Regional Fire Training Center Program Review

MODESTO JUNIOR COLLEGE

2017

Modesto Junior College
Regional Fire Training Center Program Review
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Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

The Modesto Junior College Regional Fire Training Center (RFTC) continues its long record of commitment to Public Safety education. This commitment along with unique partnership agreements (since 1994) between the college district and fire departments in the region, has allowed our emergency services technology program continued growth in response to the needs of our fire and emergency services community.

A major concern in fire and emergency service training and education is the need to improve our cultural and gender diversity by attracting individuals from under-represented groups, to become educated, trained, and certified in the Emergency Service Field. Emergency Services personnel should be representative of the communities they serve. Through fair and impartial policies, which encourage access, successful training, retention, placement, and career advancement we may be able to achieve this need.

The Fire Technology and EMS training programs at MJC/RFTC serves an extensive academic field and a large geographical area in Central California. We recognize that the progression of Firefighting and Emergency Services have become more complex in recent years and we are committed to offering the full spectrum of Fire & EMS service education. There are many outside agencies that provide regulations for the Public Safety field. The RFTC strives to combine these regulations, the needs of our local Emergency Service agencies and the Community College system into programs that allow all students the opportunity to achieve success in the Public Safety career field.

We believe we have a very good record of achievement based on the outstanding contributions of past & current emergency service leaders as well as evidence of commitment on the part of this college. The MJC/RFTC looks forward to the privilege to assist in student success.

Administrative Area Overview

The Mission of Modesto Junior College

> *MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.*

Provide a brief overview of the administrative area and how it contributes to accomplishing the Mission of Modesto Junior College. (Overview Suggestions: How consistent is the administrative area with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the administrative area? Is the administrative area critical to the pursuit of the institutional mission?)

> It is the mission at the Regional Fire Training Center (RFTC) to provide the highest quality training to pre-service (college students) and in- service emergency responders (Fire, EMS, Haz-Mat, & Technical Rescue). To promote integrity and dedication to duty. To honor the history, traditions, and sacrifices of the fire and other emergency services while adapting to new technology and techniques. To ensure excellence through education, application and evaluation. We will continue to work with local agencies to meet State Fire Marshal and State EMS Agency mandates. Also, to develop curriculum to follow State Fire and EMS Training guidelines.
>
> Our program is large and comprehensive; we teach both cost effective lecture classes as well as labs and field exercise classes that require extensive supervision for the safety of our students. This illustrates a great level of commitment to emergency responder training and education. We teach the complete spectrum, for basic academies and advanced fire &
>
> EMS training, and introduction classes, to live burn training, hazardous materials response, emergency medicine, technical rescue, and Fire Officer training.

Program Overview

Please list program awards that are under this department according to the college catalog.

Program Awards	Include in Review (yes/no)	External Regulations (yes/no)
Skills Recognition – Emergency Medical Technician	Yes	Yes
Skills Recognition – Fire Academy	Yes	Yes
A.S. Degree – Fire Science	Yes	Yes
Certificate of Achievement – Fire Science	Yes	Yes

Student Achievement and Completion

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022.** The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units).**

As you answer the questions below, please consider how your administrative area is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCCO Scorecard by 2022.

Success

The following questions refer to data from the **Success Rate Data Dashboard**, the **CCCCO scorecard**, and the **Program Awards Dashboard**.

Use the filters in the Success Rate Dashboard to examine departmental course level and degree attainment data in your area over the last two years. In the equity tab, examine disaggregated success rates by ethnicity, modality and gender. Finally, examine degree and certificate attainment rates at the college and department level on the program awards dashboard.

Use the CCCCO Scorecard to examine disaggregated Math and English/ESL Metrics, Completion Metrics, and CTE Metrics.

Review the **Program Awards Dashboard,** using the drop-down filters to focus the analysis on your division.

After examining the above data, are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data?

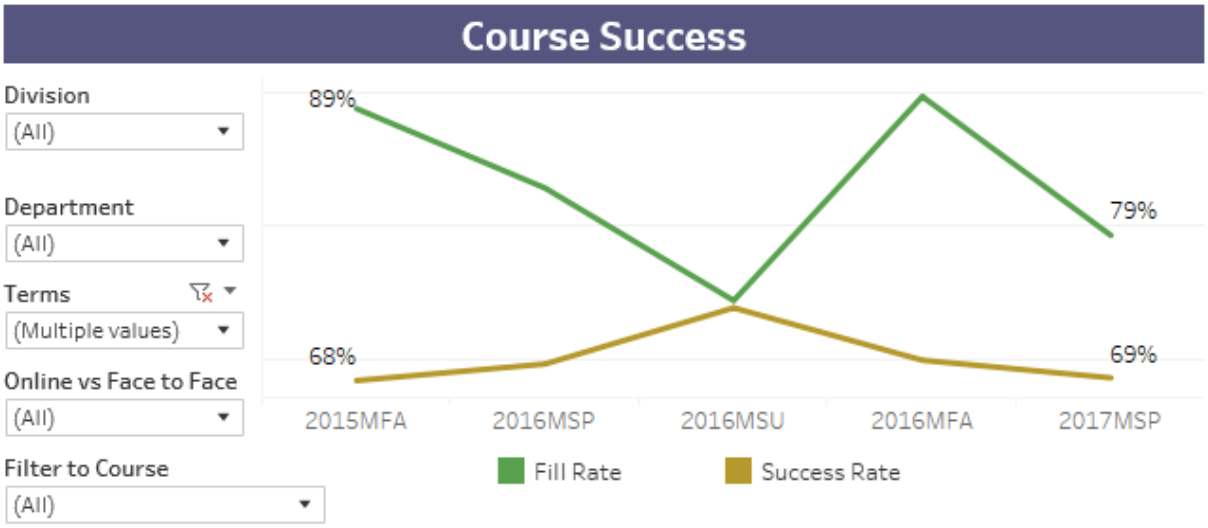
> The results are expected. The gaps are reflective of the need to provide more Program certificates and develop clear pathways for students.

If distance education is offered, consider any gaps between distance education and face-to-face courses. Do these rates differ? If so, how do you plan on closing the achievement gaps between distance education and face-to-face courses?

> N/A

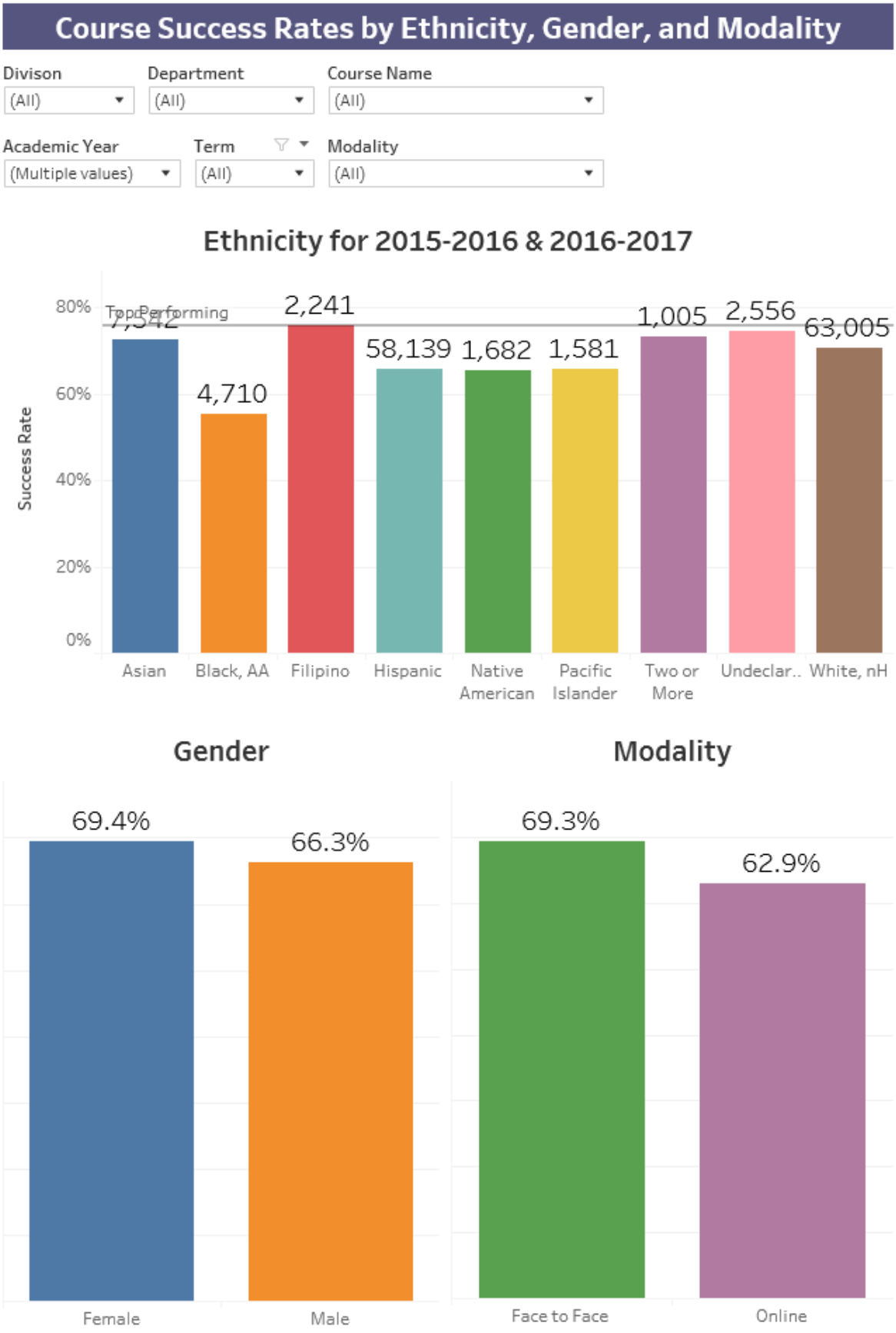
If there are differences in success across groups, how will your administrative area help to close achievement gaps across student populations, and how will it contribute to overall success? In other words, how do you plan on closing achievement gaps across student populations and raise completion/degree rates? How will your area help to increase the CCCCO Scorecard Completion rate to 53%?

> Continuous and an increase of outreach efforts are needed for both, females and Hispanics. These 2 groups have smaller proportions of students participating in our Fire and EMS courses. The CTE Division now has 2 part-time counselors assigned so better information about our RFTC programs should assist with better student success.



Course Success and Fill

	Season	2015-2016	2016-2017
Census	FALL	50,354	50,012
	SPRING	48,194	46,491
	SUMMER	17,467	
Capacity	FALL	56,773	55,708
	SPRING	58,691	55,184
	SUMMER	23,472	
Fill Rate	FALL	89%	90%
	SPRING	82%	84%
	SUMMER	74%	
Successful	FALL	33,550	34,023
	SPRING	32,660	31,904
	SUMMER	12,885	
Success Rate	FALL	67%	68%
	SPRING	68%	69%
	SUMMER	74%	


Course Success Rates by Ethnicity, Gender, and Modality
Divison
(All)
Department
(All)
Course Name
(All)
Academic Year
(Multiple values)
Term
(All)
Modality
(All)
Ethnicity for 2015-2016 & 2016-2017
Success Rate
80%
60%
40%
20%
0%
Top Performing
7,342
4,710
2,241
58,139
1,682
1,581
1,005
2,556
63,005
Asian
Black, AA
Filipino
Hispanic
Native American
Pacific Islander
Two or More
Undeclar..
White, nH
Gender
69.4%
66.3%
Female
Male
Modality
69.3%
62.9%
Face to Face
Online

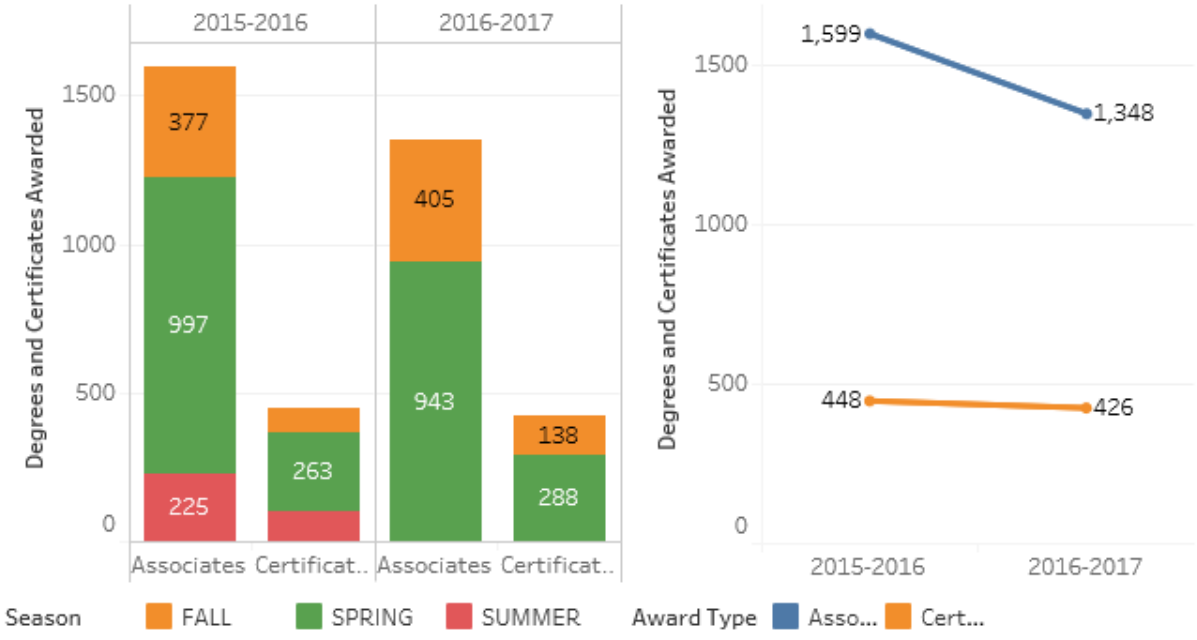
Degrees Awards and Certificates - Trended

Academic Year: (Multiple valu...) | Division ID: (All) | Department ID: (All) | Academic Program: (All)

Academic Program Awards, 2015-2016 & 2016-2017

Select Dept, Division, or Program, or use dropdown filters to focus charts.

	Associates	Certificates	Total
MAGEN	205	84	289
MAHCO	236	45	281
MALHE	302	73	375
MBSS	800	3	803
MBUSI	419	72	491
MFACO	108	280	388
MINST	55	225	280
MLLA	72		72
MPEHE	89		89
MPUBS	30	8	38
MSME	596		596
MTECH	35	84	119



Degrees Awards and Certificates

Academic Year
(Multiple values)

Division
(All)

Department
(All)

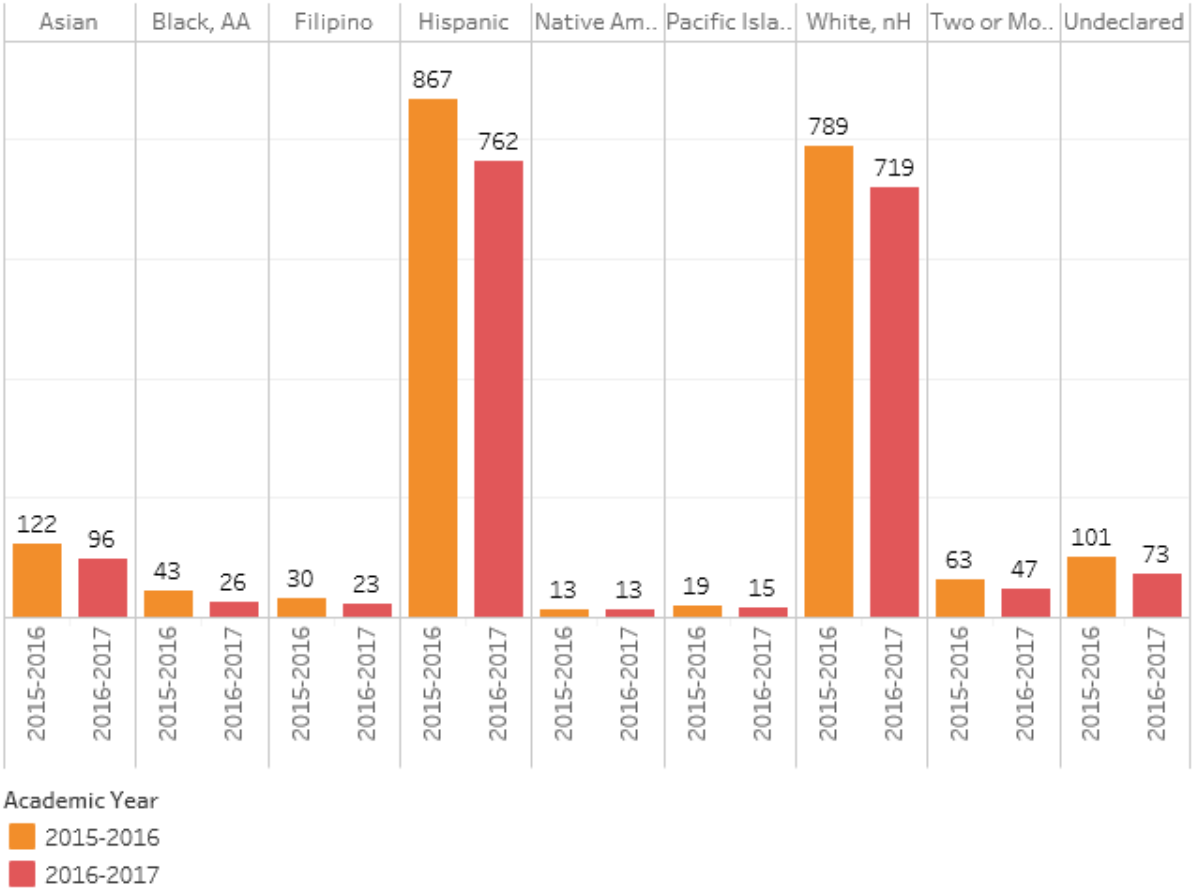
Academic Program
(All)

Award Type
(All)

2015-2016 & 2016-2017

Associates	2015-2016	Female	1,042
		Male	546
		Unlisted	11
	2016-2017	Female	897
		Male	440
		Unlisted	11
Certificates	2015-2016	Female	297
		Male	147
		Unlisted	4
	2016-2017	Female	281
		Male	135
		Unlisted	10

By Ethnicity



College Profile

The student population and course sections offered described in the tables are based on the 2015-16 academic year. Students represented differ from those included for calculation of Scorecard metrics, which are based on first-time students enrolled in 2010-11.

STUDENT INFORMATION		(view historical trend)	
Students			24,149
Gender		**Ethnicity/Race**	
Female	57.6%	African American	3.5%
Male	41.4%	American Indian/Alaska Native	0.6%
Unknown	1.0%	Asian	5.2%
Age		Filipino	1.1%
Less than 20 years old	28.9%	Hispanic	47.6%
20 to 24 years old	35.3%	Pacific Islander	1.0%
25 to 39 years old	26.5%	White	37.6%
40 or more years old	9.3%	Two or more Races	1.2%
Unknown	0.0%	Unknown	2.1%

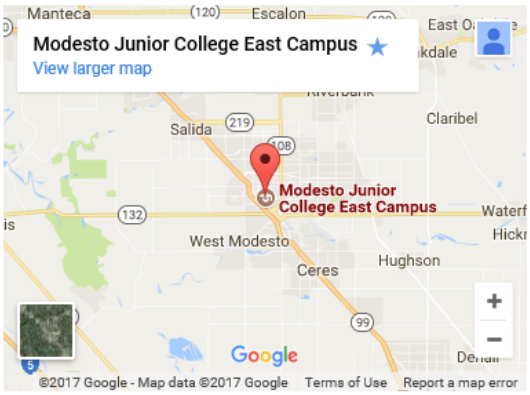
INSTITUTIONAL INFORMATION	
Full Time Equivalent Students	14,683.2
Credit Sections	3,717
Non-Credit Sections	68
Median Credit Section Size	29
Percentage of Full-Time Faculty	66.4%
Percentage of First-Generation Students	49.3%
Student Counseling Ratio (FALL 2015)	788:1

* Insufficient data
** No data
Mouse over to display the pie chart

About the college

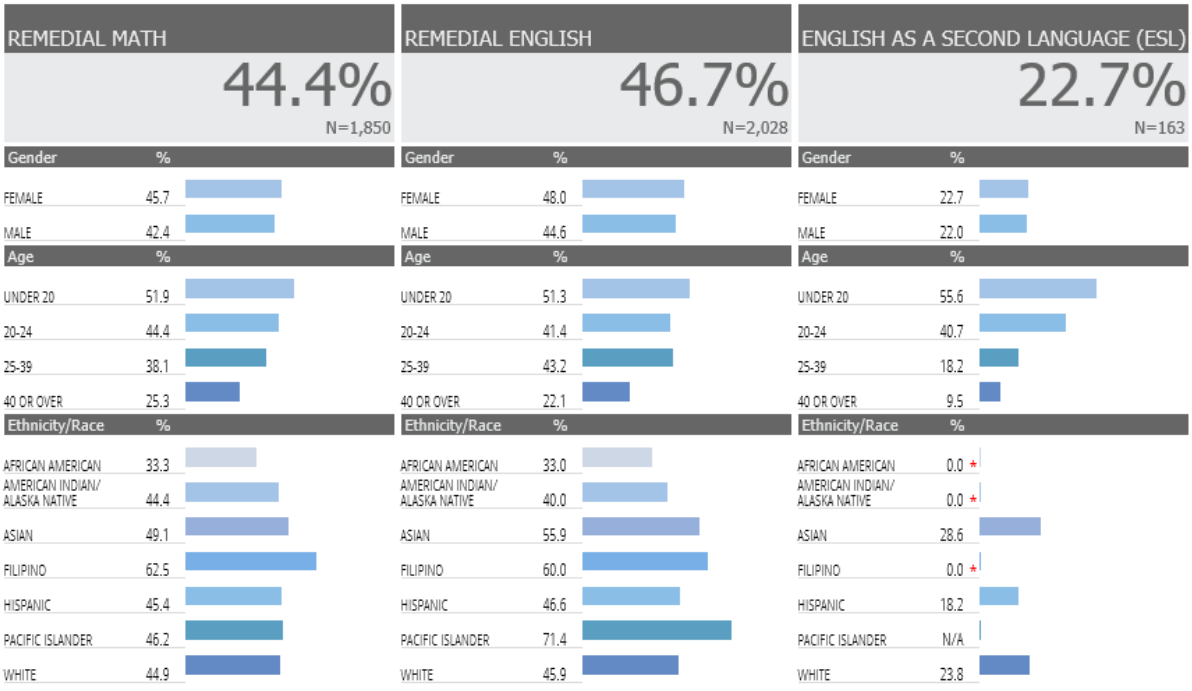
Established in 1921, Modesto Junior College (MJC) is one of the oldest community colleges in the state. The college began with an enrollment of 61 students. To complement student growth, the campus has grown as well. The college holds the distinction of having erected the first junior college classroom building in the state. From this modest beginning, MJC has grown until it now provides courses on two sites, the original MJC-East on College Avenue and MJC-West on Blue Gum Avenue in northwest Modesto.

District: Yosemite **Students:** 24,149 **County:** Stanislaus



Remedial / ESL

Percentage of credit students tracked for six years through 2015-16 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2010-11 and completed a college-level course in the same discipline.



0%: Cohort with no students attaining an outcome
N/A: Cohort has no students
*: Cohort fewer than 10 students

Transfer Level Achievement

The percent of first-time students in 2014-15 who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in Math or English in their first or second year.

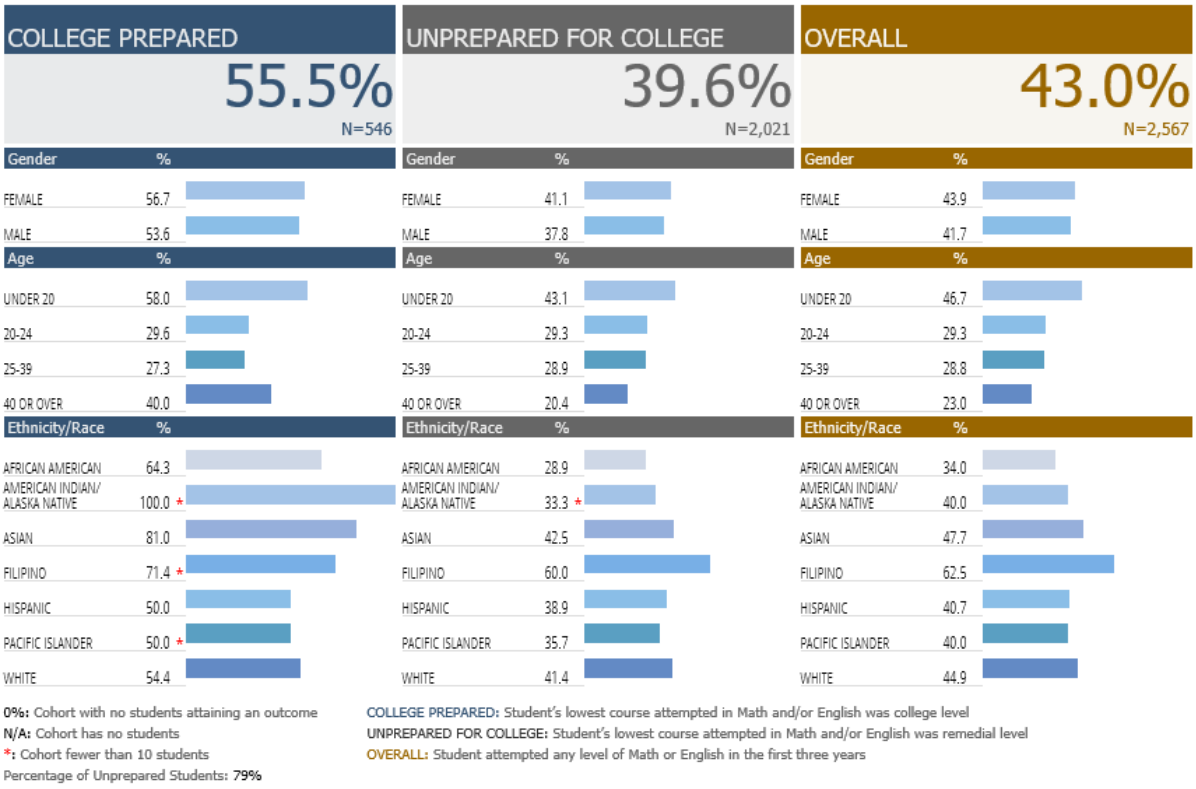
MATH	1-Year	2-Year
	2.9%	12.0%
	N=1,714	N=1,714
Gender	**%**	**%**
FEMALE	2.4	11.5
MALE	3.4	12.6
Age	**%**	**%**
UNDER 20	3.2	13.2
20-24	1.7	8.0
25-39	1.0	5.1
40 OR OVER	0.0	3.3
Ethnicity/Race	**%**	**%**
AFRICAN AMERICAN	0.0	12.2
AMERICAN INDIAN/ ALASKA NATIVE	0.0 *	0.0 *
ASIAN	11.4	28.6
FILIPINO	0.0	27.3
HISPANIC	2.2	9.6
PACIFIC ISLANDER	0.0	8.7
WHITE	3.3	13.4

ENGLISH	1-Year	2-Year
	32.7%	49.0%
	N=1,714	N=1,714
Gender	**%**	**%**
FEMALE	32.7	50.5
MALE	32.6	46.8
Age	**%**	**%**
UNDER 20	33.8	50.5
20-24	27.3	39.8
25-39	30.3	49.5
40 OR OVER	23.3	33.3
Ethnicity/Race	**%**	**%**
AFRICAN AMERICAN	26.8	48.8
AMERICAN INDIAN/ ALASKA NATIVE	11.1 *	55.6 *
ASIAN	34.3	50.0
FILIPINO	18.2	72.7
HISPANIC	27.5	44.2
PACIFIC ISLANDER	17.4	30.4
WHITE	41.1	55.7

0%: Cohort with no students attaining an outcome
N/A: Cohort has no students
*: Cohort fewer than 10 students

Completion

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate or transfer-related outcomes.



0%: Cohort with no students attaining an outcome
N/A: Cohort has no students
*: Cohort fewer than 10 students
Percentage of Unprepared Students: **79%**

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level
OVERALL: Student attempted any level of Math or English in the first three years

Student Learning and Outcomes Assessment

Please review your Learning Outcomes data located on the **MJC Student Learning Outcomes Assessment** website in regards to any applicable Program, Institutional, and General Education Learning Outcomes. After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address your Administrative Unit Outcomes (AUO) and the College Institutional Learning Outcomes (ILO) in your analysis.

Administrative Unit Outcomes (AUO)

Examine your disaggregated Administrative Unit Outcomes and provide a brief synopsis of the data.

No data available to review

Institutional Learning Outcomes (ILO)

Examine the overall College disaggregated Institutional Learning Outcomes and provide a brief synopsis of the data.

No data available for comparison

Analysis, Planning and Continuous Quality Improvement: AUOs and ILOs

After analyzing the above data, provide plans for improvement. How you does your administrative area plan on addressing issues of equity and success in AUOs and ILOs? How does your area plan on closing learning gaps across student populations?

Providing working opportunities for instructors to capture class & student outcomes. To provide data for comparisons.

Program Analysis

Program Personnel

Provide a narrative or diagram of your division and personnel. Report any recent changes and any future personnel planning.

> The RFTC personnel include a fulltime Director, 1 fulltime Administrative Specialist, 1 fulltime Facility Operator, and several adjunct Faculty (no fulltime Faculty). During the 2016-17 year, both the Administrative Specialist and the Facility Operator replaced other individuals in January and April, respectively.

Division Productivity Measurements

Examine your division rates in the **Productivity Dashboard**. A picture of this dashboard will be supplied by Research and Planning. Provide an analysis of the rates over the last two years. Include future goals, areas for improvement, and strategies the division will employ to improve productivity.

> The FTES are relatively steady. Future goals of a Paramedic Training Program and use of In-service training agreements should increase these numbers significantly. Much of the possible growth must be approached cautiously due to instructional space and student parking being limited at our current site. Off site opportunities are currently being explored.

Long Term Planning and Resource Needs

Long Term Planning

Provide a long-term outlook for your division, including any goals addressing equity, success, enrollment, or any additional information that hasn't been addressed elsewhere in this program review. You may include environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Taking into account the trends within this division and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

Resource Request and Action Plan

Priority	Name	Resource Type	Estimated Cost	Objective
High	Parking	Bonds	$200K to 5 mil	Increase student access to Program site
High	Additional Classrooms	Bonds	$500K to 25 mil.	Increase courses and programs offered to students
High	Fulltime Faculty	Fund 11	$100K	Direct responsibility for each program offered
Medium High	Door Security Locks	Fund 11, 12	$35K to 65K	Align with YCCD electronic door lock system. Control and allow appropriate access to authorized areas, monitor usage.
Medium High	Training Props	Funds 11, 12, Perkins, Strong Work Force	Each varies from $5K to 500K.	Upgrades, enhancements, additional student usages, added safety, additional course offerings, meet State Fire Marshal and State EMS requirements.
Medium High	Flooring upgrade	Fund 11, 12	$50K to 75K	Present appealing classrooms. Remove old, worn out carpet, clean and seal concrete.
Medium	50 % time Counselor assigned to RFTC	Fund 11	$45K	Assist with student needs, Ed planning, completion, retention, general ed advising.
Medium	Fire Apparatus	Fund 11, 12, Perkins	$5k to 20K each	Replace aging fire engines used for Fire Academies, and trainings on site.
Medium	Additional Staff	Fund 11	$75K	Meet need accompanying student growth
Medium	Covered PT Area	Funs 12	$5K to 20K	Roof type covering over PT area
Low	Student Computer Lab	Fund 11	$40K	Student testing site and student study center for FIRE, EMS, and general education needs.

Career Technical Education Questions

The following series of question focus on Career and Technical Education, and can be answered using the labor data from Cal-PASS Plus on **Launchboard**. You will need to create an account before accessing the **Launchboard**.

How many students did you serve in the last two academic years?

2296

What kinds of students are you serving?

54 % male

50 % Hispanic

74 % between 19- 24 years old

What percentage of your students are persisting? Consider within the program and within the college.

Local Certs – 76

Associate degrees - 84

Are students getting and keeping jobs?

60 to 70 %

What percentage of students are attaining a living wage?

Insufficient data

Developmental Education Questions

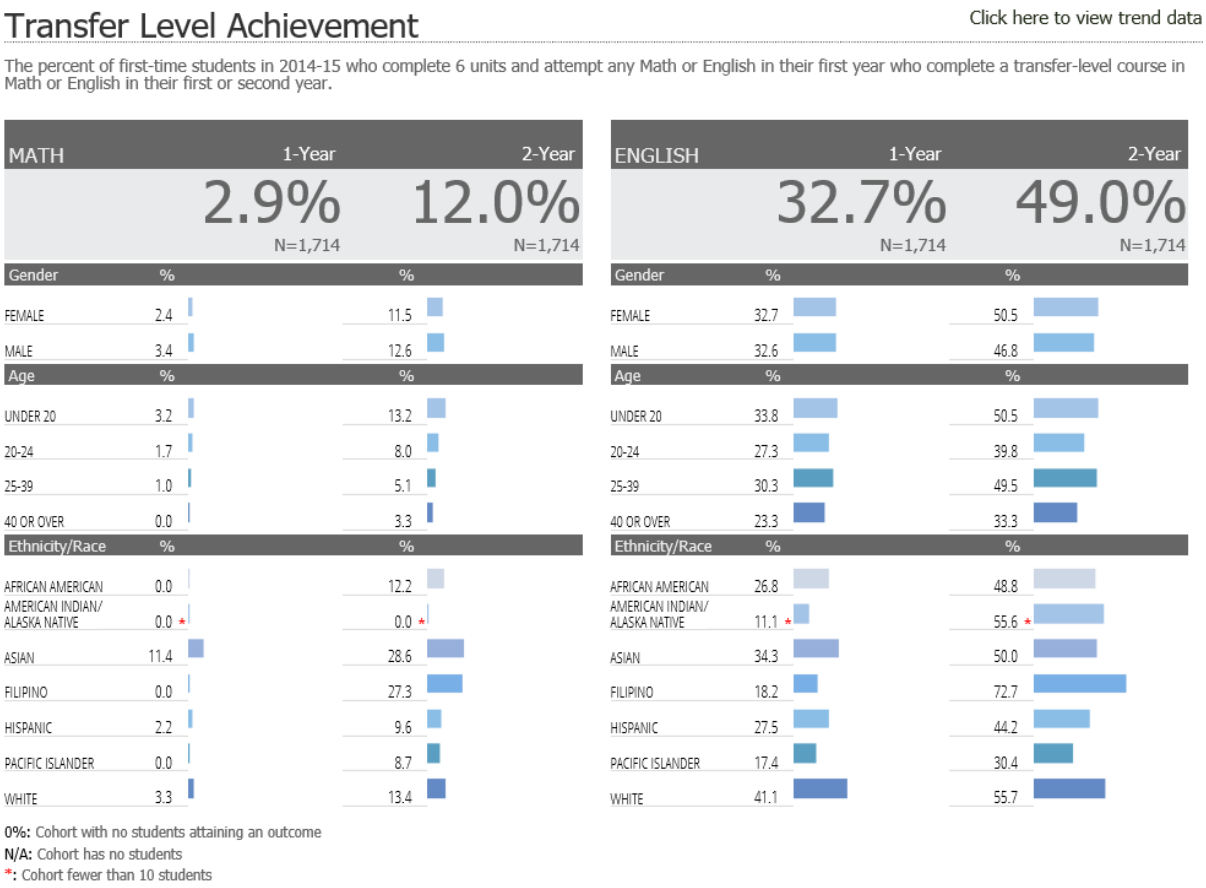
For our programs that address developmental education (Math/English), please review the **CCCCO Scorecard** data on Transfer Level Achievements, then answer below.

Achievement Rate for time to complete transfer level

Using the data from the **CCCCO Scorecard**,(Transfer Level Achievement Tab) what is your achievement rate for time to complete transfer-level course work (one year and two year)?

Discuss support and strategies for equity and success in developmental education in your division.

> The majority of students in Public Safety field are not looking to complete a degree higher than Associates. Transfer level rates are expectedly low.



Source: CCCCO. (2017). Scorecard: Transfer Level Achievement [Dashboard Graphic], Retrieved from http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592#home

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

What strategies do you use to recruit, support and retain students from disproportionately impacted groups?

- Outreach programs to High Schools
- Career fairs
- Counselor seminars (High School & College)

Does your division (or program) provide any training/mentoring for faculty to support the success of students at risk of academic failure?

We have not provide more than on a case by case bases.

Is there a need for more classified professional support in your area, please describe this need. Indicate how it would support the college mission and college goals for success, and completion.

Yes

- Counselors to assist students immediately
- Clerical staff to handle student documents, records, and to assist instructors when needed

What factors serve as barriers to recruiting active faculty to your program(s)?

Pay rates. In Emergency Services, available overtime shifts can equal a month or 2 of adjunct pay.