



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Public Safety

Discipline Name
Fire Academy

Department Chair Name
Wayne Hooper

Division Name
Career, Technical and Extended Education

Website address for your discipline
<https://www2.palomar.edu/pages/fire/fire-technology/>

Discipline 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.

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

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.
Certificate in Fire Academy Completion

Please list the names and positions of everyone who helped to complete this document.

Dave Miller

Full-time faculty (FTEF)

0

Part-time faculty (FTEF)

2.12

Classified & other staff positions that support this discipline

John Thompson

Carole Musgrove

Yolande Reilly

Additional hourly staff that support this discipline and/or department

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

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

The Fire Academy is a 20 unit, 650-hour course which meets or exceeds one of the major requirements for employment in the Fire Service. From the Fire Service view, the Academy fulfills the basic training requirements as designated by State Fire Training and the International Fire Service Accreditation Congress (IFSAC). From the college perspective, this course is seen as an Elective toward an AS in Fire Technology.

Describe your program's plan for assessing program learning outcomes.

The Fire Academy has embedded in its curriculum the four main areas of Student Learning Outcomes. These include Communication, Computation, Creative and analytical thinking, and community global consciousness. All are evaluated through summative and physical testing. State Fire Training dictates the summative and manipulative testing procedures that each academy must follow.

Fire Service Training follows the National Fire Protection Agency's (NFPA)1001 standards. These standards are enforced by the Office of the State Fire Marshall (OSFM) through State Fire Training (SFT) to all colleges and fire agencies within California. The minimum score for the written portion is 80%, and for manipulative testing, each item must be passed with 100% accuracy. We assess the students' ability to pass these exams on the first and second attempts. This allows us to determine whether our instructional approach is successful in reaching our program learning outcomes.

Summarize the major findings of your program outcomes assessments.

A summary of our program outcome assessments finds that in general, 90.2% of our students pass the written exams on the first attempt, with all students passing on a second attempt. For manipulative skills, 94.7% of our students pass the 17 skills on the first attempt, with 100% passing on the second attempt. More importantly, they have demonstrated main areas of Student Learning Outcomes through rigorous testing and simulation.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

For Fy 18/19, approximately 37 Certificates Of Achievement were issued. for the Fire Academy In Fy19/20 we are on track to issue 76 certificates of Achievement.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Increased

What factors have influenced your completion trends?

To help influence completion trends, we have made the students aware that Fire Academy completion may result in a certificate by providing the request to complete forms near the beginning of each semester.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

80.0%

Why did you choose this standard?

We chose this standard as it is close to the same level used by other Community College Fire Academy programs. It also tracks with the course success and retention rates for the Palomar Fire Academy which run close to 99% as found in the Palomar Institutional Research and Planning information database.

What is your Stretch goal for COURSE success rates?

100.0%

How did you decide upon the goal?

We believe the goal is attainable as we have been close to this mark over the last several years.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

We have not changed the methods utilized to evaluate course-level assessment methods as we are required to meet State standards for firefighter training and testing. We also evaluate the course through student evaluations and a comprehensive after action review after every Fire Academy.

Summarize the major findings of your course outcomes assessments.

The ultimate goal of this course is for our students to successfully pass the state exams and obtaining

employment with a Fire department. According to Palomar Institutional Research and Planning, our overall success rate averages 99% with a retention rate of 100% for all accounted demographics and age groups. Although persons from diverse backgrounds score along the same trends, it should be noted that some ethnic groups and women are underrepresented in this course. Efforts to improve in this area are continuous and on-going.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

Goals

Goal 1

Brief Description

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.

Is this a new or existing goal?

Existing

Goal Status

No longer a goal
Completed

How will you complete this goal?

We will work in conjunction with the Palomar College Business Office and the City of San Marcos to obtain a renewed 5 year lease agreement.

Outcome(s) expected (qualitative/quantitative)

A five-year lease has been agreed upon between the City of San Marcos and Palomar College.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal allows us a facility to manage a Fire Academy and a Law Enforcement Academy until a college-owned facility can be created.

Expected Goal Completion Date

10/1/2018

Goal 2

Brief Description

Convert the coordinator position from short term to an adjunct position

Is this a new or existing goal?

Goal Status

Existing

How will you complete this goal?

Obtain funding from the general budget and coordinate the hiring through Human Resources.

Outcome(s) expected (qualitative/quantitative)

Fund coordinator position as an Adjunct Instructor who will also have instructional duties

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This would ensure that an Academy Coordinator would be available to manage the day-to-day operations of the Fire Academy along with related instructional duties.

Expected Goal Completion Date

1/1/2020

Goal 3

Brief Description

Secure Apparatus for Training purposes

Is this a new or existing goal?

Existing

Goal Status

Completed

No longer a goal

How will you complete this goal?

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

Outcome(s) expected (qualitative/quantitative)

Obtain up to 4 apparatus with housing and maintenance

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This ensures training in the academy can continue without the support of outside agencies. Outside agencies are having greater difficulties in providing equipment due to a rise in the number of major fire events.

Expected Goal Completion Date

10/1/2018

Goal 4

Brief Description

Find funding for a new breathing air compressor

Is this a new or existing goal?

New

How will you complete this goal?

We are researching grants and possible partnerships for funding for a new breathing air compressor. This is an integral part of the training process and our current unit is down and unrepairable.

Outcome(s) expected (qualitative/quantitative)

To obtain a new breathing air compressor.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Fire 151 (the Fire Academy) and fire 51 both need access to breathing air to assist students in completing required state fire marshall skills.

Expected Goal Completion Date

6/30/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

No

Are you requesting additional Staff, CAST or AA?

Yes

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

In the last 10 years, 1 faculty on .60 release time has been added to direct Fire Academy Operations.

REQUEST FOR ADDITIONAL STAFF, CAST, AA

Staff, CAST, AA request 1

Title of Staff position you are requesting

Full Time CTE Specialist

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

Changing this position will work toward aligning the management structure for the Fire Academy with other Public Safety Disciplines. It will also ensure adequate support for the Fire Academy.

Currently, we have a part-time CTE Specialist at .45 FTEF for 18 hours per week. The current workload is generally divided as 40% academy prep, 20% in day-to-day items, 10% on JPA Firefighter Testing, and 30% on Fire Academy close out. There is often more work to be done than allocated time. One example, the CTE Specialist must shift adjust and work a Saturday once a quarter to perform JPA testing. This removes at least one weekday where other matters could be managed.

Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

While a part-time employee may be found, it is more difficult to find a person with the requisite knowledge of public safety terminology, training, requirements, and systems. It is best to have a full-time employee that could form a working relationship with State Fire Training and our local Partner agencies.

Are you requesting this position for accreditation, regulatory, legislative, health and safety

requirements? Please explain.

Every 5 years State Fire Training performs a rigorous review of the Fire Academy and related Programs to ensure compliance with the terms of Accreditation. Among the many items evaluated is assurance that the proper administrative support exists along with the proper number of qualified instructors and assistants. Our current short hour CTE Specialist may cause a delay in reaccreditation if they find the level of support is not adequate.