SOLANO COLLEGE ACADEMIC PROGRAM REVIEW

FIRE TECHNOLOGY

2017-2018

CONTENTS

PROGRAM OVERVIEW & MISSION

1.1 Introduction. Introduce the program. Include the program's catalogue description, its mission, the degrees and certificates offered (including the courses required for the degrees). Include the names of full-time faculty, adjunct faculty, and classified staff. Give a brief history of the program and discuss any recent changes to the program or degrees (Limit to 2-3 paragraphs).

The Fire Technology program was established under direction of Solano County fire protection agencies and offers both an intensive training course culminating in a Certificate of Achievement and a well-rounded educational program leading to the Associate in Science Degree. Instructors in this program are experienced members of the fire service field.
The goal of the program is to introduce students to what a career in the fire service entails; from the entry level firefighter to a fire chief leading an entire department. Our entry level course, Fire 50, provides an orientation to the fire service with the goal that at the end of said course, the student should know if this is the career they would like to pursue.

In addition, our program offers Fire 140 (Fire Academy), a course providing approximately 720 hours of lecture combined with hands on training. This a California State Fire Marshal accredited course following the FF I Curriculum. The Student will receive certification of State Fire Marshal courses in Auto Extrication, Confined Space Rescue Awareness, Fire Control 3A, Firefighter Survival, Low Angle Rope Rescue Operations, ICS 200, S-130 Firefighter Training, S-190 Wildland Course, and Hazardous Materials First Responder Operations/Decontamination.

The Fire Academy is given once a year during the spring semester. Most departments within our region require entry level applicants successfully graduate from such an academy as one of the minimum qualifications for employment. We only offer the course in the spring given the majority of our instructors are currently employed by fire departments within our county. The fall season is one of the busiest for fire departments due to the wildland fires that our state experiences. We have in the past, attempted to offer the Fire Academy in the fall but discovered most instructors become assigned to these fires and thus adversely affecting our ability to teach the various courses the curriculum requires. Unlike most core courses, the Fire Academy costs approximately $2,600 to attend.

Please refer to **Appendix B** for a list of our Adjunct Instructors and Journey Level Assistants.

Fire Technology

Program Description
This program was established under direction of Solano County fire protection agencies and offers both an intensive training course culminating in a Certificate of Achievement and a well-rounded educational program leading to the Associate in Science Degree. Instructors in this program are experienced members of the fire service field. In addition, a Fire Technology Academy for recently recruited fire service personnel and pre-service students is conducted periodically. The curriculum consists of courses selected from the regular fire technology course offerings.

Certificate of Achievement and Associate in Science Degree
A Certificate of Achievement can be obtained upon completion of the 30-unit major with a grade of "C" or better in each course. The Associate in Science Degree can be obtained upon completion of a total of 60 units, including the major, the general education requirements, and electives. All courses in the major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

Program Outcomes
Students who complete the Fire Technology Certificate of Achievement/Associate Degree will be able to:

1. Identify minimum qualifications and entry-level skills for fire fighter hiring.
2. Demonstrate knowledge of fire service history, culture, and diversity.
3. Demonstrate the ability to analyze, appraise and evaluate fire and emergency incidents and identify components of emergency management and fire fighter safety.
4. Identify and comprehend laws, regulations, codes, and standards that influence fire department operations, and identify regulatory and advisory organizations that create and mandate them, especially in the areas of fire prevention, building codes and ordinances, and firefighter health and safety.
5. Analyze the causes of fire; determine extinguishing agents and methods; differentiate the stages of the fire and compare methods of heat transfer.
6. Calculate flow requirements for fire apparatus; diagram a pump and pluming schematic for fire apparatus; and apply mathematic formulae to hydraulics problems.
7. Identify and describe common types of building construction and conditions associated with structural collapse and fire fighter safety.
8. Differentiate between fire detection and fire suppression systems; design and diagram a wet and dry fire protection system; and identify alarm system components and their operations.

REQUIRED COURSES	**Units**
FIRE 050 * Principles of Emergency Services	3
FIRE 051 Fire Behavior & Combustion	3
FIRE 053 Fire Prevention Application	3
FIRE 054 Fire Protection Systems	3
FIRE 056 Building Construction as it Relates to the Fire Service	3
FIRE 101 Principles of Fire and Emergency Services Safety and Survival	3
12 units from Recommended Electives	12
Total Units	**30**

Recommended Electives (select 12 units):	**Units**
FIRE 140 Fire Technology Academy	24
EMT 112 Emergency Medical Technician (Basic)	7
EMT 128 Emergency Medical Responder	3
OCED 090 Occupational Work Experience	1 - 8

** Fire service personnel may take Fire Technology electives in lieu of this course providing they are a current EMT and CPR card holder.*

1.2 Relationship to College Mission. Describe two or three components of your program that embody the college's mission: "Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals. Solano transforms students' lives with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities." (Limit to 1-2 paragraphs)

The Fire Technology Program is designed to prepare students for a future career in the fire service. Our introductory course, Fire 50 exposes the students to the basic job duties, skills needed, and minimum qualifications to become a firefighter. The ultimate goal of Fire 50 is to aid the student in determining if this is the right career for him/her. The other core classes build

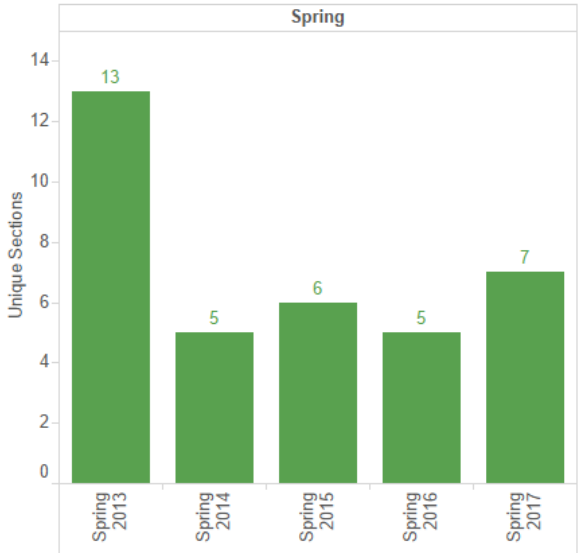
upon this foundation but no particular order of classes is required. Some students have chosen some of the core classes as a general education requirement toward a degree in another field. The fire technology instructors welcome such students; this allows us the opportunity to expose them to what the fire service can offer them as a career or helps enhance the knowledge of the general population of how and why we as fire departments operate and serve the community.

1.3 Enrollment. Utilizing data from Institutional Research and Planning (ITRP), analyze enrollment data. In table format, include the number of sections offered, headcounts, and the full-time equivalent enrollment (FTES) for each semester since the last program review cycle. If data is available for the number of declared majors in the discipline, please include as well. Compare the enrollment pattern to that of the college as a whole and explain some of the possible causal reasons for any identified trends. For baccalaureate programs, include any upper division general education courses as part of the analysis. Also, address the efficacy of recruitment and student placement in the program including any collaborations with other colleges.

The drop in sections and enrollment after 2013 maybe attributed in part to end of wildland fire academy, which is no longer offered. Some of the sections offered in 2013 were redundant and were removed because they weren't essential to the program, or state fire marshall courses. Note the enrollment has climbed steadily since that drop. Note also the FTES graph shows that the course enrollments are more efficient—the FTES is almost at 2013 levels, but with fewer sections offered. Compared to SCC enrollment as a whole, which has fluctuated, the Fire Program has shown steady increases in recent years.

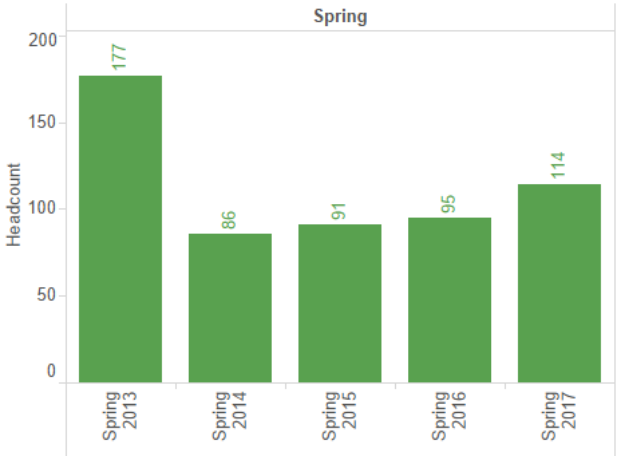
Sections Offered (Fire Technology)

Chart shows number of sections offered by semester.



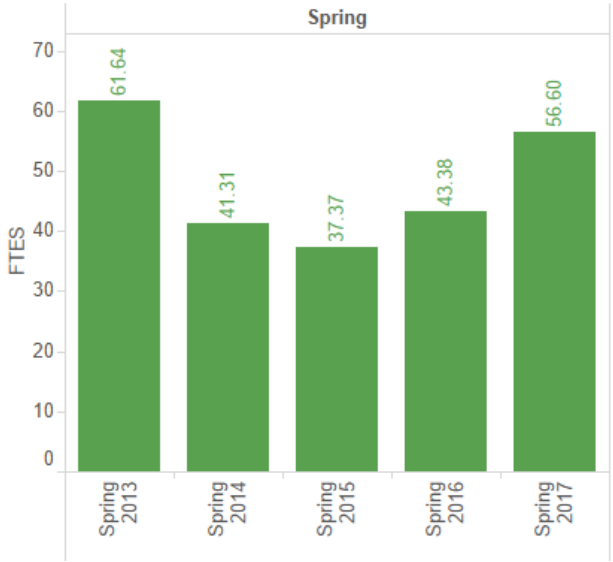
Headcount - Fire Technology

Chart shows student headcount by Semester within Fire Technology



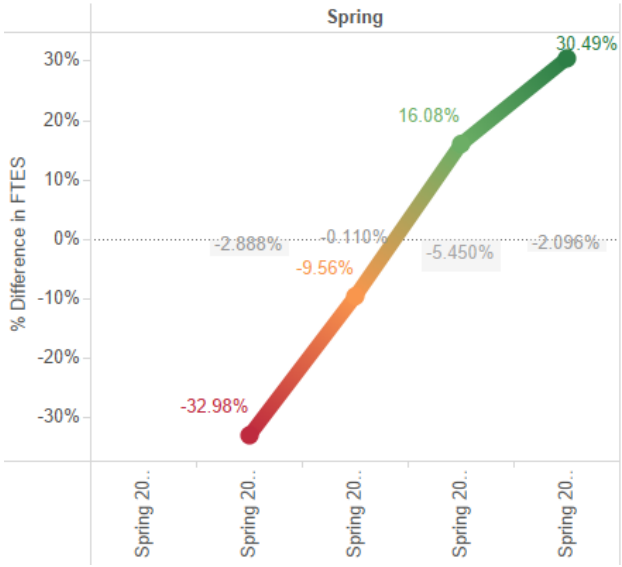
FTES (Fire Technology)

Chart shopws total FTES by Semester within Fire Technology



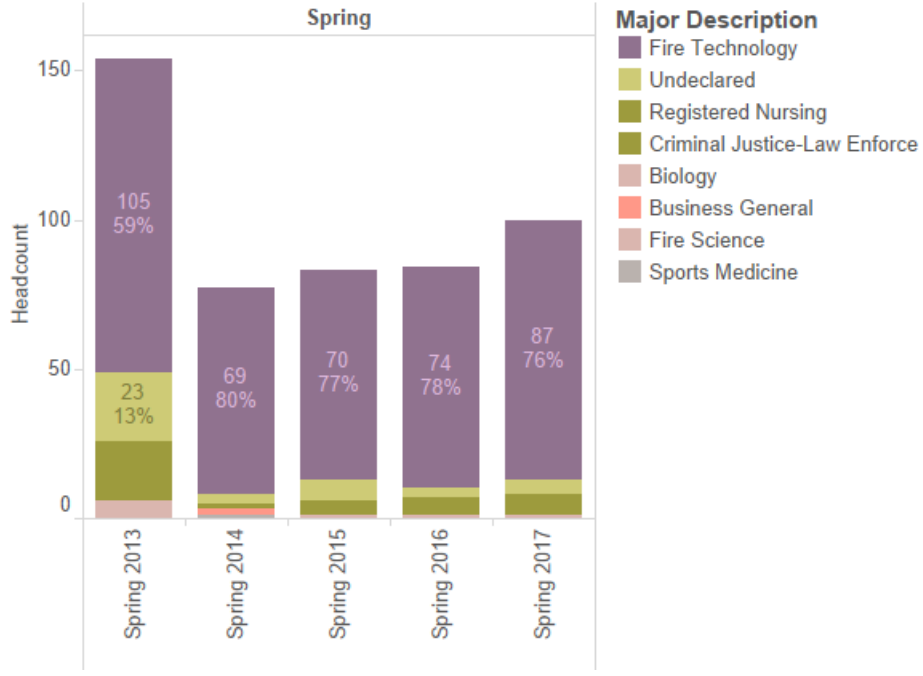
FTES Pattern Fire Technology

Chart shows total percent change by Semester within Fire Technology (line) and total for college (bar)



Declared Majors - Fire Technology

Upper chart shows total headcount by major (bar color) for students taking courses in Fire Technology



The majority of students in fire courses are now fire technology majors, which is a good sign that the program is serving its purpose. The relatively strong presence of nursing students in fire courses in 2013 cannot be definitively accounted for, but the percentage has dropped in recent years to negligible. It's possible the EMS component of fire courses attracted nursing students, but EMT is a completely separate program and the fire courses are not needed for those majors.

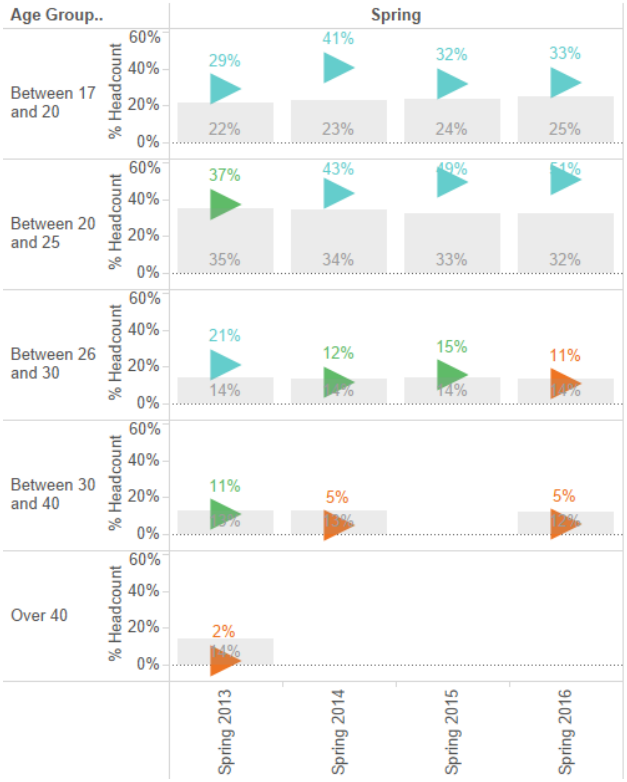
1.4 Population Served. Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in demographic enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

Pop Served Gender (Fire Technology)

Chart shows % headcount by gender (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triange color.
Only shows student groups greater than 3 students

Pop Served Age (Fire Technology)

Chart shows % headcount by age group (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triange color.
Only shows student groups greater than 3 students

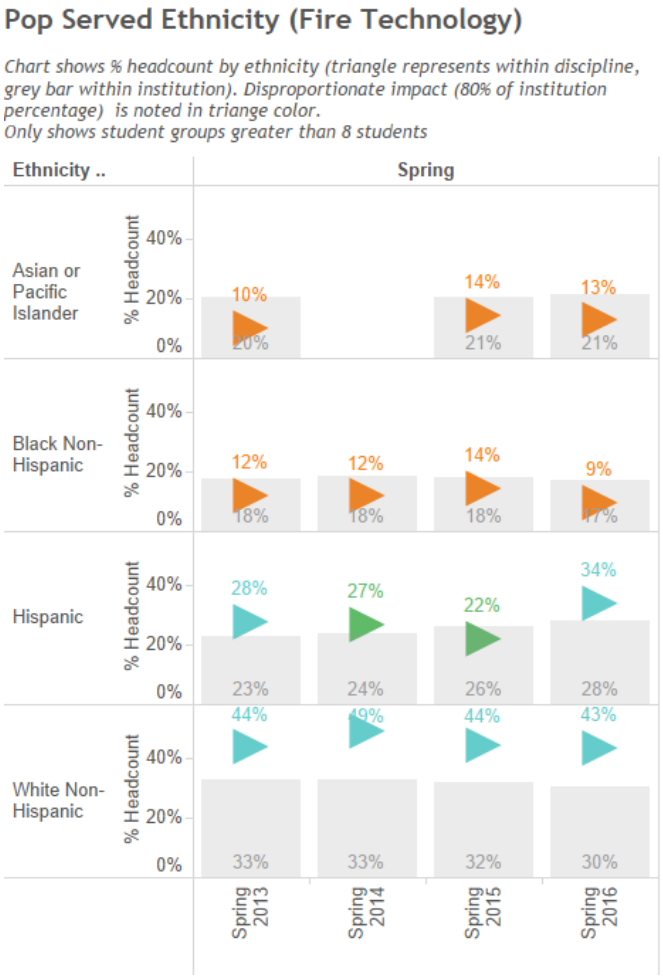


The fire service traditionally attracts more male students. We have increased the number of female instructors to attract and retain females in the fire service. The last three Academies have included women. The numbers remain low, but we are including outreach efforts by female firefighters in the county; they are visible in the community and visit area schools for demonstrations.

The typical fire technology student is between 18 and 25. This is to be expected, as they are just starting out in their career pursuit. It is rare for older individuals to seek such a career, given the physical demands of the coursework.

The data regarding ethnicity in the program shows that more white and hispanic students pursue fire technology training. This is also a trend in fire departments within our region. Our students mainly come from Vacaville, Dixon, and Fairfield, and reflect the demographics of those areas.

One step that we recently took towards increasing diversity was to provide courses at the Vallejo Center. We began to offer these courses at Vallejo in 2016, so the impact of that effort has yet to be seen.



***1.5 Status of Progress toward Previous Goals and Recommendations*.** Report on the status of goals or recommendations identified in the previous program review or in the most recent update. (Please ensure your goals are updated at least yearly.) For status, note if completed, suspended, in progress, or now part of routine department activities. In-progress goals should be added to Table 4.

N/A: No official 2013-14 program review report is recorded.

1.6 Previous Program Review Goals Leading to Improvement. Describe any improvements that were made to the program based on the previous program review goals. Include any available data/evidence about how those improvements had a positive impact on student access and/or student success.

N/A

1.7 Future Outlook. Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs. The California Labor Market website allows employment projections by occupation at the state and county level: http://www.labormarketinfo.edd.ca.gov/ "Cal-PASS Plus offers longitudinal data charts, detailed analysis of pre-K through 16 transitions and workplace outcomes, information and artifacts on success factors, and comparisons among like universities, colleges, K-12 school systems and schools": https://www.calpassplus.org/ . (Limit to one page or less.)

Following is the OES Employment and Wages Data Table for the first quarter of 2016:

				2016 - 1st Quarter Wages					
Geographic Area Name	SOC Code	Occupational Title	May 2015 Employment Estimates	Mean Hourly Wage	Mean Annual Wage	Mean Relative Standard Error (1)	25th Percentile Hourly Wage	50th Percentile (Median) Hourly Wage	75th Percentile Hourly Wage
California Statewide	33-2011	Firefighters	34,100	$33.29	$69,261	1.60	$24.39	$32.48	$41.53
California Statewide	33-2021	Fire Inspectors and Investigators	950	$42.15	$87,667	3.30	$32.09	$40.60	$52.34
California Statewide	33-2022	Forest Fire Inspectors and Prevention Specialists	340	$33.96	$70,637	4.80	$23.68	$35.03	$42.71

Source: State of CA Employment Development Department, http://www.labormarketinfo.edd.ca.gov/data/oes-employment-and-wages.html#Tool

Though the data from the Employment Department suggests that fire inspectors make just a little more per hour than firefighters, faculty experience shows, state-wide, that firefighters make markedly more than inspectors. That is why the majority seek employment as firefighters rather than as inspectors. Recently the trend is that the majority of new firefighters are also paramedics, which boost their pay significantly. In addition, most departments statewide seek paramedic-firefighters.

Following is the Projection of Employment by Occupation, 2014-2024, California Employment Development Department:

TOP Code(s):

- 213300 Fire Technology

Geography: California
Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
332011	Fire Fighters	33,200	1,210
	Total	33,200	1,210

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

Source: http://www.labormarketinfo.edd.ca.gov/commcolleges/Projections.asp

The projections above appear accurate, based on faculty experience. These numbers are indicative of the improving economy since the recession of 2008.

Career Technical Education Planning

(Non-CTE program proceed to Section 2, Assessment.)

1.8 Advisory Boards/Licensing (if applicable). Describe how program planning has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years in an appendix.

The fire advisory committee meets with faculty three times a year. Membership includes members of fire departments throughout the region, of all ranks. In response to committee suggestions, standards have been revised and set for various courses in the program. Our effort is to meet the demands of the current fire departments, so students are prepared to be successful as a firefighter, and so that the chances for students to be hired are increased. Unfortunately, almost all the minutes from previous meetings (held from 2015 to 2017) were lost as a result of a computer virus. However, minutes from the most recent meeting, held in October 2017, are attached as **Appendix A**.

1.9 Core Indicator Report. Review the Perkins core indicator reports for your TOP code: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx . What are the areas of needed improvement? What efforts have you already made and/or plan to make to support students in these areas? (Limit to 1-2 paragraphs)

	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
213300 FIRE TECHNOLOGY	85.88	96.97	95.24	66.67	7.06	10.00

Performance Rate Less Than Goal is Shaded
Total Count is 10 or Greater
Total Count is Less Than 10

Source:
https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx#P2e87d5c171724616bb8faf8c31a433bf_22_116iT0R6R0x4

ASSESSMENT

Program Learning Outcomes

2.1 PLOs and ILOs. Using the table provided, list the Program Learning Outcomes (PLOs) and which of the institutional learning outcomes (ILOs) they address. In the same table, specifically state (in measurable terms) how your department assesses each PLO. State the course(s) and assignment(s) where the PLOs are measured. Additionally, please review the PLOs in the college catalogue to ensure they are accurate. If they are not, be sure to add as a goal (Table 4) plans to change PLOs in CurriCUNET and contact the curriculum office to ensure they are updated in the catalogue.

Some PLOs are assessed using student performance in FIRE courses, while others are assessed using Fire Academy performance. No formal assessment of PLOs has taken place, but the fire technology department will be prepared for the next PLO assessment cycle.

Table 2a-1 Program Learning Outcomes: Fire Technology A.S.

Program Learning Outcomes	ILO	How PLO is assessed
1. Identify minimum qualifications and entry-level skills for fire fighter hiring.		
2. Demonstrate knowledge of fire service history, culture and diversity.		
3. Analyze, appraise and evaluate fire and emergency incidents and identify components of emergency management and fire fighter safety.		
4. Identify and comprehend laws, regulations, codes and standards that influence fire department operations, and identify regulatory and advisory organizations that create and mandate them, especially in the areas of fire prevention, building codes and ordinances, and firefighter health and safety.		
5. Analyze the causes of fire; determine extinguishing agents		

and methods; differentiate the stages of the fire and fire development; and compare methods of heat transfer.		
6. Calculate flow requirements for fire apparatus; diagram a pump and plumbing schematic for fire apparatus; and apply mathematic formulae to hydraulics problems.		
7. Identify and describe common types of building construction and conditions associated with structural collapse and fire fighter safety.		
8. Differentiate between fire detection and fire suppression systems; design and diagram a wet and dry fire protection system; and identify alarm system components and their operations.		

Table 2a-2 Program Learning Outcomes: Fire Technology Certificate

Program Learning Outcomes	ILO	How PLO is assessed
1. Demonstrate knowledge of basic firefighting		
2. Demonstrate knowledge of firefighter safety		
3. Demonstrate knowledge of fire prevention and loss reduction		

2.2 PLO Mapping. Report on how courses support the Program Learning Outcomes at which level (introduced (I), developing (D), or mastered (M)).

All courses in the FIRE program have been updated in CurricUNET; as the program gets updated, the PLOs and the PLO mapping will be revisited. Following is the current map for PLO assessment.

Table 2b-1. Program Courses and Program Learning Outcomes: Fire Technology A.S.

List the Course and SLO that maps to the PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
FIRE050, SLO --	I	I	I	I	I	I	I	I
FIRE051, SLO --	I				D			
FIRE053, SLO --	I			D				

FIRE054, SLO --	I							D
FIRE055, SLO --	I		D					
FIRE056, SLO --	I						D	

Table 2b-2. Program Courses and Program Learning Outcomes: Fire Technology Certificate

List the Course and SLO that maps to the PLO	PLO 1	PLO 2	PLO 3
FIRE050, SLO --	I	I	I
FIRE051, SLO --	D	D	D
FIRE053, SLO --	D	D	M
FIRE054, SLO --	D	D	D
FIRE055, SLO --	D	D	D
FIRE056, SLO --	D	D	D

2.3 PLO Results and Planned Actions. Utilizing Table 2c, summarize the results of program learning assessments and any planned actions to increase student success where deficits were noted. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to Table 4 (goals) as well as any needed resources (Section 7.2) to achieve desired results. (If PLO Assessments are extensive, then make a note here and use Table 2c as an Appendix.) Then, in Table 2d, complete the assessment calendar.

PLO assessment was not completed in the last cycle, but will be done in the next cycle, using CurricUNET Meta.

2.4 PLOs Leading to Improvements. Describe any changes made to the program or courses that were a direct result of program learning outcomes assessments.

N/A

Student Learning Outcomes

2.5 SLOs Status. Describe the current status of SLOs in your program. If deficiencies are noted, describe planned actions for change and include these in your goals (Table 4).

- Are there 2-4 measurable SLOs for each course in your discipline?
- Have success criteria rubrics been created to standardize the evaluation of student success?
- Have faculty assessed the Student Learning Outcomes according to the published Assessment calendar (at least twice in a program review cycle)? You may wish to include a SLO assessment calendar for each course in the discipline (Table 3); move to appendix if lengthy. Do the assessments follow the guidelines for quality outlined in the *SLO Quality Assessment Rubric*?

- Have faculty engaged in discussions about SLOs, success criteria, and their assessments as they relate to the improvement of student success and the challenges students face?
- Have faculty disaggregated any of the assessment results to show specific areas of need in the classroom (for example, commonalities among students who are less or more successful such as attendance, use or lack of use of student support services, proficiency or difficulty with writing, role overload or other stressors outside of school, etc.)?
- If deficiencies are noted in any of the above areas, describe planned actions for change.

As noted above, all fire courses have been updated in CurricUNET Meta, so that the SLOs are current and the success criteria have been identified. Although faculty do not use rubrics, faculty meet to determine consistent grading and assessment tools appropriate for each course.

2.6 SLOs Leading to Improvements. Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments.

Having gone through the CurricUNET Meta update process, revisions have been made in assessing achievement of SLOs. Faculty have used particular test questions to measure SLOs, and have determined where the questions themselves may not be adequate for measurement. In that case, questions have been improved to better measure student understanding.

General Education & Institutional Learning Outcomes

2.7 GELOs and ILOs. Review any general education courses offered by your program to ensure they are accurately linked with the appropriate general education learning outcome (GELO) in the CurriCUNET assessment module, and that the GELO is measurable in the SLO(s) of the course. Then review all courses and their SLOs in CurriCUNET to ensure they are accurately linked with the appropriate institutional learning outcomes (ILOs), and that they are measurable. In most cases there will only be one GELO and/or one ILO link per SLO. Report on changes that need to be made in order to effectively integrate GELOs and ILOs into instruction.

Fire courses are not general education, and so are not mapped to any GELOs. However, all courses were mapped to ILOs in the CurricUNET Meta update process.

CURRICULUM

3.1 Course offerings. Attach a copy of the course descriptions from the most current catalogue.

FIRE 050 3.0 Units
Principles of Emergency Services
Course Advisory: SCC minimum English standard. This course provides an overview of fire protection; career opportunities in the fire service and related fields; history of fire service and fire protection; fire organization and management; function of public and private protection services; fire departments as part of local government; fire prevention and investigation; building construction; specific fire protection functions; fire and emergency service apparatus and facilities; and introduction to fire protection systems. *Three hours lecture.*

FIRE 051 3.0 Units
Fire Behavior & Combustion
Course Advisory: SCC minimum English standard. Provides the student with fundamental information and knowledge of the physical and chemical characteristics of matter, fire, hazardous materials, weapons of mass destruction identification and basic extinguishment theory. *Field Trip may be required. Three hours lecture.*

FIRE 053 3.0 Units
Fire Prevention Applications
Course Advisory: SCC minimum English standard. This course provides fundamental information regarding the history and philosophy of fire prevention, organization and operation of a fire prevention bureau. It will also discuss the use of fire codes, identification and correction of fire hazards, and the relationship of fire prevention with fire safety education and detection and suppression systems. *Three hours lecture.*

FIRE 054 3.0 Units
Fire Protection Systems
Course Advisory: SCC minimum English standard. This course will provide information relating to the features of design and operation of fire detection and alarm systems and heat and smoke control systems. It will discuss special protection and sprinkler systems, water supply for fire protection, and portable fire extinguishers. *Three hours lecture.*

FIRE 056 3.0 Units
Building Construction as it Relates to the Fire Service
Course Advisory: SCC minimum English and Math standards. This course is intended to provide basic information about how buildings are designed and constructed. Through a basic understanding of building construction, the student will acquire an understanding of how buildings will behave under fire conditions. This course will aid in decision making related to fire prevention and fire control with the goal of successful fire ground operations. *Three hours lecture.*

FIRE 101 3.0 Units
Principles of Fire and Emergency Services Safety and Survival
Course Advisory: ENGL 001 and SCC minimum MATH standard. Introduction to basic principles and history related to the firefighter life safety initiatives, focusing on the need for cultural and behavior change throughout the emergency services. *Three hours lecture.*

FIRE 140 24.0 Units
Fire Technology Academy
Prerequisite: Minimum grade of C in FIRE 050, FIRE 101, EMT 128 and a passing grade on the CPAT or PACK test as evidenced by a certificate of completion. A course containing the contents of FIRE 115, 123, 124, 125, 126, 127, 129, 130, 131, and 83 and Certification of State Fire Marshal courses of I-200, Fire Control I, Fire Control 3B, Water/Swiftwater Rescue Awareness, Confined Space Awareness, Rescue Systems I, Trench Rescue, Low Angle Rescue, American Red Cross EMS First Responder for the Professional, and State Fire Marshal Certified wildland courses of S-190, S-130, S-131, S-134, L-180 and CALFIRE 67 Hour Basic Course. Successful students who maintained at least an 80% score on each unit and subject covered in this course may become eligible for certification by the State Fire Marshal as a Firefighter I pending a required internship with a recognized fire entity. NOTE: Additional fees are associated with this course. Fees may include and are not limited to purchase of uniforms, physical fitness attire, State Fire Marshal certificates, and other related costs. The Solano College Fire Technology Program and its appurtenant Firefighter I Academy is a California State Fire Marshal Accredited Regional Training Program. Field trips may be required. Students will be required to rent, at their cost, all or portions of personal protectice equipment (PPE) needed for academy events. If a student is sponsored by a fire department and said department provides the student with necessary PPE, he/she will not be required to rent PPE. *Fourteen hours lecture, thirty hours lab.*

Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. If there are courses in the catalogue that haven't been offered in the past two years, state the course(s) and note the reason(s) they haven't been offered (no faculty to teach, low

enrollment, etc.). State the plans for either offering or inactivating/deleting these courses. Also state whether any new degrees of certificates have been created and the rationale for doing so. For baccalaureate programs, include any upper division general education courses as part of the report.

3.2 Scheduling and Sequencing. Discuss efforts to optimize access through scheduling. How have faculty (in collaboration with deans) planned the timing, location, and modality of courses? Report on whether courses have been sequenced for student's timely progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame and if there are plans/goals for scheduling changes. (Limit to 1-2 paragraphs)

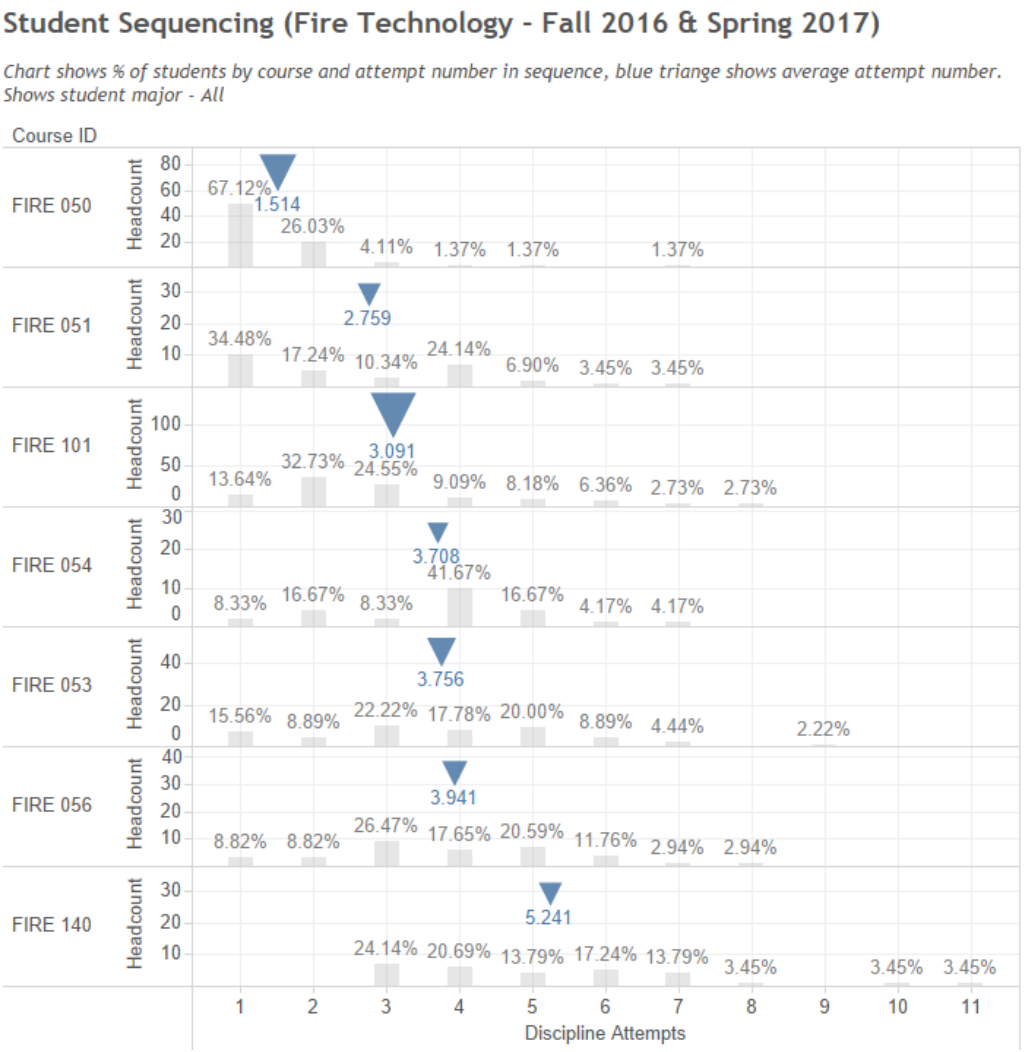
Scheduling (Fall & Spring)

Chart shows number of sections offered by course id, campus and semester.

Course ID	Campus Sched Type	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
FIRE 050	Main Campus - Fairfi..				1	1	1	1	1		1
	Online/Hybrid	1									
	Vacaville Center	2	2	2	1	2		2		2	1
FIRE 053	Main Campus - Fairfi..						1	1			
	Vacaville Center	1	1		1		1		1	1	1
FIRE 128	Main Campus - Fairfi..	2	2	2							
	Vacaville Center		2	2							
FIRE 051	Main Campus - Fairfi..					1			1	1	
	Online/Hybrid	1		1							
	Vacaville Center				1		1				
	Vallejo Center	1									
FIRE 140	Vacaville Center		1		1	1	2		1		1
FIRE 054	Online/Hybrid			1							
	Vacaville Center		1	1					1		1
	Vallejo Center	1									
FIRE 056	Vacaville Center		1	1		1		1			1
FIRE 101	Main Campus - Fairfi..									1	
	Vacaville Center									2	1
FIRE 055	Vacaville Center	1	1								
FIRE 060	Vacaville Center		1								
FIRE 114	Online/Hybrid	1									
FIRE 161	Vacaville Center		1								

The chart shows relatively consistent offerings at the Fairfield campus, as well as in Vacaville. The chart does not reflect the more recent offerings in Vallejo. Online offerings have been discontinued, as the faculty prefer face-to-face interactions with students to assess better their comprehension and skill attainment.

The goal is to offer even-numbered FIRE courses in the Spring, and odd-numbered courses in the Fall, so that students can make more efficient progress through the program. However, we attempt to offer FIRE 50 and FIRE 101 in both semesters, given they are prerequisites for the Fire Academy (FIRE 140).



The sequencing chart shows that most students take FIRE 050 first, then 051, then 101, and so on. This is an appropriate sequence for students to take.

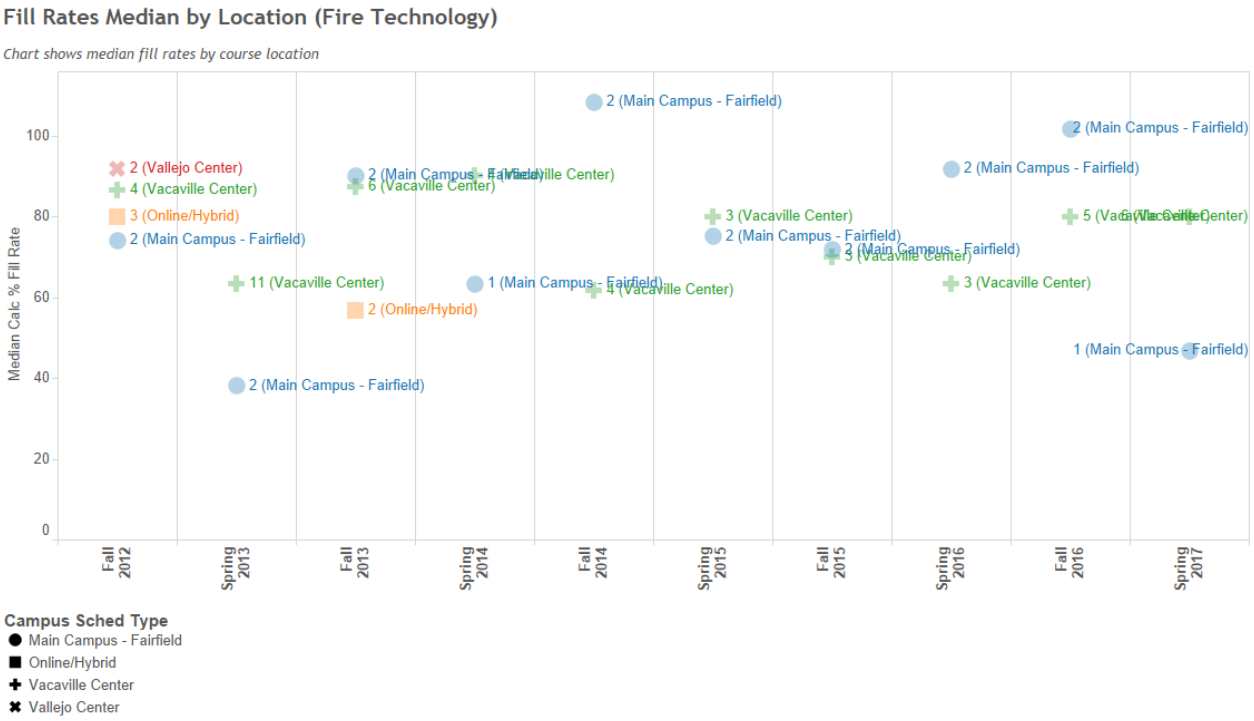
Of course, students may opt to delay taking a certain course until their preferred instructor offers it.

3.3 Student Survey. Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses? Please include the student survey and any relevant charts as an appendix.

n/a

3.4 Fill rates/Class size. Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if

applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment. (Limit to 1-2 paragraphs)



Sometimes FIRE 50 and FIRE 101 can have lower enrollments because they are offered more often in order to make sure students are prepared to enter the Fire Academy. In recent years, we have been offering the same course in multiple locations, sometimes on the same day, creating unnecessary competition. Again, our concern was to make sure students got the FIRE 50 and 101 courses they needed to get into the Fire Academy, and putting that priority first can cause lower enrollments in some classes.

3.5 Four-year articulation (if applicable). Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation (Limit to 1-2 paragraphs).

n/a

3.6 High school articulation (if applicable). Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students? (Limit to 1-2 paragraphs).

There no articulation agreements with high schools, though high school students have taken fire classes in recent years.

3.7 Distance Education (if applicable). Describe the distance education courses offered in your program, and any successes or challenges with these courses. Discuss any efforts to become involved with the Online Education Initiative (OEI). (Limit to 1-2 paragraphs)

As noted above, FIRE courses are no longer offered online.

CAMPUS & COMMUNITY INTEGRATION

4.1 Campus Integration. Describe how the program connects with the campus community. Include any cross-discipline collaborations, faculty representation on committees, student clubs, or other activities that benefit the college as a whole. (Limit to 1-3 paragraphs)

The fire department hasn't connected with other departments, and there does not seem to be need for collaboration cross-discipline.

4.2 Counseling. Contact the Dean of Counseling to schedule attendance at a Counseling School meeting to discuss any programmatic changes, possible career/transfer options for students, suggested course sequencing, and/or any other information you think would be important for counselors to know. Please provide a brief narrative of the visit. (Limit 1-2 paragraphs).

The faculty make themselves available to counselors to answer questions that arise regarding the Fire Technology career track.

4.3 Community Ties. Describe how the program connects with the larger community. Include curricular activities, field trips, community/classroom partnerships, marketing efforts, etc. Faculty professional undertakings that support the community should also be included (conference presentations, professional publications, off-campus committee/advisory representation, etc.). (Limit to 1-3 paragraphs)

In addition to the Fire Advisory Committee meetings, faculty maintain membership in the County Fire Training Officers Association, and attend their meetings. Faculty are members of California Fire Technology Directors Association (CFTDA), a statewide group, and attend state fire marshal training and education committee meetings. Often members of the fire service from regional departments visit classes for demonstrations.

STUDENT EQUITY & SUCCESS

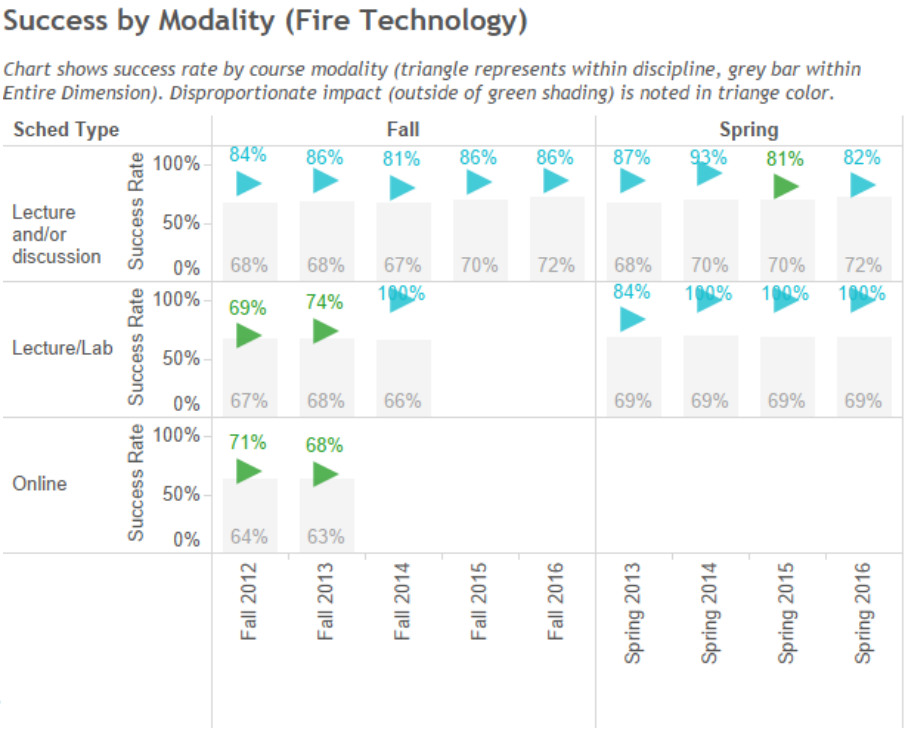
5.1 Student Success/Underprepared Students

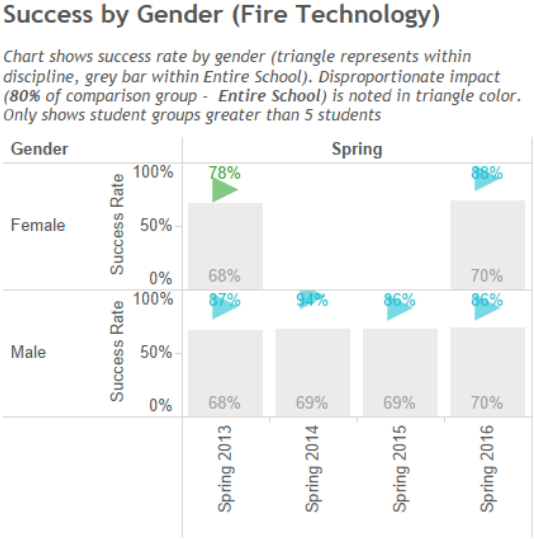
- Anecdotally describe how the program works to promote student success for *all* students
- Include how program faculty support *underprepared students* in such areas as fundamental writing and/or math competencies through use of teaching innovations, campus support services (library, counseling, DSP, tutoring, SARS, academic success center), etc.

- Have faculty analyzed prerequisites, co-requisites or advisory courses to determine potential need and potential impact on student success?
- If there are designated basic skills courses in your discipline, include how they prepare students for success in transfer courses
- If an assessment process is utilized to place students in discipline courses, comment on the efficacy of the process in achieving student success

5.2 Success Analysis. Utilizing data from the office of Institutional Research and Planning, report on student success rates in the program as compared to the college as a whole. Then, analyze success by gender, age, ethnicity, and modality (online vs. face-to-face). Provide possible reasons for these trends AND planned action to equalize student success.

Students overall are very successful in the Fire Technology program. The average success rate for a lecture course is over 80%, and the average lab course has a 100% success rate. Students very rarely fail in Fire Technology, because of their focus towards a career in the fire service.

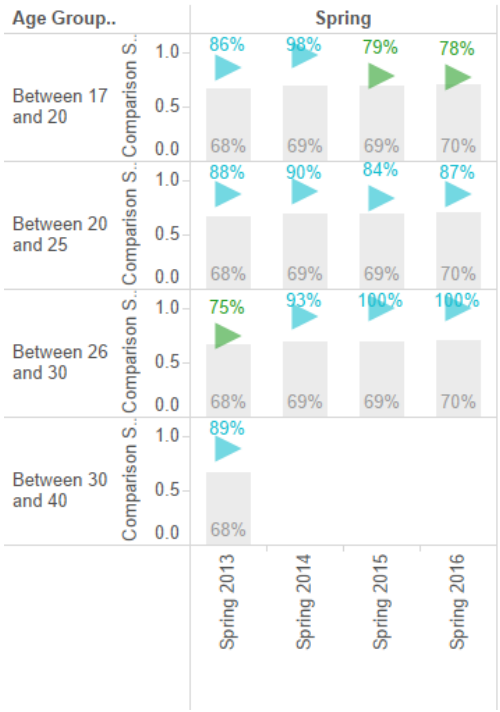




Data shows there is no significant difference between success rates of male and female students.

Success by Age Group (Fire Technology)

*Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire School). Disproportionate impact (**80%** of comparison group - **Entire School**) is noted in triange color. Only shows student groups greater than 5 students*

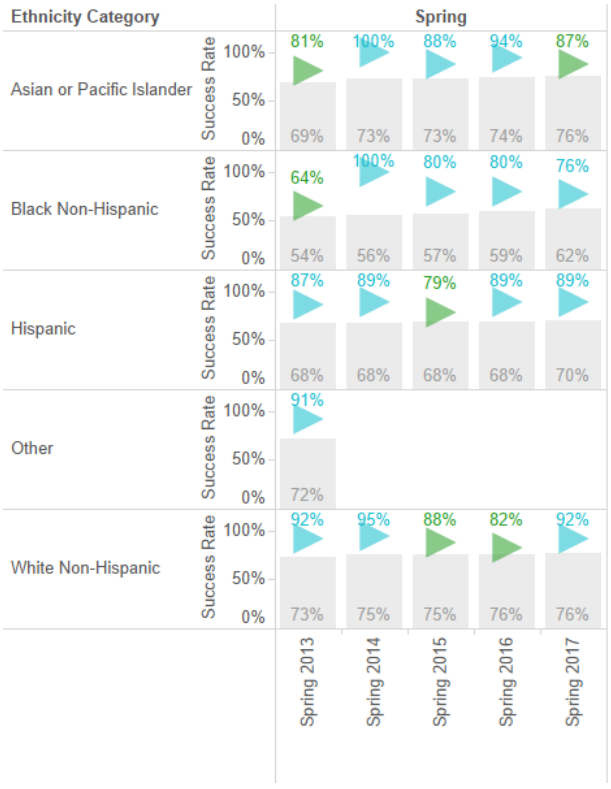


Younger students perform at a somewhat lower rate than older students, based on their maturity level and focus. However, students aged between 17 and 20 still outperform their counterparts at the college as a whole.

The success rates of students across different ethnicities are consistently high. No discernable trends are evident.

Success by Ethnicity (Fire Technology)

*Chart shows success rate by ethnicity (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (**80%** of comparison group - **Entire Dimension**) is noted in triange color. Only shows student groups greater than 6 students*



Note: Ethnicity success rates are compared with success rates for all students at SCC with that ethnicity.

Finally, in courses with many sections (5 or more per semester), compare success rates by CRN. Without naming instructors, note if there is large variance in success rates by section. If so, what are the planned actions to standardize success criteria, and to support student success across all courses?

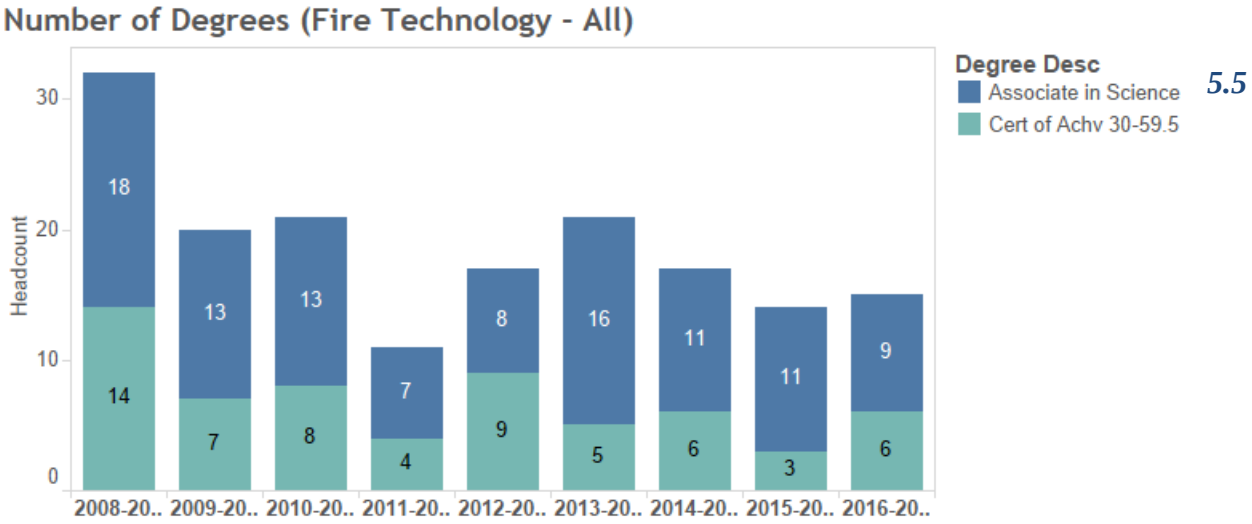
N/A

5.3 Cross-Discipline Collaboration (if applicable). For certificates or degree programs with required courses outside the discipline, look at the success rates of students in those classes. Note if there are courses that students seem to struggle with, and describe any collaborations with those discipline faculty to talk about strategies for success (ex. establishing cohort groups, tutoring, curriculum additions/examples that may make learning meaningful cross-disciplines, etc.). (Limit to 1-2 paragraphs)
Below is a list of classes that have been changed in the last several years. Fire 55, 60 114,153, and 161 are no longer offered.

	Spring									
	13		14		15		16		17	
Course ID	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
FIRE 050	37.00	81%	30.00	97%	28.00	75%	26.00	81%	24.00	92%
FIRE 051			28.00	89%	24.00	83%	28.00	82%		
FIRE 053	28.00	86%	26.00	92%	43.00	84%	18.00	89%	24.00	88%
FIRE 054	20.00	90%					19.00	79%	24.00	83%
FIRE 055	17.00	100%								
FIRE 056	22.00	82%							34.00	76%
FIRE 060	14.00	93%								
FIRE 101									26.00	85%
FIRE 114										
FIRE 128	73.00	77%								
FIRE 140	25.00	96%	24.00	100%	19.00	100%	24.00	100%	29.00	100%
FIRE 153										
FIRE 161	12.00	100%								
OCED 090	103.00	64%	91.00	79%	96.00	67%	89.00	82%	69.00	77%

5.4 Degrees/Certificates Awarded (if applicable). Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

The number of degrees earned has been steady for the past four years. Two years ago, the dean and faculty met to add FIRE 101 to the prerequisites for the Fire Academy, to reflect consistency with other colleges and hopefully encourage students to continue on, to complete their degree (certificate or associate degree).



5.5

Transfer (if applicable). Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities (limit to one or two paragraphs). For baccalaureate programs, address any efforts to support students seeking to transfer to graduate programs. (Limit to 1-2 paragraphs)

Faculty have agreed to emphasize to the students the importance of upper-division study, given prospective employers' preference for the paramedic-firefighter, and the promotional advantages given to employees with higher education.

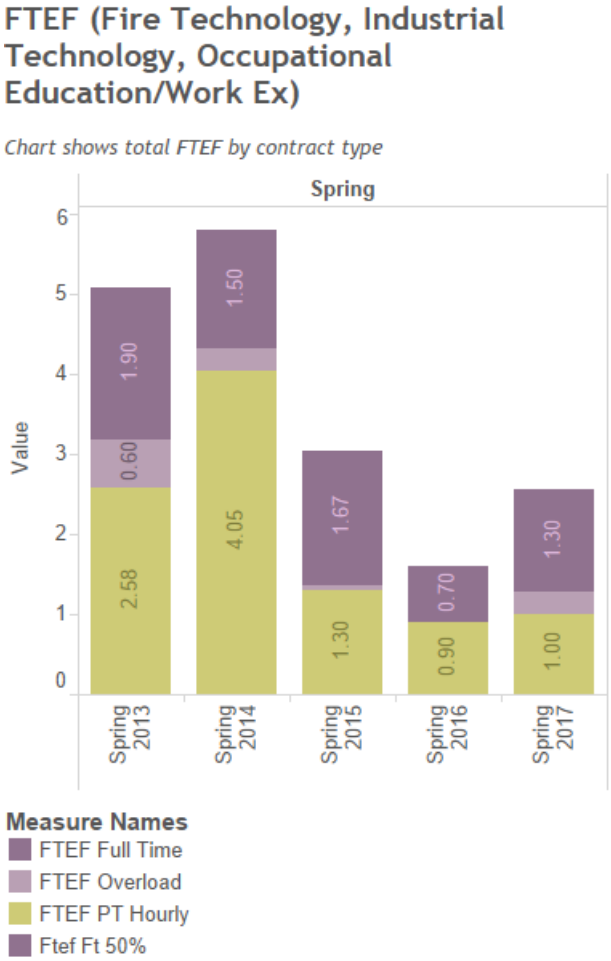
5.6 Career Technical Programs (if applicable). For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/ licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data. (Limit to 1-2 paragraphs)

Fire departments from the region come to classes and present opportunities for students' future, as well as provide contact information so that students know where to go, once their training is complete. Faculty have tried to track student placement success, but often students neglect to inform faculty of placement.

RESOURCES

6.1 Human Resources. Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTEF, full-time/part-time ratio, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources. (Limit to 1-2 paragraphs)

The current proportion of full-time to part-time faculty is sufficient. The part-time pool is extensive, but the current policy of part-time faculty losing employment status, after a two-year hiatus, negatively impacts the program.



6.2 Technology & Equipment. Address the currency of technology and equipment utilized by the program and how it affects instruction and/or student success. Make recommendation (if relevant) for resources that would improve quality of education for students. (Limit to 1-2 paragraphs)

Through the Perkins grant process, we have been fortunate in acquiring various equipment to enhance our program. We are in need of new SCBAs for our cadets (self-contained breathing apparatus). Hopefully Perkins funding will provide for that. Needs arise over time, but these are the most pressing equipment needs at this point.

6.3 Facilities. Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives. (Limit to 1-2 paragraphs)

In 2006, as fire chief, faculty collaborated with the college president to build a public safety training facility in Vacaville. We currently partner with the Dixon fire department for use of their

facilities, but it has become apparent that we need to focus on our own facility in Vacaville. One important facility is a burn building. Currently students have to travel to Brooks, CA (the location of Cache Creek Casino/Yocha Dehe Fire Department) for use of their burn building.

6.4 Library Resources. Schedule a meeting with library faculty to review discipline-specific library resources. Provide a brief narrative about the status of library resources and plans to supplement the collection. Include the library collection evaluation form as an appendix.

The number of texts needed to purchase are limited, and faculty strongly advise that students purchase these books to be used throughout their career. Therefore, library resources are not key to students' success.

6.5 Budget/Fiscal Profile. Provide a five year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.

The majority of the budget is used for instructor salaries and benefits. Each year, as noted above, supplies are needed and must be replenished. The current allocation is sufficient, given the agreement we have with the Dixon Fire Department.

GOALS & PLANNING

This section will be submitted to the Superintendent-President as an overview of programmatic strengths and areas of growth.

7.1 Program Strengths and Areas for Improvement. Summarize what you believe are your program's strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement. Include any professional development opportunities that would support these areas of needed improvement.

Strength: The instructors are dedicated to the success of the students, and have a vast background in the fire service, and are able to share that experience with the students, which is invaluable and contributes to the excellent student success rate.

Improvement: We need to maintain a strong cadre of instructors that are retired from the fire service. Most instructors are current firefighters and have conflicts with their work schedule. The facilities should be updated to include a burn building, as noted above. Also, the program needs to be slightly revised to weed out outdated courses and those that cannot be reliably offered.

7.2 Program Goals. Based on the program review self-study analysis, list any goals from the six focal areas: Program Overview and Mission, Assessment, Curriculum, Campus and Community Integration, Student Equity and Success, Resources, and Professional Development. Then for all goals provide a priority ranking. These goals will be utilized in multiple aspects of the integrated planning process. They will be discussed with the dean, inputted in CurriCUNET and shared with the relevant planning committees (tech committee, professional dev, etc.). They will also be utilized by the Academic Program Review Committee and the Vice President of Academic

Affairs to determine themes and areas of need across campus. Yearly, faculty will collaboratively update the goals during fall flex in CurriCUNET.

Table 4. Program Goals

PROGRAM OVERVIEW & MISSION (Sections 1.1-1.9)

Program Goals (click on text below for drop-down options, add goals as necessary)	**Planned Action (s)**	**Person(s) Responsible**	Priority ranking of program goals
Revise degree/certificate	Take courses out of the "electives" list, and consider replacement; remove Electrical Safety from requirements	BP	

ASSESSMENT (Sections 2.1-2.7)

Assessment Goals (click on text below for drop-down options, add goals as necessary)	**Planned Action**	**Person(s) Responsible**	Priority ranking of assessment goals
Update/assess PLOs	Will update PLOs in next cycle	faculty	

CURRICULUM (Sections 3.1-3.7)

Curriculum Goals (click on text below for drop-down options, add goals as necessary)	**Planned Action**	**Person(s) Responsible**	**Priority ranking**
Delete/modify course(s)	Delete several fire courses, in consultation with Dean	BP, dean	

CAMPUS & COMMUNITY INTEGRATION (Sections 4.1-4.3)

Campus & Community Integration/Outreach goals (click on text below for drop-down options, add goals as necessary)	**Planned Action**	**Person(s) Responsible**	**Priority ranking**
Attract under-represented demographics	Continue to have female instructors included in the PT pool	Dean	

STUDENT EQUITY & SUCCESS (Sections 5.1-5.6)

Student Equity & Success Goals (click on text below for	**Planned Action**	**Person(s) Responsible**	**Priority ranking**

drop-down options, add goals as necessary)			
Data shows student success and equity across all modalities and demographics; no goals at this time			

PROFESSIONAL DEVELOPMENT (all sections)

Professional Development Goals (click on text below for drop-down options, add goals as necessary)	**Planned Action**	**Person(s) Responsible**	**Priority ranking**
No professional development goals at this time			

RESOURCES (Sections 6.1-6.5)

Human Resources Goals (click on text below for drop-down options, add goals as necessary)	**Planned Action**	**Person(s) Responsible**	**Priority ranking**
Current staffing is adequate; no HR goals at this time			
Technology & Equipment Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Add/upgrade classroom/lab technology, equipment, instructional materials	Purchase new SCBAs	BP	
Facilities Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Add/upgrade instructional space	Build a burn building in Vacaville	BP, Dean	
Library Resource Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Library resources are up-to-date; no goals at this time			

SIGNATURE PAGE

Please include all full-time faculty and as many part-time faculty as possible.

The undersigned faculty in the Fire Technology Program, have read and have had the opportunity to provide feedback on the attached program review self-study, dated 2/20/18.

_____

Brian Preciado

_____

_____

Faculty Name

_____

Faculty Name

APPENDICES

Appendix A: Minutes from Fire Advisory Committee Meeting; 10/26/15 and 10/2/17

SCLC Meeting
Monday October 26, 2015

Minutes:

- In attendance –
    - Dean Morinec
    - Brian Preciado, Fire Tech Director
    - Vince Webster, Fire Tech Instructor
    - Ron Karlen, Deputy Fire Chief - Vacaville FD
- Reaccreditation/Site Visit:

Preciado shared the particulars regarding the reaccreditation process by the SFM and what is involved with the site visit from the SFM scheduled for December 3, 2015.

- Fire Academy Schedule:

We discussed the classes offered and if a need existed for any changes in the future. Dean Morinec advised we conduct a debriefing with all academy instructors at the end of the class to determine what went well and what would need changing and improvement.
I mentioned Chief Drayton explaining to me, last week, the history of RS1 taught in the academy. He stated that at one time the Vacaville Fire Protection District and Cordelia Fire District possessed an OES Engine that required those manning it to be RS1 trained. Currently, both those departments no longer have the OES; Vacaville City does and they can provide in-house RS1 training. We all agreed that academies after the spring 2016 academy will no longer teach RS1.
Chief Karlen also recommended we consider removing RIC and focus on FF Survival that better meets the needs of a new recruit; RIC is more of an engine crew discipline that should be taught within the individual departments. All agreed that was something that needed to be omitted.
Given the omission of RS1 and RIC, we discussed the opportunity to teach ethics, how to compete a resume, and how to prepare for a job interview. We can also add hours to SCBA training, FF Survival and other courses deemed necessary.

- New SFM FF1 Curriculum:

I shared with the group that after the spring 2016 academy, according to the FF curriculum, EMR, CPAT and Fire 50 will be prerequisites.
Dean Morinec shared with us her attending a conference that discussed an upcoming change that will provide common core curriculum for all AA degree core classes taught by community colleges. The commonality will allow for the core courses to transfer from one college to another. For example, our Fire 50 may be called something different at another college, but the curriculum would be close to the same regardless of what the other college titles it.
We discussed the need to replace the Fire 55 course that was removed from the core courses. Dean Morinec told us that Los Madranos College is using a core course called FF Safety and

Public Education. In addition, she recommended we consider adding this new course as a prerequisite for the academy. The thought is once the student has completed this many courses prior to the academy, they may be encouraged to continue on in completing their AA Degree. We also agreed that there should be developed a boiler plate presentation on pursuing your AA Degree for all instructors to use at the beginning of each course taught.

- SFM Classes:

Preciado shared an email with the group from Dean Lewis regarding the college teach the SFM courses. I mentioned that when I was President of the SCFCA there was little interest from FFs in the region for these classes and until the interest increases, these classes are cost prohibitive. Chief Karlen agreed but recommended I take this subject matter to the next SCTOA meeting and allow them the opportunity to survey their departments regarding the need for these classes.
I shared with the group that the Dixon FD will provide, at a cost of $50 per cadet, cleaning of the PPE used by the cadets in the academy.

- Next Meeting:

We all agreed that we will meet quarterly. I will set the next meeting in January and from then on, April, August, and November. We will skip July due to summer schedules.

Fire Tech Advisory Committee
Meeting Minutes for October 2, 2017

- Members in attendance:
    - Dixon Fire Chief Jay Bushrow (Jay)
    - Vacaville FD Battalion Chief Gary Mahlberg (Gary)
    - Fairfield FD Captain Jessica Fleshman (Jessica)
    - Fire Tech Director Brian Preciado
- Members absent:
    - Dean Maire Morinec
    - Don Richert Assistant Chief for Training TAFB
    - Dixon FD Engineer Jason Barker
    - Donna Laroski Admin Assistant
- Meeting led by and minutes taken by B. Preciado
- I opened the meeting with explaining the name change of our committee
    - Originally called SCC Fire Tech Liaison Committee
    - Changed to stay consistent with other college members of the California Fire Technology Directors Association (CFTDA)
- I stressed the importance of open communication with all members and encourage them to provide any input and direction they felt important for the program
- Want to make sure the SCC program is meeting the needs of our county and regional fire departments

- Given the fire academy's agreement in partnership with the Dixon FD, I recommended that the Dixon Fire Chief always be a member of the committee – the members agreed
- I shared that the academy needs to hold the students accountable in meeting the standards set in the course syllabus:
    - 80% pass rate on all exams
    - One retake per exam allowed – if student fails to meet the 80% then, they may be released from the academy
    - Should this take place, before releasing the cadet, I will contact the Dean and two members of the committee for their recommendation
- I informed the committee of the core classes offered and the classes that are prerequisite to the academy:
    - EMT 128, Fire 50, Fire 101 and a current CPAT card
    - These classes will be offered every fall and spring semester
- I stressed that instructors follow the IFSTA Essentials
    - Jessica shared that some of the last academy cadets stated some instructors failed to follow IFSTA
    - I clarified that the SFM cert courses and hazmat course will not follow IFSTA
    - I informed them that the FF Skills hazmat written test follows IFSTA not the CSTI manual but all students receive free, the IFSAT "E" Book on hazmat to aid in their studies – this has helped ensure pass rate
- I informed the committee that the physical fitness program was a great success
    - Jessica and Mindy Simpson took the lead on this
    - Jessica also took the lead on teaching the cadets military decorum
        - I thanked her for this and requested she continue this program
- Informed the group of our new agreement ratified with Dixon FD
    - I mentioned that the last academy experienced poor timing when their engine we use went in for maintenance at the same time we were conducting hose evolutions
        - I asked Jay if we could stay on top of this and also have access to Winters FD apparatus if need be
        - He said he would look into this and we both agreed that Engineer Jason Barker remain our Liaison with the college and Dixon FD
- I shared with the group that we have a partnership with the Yocha Dehe FD for the use of their burn room
    - Yocha Dehe Captain Steve Bristow is our FC 3B lead and Liaison with their department
- I passed out copies of the 2018 fire academy class schedule
- I shared with the group of our success in the FF1 skills testing
    - At my CFTDA meeting in September the SFM rep stated that in the future IFSAC and the SFM will be conducting random audits of the skills testing
    - I shared that we now have 17 evaluators

    - This will free me up to monitor the test and also review any retesting
    - We will continue to conduct the test in a modular fashion
    - Gary felt the modular testing was the best way
- Shared with the committee that we will no longer offer RIC in the academy – we lack the certified instructors
- Shared with the group the Perkins funding we received and that we purchased:
    - SCBA masks, wildland gloves, coats and pants, 35' 3-fly extension ladder, rescue rope and stokes litter
    - Jay mentioned the county fire departments receiving grant funding for new SCBAs and possibly having some of the old ones donated to the college to use for training – he will follow up on this with the County Chiefs Association
    - Items for consideration for next possible funding –
        - Vehicle fire prop, SCBAs
        - Asked the committee to consider other items
- Informed the committee that all cadets will be required to purchase and wear same SCC uniform and rent PPE from our selected vendor regardless if a cadet is sponsored by a FD
- Fire academy cadet orientation meeting is scheduled for January 5, 2018
- Cal Fire will have new instructors for next academy – I will be meeting with them this month
- I shared with the group that my work computer received a virus and past minutes were lost
- Informed the group that future academy cadets will have desk name tags
- Gary asked that there be some type of consistent pass-on from one instructor to the next regarding student progress or lack of
    - I felt that should be my responsibility – I meet with all instructors so I will make sure all on in the loop
    - Jessica asked that there be a contact roster of all instructors so they could network with each other
    - Jessica did not have an account with IFSTA – I will send out that info to all instructors
    - Jessica mentioned that after spring break the cadets came back in a lethargic mood – need to advise cadets prior, to stay on top of their learning curve
- Our schedule of future meetings:
    - February, May, August, and November

Appendix B: List of Instructors and Journey Level Assistants

Adjuncts Instructors

Jason Barker
Matthew Lage
Brad Lopez
Gary Mahlberg
Todd "Brian" Moore
Larry Palmer
Mindy Simpson
John Sturdee
Mike Zichichi
Drew Kostal
Rob Bartoli
Byron Berhal
Steve Bowman
Stephen Bristow
Ashley Burruss
Jessica Fleshman
Shep Harper
John Jansen

Journey Level Assistants

Jason Barker
Rob Bartoli
Steve Bowman
Steven Bristow
Ashley Burruss
Ted Collins
Matthew Fields
Jessica Fleshman
James Franceschi
Anthony Fray
Zachary Glankler
Shep Harper
John Hurley, Jr.
Jarrod Infante
Ricardo Irizarry
John Jansen
Mike Zichichi
John Jurado
Drew Kostal
Matthew Lage
Brad Lopez
Gary Mahlberg
Jorge Merodio
Bryan Mihelich
Jon Miller
Todd "Brian" Moore
John Muraoka
Jerry Pagala
Melvin Self, Jr.
Randy Shafer
Mindy Simpson
Justin Sparrow
John Sturdee