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## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

### BASIC PROGRAM INFORMATION

**Academic Year**

2021-2022

**Are you completing a comprehensive or annual PRP?**

Annual

**Division Name**

Career, Technical and Extended Education

**Department Name**

Public Safety Programs

**Department Chair Name**

Ed Sprague

**Discipline Name**

Fire Academy

**Department Chair email**

esprague@palomar.edu

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

Dave Miller

Ed Sprague

**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 endeavor 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

## BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

### 1) **Permanent Faculty and Staff Count**

### 2) **FTEF LINK**

**How many permanent or full-time faculty support your discipline (program)?**

0

**For this past fall semester, what was your Full-time FTEF assigned to teach classes?**

.60

**For this past fall semester, what was your Part-time FTEF assigned to teach classes?**

.40

**List the classified and other permanent staff positions that support this discipline.**

Dave Miller manages this program, along with other programs on .60 release time.

Carole Musgrove was changed from .45 to full-time CTEE Specialist in the recent months

**List additional hourly staff that support this discipline and/or department**

John Thompson

Barrett, Jason

Batson, Tyler

Boyer, Dennis

Chapman, Anthony

Davidson, Bret

Delgado, Danny

Fast, Alexander

Frederick, William

Kennedy, Michael

Klopfenstein, Justin

McDermott, Jason

McLaughlin, Shawn

McQuead, Dave

Mejia, Andrew

Montgomery, Pete

Schloss, David

Scott, Robert

Thompson, George

Tilch, Richard

Vanderpol, Ned

## PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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 the 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 70%, and for manipulative testing, each skill 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 the main areas of Student Learning Outcomes through rigorous testing and simulation.

In the Fall of 2019, out of 38 students, all students passed the Firefighter 1 exam on the first try, all passed except 1 the Wildland fire exam on the first attempt, and only 2 failed the Hazardous Material exam on the first attempt. In all categories, our students are exceeding state averages.

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?**

Fire agencies throughout the State of California require a Firefighter 1 certificate for all of their employees, and will soon also require a Firefighter 2 certificate. Our program fulfills the requirements for both of these certifications. Additionally, we utilize local fire training manuals and standards that better prepare students to be hired locally. We meet monthly with local and county training officers monthly to ensure our program and its students meet Fire Departments' requirements for new employees. We have strong partnerships with local agencies and we constantly strive to meet their needs.

**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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

**Copy and paste five years of completion data for each of your discipline's degrees and certificates.**

Degrees and Certificates Awarded (Count)

Row Labels 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

Fire Academy CA 16 7 6 67 74 82

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

Increased

**What factors have influenced your completion trends?**

The Fire Academy is 20 units and qualifies on its own for a certificate of completion. At the beginning of each Fire Academy, all students are provided the forms to request a certificate of completion at the end of the academy session. This has allowed us to issue up to 80 certificates per FY.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

## Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

**What factors have contributed to the success of your program(s)? Describe how they have contributed.**

The factors that make the program successful include Application rates, Instructor quality, adherence to accrediting agency standards, and student commitment. For each 40 person Fire Academy we average 130 applications which allows the selection process to find the best candidates. Many of our Instructors have been teaching for years and not only deliver a good product, but they are also developing the next generation of instructors. We work closely with the State Fire Marshalls Office, our Accrediting agency, to ensure we maintain the high standards required. our students join the Fire Academy knowing this could lead to employment in the Fire Service so they are motivated to succeed.

**What factors have presented challenges for your program(s)? Describe the impact of these challenges.**

The largest challenge we face is the varying rate of financial support from the college. Although our program, along with Fire Tech in general makes money for the college, we struggle to obtain appropriate budgets for short-term employees and other items. We have developed a streamlined line item budget request, but this is not followed when allotments are released which creates constant tension and issues managing the program.

## COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

## COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

### Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/> )

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

80.0%

**Why did you choose this standard?**

The Fire Academy generally carries a high success rate, but there are approximately 20% of students who do not pass one of the skills or summative exams on the first try. We feel 80% is a good representation of actual completions of the course.

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

100.0%

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

The ultimate outcome would be to have all 40 students in each Fire Academy (2 per year) pass all of the state exams on the first try. We are constantly striving toward this goal.

## COURSE STUDENT LEARNING OUTCOMES (SLOs)

**Summarize the major findings of your course level student learning 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 with 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 ongoing.

**Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.**

Yes

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

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## **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? 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 within 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 the 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.

We previously performed 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. This was partially funded through an SSE grant, but that funding has gone away and we do not have funding or personnel to perform outreach for our discipline.

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

According to COE, LMI data shows the growth of 260 firefighting jobs per year in San Diego County from 2018 - 2028. The EDD labor market expects a constant growth rate of 5.2% per year

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

Most of our instructors have ties to local agencies and let students know when openings will occur, and how to prep for the hiring process. 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?**

A formal Advisory meeting is held annually and consists of local Fire Chiefs. We also meet monthly with Training Officers from North County, and Quarterly with Training Officers from the region. From these interactions we learn of the hiring needs in the region, changes in student prep needed to meet the needs of local agencies, and ensure Palomar College is delivering students ready to be hired.

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

In regards to growth, unofficially, our partner agencies in the North County have been hiring 30 new FireFighter/Paramedics per year and look for that trend to continue for the next 3-5 years.

CAL-Fire, a major partner, expects to hire 120 new firefighters per year over the next 3 years just in San Diego County. Our Fire Academy Students will possess all of the requirements for a job with this agency,

## 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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

### 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 difficult to repair or find parts.

**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**

12/31/2022

#### Goal 2

**Brief Description**

Prepare ARTP Re-Accreditation with the State Fire Marshalls Office

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

Existing

**Goal Status**

Completed

**How will you complete this goal?**

File a self-assessment document in Summer 2020 in preparation for a site visit in 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**

2/12/2021



### Goal 3

**Brief Description**

Integrate Firefighter two level skills into the new State Curriculum. Only Firefighter 1 skills were previosly taught.

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

Existing

**Goal Status**

Completed

**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**

8/16/2021

## 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?**

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**

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 share portions of other ADA's within CTEE and utilize non-ADA people to cover ADA jobs.

**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?**

Yes

**What funding would support this position?**

The Fire Tech and Fire Academy programs generate a net of over \$620,000 for the district.

**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 our students in a timely manner.

**Strategic Plan 2022 Objective**

5:2

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

Continue to utilize a number of staff members to perform the job of an ADA. We are also looking into pooling ADA resources in an attempt to increase efficiencies. Having an assigned ADA will also assist the department's compliance with expenditure requirements, fiscal projections, along with revenue and expenditure alignment (SP 5.2)

**PART 2: BUDGET REVIEW**

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

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

**Part 4: Facilities Requests**

**Do you have resource needs that require physical space or modification to physical space?**

No

**PART 5: OTHER ONE-TIME NEEDS**

## Requests

### Item 1

**What are you requesting?**

Air Compressor

**Estimated Amount of Request.**

\$120,000.00

**Will you accept partial funding?**

No

**Budget Category**

Non-technology Equipment (acct 600010 and per unit cost is >\$500)

**What PRP plan goal/objective does this request align with?**

1.5 Operationalize Strategic Plan 2022 goals and objectives, in particular VfS goals, into the daily work of the college.

**What Strategic Plan 2022 Goal/Objective does this request align with?**

1:5

**Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

The Fire Academy uses compressed breathing air as part of the mandated training process. The current compressor is old and some parts are only available from Europe if they can be found. Learning to work with a breathing air cylinder is required by NFPA 1001 - Standard for Professional Firefighter Qualifications, by California State Fire Marshall - our Accrediting Agency, and by State Fire Training. It is on the mandatory equipment list for accredited Fire Academies.

One of SLO's is: Students will be able to demonstrate mastery of skills such as managing hose lines, placing ladders, performing rescue and other tactical skills through simulations and critical thinking in order to pass the State Firefighter 1 manipulative exam. Without this piece of equipment, we can not meet our SLO requirements.

**Please upload a copy of the quote, if available.**

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?**

Yes

**I confirm that all full-time faculty in this discipline have reviewed the PRP. The form 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