We thank you for your hard work, dedication, and commitment to your discipline, profession, and students. The Program Review document, presentation and discussion was engaging and thorough. This response contains 4 sections: 1) Commendations, 2) Suggestions/observations, 3) Response to recommendations/areas of SAC needs and 4) Closing comments.

1. **Commendations**

   *The Program Review Document was thorough, thoughtful, and well organized.*
   *The Program Review discussion provided useful history of the instructional program at PCC.*
   *Student panels and demonstrations contributed to a deeper understanding of the program’s strengths and challenges.*
   *Recommendations based on data and professional standards have been incorporated into Program Review.*
   *Ongoing curriculum revision, based on external accreditation and professional guidelines, is extensive and ongoing.*
   *Performative assessment is well utilized to ensure attainment of cumulative student learning outcomes.*
   *Fire Protection faculty and students have strongly supported community outreach and engagement efforts.*

2. **Suggestions and Observations**

   While diversity in the Fire Protection has increased, the demographics of the student population does not yet match the Cascade or PCC service area. Greater focus on attracting and retaining a more diverse teaching staff and student population needs to be a priority of the program going forward.

   While a major curriculum overhaul to align the PCC program with the IFSAC standards has been accomplished, developing and implementing a comprehensive outcomes assessment process to evaluate student learning and make adjustments to this new curriculum is still in its beginning stages. Continued work on outcomes assessment is needed. The next Program Review should include summary data that relate to student
achievement of degree outcomes (related to minimum and/or desired benchmarks), and where needed, changes made or planned to support improvements.

3. **Recommendations**

Assessment of course outcomes; of Program Outcomes; of PCC Core Outcomes.

A new course is being considered that would be a capstone course. In the new capstone course, we hope that students will be able to demonstrate a variety of the intended outcomes for the AAS in FPT. The goal would be to design the course to require demonstration of outcomes from all three levels of outcomes. For example, a student might demonstrate an outcome from several FPT classes that are related to the overall program outcomes and PCC Core outcomes. The course would likely require the creation of a portfolio, involvement with a community project or comprehensive exam that would assess knowledge retained from a variety of FPT classes.

*The DOIs support this capstone approach to assessing multiple outcomes. Mapping PCC outcomes—communication, cultural competency, self-reflection—to the FPT curriculum and assessing them in a capstone experience is a logical next step in FPT assessment practices.*

*Please include summary data relating to student attainment of outcomes (identification of benchmarks -- minimum/desired levels of attainment) for all Program outcomes (mapped to Core Outcomes) in the next Program Review. Please note that from the perspective of PCCs regional accreditation, identifying and opportunities for improvement and making appropriate programmatic changes is an important aspect of ensuring program quality.*

Recommendations needing financial support:

In the future, a larger indoor lab would alleviate overcrowding of the lab space and provide opportunities for developing the Candidate Physical Agility Test (CPAT) testing process…. The ability of offering certified CPAT testing would bring in additional revenue from non-PCC students and improve the physical level of students successfully completing the AAS Degree at PCC. Expanding the footprint of the Emergency Services lab would be a benefit to the Fire Program as well as other emergency services programs at PCC. The PAT test would also showcase the facility to potential students that come to Campus to take the test.

*Facilities improvements and space allocations are campus-based decisions and depend on the availability of campus, district, and bond-funded resources. Please continue to work with your Division Dean and Cascade DOI to plan for necessary facilities and space improvements so that plans are ready when funding opportunities become available.*

A commitment of the administration to continue with an engine replacement program that would help the program maintains quality fire apparatus. Fire engines have a life span of approximately 20 years…. The dependability of the new engine is critical to the success of the program and students. The second engine is currently 20 years old. Maintenance cost will increase over the next few years. Replacing the 2nd engine with a new engine at the end of the lease on the first new engine would give us one engine that is 10 years old and another that is new. If we can
replace one engine every 10 years, we will be operating with the newest technology and have confidence in the functionality of our lab equipment.

*Maj*or equipment purchases are campus-based decisions and depend on the availability of campus, district, and bond-funded resources. Please continue to work with your Division Dean and Cascade DOI to plan for necessary equipment replacement so that plans are ready when funding opportunities become available.

4. Closing Comments

It is apparent that the Fire Protection program is working hard at updating and strengthening its curriculum, maintaining strong connections with area fire departments, and serving its students.

We want to thank you for such a thorough and well-presented Program Review.

Loretta Goldy  
Craig Kolins  
Cheryl Scott  
Kurt Simonds  
Kendra Cawley

Admin Response February 2016