careers. The certificates are useful in demonstrating to prospective employers that the student has a basis of knowledge in their chosen field. The student's education serves as a foundation for additional state mandated training.

The AJ degree program demonstrates to the prospective employer that a student has foundational knowledge in the criminal justice field. Prospective employers in the criminal justice field are more apt to hire students who have earned a degree as there have been studies that have shown that entry level law enforcement candidates who have earned a degree suffer less job related injuries; are less apt to be the subject of misconduct complaints; are more likely to successfully complete a career, and are more likely to be successful in assignments that require critical analysis and thinking such as investigations, crisis response teams and supervisory and training positions.

The labor market demand for graduates of the Seasonal Law Enforcement Ranger Academy is extremely high. The demand is from both federal and local parks. The demand is enhanced by the National Park Service Centennial Initiative where the Park Service is building its workforce by 1000 seasonal rangers by year 2016.

Per the California Employment Development Department:

In California the number of Police and Sheriff Patrol Officers is expected to grow faster than average growth rate for all occupations. Jobs for Police and Sheriff Patrol Officers are expected to increase by 17.8 percent, or 10,900 jobs between 2006 and 2016.

Estimated Employment and Projected Growth Police and Sheriff Patrol Officers

| Geographic Area (Estimated Year-Projected Year) | Estimated Employment | Projected Employment | Numeric Change | Percent Change | Additional Openings Due to Net Replacements |
|--|-----------------------------|-----------------------------|-----------------------|-----------------------|--|
| California (2006-2016) | 61,300 | 72,200 | 10,900 | 17.8 | 16,400 |

Source: EDD/LMID [Projections of Employment by Occupation](#)

[View Projected Growth for All Areas](#)

More opportunities are expected in local and special police departments than in federal and State law enforcement agencies. Because of attractive salaries and benefit packages, there is a larger supply of qualified applicants than there are jobs in federal and State law enforcement agencies, resulting in increased hiring standards and selectivity by employers.

EMC

The demand for educated and trained emergency medical employees remains in spite of the economic slow down that is impacting the local and regional economies. Public safety employees in general remain in relatively high demand because the agencies who employ them must provide basic services in their respective jurisdictions.

The First Responder program, Emergency Medical Technician and Paramedic Academy programs operate in accordance with national and state-mandated training requirements. Graduates of these programs meet state certification requirements for employment in their respective fields.

The certificate programs in the Department provide students with foundational knowledge to assist them in preparing for careers. The certificates are useful in demonstrating to prospective employers that the student has a basis of knowledge in their chosen field. The student's education serves as a foundation for additional state mandated training.

The Department's EMC degree program demonstrates to the prospective employer that a student has foundational knowledge in the out of hospital field. Prospective employers in the emergency medical field are more apt to hire students who have earned a degree because candidates who have earned a degree are less likely to be the subject of misconduct complaints; are more likely to successfully complete a career, are more likely to be successful in assignments that require critical analysis and are more apt to be successful in management and education positions.

California Labor statistics indicate that there are approximately 15,900 EMS jobs, 6,700 new jobs in the time period in the State with approximately 990 job openings annually. Of the 15,900 EMS jobs approximately 90% are EMT-1 jobs and 10% EMTP (Paramedic).

Changes in the labor market reflect the general trend in the economy and unemployment; however, the EMS industry as a whole has not suffered the typical cutbacks in labor force. Governmental regulations require a certain minimum labor force, but the trend is that more workers are staying in their jobs longer. Attrition rates are dropping which decreases the need for new workers, but at the same time, economic changes steer more prospective candidates to prepare themselves for service industry jobs. According to the CA EDD web site (<http://www.labormarketinfo.edd.ca.gov>). Approximately 990 new jobs for EMTs and Paramedics will open per annum (2010 - 2020) or approximately 42% growth in the same time period (revised from 780 new jobs for EMTs and Paramedics for the time period as listed last year). The Department is redoubling its efforts to better prepare its graduates so they will be more desirable candidates and better competitors for jobs. The development and refining of the EMS Academy (EMC 105) and the development of the Advanced EMT program address the demands for more highly trained professional Emergency Medical Responders, and better prepares SRJC graduates for careers in Emergency Medical Response.

Source:

<http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=Emergency+Medical+Technician&careerID=&menuChoice=&geogArea=0601000000&soccode=292041&search=Explore+Occupation>

5.11b Academic Standards

Academic standards are regularly discussed in open dialogue with faculty and advisors. Much of the Department's academic standards are mandated by State or National accrediting bodies or regulatory agencies. The Department keeps pace with any change to the standards or methodologies.

6.1 Progress and Accomplishments Since Last Program/Unit Review

| Rank | Location | SP | M | Goal | Objective | Time Frame | Progress to Date |
|------|----------|----|----|--|--|------------|---|
| 0001 | ALL | 01 | 01 | Grow Police Academy throughput and percentage of affiliated students; sustain 4 police academies per year. | Address stakeholder needs for additional courses of instruction | | Classroom space |
| 0001 | ALL | 04 | 06 | New Windsor Campus buildings to include student lounge, classrooms and multi-purpose room | Address issue of classroom space needed for additional academies | | Funding source |
| 0001 | ALL | 06 | 03 | - Relationship building/Advisory Committees | Continue to meet shareholder training needs | 3-5 years | Equipment, classroom, staffing |
| 0002 | ALL | 06 | 06 | Revitalize Law Enforcement Advisory Committee. | Strengthen participation in Advisory Committees by Stakeholders | | Participants |
| 0002 | ALL | 01 | 01 | -Changing role for In-Service course due to growth and new course offerings | met demand of shareholders | 1-2 years | classroom, training equipment, staffing |

6.2a Program/Unit Conclusions

| Location | Program/Unit Conclusions |
|----------|---|
| ALL | <p>The PSTC anticipates new construction at the PSTC and has already taken steps to prevent logistical issues associated with construction (parking, noise, etc.). The PSTC eagerly awaits the addition of classroom space, student lounge and a multi-use room which will address our space needs. These facilities are required with the addition of Fire Tech classes/Academy being offered at the PSTC.</p> <p>The Dean believes the department made important strides to support the mission of the college and contribute to the Strategic Plan of 2014. The vision is to continue to improve our leadership and contributions as a department in support of student success and academic excellence at SRJC.</p> <p>The Dean sees the budget and the funding from the bond measure as vital to the continued success and progress of the PSTC.</p> <p>As Santa Rosa Junior College moves into the future, the PSTC Dean will provide the necessary leadership to promote, and enhance all of the programs.</p> |

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

| Rank | Location | SP | M | Goal | Objective | Time Frame | Resources Required |
|------|----------|----|----|--|--|------------|---|
| 0000 | ALL | 08 | 01 | | | | |
| 0000 | ALL | 08 | 01 | Develop Criminology degree/certificate in the AJ Department | met demand for program and increase FTES | 1-2 years | Cirriculum approval/instructors/classroom/equipment |
| 0001 | ALL | 01 | 01 | Grow Police Academy throughput and percentage of affiliated students; sustain 4 police academies per year. | Address stakeholder needs for additional courses of instruction | | Classroom space |
| 0001 | ALL | 04 | 06 | New Windsor Campus buildings to include student lounge, classrooms and multi-purpose room | Address issue of classroom space needed for additional academies | | Funding source |
| 0001 | ALL | 06 | 03 | - Relationship building/Advisory Committees | Continue to meet shareholder training needs | 3-5 years | Equipment, classroom, staffing |
| 0002 | ALL | 06 | 06 | Revitalize Law Enforcement Advisory Committee. | Strengthen participation in Advisory Committees by Stakeholders | | Participants |
| 0002 | ALL | 01 | 01 | -Changing role for In-Service course due to growth and new course offerings | met demand of shareholders | 1-2 years | classroom, training equipment, staffing |