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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 Academy

**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

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 TOP coded as 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

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)**

0

**Full-time Faculty (FTEF)**

.60

**Part-time faculty (FTEF)**

.40

**Classified and other permanent staff positions that support this discipline**

John Thompson Short term-hourly

Carole Musgrove.45 employee

**Additional hourly staff that support this discipline and/or department**

All are used at various times in both semesters, and assignments change often

Barrett, Jason 10  
Batson, Tyler 10  
Boyer, Dennis 10  
Chapman, Anthony 10  
Davidson, Bret  
Delgado, Danny 10  
Fast, Alexander 10  
Fast, Alexander 10  
Frederick, William 10  
Kennedy, Michael 10  
Klopfenstein, Justin 10  
McDermott, Jason 10  
McLaughlin, Shawn  
McQuead, Dave 10  
McQuead, Dave 10  
Mejia, Andrew 10  
Montgomery, Pete 10  
Montgomery, Pete 10  
Schloss, David 10  
Scott, Robert  
Slaven, Ken 10  
Slaven, Ken 10  
Thompson, George 18  
Tilch, Richard 10  
Vanderpol, Ned 10

## 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

**How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?**

The Fire Academy is a 20 unit, 650-hour course that 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.

**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?**

No questions, the process is clear cut.

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.**

The Fire Academy is an elective course as part of the greater Fire Technology Program and does not have specific GE requirements of its own.

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

To summarize our findings regarding course outcomes, we are meeting our goal of having most, if not all of our students pass the course. Out of each Academy, we lose 1 or 2 students due to academics.

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 do they align with employer and transfer expectations?**

The Academy follows State and Federal guidelines for instruction and testing as required by our accreditation agency. These standards align exactly with employer expectations.

**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.**

Regarding the number of certificates per year, for Fy 18/19, approximately 37 Certificates of Achievement were issued. For the Fire Academy In Fy19/20 we issued approximately 76 certificates of Achievement. This trend of issuing approximately 80 certificates per year should continue into the future.

**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. This trend of granting up to 80 certificates per fiscal year should continue into the future.

**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?**

80

**Why did you choose this standard?**

We expect all of our students to pass the Fire Academies.

**What is your Stretch goal for program completion?**

0

**How did you decide upon your stretch goal?**

We already pass 98% of our students and we are limited to 80 students. So no need to stretch the standard.

**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?**

Stayed the same

**What was your efficiency trend over the last 5 years?**

Stayed the same

**Were these trends expected? Please explain.**

These trends are expected to remain the same because we are limited to 80 students per year. Each Fire Academy we receive approximately 130 applications so there is no shortfall, and no ability to go above 80 as that would change the need for staff and logistics while remaining within State Fire Marshall guidelines.

## 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)?**

By following the State Fire Training standards we can gauge the success of our program by watching the results of State Testing.

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

Factors that are challenges include the logistics heavy requirements to conduct State Testing for certification.

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.

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

Stayed the same

**Was this expected? Please explain.**

We expect a similar outcome for each semester. Our class size is dictated by our accrediting agency so we do not expect any changes.

**What is your stretch goal for course success rates?**

0.0%

**How did you decide upon the goal?**

The stretch goal is not realistic for us as we follow the guidelines of an outside accrediting agency.

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

Stayed the same

**Was this expected? Please explain.**

The Fire Academy continues to be well attended with high retention rates as this is a major component of getting hired into the industry. No changes anticipated.

**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?**

N/A

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

We participate in the California Fire Training Directors group which includes Fire Academy Program management from throughout the State. Best practices are routinely shared there to the benefit of all programs. A recent example is the adoption of safety standards for screening students and staff for COVID-19 related issues. The practice we adopted came from this working group and was generally adopted by Palomar College as a whole.

### COURSE LEARNING OUTCOMES

**How is course assessment coordinated across sections and over time?**

Not Applicable

**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.

**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?**

None

**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?**

None

## **PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING**

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?**

Since this a course, not a program, it is relatively easy to track student learning outcomes as they relate to the items listed in Meta as measured by the California State Fire Marshal, State Fire Training Division.

**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?**

This is a single course that is included in the greater Fire Technology Program. It does not have its own map.

**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.**

N/A

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

The only requirement for entry into the Fire Academy is to have an EMT certificate. We coordinate with Emergency medical Education (EME) for academy entry and completion.

**Does your discipline offer cross-listed courses?**

No

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

N/A

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

N/A

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

N/A

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

NO

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?

State Fire Training rarely grants the ability to offer Fire Academy material in an online format.

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

None

## 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?**

Firefighter and Firefighter/Paramedic are the only careers available with this set of courses. There are no new or emerging careers in this profession.

**What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)**

KSA's for a firefighter include: Mechanical aptitude; ability to understand and carry out complex oral and written instructions; ability to operate an automobile or other vehicles as required; working knowledge of first aid methods and the ability to apply them; ability to operate portable radio and/or other communication equipment found in fire/emergency apparatus and fire stations; ability to tie and/or assemble appropriate rope knot when required by firefighting/rescue tasks requiring use of rope; ability to read, write, understand, and communicate in English sufficiently to perform the essential functions of the position; ability to effectively use computer applications such as spreadsheets, word processing, calendar, e-mail and database software; ability to get along well with others; conscientiousness; mental alertness; dependability; physical condition commensurate with the duties of the position.

**How does your program help students build these KSA's?**

The Fire Academy builds KSA's through the lecture to introduce a subject area, then hands-on training to learn skills and application of the lessons learned. There are numerous simulations requiring critical thinking under the pressure of emergency situations that occur during the fire academy to bring all of the lessons together to ensure a well-rounded student emerges from the process.

**Work Based Learning**

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world 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?**

We engage the community by sponsoring yearly Advisory Board meetings and we have staff that attends monthly joint fire agency meetings to ensure the college is addressing the needs of our Fire Department partners that we have in the region.

To keep potential students apprised of the employment opportunities we perform outreach to local high schools and those separating from the military to ensure they are aware of our programs and employment possibilities within the public safety profession.

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

In regards to growth, unofficially, our partner agencies have been hiring 20 new FireFighter/Paramedics per year and look for that trend to continue for the next 3-5 years. According to COE, the counties to the north of us predict a growth rate of 5% per year through 2022, resulting in approximately 700-800 jobs. CAL-Fire, a major partner, expects to hire 120 new firefighters over the next year. Our Fire Academy Students will possess all of the requirements for a job with this agency,

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

To assist students with job placement and workforce preparedness we post all of the job openings we hear about and distribute them through CANVAS. If students apply to an agency and are invited to test, we often mentor them on their resumes and interview techniques,

**When was your program's last advisory meeting held? What significant information was learned from that meeting?**

The last Advisory Board meeting occurred in May 2020. There were no significant requests for changes to our program other than to continue to find methods to entice more women to join the Fire Service.

**What are the San Diego County/Imperial County Job Openings?**

According to the California EDD, they predict 2370 openings in San Diego /Imperial Counties through the year 2026.

## 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**

Find funding for a new breathing air compressor

**Is this a new or existing goal?**

Existing

**Goal Status**

Ongoing

**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**

12/1/2021

#### Goal 2

**Brief Description**

Prepare ARTP Re-Accreditation with the State Fire Marshalls Office

**Is this a new or existing goal?**

Existing

**Goal Status**

Ongoing

**How will you complete this goal?**

File a self assessment document in Summer 2020 in preparation for a site visit late December 2020.

**Outcome(s) expected (qualitative/quantitative)**

The outcome is re-accreditation by February 2021.

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

Accreditation is needed so students that complete the program can gain access to jobs.

**Expected Goal Completion Date**

11/16/2020

#### Goal 3

**Goal Status**

Completed

**Brief Description**

Integrate Firefighter one with Firefighter two level skills into the new State Curriculum

**Is this a new or existing goal?**

Existing

**How will you complete this goal?**

The State Fire Marshal will soon be releasing a new course plan for Firefighter one. It is our goal to change over to the new curriculum as soon as possible while adding Firefighter two skills to the course.

**Outcome(s) expected (qualitative/quantitative)**

A new course layout within the current time schedule.

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

Providing our students with both Firefighter one and two skills will enhance their opportunities for employment, and create an easier road to firefighter two once they do get hired.

**Expected Goal Completion Date**

1/27/2020

## 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?**

Yes

**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.**

### REQUEST FOR ADDITIONAL FULL-TIME FACULTY

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

gain 2 part-time, lost 1 full time ADA

Are you requesting new Classified, CAST or AA positions?

Yes

## REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

### Staff, CAST, AA request 1

Title of position

ADA

Is this request for a full-time or part-time position?

Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability **Untitled**

This ADA position assists four major areas: Fire Technology, Administration of Justice, Fire Academy, Police Academy. Outside Accreditation for law Enforcement and Fire Academies requires that we have sufficient administrative support. We currently do not.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?

The loss of our ADA was due to retirement, not restructuring. Our efficiency was dramatically reduced when we lost the position.

Is there funding that can help support the position outside of general funds?

No

Describe how this position helps implement or support your three-year PRP plan.

This position fills the need for proper administrative support as required by two different accrediting agencies. It is a key component of any future reorganization of the Public Safety Department and ensures our department can offer courses and support to our students in a timely manner.

Strategic Plan 2022 Objective

5:1

5:2

If the position is not approved, what is your plan?

If this position is not approved, we will try to get by with 4-6 part-time people. This will only work if our part-time people don't get discouraged and move on.

## 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.**

dmiller2@palomar.edu

## **Review**

## Chair Review

### Chair Comments

This is a very important and comprehensive PRP for the Fire Academy during a difficult time in the Public Safety Department. With the recent loss of our ADA and additional turnover in the Dean and VPI positions, we are finding it impossible to handle our expected workload. The ADA position is shared between Fire Technology, Police Academy, Administration of Justice, Fire Academy and we are all suffering. It is critical that this position is filled as soon as possible.

The additional request for funding to support the one-time purchase and the ongoing maintenance of an breathing air compressor for the Fire Academy is a critical safety element. Filling the air cylinders of our academy recruits and training staff that enter spaces that are deemed by CALOSHA as "Immediately Dangerous to Life and Health" (IDLH) is essential. Our current compressor is very poor condition and when it breaks, we rely on surrounding fire departments. Relying on others is not a sustainable plan.

**Chair Name**  
Ed Sprague

**Chair Sign Date**  
11/1/2020

## Dean Review

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

The Fire Academy Director position that is funded out of Strong Workforce is a critical position to the college. It has made a significant difference in the program to have a FT faculty with 60% reassigned time to manage the academy. He has done an amazing job. The Academy Coordinator is a PT classified position and is critical to the operations of the Academy. it is a required position through the Office of the State Fire Marshall and should be a full time position.

### Areas of Concern, if any:

### Recommendations for improvement:

I would suggest that the program does have WBL as a major component because their labs simulate real world situations for firefighters. I would amend this in the review.  
I also did not see the FT faculty request completed so I would suggest that be added as well.

**Dean Name**  
Margie Fritch

**Dean Sign Date**  
11/3/2020

## IPC Review

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

- \* Yearly advisory board meetings
- \* Outreach to high schools to advertise the program
- \* 98% of their students pass the Fire Academy
- \* Mentoring, resume review and interview support
- \* Clear connection to state/national training and standards

### Areas of Concern, if any:

- \* Describe what efforts are being planned to address under enrollment based on gender/ethnicity
- \* No departmental strategy described to be in place to meet the needs of disproportionately impacted students

**Recommendations for improvement:**

- \* It was not clear what the program outcome(s) are
- \* Did not include WSCH/FTEF actual numbers
- \* Included actual numbers for completions but not enrollments from the past until now
- \* Not sure how the ADA request (which is indeed needed) ties in with SP 5.1 and 5.2
- \* The first goal is to find funding for a new breathing air compressor, but we did not see this included in Part 4 of the Resources section, where they could request one-time funding for resources
- \* Include explanation for why some hourly staff are on the list twice
- \* Under question "What factors have influenced your completion trends?" clarify what forms are being requested to be completed in the beginning of the semester
- \* There are 80 certificates of completion awarded yearly. How many students enroll in the course each term?
- \* Is there other data/information that could be referenced or considered to help with more targeted recruitment of women and underrepresented groups?
- \* Write something about the linkage between the stated goals and department mission, strategic plan, guided pathways

**IPC Reviewer(s)**

Nancy Browne, Cindy Anfinson, Rocco Versaci, Justin Smiley, Jennifer Backman

**IPC Review Date**

11/30/2020

**Vice President Review****Strengths and successes of the discipline as evidenced by the data and analysis:**

increased number of completions; acknowledgement that instructional approach is key to reaching PLO success; high retention rates; accreditation standards consistently met

**Areas of Concern, if any:**

WBL would be a natural fit here, and while the connections between industry and course may be strong, it would be good to have it integrated as part of Palomar's Career Continuum; lack of response to success and retention by student groups

**Recommendations for improvement:**

work with dean to integrate Advisory Council and potential employers as part of Career Continuum; need to address differences in success or retention rates by group

**Vice President Name**

Shayla Sivert

**Vice President Sign Date**

12/29/2020