Status: **Reviewed**

Entry #: 275

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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
2020-2021

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Public Safety Programs

Discipline Name
Fire Technology (FIRE)

Department Chair Name
Ed Sprague

Division Name
Career, Technical and Extended Education

Website address for your discipline
https://www2.palomar.edu/pages/fire/

Discipline 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.

(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 TOP coded as vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.
Fire Technology-General, AS, CA;
Fire Technology-Emergency Management, AS, CA

Please list the names and positions of everyone who helped to complete this document.
Wayne Hooper, Faculty
Ed Sprague, Department Chair, Faculty
Dave Miller, Faculty

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
3

Full-time Faculty (FTEF)   **Part-time faculty (FTEF)**

Classified and other permanent staff positions that support this discipline
.25% position - Academic Department Assistant. This position is shared by the Fire Academy, Police Academy, Fire Technology, and Administration of Justice Programs.

Additional hourly staff that support this discipline and/or department

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?
1) Students will understand the firefighter role in the community, including knowledge of; firefighter safety, fire prevention, building construction, fire protection systems, fire behavior, wildland fires, hazardous materials, ethics and morality.

2) Students will be able to understand and demonstrate the fire department structure and command.

Learning outcomes are based on National Standards set by the National Fire Academy. Completion of a degree or CA, along with a fire academy CA will fully prepare students for employment in fire service jobs.

How do they align with employer and transfer expectations?

Describe your program's plan for assessing program learning outcomes.
We currently assess the students Final exam, with 70% of the students passing with a 70% or higher.

Summarize the major findings of your program outcomes assessments.
Our program outcome is highly encouraging in that 90% of the students meet our learning outcome goal.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

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.

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

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.
The enrollment was 1,906 for 18/19, with a fill rate of 110%.
-46 AA/AS degrees were earned.
-136 CA were earned
Total Program completions were 182.

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

What factors have influenced your completion trends?
There is a high demand currently for firefighters, especially in southern California. This is due to a large number of retirements and a pent-up need for firefighters after several years of not hiring for vacancies. Many students are hired prior to completing the coursework required for a certificate or degree. Many larger fire department's don't currently require any fire certificates or fire academy due to the need to fill immediate vacancies. The decrease of AA/AS degrees is that students are getting jobs prior to completing all the AA/AS requirements and not returning to complete their degree. The increase in CA's are a result of educating our students on the importance of getting their CA.

Are the courses in your discipline required for the completion of other degrees/certificates?
No

Do you have programs with 7 or fewer completions in the last 5 years?
No

What is your program standard for program completion?

Why did you choose this standard?

What is your Stretch goal for program completion?

How did you decide upon your stretch goal?

ENROLLMENT AND EFFICIENCY TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the PRP Data Dashboard.

What was your enrollment trend over the last 5 years?

What was your efficiency trend over the last 5 years?

Were these trends expected? Please explain.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

How have these factors presented challenges for your program(s)?

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?
70.0%

Why did you choose this standard?
To stay aligned with the College's institutional standard.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

Was this expected? Please explain.

What is your stretch goal for course success rates?
95.0%

How did you decide upon the goal?
Our program has now achieved the 90% stretch goal as of the Fall 2019 semester. We are now shooting for 95%.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

Was this expected? Please explain.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Are there differences in success/retention between on-campus and online courses?

Please share any best practice methods you use for online courses.

COURSE LEARNING OUTCOMES

How is course assessment coordinated across sections and over time?

How have you improved course-level assessment methods since the last PRP?
We added a second SLO for each class and are currently developing a new assessment using a pre-test at the beginning of the class and a post-test towards the end of class. The type of test(s) will be up to each individual instructor. While most, if not all, of the Fire Program classes incorporate group activities, including presentations, we have not used these for Learning Outcomes. One of our plans is to meet with all full and part-time faculty to discuss ways to incorporate these activities into Learning Outcomes.

Summarize the major findings of your course outcomes assessments.
We use 70% as the minimum standard for success which matches the College's standard. While the course outcomes reach this standard 90% of the time, we are pleased to see the actual percentage of success for students in most of our classes is closer to 100%.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

Are there courses that should be added or removed from your program - please explain?

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

How do you work with other departments that require your course(s) for program completion?

Does your discipline offer cross-listed courses?
No

Are there curriculum concerns that need to be resolved in your department? What are they?

How is the potential need for program/course deactivation addressed by the department?

Is your department pursuing non credit or not-for credit options at this time?
No

Are there areas you would like to expand?

Click here for information about Noncredit and Community Education

Is your department offering online classes?
No

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

Describe other data and/or information that you have considered as part of the evaluation of your program

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI
- LaunchBoard
- LaunchBoard Resource Library
- Chancellor's Office Data Mart
- Career Coach-San Diego Workforce Partnership
- EDD Labor Market Info
- Career One Stop

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?
Careers in the fire service, including Firefighter, Fire Prevention Officer, Homeland Security, FEMA, and other areas in the government sector related to emergency management.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
Fire Academy, general knowledge of fire technology and emergency management. Wildland skills and knowledge.

How does your program help students build these KSA's?
By preparing students for the fire academy and basic knowledge and skills required for careers in the fire and emergency services.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

Do you want more information about or need assistance integrating work-based learning into your program?
No

How do you engage with the community to keep them apprised of opportunities in your program?
Through Fire Advisory meetings and outreach to high schools

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.

What is being done at the program level to assist students with job placement and workforce preparedness?
In addition to the requirements of curriculum, the instructors teach the culture of the fire service, in addition to preparing students for oral boards, resumes, and current trends in hiring. All instructors are either currently employed or retired firefighters.
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.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
April, 2018. The Regional Fire Chiefs asked that Ethics be a core class, which we did. They also are requesting more Fire Officer classes be added, which is in progress.

What are the San Diego County/Imperial County Job Openings?
240 projected job openings, short term. Long term potential is over 1,000 (San Diego Fire alone projects 800-1,200 openings in the next 5 years).

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
Complete curriculum updates of 6 elective classes to match new state Fire Marshal standards

Is this a new or existing goal?	**Goal Status**
Existing	Completed
	No longer a goal

How will you complete this goal?
All changes have been made and approved by the Curriculum Committee. These classes are now being offered this fall for the first time in several years.

Outcome(s) expected (qualitative/quantitative)
We are now offering these classes, as required by the California State Fire Marshal. These classes are part of our accreditation for the fire academy.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
These classes are required to be offered in order to maintain our accreditation with the State Fire Marshal's office. These classes are for currently employed fire service employees wishing to advance their career in the fire service.

Expected Goal Completion Date
8/21/2019

Goal 2

Brief Description
Update SLO's

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
Add a second SLO for all classes.

Outcome(s) expected (qualitative/quantitative)
Incorporated FESHE standards into our SLO assessments (National Fire Academy's Fire and Emergency Services Higher Education).

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Classes are taught to the accepted National Industry Standard to prepare students for jobs in the fire service.

Expected Goal Completion Date
5/25/2020

Goal 3

Brief Description
Add an EOC (Emergency Operations Center) at the Escondido campus

Is this a new or existing goal?
Existing

Goal Status
Completed

No longer a goal

How will you complete this goal?
Build a mock EOC in Room 810, simulating a real EOC found in most city governments. Completed this summer.

Outcome(s) expected (qualitative/quantitative)
Provide a realistic learning environment in Emergency Management. The classroom has been designated and all AV equipment has been installed and is currently in use.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Provides a learning environment in which basic skills and knowledge are obtained in order to handle emergency situations.

Expected Goal Completion Date
8/14/2019

Goal 4

Brief Description
Offer State Fire Officer classes

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
All curriculum for State Fire Officer classes has been updated and approved through the curriculum process.

Outcome(s) expected (qualitative/quantitative)
These classes are being offered this fall. Palomar and Miramar will both be offering these classes to employed firefighters to assist them in career advancement. Palomar will offer classes in the fall semester and Miramar will offer different classes in the spring semester.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Provides personal opportunities for personal growth and career advancement.

Expected Goal Completion Date
1/31/2020

Goal 5

Brief Description
Increase Veteran enrollment

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
Outreach

Outcome(s) expected (qualitative/quantitative)
Increase number of veterans enrolled in Fire classes, including the Fire Academy.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Provide a career opportunity in the fire service for veterans.

Expected Goal Completion Date
12/31/2019

Goal 6

Brief Description
Add more online classes.

Is this a new or existing goal?
New

How will you complete this goal?
We will go through the curriculum process to add the Emergency Management classes online, in addition to adding Legal Issues in the Fire Service as an elective.

Outcome(s) expected (qualitative/quantitative)
Offer students more choices for taking classes and increase enrollment numbers by expanding our student base

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Opens up opportunities for full time firefighters to take online courses and complete, or obtain a degree/CA in the Fire Technology Program.

Expected Goal Completion Date
8/21/2020

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
No

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

I confirm that the Program Review is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
esprague@palomar.edu

Review

Chair Review

Chair Comments
I attempted to complete the form but lost all my updates (four hours of work). Please reroute to me when I can save my work.

Chair Name   **Chair Sign Date**
Ed Sprague   11/6/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Fire Tech program is very efficient.
The PRP is not complete is not complete and needs to be completed in the following areas:
Basic Information needs to show the FT and PT FTEF scheduled. 13 boxes need response.
Course page has 6 blank boxes that need responses.
Curriculum page has no information and needs to be completed.
I had to check the confirm box so I could process to this section.
need an email address added.

Areas of Concern, if any:

Recommendations for improvement:

Dean Name	**Dean Sign Date**
Margie Fritch	11/5/2020

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:
* Great Pathway Program, coordinated with local fire departments to help students be competitive with jobs

Areas of Concern, if any:
* PRP was submitted incomplete

Recommendations for improvement:
* Did not answer all items in the program completions section
* Did not answer items in the enrollment/efficiency trends section
* Did not answer all items in the course success and retention section
* Did not answer last two questions regarding course learning outcomes
* Did not answer most questions in the curriculum section

IPC Reviewer(s)	**IPC Review Date**
Nancy Browne, Cindy Anfinson, Rocco Versaci, Justin Smiley, Jennifer Backman	11/30/2020

Vice President Review

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

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name	**Vice President Sign Date**