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 Technology (FIRE)

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.

Ed Sprague, Wayne Hooper

Website address for your discipline

https://www.palomar.edu/fire/

Discipline Mission statement

The mission of the Fire Technology program is to provide exceptional instruction and support to students seeking careers as fire service professionals and to offer employed fire service personnel opportunities for
personal growth and career advancement. Learning will take place in an environment that values cultural diversity and is free of harassment and any form of discrimination. Courses are structured to challenge students' critical thinking skills by using situational studies and case histories, in addition to basic skills and
knowledge necessary to perform in emergency situations. Students who obtain one or both of the AS degrees or certificates will have the required skills to engage in ethical and moral decision-making and will
be well-rounded individuals that are sought after by industry leaders.

(Click here for information on how to create a mission statement.)

Does your discipline have at least one degree or certificate associated with it?
⊙ Yes ○ No

Are any of your programs TOP coded as vocational (CTE/CE)?
○ Yes ⊙ No

List all degrees and certificates offered within this discipline.

Fire Technology-General, AS, CA; Fire Technology-Emergency Management, AS, CA: Fire Academy , CA

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM NFORMATION: 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)?

We have three Full-Time and twenty-three Part-Time employees.

Enter a number.

Link: Permanent Faculty and Staff Count

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

2.0

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.)

4.56

Link: FTEF Data

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

Carole Musgrove 100%

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

N/A

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 PLOs for Fire Technology adequately cover the scope and breadth of the Fire Technology Degree program. Our PLOs also align with the Fire and Emergency Services Higher Education (FESHE) national standards, ensuring we cover FEMA-sponsored curriculum.

How do they align with employer and transfer expectations?

Since the Fire Technology program follows FESHE and the national curriculum for Fire Technology, we provide the education and degrees often requested by potential employers.

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

We attempt to assess PLOs every three years on a pre-scheduled basis.

Summarize the major findings of your program outcomes assessments.

After evaluating the Fire Technology Program, we find that we are meeting the needs of the students who are entering the workforce with good-paying jobs while providing a broad spectrum of knowledge within our discipline.

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 "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Row Labels	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
AA/AS						
Associate in Arts Degree	3					
Associate in Science Degree	79	67	65	46	49	72
AA/AS Total	82	67	65	46	49	72
Certificate						
Certificate of Achievement	114	81	73	136	131	151
Certificate Total	114	81	73	136	131	151
Grand Total	196	148	138	182	180	223

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?

In general, our completion trends are relatively flat. The number of certificates increased in 2018-2019 due to increased requesters by Fire Academy students.

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.

Fire Technology remains a popular program for students as there are many job openings in agencies with good-paying jobs. Managing our course efficiencies while ensuring there are enough course offerings so as not to slow down students working toward a degree has worked well for us. We also have experienced professors and staff to help guide students through the educational process and preparation for employment and whom keep the students engaged.

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

Our program has many of the same challenges as others, including recovery from COVID. Unique challenges include ensuring diversity in both students and staff in the Fire Technology courses and the Fire Academy as there is a stigma relating to the toughness of the job of firefighting. This challenge remains a high priority and is a work in progress.

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?

70.0%

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 course success rate was chosen as it follows the Colleges' minimum rate. For Fire Technology, our general success rate by term is 88%, with a retention rate of 97.6%.

What is your stretch goal for course success rates?

90.0%

How did you decide upon the goal?

We chose 90% as we believe it is a realistic, obtainable goal.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

When we are evaluating our course levels SLOs we find that we are meeting performance goals.

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.

In Fire Technology all courses have been assesed except two. Fire 98 which is an in-service course conducted at local Fire Departments is not assessed. The Fire Academy was in the process of updating SLOs so they were not assessed.

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.

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. Fire Technology also addresses possible alternative employment, including Fire Inspectors and Investigators, Fire 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 and related fields 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 position's duties.

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

The Fire Technology program builds KSAs through the lecture to introduce a subject area, then utilizes hands-on training to learn skills and apply the lessons learned. In the Fire Academy, numerous simulations require critical thinking under the pressure of emergency situations. The Fire Technology program encourages ride-a-longs with agencies that provide emergency response, GIS mapping, Emergency Dispatching, and Fire Prevention, along with classroom visits by personnel from various disciplines 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-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
○ 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?

Fire Technology engages with the community by holding annual advisory committee meetings with Fire Chiefs from the region, by attending local and regional training officer section meetings, and by working with high schools to offer Fire Technology courses in high school through Middle College and Dual Enrollment agreements.

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 identied 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

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

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 2

Brief Description

Update SLO's

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

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

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

Add more online classes

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 wish is to have all degree-based Fire Technology courses deliverable by Face-to-Face and online formats.

Goal 5

Brief Description

Create a new Program for Fire Service Supervision

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.

> This is a new goal that will start once the new courses are adapted that are currently working their way through Meta.

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.

> Fire Technology plans to expand upon VFS goal #1 by creating a new degree program and certificate which should increase the number of completions .

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.

> The goals for Fire Technology remain the same in regards to adding an A/S degree and certificate in addition to offering Fee-based courses in specialized areas such as Emergency Communication.

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 requestiong additional full-time faculty?
⊙ Yes ○ No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Full Time Faculty in Fire Tecnology

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

The Fire Technology Program will need Full-Time Faculty to support ongoing programs such as SLO updates, PRPs, FESHE reporting, and the management of related programs. This would tie into Strategic Goal 3 objective 3 and Sp Goal 4.

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

We anticipate that 2 of 3 Full-Time Faculty will retire in June 2023. While we currently have sufficient part-time staff, for now, that will change when these faculty retire.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

The Fire Technology Program is Accredited by the State Board of Fire Services through the California State Fire Marshall's office. This Accreditation calls for proper staffing and support for any Fire Technology Programs and is reviewed every five years.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

As stated earlier, we have reduced the number of Fire technology courses, which resulted in higher registration rates. Most of the courses are at or above minimums making this program very efficient. That being said, State Fire Training is constantly changing or adding to the curriculum, and the replacement Full-Time Staff would be tasked with ensuring our program is up-to-date, and the Part-Time Faculty are well supported.

Refer to data and other analysis earlier in this document.

Is your department affected by faculty on reassigned time? If so, please discuss.

Fire Technology has one person on reassigned time, which aids in keeping up with all of the administrivia that seems to come our way. We have had two full-time faculty take off on load bank within the last several years, and that has impacted us as we are a small staff.

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

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

Public Safety, in general, needs our budget strings properly divided by discipline instead of shared (required by outside Accreditation). We also need our budgets to match our requests as budgets are based on actual needs. The college often varies our budgets in the same method non-CTE programs are managed. This is problematic and is also of concern to outside Accreditation agencies.

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?

Replacement Self-Contained Breathing Apparatus (See Fire Academy).

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

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

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

SCBA air bottles have a 15 year maximum life. Most of our SCBA's are hand-me-downs from local fire departments and getting very close to terminal time out. SCBA training and usage is a required equipment item from our Accreditation agency and is also required to fulfill safety education as defines n our SLOs.

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

If we are unable to make this purchase, each student will spend an additional $650 per semester to rent an SCBA on top of current student fees. This is problematic for those of disadvantaged backgrounds who struggle with the cost of the fire academy and may impact our ability to satisfy DEI requirements.

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

Purchasing SCBA ensures 15 years of service to the college and Fire Academy Students, minimizes the additional cost to the student, makes the program more accessible, and ensures students are training on up-to-date modern safety equipment.

d. Timeline of implementation

2022-2023 budget year

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

The anticipated cost for SCBA and bottles is $450,000. On-going costs include annual flow testing(currently budgeted and performed now), small repairs, and Hydrostatic testing of air cylinders every five years.

Do you already have a budget for this request?

No

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

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

☐ 1:1	☐ 1:2	☑ 1:3	☐ 1:4
☐ 1:5	☐ 2:1	☐ 2:2	☐ 2:3
☑ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 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)?

There would be no additional impacts as the same support facilities would still exist.

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.

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.

dmiller2@palomar.edu