

# Palomar College – Institutional Review and Planning Instructional Programs

**Purpose of Institutional Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

**Discipline: Fire Technology**

**Instructional Discipline Reviewed**

**2007-08**

**1. 3-year trend of quantitative data**

	Fall 2004	Fall 2005	Fall 2006	Definitions
<b>Enrollment at Census</b>	826	917	899	<i>Self Explanatory</i>
<b>Census Enrollment Load %</b>	93.44%	96.32%	90.44%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	4,273	4,576	4,663	Weekly Student Contact Hours
<b>FTEs</b>	142.42	152.52	155.42	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	5.10	5.58	6.04	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	837	820	772	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	-	1.00	1.00	FTEF from Contract Faculty
<b>Hourly FTEF</b>	5.10	4.58	5.04	FTEF from Hourly Faculty
<b>Overload FTEF</b>	-	-	-	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	5.10	4.58	5.04	Hourly FTEF + Overload FTEF
<b>Part-Time FTEF %</b>	100.00%	82.07%	83.45%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Retention Rate</b>	96.11%	96.37%	96.99%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Success Rate</b>	85.30%	84.13%	83.22%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Degrees Awarded</b>	22	21	32	Total number of Degrees awarded for the Full Academic Year
<b>Certificates Awarded:</b>	18	28	36	Total number of Certificates awarded for the Full Academic Year
<b>- Under 18 Units</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year
<b>- 18 or More Units</b>	18	28	36	Total number of Certificates awarded for the Full Academic Year

**2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.**

The Weekly Student Contact Hours and FTES have continued to increase over the 3 years. The job trend numbers show that this will continue into the foreseeable future with the need for Firefighters in the Region and State. We have emphasized the need to complete Degrees and Certificates in our program and this has increased each approximately 50% over the 3 year trend.

Some of the concerns that this chart shows is that we are currently at 772 (WSCH Generated per Full-Time Equivalent Faculty Member), while the State recommends 525. This also shows the deficiency of Full-Time Faculty. The goal presented in the Strategic Plan 2009 stated a continued effort to increase full-time faculty. We are currently at 16.55% Full-Time Faculty to 83.45% Part-Time Faculty. Clearly, this number increases as our program grows.

**3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:**

PLAN – 2007-08	Progress – 2008-09
<p><b>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</b></p> <p>Our program has added a second Degree/Certificate program in Emergency Management during the last two years which has broadened our student population. As the job market for Emergency Managers grows, so will our enrollment. The US Department of Labor projects it to be one of the fast growing job markets in the next 10 years. We have continued to expand our California State Fire Marshal certification classes to the Chief Officer course which include 10 additional courses we have not offered in the past. We will continue to emphasize the importance of completing the degree and certificate programs in both Fire Technology and Emergency Management.</p>	
<p><b>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</b></p> <p>We have a limited number of day class offerings due to classroom space and having 84% adjunct faculty that are not available for day classes. We have established a rotation for classes that has increased the completion of Degrees and Certificates. We anticipate growth to continue with the job market indication.</p>	

**4. Discuss/identify the resources necessary to successfully implement the planning described:**

PLAN – 2007-08	Progress – 2008-09
<p><b>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</b>                      Fire training and equipment is very expensive and requires continual repair and replacement. As an example a set of turn-outs for a recruit costs \$1500 and has a life expectancy of 5 years in a normal job setting. A 13-week Fire Academy is equivalent to a year of service. With our current budget we are trying to get 10 academies out of a set of turn-outs that should be done in five. This means that we are getting halve the budget we should be.</p>	
<p><b>b. Budget – budget development process, one-time funds, grants, etc.</b>                      See above.</p>	
<p><b>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</b>                      Discussion should begin with the City of San Marcos on the extension of the lease for the San Marcos Regional Training Facility.</p>	
<p><b>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</b>                      There is an immediate need for a full-time Faculty position for Fire Technology. The goal presented in the Strategic Plan 2009 stated a continued effort to increase full-time faculty. We are currently at 16.55% Full-Time Faculty to 83.45% Part-Time Faculty.</p>	
<p><b>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b>                      Fire Technology has no full-time support staff and use part time staff/students and funds it from the Regional Fire Testing account. This has made the position highly transient and difficult to fill.</p>	
<p><b>f. Other</b></p>	

**5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.**

The goal presented in the Strategic Plan 2009 stated a continued effort to increase full-time faculty. We are currently at 16.55% Full-Time Faculty to 83.45% Part-Time Faculty. We currently can only offer a limited number of day classes due to the unavailability of part faculty during the day hours. Our one full-time faculty member has transitioned to teach a majority of the new emergency management degree and there is a need to have an additional full-time faculty to fill the void within the Fire Technology General degree core classes. This full-time faculty member will assist the student continuity of guidance and instruction.

**6. Student Learning Outcome progress:**

**a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.**

The Emergency Management program had its first graduates Fall 2007. The students are required to make a 30 minute presentation and submit a research paper quantifying their findings on a local disaster, such as; Wildfires, Earthquakes, Floods, Terrorism/Pandemics. The student Learning Outcome for this coursework is to give them the tools and knowledge to seek employment in the Emergency Management field.

**b. Discuss a learning outcome that is observable yet difficult to measure.**

While the Fire Academy provides the student with the basic skills and information to become a Firefighter, will they have what it takes to accomplish the job in a real life setting?

**7. Describe a discipline accomplishment that you want to share with the college community.**

- We have emphasized the need to complete Degrees and Certificates in our program and this has increased each approximately 50% over the 3 year trend.
- We graduated students in the new Emergency Management Degree only 18 months into the program.
- We have continued to grow and still maintain over a 90% enrollment by census, which means that our students are completing the program.
- The Fire Academy has over 100 applications every semester for 40 seats. This number has been consistent since the Academy started in 1990.
- We provide the Regional Firefighter/Paramedic testing for all 10 local Fire Agencies. This has given our student and other in the region an opportunity to get the career we trained them for.

**8. Are there other resources (including data) that you need to complete your discipline review and planning?**

We also know that around currently that 90% of our Fire Academy students are getting jobs.

**9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.**

Our Fire Academy and State Fire Marshal Accreditation for Local processing was completed in 2001. We are due, but awaiting the CA State Fire Marshal to notify us of the next date. The last recommendation recommended that we increase our support staff. We have done nothing to improve it since that date.

**10. Other comments, recommendations:**

**Please identify faculty and staff who participated in the development of the reviewer's planning:**

**Brett Van Wey**

**Carl Lofthouse**

\_\_\_\_\_  
Department Chair/Designee Discipline Review and Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Division Dean Review and Signature

\_\_\_\_\_  
Date

**\* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.**

**\* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.**