



# **Agenda**

## **Fire Science Advisory Committee**

Lake Tahoe Community College

Wednesday November 9<sup>th</sup>, 2016

3:00-4:30PM

Aspen Room

- Welcomes and Introductions (Brad Deeds)
- Program Overview & Biennial Review (Brad Deeds)
- Update - Lake Tahoe Basin Fire Academy (David Winkler/Terry Hughes/Leona Allen)
- Update - Fire Officer (Brad Deeds)
- Update - Search and Rescue (David Reichel)
- Internship Opportunities (Jenna Palacio)
- Informational and Promotional Flyers (Brad Deeds)
- General Discussion (Brad Deeds)

# 2015-16 ANNUAL PROGRAM REVIEW

## Fire Academy



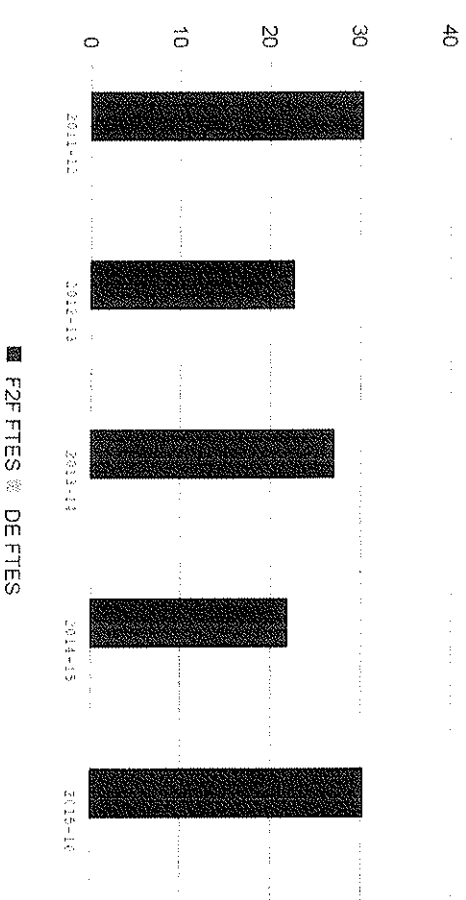
### FIRE ACADEMY SUMMARY

This report contains data from Academic Year (AY) 2011 to 2015. Information on program size based on full-time equivalent students (FTEs), Student Success, and Student Achievement are presented below.

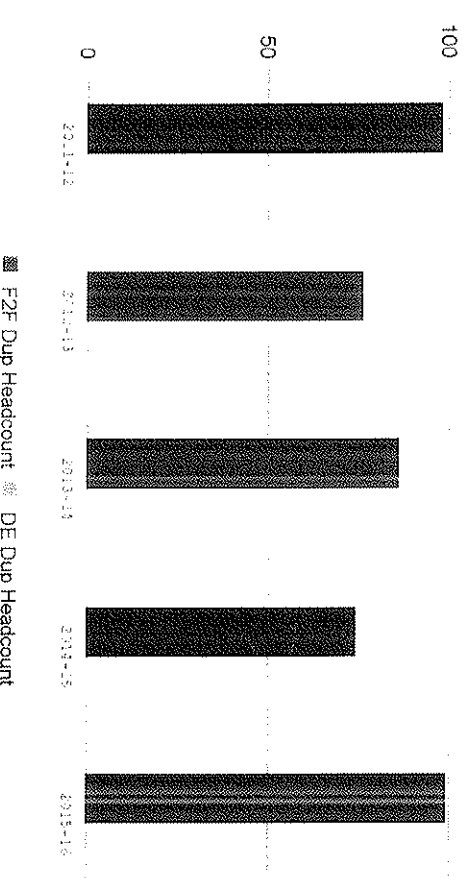
	Total Sections	F2F Sections	Dist Ed Sections	Total FTEs	F2F FTEs	Dist Ed FTEs	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2011-12	3	3	0	30.33	30.33	0.00	98	98	0
2012-13	3	3	0	22.61	22.61	0.00	76	76	0
2013-14	3	3	0	27.06	27.06	0.00	86	86	0
2014-15	3	3	0	21.87	21.87	0.00	74	74	0
2015-16	4	4	0	30.22	30.22	0.00	99	99	0

4-Yr Chng (11-12 to 15-16)	33.3%	33.3%	—	-0.4%	-0.4%	—	1.0%	1.0%	—
1-Yr Chng (14-15 to 15-16)	33.3%	33.3%	—	38.2%	38.2%	—	33.8%	33.8%	—

### RESIDENT FTEs



### DUPLICATED HEADCOUNT



# 2015-16 ANNUAL PROGRAM REVIEW

## Fire Academy

### DEMOGRAPHICS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Male	32	94.1%	26	92.9%	27	90.0%	24	88.9%	31	93.9%
Female	2	5.9%	2	7.1%	3	10.0%	3	11.1%	2	6.1%
	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
African American	0	0.0%	0	0.0%	2	6.7%	0	0.0%	0	0.0%
Asian	1	2.9%	1	3.6%	0	0.0%	0	0.0%	0	0.0%
Hispanic	8	23.5%	6	21.4%	7	23.3%	11	40.7%	6	18.2%
Native Amer/Alaska Native	0	0.0%	0	0.0%	1	3.3%	1	3.7%	0	0.0%
White Non-Hispanic	23	67.6%	19	67.9%	19	63.3%	15	55.6%	27	81.8%
Two or more races	1	2.9%	2	7.1%	1	3.3%	0	0.0%	0	0.0%
Unknown	1	2.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Age < 25	22	64.7%	15	53.6%	17	56.7%	16	59.3%	17	51.5%
Age 25 - 49	12	35.3%	13	46.4%	13	43.3%	11	40.7%	16	48.5%
	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Median Age	21		23		23		24		25	
Youngest	17		17		18		17		17	
Oldest	43		38		40		37		40	

# 2015-16 ANNUAL PROGRAM REVIEW

## Fire Academy

### COURSE SUCCESS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	88	98.9%	69	98.6%	76	97.4%	62	96.8%	92	100.0%
Female	6	100.0%	6	100.0%	7	100.0%	9	100.0%	6	100.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	0	0.0%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
Asian	3	100.0%	3	100.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic	22	95.5%	13	92.3%	17	100.0%	30	100.0%	15	100.0%
Native Amer/Alaska Native	0	0.0%	0	0.0%	3	100.0%	3	100.0%	0	0.0%
White Non-Hispanic	65	100.0%	53	100.0%	54	96.3%	38	94.7%	83	100.0%
Two or more races	3	100.0%	6	100.0%	3	100.0%	0	0.0%	0	0.0%
Unknown	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	62	98.4%	38	97.4%	50	98.0%	40	95.0%	48	100.0%
Age 25 - 49	32	100.0%	37	100.0%	33	97.0%	31	100.0%	50	100.0%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

# STUDENT ACHIEVEMENT

FIRE ACADEMY (FIC)

## SUMMARY

This report contains data related to student achievement, represented by the number of degrees and certificates awarded by the Fire Academy Department.

Year	Award Type	Title	# of Awards
2014-15	Certificate	Fire Academy	7
		2014-15 TOTAL	7
2015-16	AA Degree	Fire Academy	1
	Certificate	Fire Academy	7
		2015-16 TOTAL	8

# 2015-16 ANNUAL PROGRAM REVIEW

## Fire In-Service



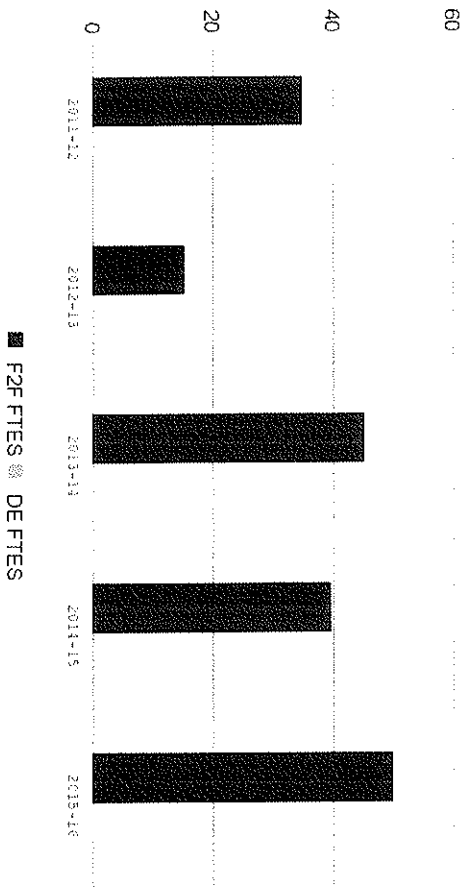
### FIRE IN-SERVICE SUMMARY

This report contains data from Academic Year (AY) 2011 to 2015. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

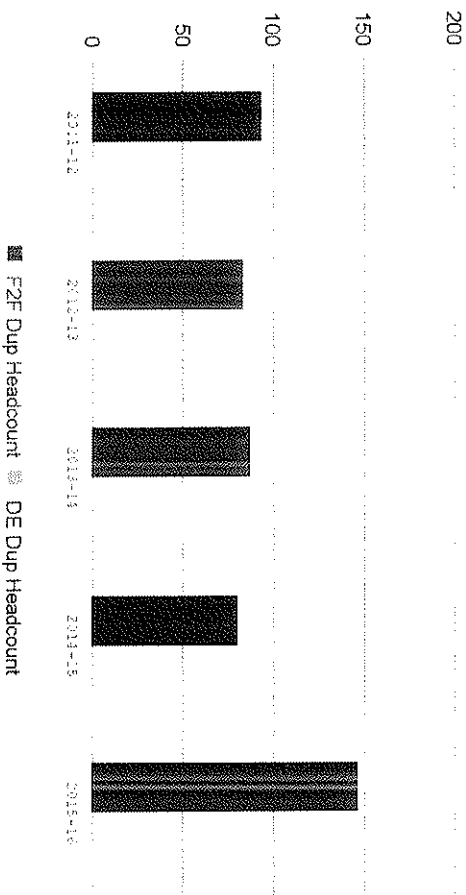
	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2011-12	17	17	0	34.81	34.81	0.00	93	93	0
2012-13	4	4	0	15.19	15.19	0.00	83	83	0
2013-14	15	15	0	44.98	44.98	0.00	87	87	0
2014-15	14	14	0	39.51	39.51	0.00	80	80	0
2015-16	15	15	0	49.77	49.77	0.00	146	146	0

4-Yr Chng (11-12 to 15-16)	-11.8%	-11.8%	---	43.0%	43.0%	---	57.0%	57.0%	---
1-Yr Chng (14-15 to 15-16)	7.1%	7.1%	---	26.0%	26.0%	---	82.5%	82.5%	---

### RESIDENT FTES



### DUPLICATED HEADCOUNT



# 2015-16 ANNUAL PROGRAM REVIEW

## Fire In-Service

### DEMOGRAPHICS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Male	85	91.4%	76	91.6%	82	94.3%	75	93.8%	137	93.8%
Female	8	8.6%	7	8.4%	5	5.7%	5	6.3%	7	4.8%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.4%
	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
African American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.7%
Asian	1	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic	7	7.5%	8	9.6%	11	12.6%	10	12.5%	15	10.3%
Native Amer/Alaska Native	3	3.2%	1	1.2%	0	0.0%	0	0.0%	1	0.7%
White Non-Hispanic	79	84.9%	71	85.5%	72	82.8%	66	82.5%	117	80.1%
Two or more races	1	1.1%	1	1.2%	2	2.3%	2	2.5%	8	5.5%
Unknown	2	2.2%	2	2.4%	2	2.3%	2	2.5%	4	2.7%
	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Age < 25	7	7.5%	4	4.8%	6	6.9%	3	3.8%	1	0.7%
Age 25 - 49	67	72.0%	62	74.7%	67	77.0%	65	81.3%	128	87.7%
Age 50 +	19	20.4%	17	20.5%	14	16.1%	12	15.0%	17	11.6%
Age Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Median Age	36		37		37		38		39	
Youngest	18		20		22		23		24	
Oldest	62		63		64		68		69	

# 2015-16 ANNUAL PROGRAM REVIEW

## Fire In-Service

### COURSE SUCCESS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	82	100.0%	76	98.7%	81	98.8%	73	97.3%	136	94.9%
Female	8	100.0%	7	85.7%	5	100.0%	5	100.0%	7	85.7%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Hispanic	7	100.0%	8	100.0%	11	90.9%	10	100.0%	15	86.7%
Native Amer/Alaska Native	3	100.0%	1	100.0%	0	0.0%	0	0.0%	1	100.0%
White Non-Hispanic	77	100.0%	71	97.2%	71	100.0%	64	96.9%	116	94.8%
Two or more races	1	100.0%	1	100.0%	2	100.0%	2	100.0%	8	100.0%
Unknown	2	100.0%	2	100.0%	2	100.0%	2	100.0%	4	100.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	7	100.0%	4	100.0%	6	100.0%	3	100.0%	1	100.0%
Age 25 - 49	66	100.0%	62	96.8%	67	98.5%	64	96.9%	127	94.5%
Age 50 +	17	100.0%	17	100.0%	13	100.0%	11	100.0%	17	94.1%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.



# 2015-16 ANNUAL PROGRAM REVIEW

## Fire Science



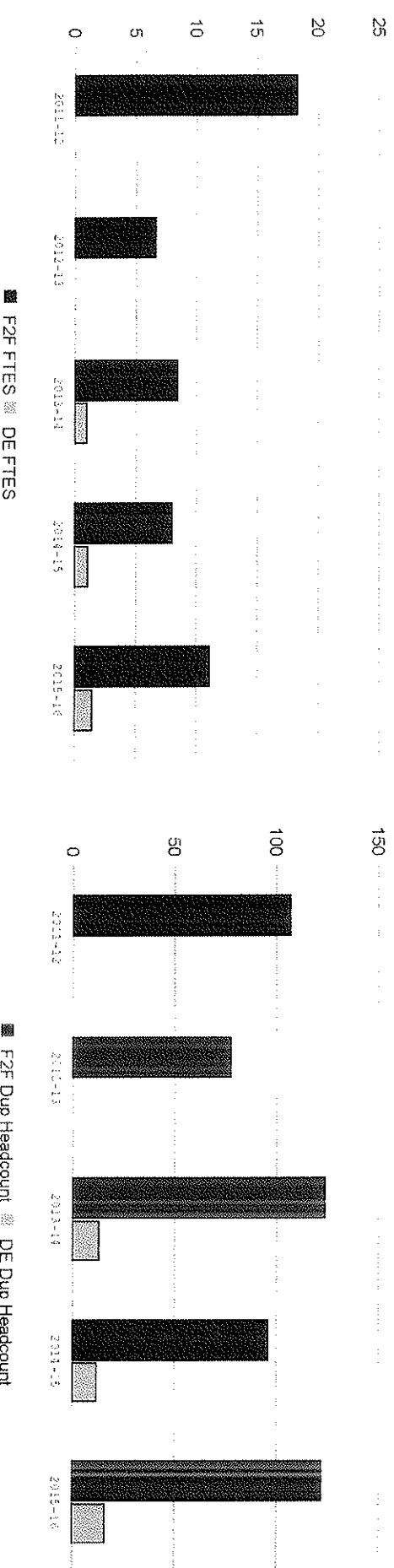
### FIRE SCIENCE SUMMARY

This report contains data from Academic Year (AY) 2011 to 2015. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

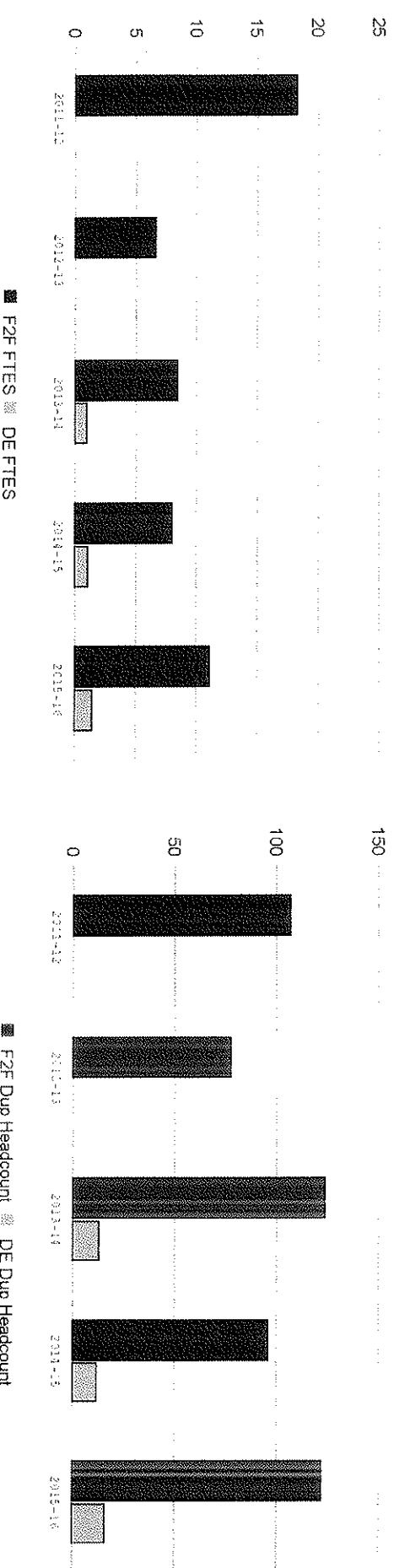
	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2011-12	15	15	0	18.29	18.29	0.00	107	107	0
2012-13	7	7	0	6.64	6.64	0.00	78	78	0
2013-14	10	9	1	9.44	8.46	0.98	137	124	13
2014-15	11	10	1	9.13	8.07	1.07	108	96	12
2015-16	11	9	2	12.55	11.13	1.42	138	122	16

4-Yr Chg (11-12 to 15-16)	-26.7%	-40.0%	—	-31.4%	-39.2%	—	29.0%	14.0%	—
1-Yr Chg (14-15 to 15-16)	0.0%	-10.0%	100.0%	37.4%	37.9%	33.3%	27.8%	27.1%	33.3%

### RESIDENT FTES



### DUPLICATED HEADCOUNT



# 2015-16 ANNUAL PROGRAM REVIEW

## Fire Science

### DEMOGRAPHICS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Male	64	94.1%	41	89.1%	66	93.0%	67	93.1%	99	88.4%
Female	4	5.9%	5	10.9%	4	5.6%	5	6.9%	11	9.8%
Unknown	0	0.0%	0	0.0%	1	1.4%	0	0.0%	2	1.8%
	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
African American	0	0.0%	0	0.0%	1	1.4%	0	0.0%	13	11.6%
Asian	1	1.5%	0	0.0%	1	1.4%	1	1.4%	3	2.7%
Hispanic	16	23.5%	7	15.2%	12	16.9%	17	23.6%	40	35.7%
Native Amer/Alaska Native	1	1.5%	0	0.0%	3	4.2%	2	2.8%	1	0.9%
Pacific Islander	0	0.0%	1	2.2%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	48	70.6%	34	73.9%	49	69.0%	51	70.8%	49	43.8%
Two or more races	2	2.9%	3	6.5%	4	5.6%	1	1.4%	6	5.4%
Unknown	0	0.0%	1	2.2%	1	1.4%	0	0.0%	0	0.0%
	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Age < 25	38	55.9%	24	52.2%	47	66.2%	35	48.6%	83	74.1%
Age 25 - 49	28	41.2%	22	47.8%	23	32.4%	37	51.4%	29	25.9%
Age 50 +	2	2.9%	0	0.0%	1	1.4%	0	0.0%	0	0.0%
Age Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Median Age	22		23		23		25		22	
Youngest	17		16		17		17		16	
Oldest	53		48		51		46		42	

# 2015-16 ANNUAL PROGRAM REVIEW

## Fire Science

### COURSE SUCCESS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	100	89.0%	69	82.6%	125	93.6%	93	92.5%	115	95.7%
Female	5	80.0%	6	83.3%	5	80.0%	6	83.3%	16	100.0%
Unknown	0	0.0%	0	0.0%	1	100.0%	0	0.0%	2	100.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	0	0.0%	0	0.0%	2	100.0%	0	0.0%	14	100.0%
Asian	1	100.0%	0	0.0%	1	100.0%	1	100.0%	3	100.0%
Hispanic	24	75.0%	10	50.0%	17	88.2%	23	91.3%	51	94.1%
Native Amer/Alaska Native	3	100.0%	0	0.0%	4	100.0%	2	100.0%	2	100.0%
White Non-Hispanic	72	93.1%	58	89.7%	96	94.8%	71	91.5%	56	96.4%
Two or more races	5	80.0%	6	83.3%	10	80.0%	2	100.0%	7	100.0%
Unknown	0	0.0%	1	0.0%	1	100.0%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	65	81.5%	42	83.3%	89	93.3%	47	87.2%	96	96.9%
Age 25 - 49	38	100.0%	33	81.8%	40	92.5%	52	96.2%	37	94.6%
Age 50 +	2	100.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

# STUDENT ACHIEVEMENT

## FIREFIGHTING & EMER OPERATIONS (FEO)

### SUMMARY

This report contains data related to student achievement, represented by the number of degrees and certificates awarded by the Firefighting & Emer Operations Department.

Year	Award Type	Title	# of Awards
2012-13	AA Degree	Firefighting & Emer Operations	3
	Certificate	Firefighting & Emer Operations	1
2012-13 TOTAL			4
2013-14	AA Degree	Firefighting & Emer Operations	1
	Certificate	Firefighting & Emer Operations	1
2013-14 TOTAL			2

# STUDENT ACHIEVEMENT

## FIRE SCIENCE (FIR)

### SUMMARY

This report contains data related to student achievement, represented by the number of degrees and certificates awarded by the Fire Science Department.

Year	Award Type	Title	# of Awards
2011-12	AA Degree	Fire Science	7
	Certificate	Fire Science	3
2011-12 TOTAL			10
2012-13	AA Degree	Fire Science	3
	Certificate	Firefighter I	4
	Certificate	Fire Science	1
2012-13 TOTAL			8
2013-14	AA Degree	Fire Science	1
	Certificate	Firefighter I	6
2013-14 TOTAL			7
2014-15	AA Degree	Fire Science	1
	Certificate	Firefighter I	1
2014-15 TOTAL			2
2015-16	AA Degree	Fire Science	3
2015-16 TOTAL			3

# STUDENT ACHIEVEMENT

FIRE OFFICER (FIO)

## SUMMARY

This report contains data related to student achievement, represented by the number of degrees and certificates awarded by the Fire Officer Department.

Year	Award Type	Title	# of Awards
2015-16	AA Degree	Fire Officer	1
2015-16 TOTAL			1

# ANNUAL PROGRAM

## CTE PROGRAM ADDENDUM

### FIRE ACADEMY

(2015-2016)

For all Career and Technical Education (CTE) Programs, please fill out the following worksheet as part of the required biennial review.

<b>1. Purpose of this Program</b>  Significantly Changed Purpose in the Last Two Years      Minor Changes in Purpose in the Last Two Years      No Changes in Purpose in the Last Two Years  <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> (Description, mission, target population, etc.)
<b>2. Demand for this Program</b>  High Demand      Adequate Demand for our students      Low Demand  <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> (Labor market data, advisory input, etc.)
<b>3. Quality of this Program</b>  Highest Quality      Meets Student Needs      Needs Significant Improvement  <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> (Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)
<b>4. External Issues</b>  Benefits From and Contributes to External Issues      Complies with External Issues      Not Consistent with External Issues  <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> (Legislation, CCCC mandates, VTEA, Tech Prep, CalWORKs, WIA, BOG Career Ladders, etc.)
<b>5. Cost of this Program</b>  Income Exceeds Expenditures      Income Covers Expenditures      Expenditures Exceed Income  <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> (Enrollment/FTEs generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc)
<b>6. Two-Year Plan</b>  Significant Growth Anticipated      On Track for Next Two Years      Need Significant Changes and/or Increased Resources to Continue  <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> (Recommendations, project future trends, personnel and equipment needs, etc.)

# ANNUAL PROGRAM

## CTE PROGRAM ADDENDUM

### FIRE OFFICER

(2015-2016)

For all Career and Technical Education (CTE) Programs, please fill out the following worksheet as part of the required biennial review.

<b>1. Purpose of this Program</b> <div> <div>Significantly Changed Purpose in the Last Two Years</div> <div>Minor Changes in Purpose in the Last Two Years</div> <div>No Changes in Purpose in the Last Two Years</div> </div> <div> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <p>(Description, mission, target population, etc.)</p>		
<b>2. Demand for this Program</b> <div> <div>High Demand</div> <div>Adequate Demand for our students</div> <div>Low Demand</div> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> </div> <p>(Labor market data, advisory input, etc.)</p>		
<b>3. Quality of this Program</b> <div> <div>Highest Quality</div> <div>Meets Student Needs</div> <div>Needs Significant Improvement</div> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> </div> <p>(Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)</p>		
<b>4. External Issues</b> <div> <div>Benefits From and Contributes to External Issues</div> <div>Complies with External Issues</div> <div>Not Consistent with External Issues</div> </div> <div> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <p>(Legislation, CCCC mandates, VTEA, Tech Prep, CalWORKs, WIA, BOG Career Ladders, etc.)</p>		
<b>5. Cost of this Program</b> <div> <div>Income Exceeds Expenditures</div> <div>Income Covers Expenditures</div> <div>Expenditures Exceed Income</div> </div> <div> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <p>(Enrollment/FTEs generated &amp; in-kind contributions of time/resources minus salaries/equipment/supplies, etc)</p>		
<b>6. Two-Year Plan</b> <div> <div>Significant Growth Anticipated</div> <div>On Track for Next Two Years</div> <div>Need Significant Changes and/or Increased Resources to Continue</div> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> </div> <p>(Recommendations, project future trends, personnel and equipment needs, etc.)</p>		



# ANNUAL PROGRAM

## CTE PROGRAM ADDENDUM

### FIRE SCIENCE

(2015-2016)

For all Career and Technical Education (CTE) Programs, please fill out the following worksheet as part of the required biennial review.

<b>1. Purpose of this Program</b>
Significantly Changed Purpose in the Last Two Years      Minor Changes in Purpose in the Last Two Years      No Changes in Purpose in the Last Two Years
<input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/>
(Description, mission, target population, etc.)
<b>2. Demand for this Program</b>
High Demand      Adequate Demand for our students      Low Demand
<input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/>
(Labor market data, advisory input, etc.)
<b>3. Quality of this Program</b>
Highest Quality      Meets Student Needs      Needs Significant Improvement
<input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/>
(Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)
<b>4. External Issues</b>
Benefits From and Contributes to External Issues      Complies with External Issues      Not Consistent with External Issues
<input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/>
(Legislation, CCCC mandates, VTEA, Tech Prep, CalWORKs, WIA, BOG Career Ladders, etc.)
<b>5. Cost of this Program</b>
Income Exceeds Expenditures      Income Covers Expenditures      Expenditures Exceed Income
<input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/>
(Enrollment/FTEs generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc)
<b>6. Two-Year Plan</b>
Significant Growth Anticipated      On Track for Next Two Years      Need Significant Changes and/or Increased Resources to Continue
<input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/>
(Recommendations, project future trends, personnel and equipment needs, etc.)



## Fire Science Advisory Committee Meeting Minutes November 9<sup>th</sup>, 2016

### Present

- ❖ Brad Deeds (Chairperson) – Dean of Workforce Development and Instruction, Lake Tahoe Community College
- ❖ Karen Borges (Board of Trustee) – Lake Tahoe Community College
- ❖ Kamarie Heagney (Student Representative) – Lake Tahoe Basin Fire Academy, Lake Tahoe Community College
- ❖ Leona Allen - Lake Tahoe Basin Fire Academy Administrative Coordinator, Lake Tahoe Community College
- ❖ Christopher Placke – Fire Captain, CALFIRE Amador-El Dorado Unit
- ❖ Jeffrey Meston – Fire Chief, South Lake Tahoe Fire Rescue
- ❖ Todd Stroup – Fire Inspector, Tahoe Douglas Fire Protection District
- ❖ Jenna Palacio – Internship-Work Experience Adjunct Faculty, Lake Tahoe Community College
- ❖ Jeremy Brown - Institutional Effectiveness Director, Lake Tahoe Community College
- ❖ Scott Baker – Fire Chief, Tahoe Douglas Fire Protection District
- ❖ Tim Spencer – Battalion Chief, South Lake Tahoe Fire Rescue
- ❖ David Winkler – Director, Fire Science
- ❖ Aaron Barnett – Counselor, Lake Tahoe Community College
- ❖ Tim Alameda – Fire Chief, Lake Valley Fire Protection District
- ❖ Julie-Ann Gilland – EOPS/Cal Works, Lake Tahoe Community College
- ❖ Jamie Rhone – CTE Program Specialist, Lake Tahoe Community College
- ❖ Melissa Liggett – CTE Program Technician, Lake Tahoe Community College

The meeting was called to order at 3:01 p.m.

### Welcome and Introductions (Brad Deeds)

Welcome and introductions were made. Brad began as the new Dean of Workforce Development & Instruction in the September, 2016. He will be managing the college's various Career & Technical Education programs, including Fire Science. He has lived in Incline Village and commuted to the Reno/Carson City for the past 15 years. He is proud to be a part of LTCC's Fire Science program and thanked the committee for their level of involvement. He is here to support both the students and community and emphasized it is important he receive feedback from committee members.

### Program Overview (Brad Deeds)

Certificate and degree completion dates, student enrollments/FTES, and course completion rates for Fire Science were reviewed. This is a large program for a small college, with three degrees currently being offered (Fire Academy, Fire Science, and Fire Officer). Attendance has decreased campus-wide, as well throughout the state, and the college will be examining the various factors affecting FTES. Also more focus will be spent on recruiting "Non-traditional students," such as males in Nursing and females in Fire Science, etc. LTCC will also be concentrating on maximizing scheduling towards students' needs. Aaron Barnett, LTCC counselor, will be advising before course cancellations are decided by informing us when students are ready to graduate.

The 2015-2016 Lake Tahoe Basin Fire Academy program had **32 students in class 10** and all successfully finished with a **course success rate of 100%**. **Female enrollments** were at **two**. The number of **Hispanic students** decreased slightly, with **six** enrolled, compared to eleven from last year. The majority of students were **white or Non-Hispanic** and **under**

**the age of 25 years.** The Fire Academy Degree was approved in September of 2015 and **one Degree and seven Certificates** were awarded in 2015-16.

The In-service Training for Firefighter program had four agencies participate in 2014-15, including: South Lake Tahoe Fire Rescue, Lake Valley Fire Protection District, Tahoe Douglas Fire Protection District, and CALFIRE. A full reporting of the data is found in the attachment to these minutes.

The Fire Officer program was first introduced into the catalog in 2012-13 and has not seen significant growth. John "Perry" Quinn is the first student to graduate with a Fire Officer degree. It has been difficult attracting enough students and when courses are canceled, agencies send their employees to private training providers. Art Cota aligned the Fire Officer curriculum in 2014-15, however, the Office of the State Fire Marshall (OFSM) is phasing out the 2014 curriculum. They will be developing new course plans and have extended the previous certification track deadline from December 31, 2016 to December 31, 2018, in order to allow candidates that need additional time to complete the college degree or rank requirement. The November 2016 Professional Certification Track was presented as a supplemental handout.

Fire Science courses experienced slightly higher enrollments last year with a total of **138 students**, including 16 from online courses, compared to last year with 108 students. Fire Science courses are offered in three different formats; Face-to-face, online, and hybrid. **Course success rates** were at an average of **98%**. The majority of students were male, **white or Non-Hispanic**, and **under the age of 25 years**. It was noted that **35.7%** of the students were **Hispanic**. This is slightly higher than the campus wide average of 30%. **Three students** were awarded a **degree in Fire Science**.

The college's partnership with the Public Safety Training Consortium (SBRPSTC) or JPA was not included in this year's reporting as it is an off campus program. The JPA courses that are currently scheduled with LTCC serve the following California cities: San Pasqual, San Jose, Dublin, Sunnyvale, Burbank, Davis, Salinas, Hollister, Santa Clara, Atascadero, Fremont, Redding, Mountain View, Campbell, Soledad, and Palo Alto. They also work with many other colleges. Our collaboration with the JPA makes it a "win-win" situation for all involved and President Kindred Murillo will continue the collaboration.

### **Program Viability (Brad Deeds)**

Brad explained the biennial review process and how the program's viability was assessed via the attachment below, "CTE Program Addendum".

### **Update – Lake Tahoe Basin Fire Academy (Leona Allen)**

Terry Hughes was not able to attend today's meeting and Leona updated the committee on the progress of this year's Lake Tahoe Basin Fire Academy (LTBFA), class 11. Over 50 people showed up to this past summer's orientation. Leona met with the majority of students ahead of time and advised them on obtaining the new prerequisites for the academy (a minimum of 21 hours of Public Safety First Aid and CPR certification as documented in the California Health and Safety Code 17.97.182). Every year, she directs a handful of interested students towards Keegan Shafer's (FIR 167) "Wildland Fire Safety and Hand Crew Operations" course, held every winter quarter.

The new 2013 curriculum was implemented in 2015-16's LTBFA. This will allow the cadets to earn National accreditation. This is also a brand new process for all colleges and there will be issues to deal with. The LTBFA shares the City of South Lake Tahoe's airport hangar with the City of South Lake Tahoe Fire Rescue for storage and after June of 2017, this facility will not be available anymore. It will be difficult to find a suitable replacement as a huge amount of storage is needed for the mass inventory of ladders, turnouts, hose, etc. It is also used as a training ground for the cadets because it has quite a bit of space as well as access to a hydrant. The academy lost the opportunity to have a fire engine donated by the City because heated storage space couldn't be guaranteed after use of the hangar is lost. The location requirements also include a "clean space" for Self-Contained Breathing Apparatus (SCBA) maintenance equipment. The committee was asked to keep an eye out for any buildings or areas that can potentially be used for storage.

A "skills refresher" course was suggested to be held shortly before cadets start applying for positions within various agencies. Some cadets go on to Paramedic school for a year or more and may need to refresh their skills. The majority of students entering LTCC's Fire Academy program are looking for employment. The Internship program is also a good avenue for students to use while waiting to get into the Fire Academy or employed. Dusty Gooch, 2014-15 Fire Academy, previously interned with Tahoe Douglas Fire Protection District and Scott Baker mentioned he was a shining star.

David Winkler stated the Office of the State Fire Marshal (OSFM) requires individuals completing Firefighter I should have strong, basic skills upon entering the fire service. The new Capstone testing is very rigorous and cadets need to be solid with foundation skills, and those must be drilled in order for individuals to be able to pass it.

Kamarie Heagney, LTBFA Class 11 Commander, updated the committee members with the progress of her classmates. They are down to 28 students, from 32, at the beginning of the quarter. Members from various agencies (Tahoe Douglas Fire Protection District, South Lake Tahoe Fire Rescue, Lake Valley Fire Protection District, Eastern Alpine Fire Rescue, and CALFIRE) have been demonstrating and helping with important skills such as ropes/knots, power tools, fire hose and ladders. Members of the local Forest Service have been pitching in as well. Recently, morale has been hyped up and cadets are working together in squads to improve their skills and physical fitness. They are also meeting outside of class to improve training skills and identify individual strengths and weaknesses. Both Leona Allen and Terry Hughes have dedicated extra time to review complex skills.

### **Fire Academy Graduates (total of 249) - Where are they now?**

Leona briefed the committee on the employment and/or educational training of LTBFA graduates. A full reporting of the data is found in the attachment to these minutes.

- 50% Hired by a Municipal fire agency – fire districts, fire departments, etc.
- 20% Hired by a Federal fire agency – Forest Service, Bureau of Land Management, etc.
- 15% Hired by a State fire agency - CALFIRE, Nevada Division of Forestry, etc.
- 8% Unknown – lost track of graduate
- 7% Hired by other – ambulance positions, nursing jobs, etc.

### **Update – Search and Rescue (Brad Deeds)**

The Green Sustainable Education & Wilderness Education programs offers "one-stop destination" type courses. Classes are full with students seeking certifications for employment, especially the AIARE Avalanche courses. David Reichel was not able to attend today's meeting but sent a message for the committee, "The new Search and Rescue (SAR) courses continue to be well received by students, with registration numbers strong and feedback positive. Working with instructors, I am examining increasing the hours of our Technical Rope Rescue course so that if it is combined with our Swiftwater Rescue course it can result in industry recognized certification. Timeline for this is likely 2017-18. Beyond the SAR courses, the WLD avalanche courses remain extremely popular. The recent California Avalanche Workshop sold out the LTCC theater (over 200 folks) and was attended by regional SAR members and local fire professionals."

### **Internship Opportunities (Jenna Palacio)**

The Internship program is a quarterly academic program involving an on-the-job placement the student earns via preparation and interviews. Students earn 1 academic unit for every 40 volunteer hours or 50 on-the-job hours. Jenna thanked the committee for their participation in the program and invited members to contact her with any internship opportunities.

## **Informational and Promotional Flyers (Brad Deeds)**

The “Stairway to Completion” handouts for the Fire Academy and Fire Science are attached to this meeting’s minutes. The flyers are intended to provide a clear and guided pathway to ensure student retention and success. They complement the Certificate of Achievement “Pathways to Completion” and Short-term Certificate flyers.

A promotional flyer for Keegan Schafer’s FIR-167 “Wildland Fire Safety and Hand Crew Operations” winter course offering is also attached to this meeting’s minutes. The six-day comprehensive class focuses on the safety aspects of fighting wildland fires.

## **General Discussion (Brad Deeds)**

Lake Tahoe Community College’s Fire Science program is a unique program being that the college is located near the California/Nevada border and community and fire agencies overlap. The involvement of the Instructional Aides (IA’s) from various area agencies are also a huge part of the success of the Lake Tahoe Basin Fire Academy. This program could not be offered without their support.

## **The following handouts were presented as an attachment to the meeting minutes:**

- Annual Program Review (2015-16) – Fire Academy, Fire In-service, and Fire Science
- 2016 Lake Tahoe Basin Fire Academy Graduation Status Chart
- November 2016 Professional Certification Tracks - OFSM
- Stairway to Success Flyer (2016-17) – Fire Academy
- Stairway to Success Flyer (2016-17) – Fire Science
- Informational Flyer (Winter 2017) – FIR 167 “Wildland Fire Safety and Hand Crew Operations: Basic Wildland Firefighter - (L-180, S-130, S-190)”

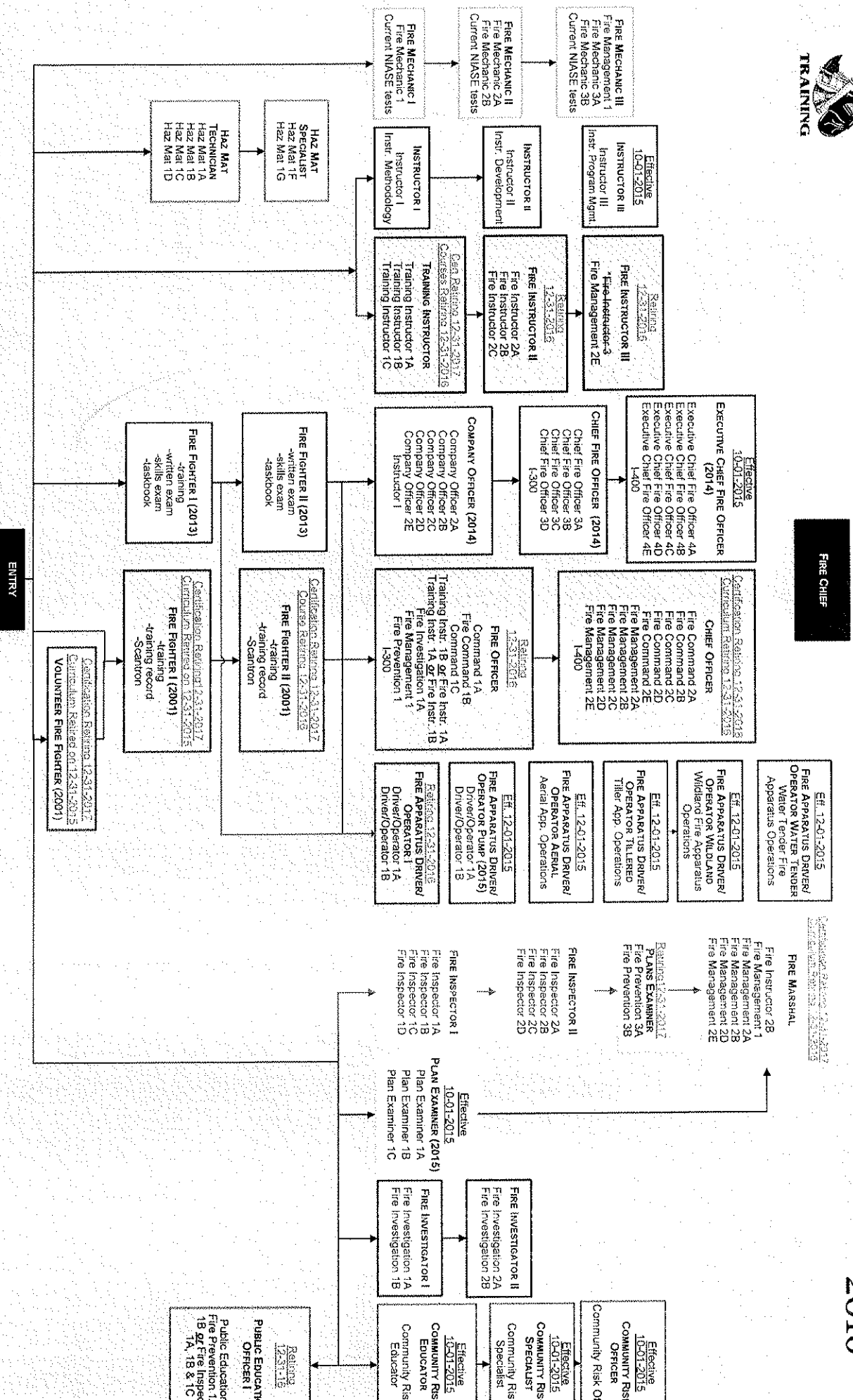
The meeting was adjourned at 4:17 p.m.

Respectively submitted,  
Melissa Liggett  
CTE Program Technician

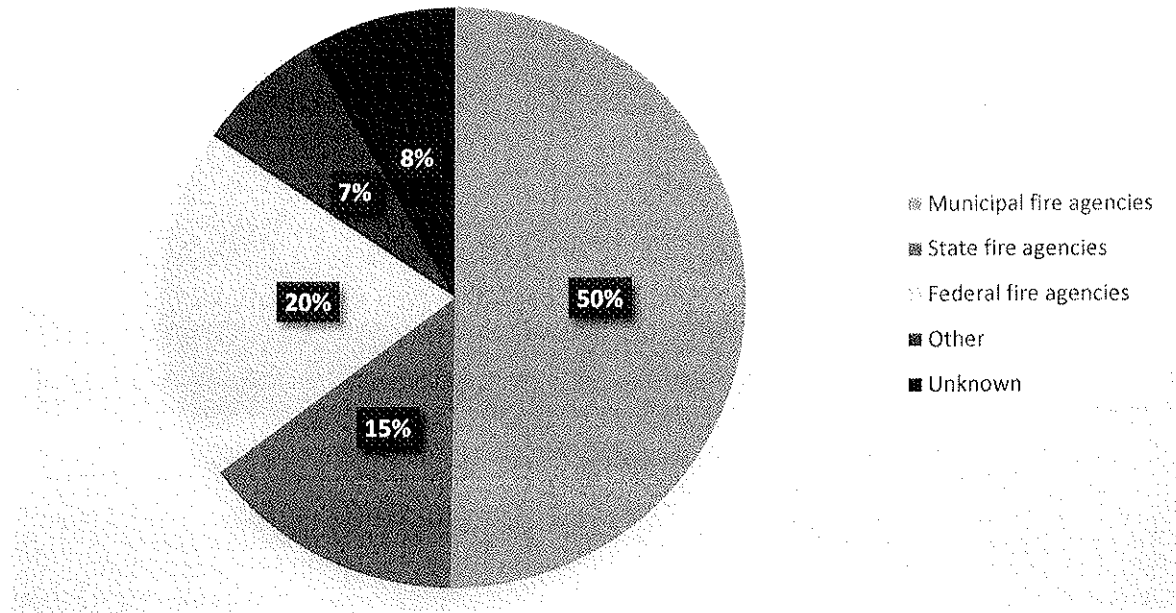


# Professional Certification Tracks

November 2016



## LTBFA Graduates - 249 Total



Municipal fire agencies – fire districts, fire departments, etc

State fire agencies – CalFire, Nevada Division of Forestry, etc

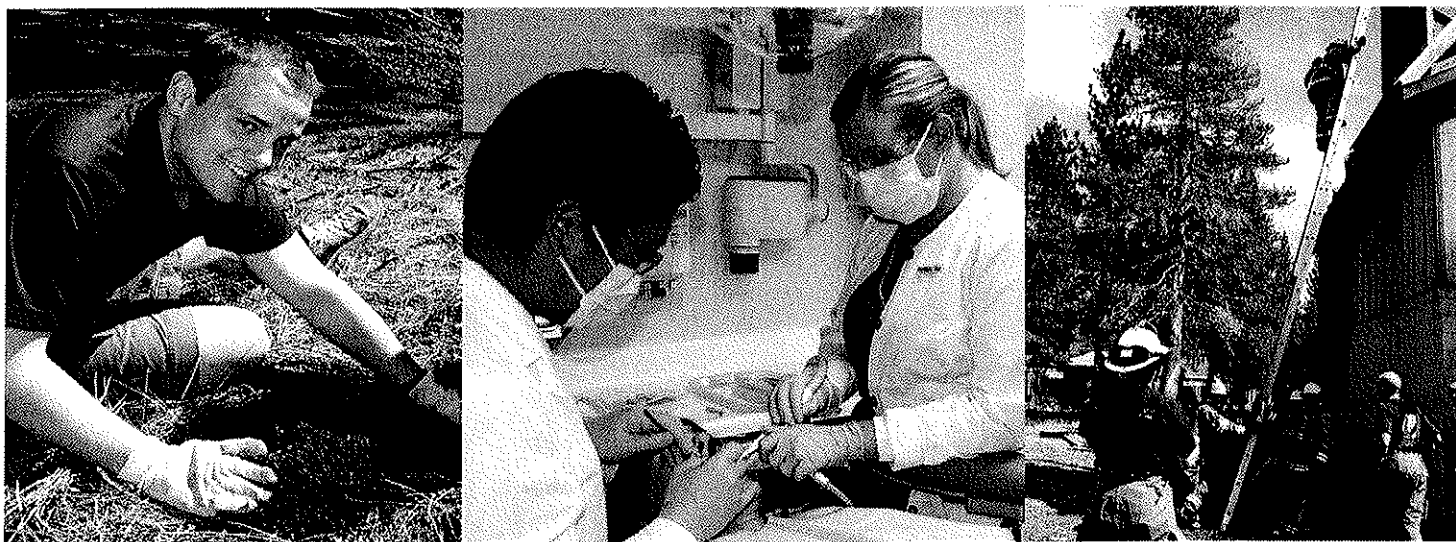
Federal fire agencies – Forest Service, Department of Agriculture, etc

Other – ambulance positions, nursing jobs, etc

Unknown – lost track of graduate

# LTCC Internship Program

FOR CAREER EXPLORATION AND PREPARATION



## WHY INTERNSHIP? BUILD YOUR RESUME WITH ON-THE-JOB EXPERIENCE.

Every quarter, LTCC and our Community Partners offer a variety of Internship experiences to qualified students. Students can align their academic studies and gain valuable exposure to the career field in order to strengthen their resume and explore options. Internships are often on a voluntary basis and offer flexible hours. To participate, the student must enroll in a 1 academic unit minimum which equates to 40 volunteer hours.

## PLUS NETWORKING.

Meet professionals, learn from mentors and build an applicable resume for job marketability. A successful Internship is based on the quality of learning and performance to measurable objectives.

## GET HIRED!

A recent study conducted by the National Association of Colleges and Employers found that employers extended job offers to 70% of their interns. And surveys confirm that an Internship can help you to get the job quicker and with higher pay.

## HOW TO APPLY- 3 EASY STEPS:

- 1) Complete the application located at [ltcc.edu](http://ltcc.edu)
- 2) Call ext. 703 or email [workexp@ltcc.edu](mailto:workexp@ltcc.edu) to schedule interview with Instructor
- 3) Bring official copy of your transcripts and resume



*Get started soon. Internships can take up to a month to coordinate.*

## AN INTERNSHIP IS A PREREQUISITE TO A QUALITY JOB

*According to a 2013 Marketplace Money survey, "the credential that really stands out on the resumes of recent college graduates is an internship."*

## THANK YOU TO OUR COMMUNITY PARTNERS!

"What a great student you have in Alejandro Garibay. Everyone that worked with him here really appreciated his professionalism and intelligence. He caught on immediately and did more than he was asked. We all wish him well in his pursuits and think he will make a wonderful police officer someday soon."

*Kathy Bolinger, Police Records Supervisor*

Community Partners are invited  
to email intern role descriptions to:  
[jspalacio@mail.ltcc.edu](mailto:jspalacio@mail.ltcc.edu)

## QUICK PROGRAM STATS

From fall quarter 2010 thru 2013, 143 interns have been placed at partner worksites contributing 6,400+ volunteer hours and obtaining valuable hands-on career experience. Here's a breakout of participation by academic study:

• HEALTH	27%
• BUSINESS	20%
• CRIMINAL JUSTICE	10%
• ENVIRONMENTAL	10%
• FIRE/FOREST	08%
• EDUCATION	08%
• ADDICTION STUDIES	06%
• OTHER	11%

Many Interns say their  
experience is  
transformational...

"The Internship helped me  
decide what to do with my life"

*Intern Camille Bosen*  
LTCC Forestry student

"I'm watching my career dreams  
start to unfold already"

*Intern Abby Hoover*  
LTCC Business student

"The experience with my internship will  
play a big part in my career"

*Intern Jon Saganichne*  
LTCC Health student





# **FIRE ACADEMY**

## **Pathways to Completion – Certificate of Achievement**

\*All REQUIRED COURSES [45 units] See back page

### *Summer 2016*

Students must attend the MANDATORY orientation meeting held during the summer. Attendance must precede enrollment in FIR-170A. Refer to the current SUMMER schedule for more information.

It is highly recommended all students interested in the LTBFA schedule an appointment with the Fire Academy Coordinator, Leona Allen, by email [llallen@mail.ltcc.edu](mailto:llallen@mail.ltcc.edu) or by phone at 530-541-4660 EXT. 554

### *Fall 2016*

- FIR-170A-01 Lake Tahoe Basin Fire Academy, Part 1\*  
M/SA: 8:00 - 11:50AM/1:00 - 4:50PM 9/19 - 12/5/16  
[12 units]
- HEA-140A-01 Emergency Medical Technician (EMT)\*  
T/TH: 8:30 - 11:55AM/1:00 - 5:50PM 9/20 - 11/15/16  
+ 24 hrs TBA [9.75 units]

### *Winter 2017*

- FIR-170B-01 Lake Tahoe Basin Fire Academy, Part 2\*  
M/SA: 8:00 - 11:50AM/1:00 - 4:50PM + 4 HRS TBA  
1/9 - 4/1/17 [12 units]
- HEA-140A-01 Emergency Medical Technician (EMT)\*  
T/W/TH: 6:00 - 10:05PM 1/10 - 3/23/17 + 24 hrs TBA  
[9.75 units]

### *Spring 2017*

- FIR-170C-01 Lake Tahoe Basin Fire Academy, Part 3\*  
M/SA: 8:00 - 11:50AM/1:00 - 4:50PM + 4 hours TBA  
4/10 - 6/26/17 [12 units]
- HEA-140A-01 Emergency Medical Technician (EMT)\*  
T/TH: 9:00 – 11:50AM and 1:00 – 3:50PM 4/11 – 6/27 and  
TH: 9:00 – 11:50AM 6/29/17 + 24 hrs TBA [9.75 units]

Students are required to meet with a counselor to develop an Educational Plan. All schedules subject to change!





# 2016-17 Stairway to Success – Fire Academy

Students may earn multiple degrees at Lake Tahoe Community College. LTCC also offers an AA Degree in Fire Science and Fire Officer!



**Apply Now!**



To apply and register for classes at LTCC, go to:  
[www.ltcc.edu](http://www.ltcc.edu). For registration or Passport questions contact  
 One Stop at 530-541-4660 ext. 211 or  
[enrollmentservices@ltcc.edu](mailto:enrollmentservices@ltcc.edu)

## AA Degree

Petition for conferral of your degree in any quarter that degree requirements will be completed. Earn a Degree in Fire Academy. Graduate!

**Earn an AA Degree!**  
**Complete all required coursework!**

**Step five**

- ✓ Earn a minimum of 90 units including general education, your major (Fire Academy), and electives.
- ✓ Petition for conferral.
- ✓ Graduate with a degree in Fire Academy!

## LTBFA Fire Academy

Complete LTCC's Fire Academy Program: FIR 170A (12 units) – FIR 170B (12 units) – FIR 170C (12 units). Begin required coursework in your General Education Pattern.

**Choose a General Education Pattern!**

**Step four**

- ✓ Complete LTCC's Fire Academy, including EMT, (45.75 units) and Request an evaluation for a certificate, at least one full quarter before expected completion of course requirements by contacting the One-Stop Enrollment Services Center, room A102, or at [enrollmentservices@ltcc.edu](mailto:enrollmentservices@ltcc.edu), or at 530-541-4660 ext. 211 Choose a General Education Pattern.

## LTBFA Orientation

Meet with the LTBFA Coordinator. Attend the Mandatory Fire Academy Orientation. Meet with a Counselor and choose a General Educational Pattern.

**Meet with the Fire Academy Coordinator! Attend the Mandatory Orientation!**

**Step three**

- ✓ Make an appointment to meet with the Fire Academy Coordinator, Leona Allen. You can contact her by email at [lallen@ltccmail.edu](mailto:lallen@ltccmail.edu), or by phone at 530-541-5660 ext. 554.
- ✓ Attend the mandatory Fire Academy orientation held in the summer quarter (see the summer quarterly schedule for details). *Note: You must attend the mandatory LTBFA orientation in order to be eligible for the lottery.*

Transfer official transcripts from other colleges. Take EMR – HEA 106 (4 units) and EMT – HEA 140A (9.75 units).

**Create a General Education Plan!**

## EMR & EMT

Meet with a College Counselor. Complete Your GPS (Orientation, Assessment, and Counseling) and develop an Educational Plan.

**Complete your prerequisites!**

**Step two**

- ✓ Take EMR and EMT - MAKE SURE YOU DO NOT LET IT EXPIRE! The prerequisites for FIR-170A are "A minimum of 21 hours of Public Safety First Aid and CPR certification as documented in the California Health and Safety Code 17.97.182". HEA-106 (Emergency Medical Responder) and HEA-140A (Emergency Medical Technician) exceed this requirement. *Note: You may use WLD 107B (4.5 units) to satisfy the prerequisites for FIR 170A, however, you will still need to take the EMT course, HEA 140A, to complete the Fire Academy program.*

**Complete your GPS!**

## Counseling & GPS

**Step one**

**Become a student at LTCC!**

- ✓ Apply to become a student at LTCC.
- ✓ Apply for Financial Aid.
- ✓ Educational Plan (GPS) - Meet with a College Counselor and create an educational plan. You can contact Enrollment Services at 530-541-4660 ext. 211, room A102, or at [enrollmentservices@ltcc.edu](mailto:enrollmentservices@ltcc.edu), and make an appointment for an assessment, orientation, and counseling (GPS).

**START HERE**

# STAIRWAY TO SUCCESS – Fire Academy



# **FIRE SCIENCE**

## **Pathways to Completion – Certificate of Achievement**

**\*REQUIRED COURSES [24 units] See back page**

**\*\*SELECTED COURSES [7.5 units minimum] See back page**

*Summer 2016*

No offerings

No offerings

*Fall 2016*

■ **FIR 101-01 Fire Protection Organization\***  
TH: 6:00-10:05PM 9/22 – 12/8/16 [4 units]

■ **FIR 153-01\*\* W: 6:00 - 9:50 PM 10/17 – 12/8/16**  
+ 2 hrs/week Online! [4 units]

■ **HEA 140A-01 Emergency Medical Technician (EMT)\*\***  
T/TH: 8:30 - 11:55AM/1:00 - 5:50PM + 24 hours TBA  
9/20 – 11/15/16 [9.75 units]

*Winter 2017*

■ **FIR 105-01 Fire Behavior and Combustion\***  
Online! 1/9 – 3/31/17 [4 units]

■ **FIR 167-01 Wildland Fire Safety and Hand Crew Operations:**  
Basic Wildland Firefighter - (L-180, S-130, S-190) \*\*  
M/T/W/TH/F/SA: 8:00 - 11:50AM/1:00 - 4:50PM  
3/13 – 3/18/17 [3.5 units]

■ **HEA 140A-01 Emergency Medical Technician (EMT)\*\***  
T/W/TH: 6:00 - 10:05PM + 24 hrs TBA 1/10 – 3/23/17  
[9.75 units]


*Spring 2017*

■ **FIR 103-01 Fire Protection Equipment and Systems\***  
TH: 6:00 - 9:50PM 4/13 – 6/29/17 [4 units]

■ **HEA-140A-01 Emergency Medical Technician (EMT)\***  
T/TH: 9:00 – 11:50AM and 1:00 – 3:50PM 4/11 – 6/27 and  
TH: 9:00 – 11:50AM 6/29/17 + 24 hrs TBA [9.75 units]

■ **FIR 104-01 Building Construction for Fire Protection\***  
Online! 4/10 – 6/29/17 [4 units]





**CHECK THIS OUT!**

**Attention Wildland enthusiasts! Don't miss this winter 2017 offering!!**

**Wildland Fire Safety and Hand Crew Operations: Basic  
Wildland Firefighter - (L-180, S-130, S-190)**

**FIR-167 (3.5 Units)** - This is a comprehensive course in the safety aspects of fighting wildland fires and the methods, procedures, and responsibilities of firefighters. The course includes instruction in specialized equipment, physical fitness, fire behavior and suppression, human factors, and general fireline construction. Students will participate in a field exercise, and successful completion results in a certificate from the National Wildfire Coordinating Group (NWCG). This class serves as the minimum training needed in order to qualify as a FFT2 and receive a IQS Red Card if hired by a cooperating agency.



**Instructor:**  
Keegan Schafer

**Dates & Time:**  
March 13<sup>th</sup> - 18<sup>th</sup>, 2017  
Monday - Saturday  
8:00 AM – 4:50 PM

**Location:**  
Tahoe Douglas Fire  
District's Zephyr Fire  
Crew Quarters  
207 Kingsbury Grade  
Stateline, NV. 89449

To apply and register for classes at  
LTCC, go to [www.ltcc.edu](http://www.ltcc.edu) and  
click on the **apply** icon.  
For registration or Passport  
questions contact  
Enrollment Services by phone at  
530-541-4660 ext. 211 or  
by email at  
[enrollmentservices@ltcc.edu](mailto:enrollmentservices@ltcc.edu)





Last Update: 11/3/2016 9:34

## Search and Rescue



**Overview:** The Search and Rescue short term departmental certificate provides students with necessary skills and knowledge for participating in Search and Rescue efforts. The certificate mixes hands-on practice with theory and data supported instruction. For more information about this program, contact the Wilderness Education department at extension 463.

### Search and Rescue (10 units):

WLD 102 Introduction to Search and Rescue  
WLD 112C Map, Compass, and GPS  
WLD 112D Tracking  
WLD 112E Search Theory  
WLD 119 Technical Rope Rescue  
WLD 128E Avalanche Rescue  
WLD 141A Swiftwater Rescue

The Wilderness Education program at Lake Tahoe Community College offers academic field courses across the Sierra Nevada. Our courses challenge students to learn not only from books but also from the natural landscape. Because learning and living are integrated in the field, our courses provide opportunity for both intellectual and personal growth. We seek students with a curiosity about the natural world, a willingness to work hard, and the ability to travel and study cooperatively in an outdoor setting.

Catalog: 2016-17



*LTCC offers a Certificate of Achievement and an Associate Degree in Wilderness Education with areas of concentration in Climbing, Snow Skills, Water Skills, and Search and Rescue!*



# WILDERNESS EDUCATION

## Pathways to Completion – Certificate of Achievement

**\*REQUIRED COURSES [26 units] See back page**  
**\*\*CLIMBING (6 units minimum) See back page**

**\*\*\*SNOW SKILLS [6 units minimum] See back page**  
**\*\*\*\*WATER SKILLS [6 units minimum] See back page**  
**\*\*\*\*\*SEARCH/RESCUE [6 units minimum] See back page**

### Summer 2016

- WLD 104-01\* W: 7:00PM - 8:50PM 6/29 – 7/6/16 and TH/F/SA/SU: 8:00AM - 6:50PM 7/7 – 7/10/16 [2.75 units]
- WLD 107B-01\* TH/F/SA/SU: 8:00AM - 5:50PM 7/21 – 7/31/16 [4.5 units]
- WLD 120A-01\* F: 6:00PM - 8:50PM and F/SA: 8:00AM – 3:25PM 7/28 – 8/6/16 [2.25 units]

- WLD 133-01\* TBA 6/27 – 9/16/16 [1-6 units]
- WLD 133-02\* TBA 8/8 – 9/16/16 [1-6 units]
- WLD 147C-01\*\*\*\* F: 6:00 - 8:50PM 7/8/16 and F: 8:00AM – 4:50PM 7/15/16 [1.75 units]

### Fall 2016

- WLD 100-01\* TU/TH: 6:00PM - 8:50PM 10/18 – 11/29/16 [3 units]
- WLD 104-01\* M: 6:00PM - 7:50PM 9/26 – 10/3/16 and TH/F/SA/SU: 8:00AM - 6:50PM 10/6 – 10/9/16 [2.75 units]
- WLD 107B-01\* W: 6:00PM - 9:50PM 10/12 – 10/26/16 and TH: 8:00AM - 5:50PM 10/13/16 and F/SA/SU: 8:00AM – 5:50PM 10/14 – 10/23/16 [4.5 units]
- WLD 112C-01\* SA/SU: 8:00AM – 4:50PM 10/22 – 10/30/16 [1.75 units]
- WLD 116-01\* SA/SU: 9:00AM – 2:50PM 11/5 – 11/13/16 [2 units]
- WLD 120A-01\* W: 7:00 - 9:50PM 9/28 – 10/5/16 and F/SA: 9:00AM – 4:25PM 9/30 – 10/8/16 [2.25 units]
- WLD 128B-01\* F/SA/SU: 8:00AM – 3:50PM 10/2 – 12/4/16 [1.5 units]
- WLD 133-01\* TBA 9/19 – 12/8/16 [1-6 units]
- WLD 133-02\* TBA 10/31 – 12/8/16

- WLD 112D-01\*\*\*\*\* F/SA/SU: 8:00AM – 3:50PM 9/23 – 9/25/16 [1.5 units]
- WLD 120B-01\*\* W: 7:00 – 9:50PM 10/12 – 10/29/16 and F/SA: 9:00AM – 4:25PM 10/21 – 10/29/16 [2.25 units]
- WLD 120C-01\*\* W: 7:00 – 9:50PM 10/26 – 11/2/16 and F/SA: 9:00AM – 4:25PM 10/28 – 11/5/16 [2.25 units]

### Winter 2017

- WLD 102-01\* TU/TH: 6:00 - 8:50PM 1/10 – 2/2/17 [2 units]
- WLD 120A-01\* W: 7:00-9:50PM 3/1 – 3/8/17 and F/SA: 9:00AM – 4:25PM 3/3 – 3/11/17 [2.25 units]
- WLD 128B-01\* TU/TH: 6:00 – 9:50PM and SA/SU: 8:00AM – 3:50PM 1/10 – 1/15/17 [1.5 units]
- WLD 128B-02\* F/SA/SU: 8:00AM – 3:50PM 1/20 – 1/22/17 [1.5 units]
- WLD 128B-03\* F/SA/SU: 8:00AM – 3:50PM 1/27 – 1/29/17 [1.5 units]
- WLD 128B-04\* F/SA/SU: 8:00AM – 3:50PM 2/3 – 2/5/17 [1.5 units]
- WLD 128B-05\* F/SA/SU: 8:00AM – 3:50PM 2/10 – 2/12/17 [1.5 units]
- WLD 128B-06\* F/SA/SU: 8:00AM – 3:50PM 2/24 – 2/26/17 [1.5 units]
- WLD 128B-07\* F/SA/SU: 8:00AM – 3:50PM 3/3 – 3/5/17 [1.5 units]
- WLD 133-01\* TBA 1/9 – 3/31/17 [1-6 units]

- WLD 133-02\* TBA 2/21 – 3/31/17 [1-6 units]
- WLD 112E-01\*\*\*\*\* TTH: 6:00 - 8:50PM 2/7 – 2/16/17 [1 unit]
- WLD 125A-01\*\*\* and WLD 125B-01\*\*\* TU: 6:00 - 8:50PM/M: 8:00AM – 2:50PM 1/17-26/6/17 [1.25 units]
- WLD 125B-02\*\*\* M: 6:00-8:50PM 2/6/17 and 8:00AM-2:50PM 2/13-3/6/17
- WLD 125C-01\*\*\* M: 6:00 - 8:50PM 2/6/17 and M: 8:00AM – 2:50PM 2/6-3/6/17 [1.25 units]
- WLD 126A-01\*\*\* and WLD 126B-01\*\*\* W: 7:00 – 9:50PM 1/18/17 and F: 9:00AM – 3:50PM 1/18 – 2/3/17 [1.25 units]
- WLD 126C-01\*\*\* TU: 6:00 – 7:50PM 2/21 and 2/28/17 and F/SA/SU: 8:00AM – 6:50PM 3/2 – 3/5/17 [2.75 units]
- WLD 128C-01\*\*\* TH/F/SA/SU: 8:00AM – 5:50PM 1/19 – 1/22/17 [2.5 units]
- WLD 128C-02\*\*\* TH/F/SA/SU: 8:00AM – 5:50PM 2/9 – 2/12/17 [2.5 units]
- WLD 128E-01\*\*\*\*\* F: 6:00 – 7:50PM and SA: 9:00AM – 3:50PM 1/13 – 1/14/17 [1.5 units]

### Spring 2017

- WLD 101-01\* M: 6:00 – 9:50PM 4/10 – 5/15/17 [2 units]
- WLD 104-01\* TU: 7:00 - 9:50PM 5/23/17 and 5/30/17 and TH/F/SA/SU: 8:00AM - 6:50PM 5/23 – 6/4/17 [2.75 units]
- WLD 107B-01\* W: 6:00 - 9:50PM 5/31/17 and 6/14/17 and TH: 8:00AM – 5:50PM 6/1/17 and F/SA/SU: 8:00AM – 5:50PM 6/2 – 6/11/17 [4.5 units]
- WLD 112C-01\* SA/SU: 8:00AM – 4:50PM 4/29 – 5/7/17 [1.75 units]
- WLD 117A-01\* SA/SU: 8:00AM – 4:50PM 4/15 – 4/23/17 [1.75 units]
- WLD 128B-01\* F/SA/SU: 8:00AM – 3:50PM 4/14 – 4/16/17 [1.5 units]
- WLD 133-01\* TBA 4/10 – 6/28/17 [1-6 units]
- WLD 133-02\* TBA 5/15 – 6/28/17 [1-6 units]
- WLD 140A-01\* TU: 7:00 - 9:50PM 5/2/17 and 5/9/17 and SA/SU: 8:00AM – 6:50PM 5/13 – 5/14/17 [1.5 units]
- WLD 146A-01\* TH: 6:00 – 7:50PM 6/8/17 and SA/SU: 8:00AM – 3:50PM 6/10 – 6/11/17 [1 unit]

- WLD 117B-01\*\* M: 7:00 – 8:50PM 4/24/17 and 5/1/17 and TH/F/SA/SU: 8:00AM – 6:50PM 5/4 – 5/7/17 [2.75 units]
- WLD 119-01\*\* F/SA/SU: 8:00AM - 3:50PM 5/12 – 5/14/17 [1.5 units]
- WLD 120B-01\*\* W: 7:00 – 9:50PM 4/12/17 and 4/19/17 and F/SA: 9:00AM – 4:25PM 4/14 – 4/22/17 [2.25 units]
- WLD 120C-01\*\* W: 7:00 – 9:50PM 4/26/17 and 5/3/17 and F/SA: 9:00AM – 4:25PM 4/28 – 5/6/17 [2.25 units]
- WLD 140C-01\*\*\*\* T: 6:00-9:50PM 3/28/17 and SA: 8:00AM – 6:25PM 4/1 – 4/8/17 [3 units]

**Students are required to meet with a counselor to develop an Educational Plan. All schedules subject to change!**