PALOMAR COLLEGE®
Learning for Success

Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Fire Academy
Department Name:	Public Safety
Division Name:	Career, Technical and Extended Education

Please list all participants in this Program Review:

Name	Position
Wayne Hooper	Department Chair
Dave Miller	Fire Academy Director
John Thompson	Fire Academy Coordinator

Number of Full Time faculty	1	**Number of Part Time Faculty**	21

Please list the Classified positions (and their FTE) that support this discipline:

Barrett, Jason	4.870
Batson, Tyler	2.361
Boyer, Dennis	18.890
Chapman, Anthony	2.687
Davidson, Brett	7.529
Delgado, Danny	7.735
Fast, Alexander	1.771
Frederick, William	4.723
Kennedy, Michael	18.890
Klopfenstein, Justin	15.143
McDermott, Jason	15.143
McLaughlin, Shawn	12.143
McQuead, Dave	17.180
Mejia, Andrew	8.059
Montgomery, Pete	3.012
Schloss, David	6.023

Scott, Robert	6.023
Slaven, Ken	5.048
Thompson, JT	30.401
Tilch, Richard	11.424
Vanderpol, Ned	9.565

What additional hourly staff support this discipline and/or department:

84 Short Term Employees. Used as Assistant Instructors and/or administrative Tactical Officers (Tac)

Discipline mission statement (click here for information on how to create a mission statement):

It is the mission and goal of this Fire Academy to provide training and education which meets or exceeds the requirements of the California State Fire Marshal's Firefighter 1 standards. The Fire Academy Staff endeavour to treat all participants with respect and integrity while maintaining a highly disciplined academic environment. Using a positive learning atmosphere, which is free from harassment and discrimination based upon religion, race, sex, or national origin, our goal is to produce well disciplined, professional Fire Fighters who have learned outstanding skills and proper ethical behavior.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

The Fire Academy is one component of a Fire Technology Certificate or Degree, but does not in itself meet the requirements for a degree or a certificate. Students do receive a Certificate of Completion that is State Fire Marshall, International Fire Service Accreditation Congress (IFSAC), and PROBOARD recognized (the last 2 are national recognitions).

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment
Section 2: Course Success Rates
Section 3: Institution and Program Set Course Success Rate Standards
Section 4: Completions
Section 5: Labor Market Information (CTE programs only)
Section 6: Additional Qualitative Information
Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx

A. To access your discipline data, select your discipline from the drop down menu.
B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select "discipline" and "catalog number".

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	**Increased**		**Steady/No Change**	X	**Decreased**	
Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?						
One Fire Academy class is held each semester and is capped at 40 students per class. We average 80-110 applications for each academy and the trend remains constant. One factor that has affected enrollment is the tribal operated San Pasqual Fire Academy which costs more but has less entry requirements. They also offer Firefighter 1 and 2 minimum requirements.						

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?
Not a factor

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).						
Discipline Efficiency Trend	**Increased**	X	**Steady/No Change**		**Decreased**	
Discipline Efficiency:	**Above 525 (35 FTES/FTEF)**	789	**At 525 (35 FTES/FTEF)**		**Below 525 (35 FTES/FTEF)**	
Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?						
WSCH/ FTEF has slightly increased over the last 3 years as follows: 14/15-625, 15/16-602, 16/17-789. The largest change is incorporating Physical Fitness into the Fire Academy making the days longer (usually 6am to 5pm). Enrollment has been enhanced by an increasing outreach program and large scale incidents and disasters often shown on national media.						

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.
During the last 5 years the State Fire Marshall has increased the minimum required hours of training which has led to a longer duration Fire Academy. This has created a need for more Adjunct and Short Term Instructors.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

A. **On-Campus Course Success Rates**
B. **Online Course Success Rates**
C. **Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)**
D. **Course Success Rates by class location (Escondido, CPPEN, etc.)**

https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx

1. Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?
The Fire Academy tends to enjoy a higher than average success rate than the overall college offerings. According to Sharepoint, our success rate by group is consistently at or near 100% at the Santar Public Safety Center over the last three years as it relates to the solely to the Fire Academy.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups? **Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/**	
Gender	Only success rates reported for males reported: FY 14/15 100%, FY 15/16 97.4%, FY 16/17 100%
Age	Success rates for age group 20-24 y.o. =100% each of last three years.Age group 25-49 y.o.= 100%m 95.2%, 100% last three years respectively
Ethnicity	Success rates FY 14/15 - 100%, FY15/16-96.3, 26/17- 100% Largest ethnicity White and Hispanic (only breakdowns reported)
Special Population (examples- veteran, foster youth, etc)	Success rates for Veterans is 100% each of last three years

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.
Continuing Students average a 98.15 success rates as do **Foster Youth** showing a similar trend as other Fire Academy Students

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

A. **The College's institutional standard for course success rate is 70%.**
B. **Review your discipline's course success rates over the past five years.**
C. **Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.**

Standard for Discipline Course Success Rate:	80%

Why?

Most Fire Academy students pass the class due to rigorous instruction and continuous evaluation. These students are driven to succeed as completion of this course is a major step toward employment. The California State Fire Marshall is the qualifying agency and they have set the minimum passing score for lecture at 80%, and 100% for all tested manipulative skills (LAB) and most students pass these exams on the first try.

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx

A. **To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.**
B. **To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.**

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

The Fire Academy is an elective course that does not provide a certificate of completion or a degree, but offers a course completion at the end. This can lead to State Firefighter 1 Certification after other requirements are met. Completions are approximately 99% as there are very few failures.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

N/A

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at http://www.coeccc.net/Supply-and-Demand.aspx

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	$17.70	$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	$20.88	$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

According to COECCC market data the projected growth is 4.4% in San Diego Imperial Counties for Fire Jobs.

Locally, North San Diego County agencies are preparing to Hire 80 employees over the next three years, with San Diego CALFIRE hiring as many as 200 over the next two to three years.

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

Fire Technology is instituting a Pathway program that partners with local Fire Departments to move selected students through the Fire Academy and Paramedic Training (EME), the two items that offer the best chances for employment in the industry., As part of this program, students will volunteer as a Firefighter with local departments while obtaining work experience units. This experience enhances the possibility of these students obtaining full time positions. We also ensure students are aware of job openings in the industry as they occur.

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

The California State Fire Marshall in conjunction with the International Fire Service Accreditation Congress (IFSAC) and the PROBOARD provide testing and oversight for all Firefighter 1 candidates. In the two years these programs have been in effect 100% of our students have passed exams for these State and National Standards and certifications..

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

April 18, 2017, plus the Fire Academy Director attends monthly Training Officer meetings with representatives from the same agencies.

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

State qualifying written exams are taken online through a third party provider. After the completion of each exam we are provided a summary of the exams, broken down by subject which allows us to analyze our instruction and make changes as needed in future Academies. Skill exams are performed locally and we can evaluate the efficacy of instruction by monitoring the testing process.

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/
No SLO assessments have been entered into TRAC DAT for the Fire Academy since 2011 because there has not been a full time faculty assigned to the Academy. The previous Director was a CAST position at 45% FTEF and the task of student learning outcomes assessment is a faculty task.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/
Program effectiveness is measured by the passing rate of the Comprehensive State Firefighter 1 exam and we find them to be a good indicator of student success as measured against the national standard. We know our approach is working by the pass rate of the state exams. For the State Written exam over the last three years: an average passing rate for the first attempt is 90.2%, with 100% passing on the second attempt. For the State Practical exam over the last three years: 94.73% pass the 17 skills on the first attempt, with 100% passing on the retake. Students only retake those skills that were failed on the first attempt.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/
Usable TRACDAT data is not available for the Fire Academy because it has not been entered into the system. This will be resolved during this next year. More important is the passing rate on the Combined State,IFSAC, PROBOARD exams as they lead to eventual State and National certifications and jobs.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?
The Fire Academy is over 600 hours of specific training that prepares students for entry as full time employees into the Fire Service. This program follows strict educational delivery and testing procedures that are determined by the International Fire Service Accreditation Congress (IFSAC) and the PROBOARD. California State Fire Training issues the testing components which are tightly controlled. When Palomar students take these exams we receive the results. As of the last comprehensive review these programs were not yet in place. This has been the single largest change since the last review.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.
This program is a 20 unit elective course and while needed to obtain a full time position, is only a portion of the breadth to obtain a Degree or a Certificate Of Completion. This elective can be taken in any order with other classes therefore it does not fit into an educational scaffold.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?
This course is not required by any other College programs.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program
Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years
Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf	
Strengths:	The Fire Academy is a well established program with a good reputation in the industry of preparing students for full time employment in the Fire Service.
Weaknesses:	The primary facility is leased from a local city and is of limited size and opportunity for growth
Opportunities:	We are researching facility options that are not close to residential areas to ascertain options for growth
Threats:	Competition from close by private Fire Academy offerings such as San Pasqual Reservation Fire Academy

SECTION 2: **Establish Goals and Strategies for the Next Three Years**

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Provide a streamline process for Military Veterans to enter the Fire Academy.	X		
Increase diversity in our program student population		X	
Secure Apparatus for training purposes		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	Renew lease for training facility with the City of San Marcos for the immediate future until/if a suitable replacement site is found that is preferably not near a residential area.
Strategies for implementation	Continue to look for property in industrial areas and consider public funding sources
Timeline for implementation	5 years
Outcome(s) expected (qualitative/quantitative)	To ensure the College continues to have a facility to offer a Fire Academy
Goal #2	
Program or discipline goal	Convert the coordinator position from short term to an adjunct position
Strategies for implementation	Obtain funding from the general budget
Timeline for implementation	1 year
Outcome(s) expected (qualitative/quantitative)	Fund coordinator position as an Adjunct Instructor who will also have instructional duties
Goal #3	
Program or discipline goal	Secure Apparatus for Training purposes
Strategies for implementation	Work with fire agencies and seek retired apparatus that can be assigned to the training facility for training purposes. Includes finding proper housing and maintenance
Timeline for implementation	1 year
Outcome(s) expected (qualitative/quantitative)	Obtain up to 4 apparatus with housing and maintenance
Goal #4	

Program or discipline goal	Add additional State Fire Marshal Certificates to program such as Firefighter Survival
Strategies for implementation	Supply classes and training for potential instructors
Timeline for implementation	2 years
Outcome(s) expected (qualitative/quantitative)	To have 2 to 5 people certified to teach Firefighter survival
Goal #5	
Program or discipline goal	Create new budget items such as a maintenance account, per academy line item budget, etc.. to increase Fire Academy fiscal accountability
Strategies for implementation	Work with the Department ADA and Finance to add a Maintenance Account for the servicing and annual testing of Fire Academy Equipment such as Ladders, Breathing Apparatus, Chain saws, etc.
Timeline for implementation	1 year
Outcome(s) expected (qualitative/quantitative)	Attempt to obtain these changes as long as they fall in line with other college programs

3. How do your goals align with your discipline's mission statement?
Our mission statement speaks to providing a healthy environment in which students can learn and thrive. Our goals address support issues that enhance our ability to meet our mission statement of producing Professional Firefighters.

4. How do your goals align with the College's Strategic Plan Goals?
Several goals align with Strategic Plan goals by strengthening our financial status, ensuring a good experience for our students that serves their needs, and ensuring proper staffing to support student learning.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair	
Department Chair	Wayne Hooper
Date	11/6/17

***Please email your Dean to inform them that the PRP has been completed and is ready for their review**

Reviewed by Dean

Reviewer(s)	Margie Fritch
Date	November 15, 2017

1. Strengths and successes of the discipline as evidenced by the data and analysis:

The reputation of the Fire Academy is stellar in the region. The faculty and staff who teach in the academy are all firefighter professionals so the experience the students receive is outstanding. Job placement is exceptional due to the faculty teaching in the program are directly connected to the hiring agencies. Students enrolling in the program have a high likelihood of employment if they complete the program successfully

2. Areas of Concern, if any:

The facilities are leased from the City and the College is at the mercy of the lease stipulations. Ideally the college would own the facilities that housed the Academy so the updates and growth to the program are not restricted by a lease.

3. Recommendations for improvement:

Research options for location of the Fire Academy.

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by: Instructional Planning Council PRP Sub-Committee	
Reviewer(s)	Katy Farrell
Date	12/15/17

1. Strengths and successes of the discipline as evidenced by the data and analysis:

Stellar success rates across all groups of students. Collaboration with EME department and local Fire departments. Pathways for job placement.

2. Areas of Concern, if any:

3. Recommendations for improvement:

Address underrepresented groups of students. Enter assessment data into TracDat.

4. Recommended Next Steps:

X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Reviewed by: Vice President	
Reviewer(s)	Jack S. Kahn Ph.d.
Date	1/14/18

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1. Good solid mission statement
2. Could include some more specific data in enrollment sections but overview is strong

3. Curriculum overview is a strong succinct summary 4. Goals make good sense for expansion (see comment pertaining to disproportionately underrepresented groups) 5. Stellar program with dedicated faculty.
2. Areas of Concern, if any:
a. See comments about gender/ethnicity- we are disproportionately underrepresenting groups and need to make some concerted efforts here. Our amazing program needs to reach wider audiences. b. Labor Market data is a great start but could be more comprehensive c. Please meet with SLO leadership and lets get this caught up- we seem to have the info but it isn't integrated appropriately d. See other comments in the report
3. Recommendations for improvement:
4. Recommended Next Steps:

X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.