

Plans for Fire Academy >> 2014 - 2015

Fire Academy CHC Instructional Program Review 2014-2015

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Name :

2014 - 2015 Fire Academy CHC Instructional Program Review 2014-2015

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Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions.

1. Description of Program

1. Assume the reader doesn't know anything about your program. Please describe your program, including the following:

- a. Organization (including staffing and structure)
- b. Mission, or primary purpose
- c. Whom you serve (including demographics) - Click [HERE](#) to view program and college demographics.
- d. What kind of services you provide
- e. How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)
- f. **Rubric Item:** Describe how your curriculum is up-to-date and [Needs-Based](#). Base the description on surveys, environmental scan data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.
- g. **Rubric Item:** Attach your [scheduling matrix](#) to show when courses in your area are offered. [Click here for sample!](#)

1. Description of Program

A. Organization (including staffing and structure)

The Fire Academy completes the skills requirements to become a State of California Certified Firefighter Completion of these skills are required by most Fire Protection Agencies as the minimum requirements of those persons applying for full and part-time employment. The Fire Academy training staff provides the cadet with the necessary education and training to obtain the knowledge, skills, and the abilities to start on the

road in becoming a Firefighter I with the State Fire Marshall's Office. The Fire Academy operates with one full-time staff (Academy Chief), six part-time adjunct professors, and 20 six professional experts. The State Fire Marshal's Office requires that we maintain the minimum instructor to student ratio and this will vary based on the type of training that is involved.

B. Mission, or primary purpose

Pre-employment training and quality learning is the main theme of this education and training experience. Our mission is to prepare students for careers as Firefighters in the fire service as well as to advance the education and success of students in a quality learning environment. This is accomplished by providing the highest level of instruction through past and present professional firefighters. The Fire Academy vision is in conjunction with the college's vision which is to strive to become the premier community college for public safety and health services careers and transfer preparation.

C. Whom you serve (including demographics)

We serve students from a range of 19 to forty-six year old students. The demographics of the Fire Academy mirrors CHC demographics fairly close except for gender. (Academy Females - 4.91% Crafton Females - 51.6%) We serve primarily Caucasian and Hispanic students (Caucasian - 60.89% Hispanic - 32.31%) with a lower percentage of Asian, Native American, and African American students. (African American - 2.76% Native American - .95% Asian - 3.13%) There is a much higher number of males than females in the Fire Academy when compared to the demographics to CHC. The increase in females pursuing a fire service career has been an ongoing issue and challenge that the fire service as a whole and the Fire Academy is struggling with. Perkins funding has allowed the Fire Academy to hire a part-time Academy Coordinator who is in the process of developing a "female recruitment" program for the Fire Academy which will I hope address this ongoing issue. Additionally, we have hired another female firefighter to help meet and recruit those females at the various Career Day events that we attend as part of the Outreach program. <https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/cd1d00c2-c957-479c-9dcd-f0c9a4bee624/Demographics.pdf>

D. What kind of services you provide

The Fire Academy completes the skills requirements for a student to become a State of California Certified Firefighter I. Pre-employment Firefighter training is the main theme of this education and training experience. The Firefighter I Basic Training Academy is approved by the California State Fire Marshal's Office as an accredited Regional Training Center.

E. How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)

We provide these services by using a wide range of psychomotor, cognitive and affective skills necessary to become a career Firefighter. The Fire Academy is a Full-time program for a total of 16.00 units. This includes 14.00 units for the Fire Academy (FIRET 115) and 2.00 units for the Firefighter Physical Fitness class (FIRET 049) The program is offered both in the Fall and Spring semester. The Fire Academy starts at 6:15 am. and ends at 6:00 pm., Monday thru Friday, for 13 weeks. Fire Academy Cadets are required to attend the Basic Firefighter Physical Fitness class (FIRET 049) from 6:15 am. to 7:30 am., Monday thru Friday. The Fire Academy (FIRET 115) start at 8:40 a.m. and ends at 6:00 p.m., Monday thru Friday.

F. Rubric Item: Describe how your curriculum is up-to-date and Needs-Based. Base the description on surveys, environmental scan data, transfer patterns

such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.

three = Curriculum is up-to-date and demonstrably needs-based (e.g.: survey, environmental scan, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, articulation standards, articulation agreements, and/or other evidence as applicable) To maintain our accreditation as a Regional Training Center the Fire Academy's curriculum is regulated by the California State Fire Marshal's Office. When the State Fire Marshal's Office makes changes to its curriculum the Fire Academy has historically made the necessary updates to stay in compliance with the State Fire Marshal's Office. We will soon be in the process of having to change our curriculum to stay in compliance with a recent change from the State Fire Marshal's Office to a new curriculum.

(Implementation of New Curriculum –

1) <https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/ff315521-482d-4d19-991a-03cef67c6f83/Implementation%20of%20New%20Curriculum%20-%201.pdf>

(Implementation of New Curriculum –

2) <https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/613f5deb-d518-4486-9c7e-f73f52f54b91/Implementation%20of%20New%20Curriculum%20-%202.pdf>

The State Fire Training office did approve the relocation of the Fire Academy to its temporary training site. The last State Fire Training re-accreditation inspection took place in April of 2007 and we have inquired with State Fire Training (SFT) that we are due for another re-accreditation in the near future.

G. Rubric Item: Attach your scheduling matrix to show when courses in your area is offered.

The Fall Fire Academy starts-up the last week of August and the Spring Fire Academy starts-up the last week of January. Scheduling of the numerous training activities has always been a challenging task. Since the Fire Academy has a two year temporary training site, the Fire Academy is required to go off-campus approximately forty-three days per Academy for manipulative skills, which equals to eighty-six days per year. The Fire Academy is a Full-time program for a total of 16.00 units. (14.00 units – FIRET 115, 2.00 units – FIRET 049) The program is offered both in the Fall and Spring semester. The Fire Academy starts at 6:15 am. and ends at 6:00 pm., Monday thru Friday, for 13 weeks. In addition, the Fire Academy Cadets are required to attend the Basic Firefighter Physical Fitness class (FIRET 049), which is a two unit course, from 6:15 am. to 7:30 am., Monday thru Friday. The Fire Academy (FIRET 115) starts at 8:40 a.m. and ends at 6:00 p.m., Monday thru Friday. (Additional Information see attached Scheduling Matrix Documents)

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/7befbe9b-869d-4939-8ac2-58741cf675f8/Scheduling%20Matrix%20%20FIRE%20SP14%20rev%2009-16-14.xlsx>
<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/2de3b78d-df64-49b0-b7bd-c64d4cb495f8/Scheduling%20Matrix%20%20FIRE%20SP14%20rev%2009-16-14.xlsx>

2. External Factors with Significant Impact

2. What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
 - i) Requirements of prospective employers
 - ii) Developments in the field (both current and future)

2. External Factors with Significant Impact

2. What external factors have a significant impact on your program? Please include the following as appropriate:

A. Budgetary constraints or opportunities

Constraints:

Due to the construction of a new Emergency Services building, the Fire Academy Building was demolished as part of this project. The Fire Academy Training now takes place primarily at the main site, which at this time is the CAL FIRE location, located at 3800 Sierra Way, San Bernardino. Due to the limited training facilities at CAL FIRE, the students and Instructors have to conduct training at off-site locations forty-three times per semester. This is a tremendous difference when compared to previous Academy's. Previous Academy's were required to be off-campus approximately fifteen days a semester when the Fire Academy was housed at the campus.

Currently when the Fire Academy trains off-site, we need transport the required tools and equipment to the off-site facility. Normally, we have to transport approximately 15 to 25 pieces of equipment each time we train off-site. If we miss a piece of equipment then the Academy Chief needs to drive back to the CAL FIRE training center to pick up it up.

The Fire Academy only has a secretary two days a week. With the Fire Academy currently being located off campus, this creates a real challenge to make sure that fire academy related issues that occur daily are communicated between the secretary and the Chief. The ability to track each other down during the day is difficult at best, due to being separated in distance and lack of cell phone coverage at the Cal Fire facility while the Chief is away from the office. This often creates a breakdown in communication that may take hours or days to resolve with the way the schedule works and only being able to physically communicate two days a week. Additionally, various supplies and equipment are often picked up and delivered by the secretary who actually serves as a courier for the Fire Academy because there is no other mechanism in place to have our supply needs met. Finally, with the Fire Academy located off campus, it is very difficult to help the students feel connected to the CHC community. We realize this is a consequence of being located off campus but the following "Exit Interview" attachments from the last two academies show that it has had an impact on the cadets and CHC community.

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/9c696ad0-d795-4bcc-aaac-851e6dec7166/Research%20Brief%20-%20November%202013.pdf>

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/ac060dd4-389f-45e4-a267-65c964921e85/Research%20Brief%20-%20May%202014.pdf>

Opportunities:

Over the last several years there has been a reduction in the number of cadets entering the Fire Academy. This is likely due to a number of factors, the most obvious being the economic downturn and recession that started in 2008. Shortly after that, an administrative decision was made to reduce the enrollment cap from 36 to 24.

However, the current Fall 2014 Fire Academy showed that there is an increase in the number of cadets that are applying and the cap was raised from 24 to 30 cadets. The Fall 2014 Fire Academy initially started with 30 cadet applicants and after interviews were conducted the program settled with 25 that enrolled. One of those 25 cadets is an African American male who was not able to meet the cost requirements of the Fire Academy but was able to attend through the help of the Crafton Hills Foundation and a private donor who provided the necessary funds for him to attend without having to pay it back providing he graduates from the Academy.

Despite several years of an ongoing recession there is currently potential budgetary opportunities that exist and can have a significant positive impact in the future. In an effort to extend educational opportunities to CHC students, Crafton Hills College (CHC) established the CHC Foundation. The Foundation is a nonprofit corporation devoted exclusively to raising funds for scholarships, grants, and other types of assistance for CHC students and faculty. Recently the HEDCO Foundation awarded the Crafton Hills College (CHC) Foundation \$55,000 toward the purchase of structural firefighting gear, providing the program matches those funds with \$6,000. Additionally, the Fire Academy has worked close with the CHC Foundation on other pending grants to help the financial needs of the Fire Academy program.

B. Competition from other institutions

As 80-million baby-boomers begin to leave the workforce in the next decade there will be a large fire service personnel shortage that will have to be filled. This means that State Accredited Fire Academies will see a demand or an increase in cadet applicants. Other Community College Fire Academy programs already have a normal class size of 36 to 40 cadets. It will be very important for the CHC Fire Academy to continue to provide the top level training with that has earned the reputation of being a leader within the industry. Through several discussions and most recently, the Research Brief - CHC Fire Academy Exit Survey Results summary of findings showed that the reputation for high quality training was the deciding factor for choosing the CHC Fire Academy. As long as the need to provide the best training possible does not overshadow the need to increase the number of cadets in the program then the CHC Fire Academy will stay very competitive. However, as mentioned in 2D - (Requirements imposed by regulations, policies, standards and other mandates) the forthcoming changes to our curriculum and certification/examination process will require additional education from some of the Academy Instructors in order to stay compliant with SFT. This may result in needed pay increases to the instructors in order to stay competitive. The Fire Academy Instructors that serve as "Professional Experts" have not received a pay increase in 10 years and many other Fire Academy Programs provide a much higher wage to their Professional Experts. The mandate to provide additional education for the Professional Expert Instructors will be a challenge to keep them in our program if they are not fairly compensated.

C. Requirements of four-year institutions

Does Not Apply

D. Requirements imposed by regulations, policies, standards, and other mandates

The CHC Fire Academy currently meets the requirements set forth by the California State Fire Marshal and the State Board of Fire Services. However, some very significant changes are currently in the process by State Fire Training (SFT) and are scheduled to be implemented and mandated from our current time period through 2017. These changes are very specific and complicated to be fully described in this document. Further clarification of the changes, are in the attached documents. For sake of brevity

the changes cover two major areas that will have a significant but currently unknown financial impact to our program:

1. Firefighter – 1 curriculum change from the 2001 curriculum to the 2013 curriculum (The Fire Academy has until 12/31/2015 to adopt this curriculum in order to be compliant with SFT)

2. Firefighter – 1 Certification and Examination procedures. (Increased time and resources for Certification/Examination of FF1 curriculum)

A new Certification Testing Standard (CTS) and course plan has been developed based on current National Fire Protection Association (NFPA) Standards. California is only one of four states that currently does not adhere to these standards and the SFT has made the decision that the California Fire Service and the entities that are responsible for education and training (CHC Fire Academy) will adhere to these NFPA standards for certification and testing and will mandate that this system be in place in the near future. (Transition from current time period to 12/31/2016)

We are currently in the process of making the necessary changes to adopt the new curriculum and develop programs, ideas and procedures to deal with the significant financial impact of the certification/examination changes that are forthcoming. (See attached documents for further information)

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/ff315521-482d-4d19-991a-03cef67c6f83/Implementation%20of%20New%20Curriculum%20-%201.pdf>

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/613f5deb-d518-4486-9c7e-f73f52f54b91/Implementation%20of%20New%20Curriculum%20-%202.pdf>

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/3a2ff32c-faa7-4648-878d-7a37c9eefc74/FFI%20Changes%20Report.doc>

All Fire Academy cadets and instructors have to have a current Self Contained Breathing Apparatus (SCBA) "fit test" annually. We currently provide that as part of our Fire Academy Program. Recently, one of the CHC Fire Academy Instructors that also serves as a certified SCBA maintenance technician for our program attended a mandatory training maintenance class and he was advised as part of the training that it is now highly recommended by the SCBA manufacturers and in compliance with the National Institute of Occupational Safety & Health to have all of the SCBA units "flow tested" annually. This is a test to make sure that all of the SCBA units are in acceptable working condition. This testing can be done within the CHC Fire Academy program because of the recent training and certification process. However, The CHC Fire Academy currently uses the required "SCBA Testing Quaestor Positive Test Instrument" which is on loan from the San Bernardino County Fire Department. This instrument costs approximately \$12,000 so we have been fortunate that they have loaned it at no cost to us. However, it is our responsibility to have the machine calibrated annually at a cost of approximately \$800.00. The CHC Fire Academy has approximately 40 SCBA units and it is our intention to test our SCBA units on a two year rotation (20 SCBA Units per year) and this will require an additional 40 hours of labor to be accomplished. We will also have to factor in the average cost for repairs if and when problems are found during the testing process. The CHC Fire Academy has anticipated has stated that this would cost approximately \$2000.00 per year. The total increased anticipated costs to maintain our SCBA's according to the manufacturers and NIOSH recommendations is \$4000.00

E. Job market

i) Requirements of prospective employers

ii) Developments in the field (both current and future)

Currently, the fire service job market is brighter now than it has been in the last several years. This is due in part to the fact that the U.S. and local fire service work force is undergoing some major change that will impact the job market. There are a large and significant number of fire service baby-boomers that are retiring at record rates. This is creating job opportunities for CHC Fire Academy graduates that have not been seen in several years. Additionally, with public employee pension reform and the fire service discovering new ways to provide economical service to the public this has added to the amount of older personnel that are leaving the fire service work force. The CHC Fire Academy is meeting the requirements from prospective employers with a program that is accredited through the State Fire Marshal's Office and our particular program is Regionally Accredited and has been around since 1982 making it very credible from the prospective employer's perspective.

For the most part the fire service has maintained and will most likely maintain the current minimum requirements, such as being a graduate of an accredited fire academy that meets the Firefighter 1 certification standards. Additionally, the vast majority of the fire departments will continue to have a need for certified paramedics and those that have completed both the fire academy and paramedic school will be very competitive. However, because of the drastic increase in fire service retirements at such a rapid rate, some fire departments such as San Bernardino County Fire Department have recently conducted a recruitment process in which the candidates only needed to be 18 years of age and have a valid driver's license. Although this is historically uncommon for fire service recruitment and is most likely due to the demand for hiring, there is no indication that the fire service will lower the standard and or reduce the need for education with the fire service workforce. In fact, the trend for significant increased education in order to be placed in a leadership position continues to increase especially for fire service management positions.

The Fire Academy Chief stays current with the developments in the fire service by regularly attending the San Bernardino County Fire Departments Training Officers meetings. In attendance at these meetings is usually a representative from the State Fire Marshal's Office. There have been numerous changes in the State Fire Marshal's curriculum which affect Fire Academy's throughout the State. The most significant change is to the Firefighter Certification Examination Process and the training that will be required for Registered Lead Evaluators and Skills Evaluators with the CHC Fire Academy Program. Other changes include the way in which Low Angle Rope Rescue Operations and Rapid Intervention Operations are taught. There is also new SCBA FIT testing requirements as well as Fire Instructors qualifications. All of this will result in increased costs and time.

3. Outcomes Assessment Reporting

Outcomes Assessment Reporting – **Rubric Item:** [Student Learning Outcomes](#). Please use the following tool to report each course or program that was assessed this year, the type of outcome assessed, and the ILO the outcome maps to. In addition, also provide the [Five Column Assessment](#) information in the spaces provided: learning outcomes statement, means of assessment, criteria for success, summary of evidence, and the use of results. If you prefer, the Five Column Assessment information can be attached as a separate document. Additionally, other supporting documents that you wish to include can also be attached to the outcome.

- FIRET-115

- **Statement:** Student will demonstrate knowledge of fire department equipment through the selection and application of equipment for given tasks.

Measurement: Ladder: One Person High Shoulder Technique Assessment
Ladder: Two Person Low Shoulder Technique Assessment
Ladder: Three person Flat Shoulder Technique Assessment
Hose: Advance the pre-connected flat hose load - Engine Company
Hose Lay Operations Assessment
Hose: Connecting to a hydrant using a forward lay - Engine Company Operations Assessment
Hose: Advance Hose Lay Operation using the working line drag method - Engine Company Operations Assessment

Benchmark: Cadets are required to meet proficiency at 80% per state standards.

Evidence: Goal of 80% proficiency was met for hose lay evolutions and the following improvements were identified:
Hose: Due to the relocation of the Fire Academy there has been an additional challenge that impacts hose lay evolution training. The temporary hose training site is a gravel filled field with rough footing and poor water drainage which makes it more difficult for the student to learn the basic concepts of hose lay evolutions.
Goal of 80% proficiency was met for hose lay evolutions and the following improvements were identified:
Ladders: Due to the relocation of the Fire Academy there has been an additional challenge that impacts ladder training. The temporary ladder training site is a vacant bank building with an uneven roof structure which makes it more difficult for the student to learn the basic concepts of ladder raising and lowering techniques.

Implications: Hose: One reason for meeting our success rate with hose evolutions is due to the extra effort by the Fire Academy Instructors. Typically the instructors will tutor any willing cadet during their lunch break and on weekends to meet the training challenges the Cadets face during the Academy. Additionally, Instructors and Cadets have procured a "state of the art" building construction prop which allows the student to better understand fire hose placement.
Ladders: One reason for meeting our success rate with Ladders is due to the extra effort by the Fire Academy Instructors. Typically the instructors will tutor any willing cadet during their lunch break and on weekends to meet the training challenges the Cadets face during the Academy. Additionally, Instructors and Cadets have procured a "state of the art" building construction prop which allows the student to better understand fire hose placement.

Is Completed: Yes

Is Assessed: Yes

Outcome Type: Slo

ILO Type: Unknown

Evidence Files:

- [Fall 2013 Assessment.docx](#)

4. Progress on SLOs

Rubric Item: [Student Learning Outcomes](#)

- Please summarize the progress your unit has made on program and/or course level SLO measures you have applied since your last program review.
- Please describe any program/course and/or instructional improvements made by your unit as a result of the outcomes assessment process.
- What is your plan for continuously completing the assessment cycle?
- If your program has SAOs, please discuss here.

4. Progress on SLOs

Rubric Item: Student Learning Outcomes

- a. Please summarize the progress your unit has made on program and/or course level SLO measures you have applied since your last program review.
- b. Please describe any program/course and/or instructional improvements made by your unit as a result of the outcomes assessment process.
- c. What is your plan for continuously completing the assessment cycle?
- d. If your program has SAOs, please discuss here.
- A. We administer both written and practical exams throughout the Fire Academy to measure a cadet's cognitive and psychomotor abilities.
- B. The results for each SLO measure for FIRET 115 have been entered in Elumen. After the results were reviewed, areas of improvements were immediately discussed by the instructors.

Rubrics:

Success is achieved if 90% of students achieve the student learning outcome with a score of 80% or higher during the assessment. Learning outcomes have been achieved since these criteria were met.

C. The Fire Academy will continue to have the SLO's for FIRET 115 entered in eLumen using a laptop computer in the field. This enables the instructors to view the results immediately. After the results are reviewed, areas of improvement are immediately discussed by the instructors.

D. Not Applicable

5. Quantitative and Qualitative Results

5. Please provide...

- a. A list of any quantitative or qualitative measures not provided in question 5 that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.)
- b. A summary of the results of these measures
- c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

5. Quantitative and Qualitative Results

5. Please provide...

- a. A list of any quantitative or qualitative measures not provided in question 5 that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.)
- b. A summary of the results of these measures
- c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

a. A list of any quantitative or qualitative measures not provided in question 5 that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.)

The Fire Academy uses a written and practical testing process when measuring the student's cognitive and psychomotor abilities. Qualitative feedback from Fire Agencies contribute to improving our Student Learning Outcomes. Additionally, the fire service has evolved to an industry that absolutely relies on higher education more so today than ever. A considerable amount of the CHC Fire Academy Instructors are either retired or current Company and Chief officers and understand that in order to promote in the fire service it is imperative to further their education through transfers, degrees and certificates. During the Academy a considerable amount of emphasis is placed on

this need for further education. This is accomplished through some of the curriculum that is currently in place as well as the "Interpersonal Relations Seminar" and the "Career Day" These two classes have been implemented in the last few years and a large portion of the content centers around the need for higher education in the fire service. As the Chief of the Fire Academy and a product of higher education, myself and the other instructors are continually sending this message in a tangible and intangible way to the cadets. Finally, The information on the attached data from the 2010 Perkins Job Placement Rates, shows that the CHC Fire Technology program has an 89.61% for job placement.

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/ec21ce70-63d2-400e-bef8-a47ee913c093/Job%20placement%20rates%20through%20Perkins%20data.docx>

b. A summary of the results of these measures

The practical exam results of the manipulative exams, that all cadets have to perform reflects their ability to take cognitive knowledge and apply it to practical application. After reviewing the results of exam, the Fire Academy Instructors in conjunction with the cadets have discussed ways to improve the cadets learning outcomes. Some of the areas of discussion are as follows:

- It was noted in the last PPR that the hose and ladder practical exams should be re-written to take into account that the training ground location is different and the various manipulative evolutions have to accurately reflect those changes.
- The Fire Academy has used a "Research Brief" Exit Survey that was developed through the OIERP towards the end of the academy. This survey has been used since November of 2013, taking into account the results of being located off campus. The survey included six Likert-scale questions which measured the respondent's level of agreement with various statements regarding the respondent's perceptions and experiences. (See Exit Survey Results Attachments) These survey results have helped the Fire Academy faculty to understand some of the various factors that are a part of conducting a fire academy off campus and what are the possible solutions to helping the cadets ability to take that cognitive knowledge and apply it to practical application.
- From the last PPR it was noted that to help improve the cadets SLO's in ladders and hose evolutions, it would be very helpful to develop DVD's for each of the manipulative training activities so there is consistent instruction for the over 25 Fire Academy Instructors. It was also noted that it would be helpful to purchase artificial fire props which would add realism to the fire hose evolution and would give the cadets a definite target to advance hose lines.

c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

- Subsequent to our evaluation of the above listed measures we were able to re-write the hose and ladder practical exams to reflect the off-campus training location and it appears to better address the manipulative evolutions as they apply to this new location.
- These Exit Survey results have helped the Fire Academy faculty to understand some of the various factors that are a part of conducting a fire academy off campus and what are the possible solutions to helping the cadet's ability to take that cognitive knowledge and apply it to practical application. Being able to have a list of the issues that may have impeded their ability to transfer the cognitive knowledge to practical application has helped the Fire Academy faculty better prepare and provide instruction.
- The Fire Academy Faculty has not had an opportunity to re-write the hose and ladder

evolution DVD's and or purchase the artificial fire props but still believe that implementing this measure will definitely help and is an ongoing priority for us to accomplish.

6. Performance on Data Items

Please discuss your program's performance on each program specific data item as provided by the Office of Research and Planning. If you have already discussed your programs performance on one or more these components then refer to that response here, rather than repeating it.

a. **Instructional Program Health Evaluation Rubric** (The rubric is available in Blackboard, on the OIERP Web Site, and in the PPR Handbook.)

i) **Rubric Item:** Use the data provided by the OIERP to set a [Course Completion Rate](#) (formally retention) target and provide an explanation for the target that has been set. **Click [HERE](#) to access your program specific data.**

ii) **Rubric Item:** Use the data provided by the OIERP to set a [Course Success Rate](#) target and provide an explanation for the target that has been set. **Click [HERE](#) to access your program specific data.**

iii) **Rubric Item:** What is your [FT/PT Faculty Ratio](#), how is it impacting your program, and student success? **Click [HERE](#) to access your program specific data.**

iv) **Rubric Item:** Use the data provided by the OIERP to set a [WSCH/FTEF Ratio](#) target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) **Click [HERE](#) to access your program specific data.**

v) **Rubric Item:** The [Fill rate](#) target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set. **Click [HERE](#) to access your program specific data.**

6. Performance on Data Items

Please discuss your program's performance on each program specific data item as provided by the Office of Research and Planning. If you have already discussed your programs performance on one or more these components then refer to that response here, rather than repeating it.

a. Instructional Program Health Evaluation Rubric (The rubric is available in Blackboard, on the OIERP Web Site, and in the PPR Handbook.)

i) Rubric Item: Use the data provided by the OIERP to set a Course Completion Rate (formally retention)

The course retention rate for the Fire Academy is 99.1% and the Crafton Hills College target for 2013/2014 is 88% so we are achieving our goal. The method for determining this was derived from taking five years of information of the average completion rate and adding them up and dividing the total average by five.

The Fire Academy has implemented a pre-academy Interpersonal Relations Seminar for all Cadets to attend prior to the start of the Academy. This seminar focuses on tools that enable the Cadets to understand themselves and others prior to entering the Fire Academy. A considerable amount of time is spent on understanding the necessary

people skills that are required in the fire service environment, generational issues, leadership issues and personal responsibility. Additionally, they are shown methods and ways to improve classroom and personal relationships during the Academy. Team-work is a vital part of the Fire Academy training activities. Some of the training that involves teamwork include rappelling, ventilation, hose lay evolutions and search and rescue operations, raising and lowering ladders, parade ground formations, salvage and overhaul training, live training burns with Class A materials, flashover training, flammable liquids burns, fighting propane fires, Hazardous Materials scenario, rapid intervention training, and auto extrication training. As of this time there's no data to verify if this seminar increases the learning environment of the Fire Academy. (Course Completion Rate Attachment)

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/dc9af499-937c-42cb-a48e-a863fc39071f/Completion%20Rate.pdf>

ii) Rubric Item: Use the data provided by the OIERP to set a Course Success Rate target and provide an explanation for the target that has been set.

The course success rate for the Fire Academy is 96.84% and the Crafton Hills College target for 2013/2014 is 73.4% so we are achieving our goal. The method for determining this was derived from taking five years of information of the average success rate and adding them up and dividing the total average by five.

The mandatory instructor meetings prior to each Fire Academy to discuss ways to improve the Academy's student learning outcomes is a positive factor in maintaining a 96.84% success rate. During these meetings there's positive collaboration between the thirty-five instructors on the various methods and options in training the Cadets. As the new Chief of the Fire Academy, I have spent a considerable amount of time meeting with the instructors before during and will follow up with them in order to make sure that all expectations for the academy as well as my expectations are met and fully understood.

The Fire Academy goal of a course success rate for the Fire Academy of 91% was reached by the Instructors in their evaluation of the Cadets entering into the Fire Academy. It should be noted that the majority of the Cadets have never lifted a ladder or operated any type of power tools, or used any hand-tools, or performed any physical type of work prior to entering the Fire Academy. As you can imagine, there is a special need for the Fire Academy Instructors to constantly review their teaching methods to meet the challenges the Cadets bring to the Academy. (Course Success Rate Attachment)

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/93191323-5179-4d49-afb4-5085ac2952e4/Success%20Rate.pdf>

iii) Rubric Item: What is your FT/PT Faculty Ratio, how is it impacting your program, and student success?

The Full-Time / Part-Time Faculty 75/25 Ratio for the Fire Academy was 45.2 %. This was obtained by taking the average for the 5 years.

The State Fire Marshal's Office requires an instructor to student ratio that varies with the type of instruction that is being delivered. Obviously, a lot of the "hands on" training requires a higher instructor to student ratio based off of the safety factor involved and making sure that there are enough instructors as required by SFT. The Fire Academy is a very unique program that simply requires additional instructors than other programs may need in order to make it efficient and safe. In addition, during the last few years there has been a reduction in the number of Cadets entering the Fire Academy. Total enrollment allowed in FIRET 115 dropped from a maximum of 36 Cadets to 24 Cadets per Fire Academy. However, during the current academy there was a noticeable

increase in students interested in the fire academy. The cap was raised to 30 cadets. Finally, although the Fire Academy is labor intensive there is a high job placement rate among Fire Academy students. (see attachments regarding CHC's Fire Technology high job placement rate and FT/PT Faculty Ratio)

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/ec21ce70-63d2-400e-bef8-a47ee913c093/Job%20placement%20rates%20through%20Perkins%20data.docx>
<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/ad7b4ab3-778d-4998-98ab-cab1bc8ecede/75-25%20Ratio.pdf>

iv) Rubric Item: Use the data provided by the OIERP to set a WSCH/FTEF Ratio target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.)

The WSCH/FTEF ratio for the Fire Academy is 455.20. This was obtained by taking the average for the 5 years.

Although the Fire Academy is labor intensive, it generates a lot of FTES. The upside of the low WSCH/FTEF ratio is a high job placement rate among Fire Academy students. (see attachment regarding CHC's Fire Technology high job placement rate and WSCH/FETF Ratio)

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/ec21ce70-63d2-400e-bef8-a47ee913c093/Job%20placement%20rates%20through%20Perkins%20data.docx>
<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/70d8f53e-298a-4ec5-94f8-351e2f338937/WSCH%20FETF%20Ratio.pdf>

v) Rubric Item: The Fill rate target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set.

The Fill rate average for the information that was provided is 70.55%. This was obtained by taking the average Fill rate for the 5 years.

Total enrollment allowed in FIRET 115 dropped from a maximum of 36 Cadets to 24 Cadets per Fire Academy over the last 5 years. In addition, since the Fire Academy is a thirteen week, full-time program, we normally have Cadets dropping out at the beginning of the Fire Academy due to financial hardships. Most Cadets are unable to work during the Academy due to the schedule of the Academy. The current academy and the upcoming future academies have had the enrollment cap moved from 24 to 30 students based on the increased interest that we have seen in the last semester.

Additionally, the ability for students to receive and take advantage of financial aid may assist in increasing the number of students in each Academy (Fill Rate Attachment)

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/6cdd719e-5804-4e61-86aa-6ed06ce99189/Program%20Fill%20Rate.pdf>



7. Evaluation

Based upon and not repeating the descriptions you provided in Question 1 and the responses provided in Questions 2-6, please provide an analysis of what is going well and why and what is not going well and why, in the following areas:

- Representativeness of population served
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Compliance with applicable mandates

7. Evaluation

Based upon and not repeating the descriptions you provided in Question 1 and the responses provided in Questions 2-6, please provide an analysis of what is going well and why and what is not going well and why, in the following areas:

- Representativeness of population served
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- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Compliance with applicable mandates

Representativeness of population served

Addressed in question 1-C

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/cd1d00c2-c957-479c-9dcd-f0c9a4bee624/Demographics.pdf>

Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services) addressed in question 1-E

Additionally, the online delivery of the prerequisite classes such as FIRET 100 and 101 is being used at other institutions and I think we should look at delivering at least these two classes that way. The online delivery of classes is something that could help make our overall Fire Tech program more competitive and ultimately attract more students to the Fire Academy

Partnerships (internal and external)

The Fire Academy has been located off-campus at the Cal Fire Headquarters in San Bernardino since the fall of 2013 while the new Fire Academy building is being constructed and due to be completed in the fall of 2015. Prior to that, when the Fire Academy was located on campus CHC did not have the required training facilities on campus for manipulative skills and the Fire Academy was required to go off-campus approximately fifteen days per Academy, which equals to thirty days per year. Training sites included, San Bernardino County Fire Department, San Manuel Fire Department, Riverside City Fire Department, Hillside Pick-a-Part Auto Wrecking Yard, and Arrowhead Springs Resort. San Bernardino County Fire Department provided the Fire Academy

with a "Live Fire Simulator" which was used during the course of each fire academy to provide live fire training for Fire Control 3 and Fire Control 4A & 4B. In addition, a private vendor, Diamondback Tools, allowed the Fire Academy Cadets to use their "Fire & Rescue" tools for our Auto Extrication training as did the Auto Club Speedway. Currently, with the fire academy being located off campus the challenge and necessity to develop partnerships both internally and externally has increased significantly. The value of the partnership with Cal Fire that allows the program to be located at their headquarters in San Bernardino while the new building is being constructed with no cost to Crafton Hills College for rent/lease can't be overemphasized. Cal Fire has absolutely embraced the Fire Academy Program, the cadet and all of the instructors with open and professional arms. This is now a partnership that has evolved to a very close and professional level and was a result of men and women on both sides that understand the need to support each other for the future of the fire service and realizing the importance of our program and developing future fire service employees. However, as positive and helpful as the partnership has been with Cal Fire the very fact that the Fire Academy is located where it is and the headquarters facility has not much more than a classroom, apparatus bay and conex equipment bins for storage requires the Fire Academy to be traveling to various training sites approximately 35 days a semester or 70 days a year. This is a sharp increase in the off campus traveling that the fire academy had to do previously while being located on campus. We have continued to have partnerships with all of the organizations and companies that were listed above as well as some additional partnerships that had to be developed in order to make the program efficient and successful while being off campus. Some additional and necessary partnerships that have been developed in order to make the program successful are as follows:

- San Bernardino Regional Training Center (Located at the San Bernardino International Airport)

All manipulative hose work is performed there

- Public Safety Academy (Located just off of the SBIA_

All manipulative ground ladder operations and training is performed there

- Ben Clark Regional Training Center (Riverside)

Fire Control III training Burn is conducted here with the cooperation and partnership with Moreno Valley College and Riverside County Fire Department (Cal Fire)

The logistical issues that have to be dealt with on a daily basis in order to provide an efficient and successful fire academy are second to none. Although they are extremely challenging it could not be possible without having developed these partnerships with other agencies and organizations.

The Fire Academy operates and maintains 3 Fire Engines donated by local fire departments. We are currently in the process of acquiring a more current and better operating fire engine from the Rancho Cucamonga Fire Department on a donation from them and that will allow us to salvage one of our older and unreliable fire engine. It is important to note that our fire apparatus is obsolete and road worthiness is questionable and as such is the reason that other fire department's are donating them. Although, it is donated to our program the unknown factor that we continue to deal with is the high cost of maintenance to keep them in running and pumping condition for every Academy.

The use of additional fire equipment, such as Personal Protective Equipment, is provided by CAL FIRE, Redlands City Fire Department, San Manuel Fire Department, Loma Linda Fire Department, San Bernardino City Fire Department and San Bernardino County Fire Department. Again, this equipment is donated but is often outdated or non-

compliant and sometimes defective.

The Fire Academy interacts with outside agencies at the Fire Academy Graduation Ceremony's. The key-note speakers at the last several Fire Academy Graduation Ceremonies were Fire Chiefs from San Bernardino City, San Bernardino County, CAL FIRE Yucaipa, Upland, Rancho Cucamonga, Riverside, and San Marcos Fire Departments. Cultivating partnerships with local fire agencies allows Crafton Hills College Fire Academy to use training aids that Crafton Hills College does not provide, however, required by the State Fire Marshal's Office. The Fire Academy has also developed a partnership with the American Wood Council (AWC) and was able to procure a building construction prop that was donated from them and is used in the Fire Academy Building Construction Class as well as the FIRET 116 class.

Innovation and Implementation of best practices

In order to maintain our accreditation as a Regional Training Center the Fire Academy's curriculum is regulated by the California State Fire Marshal's Office. When the State Fire Marshal's Office makes changes to its curriculum the Fire Academy makes the necessary updates to stay in compliance with the State Fire Marshal's Office. As stated previously, the Fire Academy is now in the process of changing from the 2001 curriculum to the 2013 curriculum (The Fire Academy has until 12/31/2015 to adopt this curriculum in order to be compliant with SFT) Also, FIRET 115 has the course outline in Curricnet.

The following are areas of Innovation in the Fire Academy:

Implementing a "Basic Wildland Fire Academy" certificate from CAL FIRE, holding a pre-academy Interpersonal Relations Seminar for all Cadets to attend prior to the start of the Academy, ensuring all Cadets have a "Mock Interview" before their graduation from the Academy, and having an Annual Fire Academy Alumni Golf Tournament. (Academy#80 Golf Tournament Attachment)

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/0613bd34-b645-4f91-99c4-edf948b09b45/CHC%202011%20Golf%20Brochure.doc>

Efficiency in operations

The Fire Academy holds two mandatory Instructor meetings per year. During these meetings areas of improvements are reviewed by the instructors and strategies for improvements are discussed. Additionally, a "Vendor Day" has been created in order to give the uniform and equipment vendors ample time to get the necessary equipment and uniforms delivered to the cadets as well as an opportunity to further develop our working relationship with them by keeping up on new innovations and equipment that we would normally not get a chance to view and or discover without going to a trade show convention.

Efficiency in resource use

The Fire Academy efficiency in resource of Fire Instructors is regulated by the requirements of the State Fire Marshal's Office. In order to complete the program with the required hours and the corequisite FIRET 049 the students are in a learning environment at least 10 to 12 hrs a day, 5 days a week. I believe that we have a very efficient use of resources to make this program a success. However, during the time that we have been off-campus the logistics of moving equipment and resources to another facility is difficult at best and reduces our efficiency.

Staffing

The Fire Academy uses over twenty-five instructors in training the Cadets. The majority of the instructors are working full-time as a career firefighter. There are scheduling drawbacks with using full-time career firefighters. The firefighters need to adjust the

Fire Academy schedule around their work schedule. In addition, there's last minute scheduling conflicts when there's a large scale emergency incident in their city or throughout California such as what has recently occurred with the major wildland fires throughout the northern part of the state.

Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)

To help better develop consistent instruction with the over 25 Fire Academy Instructors, the Fire Academy holds two mandatory Instructor meetings per year. At these meetings a considerable amount of time is spent discussing the pros and cons of the previous academy and things that we could do better, as instructors to be more consistent. As the Chief of the Fire Academy I am always looking for constructive criticism and feedback from the instructors on ways to improve our program and maintain our consistency. Additionally, every instructor including the Chief has an evaluation that is conducted by the cadets at the end of the academy. These evaluations, although subjective have given our program some insight to where the cadets may see inconsistency from different instructors.

Professional development and training

I am a member of the following organizations:

- San Bernardino County Training Officer's Association
- California Fire Technology Director's Association. (CFTDA).

I plan on annually attending the Fire and Emergency Services Higher Education (FESHE) Conference hosted the U. S. Fire Administration's (USFA) National Fire Academy. In 2013, I completed the "Train the Trainer course through the International Public Safety and Leadership Institute (IPSLEI) and I am a facilitator for that leadership program and a lot of the information that is presented in the "Interpersonal Relations Seminar" that is held at the beginning of every academy. (Member Organization Info Attachment)

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/2e560193-70d2-412a-8e11-06f5d5ce3668/Member%20Organization%20Info.pdf>

I am also a regular speaker and instructor on fire service leadership issues, fire ground command and control and fire ground risk assessment. I annually speak and attend at some of the major fire service conferences such as Firehouse World, California Training Officers Symposium as well as numerous other fire departments that have requested my training seminars. This networking and training has given me the opportunity to stay up on the latest trends and issues that face the fire service and help to better prepare and develop the Fire Academy program.

Compliance with applicable mandates

The Crafton Hills College Fire Academy meets the requirements set forth by the California State Fire Marshal and the State Board of Fire Services. Every five years we are accredited by the California State Fire Marshal and the State Board of Fire Services. Our last accreditation was held on April 25, 2007. Our program is overdue for accreditation and according the State Fire Marshal's Office will be forthcoming in the next several months. Additionally, as previously stated, a new Certification Testing Standard (CTS) and course plan has been developed based on current National Fire Protection Association (NFPA) Standards. California is only one of four states that currently does not adhere to these standards and the SFT has made the decision that the California Fire Service and the entities that are responsible for education and training (CHC Fire Academy) will adhere to these NFPA standards for certification and testing and will mandate that this system be in place in the near future. (Transition

from current time period to 12/31/2016)

8. Vision and Mission

a. Tell us your vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).

b. **Rubric Item (Alignment): In what ways does** your [mission](#) and [vision](#) align with and contribute to the college's mission and vision, as specified in the CHC Educational Master Plan?

8. Vision and Mission

a. Tell us your vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).

- The vision for the Fire Academy four years from now is to be in compliance with the SFT changes in the Firefighter 1 Curriculum and Certification/Examination Process. This is absolutely critical in order to maintain our accreditation as a Regional Fire Academy. The realization of building a "Fire Training Drill Tower" would significantly enhance the training of academy cadets. The new building that will house the Fire Academy and is expected to open in the fall of 2015 will be a very nice facility for apparatus storage and a classroom facility and a "Spray Wall for ground ladder and hose training. However, because it is not a "Training Tower, the academy will still have to go off site approximately 15 times a semester for various types of training such as the ventilation, auto extrication training, salvage and overhaul training, live training burns with Class A materials, flashover training, flammable liquids burns, fighting propane fires, Hazardous Materials scenario, and rapid intervention training. A solution to this problem would be to build a "Fire Training Tower" for the Fire Academy. The "Fire Training Tower" would enable the Fire Academy to meet the requirements for all of the training and testing exercises that need to be accomplished during the Academy. Additionally, President Cheryl Marshall has been a big advocate in getting local Fire Chiefs to meet and discuss the possibility of a developing a Regional Training Center.

As mentioned previously in Questions #2 - External Factors with Significant Impact (D) the forthcoming changes for Firefighter I certification and testing will ultimately drive the Fire Academy program to make some decisions in order to maintain its "Regional Fire Academy" status. The certification and examination process will change to the point that our program will have to have the necessary equipment and facilities to conduct the testing, in which a Fire Training Tower is designed for, or find the funding to enter into a contract with a facility that can provide all of the necessary equipment, resources and facilities. As the economy continues to slowly improve and the CHC Fire Academy continues to develop and build strong relationships with the surrounding fire agencies this could also possibly be accomplished through a "Regional Training Facility" that could be purchased, used and shared through a Joint Powers Agreement (JPA) from the local agencies and CHC. The local fire agencies in the San Bernardino Valley still do not have a regional training facility to train their personnel and the need is definitely there. It is anticipated that the new Emergency Services building will be completed in the late summer or early fall of 2015. The move from campus to Cal Fire had various problems that need to be addressed and solved so that those costly problems can be avoided when moving back to campus. There is a need for funding to coordinate the move and all of the necessary equipment from the various off site locations back to the new facility. The previous move was extremely labor intensive and the vast majority was

performed by the Chief and a few other instructors. The Chief suffered a hernia while moving heavy equipment and it took several months for the pay situation to be resolved so that one of the instructors was paid for his work. If this move were to occur in the middle of an academy it would be extremely difficult and very inefficient not to mention how disruptive it would be to the student learning environment.

- To implement a pre-academy "Interpersonal Relations" class as a .5 unit stand-alone class. To implement an "Academy Refresher Course" for the new SFT Firefighter 1 Certification/Examination process.
- The Fire Academy would like to install its own Self Contain Breathing Apparatus cylinder air filling station at Crafton Hills College. Currently we rely on outside agencies to fill the air cylinders each use. This would allow Cadets to run scenarios while breathing air from their SCBA. This would increase the student outcomes by using real life working conditions used by firefighters in the field. Through various fundraisers that the current and past academies have worked on, the vision of obtaining this SCBA compressor filling station has achieved approximately a quarter of the needed funds to make this a reality.
- To make more progress in addressing diversity with Fire Academy cadets. Especially increasing the number of female cadets. We have made some progress with African American cadets (3 in current academy) but are still lacking in recruiting female cadets. We have recently brought a female fire fighter from Cal Fire into our Outreach program that is designed to recruit minority and female cadets.
- b. Rubric Item (Alignment): In what ways does your mission and vision align with and contribute to the college's mission and vision, as specified in the CHC Educational Master Plan

3 = The CHC Fire Academy has demonstrated that its mission, vision, and goals substantially align with and contribute to the college's mission, vision, and goals as specified in the CHC Educational Master Plan.

The mission of Crafton Hills College is to advance the educational , career and personal success of students in a quality learning environment through engagement and learning. The mission of the Fire Academy is to prepare students for careers as Firefighters in the fire service as well as to advance the education and success of students in a quality learning environment through engagement and learning. This is accomplished by providing the highest level of instruction through past and present professional firefighters. The Fire Academy holds Instructor meetings during the year to discuss quality learning and consistency in teaching. Results of these discussions have brought changes to the Fire Academy such as the implementation of a pre-academy Interpersonal Relations Seminar for all Cadets to attend prior to the start of the Academy.

The Fire Academy vision is in conjunction with the college's vision which is to strive to become the premier community college for public safety and health services careers and transfer preparation. The Fire Academy has formed many external partnerships within the community through the use of various Fire Chief's as guest speakers at our graduation ceremony, the use of numerous off-site Fire Academy training facilities, and the Fire Academy annual alumni golf tournament. Our attitude is to expose the Fire Academy Cadets to as many potential Fire Service employers as possible.

Crafton Hills College values of creativity, inclusiveness, excellence and learning centeredness are the mirror image of the Fire Academy's. During the Fire Academy there are numerous team based training exercises where the Cadets are given a scenario and they must work together as a team to come up with solution for problem. An example of this occurs during our twenty-four hour Hazardous Materials training.

The Cadets learn to break down a difficult situation into a manageable situation by actually working together with other Cadets. By taking the Cadets out of the classroom into a field exercise we have the Cadets learn from areas outside the boundaries of the classroom.

9. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - To ensure the success of the administration of the Fire Academy Program**

The objective of a full-time Fire Academy Program Coordinator is to assist the Fire Academy Chief with scheduling issues, preparing the monthly hourly time sheets for the 30 Academy Instructors, increase the diversity level in the Academy with a recruitment program, coordinating off-campus training for the 14 times the Academy trains off-campus per semester.

In addition, during the Spring 2011 Fire Academy, there were two burn injuries sustained during a training burn exercise. The injuries affected a student and a Fire Academy Instructor. Both individuals sustained second degree burns to their face and ears. The addition of a Academy Coordinator would assist with the Chief with the coordination of the training burns. There are numerous task involved with a training burn such as implementing an "Incident Action Plan, (IAP)" and coordinating with San Bernardino County Fire Department with their "Burn Props" and staff.

Also, the Fire Academy Chief is required to maintain student contact with the Fire Academy Cadets from 8:30 am. to 6:00 pm. Monday thru Friday, which totals 448 student contact hours per semester or 896 hours per year. Therefore, there's adequate justification in adding a Fire Academy Program Coordinator to the Fire Academy Staff.

- **Training Burns**

Assist with the Chief with the coordination of the training burns

Coordinate with San Bernardino County Fire Department with their "Burn Props" and the use of their staff.

Implement an "Incident Action Plan, (IAP)" for Fire Control 3B, Fire Control 4A&B and HAZ MAT

Ensure communication with the AQMD in obtaining a "burn permit" for Fire Control 3B, Fire Control 4A&B and HAZ MAT

Review the IAP with the Academy Instructors

Schedule FIT testing for Academy Instructors

Schedule FIT testing for Academy Cadets

Schedule a Respiratory Protection Medical Clearance for Academy Cadets prior to the training burn

- **Instructor Payroll**

Coordinates directly with the Fire Academy Fire Chief to ensure all instructors are paid promptly.

Coordinates directly with the Fire Academy Fire Chief to ensure instructors are paid from the correct payroll account.

Coordinates directly with the Fire Academy Fire Chief to ensure that instructor budgets are strictly adhered to.

Prepares monthly Hourly Time Sheets for all Professional Expert, Perkins and other such appropriate accounts instructors.

Tracks hours worked to ensure adherence to budget.

Ensures adequate instructors are on duty to provide a high level of instruction in the most safe and efficient manner.

- Instructor Recruitment / Retention

Coordinates new instructor application process with Chief and prepares application for submittal to the Board for approval.

Prepares Notice of Employment forms for each instructor, as approved by the Fire Chief, returning to teach at the ensuing academy.

- Off Campus Training Coordination

Researches appropriate training sites to accommodate type of training evolutions required to meet State Fire Marshall curriculum.

examples:

Fire Control 3

Fire Control 4

Auto Extrication

Ventilation

Salvage and Overhaul

RICT Training

Forcible entry

Confined Space

Acts as a liaison between the off-site locations and the Fire Academy.

Ensures adequate supplies and tools are transported to off-site location.

Ensures contracts are negotiated and fee payment is made if applicable.

Ensures monies are budgeted for off-site expenses.

- Increase the diversity level in the Academy by creating and coordinating an recruitment program,

Coordinates with Counselors / Admissions.

Create a Fire Academy Flyer

Assists with Financial Assistance Requests.

Coordinates recruitment of Specialty Groups.

Maintains Fire Academy web site.

Coordinates CHC Fire Academy Advertising/Promotion with District P.I.O.

Provides for easy access to Fire Academy Program information.

- State Fire Marshall (SFM) Certification Courses

Coordinates with SFM Senior Training Instructors, the submission of applications to SFM Office requesting approval for SFM certification classes to be taught at the Fire Academy.

Registers Students with the SFM Office for the certification classes.

Coordinates the SFM fee submission from the students.

Coordinates the issuance of the SFM Certifications to the students upon the successful completion of the course.

- On Campus Training Coordination

Coordinates with CAL Fire for the Basic Wildland Academy (67 Hour).
Coordinates with campus security and facility management the use of parking lots, buildings, etc. in the implementation of on-campus training.

examples:

Low Angle Rope Rescue

Ladders

Hose Evolutions

Rappelling

- The Academy Coordinator will maintain an office at the Fire Academy Building
- Respond to day to day inquiries about the Fire Academy
- Greet visitors to the Fire Academy building
- Answer phones and respond quickly to phone messages
- Prepare documents as required by the Fire Academy Chief
- Prepare requests soliciting bids for Fire Academy inventory or services
- Prepares budget requests at the direction of the Fire Academy Chief for Fire Academy related items

Priority Rank:

1

Objectives:

- **1.1 - Objective - To meet all of the administrative needs required for the Fire Academy Program by hiring a full-time Fire Academy Program Coordinator**

The objective of a full-time Fire Academy Program Coordinator is to assist the Fire Academy Chief with scheduling issues, preparing the monthly hourly time sheets for the 30 Academy Instructors, increase the diversity level in the Academy with a recruitment program, coordinating off-campus training for the 14 times the Academy trains off-campus per semester.

In addition, during the Spring 2011 Fire Academy, there were two burn injuries sustained during a training burn exercise. The injuries affected a student and a Fire Academy Instructor. Both individuals sustained second degree burns to their face and ears. The addition of a Academy Coordinator would assist with the Chief with the coordination of the training burns. There are numerous task involved with a training burn such as implementing an "Incident Action Plan, (IAP)" and coordinating with San Bernardino County Fire Department with their "Burn Props" and staff.

Also, the Fire Academy Chief is required to maintain student contact with the Fire Academy Cadets from 8:30 am. to 6:00 pm. Monday thru Friday, which totals 448 student contact hours per semester or 896 hours per year. Therefore, there's adequate justification in adding a Fire Academy Program Coordinator to the Fire Academy Staff.

- Training Burns

Assist with the Chief with the coordination of the training burns

Coordinate with San Bernardino County Fire Department with their "Burn Props" and the use of their staff.

Implement an "Incident Action Plan, (IAP)" for Fire Control 3B, Fire Control 4A&B and HAZ MAT

Ensure communication with the AQMD in obtaining a "burn permit" for Fire Control 3B, Fire Control 4A&B and HAZ MAT

Review the IAP with the Academy Instructors

Schedule FIT testing for Academy Instructors

Schedule FIT testing for Academy Cadets

Schedule a Respiratory Protection Medical Clearance for Academy Cadets prior to the training burn

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Tracks hours worked to ensure adherence to budget.

Ensures adequate instructors are on duty to provide a high level of instruction in the most safe and efficient manner.

- Instructor Recruitment / Retention

Coordinates new instructor application process with Chief and prepares application for submittal to the Board for approval.

Prepares Notice of Employment forms for each instructor, as approved by the Fire Chief, returning to teach at the ensuing academy.

- Off Campus Training Coordination

Researches appropriate training sites to the accommodate type of training evolutions required to meet State Fire Marshall curriculum.

examples:

Fire Control 3

Fire Control 4

Auto Extrication

Ventilation

Salvage and Overhaul

RICT Training

Forcible entry

Confined Space

Acts as a liaison between the off-site locations and the Fire Academy.

Ensures adequate supplies and tools are transported to off-site location.

Ensures contracts are negotiated and and fee payment is made if applicable.

Ensures monies are budgeted for off-site expenses.

- Increase the diversity level in the Academy by creating and coordinating an recruitment program,

Coordinates with Counselors / Admissions.

Create a Fire Academy Flyer

Assists with Financial Assistance Requests.

Coordinates recruitment of Specialty Groups.

Maintains Fire Academy web site.

Coordinates CHC Fire Academy Advertising/Promotion with District P.I.O.

Provides for easy access to Fire Academy Program information.

- State Fire Marshall (SFM) Certification Courses

Coordinates with SFM Senior Training Instructors, the submission of applications to SFM Office requesting approval for SFM certification classes to be taught at the Fire Academy.

Registers Students with the SFM Office for the certification classes.

Coordinates the SFM fee submission from the students.

Coordinates the issuance of the SFM Certifications to the students upon the successful completion of the course.

- On Campus Training Coordination

Coordinates with CAL Fire for the Basic Wildland Academy (67 Hour).

Coordinates with campus security and facility management the use of parking lots, buildings, etc. in the implementation of on-campus training.

examples:

Low Angle Rope Rescue

Ladders

Hose Evolutions

Rappelling

- The Academy Coordinator will maintain an office at the Fire Academy Building

Respond to day to day inquiries about the Fire Academy

Greet visitors to the Fire Academy building

Answer phones and respond quickly to phone messages

Prepare documents as required by the Fire Academy Chief

Prepare requests soliciting bids for Fire Academy inventory or services

Prepares budget requests at the direction of the Fire Academy Chief for Fire Academy related items

Priority Rank:

1

Original Start Date:

01/01/2012

Original End Date:

01/01/2015

Revised Start Date:

01/01/2015

Revised End Date:

12/31/2018

Responsible Person:

Dan Sullivan

Strategic Direction:

7. Organizational Development

Impact Type:

-- Pick One --

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Currently, the CHC Fire Academy does not have a full time Academy Coordinator. The need for a full time Academy Coordinator is still there and with the SFT FF 1

Certification/Examination changes that were highlighted throughout the PPR, the need

is even greater now than ever. With these forthcoming changes we will be looking at ways in which we could procure a Full-Time Academy Coordinator. Some ideas that we are working with include the possibility of getting involved with "Contract Education" with Cal Fire and some of the other local Fire Department's in an effort to generate revenue for our program and hopefully cover the the additional expense of an Academy Coordinator.

Additionally, we will also start looking at developing some partnerships with the local fire departments to help off-set the unknown costs of the SFT FF1

Certification/Examination process. Since we are the Regional Fire Academy that will have to provide the Certification and Exam process for some of the local fire firefighters we will look at ways to incorporate some of the expense of the Academy Coordinator.

Unfortunately, so much of the specific information for these forthcoming changes are unknown so it is very difficult to gauge whether these ideas will become a reality.

Resource Requests:

- **1.1.r1 - Full-Time Fire Academy Program Coordinator**

Description

Under the direct supervision of the Academy Chief provide coordination for the Fire Academy program and assist in the development of instructional schedule; recommend the purchase of supplies and equipment; ensure proper maintenance solutions of apparatus and equipment; assist in development of the annual budget; assist with the recruitment, screening, and interviewing of the Instructor applicants; assist evaluations of Instructors; assist in the counseling and registration of students; assist in the development and improvement of the Academy lesson plans; communicate effectively both orally and in writing; instruct in current fire service method and technologies to pre-service and in-service fire personnel; using up to date technology, provide instruction in the Fire Academy consistent with Fire Academy curriculum requirements and standards; work cooperatively with the fire service related agencies and organizations; as directed, represent the college at job fairs.

More specifically, the Fire Academy Program Coordinator would assist the Academy Chief with the administration of the following:

- **Training Burns**

Assist with the Chief with the coordination of the training burns

Coordinate with San Bernardino County Fire Department with their "Burn Props" and the use of their staff.

Implement an "Incident Action Plan, (IAP)" for Fire Control 3B, Fire Control 4A&B and HAZ MAT

Ensure communication with the AQMD in obtaining a "burn permit" for Fire Control 3B, Fire Control 4A&B and HAZ MAT

Review the IAP with the Academy Instructors

Schedule FIT testing for Academy Instructors

Schedule FIT testing for Academy Cadets

Schedule a Respiratory Protection Medical Clearance for Academy Cadets prior to the training burn

- **Instructor Payroll**

Coordinates directly with the Fire Academy Fire Chief to ensure all instructors are paid promptly.

Coordinates directly with the Fire Academy Fire Chief to ensure instructors are paid from the correct payroll account.

Coordinates directly with the Fire Academy Fire Chief to ensure that instructor budgets are strictly adhered to.

Prepares monthly Hourly Time Sheets for all Professional Expert, Perkins and other such appropriate accounts instructors.

Tracks hours worked to ensure adherence to budget.

Ensures adequate instructors are on duty to provide a high level of instruction in the most safe and efficient manner.

- Instructor Recruitment / Retention

Coordinates new instructor application process with Chief and prepares application for submittal to the Board for approval.

Prepares Notice of Employment forms for each instructor, as approved by the Fire Chief, returning to teach at the ensuing academy.

- Off Campus Training Coordination

Researches appropriate training sites to the accommodate type of training evolutions required to meet State Fire Marshall curriculum.

examples:

Fire Control 3

Fire Control 4

Auto Extrication

Ventilation

Salvage and Overhaul

RICT Training

Forcible entry

Confined Space

Acts as a liaison between the off-site locations and the Fire Academy.

Ensures adequate supplies and tools are transported to off-site location.

Ensures contracts are negotiated and and fee payment is made if applicable.

Ensures monies are budgeted for off-site expenses.

- Increase the diversity level in the Academy by creating and coordinating an recruitment program,

Coordinates with Counselors / Admissions.

Create a Fire Academy Flyer

Assists with Financial Assistance Requests.

Coordinates recruitment of Specialty Groups.

Maintains Fire Academy web site.

Coordinates CHC Fire Academy Advertising/Promotion with District P.I.O.

Provides for easy access to Fire Academy Program information.

- State Fire Marshall (SFM) Certification Courses

Coordinates with SFM Senior Training Instructors, the submission of applications to SFM Office requesting approval for SFM certification classes to be taught at the Fire Academy.

Registers Students with the SFM Office for the certification classes.

Coordinates the SFM fee submission from the students.

Coordinates the issuance of the SFM Certifications to the students upon the successful completion of the course.

- On Campus Training Coordination

Coordinates with CAL Fire for the Basic Wildland Academy (67 Hour).

Coordinates with campus security and facility management the use of parking lots, buildings, etc. in the implementation of on-campus training.

examples:

Low Angle Rope Rescue

Ladders

Hose Evolutions
Rappelling

- The Academy Coordinator will maintain an office at the Fire Academy Building
Respond to day to day inquiries about the Fire Academy
Greet visitors to the Fire Academy building
Answer phones and respond quickly to phone messages
Prepare documents as required by the Fire Academy Chief
Prepare requests soliciting bids for Fire Academy inventory or services
Prepares budget requests at the direction of the Fire Academy Chief for Fire Academy related items

Rationale

The rationale of hiring a full-time Fire Academy Program Coordinator is to assist the Fire Academy Chief with scheduling issues, preparing the monthly hourly time sheets for the 30 Academy Instructors, increase the diversity level in the Academy with a recruitment program, coordinating off-campus training for the 14 times the Academy trains off-campus per semester.

In addition, during the Spring 2011 Fire Academy, there were two burn injuries and a Blast concussion sustained during a training burn exercise. The injuries affected a student and a Fire Academy Instructor. Both individuals sustained second degree burns to their face and ears. The addition of a Academy Coordinator would assist with the Chief with the coordination of the training burns. There are numerous task involved with a training burn such as implementing an "Incident Action Plan, (IAP)" and coordinating with San Bernardino County Fire Department with their "Burn Props" and staff.

Also, the Fire Academy Chief is required to maintain student contact with the Fire Academy Cadets from 8:30 am. to 6:00 pm. Monday thru Friday, which totals 448 student contact hours per semester or 896 hours per year. Therefore, there's adequate justification in adding a Fire Academy Program Coordinator to the Fire Academy Staff.

Resource Type:

Ongoing

Expenditure Category:

Personnel

Funded:

No

Funding Source:

First Year Cost/Savings:

\$60,000.00/\$0.00

Second Year Cost/Savings:

\$65,000.00/\$0.00

Third Year Cost/Savings:

\$70,000.00/\$0.00

- **2 - Goal - To meet the OSHA requirements for maintaining Personal Protective Equipment (PPE's) and safety equipment used by the Fire Academy Cadets**

To secure and maintain a five year replacement cycle for all Personal Protective Equipment (PPE's) and safety equipment used by the student in the Fire Academy.

Priority Rank:

3

Objectives:

- **2.1 - Objective - To secure and maintain a five year replacement cycle for all Personal Protective Equipment (PPE's) and safety equipment used by the student in the Fire Academy.**

To secure and maintain a five year replacement cycle for all Personal Protective Equipment (PPE's) and safety equipment used by the Cadets in the Fire Academy by annually purchasing:

- 1 - five sets of turn-out pants, coat, helmets, and boots
- 2 - five SCBA cylinder bottles
- 3 - one ladder
- 4 - five sections of hose

Priority Rank:

2

Original Start Date:

01/01/2012

Original End Date:

01/01/2015

Revised Start Date:

01/01/2015

Revised End Date:

12/31/2018

Responsible Person:

Dan Sullivan

Strategic Direction:

1. Student Access and Success

Impact Type:

-- Pick One --

Resource Requests:

- **2.1.r1 - To secure and maintain a five year replacement cycle for all Personal Protective Equipment (PPE's) and safety equipment used by the Cadets in the Fire Academy by annually purchasing the required equipment.**

Description

To secure and maintain a five year replacement cycle for all Personal Protective Equipment (PPE's) and safety equipment used by the Cadets in the Fire Academy by annually purchasing:

- 1 - five sets of turn-out pants, coat, helmets, and boots
- 2 - five SCBA cylinder bottles
- 3 - one ladder
- 4 - five sections of hose

Rationale

Each year at least 20% of all Personal Protective Equipment and safety equipment used by the Fire Academy Cadets should be replaced with current technology or state-of-the-art protective equipment. This policy is a result of the Fire Academy Cadets training inside structural containers where the containers can reach up to one thousand degrees or higher. Without current state-of-the-art protective equipment there is a risk of a burn injury affecting our Cadets during the live fire training burn portion of the Fire Academy training. In addition, it would keep CHC in compliance with OSHA regulations.

Resource Type:

Ongoing

Expenditure Category:

Equipment

Funded:

No

Funding Source:

First Year Cost/Savings:

\$25,000.00/\$0.00

Second Year Cost/Savings:

\$27,000.00/\$0.00

Third Year Cost/Savings:

\$29,000.00/\$0.00

- **2.1.r2 - Ladder testing, repairs, and maintenance**

Description

Currently, the Fire Academy has a zero dollar amount in the Fire Academy budget for the maintenance, testing, and repairs of our Fire Academy Ladders. The climbing and use of Ladders by the Academy students is a State Fire Training requirement regulated by OSHA.

Rationale

The Rationale to perform annual Ladder Testing would ensure the safety of Fire Academy's Cadets and Instructors while climbing, raising and lowering ladders. Most Cadets entering the Fire Academy have never raised a ladder before they entered the Academy. Testing, maintenance, and repairs of all Fire Academy Ladders would ensure all Fire Academy Instructors and Cadets are protected from hazards caused by a faulty ladder. In addition, it would keep CHC in compliance with OSHA regulations.

Resource Type:

Ongoing

Expenditure Category:

Services

Funded:

No

Funding Source:

First Year Cost/Savings:

\$1,700.00/\$0.00

Second Year Cost/Savings:

\$1,800.00/\$0.00

Third Year Cost/Savings:

\$1,900.00/\$0.00

Actions/Activities:

- **2.1.a1 - To secure Fire Academy compliance with OSHA concerning the Academy's maintenance, testing, and repairs of Academy Ladders used by Cadets**

The climbing and use of Ladders by the Academy students is a State Fire Training requirement regulated by OSHA.

Testing, maintenance, and repairs of all Fire Academy Ladders would ensure all Fire Academy Instructors and Cadets are protected from hazards caused by a faulty ladder.

Start Date:

01/01/2012

End Date:

01/01/2015

Responsible Person:

Dan Sullivan

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Currently, the Fire Academy has a zero dollar amount in the Fire Academy budget for the maintenance, testing, and repairs of our Fire Academy Ladders. The climbing and use of Ladders by the Academy students is a State Fire Training requirement regulated by OSHA. We have not made much progress in this area as a stand alone budget item and currently cover the cost of the annual ladder testing through the Perkins or General Fund Repair/Maintenance funding. The problem with this is that we have to constantly prioritize which items will get repaired and which won't because of limited funds. The annual repairs and maintenance of ground ladders to make sure that they are in safe operating condition is paramount for a safe Program. If a higher priority issue arises with repairs and maintenance the limited funds may have to be used leaving no funding for the ladders during that annual period.

Measurements/Documentation of Progress:

▪ **2.1.a2 - To secure an off-campus training site**

OBJECTIVES:

- To enable the Fire Academy Cadets to train at the Crafton Hills campus
- To improve the quality and safety of the Cadets during training activities
- To be more consistent with the training of our Cadets
- To make Crafton Hills College competitive with other Fire Academies in the area, so our students will not seek other Fire Academies.
- To have a training site when the lease for San Bernardino County Fire Department training site expires.

DESCRIPTION:

Realization of this opportunity would significantly enhance the training of academy cadets. In addition, it would allow the program to conduct "in-house" fire agility training and testing on par with industry standards. A Drill Tower would ensure Fire Academy Cadets to train at the Crafton Hills campus, and improve the quality and safety of the Cadets during training activities, and make Crafton Hills College competitive with other Fire Academies in the area, so our students will not seek other Fire Academies.

Rationale:

The Fire Academy could use the training tower for training, such as raising and lowering ladders, parade ground formations, ventilation, live-fire training, search & Rescue operations, low-angle rescue, rappelling, pulling and extending fire hose, and advancing loaded hose lines. We currently use the San Bernardino County Fire Training Center at the old Norton Air Force base for some of our training operations, however, there's speculation that the County's lease will expire in the next couple of years. If the County's lease does expire that will leave the Fire Academy without an adequate place to train. A solution to this problem is to build a "Fire Training Tower" for the Fire Academy. The "Fire Training Tower" would enable the Fire Academy to meet the requirements for all of the training exercises that need to be accomplished during the Academy. The "Fire Training Tower" would improve the quality and safety of the Fire Academy.

Start Date:

01/01/2012

End Date:

01/01/2016

Responsible Person:

Dan Sullivan

Status Code:

-- Pick One --

Progress Description:**Measurements/Documentation of Progress:**

- **3 - Goal - To secure Fire Academy compliance with OSHA concerning the Academy's Respiratory Protection Program**

To secure an "part-time certified SCBA technician" position to ensure the administration of the CHC Respiratory Protection policy for the Fire Academy Instructors and Cadets.

Priority Rank:

2

Objectives:

- **3.1 - Objective - To administer the newly established Fire Academy Respiratory Protection Program**

A SCBA Program Administrator would be responsible for the management of the newly created CHC Respiratory Protection Program.

The SCBA Program Administrator would ensure all Fire Academy Instructors and Cadets who are required to wear respiratory protection as a condition of their employment or as a State Fire Training requirement are protected from respiratory hazards by:

1 - administering Self Contain Breathing Apparatus (SCBA's) Respirator use

2 - providing guidelines for SCBA training

3 - providing proper storage, use and care of SCBA respirators

4 - ensuring employees and Cadets receive training and medical evaluations

5 - coordinating SCBA FIT Testing for Instructors and Cadets (A FIT test is the use of a protocol to qualitatively or quantitatively evaluate the fit of a respirator on a Cadet.)

6 - ensure the maintenance, service and testing of the Fire Academy's Self Contain Breathing Apparatus (SCBA's)

Priority Rank:

3

Original Start Date:

01/01/2012

Original End Date:

01/01/2015

Revised Start Date:

01/01/2015

Revised End Date:

12/31/2018

Responsible Person:

Dan Sullivan

Strategic Direction:

3. Best Practices for Teaching and Learning

Impact Type:

-- Pick One --

Resource Requests:

▪ **3.1.r1 - Fire Academy Respiratory Protection Program Administrator**

Description

A SCBA Program Administrator would be responsible for the management of the newly created CHC Respiratory Protection Program.

The SCBA Program Administrator would ensure all Fire Academy Instructors and Cadets who are required to wear respiratory protection as a condition of their employment or as a State Fire Training requirement are protected from respiratory hazards by:

- 1 - administering Self Contain Breathing Apparatus (SCBA's) Respirator use
- 2 - providing guidelines for SCBA training
- 3 - providing proper storage, use and care of SCBA respirators
- 4 - ensuring employees and Cadets receive training and medical evaluations
- 5 - coordinating SCBA FIT Testing for Instructors and Cadets (A FIT test is the use of a protocol to qualitatively or quantitatively evaluate the fit of a respirator on a Cadet.)
- 6 - ensure the maintenance, service and testing of the Fire Academy's Self Contain Breathing Apparatus (SCBA's)

Rationale

The wearing and use of a SCBA by the Academy students is a State Fire Training requirement regulated by OSHA. The wearing and use of a SCBA by the Academy Instructors is a condition of their employment and the State Fire Training requirement regulated by OSHA.

The SCBA Program Administrator would ensure all Fire Academy Instructors and Cadets are protected from respiratory hazards.

A SCBA Program Administrator would be responsible for the management of the newly created CHC Respiratory Protection Program. In addition, it would keep CHC in compliance with OSHA regulations.

Resource Type:

Ongoing

Expenditure Category:

Personnel

Funded:

No

Funding Source:

First Year Cost/Savings:

\$10,000.00/\$0.00

Second Year Cost/Savings:

\$12,000.00/\$0.00

Third Year Cost/Savings:

\$14,000.00/\$0.00

▪ **3.1.r2 - To fund two certified SCBA technicians**

Description

Since most of the testing, service, repairs and annual maintenance that are required at the Crafton Hills Fire Academy are presently performed by two technicians and paid out of the Facilitator (6691-0000-2404.00-2133) account and Perkins account. In addition, the two SCBA technicians perform all repairs at the Fire Academy which saves on cost of shipping. Crafton Hills Fire Academy does not own any of the SCBA's specialized tools or equipment to maintain the SCBA's.

The cost for annual maintenance and repairs to the SCBA unit is approximately \$200.00 per unit. Therefore, with the 40 SCBA units the total cost to maintain the fleet of

SCBA's is approximately \$10,000 per year.

Rationale

The following is the rationale for the Fire Academy to add 2 additional SCBA technicians:

1. To test, service, repair and perform annual maintenance to our SCBA's.
2. To perform FIT testing to each Fire Cadet per Academy
3. To add an line item to the budget to pay two certified SCBA technicians
4. To keep the SCBA testing equipment updated
5. To increase the line item budget by five percent per year to keep up with inflation

Resource Type:

Ongoing

Expenditure Category:

Personnel

Funded:

No

Funding Source:

First Year Cost/Savings:

\$10,000.00/\$0.00

Second Year Cost/Savings:

\$10,000.00/\$0.00

Third Year Cost/Savings:

\$10,000.00/\$0.00

▪ **3.1.r3 - SCBA Cylinder Air Filling Station**

Description

By purchasing and installing an Self Contain Breathing Apparatus cylinder air filling station at Crafton Hills College would ensure adequate air inside the Cadets SCBA cylinders during the Fire Academy. Currently, Cadets rely on outside agencies to fill the air cylinders upon each use of their cylinders.

Rationale

By installing the "air filling station" the Cadets would be able to run multiple scenarios while breathing air from their SCBA. This would increase the student learning outcome by using real life working conditions used by firefighters in the field.

Resource Type:

One-time

Expenditure Category:

Equipment

Funded:

No

Funding Source:

First Year Cost/Savings:

\$25,000.00/\$0.00

Actions/Activities:

▪ **3.1.a1 - SCBA Respiratory Protection Program Administrator**

A SCBA Program Administrator would be responsible for the management of the newly created CHC Respiratory Protection Program.

The SCBA Program Administrator would ensure all Fire Academy Instructors and Cadets who are required to wear respiratory protection as a condition of their employment or as a State Fire Training requirement are protected from respiratory hazards by:

- 1 - administering Self Contain Breathing Apparatus (SCBA's) Respirator use
- 2 - providing guidelines for SCBA training
- 3 - providing proper storage, use and care of SCBA respirators
- 4 - ensuring employees and Cadets receive training and medical evaluations
- 5 - coordinating SCBA FIT Testing for Instructors and Cadets (A FIT test is the use of a protocol to qualitatively or quantitatively evaluate the fit of a respirator on a Cadet.)
- 6 - ensure the maintenance, service and testing of the Fire Academy's Self Contain Breathing Apparatus (SCBA's)

Start Date:

01/01/2012

End Date:

01/01/2014

Responsible Person:

Dan Sullivan

Status Code:

Objective was Removed

Progress Description:

The CHC Fire Academy was unable to meet the goal of establishing an SCBA Protection Program Administrator due to budget constraints and funding

Measurements/Documentation of Progress:

▪ **3.1.a2 - To fund two certified SCBA technicians**

The mission of the Fire Academy is to provide students with the cognitive, psychomotor and affective behaviors necessary to become competent entry-level firefighters within the fire service. In addition, the mission of Crafton Hills College is to advance the education and success of students in a quality learning environment and the vision of our College is to be the premier Community College for Public Safety and Health Service careers and Transfer Preparation. In keeping with the mission statement of the Fire Academy there is a need for funding two certified SCBA technicians to maintain, service and test our Self Contain Breathing Apparatus (SCBA's), as well as perform FIT testing for each Fire Cadet. (A Fit test is the use of a protocol to qualitatively or quantitatively evaluate the fit of a respirator on an Cadet.)

Start Date:

01/01/2012

End Date:

01/01/2015

Responsible Person:

Dan Sullivan

Status Code:

Work is Underway

Progress Description:

The CHC Fire Academy has been able to establish through training and education two certified SCBA technicians. However, the original objective to fund two technicians that would repair and maintain the 40 SCBA units at an average cost of \$200.00 per unit for a total of \$8,000.00 per year has not been met due to budget constraints and funding. Most of the testing, service, repairs and annual maintenance that are required are presently performed by two technicians and paid out of the Facilitator (6691-0000-2404.00-2133) account and Perkins account. In addition, the two SCBA technicians perform all repairs at the Fire Academy which saves on cost of shipping. Crafton Hills

Fire Academy does not own any of the SCBA's specialized tools or equipment to maintain the SCBA's.

Measurements/Documentation of Progress:

- **3.1.a3 - Installation of a Self Contain Breathing Apparatus Cylinder Air Filling Station**

To purchase and install an Self Contain Breathing Apparatus cylinder air filling station at Crafton Hills College would ensure adequate air inside the Cadets SCBA cylinders during the Fire Academy. Currently, Cadets rely on outside agencies to fill the air cylinders upon each use of their cylinders. By installing the "air filling station" the Cadets would be able to run multiple scenarios while breathing air from their SCBA. This would increase the student learning outcome by using real life working conditions used by firefighters in the field.

Start Date:

01/01/2012

End Date:

01/01/2015

Responsible Person:

Dan Sullivan

Status Code:

Work is Underway

Progress Description:

This goal was not realized during the last 3 year PPR due to budget constraints and funding. However, The Fire Academy established an SCBA fund through the CHC Foundation and there is approximatley \$11,000 in the account towards the SCBA Filling Station purchase price of approximately \$55000. However, when the new building that will house the Fire Academy is completed in the fall of 2015 it will be crucial to have the filling station as we will not be in have the ability to fill the bottles as we currently do with Cal Fire at their headquarters.

Measurements/Documentation of Progress:

- **4 - Goal - To ensure the success of the Fire Academy Cadets by ensuring the maintenance of the three fire engines used for training activities**

Currently, the Fire Academy has a zero dollar amount in the Fire Academy budget for the maintenance of our three fire engines used by our Fire Academy Cadets. There have been numerous times when Cadets are unable to train on the Fire Engines due to maintenance problems. By maintaining the three Fire Engines the Cadets would have more hands-on training which would increase their test scores.

Priority Rank:

4

Objectives:

- **4.1 - Objective - ensuring the maintenance of the three fire engines used for training activities**

The Fire Academy has a need to maintain the three fire engines used by our Fire Academy Cadets. There have been numerous times when Cadets are unable to train on the Fire Engines due to maintenance problems. By maintaining the three Fire Engines the Cadets would have more hands-on training which would increase their test scores. The testing, service, repairs and maintenance to our three Fire Engines are performed as the budget allows. Therefore, we normally have either one or maybe two of our Fire Engines that are operable at any one time. One way to increase our Cadets SLO's would be to have three maintained Fire Engines available for our Cadet to train with.

Priority Rank:

4

Original Start Date:

01/01/2012

Original End Date:

01/01/2015

Revised Start Date:

01/01/2015

Revised End Date:

12/31/2018

Responsible Person:

Dan Sullivan

Strategic Direction:

1. Student Access and Success

Impact Type:

-- Pick One --

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

This objective continues to be a concern for the CHC Fire Academy as the fire engines are simply old and worn out. The Fire Academy has a need to maintain the three fire engines used by our Fire Academy Cadets. There have been numerous times when Cadets are unable to train on the Fire Engines due to maintenance problems. By maintaining the three Fire Engines the Cadets would have more hands-on training which would increase their test scores. During the Fire Academy, Cadets train and are tested with hose lay evolutions. They need to score at least an 80% on their hose lay exams in order to graduate from the Fire Academy. Since the hose lay exams are performed from the fire engines, it's important to our Cadets to keep the Fire Engines in a state of readiness.

After looking at the repair costs of three engines for the last few semesters it averages about \$4,000.00 to \$5,000.00 per Academy. This cost is increasing over time due to the simple fact that the engines are just getting old and worn out. Through my working relationship with other Chief Officers during my 30 years with the City of San Bernardino Fire Department I was able to develop good working relationships that now as the Chief of the CHC Fire Academy it seems to have paid off in a small way. I am currently in the process of finishing the needed steps to have a newer donated fire engine from the Rancho Cucamonga Fire Department given to the CHC Fire Academy program and this will help those maintenance and repair costs overall but the other two engines that remain in our fleet will still require continual maintenance and repairs that are very costly.

It would be very helpful to have a specific budgeted amount just for fire engine maintenance and repairs so that we would not have to take the repair and maintenance funding through the General Fund or Perkins away for the various and usual repairs and maintenance of other equipment such as chain saws, rotary saws, chain and cutting blades and many other equipment issues that we have every Academy.

Resource Requests:

▪ **4.1.r1 - Maintenance of the three Fire Engines**

Description

Currently, the Fire Academy has a zero dollar amount in the Fire Academy budget for the maintenance of our three Fire Engines used by our Fire Academy Cadets. There have been numerous times when Cadets are unable to train on the Fire Engines due to

maintenance problems. By maintaining the three Fire Engines the Cadets would have more hands-on training which would increase their test scores.

Rationale

The Fire Academy has a need to maintain the three fire engines used by our Fire Academy Cadets. There have been numerous times when Cadets are unable to train on the Fire Engines due to maintenance problems. By maintaining the three Fire Engines the Cadets would have more hands-on training which would increase their test scores. During the Fire Academy, Cadets train and are tested with hose lay evolutions. They need to score at least an 80% on their hose lay exams in order to graduate from the Fire Academy. Since the hose lay exams are performed from the fire engines, it's important to our Cadets to keep the Fire Engines in a state of readiness.

Resource Type:

Ongoing

Expenditure Category:

Services

Funded:

No

Funding Source:

First Year Cost/Savings:

\$10,000.00/\$0.00

Second Year Cost/Savings:

\$11,000.00/\$0.00

Third Year Cost/Savings:

\$12,000.00/\$0.00

• **5 - Goal - To significantly enhance the CHC Fire Academy Training facility**

To build, in collaboration with CAL FIRE Yucaipa, a Fire Academy Fire Training Tower at Crafton Hills College. In two years from now, the building plans for Crafton Hills College has the current Fire Academy building demolished. Therefore, this is a critical time to start addressing the need for a Fire Academy Training Tower while the plans are discussed. Realization of this opportunity significantly enhances the training of academy cadets. In addition, it would allow the program to conduct "in-house" fire agility training and testing on par with industry standards. This is the right time to discuss the fire training tower since we are demolishing the OE-2 building in the near future. This would remove the need for students to seek other campuses or sites to complete this process. Fire Academy Cadets from previous Fire Academy have stated-up a separate fund to assist with the financing of the Training Tower. An example of their fund raising events is holding an annual Golf Tournament where portions of their profits go towards the training tower.

Priority Rank:

5

Objectives:

○ **5.1 - Objective - To build a "Fire Training Drill Tower"**

- To enable the Fire Academy Cadets to train at the Crafton Hills campus
- To improve the quality and safety of the Cadets during training activities
- To be more consistent with the training of our Cadets
- To make Crafton Hills College competitive with other Fire Academies in the area, so our students will not seek other Fire Academies.
- To have a training site when the lease for San Bernardino County Fire Department training site expires.

Priority Rank:

5

Original Start Date:

01/01/2012

Original End Date:

01/01/2016

Revised Start Date:

01/01/2012

Revised End Date:

01/01/2015

Responsible Person:

Dan Sullivan

Strategic Direction:

1. Student Access and Success

Impact Type:

-- Pick One --

Status Code:

Objective was Removed

Progress Description:

This objective was removed due to a new building and partial training facility being built for the CHC Fire Academy and the cost of this objective

Resource Requests:

▪ **5.1.r1 - To build a "Fire Training Drill Tower"**

Description

Realization of this opportunity would significantly enhance the training of academy cadets. In addition, it would allow the program to conduct "in-house" fire agility training and testing on par with industry standards. A Drill Tower would ensure Fire Academy Cadets to train at the Crafton Hills campus, and improve the quality and safety of the Cadets during training activities, and make Crafton Hills College competitive with other Fire Academies in the area, so our students will not seek other Fire Academies.

Rationale

The Fire Academy could use the training tower for training, such as raising and lowering ladders, parade ground formations, ventilation, live-fire training, search & Rescue operations, low-angle rescue, rappelling, pulling and extending fire hose, and advancing loaded hose lines. We currently use the San Bernardino County Fire Training Center at the old Norton Air Force base for some of our training operations, however, there's speculation that the County's lease will expire in the next couple of years. If the County's lease does expire that will leave the Fire Academy without an adequate place to train. A solution to this problem is to build a "Fire Training Tower" for the Fire Academy. The "Fire Training Tower" would enable the Fire Academy to meet the requirements for all of the training exercises that need to be accomplished during the Academy. The "Fire Training Tower" would improve the quality and safety of the Fire Academy.

Resource Type:

One-time

Expenditure Category:

Facilities

Funded:

No

Funding Source:**First Year Cost/Savings:**

\$350,000.00/\$0.00

Second Year Cost/Savings:

\$35,000.00/\$0.00

Third Year Cost/Savings:

\$35,000.00/\$0.00

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they [work together](#).)

- **1 - Goal - Proactively Manage the State Fire Training Changes for Regional Fire Academy Accreditation**

Priority Rank:

1

Objectives:

- **1.1 - Objective - Ensure the continued Regional Accreditation of the CHC Fire Academy by implementing the SFT 2013 Curriculum**

Priority Rank:

1

Start Date:

01/01/2015

End Date:

12/31/2018

Responsible Person:

Michael Alder

Strategic Direction:

7. Organizational Development

Impact Type:

Institutional

Resource Requests:

- **1.1.r1 - Continue with Full-Time Faculty Member Serving as the Chief**

Description

The Fire Academy has had a full-time Faculty member serving as the Chief for the last 8 years. Currently, the position is being held by myself on a one-year contract. At the conclusion of the one year period it will be imperative to ensure the continued accreditation of the Fire Academy by making sure that the position is filled with a full-time faculty member to continue to serve as the Chief.

Rationale

The Fire Academy is a program that requires a full-time Faculty Member (Chief) to fund the program and ensure the continued success of the program. With the very big changes that are forthcoming from the State Fire Marshal's Office of Training it will be imperative that this program has a full-time Faculty Chief to make sure that the new

curriculum is developed and implemented in the required time frames and that Regional Accreditation of the Fire Academy is met by implementing the necessary certification and examination changes that are currently in process of being developed by SFT. These changes and our ability to conform to the required changes will dictate whether the CHC Fire Academy maintains its Regional Accreditation. Simply put, there are such significant and labor intensive changes that only a full - time Faculty Chief can ensure a successful outcome.

Resource Type:

Ongoing

Expenditure Category:

Personnel

First Year Cost/Savings:

\$71,177.00/\$0.00

Second Year Cost/Savings:

\$71,177.00/\$0.00

Third Year Cost/Savings:

\$71,177.00/\$0.00

▪ **1.1.r2 - Full-Time Fire Academy "Program Coordinator**

Description

Under the direct supervision of the Academy Chief provide coordination for the Fire Academy program and assist in the development of instructional schedule; recommend the purchase of supplies and equipment; ensure proper maintenance solutions of apparatus and equipment; assist in development of the annual budget; assist with the recruitment, screening, and interviewing of the Instructor applicants; assist evaluations of Instructors; assist in the counseling and registration of students; assist in the development and improvement of the Academy lesson plans; communicate effectively both orally and in writing; instruct in current fire service method and technologies to pre-service and in-service fire personnel; using up to date technology, provide instruction in the Fire Academy consistent with Fire Academy curriculum requirements and standards; work cooperatively with the fire service related agencies and organizations; as directed, represent the college at job fairs.

More specifically, the Fire Academy Program Coordinator would assist the Academy Chief with the administration of the following:

• **Training Burns**

Assist with the Chief with the coordination of the training burns

Coordinate with San Bernardino County Fire Department with their "Burn Props" and the use of their staff.

Implement an "Incident Action Plan, (IAP)" for Fire Control 3B, Fire Control 4A&B and HAZ MAT

Ensure communication with the AQMD in obtaining a "burn permit" for Fire Control 3B, Fire Control 4A&B and HAZ MAT

Review the IAP with the Academy Instructors

Schedule FIT testing for Academy Instructors

Schedule FIT testing for Academy Cadets

Schedule a Respiratory Protection Medical Clearance for Academy Cadets prior to the training burn

• **Instructor Payroll**

Coordinates directly with the Fire Academy Fire Chief to ensure all instructors are paid promptly.

Coordinates directly with the Fire Academy Fire Chief to ensure instructors are paid

from the correct payroll account.

Coordinates directly with the Fire Academy Fire Chief to ensure that instructor budgets are strictly adhered to.

Prepares monthly Hourly Time Sheets for all Professional Expert, Perkins and other such appropriate accounts instructors.

Tracks hours worked to ensure adherence to budget.

Ensures adequate instructors are on duty to provide a high level of instruction in the most safe and efficient manner.

- Instructor Recruitment / Retention

Coordinates new instructor application process with Chief and prepares application for submittal to the Board for approval.

Prepares Notice of Employment forms for each instructor, as approved by the Fire Chief, returning to teach at the ensuing academy.

- Off Campus Training Coordination

Researches appropriate training sites to accommodate type of training evolutions required to meet State Fire Marshall curriculum.

examples:

Fire Control 3

Fire Control 4

Auto Extrication

Ventilation

Salvage and Overhaul

RICT Training

Forcible entry

Confined Space

Acts as a liaison between the off-site locations and the Fire Academy.

Ensures adequate supplies and tools are transported to off-site location.

Ensures contracts are negotiated and fee payment is made if applicable.

Ensures monies are budgeted for off-site expenses.

- Increase the diversity level in the Academy by creating and coordinating an recruitment program,

Coordinates with Counselors / Admissions.

Create a Fire Academy Flyer

Assists with Financial Assistance Requests.

Coordinates recruitment of Specialty Groups.

Maintains Fire Academy web site.

Coordinates CHC Fire Academy Advertising/Promotion with District P.I.O.

Provides for easy access to Fire Academy Program information.

- State Fire Marshall (SFM) Certification Courses

Coordinates with SFM Senior Training Instructors, the submission of applications to SFM Office requesting approval for SFM certification classes to be taught at the Fire Academy.

Registers Students with the SFM Office for the certification classes.

Coordinates the SFM fee submission from the students.

Coordinates the issuance of the SFM Certifications to the students upon the successful completion of the course.

- On Campus Training Coordination

Coordinates with CAL Fire for the Basic Wildland Academy (67 Hour).
Coordinates with campus security and facility management the use of parking lots, buildings, etc. in the implementation of on-campus training.

examples:

Low Angle Rope Rescue

Ladders

Hose Evolutions

Rappelling

- State Fire Training Firefighter 1 Certification & Examination

Serving to organize, coordinate and implement the FF1 testing of all Academy cadets in addition to the off-site students that will require testing

- The Academy Coordinator will maintain an office at the Fire Academy Building

Respond to day to day inquiries about the Fire Academy

Greet visitors to the Fire Academy building

Answer phones and respond quickly to phone messages

Prepare documents as required by the Fire Academy Chief

Prepare requests soliciting bids for Fire Academy inventory or services

Prepares budget requests at the direction of the Fire Academy Chief for Fire Academy related items

Rationale

The rationale of hiring a full-time Fire Academy Program Coordinator is to assist the Fire Academy Chief with scheduling issues, preparing the monthly hourly time sheets for the 30 Academy Instructors, increase the diversity level in the Academy with a recruitment program, coordinating off-campus training for the 14 times the Academy trains off-campus per semester.

There is a definite need for a Program Coordinator considering an incident that occurred a few years back at an Academy training burn where an instructor and a student sustained burn injuries and a blast concussion. Both individuals sustained second degree burns to their face and ears. The addition of a Academy Coordinator would assist the Chief with the coordination of the training burns. There are numerous tasks involved with a training burn such as implementing an "Incident Action Plan, (IAP)" and coordinating with San Bernardino County Fire Department with their "Burn Props" and staff.

Also, the Fire Academy Chief is required to maintain student contact with the Fire Academy Cadets from 8:30 am. to 6:00 pm. Monday thru Friday, which totals 448 student contact hours per semester or 896 hours per year. Therefore, there's adequate justification in adding a Fire Academy Program Coordinator to the Fire Academy Staff. Finally, with the forthcoming changes from SFT in regards to the new FF1 Certification and testing requirements there is a definite need for the Program Coordinator to help facilitate, organize and implement the necessary certification and testing that will occur. Additionally, the Fire Academy is diligently working to develop revenue for the program through "Contract Education" with Cal Fire and potentially other fire departments throughout the local community. This effort could be not only generate revenue for the program but it may also be able to cover the cost of an Academy Coordinator"

However, at this point and the information that we have gathered, the work load that it will take to properly conduct the SFT FF Certification/Examination process plus the "Contract Education" Possibilities are of such a magnitude that a full-time "Academy Coordinator" will need to be seriously considered in order to be successful and efficient.

Resource Type:

Ongoing

Expenditure Category:

Personnel

First Year Cost/Savings:

\$60,000.00/\$0.00

Second Year Cost/Savings:

\$60,000.00/\$0.00

Third Year Cost/Savings:

\$60,000.00/\$0.00

- **1.1.r3 - Facility/Equipment & Personnel Expenses**

Description

The forthcoming changes to the FF1 Certification and Examination process will require that the CHC Fire Academy is properly set up with the necessary facility, equipment and personnel resources that comply with the SFT mandates for this type of certification and testing. In order to maintain our Regional Academy Accreditation the CHC Fire Academy will have to provide this necessary certification and training which will require on some occasions a separate facility (Facility such as Ben Clark to provide Fire Control 3B Live Fire Training) It will also require additional equipment to be purchased to provide the examination process such as in field laptops and specific software for the exams. Finally, it is anticipated through a "Beta" test was performed through SFT that there will be additional personnel resources needed in order to perform the FF1 Certification and Testing. These costs are unknown at this time but it is anticipated that it may cost an additional \$10,000 to \$15,000 per academy.

Rationale

The need for Facility, Equipment and Personnel Expenses are one in which the CHC Fire Academy will have to incur in order to maintain its Regional Accreditation status. Because so much of this has not fully developed yet with actual answers to the above mentioned needs, it is unknown on how we can provide the services required without passing the additional expenses on to the students, individual fire departments and or whether there is an opportunity to actually develop some partnerships that would be a revenue generating opportunity for the program that may be able to greatly minimize the additional needs. In either case information from SFT has shown that there will be a significant increase in costs that our Program will have to incur as well as costs that will get passed on to the students. A very preliminary calculation of our salary costs for our Professional Experts to conduct the skills and written exam for the FF 1 Certification process would be approximately \$4500.00 every time it is conducted. This obviously does not include equipment and or facility expenses which could easily match the salary cost. Again, our ability to work through these cost issues is crucial to ensure the continued Regional Accreditation of the CHC Fire Academy by implementing the SFT 2013 curriculum. (See FF1 Certification Testing Analysis and SFT - Certification Cost Analysis Attachments)

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/09e71164-ea44-4460-9a65-2d8ec3a9e3ba/FF1%20Certification%20Testing%20Analysis.docx>

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/e4bd41aa-67cb-40db-92d2-91dac5ecb477/SFT%20-%20Certification%20Cost%20Analysis.pdf>

Resource Type:

Ongoing

Expenditure Category:

Services

Actions/Activities:

▪ **1.1.a1 - Develop & Submit 2013 Curriculum**

It will be imperative that the CHC Fire Academy immediately starts working on the necessary steps below in order to get the SFT 2013 curriculum developed and adopted by 12/31/2015

- Immediately start developing the necessary SFT 2013 Curriculum and submit it into Curricunet.
- Develop new SLO's that will match the SFT 2013 mandates and requirements
- Develop new Lesson Plans that match the NFPA Standards that will be part of the SFT 2013 mandates and curriculum
- Conduct necessary training for all CHC Fire Academy Instructors to make sure that their instructional methods are in alignment with the SFT 2013 mandates and curriculum

Start Date:

01/01/2015

End Date:

12/31/2015

Responsible Person:

Michael Alder

▪ **1.1.a2 - Develop State Fire Training Certification & Examination Process**

So much of the forthcoming changes that are being driven by the State Fire Marshal's Office of Training (SFT) are unknown at this time. It will be a necessity for the Chief of the Fire Academy as well as the Part-Time Academy Coordinator to stay educated and well-informed on the upcoming changes and the potential for unknown personnel, facility and equipment costs that will arise because of the accreditation process of SFT through the International Fire Service Accreditation Congress (IFSAC) and the National Board of Fire Service Professional Qualifications (Pro-Board). This change not only includes the SFT receiving new accreditation but also changes the CHC curriculum but also radically changes the way in which Accredited Regional Training Programs such as the CHC program will conduct not only the instruction but the Firefighter 1 (FF1) Certification/Examination process. Exactly how we will implement the necessary changes has yet to be determined because of unknown costs and incomplete accreditation from IFSAC and Pro-Board at this point but the overall plan is contained in the attached documents)

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/ff315521-482d-4d19-991a-03cef67c6f83/Implementation%20of%20New%20Curriculum%20-%201.pdf>

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/613f5deb-d518-4486-9c7e-f73f52f54b91/Implementation%20of%20New%20Curriculum%20-%202.pdf>

<https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/09e71164-ea44-4460-9a65-2d8ec3a9e3ba/FF1%20Certification%20Testing%20Analysis.docx>

Start Date:

01/01/2015

End Date:

12/31/2016

Responsible Person:

Michael Alder

• **2 - Goal - To continue compliance with OSHA regarding the Respiratory Protection Program**

To secure an "part-time certified SCBA technician" position to ensure the administration of the CHC Respiratory Protection policy for the Fire Academy Instructors and Cadets.

Priority Rank:

2

Objectives:

- **2.1 - Objective - To continue to administer the Fire Respiratory Protection Program**

A SCBA Program Administrator would be responsible for the management of the newly created CHC Respiratory Protection Program.

The SCBA Program Administrator would ensure all Fire Academy Instructors and Cadets who are required to wear respiratory protection as a condition of their employment or as a State Fire Training requirement are protected from respiratory hazards by:

- 1 - administering Self Contain Breathing Apparatus (SCBA's) Respirator use
- 2 - providing guidelines for SCBA training
- 3 - providing proper storage, use and care of SCBA respirators
- 4 - ensuring employees and Cadets receive training and medical evaluations
- 5 - coordinating SCBA FIT Testing for Instructors and Cadets (A FIT test is the use of a protocol to qualitatively or quantitatively evaluate the fit of a respirator on a Cadet.)
- 6 - ensure the maintenance, service and testing of the Fire Academy's Self Contain Breathing Apparatus (SCBA's)

Priority Rank:

2

Start Date:

01/01/2015

End Date:

12/31/2018

Responsible Person:

Michael Alder

Strategic Direction:

8. Effective Resource Use and Development

Impact Type:

Department

Resource Requests:

- **2.1.r1 - Implement SCBA "Flow Testing" as required to limit liability**

Description

Implement SCBA "Flow Testing" as required to limit liability:

All Fire Academy cadets and instructors have to have a current Self Contained Breathing Apparatus (SCBA) "fit test" annually. We currently provide that as part of our Fire Academy Program. Recently, one of the CHC Fire Academy Instructors that also serves as a certified SCBA maintenance technician for our program attended a mandatory training maintenance class and he was advised as part of the training that it is now highly recommended by the SCBA manufacturers and in compliance with the National Institute of Occupational Safety & Health to have all of the SCBA units "flow tested" annually. This is a test to make sure that all of the SCBA units are in acceptable working condition. This testing can be done within the CHC Fire Academy program because of the recent training and certification process. However, The CHC Fire Academy currently uses the required "SCBA Testing Quaestor Positive Test Instrument" which is on loan from the San Bernardino County Fire Department. This instrument costs approximately \$12,000 so we have been fortunate that they have loaned it at no cost to us. However, it is our responsibility to have the machine calibrated annually at a

cost of approximately \$800.00. The CHC Fire Academy has approximately 40 SCBA units and it is our intention to test our SCBA units on a two year rotation (20 SCBA Units per year) and this will require an additional 40 hours of labor to be accomplished. We will also have to factor in the average cost for repairs if and when problems are found during the testing process. The CHC Fire Academy has anticipated that this would cost approximately \$2000.00 per year. The total increased anticipated costs to maintain our SCBA's according to the manufacturers and NIOSH recommendations is \$4000.00

Rationale

The wearing and use of a SCBA by the Academy students is a State Fire Training requirement regulated by OSHA. The wearing and use of a SCBA by the Academy Instructors is a condition of their employment and the State Fire Training requirement regulated by OSHA.

The Fire Respiratory Protection Program would continue to ensure all Fire Academy Instructors and Cadets are protected from respiratory hazards.

The Fire Respiratory Protection Program would continue to be responsible for the management of the newly created CHC Respiratory Protection Program. In addition, it would keep CHC in compliance with OSHA regulations and the new manufacturer and NIOSH recommendations for "Flow Testing"

Resource Type:

Ongoing

Expenditure Category:

Services

First Year Cost/Savings:

\$4,000.00/\$0.00

Second Year Cost/Savings:

\$4,000.00/\$0.00

Third Year Cost/Savings:

\$4,000.00/\$0.00

▪ **2.1.r2 - Continue with funding for Two Certified SCBA Technicians**

Description

Since most of the testing, service, repairs and annual maintenance that are required at the Crafton Hills Fire Academy are presently performed by two technicians and paid out of the Facilitator (6691-0000-2404.00-2133) account and Perkins account. In addition, the two SCBA technicians perform all repairs at the Fire Academy which saves on cost of shipping. Crafton Hills Fire Academy does not own any of the SCBA's specialized tools or equipment to maintain the SCBA's.

The cost for annual maintenance and repairs to the SCBA unit is approximately \$200.00 per unit. Therefore, with the 40 SCBA units the total cost to maintain the fleet of SCBA's is approximately \$8,000 per year.

Rationale

The following is the rationale for the Fire Academy to continue with 2 SCBA technicians:

1. To test, service, repair and perform annual maintenance to our SCBA's.
2. To perform FIT testing to each Fire Cadet per Academy
3. To add an line item to the budget to pay two certified SCBA technicians
4. To keep the SCBA testing equipment updated
5. To increase the line item budget by five percent per year to keep up with inflation
6. To perform flow testing as descibled in 2. D - External Factors with Significant

Impact

Resource Type:

Ongoing

Expenditure Category:

Personnel

First Year Cost/Savings:

\$8,000.00/\$0.00

Second Year Cost/Savings:

\$8,000.00/\$0.00

Third Year Cost/Savings:

\$8,000.00/\$0.00

- **2.1.r3 - SCBA Cylinder Air Filling Station**

Description

By purchasing and installing a Self Contained Breathing Apparatus cylinder air filling station at Crafton Hills College would ensure adequate air inside the Cadets SCBA cylinders during the Fire Academy. Currently, we rely on Cal Fire to fill the air cylinders upon each use of their cylinders. This has worked adequately while we are off-campus. However, when the new building that will house the Fire Academy is completed in the fall of 2015 it will be crucial to have the filling station as we will not be in have the ability to fill the bottles as we currently do with Cal Fire at their headquarters.

Rationale

The Rationale for installing the "air filling station" will allow the Cadets to be able to run multiple scenarios while breathing air from their SCBA. This would increase the student learning outcome by using real life working conditions used by firefighters in the field. Additionally, it will be extremely inefficient and most likely expensive to find a facility to fill SCBA bottles without an air filling station on campus. Currently, the CHC Fire Academy has started a Foundation Fund that is supported by the Academy fundraisers towards the cost of an SCBA filling station that will ultimately cost approximately \$55,000. There is a need for the additional \$44,000 through a combination of fundraisers, and an increase in funding.

Resource Type:

One-time

Expenditure Category:

Equipment

First Year Cost/Savings:

\$44,000.00/\$0.00

Actions/Activities:

- **2.1.a1 - Continue the funding of two certified SCBA technicians and increase the funding for "Flow Testing"**

The mission of the Fire Academy is to provide students with the cognitive, psychomotor and affective behaviors necessary to become competent entry-level firefighters within the fire service. In addition, the mission of Crafton Hills College is to advance the education and success of students in a quality learning environment and the vision of our College is to be the premier Community College for Public Safety and Health Service careers and Transfer Preparation. In keeping with the mission statement of the Fire Academy there is a need to continue the funding two certified SCBA technicians to maintain, service and test our Self Contain Breathing Apparatus (SCBA's), as well as perform FIT testing for each Fire Cadet. (A Fit test is the use of a protocol to qualitatively or quantitatively evaluate the fit of a respirator on an Cadet.)

Additionally, as described and previously mentioned in 2. D - External Factors with Significant Impact

All Fire Academy cadets and instructors have to have a current Self Contained Breathing Apparatus (SCBA) "fit test" annually. We currently provide that as part of our Fire Academy Program. Recently, one of the CHC Fire Academy Instructors that also serves as a certified SCBA maintenance technician for our program attended a mandatory training maintenance class and he was advised as part of the training that it is now highly recommended by the SCBA manufacturers and in compliance with the National Institute of Occupational Safety & Health to have all of the SCBA units "flow tested" annually. This is a test to make sure that all of the SCBA units are in acceptable working condition. This testing can be done within the CHC Fire Academy program because of the recent training and certification process. However, The CHC Fire Academy currently uses the required "SCBA Testing Quaestor Positive Test Instrument" which is on loan from the San Bernardino County Fire Department. This instrument costs approximately \$12,000 so we have been fortunate that they have loaned it at no cost to us. However, it is our responsibility to have the machine calibrated annually at a cost of approximately \$800.00. The CHC Fire Academy has approximately 40 SCBA units and it is our intention to test our SCBA units on a two year rotation (20 SCBA Units per year) and this will require an additional 40 hours of labor to be accomplished. We will also have to factor in the average cost for repairs if and when problems are found during the testing process. The CHC Fire Academy has anticipated has stated that this would cost approximately \$2000.00 per year. The total increased anticipated costs to maintain our SCBA's according to the manufacturers and NIOSH recommendations is \$4000.00

Start Date:

12/31/2015

End Date:

12/31/2017

Responsible Person:

Mike Alder

▪ **2.1.a2 - Installation of a Self Contained Breathing Apparatus Cylinder Air Filling Station**

To purchase and install an Self Contain Breathing Apparatus cylinder air filling station at Crafton Hills College would ensure adequate air inside the Cadets SCBA cylinders during the Fire Academy. Currently, Cadets rely on outside agencies to fill the air cylinders upon each use of their cylinders. By installing the "air filling station" the Cadets would be able to run multiple scenarios while breathing air from their SCBA. This would increase the student learning outcome by using real life working conditions used by firefighters in the field.

Start Date:

01/01/2015

End Date:

12/31/2018

Responsible Person:

Michael Alder

• **3 - Goal - Ensure that OSHA Requirements for Maintaining Personal Protective Equipment is met**

To secure and maintain a five year replacement cycle for all Personal Protective Equipment (PPE's) and safety equipment used by the student in the Fire Academy.

Priority Rank:

3

Objectives:

- **3.1 - Objective - To Secure and Maintain a Replacement Program for all Personal Protective Equipment**

To secure and maintain a five year replacement cycle for all Personal Protective Equipment (PPE's) and safety equipment used by the Cadets in the Fire Academy by annually purchasing:

- 1 - five sets of turn-out pants, coat, helmets, and boots
- 2 - five SCBA cylinder bottles
- 3 - one ladder
- 4 - five sections of hose

Priority Rank:

3

Start Date:

01/15/2012

End Date:

12/31/2018

Responsible Person:

Mike Alder

Strategic Direction:

- 1. Student Access and Success

Impact Type:

Department

Resource Requests:

- **3.1.r1 - To Establish a Replacement Schedule for Specific Personal Protective Equipment**
Description

To make sure that we have enough PPE Clothing inventory to properly fit the cadets as well as replace damaged and worn out fire ground equipment it will be a necessary to purchase the following in the next 4 years:

- 1 - Eight sets of turn-out pants, coats, helmets, and boots
- 2 - 50 SCBA cylinder bottles
- 3 - Two ladders
- 4 - 20 sections of hose (1 ½" and or 2 ½")
- 5 - Two chain saws

The CHC Fire Academy has recently been awarded a \$49,000 HEDCO Grant with matching funds of \$6,000 on our end for a total of \$55,000. This will be a tremendous help with outdated, worn-out and non-compliant Personal Protective Equipment (PPE) clothing that the cadets are currently using. We are currently in the process of utilizing a competitive bid process to procure the very best price possible for our upcoming purchase. The PPE Clothing is compliant for no more than 10 years and more often than not it is completely worn out and destroyed before the 10 year period.. With the procurement of the PPE Clothing that will be purchased with the grant money we will still need to continue with a replacement schedule for additional PPE clothing as well as other PPE such as ground ladders, SCBA bottles and regulators, chain saws and fire hose over the next 4 years in order to have safe and compliant PPE's.

One of the many attractive and appealing things things that the CHC Fire Academy Program has to offer over it's competitors is the fact that we continue to provide the cadet's with their own set of PPE clothing during the academy. This is a considerable savings to the cadet. Many other Fire Academy Programs have their cadet's rent the

PPE clothing and pass that cost on to the student. The program is very expensive for any cadet to attend and if we can continue to provide and maintain our own inventory of PPE clothing than we can continue to be competitive and as rental costs increase this may be a real benefit for us with bringing more cadets to our program.

Unfortunately, The CHC Fire Academy SCBA bottles have a 15 year life span. They have to be hydrostatic tested every 5 years and we have completed two hydrostatic test and 50 bottles only have three years of life remaining before they have to be destroyed. Therefore, we will need to increase funding within the next few years so that 50 bottles can be purchased at the end of the three year period. Because we still have three years remaining on these bottles it is my recommendation that we get the most use out of them before purchasing new ones so that we can get another 15 years of life on all the bottles.

Each SCBA bottle is approximately \$800.00 for a total of \$40,000 that would need to be available at the end of three years for this purchase. Although, this is a very expensive purchase it is one that we do not have any control over. We have to maintain our SCBA bottles with the federal mandates that are placed on us as well as the mandates from the SFT in order to maintain our Regional Accreditation as an Academy.

We attempt to maintain and test our ladders on a yearly basis and with the amount internal work that we do to maintain them they last much longer than some the other equipment hat is used by the cadets but in this 4 year period we will need to purchase 2 additional ladders

Fire hose seems to have a fairly long life span. However, we are now at a point that the cast majority of it is very worn and is susceptible to leaking and rupture while under pressure during hose evolutions

Rationale

During this 4 year plan some of the Personal Protective Equipment clothing (8 sets) and safety equipment used by the Fire Academy Cadets should be replaced with current technology or state-of-the-art protective equipment. This policy is a result of the Fire Academy Cadets training inside structural containers where the containers can reach up to one thousand degrees or higher. Without current state-of-the-art protective equipment there is a risk of a burn injury affecting our Cadets during the live fire training burn portion of the Fire Academy training. In addition, it would keep CHC in compliance with OSHA regulations.

Resource Type:

Ongoing

Expenditure Category:

Equipment

First Year Cost/Savings:

\$18,750.00/\$0.00

Second Year Cost/Savings:

\$187,500.00/\$0.00

Third Year Cost/Savings:

\$18,750.00/\$0.00

▪ **3.1.r2 - Ladder testing, repairs, and maintenance**

Description

Currently, the Fire Academy has a zero dollar amount in the Fire Academy budget for the maintenance, testing, and repairs of our Fire Academy Ladders. The climbing and use of Ladders by the Academy students is a State Fire Training requirement regulated

by OSHA.

Rationale

The rationale to perform annual Ladder Testing would ensure the safety of Fire Academy's Cadets and Instructors while climbing, raising and lowering ladders. Most Cadets entering the Fire Academy have never raised a ladder before they entered the Academy. Testing, maintenance, and repairs of all Fire Academy Ladders would ensure all Fire Academy Instructors and Cadets are protected from hazards caused by a faulty ladder. In addition, it would keep CHC in compliance with OSHA regulations.

Resource Type:

Ongoing

Expenditure Category:

Services

First Year Cost/Savings:

\$1,700.00/\$0.00

Second Year Cost/Savings:

\$1,800.00/\$0.00

Third Year Cost/Savings:

\$1,900.00/\$0.00

Actions/Activities:

- **3.1.a1 - To secure Fire Academy compliance with OSHA concerning the Academy's maintenance, testing, and repairs of Academy Ladders used by Cadets**

The climbing and use of Ladders by the Academy students is a State Fire Training requirement regulated by OSHA.

Testing, maintenance, and repairs of all Fire Academy Ladders would ensure all Fire Academy Instructors and Cadets are protected from hazards caused by a faulty ladder.

Start Date:

01/01/2012

End Date:

12/31/2018

Responsible Person:

Mike Alder

- **4 - Goal - Ensure the success of the Fire Academy Cadets with proper maintenance of the three fire engines used for training activities**

Currently, the Fire Academy has a zero dollar amount in the Fire Academy budget for the maintenance of our three fire engines used by our Fire Academy Cadets. There have been numerous times when Cadets are unable to train on the Fire Engines due to maintenance problems. By maintaining the three Fire Engines the Cadets would have more hands-on training which would increase their test scores.

Priority Rank:

4

Objectives:

- **4.1 - Objective - Ensuring the maintenance of the three fire engines used for training activities**

The Fire Academy has a need to maintain the three fire engines used by our Fire Academy Cadets. There have been numerous times when Cadets are unable to train on the Fire Engines due to maintenance problems. By maintaining the three Fire Engines

the Cadets would have more hands-on training which would increase their test scores. The testing, service, repairs and maintenance to our three Fire Engines are performed as the budget allows. Therefore, we normally have either one or maybe two of our Fire Engines that are operable at any one time. One way to increase our Cadets SLO's would be to have three maintained Fire Engines available for our Cadet to train with.

Priority Rank:

4

Start Date:

01/01/2015

End Date:

12/31/2018

Responsible Person:

Mike Alder

Strategic Direction:

1. Student Access and Success

Impact Type:

Department

Resource Requests:

▪ **4.1.r1 - Maintenance of the three Fire Engines**

Description

Currently, the Fire Academy has a zero dollar amount in the Fire Academy budget for the maintenance of our three Fire Engines used by our Fire Academy Cadets. There have been numerous times when Cadets are unable to train on the Fire Engines due to maintenance problems. By maintaining the three Fire Engines the Cadets would have more hands-on training which would increase their test scores.

Rationale

The Fire Academy has a need to maintain the three fire engines used by our Fire Academy Cadets. There have been numerous times when Cadets are unable to train on the Fire Engines due to maintenance problems. By maintaining the three Fire Engines the Cadets would have more hands-on training which would increase their test scores. During the Fire Academy, Cadets train and are tested with hose lay evolutions. They need to score at least an 80% on their hose lay exams in order to graduate from the Fire Academy. Since the hose lay exams are performed from the fire engines, it's important to our Cadets to keep the Fire Engines in a state of readiness.

After looking at the repair costs of three engines for the last few semesters it averages about \$4,000.00 to \$5,000.00 per Academy. This cost is increasing over time due to the simple fact that the engines are just getting old and worn out. Through my working relationship with other Chief Officers during my 30 years with the City of San Bernardino Fire Department, I worked very hard to develop good working relationships with other fire departments and their chief officers, that now paying off. I am currently in the process of finishing the needed steps to have a newer donated fire engine from the Rancho Cucamonga Fire Department given to the CHC Fire Academy program and this will help those maintenance and repair costs overall. However, the other two engines that remain in our fleet will still require continual maintenance and repairs that are very costly.

It would be very helpful to have a specific budgeted amount just for fire engine maintenance and repairs so that we would not have to take the repair and maintenance funding through the General Fund or Perkins away for the various and usual repairs and maintenance of other equipment such as chain saws, rotary saws, chain and cutting blades and many other equipment issues that we have every Academy.

Resource Type:

Ongoing

Expenditure Category:

Services

First Year Cost/Savings:

\$4,000.00/\$0.00

Second Year Cost/Savings:

\$4,000.00/\$0.00

Third Year Cost/Savings:

\$4,000.00/\$0.00

11. Supporting Documents

- [WSCH FETF Ratio.pdf](#)
- [Academy Program Coordinator.doc](#)
- [PPR FIRET FireAcad Data 20132014.docx](#)
- [3 Year Action Plan GOAL #1.docx](#)
- [Job placement rates through Perkins data.docx](#)
- [Implementation of New Curriculum - 1.pdf](#)
- [Program Fill Rate.pdf](#)
- [Scheduling Matrix FIRE SP14 rev 09-16-14.xlsx](#)
- [TWO PERSON LOW SHOULDER CHC final.doc](#)
- [Research Brief - November 2013.pdf](#)
- [FF1 Certification Testing Analysis.docx](#)
- [Member Organization Info.pdf](#)
- [Scheduling Matrix FIRE SP14 rev 09-16-14.xlsx](#)
- [Success Rate.pdf](#)
- [FT-115 course outline html cfm.pdf](#)
- [Demographics.pdf](#)
- [WORKING LINE TEST Revised.doc](#)
- [FFI Changes Report.doc](#)
- [Implementation of New Curriculum - 2.pdf](#)
- [ONE PERSON HIGH SHOULDER CHC final.doc](#)
- [75-25 Ratio.pdf](#)
- [Research Brief - May 2014.pdf](#)
- [THREE PERSON FLAT SHOULDER CHC final.doc](#)
- [CHC 2011 Golf Brochure.doc](#)
- [Fall 2013 Assessment.docx](#)
- [Completion Rate.pdf](#)
- [Completion Rate Chart.pdf](#)
- [SFT - Certification Cost Analysis.pdf](#)
- [PRECONNECT TEST Revised.doc](#)
- [Sched Matrix FIRET 115 2014 PPR.xlsx](#)
- [80 Golf Brochure 3-14.pdf](#)
- [FIRET 115course outline html.pdf](#)
- [FF1 Certification Testing Analysis.pdf](#)