

Entry #: 41 - Career, Technical and Extended Education

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DRAFT**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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION**Division Name**

Career, Technical and Extended Education

Department Name

Public Safety Programs

Microsoft_List_ID**Discipline Name**

Fire Academy

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, John Thompson

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 emergencies. 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 who are sought after by industry leaders.

[\(Click here for information on how to create a mission statement.\)](#)

Does your discipline have at least one degree or certificate associated with it?

Yes

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

Yes

List all degrees and certificates offered within this discipline.

Fire Academy, CA

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

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

0

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

2.07

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

Carole Musgrove 100% CTE Specialist. TingTing Wang 100% ADA

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

Weekly hours vary based on the topic. Hourly Staff Include:

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

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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION

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

Stayed the same

Was this expected? Please explain.

The Fire Academy averages a pass rate of 95% and we don't expect many changes. We offer an academy prep course that prepares students who wish to attend the fire academy.

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

Stayed the same

Was this expected? Please explain.

Fire Academy retention rates have remained about the same over the last five years. There continues to be an interest in the Fire Service as a career and that fuels student's interest.

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

Gender

Gender: What did you find and why do you think gender differences exist? How can you close the gap?

There have been many discussions with Fire Agencies, active-duty female firefighters, and others to determine why many of the female Fire Technology students don't move on to attend the Fire Academy. It appears there is still some stigma attached to the profession along with the physical requirements of the job. We continue to explore methods to improve our number in this area as this is also a request from our Advisory Board.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

We are constantly striving to have a diverse student body that matches the area we serve, with an emphasis on increasing the number of female students.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

We are in the process of updating our SLO's for the Fire Academy and Fire Technology. Staffing shortages have made this difficult.

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")



[0. Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes \(1\).xls](#)
14 KB



PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

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.

Row Labels 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22
Fire Academy CA 7 6 67 74 82 73

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

This program SLO's were not assessed due to staffing issues and changes in the program.

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[2. Last Result, Action, and Follow-up Date for Each Active Course Outcome \(2\).xls](#)
11.5 KB



Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

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.

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?

Similar careers include emergency dispatching, Fire Prevention specialists, GIS mapping, equipment operators, equipment mechanics, Airfield Operations, and Foresters. We are exploring the expansion of our program to help students into these allied career paths.

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

Communicate
 Understand spoken information.
 Speak clearly so listeners can understand.
 Listen to others and ask questions.
 Understand written information.
 Read and understand work-related materials.
 Write clearly so other people can understand.
 Reason and Problem Solve
 Notice when something is wrong or is likely to go wrong.
 Analyze ideas and use logic to determine their strengths and weaknesses.
 Use reasoning to discover answers to problems.

Combine several pieces of information and draw conclusions.
Judge the costs and benefits of a possible action.
Understand new information or materials by studying and working with them.
Follow guidelines to arrange objects or actions in a certain order.
Recognize the nature of a problem.
Concentrate and not be distracted while performing a task.
Develop rules that group items in various ways.
Make sense of information that seems without meaning or organization.
Manage Oneself, People, Time, and Things
Check how well one is learning or doing something.
Manage the time of self and others.
Work with People
Look for ways to help people.
Change behavior in relation to others' actions.
Be aware of others' reactions and understand the possible causes.
Teach others how to do something.
Work with Things
Operate and control equipment.
Watch gauges, dials, and output to make sure a machine is working properly.
Perceive and Visualize
Identify a pattern (a figure, object, word, or sound) that is hidden in distracting material.
Quickly and accurately compare letters, numbers, objects, pictures, or patterns.
Imagine how something will look if it is moved around or its parts are rearranged.
Know one's location in a physical setting and recognize where other objects are located in relation to oneself.

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

Fire Service KSAs are embedded into our entire curriculum which, follows the Fema National Fire and Emergency Services Higher Education (FESCHE) Initiative. They are enforced during the Fire Academy, which follows national NFPA standards.

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)?

In our region, an additional 500 firefighters will be needed in the next five years. To match the need, we would like to have Fire Technology courses at all three centers. There is a large need for Fire prevention courses and dispatcher certification training that is needed to fulfill openings in the region.

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

To assist students with job placement and workforce preparation, our Fire Academy prep Class (Fire 51) covers interview techniques, resume building, physical fitness training, and an introduction to basic skills. Most of our instructors in Fire Technology and the Fire Academy have many years of experience and come from many agencies and can provide students with information about openings, interview prep, and other items.

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

Our last advisory board meeting was held in May 2023 (it is very challenging to get on this group's schedule). We found much interest in outreach and retention toward obtaining a hiring pool of greater diversity. We are generally fulfilling their needs in student preparation, still we need to shorten the path from Fire Technology through EME Paramedic training which is the largest bottleneck in pre-hire training.

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

While the statewide projections have glaring errors in the data, we know that CALFIRE is looking to hire 2700 employees over the next several years and local agencies collectively will hire about 500 employees over the next three years. We are looking for methods to offer a second Fire Academy along with additional specialty classes to meet future needs.

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

Prior Year PRP Goal 1

Brief Description

Find funding for a new air compressor

Goal Status

Completed

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

Prior Year PRP Goal 2

Brief Description

Prepare ARTP Re-Accreditation with the State Fire Marshalls Office

Goal Status

Completed

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

Prior Year PRP Goal 3**Brief Description**

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

Goal Status

Completed

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

Prior Year PRP Goal 4**Brief Description**

Convert Director pay from Strong Workforce to General fund

Goal Status

Ongoing

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

Prior Year PRP Goal 5**Brief Description**

Replace our Self Contained Breathing Apparatus

Goal Status

Completed

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

Prior Year PRP 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

Ongoing

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

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

Do you have any new goals you would like to add?

Yes

Establishing New Goals and Strategies for the Next Three Years**Goal 1****Brief Description**

Entice younger firefighters to pursue State Fire Training Instructor status to improve long term continuity and succession planning.

How will you complete this goal? Include Strategies and Timeline for Implementation.

To entice younger firefighters to become future instructors, we have increased the hourly pay scales, provided opportunities to work on instructional task books, and offered local instructor classes.

Outcome(s) expected (qualitative/quantitative)

our expected outcome is to secure a succession of lead instructors for all Academy Disciplines.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This goal ensures a continuity of operation well into the future of the program and aligns with EVP goal 2:1 and 2:2.

Expected Goal Completion Date

6/1/2027

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 [Vision Plan 2035](#).

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?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

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.

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

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

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

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

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

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 and 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 CTE 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.

1. 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?

No

PART 4: FACILITIES REQUESTS

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

Yes

Facilities Requests

Facility Request 1

What are you requesting?

The Fire Academy needs a modern facility.

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 Fire Academy needs a modern facility. that includes training areas, improved storage for equipment and fire trucks, lockers and showers and classroom space.

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

The groups impacted will be all of Fire Technology and the Fire Academy.

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

A centralized, larger facility would allow the program to grow by adding students, new programs, and additional State Fier Training Specialty courses.

d. Timeline of implementation

7/1/27

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

50 Million

Do you already have a budget for this request?

No

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

What Educational Vision Plan 2035 Goal/Objective does this request align with?

3:1

3:5

4:5

4:7

If you have multiple requests for facilities 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)?

A new facility would impact all aspects of Fire Technology and the Fire Academy. The new facility would utilize a water reclamation system used in firefighter training, state of the art simulation modules, and more efficient HVAC systems.

Will you accept partial funding?

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?

No

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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Dave Miller

Date

4/2/2024