

Santa Rosa Junior College

Program Resource Planning Process

Senior Dean Public Safety 2023

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 Public Safety 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 9% decrease in course offerings during 2016/2017; however, we experienced a 1% 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 does not have an adequate budget for its basic needs. 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. I have noted the needs for each Department below:

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.

\$65,000 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. In addition, overall supply cost continue to increase. (The change from 2011-2012 FY, 2011-2013 FY, 2013-2014 and 2014-2015 was a decrease in the 4000 account by 36.20%, and as of 2017-2018 has not been restored.)

The following cost savings measures were implemented in 2017/2018:

- Full 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:

2.1a Budget Needs

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 accounts 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).

Of the 4000 accounts the one most central to the operation of the academy is the 4390. Uses for this account include propane to operate our car fire and exterior gas cylinder prop and wood products used for the ventilation, forcible entry units as well as the live fire exercise. Examples of these materials include (partial list) oriented strand board (OSB) for ventilation, safety/survival and live fire, smoke fluid for the safety/survival and haz-mat units, propane for vehicle fires, fire extinguishers and exterior fires, sheetrock for safety/survival and live fire as well as vehicles for vehicle extrication. In 2016 we experienced an increase in these costs as we transitioned to the new props and materials required by the 2013 Firefighter I (FFI) curriculum. Now that we have the experience of running over half a dozen academies, we have found it to roughly double the quantity of materials. To that end, we would ask \$17,800 be budgeted for 2019-20 FY.

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 5190 account addresses costs associated with services including contracts, permits and consultants. Historically \$4,650 was budgeted but several years ago it became apparent this was insufficient primarily because of the contract costs with the County of Sonoma for \$9,878.25 for the two Volunteer Fire Skills classes (107.1 & 107.2) for \$3491 & \$6381 respectively for a total of \$9,872 and \$9,258.81 for the two CALFIRE Wildland units delivered in the FFI Academy (which includes two Fire 206 courses run concurrently) with the fire academies for a total of \$19,130. To address increases in these costs it is recommended another \$2000 be included for a total 2019-20 request of \$22,537. It should be noted that in an era when the costs of all programs are being scrutinized, both contracts represent an exceptional bargain for the District in that they are equal to the costs of one Adjunct Instructor being paid at the lab rate for the number of hours the course runs. Given both are lab heavy in nature and require at least two Professional Experts to assist with skills instruction and maintain student/instructor ratios, the savings to the District can be as much as \$80 an hour.

The 5659 covers the costs associated with maintenance of our equipment. Examples of these (partial list) includes; our air compressor (for filling SCBA bottles) including the OSHA mandated quarterly air tests, testing and maintenance of our ground

ladders, repairs to our power tools, hydrostatic testing of our SCBA bottles as required by the DOT and our air pollution permit. As with the 4390 account, expenditures increased as we implemented the new FFI curriculum which doubled the skill hours, subsequently increasing wear on our equipment and ultimately repair costs. While \$6,600 previously was sufficient to fund this category, since budgeted has consistently exceeded this by over 100%, I would request \$13,200 for 2019/20.

As a fee based service, for the 5191 account, the only identifiable cost is for the "Fit Tests" provided for our students by the County. While funding for this account is generated exclusively from student fees, we continuously search for the least cost alternatives to ensure the student the most "bang for their buck".

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 which we ceased doing in 2013. Due to the improvements that have been made at the PSTC, we are in our sixth year of operating here which has resulted in a cumulative savings of over \$150,000.

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 and have a long history of obtaining equipment for no costs. For example, over the last two years we have received a fire engine from Central Marin Fire District, a second from Kentfield Fire District, a number of ladders from Rincon valley Fire District and a number of SCBA's from Occidental Fire District. Had we been required to purchase these items independently, the costs would be in excess of \$90,000. The Program Director was also able to negotiate the repairs of over two dozen SCBA's at no cost to the District by physically driving them to the repair facility in Utah illustrating that it often requires "out of the box" solutions to keep the program running.

I would end by speaking to the new FFI & II 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 \$182,000 grant for a Draeger live fire prop and \$38,000 for a series of forcible entry props and tools that will allow us to conduct the skills testing necessary for the FFII certification test.

EMC:

Yearly, the department has a headcount of approximately 2,000 students. Although trending downward slightly over the past three years, the department has seen a marginal increase in student numbers (+4%) in the current reporting period and 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 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. Exam glove, and other soft supplies expenditures decreased 40% which when added to other cost containment measures made by the department may account for the relatively small (1%) increase in overall expenditures (unrestricted and restricted funds).

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:

23% increase in benefits 2016-17 to 2017-18 budget cycle. This was due to increase benefit costs.

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 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.

Additional budgetary considerations:

Effective January 1, 2019, student contact hours mandated by CA Title 22, accreditation, and local regulatory requirements will increase. This may lead 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 133 (series) classes.

EMC Clinical Coordinator:

The EMC 133 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

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Executive Asssistant	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	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
Senior Dean, Public Safety	40.00	12.00	Supervises/Manages all Public Safety programs, manages Public Safety Training Center facility.
Ass. Dean, Dir. Public Saf./Basic Acad	40.00	12.00	Specific responsibilities for the Basic Academy.
Ass. Dean, Dir/Fire Technology	40.00	12.00	Specific responsibilities for the Fire Technology Program.
Ass. Dean Dir. Pub.Saf./In-Service	40.00	12.00	Specific responsibilities for the In-Service and Corrections Programs.
Director Pub. Saf/Ranger Academy	40.00	10.00	Specific responsibilities for the 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 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, delier instructional upplies, 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)
Recruit Training Officers (RTO)	20.00	6.00	Responsible for explanation, demonstration, supervision, evaluation and documentation of specific subject matter and related skills under the direct supervision of the Director of the Basic Police Academy

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. At this time the District is considering implementing an "Early Retirement Incentive" that could effect the Public Safety Department depending on the number of employees participating in the program. Once participants are identified it may become necessary to re-organize the PSTC and AJ Department in order to continue offering quality training programs and courses.

Fire Technology program:

Currently, the Fire Technology Program consists of an Associate Dean of Fire Technology, a Part Time Administrative Assistant (.40FTE), a Full-time Instructor, a STNC who serves as the Fire Academy Coordinator, 40 Adjunct Faculty, 6 Recruit Training Officers and approximately 70 Professional Experts (1 of whom also serves as a Materials Handler). With this staffing, we operate 2 Fire Academies annually, a separate FFI Academy Skills Test course and on the average, 22 other course sections each semester.

The key to staffing for our program (specifically the Firefighter I Academy) lies in our flexibility to use STNC's/PE's (Professional Experts). This is essential as their need varies throughout the semester depending upon the topic being delivered. For example, some (such as Cause and Origin, Strategy & Tactics, ICS, PTSD, etc.) require one lecturer, while others (such as ladders, hose, Safety & Survival and certification testing) require multiple PE's. While we have a dedicated staff of PE's who assist with these activities, because most are working firefighters on shift, their consistency varies greatly which creates a challenge maintaining the continuity of instruction. Under ideal circumstances, these would best be delivered through the use of permanent P/T Lab Assistants to provide dedicated pool of staff.

Another position that should also be (at a minimum) a P/T Lab Assistant, is the Fire Academy Coordinator which is warranted given this person is responsible for the coordination, scheduling and delivery of the entire FFI Academy. While this would result in higher labor costs, it would provide the continuity that is critical in an intensive instructional setting such as the fire academy. Currently, we are extremely fortunate to have a very capable individual in this position. However once they retire, it will be extremely difficult to recruit for a replacement given the existing level of compensation (the PE rate of \$20 an hour). To that end, for the long term success of the academy, the District should be prepared to approve at least two 50% Lab Assistant positions when this occurs. It is worth noting that because the most qualified personnel for these positions are usually retired from the fire service through PERS and all District Lab Assistants are classified as PERS employees, those who have expressed interest in such a position in the past have declined once they learned they would have to re-instate with PERS, resulting in a significant loss of income. Therefore, it would be in the District's best interest to classify it as non-PERS.

In the meantime, the District will continue to experience the delivery of an academy that is extremely cost effective which should be beneficial during these austere fiscal times.

Administration of Justice:

The Public Safety Department, including the Administration of Justice courses, current staffing ratios are not barely adequate to meet the needs of our students and department members, facilities and equipment maintenance. The managers at the Public Safety Training Center has absorbed many of the clerical duties once handled by the administrative assistance. The PSTC currently has one .65 FTE vacant Administrative Assistant

position and two vacant Lab Assistant positions 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.

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 flat 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.

The Public Safety Training Center is fortunate to obtain a new multi-use facility that will be available for use by June, 2019. Our most critical need will be an additional custodian to met the demands of maintaining this new facility.

EMC:

The department has maintained an average student headcount of approximately 2000 students yearly. Despite a small downward trend over the past three years, the department has seen an increase of approximately 4% in student headcount from the prior year report period.

Employee Categories:

There were no 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 14 which is more than seven times the District ratio of 1.6.

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 2500 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	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	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	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.
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
Fire Technology	100% Instructional

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: 2 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:

While there are an abundance of fire personnel in the county, it is becoming increasingly difficult to recruit qualified personnel for the program. This is a result of the new requirements being implemented by State Fire Training (SFT) for those staff who work in the Firefighter I Academies to be SFT trained *Skills Evaluators*. At a minimum, all *existing* staff need to complete four specialized SFT courses to meet this requirement. This makes it not only more difficult to keep existing personnel, but hire new ones. To address this challenge the program conducted special offerings of each of these courses for program staff over the last two years and will be doing so again in 2019-20.

The program interviews annually to maintain our adjunct faculty pool and did so most recently in Fall of 2018. In this regard, it should be noted that our greatest challenge continues to remain attracting qualified On-line

instructors. With this segment of instructions representing the largest areas of growth, there has been a concerted effort to seek qualified on-line developers/instructors which has resulted in some failures. However, I am pleased to report that due to our efforts to convince existing instructors to learn CANVAS, effective Fall 2018, all of the core courses required for a Fire Tech degree/Certificate became available on-line.

While we usually can provide an adequate pool of Adjuncts and Professional Experts, a growing challenge we face is the availability of staff during fire season. As drought conditions persist and fire season extends into late November and early December, the availability of instructors as well "In Service" students tends to diminish in the fall. This situation was particularly acute last November when a considerable number of our staff were committed to the Camp Fire in Butte County (the same situation occurred in October 2017 with staff committed to the Tubbs and Nun's fires here in Sonoma County). What saved us from canceling the academy was the comprehensive campus closure that occurred due to the smoke and unhealthy air conditions and have created a few "open" days in the academy schedule which allowed us to make up the hours mandated by SFT to meet the course curriculum. The same dilemma applied to the rest of our course offerings. For example, after having to cancel several fall "In-Service" classes in 2016 and 2017 due to the long fire season, we purposely scaled back our fall "In-Service" offerings in 2018. If this pattern persists, it may also become problematic to operate the fire academy in the fall which would be a "game changer" for the program and the way we operate.

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

See PRPP for Fire, AJ and EMC disciplines

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	01	01	See PRPP for Fire Technology	0	\$0.00	\$0.00			
0001	ALL	01	01	See PRPP for EMC	0	\$0.00	\$0.00			
0001	ALL	01	01	See PRPP for AJ	0	\$0.00	\$0.00			

2.4d Non-Instructional Equipment 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			

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	ALL	00	00	1 Year	SEE AJ PRPP for additional		\$0.00	
0002	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.

2.5b Analysis of Existing Facilities

Petaluma Campus: Facility is adequate and is ADA compliant.

Santa Rosa Campus: Facility is ADA compliant, however, the current classroom spaces located in Shuhaw is lacking support for the use of technology due to not being "smart" classrooms. This lack of support has hindered the use of numerous instructional techniques by the faculty members. Additionally, the classrooms are aged and HVAC does not work properly. As stated in section 2.4b the Administration of Justice Department is scheduled to move to the "swing space" during the teardown of SHUHAW and construction of the new STEM building; this will alleviate the problems now present with the SHUHAW building.

PSTC: The largest area impacted by the number of students attending course at the PSTC is the multi-purpose room. At peak periods the space is inadequate to meet the numerous course requirements. At this time the college is in the process of building an additional multi-purpose building to alleviate this lack of this space, with the project use date beginning in June, 2019. The building was made possible by using some of the measure "H" bond funds.

Currently the Fire program conducts all of its manipulative training at the Public Safety Training Center (PSTC) which it shares with a number of other safety programs including; the Basic Police Academy, Ranger Academy, Corrections Academy, EMT and Paramedic programs, Dispatch Academies and a variety of other "In-Service" programs. This by the District's own admission, has created a saturated facility that has very little capacity to expand. See Fire PRPP for possible solutions.

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

3.1 Academic Quality

AJ:

Future and Current Grant Funding

Among the programs in Public Safety, Administration of Justice, the ones which grant funding plays an integral role is the Police and Ranger Academy and the In Service Programs. As CTE programs that

trains individuals to become law enforcement officers or continue skill sets as law enforcement officers, it is necessary to maintain the same body of equipment required by not law enforcement agencies. 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 equipment in 2018.

Fire Technology:

It has been a continuing goal within the Fire program to pursue a variety of resources (both funds and equipment) that are consistent with district goals. This has included some of the following practices:

- Evaluating the number of Professional Experts needed to safely assist with delivery of manipulative skills for the fire academy.
- Using Professional Experts to handle our materials/maintenance needs rather than use a F/T or P/T permanent positions (also discussed in section 2.2d).
- Continuing to implementing facility improvements at the PSTC to operate the academy on-site, eliminating the cost of leasing the Santa Rosa Fire Training Tower (resulting in over \$150K in savings over the last 6 years) which has also lowered labor costs by consolidating our operations at one site.
- Aggressively pursuing grant opportunities to obtain the instructional equipment necessary to deliver instruction. This includes over \$600,000 in CETA grants, \$200,000 in Strong Workforce and \$70,000 in IELM funds over the last six years.
- Entering into ISAs that share instructor resources and reduce the cost of instruction to the District
- Allow fire agencies to use our facilities in return for assisting with instruction, providing resources on equipment dependent scenario days, minimizing labor costs and avoiding having to pursue PO's with equipment rental companies.
- Continuing to actively pursue donated equipment. In the last year alone, we have received two donated fire engines and a ladder truck worth in excess of \$50,000.

While donations remain the largest source of our equipment, we will continue to seek Perkins (CETA) to purchase equipment that improves our program and cannot be obtained through donations. We will also continue to pursue other potential opportunities such as the *Institutional Education and Library Materials (IELM)* and *Strong Workforce* grants.

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 on 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 Student Success and Support

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.

FIRE

The program continuously is evaluating methods to better serve or diverse communities. One of the more inclusive ways to accomplish his is by having faculty that reflects this. To that end, I feel we have had some success.

For example, in 2015 we completed a recruitment for our one F/T faculty. In an effort to be sensitive to the diverse needs of our students, one of the five criteria established in our application selection rubric is diversity. The outcome was the recruitment and hiring of the program's first full time female instructor.

Among the best practices used to attract candidates for this position included advertising our Job Announcement (JA) on the following websites:

- AsiansinHigherEd.com
- BlacksInHigherEd.com
- HispanicsinHigherEd.com
- LGBTinHigherEd.com, and
- California Community Colleges Faculty and Staff Diversity Registry

The program has also been very successful recruiting female Adjunct instructors which now comprise 20% of our adjunct staff (as compared to representing only 3% of F/T firefighters in Sonoma County).

The overall break down of the background of our staff is as follows:

We presently (Spring 2019) have 38 Fire Technology Instructors employed:

1 FT Instructor – (Female)

30 Male Adjunct Instructors – 25 White, 3 Latinos, 1 Asian, 1 Pacific Islander

Female Adjunct Instructors - 8 White

The ages of our Adjuncts faculty ages range from the 20's to the early 50's. It is also worth noting that we are working with our F/T faculty member to conduct outreach to female students in the local school districts. This included the establishment of a Fire/EMS Club she initiated in 2018 of who all the Officers are female.

As a CTE Program, we are constantly evaluating it to ensure it remains relevant to the region. For example, in the wake of the devastating fires last October, enrollment in our Volunteer Fire Skills courses (Fire 107.1 & 107.2) grew as local fire agencies experienced a spike in those desiring to become Volunteer Firefighters. To promote open enrollment, in 2018 we eliminated requiring 107A as a prerequisite to 107B since it discouraged many from enrolling in the 107B course, re-numbered the courses to 107.1 & 107.2 to remove this obstacle.

3.3 Responsiveness to Our Community

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 Campus Climate and Culture

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			Lanny Brown	PSTC	Bld.#100	A. Chapman
Classrooms	All	All	C. Arnold	PSTC	Classrooms	A. Chapman

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	Semester Completed	Comments	Year of Next Assessment
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			to Be Initiated			
AJ51	1,2,3	Grabowski	Fall 2011	Spring 2018		2021
AJ70	1,2,3,4	Swearingen	Fall 2011	Spring 2018		2021
AJ21	1,2,3,4	Swearingen	Fall 2011	Spring 2018		2021
AJ22	1,2,3	Swearingen	Fall 2009	Spring 2016		2020
AJ25	1,2,3	Swearingen	Fall 2011	Spring 2018		2021
AJ54A	1,2	Joy	Fall 2011	Spring 2018		2021
AJ54B	1,2,3	TBA	Fall 2015			
AJ152	1,2,3,4	TBA	Fall 2014			
AJ53	1,2,3,4	Grabowski	Fall 2014	Fall 2018		2021
AJ55	1,2	Swearingen	Fall 2010	Spring 2017		2021
AJ56	1,2,3,4,5	TBA	FALL 2014	Spring 2018		2021
AJ70	1,2,3	Grabowski	Fall 2010	Spring 2018		2021
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:

All EMC courses and up-to-date Student Learning Outcomes due for review have been or are scheduled for completion within the current period. All courses are on a regular cycle for review.

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 2016/2018 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 courses have completed and up-to-date Student Learning Outcomes and are on a regular cycle for review. All Learning Outcomes have been assessed. The next course, program and certificate assessment will occur later this year (2016).

For EMC 103 and EMC 130 (133) series, performance (assessment of SLO efficacy) is easily measured. Upon completion of EMC 103 and EMC 130, students take National level standardized examinations. Pass rates for all institutions are a matter of public record. Success on these examinations is a clear indicator that all Learning Outcomes have been achieved. Five years ago, EMC 103 (EMT) had a success rate on the National Registry of EMTs Certifying Examination 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, the composite (within three attempts) success result is approximately **95%**. The department continues to review these statistics and measure student success. The department regularly surveys graduates and EMS provider agencies soliciting feedback for making recommendations in course changes.

All EMC Programs and Courses participate in a regular cycle of assessment 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 (cumulative, comprehensive or summative) performance.

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 2018-2019

-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.

5.2a Enrollment Efficiency

Administration of Justice

The enrollment efficiency for the Administration of Justice Department is in alignment with college efficiency goals. The Administration of Justice program enrollment efficiency for all locations was 79.8% in Fall 2018 .

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

See EMC PRPP for stats.

FIRE Technology

See Fire Technolgy 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 2018 first census was 32.7 students and at the Spring 2018 first census was 31.2 students, which is 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

Average Class Size:

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 21 with an average retention rate of over 88% based on statistics gathered by the department.

5.2b Average Class Size The average class size in each Discipline at first census (excludes cancelled classes).

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	27.0	43.0	26.5	21.0	34.0	22.0	22.0	36.0	21.0

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	0.0	36.0	34.0	0.0	29.0	29.0	0.0	29.0	29.0

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	18.5	18.7	19.7	17.9	18.3	19.9	16.5	18.2	18.2

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	19.3	19.8	20.4	18.2	19.0	20.2	16.8	19.0	19.0

FIRE

After experiencing a slight downward trend as can be seen below, our average class size jumped by almost 4 persons last year, which is consistent with the factors described previously in the Enrollment Efficiency section.

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Fire Technology (FIRE)	0.0	41.3	36.3	0.0	39.3	39.8	25.0	39.3	41.3

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Fire Technology (FIRE)	29.0	26.0	28.0	33.0	31.0	25.6	22.0	28.0	28.0

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Fire Technology (FIRE)	30.0	23.6	21.8	36.0	24.4	22.0	32.0	18.1	18.1

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Fire Technology (FIRE)	29.7	27.3	25.9	35.3	29.3	27.6	28.6	25.6	25.6

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

*(other locations -some figures are artificially high due to the District's inability to calculate instructional hours from the Master PAFs)

The AJ department academic transfer program is below the District's goal of the 18.7 instructional productivity ratio, with 17.04 for Fall 2018 at the Santa Rosa Campus and 22.00 at the Petaluma Campus.

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 at 20%. This must be viewed in context, however, because a significant amount of instruction is provided by Professional Expert employees. Instructors employed as Professional Experts meet or exceed all minimum qualifications for instructors in the EMC disciplines as dictated by Federal, State and local regulations. Professional Expert Instructors are utilized in this way due to regulatory agency mandates for instructor to student ratios. The cost of maintaining these mandated ratios using regular and or adjunct faculty is prohibitive.

STNC are only used as direct instructional support personnel and because the District lacks the ability to calculate hours from the Master PAF, this fact skews the data in several areas. Since data mining techniques currently employed fail to capture these data points, the department estimates that between 700 and 1,000 hours of instructional time is spent yearly which is not represented in the data provided to the department for analysis.

There is no specific policy or philosophy used to maintain the productivity. The department believes that this level is inherent in the way in which courses are conducted, and the fact that most students enroll in EMC courses with specific goals in mind (certification and licensure).

5.3 Instructional Productivity The ratio of Full-Time Equivalent Students (FTES) to Full-Time Equivalent Faculty (FTEF) in each Discipline at first census.

Santa Rosa Campus

Emergency Medical Care		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	1.70	2.46	3.33	1.44	2.14	2.77	1.38	2.26	3.5
	FTEF	0.14	0.14	0.25	0.14	0.14	0.25	0.14	0.13	0.2
	Ratio	12.37	18.17	13.25	10.50	15.58	11.00	10.08	18.00	13.3

Petaluma Campus (Includes Rohnert Park and Sonoma)

Emergency Medical Care		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	0.00	3.22	2.42	0.00	1.93	2.41	0.00	2.47	2.2
	FTEF	0.00	0.21	0.21	0.00	0.21	0.22	0.00	0.22	0.2
	Ratio	0.00	15.25	11.48	0.00	9.14	11.05	0.00	11.32	10.4

Other Locations (Includes the PSTC, Windsor, and other locations)

Emergency Medical Care		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	11.78	92.17	84.52	15.70	89.26	66.58	17.61	87.13	82.7
	FTEF	1.07	5.98	7.04	1.07	5.95	7.13	1.84	6.24	6.8
	Ratio	10.96	15.41	12.01	14.63	15.00	9.33	9.56	13.95	12.1

ALL Locations (Combined totals from ALL locations in the District)

Emergency Medical Care		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	13.47	97.84	90.27	17.14	93.33	71.75	18.99	91.86	88.5
	FTEF	1.21	6.33	7.50	1.21	6.30	7.60	1.98	6.59	7.3
	Ratio	11.12	15.46	12.03	14.16	14.82	9.44	9.60	13.94	12.1

FIRE Technology

As can be seen by the figures below, the program has consistently exceeded the college goal of 18.7 for Instructional Productivity. While purely anecdotal, I believe much of this can be attributed to the increase in our on-line course offerings which almost universally, have high enrollments.

Santa Rosa Campus

Fire Technology (FIRE)		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	0.53	13.27	16.30	1.13	12.60	22.30	3.50	16.57	29.5
	FTEF	0.00	0.60	0.80	0.00	0.60	1.00	0.21	0.80	1.3
	Ratio	0.00	22.11	20.38	0.00	21.00	22.30	17.01	20.71	22.7

Petaluma Campus (Includes Rohnert Park and Sonoma)

Fire Technology (FIRE)		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	3.12	16.80	20.85	3.25	15.50	12.80	2.36	14.00	15.4
	FTEF	0.21	1.25	1.45	0.21	1.00	1.00	0.21	1.00	1.1
	Ratio	14.86	13.49	14.42	15.50	15.50	12.80	11.28	14.00	13.7

Other Locations (Includes the PSTC, Windsor, and other locations)

Fire Technology (FIRE)		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	2.19	42.15	55.42	5.30	47.42	41.13	3.91	35.05	48.2
	FTEF	0.03	1.98	3.05	0.15	1.34	2.20	0.18	1.61	2.6
	Ratio	86.10	21.33	18.15	36.00	35.50	18.70	21.39	21.73	18.3

ALL Locations (Combined totals from ALL locations in the District)

Fire Technology (FIRE)		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	5.84	72.22	92.57	9.69	75.52	76.23	9.78	65.62	93.2
	FTEF	0.23	3.82	5.30	0.36	2.94	4.20	0.60	3.41	5.0
	Ratio	24.83	18.90	17.47	27.14	25.72	18.15	16.34	19.23	18.3

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%.

FIRE

To complete the Fire Technology program with either a Certificate or Major, most students pursue an option that includes the Fire Academy (Fire 208.1). Although this route provides for a very balanced and thorough learning experience, it does create some logistic challenges due to the need to complete the three academy prerequisite courses before the Academy enrollment deadline of June 1st (for the fall academy) and October 1st (the spring academy). One scheduling change we made several years ago was to realign the Fire 208 prerequisite to occur early enough in the semester to allow the student who successfully completes the course to meet the deadline the next academy's semester. Prior to this change, this resulted in the student having to wait another 6 months before being eligible to enroll.

In addition to the resources available to our students, with 39 Adjunct instructors (most of whom are employed in the fire service) available to provide guidance and counseling, it is not unusual for them to assist the students out of the normal class hours. For example, instructors routinely offer the use of the facilities of their local fire agencies to provide remediation opportunities. The Fire Technology program takes a tremendous amount of pride on this high level of collaboration.

Fire Technology Certificates awarded in 2018 are 9, down from 15 in 2017 however, Major/Degrees (AS Degree in Fire Technology) awarded in 2018 are 34, the same as in 2017.

Firefighter I (FFI) Academy Certificates awarded in 2018 are 66. This is up 10 certs from 2017.

The increase in hours combined with the need to also offer "stand-alone" FFI testing and our facility constraints required us to reduce the number of academies we offer in the spring from two to one. Even though we have increased the maximum size of our academies from 34 to 40, it has not been enough to totally off-set this reduction.

One final note worth sharing. Despite the more rigorous requirements for the FFI Academy and the testing process, I am pleased to share that since its implementation in 2015, we have not lost a single student in class due to academics or testing, allowing all to move on to participate in their internships and receive their FFI certificates.

EMC

The EMC department faculty routinely instruct students regarding certificate completion. However, certificates are not required for job eligibility and so are regularly ignored by students. There are no trends to identify.

The recommendation by department faculty is to make certificate completion automatic so that upon successful completion of terminal classes a certificate is generated and awarded. In this way, the certificate completion rate would equal the course completion rate.

The department supports 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 whenever possible. The courses offered by the department are governed by national, state and local regulatory agencies, which manage course completion requirements. Therefore upon completion of a given course, a student has the credential necessary. On average, approximately 86% of EMC students successfully complete their course of study. This well exceeds the college average of 75%. 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. The average Successful Course Completion (86%) has been stable for the past four years.

When compared to retention, it also indicates that most students who are enrolled at the time of census go on to pass their courses. Most students enrolling in EMC programs do so with a purpose to 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. The program with the highest degree of success in achieving the learning objectives is the paramedic academy (EMC 130 series) where success rate (students employed as paramedics) is approximately 95%. Students in the EMC department completed two A.A. degrees on average for the past four years. Historically, EMC students complete or obtain very few certificates (2 certificates awarded in 2006-2007). This is likely due to the fact that EMC graduates do not need a certificate in order to begin work. The department has identified a process strategy to now automatically award certificates to graduates and the department went from being among the departments with fewest certificates awarded to one of the departments with the highest number of certificate awards..

5.6b Successful Course Completion The percentage of students receiving a grade of A,B,C, or CR in each Discipline (duplicated headcount).

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	96.2%	72.1%	75.0%	95.2%	70.6%	81.8%	76.2%	69.7%	78.1%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	0.0%	50.0%	41.2%	0.0%	41.4%	41.4%	0.0%	51.7%	37.5%

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	84.3%	71.5%	76.2%	80.9%	75.0%	75.4%	70.2%	75.2%	77.1%

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
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Emergency Medical Care	85.8%	70.5%	74.7%	82.2%	73.4%	74.6%	70.7%	73.9%	76.
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EMC programs attract a high number of White students (72%) and the fewest number of Native American and Pacific Islander (< 2%). These numbers are consistent with the population in the industry (EMS) though not the population of Sonoma County or the student population of the College.

The highest percentage of students enrolling in EMC programs is in the group aged 21 to 25 years. It is likely that EMC jobs are not as attractive as a 'second' career, but perhaps does capture some 'early' career changes. The physical demands and relatively low pay make these positions less attractive to the older candidate. Federal, State and local mandates preclude graduates under 18 years of age from certification/licensure.

The two largest ethnic groups participating in our programs are White and Hispanic students. While the percentage of White students is above the district average, the percentage of Hispanic students is below the average. We are observing a slight trend since 2003-2004 of an increase in Hispanic students being served.

5.7a Students Served - by Ethnicity The number of students in each Discipline at first census broken down by ethnicity (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Emergency Medical Care	Ethnicity	2015-16	Percent	2016-17	Percent	2017-18	Percent	2018-19
	White	1206	74.3%	1093	70.4%	1075	66.2%	1075
	Asian	28	1.7%	34	2.2%	49	3.0%	49
	Black	17	1.0%	29	1.9%	9	0.6%	9
	Hispanic	236	14.5%	235	15.1%	267	16.4%	267
	Native American	17	1.0%	11	0.7%	15	0.9%	15
	Pacific Islander	4	0.2%	4	0.3%	1	0.1%	1
	Filipino	18	1.1%	5	0.3%	14	0.9%	14
	Other Non-White	58	3.6%	61	3.9%	78	4.8%	78
	Decline to state	40	2.5%	81	5.2%	117	7.2%	117
	ALL Ethnicities	1624	100.0%	1553	100.0%	1625	100.0%	1625

Academic success indicator for certificate courses

Analysis:

The department examines and trends results from National Registry Examination for EMC 103 and EMC 130 courses. Determine success rates based upon 'pass on first attempt' data.

Currently the success rate for EMC 130 is 95%, significantly above the National average of 80%. EMC 104 currently has a success rate of 85% which is also above the National average of 70%.

Recommendations:

Institute computer adaptive testing in the EMC 103 and 130 classrooms which will provide a model for students that approximates the National standard.

Emphasize examination questions based on National standard curriculum objectives and less on course specific objectives.

Re-organize practical examination format for EMC 130 to include evaluation of the affective domain.

Conclusion:

While the sample size for the analysis is still small and the process for data collection is not yet perfected, it is the conclusion of the department that the program is meeting its goals and objectives in student performance. The department will strive to improve the performance in all classes, but will emphasize enhancing the result for EMC 103 over the course of the next program review period.

5.6 Student Success

EMC

Retention:

Retention for all department courses is 88% compared to the district retention rate of approximately 75%. It is likely that the career oriented student which the EMC department serves is most likely to continue to successful completion of their courses. Of those who fail, drop or withdraw from the core EMC courses, a very high percentage repeat the course in the subsequent semester with successful outcomes.

Student Success:

Success = passing with Credit, Grade C or better = 80% 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.

GPA:

Grade point average for EMC students is skewed due to what is clearly a data error reported for summer sessions for students attending the Public Safety Training Center beginning in 2009. Additionally, EMC students who do not complete the program of study often do not withdraw from their classes prior to the last date to drop with a "W" grade hoping to benefit from additional instruction upon re-attempting their course in subsequent semesters. Omitting the grades reported in error for that period, the average GPA should be skewed slightly high (3.15) due to the grading policy in one of the EMC programs where students cannot achieve the passing standard with a grade of 2.0. Competency levels of 2.0 or less are not adequate to pass the licensure examination requirements for EMT or Paramedic levels and due to local mandates, a student must achieve 80% (3.0) final examination score to be considered eligible for a course completion certificate. Additionally, the average GPA demonstrates that few students are able to achieve a grade level of 4.0. This is due to the fact that the 80% level is considered minimum passing level, and grade distributions are adjusted upward accordingly.

Capstone Course Completion:

Capstone course completion is a subject difficult to present in a clear manner. The department has essentially two capstone courses - EMC 103 which is Emergency Medical Technician (EMT), and EMC 130 series which is the Emergency Medical Technician - Paramedic, or Paramedic (EMTP). Although it is

required for an individual to be EMT certified before matriculation into EMTP training, EMT is considered one endpoint on a career path.

The success rate for EMC 104 (EMT) is approximately 90% and the success rate for EMC 130 series is approximately 68%. Annually, approximately 350 EMC 100 students are eligible to matriculate into EMC 103 and 75% do so. Of the approximately 250 annual graduates of the EMC 103 classes approximately 10% enroll in EMC 130.

These statistics compare with California labor market data which demonstrate that of approximately 1,000 EMS (EMT and EMTP) new jobs approximately (42% growth in this area) 10% are EMTP.

5.6a Retention The percentage of students receiving a grade of A,B,C,D,CR, or I in each Discipline (duplicated headcount).

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	96.2%	72.1%	78.8%	95.2%	82.4%	86.4%	76.2%	69.7%	78.3%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	0.0%	63.9%	41.2%	0.0%	41.4%	41.4%	0.0%	51.7%	55.3%

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	91.9%	78.1%	87.2%	92.1%	81.5%	83.4%	96.2%	83.1%	84.3%

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	92.4%	77.1%	84.7%	92.4%	79.8%	82.0%	94.7%	81.0%	83.3%

5.6b Successful Course Completion The percentage of students receiving a grade of A,B,C, or CR in each Discipline (duplicated headcount).

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	96.2%	72.1%	75.0%	95.2%	70.6%	81.8%	76.2%	69.7%	78.3%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	0.0%	50.0%	41.2%	0.0%	41.4%	41.4%	0.0%	51.7%	37.5%

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	84.3%	71.5%	76.2%	80.9%	75.0%	75.4%	70.2%	75.2%	77.3%

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	85.8%	70.5%	74.7%	82.2%	73.4%	74.6%	70.7%	73.9%	76.4%

5.6c Grade Point Average The average GPA in each Discipline (UnitsTotal / GradePoints).

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	3.35	2.90	3.11	3.57	2.84	3.51	2.90	3.18	3.00

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	0.00	1.84	1.96	0.00	1.76	1.44	0.00	2.00	1.00

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	1.12	2.22	2.13	1.47	2.45	2.04	0.84	2.36	2.00

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Emergency Medical Care	1.46	2.24	2.18	1.65	2.45	2.10	0.95	2.37	2.00

Fire Technology

The retention rate for the FT Program for 2018 is 86.35% which is 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 subsequently, 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. For a breakdown of retention by semester, please refer to the tables below.

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Fire Technology (FIRE)	100.0%	66.7%	70.2%	92.3%	74.3%	81.0%	80.9%	73.9%	71.1%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Fire Technology (FIRE)	100.0%	84.6%	87.5%	87.9%	81.9%	91.4%	95.5%	81.4%	87.7%

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Fire Technology (FIRE)	90.2%	79.7%	95.4%	91.7%	83.4%	83.8%	84.4%	92.0%	91.1%

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Fire Technology (FIRE)	93.8%	78.1%	86.7%	91.0%	80.3%	84.3%	84.8%	82.3%	82.2%

5.6b Successful Course Completion

The successful course completion rate for the FT program in 2018 was 81.3% which is up slightly from 80.8% average for the previous 3 year average).

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Fire Technology (FIRE)	100.0%	63.7%	66.7%	92.3%	72.9%	78.1%	76.6%	71.6%	70.2%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Fire Technology (FIRE)	100.0%	80.8%	87.1%	84.8%	78.1%	90.6%	95.5%	79.3%	85.3%

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Fire Technology (FIRE)	90.2%	79.7%	95.4%	54.6%	83.4%	83.8%	56.3%	92.0%	91.1%

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Fire Technology (FIRE)	93.8%	76.0%	85.7%	66.5%	78.7%	82.9%	67.3%	80.8%	81.3%

5.6c Grade Point Average

The Grade Point Average for the Fire Technology program in 2018 was 2.90 which is up from 2.70 which was the average for previous three years. It should be noted that these figures are influenced by the 200 series classes (State Fire Training Courses) which are all Pass/Fail.

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Fire Technology (FIRE)	3.56	2.75	2.91	3.56	3.24	3.08	3.02	2.85	3.00

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Fire Technology (FIRE)	3.79	2.46	2.66	3.48	2.95	3.11	3.86	2.93	2.90

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Fire Technology (FIRE)	0.00	2.71	2.11	0.00	3.10	2.45	0.00	2.92	2.90

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Fire Technology (FIRE)	2.58	2.65	2.40	0.53	3.09	2.82	0.85	2.90	2.90

Administration of Justice

For fiscal year 2017/2018 students in the Administration of Justice program demonstrated successful course completion rates of 78.3% for all locations. The grade point averages for AJ program students is slightly higher for all locations, changed from Fall 2017 at 2.53 to 2.62 for FII 2018.

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 50 which has allowed firefighters to retire at age 50 with up to 90% of their current salary. This has opened positions to many of our graduates and it appears that this trend will continue for the next few years.

According to the Employment Development Department, between 2016 and 2021, California Firefighters will experience a 6% growth in employment with Fire Inspectors and Investigators growing by 8%. The figures will be more pronounced in the North Bay region where growth is expected to reach 12%. While these figures do not represent Volunteer positions, It should be noted that approximately 50% of our Academy students will serve internships as volunteer firefighters which receive generous stipends that are the equivalent of a part-time job. Most Volunteer fire jobs often lead to a paid positions.

However, one of the most encouraging statistics is that with the 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 30-40% 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.

These figures are supported by the *Silver Star* rating we received from the Chancellor's Office for having outstanding post-college outcomes in employment. More specifically that 91% of our students have been hired in the fire service and over 73% are earning a "living wage". As shared in section 5.0, it does

not get much better than that! This data is supported by the enrollment in our Firefighter I Academy, Volunteer Fire Skills program as well as the level of interest in our Wildland Fire Academy which have been at capacity for the last two years.

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 continues to build its workforce, demanding additional seasonal rangers.

Per the California Employment Development Department:

5% growth in Law Enforcement jobs:

Area	Estimated Year-Projected Year	Employment	Employment Change	Annual Avg
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Openings

Estimated	Projected	Number		
California	2016 - 2026	69,700	73,200	3,500 5.04,860

EMC

The demand for educated and trained emergency medical employees remains in spite of the economic slowdown 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	08	07	Address financial issues regarding ongoing operational costs / enrollment management	Identify what courses/degrees/certificates/academiesPSTC/AJ will offer	1 year	Direction from VPAA
0002	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
0003	ALL	06	03	- Relationship building/Advisory Committees	Continue to meet shareholder training needs	3-5 years	Equipment, classroom, staffing
0004	ALL	06	06	Revitalize Law Enforcement Advisory Committee.	Strengthen participation in Advisory Committees by Stakeholders		Participants
0005	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

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	08	07	Address financial issues regarding ongoing operational costs / enrollment managment	Identify what courses/degrees/certificates/academiesPSTC/AJ will offer	1 year	Direction from VPAA
0002	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
0003	ALL	06	03	- Relationship building/Advisory Committees	Continue to meet shareholder training needs	3-5 years	Equipment, classroom, staffing
0004	ALL	06	06	Revitalize Law Enforcement Advisory Committee.	Strengthen participation in Advisory Committees by Stakeholders		Participants
0005	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