

Comprehensive Program Planning and Evaluation

Approval Status

Not Started

Instructions

The purpose of Comprehensive Program Planning and Evaluation process is to identify what your program is doing well and what your program could improve. The process documents program goals, objectives, and improvements, creates an opportunity to request resources, and serves as an organizational tool for the work required by programs (curriculum, student learning outcomes, etc.). You are encouraged to collaborate with others who may provide valuable insight about your program. For example, admin, part-time faculty, students, faculty in other disciplines, classified professionals, and community partners.

Before completing this form please check the [Review Cycle](#) to see if you should be completing this form or the Annual Program Update form. Additionally, you can look at previous reviews and updates by visiting [Columbia College Program Planning and Evaluation](#).

This form is meant to be used for all programs across the college. This form is broken up into five sections:

1. General Information
2. Instruction
3. Reflection
4. Program Goals and Resource Requests
5. Additional Thoughts

The Instruction portion of the form is only displayed for applicable programs. However, if it is displayed and some of the questions are not applicable to your particular program, write "N/A"

Users have the option to save and continue later by clicking "**Save**" at the bottom of the page at any point. You can click "**Skip Create an Account**" at the bottom and either copy the link or enter your e-mail to complete later.

Select a program

Fire Technology

Select the academic year

2024-25

General Information

Who is submitting this form

Andy Van Hoogmoed

Email of submitter

vanhoogmoeda@yosemite.edu

Direct supervisor

Brandon Price

Please list the names of everyone that is participating in this comprehensive program planning and evaluation process.

Shane Warner

Program Staffing

Program Staffing List

Position Type	Position Title	Person Name
Full-time Faculty	Program Coordinator	Shane Warner
Full-time Faculty	Instructor	Andy Van Hoogmoed
Classified	Program Assistant	Glen Machovsky
Classified	Instructional Service Specialist	Kevin Anderson
Student worker	Student Worker	Tanner Radcliff
Student worker	Student Worker	Remington Ryland

Instruction

Curriculum

To help answer the questions in this section, please visit the Course 5-Year Review Tracker, Award 5-Year Review Tracker, and the Course Sunset List on the left-hand side under Curriculum Resources on the [Columbia College Curriculum Committee](#) website. Additionally, you can visit the [Columbia College Dashboard](#) for information on courses, programs, and course-to-program mappings.

Developing New Curriculum

You should talk with your dean and the articulation officer before developing new curriculum. Here are some helpful resources:

- The [Chancellor's Office Curriculum Information System \(COCI\)](#) can be a useful tool for identifying courses and programs at other community colleges which could be useful for future curriculum planning. Click on 'Programs' or 'Courses' in the upper right part of the page.
- [Transfer Model Curriculum Information](#) can provide useful information on associate degrees for transfer.
- [Common Course Numbering \(CCN\)](#) has helpful information for developing course outline of record for courses that need common course numbering.

Important: Columbia College is in the process of transitioning from eLumen to Canvas Insights for SLO assessment. Contact the College Research and Planning Office for more information about how your

SLOs are mapped.

Are there any courses or academic awards that will be up for review soon or are past due?

CTE FTEC FIRE 1 9/24/2019 9/22/24 -114 Past Due
CTE FTEC FIRE 101B 11/24/2020 11/23/25 313 Expiring Soon
CTE FTEC FIRE 101C 11/24/2020 11/23/25 313 Expiring Soon
CTE FTEC FIRE 101D 11/24/2020 11/23/25 313 Expiring Soon
CTE FTEC FIRE 101E 11/24/2020 11/23/25 313 Expiring Soon
CTE FTEC FIRE 2 11/17/2020 11/16/25 306 Expiring Soon
CTE FTEC FIRE 3 10/22/2019 10/20/24 -86 Past Due
CTE FTEC FIRE 4 9/24/2019 9/22/24 -114 Past Due
CTE FTEC FIRE 50 1/22/2019 1/21/24 -359 Past Due
CTE FTEC FIRE 51 1/22/2019 1/21/24 -359 Past Due
CTE FTEC FIRE 7 9/24/2019 9/22/24 -114 Past Due

Do you have plans to create new courses or new awards? If so, describe the new curriculum and the timeline for implementation.

Wildland Fire degree is in development. Planned submission Fall 2026.
Wildland Fire Prevention New Course. Planned submission Spring of 2026.
Intermediate Wildland Fire Course. Planned submission Spring of 2026.

Are there likely changes in state laws that may affect your program?

State Fire Training updates curriculum approximately every 5 years with the latest update being July 1, 2024.

Do you need to update the content of your Course Student Learning Outcomes (SLOs) or Program Student Learning Outcomes (PSLOs)?

No

Are all CSLOs mapped to ISLOs/PSLOs?

Yes

For CTE programs, describe how local advisory committee input informed curriculum decisions.

Local advisory committee input helps by providing needs of local community agencies. Our advisory committee keeps us abreast of industry standards in order to meet State Fire Training standards. Curriculum decisions are made using advisory committee meeting minutes.

Course Offerings

To help answer this question, please visit the [Columbia College Course Enrollment Dashboard](#) and download the [Past Course Offerings Excel File](#).

Reflect on past course offerings. Are offerings sufficient for students to complete the program in two years? Have you had discussions with your dean about the program two-year plan? As you reflect on the two-year plan, think about the modality of the course offerings (in-person, hybrid, online, online live). Are the course modalities offered meeting student needs?

The courses offered are sufficient for students to complete the program in two years. Online hybrid modalities have been utilized where appropriate, however, in person course modalities of the Fire Academy are lacking due to not having an accredited training ground on campus, as is stated in the State Fire Marshals site visit report. This need has been discussed with the Dean of CTE in depth.

Course Enrollment Trends

To help answer this question, please visit the [Columbia College Course Enrollment Dashboard](#) for helpful information.

Review course enrollment trends in the program (census enrollment, FTES, average fill-rates, waitlists, modality, etc.). Describe how these trends inform program goals and plans.

The Fire Academy has a maximum of 40 students allowed each semester. This number is limited to 40 because of classroom occupancy maximum and the student to teacher ratio established by State Fire Training. Each academy, we have approximately 40 students that sign up for the class, with several students on a wait list. Prerequisites for the class include EMR or PSFA certification, and passing a CPAT test. Often is the case of students not completing the CPAT or EMR/PSFA, thereby not being able to participate in the class.

Student Success and Learning

To help answer these questions, there are two resources to address student success and learning at Columbia College: 1) The [Columbia College Course Success Dashboard](#) for course success and retention rates and 2) Student Learning Outcomes (SLOs) assessment data.

Important: Columbia College is in the process of transitioning from eLumen to Canvas Insights for SLO assessment. In the absence of quantitative data for SLOs please provide your own observations about student learning in the program.

What improvements / innovations has the program made to ensure quality instruction?

Additional equipment including donated fire engines from MJC and Mariposa County, a Mako Compressor for filling SCBA bottles, addition of 40 SCBA packs along with 60 bottles, 2 Kubota UTVs, 40 computers in the classroom, IPADs for SFT skills utilizing the EVAL's program, additional updated turnouts including boots, helmets and gloves for student use, fully enclosed 20' trailer to haul equipment to various training sites, 3 Ford F350 Pickups, and 3 40' Conex Boxes for equipment storage. In addition we have expanded our pool of subject matter experts for teaching students and expanded our list for Skills Evaluators.

Academic Awards and Transfer

To help answer this section, please visit the [Columbia College Academic Awards Dashboard](#) and the [Transfer Summary](#) report.

Reflection

Additional Data (Optional)

Student Equity

To help answer this question, please use the [Columbia College Course Success Dashboard](#), the [Columbia College Program Snapshot Dashboard](#), and the [Course Success PPG-1 Excel File](#). For student equity data related to student services, please contact the Columbia College Research and Planning Office.

What equity gaps have you observed in the program? What strategies have you used to address these gaps? What additional strategies will you try in the future?

According to the Columbia College Success Dashboard, the Fire Technology Program has had a success rate of 89.4% since 2014. As is typical in most Fire Academy's, male students far outnumber female students. As an example, this Spring Semester has 1 female student and 27 male students. The fire service in general has always been a male dominated profession. Participation in articulation agreements and CCAP classes promote the fire service to students at an early age and may narrow the gap by providing information to interested students.

Strengths, Weaknesses, Opportunities, Threats (SWOT)

Please reflect on the program's strengths, weaknesses, opportunities, and threats.

Strengths

What are the program strengths? Are there specific aspects of the program that are exemplary or could serve as a model?

Program strengths include:

- Pool of highly qualified State Certified Instructors and Subject Matter Experts.
- Integration with Canvas program for enhancement of Fire Academy Instruction.
- Setting of Columbia College Campus for Wildland Classes and field work.
- Utilization of EVAL's program for skills testing allows for students to access test results. All test results are stored electronically.
- Strong Alumni involvement in program.
- Local Fire Agency support from Tuolumne and Calaveras Counties
- CCAP Courses are instructed in local area high schools

Weaknesses

What are the program weaknesses? What areas could the program improve?

One of the primary weaknesses of the program is a lack of an on-site training location. Not having an on site training center means that students have to drive to approved sites in order to meet the needs for the required skills training. Some of the sites that are used by the academy include Sierra Conservation Center, Castle Airport Training Site in Atwater, Copperopolis Fire Station, Sonora Fire Station, Twain Harte Training Center and various other locations such as Vic's Towing tow yard for auto extrication. The additional drive time cuts into student instruction, as was noted as a deficiency on our last two accreditation reports from State Fire Training.

The lack of a training center also has a direct effect on the Driver/Operator 1A and 1B classes. Students learning to drive fire apparatus need an area large enough to set up a driving course which includes a cone set up for a serpentine course, alley dock, diminishing alley, and a parallel parking course. Students learning to pump fire apparatus and perform hose evolutions need a large area for hose advancement and props/Training towers to advance hose to upper floors. Hydrant systems are also required for students to use as a water supply for evolutions and training scenarios. Training site would need to recapture used water into a cistern in order to reuse water and not contribute to water waste in drought conditions. Currently Driver/Operator students are using the campus housing parking area for the course, which creates the hazard of other students driving through the parking lots as they are going to/from student housing. Pumping operations currently performed throughout the campus contributes to blocked streets, blocked parking spots, water waste, and erosion.

The wildland fire courses require a work area for tool maintenance that is currently being conducted out of a shipping container and is heavily impacted by weather conditions. Students often work in the rain, cold and extreme heat which negatively affects student learning.

Opportunities

What are the opportunities for expansion, improvement, or development for the program? Are there professional, discipline, or community trends or best practices that could enhance the program?

Opportunities for expansion, improvement, or development for the program include building a Regional Training Center at Wildcat Ranch, a 147 acre piece of land that is currently owned by Sonora Highschool. Building at Wildcat Ranch would allow for the room needed to build classrooms, offices for faculty, storage areas for equipment and apparatus, training tower and props, EVOC course, and additional needs.

Threats

Are there any threats to the continued success of the program? Please describe any trends that could have a negative impact on the program. Are there future laws or funding changes that may affect the program?

One of the primary threats to our program at this time is not meeting some of the stipulations addressed on our most recent accreditation. Some of the issues noted were a state approved training center for the Fire Academy. At this time, students are traveling to different training sites. Travel time decreases the amount of time that students can be in instruction and also increases risk to the student while traveling to and from class. Another issue was having a fulltime secretary/Instructional Support Specialist. At this time we have a Temporary Out of Class employee filling in that role. Failure to meet the requirements of our Accreditation could result in a loss of Accreditation status.

Another threat to the program is not keeping up with the trends of other academy programs. Other programs such as Fresno City College, Los Positas College, and Sierra College have up to date training facilities, classrooms, storage areas for equipment, and grounds for training, pumping , and driving courses. Columbia College is 30 years behind the times with not having our own facility and instead, relying on agency partners for location training. Threats to equipment include damage to hose, equipment, and apparatus from being parked outside and exposed to the elements.

Program Goals and Resource Requests

The purpose of this section is to establish program goals and request resources related to those goals. Please set at least one measurable goal to work toward. Some examples of goals include reviewing, changing, or adding curriculum, increasing enrollment or modifying delivery modalities, increasing student learning and success, or improving student equity. **Resource requests are not goals. Resources are used to achieve goals.**

Goal 1 Title

Regional Training Center

Goal 1 Status

New Goal

Map Goal 1 to one or more Strategic Plan objectives:

Increase Award Completion

Increase Transfer Readiness

Reduce Equity Gaps

Reduce Barriers to Completion

Increase Workforce Readiness

Maintain Institutional Stability

Please provide a description the goal or provide an update on a previous goal's status and resource requests.

Regional Training Center located at Wildcat Ranch.

Goal 1 Resources

Resource Type	Item Name	Brief Description	Cost (estimate)
			-3

Miscellaneous Resource Requests

This section is for making resource requests that may not be related to program goals. Examples include but are not limited to staffing outside of the program, campus facility needs, collegewide improvements that could benefit all programs, etc.

Additional Thoughts

Program Planning and Evaluation Feedback

Instructions

The purpose of the Program Planning and Evaluation Feedback form is to provide feedback on completed Program Planning and Evaluation forms. After feedback is recieved, the Columbia College Research and Planning Office will combine the completed forms and feedback and post them online.

Select your program

Fire Technology

Select the academic year

2024-25

Submission date

Thursday, April 3, 2025

Feedback on Program Planning and Evaluation form

- I agree with the expansion of the wildland firefighting training program to add a degree and additional coursework.
- We desperately need to improve the training grounds / training facilities
- We are extremely fortunate to have excellent long tenured faculty to provide consistent support to the program and the relationships with community partners to provide students the access to training that is needed.