



2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Career, Technical and Extended Education

Department Name

Public Safety Programs

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Fire Academy

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

David Miller

Department Chair email

dmiller2@palomar.edu

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

David Miller

Website address for your discipline

<https://www.palomar.edu/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 ☐ No

Are any of your programs TOP coded as vocational (CTE/CE)?

☐ Yes ☐ No

List all degrees and certificates offered within this discipline.

Certificate in Fire Academy

AA, AS, ADT, Certificates, etc.

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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

.6

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

0

Link: [FTEF Data](#)

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

1.72

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

CTEE Specialist Full-Time

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

All hourly employees work an average of 10 hours per week or less

Allen Thomas

Allen Thomas

Bachmeier Theodore

Bachmeier Theodore

Baker Collin

Barnes Patrick

Barrett Jason

Basinski Joseph

Batson Tyler

Bennett Luke

Benz Curtis

Bergon Timothy

BeverlyKevin

Bowman Michael

Boyer Dennis

Brame II Walter

Brandt Jeremy

Brandt Jeremy

Cain Zach

Cantrell Chasen

Carey John

Carrington Joel

Chambers Jacob

Chapman Anthony

Childress Cary

Choi John

Clark David

Contrado Patrick

Cook Tyler

Duffy Brian

Dye Montana

Ender Cory

Farnham Michael

Fast Alexander

Fast Alexander

Fast Alexander

Ford Jacob

Forrett Melissa

Frederick William

French Austin

Grossi Willard

Gutierrez Joseph

Guzman Joshua

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

Begin this section by reviewing the Program Review reports for programs and courses in [Nuventive Improve](#). 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? Please explain.

The Learning outcomes for the Fire Academy were recently updated, therefore we do not have data on the updated outcomes. For our previous outcomes, we have met or exceeded our goals.

How do they align with employer and transfer expectations?

Our previous goals aligned perfectly with employer expectations as the training and certifications gained by the students reflect the desired traits employers are expecting. The new outcomes still reflect employer expectations.

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

We plan to assess outcomes on a three-year rotation with other Fire Technology programs. Assessment is performed through capstone written and manipulative testing that is monitored by our external accreditation agency.

Summarize the major findings of your program outcomes assessments.

The Fire Academy has a high pass rate, approximately 95%, and our students either move on to Paramedic Training or are hired by regional fire agencies. We meet with local fire agencies monthly to ensure our students are well prepared to meet fire agency 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, 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: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

While the Fire Academy does not provide an A/S degree, we do issue between 70-80 certificates each year.

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

☒ Increased ☐ Stayed the same ☐ Decreased

Choose one

What factors have influenced your completion trends?

Prior to three years ago the promotion of certificates for the fire academy was not pursued. Now, all fire academy students are encouraged to receive a certificate at the end of the course by handing out applications in class.

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 Fire Academy program enjoys a very good reputation in the industry, employs instructors and assistants who have more than 20 years of experience, and our curriculum has changed to meet accreditation standards.

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

Until recently, fire academy challenges included low assistant pay, old equipment, and insufficient equipment to meet new state standards. Additionally, we lease our facility from the City of San Marcos and often share the training ground with other fire agencies. We are bumped from our classrooms and cannot expand our program due to space and size.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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?

90.0%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

The Fire Academy's success rate has been constantly rated between 90% and 100% in the last five years. We don't anticipate a change in that trend, so we strive to stay above 90%.

What is your stretch goal for course success rates?

100.0%

How did you decide upon the goal?

Having a stretch goal for the Fire Academy of 100% is a realistic and often obtained goal, so we strive to hit that mark every semester.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

While the Fire Academy has moved the new SLOs closer to definitions found in Bloom's Taxonomy, we have found the number of students being successful on the first try at accreditation exams has improved in the last three years.

Course level SLOs can be accessed through [Nuventive Improve](#)

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

☐ Yes ☒ No

If you answered no, please explain.

We have had a reduction on Full-Time staff which has made it more difficult to keep up all aspects of reporting.

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

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 O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

The Fire Academy is specifically designed for those that wish to become operational line firefighters. Possible alternative employment includes Fire Inspectors and Investigators, prevention Specialists, and Forrest Fuel Management.

Link: <https://www.onetonline.org/>

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; the 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, and 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 apply 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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

According to COE, LMI data shows the growth of 140 firefighting jobs in 2020, to 152 in 2025 in San Diego County.
The EDD labor market expects a constant growth rate of 9% 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, and our last meeting was on April 14, 2022. 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.

Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.

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 annually in San Diego County over the next three years. Our Fire Academy Students will possess all of the requirements for a job with this agency,

Include short- term # of projected job openings and long -term # of projected job openings

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?

☐ Yes ☒ No

Do you want more information about or need assistance integrating work-based learning into your program?

☐ Yes ☒ No

How do you engage with the community to keep them apprised of opportunities in your program?

The Fire Academy engages with the community through regular meetings with local Fire Departments

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Famiila, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Find funding for a new breathing air compressor.

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Obtaining a new Air Compressor is ongoing and should be resolved in the next 3 months.

Goal 2

Brief Description

Prepare ARTP Re-Accreditation with the State Fire Marshalls Office

Goal Status

☒ Completed ☐ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Goal 3

Brief Description

Integrate Firefighter 2 skills into the new State Curriculum. Only Firefighter 1 skills were previously taught.

Goal Status

☒ Completed ☐ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Goal 4

Brief Description

Convert Director pay from Strong Workforce to General fund

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

The position was to be converted several years ago and needs to be addressed.

Goal 5

Brief Description

Replace our Self Contained Breathing Apparatus

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Many of our Air bottles are reaching their maximum time (15 years) and the packs are using old, outdated technology.

Goal 6

Brief Description

To obtain a Public Safety Training Center managed by Palomar College. We currently lease a facility that is too small for the Fire and Police Academies to share space. We are often bumped by the property owner, the City of San Marcos to accommodate their needs.

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We started work on a possible site several years ago, but it was found to be unsuitable for our needs.

The Strategic Plan 2022 includes the College’s Vision for Success (VfS) outcomes. Review the VfS

goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

We have aligned our training Program with CAL-FIRE to increase the number of students who enter the workforce (Vfs Goal 4: Workforce)

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

Changes to our three-year plan include changing the Wildland curriculum to include CAL-FIRE indoctrination and to encourage students to take the CAL-FIRE basic cert exam.

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

☐ Yes ☒ No

Are you requesting AA, CAST for Classified Staff?

☐ Yes ☒ No

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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?

☐ Yes ☒ No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

☒ Yes ☐ No

Technology Request

Technology Request 1

What are you requesting?

New SCBA

Is this a request to replace technology or is it a request for new technology?

Replacement of Technology

Who is the current user of the requested replacement technology?

Fire Academy Students and Staff

Provide a detailed description of the the request. Include in your response:**a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

SCBA is the equipment required by the State Fire Marshall. Our air bottles are nearing final expiration, and a new plan needs to be developed for this equipment.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Those impacted include Fire Academy and Fire Academy Prep students.

c. What are the expected outcomes or impacts of implementation?

By purchasing SCBA vs renting them, we save students approximately \$650. We are doing what we can to reduce Fire Academy costs to the students to ensure accessibility.

d. Timeline of implementation

The timeline of implementation is 1-2 years

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

Ongoing costs include parts, annual flow testing of air packs, and Hydrostatic testing of air bottles. The annual projected cost is \$4000 and is already a part of the budget.

Do you already have a budget for this request?

Yes

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

Employ knowledge of firefighting strategies, tactics, tools and incident command procedures through the selection and implementation of common operational methods.

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

- | | | | |
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| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

If you have multiple requests for technology and had to prioritize, what number would you give this? (1 = Highest)

2

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

None

Will you accept partial funding?

☐ Yes ☒ No

Technology Request 2

What are you requesting?

Two Thermal Imaging Cameras

Is this a request to replace technology or is it a request for new technology?

New Technology

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

The City of San Marcos recently relined the burn rooms and now limits the amount of heat that can be created during training. Thermal Imaging cameras provide safety as fire temperatures can be monitored and maintained for student safety.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Those impacted include Fire Academy Students and Staff.

c. What are the expected outcomes or impacts of implementation?

Our outcome would include greater safety during burn operations and training.

d. Timeline of implementation

1 years

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

We estimate ongoing costs to be low and limited to battery replacement.

Do you already have a budget for this request?

No

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

Employ knowledge of firefighting strategies, tactics, tools and incident command procedures through the selection and implementation of common operational methods.

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

- | | | | |
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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

If you have multiple requests for technology and had to prioritize, what number would you give this? (1 = Highest)

1

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

No impacts to the facility

Will you accept partial funding?

☐ Yes ☒ No

PART 4: FACILITIES REQUESTS

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

☒ Yes ☐ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

Facilities Requests

Facility Request 1

What are you requesting?

We are requesting a stand-alone training facility for the Fire Academy and Fire Technology

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Our current facility is leased from the City of San Marcos and we frequently lose access to classrooms or outdoor training areas. We are also limited as to storage and modifications needed to facilitate modern training for Fire Fighters.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

The entire Fire Technology Program will be affected and it will allow programs like EME to expand into the Fire Technology spaces at Escondido.

c. What are the expected outcomes or impacts of implementation?

A new facility would allow us to grow the program by offering more Fire Technology Courses, More Fire related specialty courses (such as Rope Rescue Technician), a Part-Time

d. Timeline of implementation

10 Years

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

The estimated cost to build is 40 Million Dollars, and \$5000 a month to operate.

Do you already have a budget for this request?

No

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

Employ knowledge of firefighting strategies, tactics, tools, and incident command procedures through the selection and implementation of common operational methods. Recognize firefighter hazards inherent to the profession.

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

- | | | | |
|---|------------------------------|---|---|
| <input checked="" type="checkbox"/> 1:1 | <input type="checkbox"/> 1:2 | <input type="checkbox"/> 1:3 | <input checked="" type="checkbox"/> 1:4 |
| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input checked="" type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)

3

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

The Major impact of this request would be the management of a new facility, including costs.

Will you accept partial funding?

☐ Yes ☒ No

PART 5: 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?

☐ Yes ☒ No

☒ I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Enter your email address to receive a copy of the PRP to keep for your records.

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