



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 Technology
Department Name:	Public Safety Programs
Division Name:	CTEE

Please list all participants in this Program Review:

Name	Position
Wayne Hooper	Associate Professor
Ed Sprague	Assistant Professor

Number of Full Time faculty	2	Number of Part Time Faculty	22
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Please list the Classified positions (and their FTE) that support this discipline:

1 100% position (1 FTE)

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

None at this time.

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

The mission of the Fire Technology program is to provide exceptional instruction and support to students seeking careers as fire service professionals and to offer employed fire service personnel opportunities for personal growth and career advancement. Learning will take place in an environment that values cultural diversity and is free of harassment and any form of discrimination. Courses are structured to challenge students' critical thinking skills by using situational studies and case histories, in addition to basic skills and knowledge necessary to perform in emergency situations. Students who obtain one or both of the AS degrees or certificates will have the required skills to engage in ethical and moral decision making and will be

well rounded individuals that are sought after by industry leaders.

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

Fire Technology-General, AS, CA; Fire Technology-Emergency Management, AS, CA

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	X	Steady/No Change	Decreased
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Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

Our enrollment over the past 5 years has been steady, with an increase of 8% from 2015-16 to 2016-17. 1,674 students took our courses in 2016-17 compared to 1,442 in 2015-16. The number of students studying to become firefighters remains steady, along with a strong job market. This occupation also attracts members of the military on a regular basis as they leave the service. This is an area with growth potential. We added an AS/CA program at Camp Pendleton, beginning in Fall 2016, which might explain the increase for this year. We are continuing our efforts for recruitment at Camp Pendleton.

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?

Our fill rates have consistently been over 100% the last 5 years, with 2016-17 at 114%; 2015-16 at 115%; and 2014-15 at 119%. We initiated an introductory fire class at Fallbrook High School, but the number of students who enrolled remained less than 20. That class had to be cancelled twice. It is no longer offered, as of Fall 2017. There are several elective classes that have not been offered in the last several years, due to low interest.

Palomar College Fire Technology is an Accredited Regional Training Program (ARTP). This is defined as a partnership between an accredited community college or university and California State Fire Marshal (CSFM) to deliver approved State Fire Training curriculum within a given region. Due to California State Fire Marshal requirements, these rarely offered classes must remain in our catalogue. However, several of the courses currently in our catalog have been rendered outdated due to course content revisions and professional certification restructuring at the CSFM. An effort to revise the course offerings to current CSFM content is underway. We are looking to make these classes fee based classes in the future, which we believe will satisfy the state requirement AND allow us to offer these classes to employed firefighters.

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)	X	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?

Our WSCH/FTEF for 2016-17 was 931, compared to 2015-16 at 779; and 2014-15 at 860. Our classes routinely fill up each semester, with occasional minor fluctuations. Both the full time and part time instructors are willing to add students the first week of the semester, provided seats are available. Another key factor is that beginning with the 2014-15 year, each required class was offered both day and night, providing options for full time students and students who work during the day

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.

Fire Technology hired an Assistant Professor for the beginning of the Fall 16 semester to replace a retirement position. A third full-time faculty position was added in early 2017 and was filled beginning June 2017. This position has a 60% administrative role as the Fire Academy Director and 40% teaching. This position currently covers the new classes added at Camp Pendleton (This position will be included in the *Fire Academy* PRP, and will not be included in this report beyond this narrative). Most of our Part-time positions have been filled by the same people who continue to provide an exceptional learning environment and bring decades of experience in the fire service. Recently, we have added 8 new Part-time employees to our active list in anticipation of future growth and possible openings due to instructors eventually leaving. All of these factors provide stability to our program, with built-in flexibility. The full time FTEF has fluctuated over the last 5 years between 1 and 2, with the current FTEF for Fire Technology at 2. Overload FTEF remains low at less than 1%, with exception of 2015-16 due to a faculty retirement. The Part-Time/Total FTEF % had dropped from a high of 85% in 2015-16 to 70% in 2016-17. Our program continues to grow, slowly but steadily. We anticipate continued growth as we reach out to Veterans and participate in High School Career fairs. We are adequately staffed to meet any future growth.

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 Overall Retention Rate for the last 5 has years has been consistently around 90% in most areas, which is consistent with the college’s Overall Retention Rate. The highest retention rate is for those who attend during the day and are over age 25, with a combined retention rate of 97.81%. The lowest retention rate is for students taking our online class, which has a 5 year average of 68.5% (we currently only offer 1 online class). Fire Technology recently moved from the Public Safety Building (City of San Marcos) to the Escondido campus. The move didn’t seem to result in any changes to retention levels. We actually expect the retention rate of our program to increase in the future as students realize that both Fire Technology and EME are located in the same building on the Escondido campus. Most jobs openings in the fire service now require training and certifications in both Fire and EME. It is interesting to note that our recent class offerings at Camp Pendleton resulted in a 100% retention rate. Finally, our enrollments numbers have climbed up over the last 5 years to a high of 1,157 in 2016/17, from 979 in 2012/13, a gain of 178 enrollments, or 18%.

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	Currently, our program does not have enough females enrolled to formulate any statistics. This a nationwide problem in the fire service. The issues of why female numbers are so low is being studied at a national and local level. Our local Fire Chiefs are as concerned about the low number of females enrolled in fire programs as we are. The issues are complex, but it is an issue front and center for all aspects of the fire service, including the educational community. The retention rate for males is 94.4%
Age	Ages 19 and under (96.7%), 25 to 49 (96.0%), and 50 and over (96.9%), are statistically even. There is a slight drop for retention in the 20 to 24 age group (90.8%). We believe this slight drop is due to a combination of students still being undecided on a career choice and working full, or part-time jobs and not making education the primary commitment.
Ethnicity	Reviewing the retention rates over the last 5 years revealed very little difference between any ethnic group. Each group fluctuated slightly each year and showed that all ethnic groups did as well as any other. The ethnic diversity of the college is representative of the community it serves. The fire technology classes have a similar representative mix. We find this encouraging for our program.
Special Population (examples- veteran, foster youth, etc)	As mentioned previously, the only significant finding related to time of day, is the low retention rate of Online class students (68.5% 5-year average). Many of these students are first time college students and may be unfamiliar with online classes. This is still a valuable option for many of our students. The majority of our class are at the Escondido campus, but we also offer some on the main campus and at Camp Pendleton. There doesn’t seem to be any difference in retention rates between these locations, except for Camp Pendleton, as noted earlier. (Note: We offered an introductory fire class at Fallbrook High School for 2 years, but the numbers did not support the continuation of this class location. It was discontinued in Fall 2017). We are reaching out to our Veterans, both in the service and honorably discharged. Veterans have a 5 year retention rate of 93.1%.

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.

After reviewing the success rates, most variables have little bearing, with the exception of distance learning. The success rate for distance learning over the last 5 years varied between 10% and 16% less than day/evening classes. However, we only offer 1 distance learning class, which is an introductory class. These classes generally have a lower success rate though.

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:	70%
Why?	
Using college standard.	

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?

We offer 2 degrees and 2 certificates (Fire Technology-General and Fire Technology-Emergency Management). Our Awards have steadily increased over the last 5 years, especially with our Certificates (2016/17 statistics have yet to be completed, but the numbers so far are very strong and look like the trend will continue). Degrees climbed from 30 in 2012/13 to 80 in 2015/16, a 160% increase in 4 years. While 2026/17 is still incomplete, over 50 degrees have been earned so far. Our level of Certificates is much higher. Certificates climbed from 38 in 2012/13 to 105 in 2015/16, a 176% increase in 4 years. So far, nearly 65 certificates have been earned in 2016/17. Several factors have led to these improved numbers. As the Fire Service evolves, they are hiring candidates with higher levels of education. While most departments don’t require a degree, many are now making a degree in Fire Technology, or similar field, a “highly desirable” component of the

application process. Students are now recognizing the value of a degree. Certificates have climbed since our department (all Faculty and Part timers) have begin educating the students on what a Certificate is and the value of obtaining it. Prior to initiating this component of our classes, most students were not aware of the Certificates available to them.

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?

NA-See above.

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.coecc.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. In San Diego County, the number of Firefighters is expected to grow slower than average growth for all occupations, but we still expect jobs to increase by 13.3 percent, or 240 jobs between 2012 and 2022. The median wage in 2014 for Firefighters in California was \$69,846 annually, or \$33.58 hourly. The median wage for Firefighters in San Diego County was \$61,515 annually, or \$29.59 hourly. These wages average 15% higher with a Paramedic certification. Most, but not all, Fire Departments require a Paramedic Certification for employment.

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.

Palomar College Fire Technology is an Accredited Regional Training Program (ARTP). This is defined as a partnership between an accredited community college or university and California State Fire Marshal to deliver approved State Fire Training

curriculum within a given region.

An ARTP shall provide the following delivery components in conjunction with the needs of its region:

California Fire Service Training and Education System (CFSTES)

Fire Service Training and Education Program (FSTEP)

California Incident Command Certification System (CICCS)

California Community College Chancellor's Office (CCCCO) Standard Fire Technology Degree Core Curriculum

Palomar College is subject to a fire-year recertification cycle that looks at the following factors:

Needs Analysis

Cultural and Gender Diversity

Management

Instructor Cadre

Facilities, Supplies, and Equipment

Learning Resources

Course Materials

Course Availability and Delivery

Testing and Evaluation

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 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).

Our overall goal is to assist our students to not only obtain a great education, but more importantly, provide them the tools and knowledge to gain employment and to be highly successful in a fire service or emergency management career. We are able to do this through dedicated and experienced instructors who have a passion for teaching this subject. Due to the large range of backgrounds of the students who enter our program, it is imperative to provide them as many options as possible. Over the last 3 years, we have developed a stable class schedule that caters to all levels of students, whether recently out of High School, a Veteran, day/night jobs, family, etc.

We are now working closely with EME to integrate our training in as many areas as are feasible, as most fire agencies require applicants to have an EMT or Paramedic license. We also realize that we have not been successful in providing much needed classes for employed firefighters, seeking to promote and simply enrich their lives through continuing education. We now have a plan in place to address this issue. One of the reasons for this lack of classes has been that the State Fire Marshal has been overhauling the curriculum of these classes. These changes were implemented in the beginning of 2017, and we are now updating our curriculum to reflect these changes.

The next big challenge ahead of us is determining our future location (i.e. North Center, Santar, or Escondido). This issue is currently being addressed through administration.

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/>

While we have meet our SLO assessment goals 100% of the time, we realize that it is important to monitor these assessments and watch for trends or changes. We set up a class schedule that offers all of our core classes both day and night, in addition to a class rotation on Camp Pendleton that allows active duty military to obtain their Certificate while still in the service. Also, at the request of local Fire Chiefs, we changed the Fire Ethics class from an elective to a required class. We have included all FT and PT in regular discussions throughout the semesters and seek input and feedback on all our classes.

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/>

We believe our current methods for assessing course and program SLOs is effective and working well. We are currently working on updating our assessments by updating TRACDAT and inputting the results. As noted in other parts of this report, our success rates are high and students who transition into the fire service from Palomar College routinely receive high marks from their employer (per North Zone Fire Chiefs and several other fire departments across the state). While this cannot be documented quantitatively, it is information given to us through Advisory meetings and other professional relationships.

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/>

Our program SLO states that 70% of students will pass the “Final” with a 70% score or higher. This assessment is successful in 100% of the classes. While not formally assessed, the feedback each semester from all instructors is that most students have a score above 90% on the “Final”. As the number of degrees and certificates have increased dramatically over the last 5 years, we don’t see a need to change this assessment method. We will re-evaluate this on an ongoing basis.

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?

As all of our FT and PT instructors are retired, or full time firefighters, they bring into the classroom all the tools needed to ensure student success in their career goals. This includes lecture, Power Point, Group assignments (both in the classroom and outside the classroom), mock oral boards, videos, pictures and real life experiences. This works well for both our degree/certificate programs.

We are currently reviewing all our elective courses to ensure they are up to date and necessary for student success.

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.

The current schedule has been built for maximum flexibility for students. Most students enroll in both Fire and EME classes, especially since the Fire Technology program moved to Escondido. Each student has a different need and career path. All instructors encourage students to meet with them to review their career path and provide individual guidance for their unique

situation. Most, if not all, classes routinely fill up evenly. Occasionally, some classes will fill up, while others have numbers in the mid-twenties. A symbiotic balance currently exists between classes offered and classes enrolled in. However, we are currently developing a Pathway program for Veterans and those seeking a career in the fire service, but are not sure how to accomplish their goal. This will provide some clearcut guidelines for them.

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.?

Fire Technology moved into the same building as the EME program in Escondido. There is a high level of interaction between the 2 programs, both formally and informally. We are both seeking ways to make it easier, and more efficient, for students to complete their degrees and certificates.

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:

Our greatest strength is our instructors, both full time faculty and adjuncts. All instructors are highly dedicated and are motivated to see students succeed. Most instructors bring an incredible depth of experience into the classroom, with real life examples to stimulate learning. All full time faculty have retired from the fire service and teach for the pleasure of passing along decades of on the job experiences and knowledge. This comes out in the student evaluations and personal letters to the instructors, from students, relating their appreciation of individual instructors. Our ability to offer core classes to students both day and night are extremely valuable to the students. This flexibility assists students who work and/or have families. Many instructors also bring in guest speakers from the fire service for varied perspectives (i.e. U.S. Forest Service, Deputy Sheriffs, County Haz Mat, CalFire, just to name a few).

Dedicated classrooms at Escondido campus allows us to customize the learning environment and enhance the learning experience.

Weaknesses:

Being in a different physical location than the Fire Academy. Not having one location for “Public Safety” (Police, Fire and EME).

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Opportunities:	Working closer with the EME Paramedic program and finding areas we can build on each others programs. Expanding and growing our veteran programs, especially on Camp Pendleton. Building an EOC (Emergency Operations Center) at the Escondido campus, Room 810 for the Emergency Management program. Work closer with local Fire Department's, especially volunteer departments for work experience credit.
Threats:	Students attending the San Pasqual Fire Academy (SPFA). SPFA is an Accredited Local Academy (ALA) with the California State Fire Marshal and is expected to serve the training needs of its own fire department. Instead, it is an open-enrollment, for-profit fire academy that siphons off potential students within our Accredited Regional Academy service area. In addition, the SPFA has less stringent requirements in getting accepted into this program, especially not requiring or encouraging formal fire classes. Students believe this is a shortcut to getting a job, but many fail probation due to limited knowledge in the area of Fire Technology (per local fire agencies). Many students begin taking fire classes at Palomar, but do not return after attending this fire academy for various reasons.

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
Increase class availability for students.	X	Always a work in progress	
Update curriculum for classes, both core and electives (we changed Ethics from an elective to a required class).		X	
Increase the number of certificates awarded.	X	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	Complete the curriculum update of 8 elective classes, to match changes made by the State Fire Marshal in January, 2017.
Strategies for implementation	Continue moving these classes through the curriculum process (They are being processed as a "Package").
Timeline for implementation	Spring 18 semester.
Outcome(s) expected (qualitative/quantitative)	Match the curriculum for Fire 175, 176, 180, 181, 185, 190, 193 and 194 to the State Fire Marshal changes and begin offering these classes to firefighters seeking promotional opportunities, which will increase our enrollment numbers and serve the fire industry.
Goal #2	
Program or discipline goal	Update SLO's
Strategies for implementation	Add a second SLO for each class, as recently required and incorporate

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	FESHE standards into the SLO's (National Fire Academy's Fire and Emergency Services Higher Education)
Timeline for implementation	Spring and Fall 2018
Outcome(s) expected (qualitative/quantitative)	Align the most current industry standards to our SLO's and Course Objectives.
Goal #3	
Program or discipline goal	Design, build and implement a EOC (Emergency Operations Center) for our Emergency Management Program.
Strategies for implementation	Continue working with Escondido staff to turn room 810 into an EOC.
Timeline for implementation	Spring 2018 (beginning of the semester)
Outcome(s) expected (qualitative/quantitative)	Provide an enhanced, and realistic, learning experience for students studying Emergency Management.
Goal #4	
Program or discipline goal	Begin offering State Fire Officer classes (fee based)
Strategies for implementation	Partner with Nicole Roe, Associate Dean-Workforce Development
Timeline for implementation	Late winter/Early spring 2018
Outcome(s) expected (qualitative/quantitative)	Provide much sought after, and needed advanced State Fire Officer classes to employed firefighters seeking promotional opportunities and increasing student enrollment.
Goal #5	
Program or discipline goal	Increase enrollment for Veterans.
Strategies for implementation	Work with Camp Pendleton to increase our outreach to active duty personnel, and implement a Career Pathway program.
Timeline for implementation	Ongoing.
Outcome(s) expected (qualitative/quantitative)	Increase the number of active duty and retired veterans in our Fire Technology programs, with a focus on our current Camp Pendleton program.

3. How do your goals align with your discipline's mission statement?

By providing a wide variety of classes and class availability to students of all backgrounds and levels of education. Our program is designed not only to assist students in obtaining an education in fire technology, but prepares them for employment as a Professional Firefighter or related field. In addition, the additional courses will assist students who are currently employed advance in their careers with courses that support promotion.

4. How do your goals align with the College's Strategic Plan Goals?

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Through our commitment of providing students with diverse backgrounds, opportunities to serve the public in a variety of employment options. The AS degree/Certificate of Achievement in Fire Technology-General prepares students for careers in fire suppression, fire prevention and/or fire protection. The AS degree/Certificate of Achievement in Fire Technology-Emergency Management prepares students for careers in Emergency Management and professions in the field of Homeland Security. Courses are also offered to those professionals who value life long learning and/or desire to transfer units to a level of higher education.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Wayne Hooper
Date	11/2/17

***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 faculty and staff in the program are all from the industry so the students get an amazing experience by interfacing with professionals in the field that now serve as their professors.

2. Areas of Concern, if any:

The San Pasqual Fire Academy is a for-profit option and draws some of our potential students.

3. Recommendations for improvement:

Nothing to recommend at this time. The goals stated above will move this program forward not only as a college credit program but as a resource to the community for current firefighters needing to complete mandated training hours. We will do this through our not-for-credit program offerings managed by the Associate Dean for Workforce Development and Extended Studies.

***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 and José Briceño
Date	12/8/17

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

Outstanding enrollment and success rates for all groups of students.

2. Areas of Concern, if any:	
None.	
3. Recommendations for improvement:	
Provide descriptions of course and program outcomes assessment, and how assessments have informed and furthered program improvement. Consider plans to address low female enrollment. Review performance gap data. In terms of success rates, Hispanics are consistently well below the average success rate for all groups (with the exception of one year). In addition, African Americans are consistently below the average retention rate for all groups. Discuss why this is happening and what might be considered in the future to address the needs of these groups?	
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:	
<ol style="list-style-type: none"> 1. Great mission statement 2. Excellent discussion of enrollment data – thank you for including raw data! 3. Fill rates and wsch/ftcf discussion is also well done (and impressive!!) 4. Retention rates are amazing- I imagine some of that is the stellar pedagogy but also likely the dedication we see in students who pursue this career 5. Great analysis of the demographic variables and differences 6. Completions are also up- fantastic! 7. LMI data is very well presented as well 8. I had no idea about san pasqual- this information was very helpful to me thank you 9. SWOT was well done and I agree your faculty are awesome 10. Agree with comments about goals- excellent 11. Strong report and great analysis- some improvement ideas suggested below 	
2. Areas of Concern, if any:	
<ol style="list-style-type: none"> a. See comment on women representation- how can we be proactive? I know we have chatted about this but Id like to start putting more strategies into action b. SLO section is a good start but needs some specificity- see comments c. Same with curriculum section (see comments) 	
3. Recommendations for improvement:	
4. Recommended Next Steps:	
X	Proceed as Planned on Program Review Schedule

	Repeat Comprehensive Review
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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.