

Plans for Fire Academy/Fire Technology >> 2025 - 2026 Fire Academy/Fire Technology CHC Instructional 2Yr. or SLO Plan 2025-2026

Name : 2025 - 2026 Fire Academy/Fire Technology CHC Instructional 2Yr. or SLO Plan 2025-2026

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Instructions

The 2Yr. plan provides the opportunity for each program to update their four-year action plan and requires each plan to provide the current status on their course outcomes assessment, progress on effectiveness measures, and progress each program has made on achieving their goals and objectives. This is optional for SLO Plans.

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

1. Mission

Updating this Question is Optional on 2Yr. and SLO Plans

a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.

b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

A. The mission of the Crafton Hills College Fire Academy/Fire Technology (CHCFA) aligns with California State Fire Training's goal of providing the highest level of quality training and education to the California fire service community. Program design and mandates from the California State Fire Marshal's Office Division of Training identify requirements necessary for student success. Graduates of the program are certified to have met requirements for state and national certification, and this aligns with the college's mission to change lives by preparing graduates to secure living wage employment in California and across the nation. Since 1982, we continue to demonstrate a tradition of excellence by remaining student focused utilizing talented faculty and state of the art equipment and facilities to produce success.

B. This mission is aligned with the college's to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. By definition, transformation is connected with a complete change in somebody/something, especially in a positive way. Our programs transform graduates lives by enabling them to secure career employment in the California fire service and beyond. The program enjoys success based on a tradition of cooperation and collaboration with local and regional partners, and we remain committed to increasing the diversity of our student population through outreach efforts in the region.

2. Description of Program

Updating this Question is Optional on 2Yr. and SLO Plans

a. Organizational Structure and Staffing

b. Describe any activities in addition to instruction that you provide.

c. Describe any alternative modes of instruction and schedules of delivery: e.g.: online, hybrid, early morning, evening services.

d. **Rubric Item:** Describe how your curriculum is up-to-date, addresses equity and inclusion, and is demonstrably [Needs-Based](#). Base the description on surveys, labor market 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.

e. **Rubric Item:** Attach your [scheduling matrix](#) to show when courses in your area are offered. [Click here for sample!](#)

A. The CHCFA & Fire Technology is part of the Public Safety & Emergency Services Department, within the Career Education and Human Development Division at Crafton Hills College. The program consists of two full-time faculty, one "Operations Specialist" (Professional Expert), one secretary and 20 professional experts working in the lecture & skills curriculum. The program is divided into three phases for instructional delivery that meets the CHC standard as well as the International Fire Service Accrediting Congress (IFSAC) (Structural Firefighting, Hazardous Materials and Wildland firefighting). The Fire

Academy training staff provides the cadets with the necessary education and training to obtain the knowledge, skills, and abilities to complete the program for California State Fire 1 Training and IFSAC Firefighter 1 certification. Graduates are tested to the Firefighter 2 standards, and are eligible for certification following a 6 month full time or 1 year part time job experience requirement.

B. The CHCFA provides the following activities in addition to instruction:

San Manuel Band of Mission Indians Grant

The San Manuel Band of Mission Indians invested \$1.8 million in the CHC Fire Academy. This contribution will help people facing financial barriers to higher education and training, including those from underserved populations, the unemployed or underemployed, and women. This way, San Manuel will substantially increase its support of programs that create pathways to a better future through education and training.

Southern California Edison Grant

Southern California Edison continues their annual grant of \$25,000 to the fire academy to provide assistance for students to offset the cost of their education.

CHCFA Alumni Association - The Alumni Association that is comprised of Alumni from the last 108 academies (42 years). Our goal is to reach as many alumni as possible and get them to be a member at a cost of \$50.00 per year. The generated funds are dispersed into the CHC Foundation account and they are ultimately used to build the necessary funding to support endowed CHCFA scholarships. The Alumni Association has generated enough funding to recently help with the funding of two endowed scholarships for the cadets. The CHCFA has 8 endowed scholarships in total (\$500.00 each). Four scholarships are dispersed each academy. This is an increase of four endowed scholarships since the last program review.

Women in the Fire Service Seminar - In an attempt to attract and educate women to pursue a fire service career, a one day seminar is hosted to recruit women in the fire service. This seminar has been very successful and the women get a chance to hear and learn directly from professional female firefighters throughout Southern California. The candidates get an opportunity to listen to educational information on the fire service, and an opportunity to experience some of the manipulative skill sets that are applicable to all fire fighters (fire hose manipulation, raising, extending and lowering ground ladders, donning and doffing personal protective equipment as well as Self Contained Breathing Apparatus and climbing an aerial ladder). This seminar has helped to increase the amount of women involved in Fire Technology courses and the fire academy.

CHCFA Family Orientation - Family night was developed as an Orientation seminar for family members of the cadets that are attending the CHCFA. This seminar is held for two hours on Friday of the first week. The purpose of the seminar is to expose and educate family members to the details of the CHCFA and the 18 week program. We stress their need to be educated on the program so that they can be more of a support base to their cadet through their journey.

Outreach & High School Articulation Seminars & Career/Job Fairs - The CHCFA and Fire Technology have been actively involved in Outreach events as well as providing small educational seminars to the local high schools that we have articulation agreements with. This enables students to

our Fire Technology program/ CHCFA be better prepared. This serves to help our recruitment efforts, especially with women and minorities so that we can more accurately represent the demographics of the communities we serve. We continue making progress in this area and we have also conducted our third Career/Job Fair in conjunction with the Crafton Hills EMT/Paramedic program to further help educate the future CHC CTE students and give them an opportunity to network with the local public service agencies in Southern California. Our third Career/Job Fair was a huge success with several hundred people in attendance.

California Fire Technology Directors Association (CFTDA) & San Bernardino County Training Officers Association (SBCTOA)- The CHCFA Chief and the Operations Specialist are members of both Associations. We are obligated to meet quarterly for the CFTDA meetings that are held throughout the State. The purpose of the CFTDA is to make sure that all training programs are providing mandates for the curriculum as well as other academic issues that arise throughout the state and community colleges that provide Fire Academies. These organizations communicate changes to curriculum and industry standards.

Development and Implementation of Institutional Service Agreements (ISA's) - Currently, five ISA's have been developed with local fire agencies. These ISA's are very important to the college as they generate much needed revenue for the college and our program.

C. Fire Technology Online Instruction - Online instruction allows the program to capture an entire audience of students that due to their work schedules and other logistical issues would not normally be able to attend CHC. This is especially true of local professional firefighters who, due to their work can enroll in online classes to complete their fire science degree. Additionally, The Fire Technology program has an articulation agreement with The Redlands Unified School District, Yucaipa High School and The Public Safety Academy in San Bernardino for both FIRET 100 and 101. This articulation agreement has allowed younger students to get a start on their pre-requisite classes for the CHCFA and get enrolled quicker than they would be able to without the agreement. As a CTE program our curriculum and instruction are updated based on regulatory input, employment agency needs as well as SFT & IFSAC standards or changes in the Firefighter 1 curriculum. There are instances where the instruction has changed even though the larger scale central curriculum definitions remains unchanged.

D. Program (and course) curriculum is aligned with California State Fire Training and the National Fire Protection Association Firefighter 1 (1001), Wildland Firefighter (1140), and Hazardous Materials Awareness and Operations (470) mandates. The CHCFA exceeds many of these minimum standards by requiring additional program specific testing to demonstrate proficiency. Courses are scheduled on 5 year revision cycles through State Fire training (next revision in 2024). Additionally, instruction and lessons are modified to comply with local industry changes in technology and practices. The CHCFA has well exceeded the pass rates for terminal exams.

The CHCFA Chief conducts evaluations at the end of the program to explore strengths and areas for improvement.

3. External Factors with Significant Impact

Updating this Question is Optional on 2Yr. and SLO Plans

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)

A. Constraints- The CHCFA ARTP reaccreditation is forthcoming in 2024. This reaccreditation is required for the CHCFA to continue offering the fire academy program. The cost of reaccreditation has increased from \$500.00 to \$3,000.00 since the last accreditation cycle, and will be required for the reaccreditation survey to be completed.

State Fire Training mandates for Registered Instructors are associated with unfunded mandates for potential instructors interested in teaching in our programs. Depending on which discipline being taught, each potential instructor faces thousands of dollars in course fees and taskbook requirements to be completed prior to being authorized to instruct. The time lag delay for instructors to be authorized to teach mandated portions of the required curriculum can be as long as two years depending on various factors. Competing factors based on many of our instructors being active fire service professionals has created challenges in recruitment of interested instructors to the program. The remaining tenure of our experienced instructors will create challenges to program delivery as future instructors are introduced through the system based on these factors.

Many of our program elements have enjoyed the support of categorical funding through Strong Workforce and Perkins funds. The nature of this funding is transient in nature, and program support elements are effected based on fund availability. Currently, the institutional budget for instructor compensation is supported by these funds. We've enjoyed a ten plus year relationship with Cal Fire to provide the wildland firefighter portion of the academy. In 2023, we were notified that Cal Fire no longer offers the historical two week program throughout the state our students have enjoyed. The agency remains comitted to assisting with supplies and logistics; however, delivery of the program now requires the use of CHCFA instructors. This increase will result in a \$17,600.00 increase per year to the CHCFA budget.

The CHCFA relies on partnerships with local cooperating agencies to provide fire apparatus and equipment. Large ticket capital assets have been donated by agencies as they've been removed from service to their communities. This leads to maintence and repairs on aging apparatus, and the cost of maintenance and repair services is tremendous. To this end, we've recently established a preventive maintenance program to address needs with a \$10,000 budget. This amount has adequately addressed the majority of our needs, but is highly variable depending on mechanical failure.

The Public Safety Training Center opening in January, 2024 will offer state of the art instructional capabilities; however, several of the training props are new additions to our current facilities. These new props (gas fueled fires in the building, vehicle fire etc.) will require larger amounts of propane than historically used. The budgetary impact of all additions to the new center is to be determined once in use.

Students rent Personal Protective Equipment (PPE) and Self Contained Breathing Apparatus (SCBA) through our contracted vendors. The CHCFA has owned the wildland firefighting PPE in use for several years, however, its service life has been exceeded, and much of the clothing is in disrepair and should be placed out of service. Donations have been sought, but a change to Cal OSHA mandates to the repair and maintenance of these ensembles prevents donations in the future. This will create a substantial budgetary impact for clothing replacement. The cost is unknown based on quantities needed for replacement.

Opportunities exist to generate future revenue through the expansion of Instructional Service Agreements, and offering expanded training offerings in the new training center.

B. Competition from other institutions remains a viable concern as four ARTP's exist within one hour of our location. Areas for consideration include lower prerequisite requirements, additional industry diplomas upon graduation, and proximity to the institutions. The addition of the San Manuel Band of Mission Indians grant will benefit our program through student support, and we enjoy a longstanding reputation for producing successful graduates.

While strides were made within the last 4 years to increase wages for instructors, we remain behind other institutions on compensation. The aforementioned challenges with Instructor registration through State Fire Training have us competing with other institutions for a small pool of interested candidates. Many active firefighters are choosing not to engage because of these factors, and other institutions are experiencing these same challenges.

C. The requirements of four-year institutions do not apply to our program.

D. The requirements imposed by regulations, policies, standards and other mandates have been previously stated in the paragraphs above in the category of budgetary constraints or opportunities.

E. The CHCFA meets/exceeds requirements of prospective employers. Anticipated developments in the field are monitored by the CHCFA Chief in consultation with the Advisory Board of the San Bernardino County Training Officer's Association and California Fire Technology Director's Association. Emerging trends are reported through instruction so students anticipate industry developments.

4. Progress on Outcomes Assessment (Two-Year Question)

Updating this Question is Required on 2Yr. Plans and Optional on SLO Plans

Refer to the [SLO Cloud](#) and the [SLO Cloud Dashboard](#) to evaluate the results from your course level Student Learning Outcomes (SLOs) and to develop actions reflected in your program review action plan (i.e. Question 10).

- a. Please summarize course **SLO assessment results**. Include a discussion of whether or not disproportionate impact has been identified and whether the program met its target for each course SLO.
- b. Please describe any course and/or instructional improvements you plan to make as a result of the course SLO assessment(s), specifically focusing on removing any identified disproportionate impact.
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SLO assessment(s)? If none, please explain.

a. A 3 year analysis of all Fire Technology and Fire Academy courses reveals success at meeting the target of 70% or greater across all ethnicity, gender, and age demographics. (See attached demographic and SLO data from the dashboard). Data showed no disproportionate impact in any course. Although no disproportionate impact was noted overall, a focused review of FIRET-100 revealed two SLO's that failed to meet the 70% target. These SLO's addressed identifying fire service career opportunities in the public and private sector in addition to defining the role of National, State, and local support organizations in fire and emergency services. In FIRET-101, four SLO's failed to meet the 70% target. These were related to understanding of the fire service and fire protection field specific to fire prevention, and the working environment of firefighters while performing fire prevention work. Additionally, 2 SLO's failed to meet the target regarding written assignments that develop critical analytical and interpretation skills for entry-level examinations to prepare for a career as a Fire Inspector. In FIRET-102, one SLO failed to meet the target regarding various methods and techniques with the use of Fire Extinguishers. All SLO targets were met in FIRET-103, 104, 106, 113, 114, 115. In FIRET-116, two SLO's failed to meet the target regarding types of building construction in accordance with a local/model building code, and different occupancy designations of the building code. FIRET-118 failed to meet the target in four of the eight SLO's (50%). These learning outcomes involved analyzing the key characteristics of the wildland fire environment and how critical fire weather factors when combined with receptive fuels may result in extreme fire behavior. Additionally, gaining an understanding of basic terminology used in wildland fire management and how fuel, weather, and topography can increase extreme fire behavior.

b. Both programs will continue to make improvements with students demonstraing effective and reliable oral & written communication skills, and to be creative with methods to operate respectfully in a complex environment that involves diverse views. Although no disproportionate impact was noted, Faculty track emerging trends in the industry and identify students who benefit from focused tutoring and additional resources from faculty and staff. Faculty reflections across all courses reveal ongoing challenges with student engagement, attendance, and late work. Faculty intend to continually evaluate and implement strategies to improve areas of concern with an increased use of audio-visual materials, collaborative group assignments, and focused study groups and tutoring to reduce negative outcomes and increase engagement in course activities. The demographic SLO Assessment (Attached) results showed that although all racial/ethnic groups are above the 70% target for the programs, our lowest competencies were observed for our Black/African American (77%) and Hispanic (84%) students. Strategies for improvement include a focus on culturally responsive teaching, mentorship, and creating a classroom environment that promotes a culture of inclusivity and belonging. We continue to equip Faculty members with the knowledge and tools to effectively teach and engage diverse students. Programs like the USC Race and Equity training for Faculty members strives to improve effectiveness in this area.

c. Objectives/Action steps to add based on the SLO results surround the re-establishment of the Fire Technology Club on campus. This has historically been the largest club on campus and was paused during the pandemic. Some benefits of the club are networking with other candidates about testing and educational opportunities, mock interviews, physical agility practices, opportunities to observe all

aspects of the fire academy, and mentorship by current fire academy instructors and cadets. Additionally, Faculty intend to continually evaluate and implement strategies to improve areas of concern with an increased use of audio-visual materials, collaborative group assignments, and focused study groups and tutoring to reduce negative outcomes and increase engagement in course activities. Strategies for improvement include a focus on culturally responsive teaching, mentorship, and creating a classroom environment that promotes a culture of inclusivity and belonging. Additional goals and objectives are noted in question 10 and are informed by department needs and updates.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Updating this Question is Optional on 2Yr. and SLO Plans

Please discuss your program's performance on each data item below.

a. Instructional Program Health Evaluation Rubric

i) **Rubric Item:** Use Office of Institutional Effectiveness, Research, and Planning (OIERP) data to set a [Course Completion Rate](#) target, provide an explanation for the target that has been set, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Please visit the [Completion & Success Dashboard](#) to access your program specific data.**

ii) **Rubric Item:** Use OIERP data to set a [Course Success Rate](#) target, provide an explanation for the target that has been set, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Please visit the [Completion & Success Dashboard](#) 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? **Please visit the [Full-Time/Part-Time Faculty Ratio Dashboard](#) to access your program specific data.**

iv) **Rubric Item:** Use OIERP data 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.) **Please visit the [WSCH/FTEF Dashboard](#) to access your program specific data.**

i & ii The CHCFA and the Fire Technology completion and success rates are above the established targets. The Completion Rate average for the last 5 years is 93.28 and the Success Rate is 79.5

iii The FT/PR Ratio for the college is an average of 36.76 and the average for the CHCFA and Fire technology are 46.18. 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 that is required in the CHCFA 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.

iv The WSCH/FTEF Ratio average for the college is 441.4. The WSCH/FTEF Ratio for the CHCFA and Fire Technology are 319.8. The FTES/FTEF ratio for the college is 14.71 and the FTES/FTEF ratio for the CHCFA and Fire Technology is 10.74. These ratios are consistent with the goals of the program. The program's assessment takes into consideration that some instructional blocks require smaller ratios (i.e..., 6:1 or 10:1) which are established as industry standards or recommended guidelines.

v Fill Rate: The average fill rate for the college is 73.02 % and program's average fill rate is 68.6%. The program's assessment of this rate is that it does not accurately reflect the goals and limitations of the program. For example, the CHCFA is a 16-week, full-time & very demanding program. We normally have Cadets dropping out at the beginning of the Fire Academy due to financial hardships and or injuries. Most cadets are unable to work during the CHCFA due to the demands placed on them as well as the time commitments to make it through the program.

The current academy and the upcoming future academies have had a definite increased interest in enrolling in the CHCFA. This current academy had 70 applications that were submitted for enrollment. Out of the 70 applications, 47 were 100% completed and with a cap at 30 we had to turn down 17 potential cadets that will most likely enroll in the Spring 2020 CHCFA. The trend is that we will have approximately the same amount of applications in the next few academies. There is a balance point that is difficult to achieve with simply increasing the cap. Although it would seem logical to increase the cap to meet the current and future demands for incoming cadets, the problem arises in being able to efficiently and financially provide the highest level of instruction to meet that demand without sacrificing quality instruction that our program is known for.

6. Other Unit-Specific Quantitative and Qualitative Results

Updating this Question is Optional on 2Yr. and SLO Plans

a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies, and what plan do you have to address any discrepancies? Include any plan to address discrepancies in the action plan (Q10) – **please visit the [Demographics Dashboard](#) to view program and college demographics by year.**

b. Summarize the results of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, enrollments, Perkin's data, equity data, student research experience, student clubs, etc.). **Please visit the [Degrees & Certificates Dashboard](#) to access your program specific data on degrees and certificates.**

c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b? Include any plans in the action plan (Q10).

a. The CHCFA and Fire Technology programs are fairly close to the college demographics with respect to race and ethnicity concerning White and Hispanic students. However, the demographic comparison of Asian, African Americans, women and older students are not that close to each other. With respect to age, the CHCFA and the Fire Technology program are mostly dealing with younger students who are

trying to enter the fire service and most of these students are younger in nature due to the physical demands of the profession and the career length for most fire service personnel.

In the area of gender, the CHCFA is not close to the college demographics. Again, this is due to many years of this profession being a male dominated industry. However, the CHCFA and the Fire Technology program have spent the last few years heavily involved with outreach events as well as developing and implementing the "Women in the Fire Service Seminar" to help recruit more women to pursue a career in the service. Currently, the CHCFA has three women in the fall 2019 academy and there have been seven other women for a total of ten women to attend the CHCFA since the last Program Review. That is a huge change for the last several years of the CHCFA. Outside of the three women that are currently in the fall 2019 CHCFA and have yet to complete the program, six of the other seven women all have been successful in pursuing a fire service career. The seventh had a change of mind and has been successful in pursuing a career in law enforcement. We feel that we are making big progress in this area and will continue to concentrate and make efforts in the area of Asian and African American ethnicities.

[Attachment 7 - Cultural and Gender Demographics](#)

7. Evaluation

Updating this Question is Optional on 2Yr. and SLO Plans

Evaluation: You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- 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

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
-
- Representativeness of population served - The CHCFA and the Fire Technology Programs are representative of the local industry. We are continually attracting a higher number of students each semester and as previously stated the CHCFA & Fire Technology have seen a record number of students in both programs as well as the Fire Technology Club. We believe there are several reasons for this: (1) our continued focus on exceptional teaching and learning, (2) changes that we have made to the structure of the CHCFA testing process to be one of the few ARTP's that is a "One Stop Shop" for the cadets and their IFSAC testing opportunities. The CHCFA conducts the IFSAC testing as part of the CHCFA instead of outside of the academy with a "Stand Alone" IFSAC testing process. Our testing process is a huge advantage and cost savings to the cadets. (3) the use of Strong Workforce funds to help offset the expense of the program by having the program cover the cadet cost for PPE and SCBA rentals (\$1000.00 per academy) as well as the Edison Grant (25,000.00) that has provided scholarships for the last two academies and will help this current academy as well as the Spring 2020 academy
 - Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services) - The online delivery of the prerequisite classes such as FIRET 100 and FIRET 101 will attract even more potential students to our programs. The online delivery of classes is something that could help make our overall Fire Tech program more competitive. Additionally, the change in the schedule for last few academies to go from a Tuesday through Friday schedule to a Monday, Tuesday, Thursday and Friday schedule has provided tremendous and positive feedback from the cadets in regards to giving them the needed rest in the middle of the week so that they are physically in better shape on Friday's which are very physical days.
 - Partnerships (internal and external) - Throughout the 37 years that our programs have been operating we have developed a number of tremendous and very strong partnerships with the local fire agencies, auto wrecking yards (Pick A Part - Auto Extrication Training), Ben Clark Training Center, Cal Fire (Provides the Basic Wildland Academy as part of the CHCFA program and saves the college and the CHCFA approximately \$25,000.00 per academy in equipment and labor costs) The San Bernardino County Training Officers Association SBCTOA) as well as the California Fire Technology Directors Association (CFTDA) and State Fire Training (SFT) serve as very valuable partners in making sure that our program is on the cutting edge within the industry. Our Fire Technology Articulation Agreements and the internal partnership between the CHCFA and the Fire Technology Program as well as the CHCFA corequisite Kin/F 049 instructors that work hand in hand with us to make sure that the cadets are getting the best possible physical fitness training on top of the demands of the CHCFA. These partnerships are extremely important to build our programs stronger and reach younger students than otherwise possible and to better prepare them to enter and be successful in the CHCFA.
 - Innovation and Implementation of best practices - There are many innovative and best practices that the CHCFA and the Fire Technology program utilize. Some of the best are as follows:

- A few years ago the CHCFA purchased IPAD's for all cadets as well as a software license to EVALS.net. This is a very powerful software program that is specifically designed for ARTP's. The ease of this software program and the amount of instructor time that has been saved with grade and quiz calculation for all of the cadets as well as the delivery of the curriculum itself has been very innovative within the industry.
 - Additionally, as previously mentioned the implementation and delivery of the IFSAC testing and the involvement of the Fire Technology Club members as volunteers in the academy is very innovative and helpful to the cadets as well as the various other curriculum that we deliver and other ARTPs' don't deliver. (Mock Orals, Resume Writing, The Enhanced Skills and Performance Program (ESPP - this is a week-long leadership, generational information and physical fitness routine to kick the CHCFA off) The purchasing of this physical fitness equipment over the last few years with Strong Workforce funding has really helped prepare potential cadets before they get to the CHCFA.
- Efficiency in resource use - 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. 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 KIN/F 049, the students are in a learning environment at least 10 to 12 hrs. a day, 4 days a week. I believe that we have a very efficient use of resources to make this program a success and the recent purchase of necessary physical fitness equipment and the recent move to rent PPE and SCBA equipment will ultimately save on instructor labor costs and minimizes our risk of liability with both the PPE and the SCBA's.
- Staffing - The Fire Academy uses 33 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 routinely occurs with the major wildland fires throughout the state. Additionally, as the State Fire Marshal's Office has changed (and will modify again in the near future) the Academy curriculum and the IFSAC testing process the demands on the program have increased dramatically over the last few years. This created a need to Staff a Professional Expert (Operations Specialist) in order to help the Chief with all of the changes and logistical issues to efficiently run the CHCFA. On the Fire Technology side, the introduction of the online classes as well as the increase in students for the 16 FIRET courses currently offered for the Fall 2019 semester created a situation in which three additional courses were canceled due to not having enough part-time faculty to teach those courses. An additional full time faculty position and the changing of the Operations Specialist to a full-time faculty position to help with this demand is something to be considered for both programs.
- 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), Joint Partnership Agreement (JPA - CHC & San Bernardino County Fire Department). 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 "ESPP" week that is held at the beginning of every academy. Additionally, 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 approved on August 20, 2015. Our program is scheduled for re-accreditation in June of 2020. As the Chief of the CHCFA, I'm currently in the very lengthy and very tedious process of writing the Self-Assessment Report for our program and the Crafton Hills College that will provide the specifics of our ARTP curriculum, facility, equipment and various records required for an ARTP.

8. Vision

Updating this Question is Optional on 2Yr. and SLO Plans

- a. Tell us your unit's 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. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance and align with the vision of the college?**

a. In the next four years:

The CHCFA and the Fire Technology Programs fundamental mission will remain the same: Develop competent entry-level firefighters through the CHCFA program and help to better prepare the Fire Technology students to enter the CHCFA to be successful. Additionally, a further mission of the Fire Technology Program will be to encourage students to continue towards obtaining their Associates degree and/or pursue higher education. We believe that the standards for entry-level firefighters are evolving with the implementation of the IFSAC National testing as well the proposed Firefighter 1 & 2 changes in 2020 along with the proposed continuing education concept for firefighter across the nation. Our program is poised to take advantage of opportunities and overcome challenges associated with that evolution.

With the passing of Measure CC, the proposed "East Valley Regional Training Center" being built and operated at Crafton Hills College is now a real possibility. This Regional Training Center has the opportunity to have the local fire agencies partnering with CHC to better serve our communities with Public Safety. The vision of our program and the development of this Regional Training Center will further help to create Crafton Hills College as the college of choice for students who seek deep learning, personal growth, a supportive community and a beautiful collegiate setting. Our CHCFA and Fire Technology Programs have been around since 1982 and they are second to none and we believe that they very much align with the vision of the college.

Finally, our vision is to be the regional "Program of Choice" for students and employers alike. Of course, this vision encompasses our primary mission but also our desire to create an atmosphere that supports rich learning experiences for students. Ultimately, we would like to see 90% our program graduates complete an Associate of Science degree. Not simply for the degree, although there is benefit in that, but for the learning that takes place on the way to that end.

9. Progress on Prior Goals

Updating this Question is Optional on 2Yr. and SLO Plans

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

- **1 - Goal - 60dfaecf-a2c0-4ad6-96ec-7b983ca46194**
- Priority Rank: 1**
- Objectives:**

- **1.1 - Objective - Ensure the continuation of the Crafton Hills Fire Academy (CHCFA) as an Accredited Regional Fire Academy (ARTP) & to increase and strengthen the Fire Technology Program**

Priority Rank: 1

Original Start Date: 01/01/2020 **Original End Date:** 12/31/2023

Revised Start Date: 01/01/2020 **Revised End Date:** 12/31/2023

Responsible Person: Michael Alder

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: District Wide

Institutional Learning Outcome: -- Pick One --

Resource Requests:

- **1.1.r1 - Hiring of an additional Full-Time Faculty Instructor**

Description

Anticipate the hiring of an additional Full-Time Faculty Instructor to help strengthen the Fire Technology program to meet the current and future demand for our program

Rationale

With the increase in enrollment with the Fire Technology courses as well as the launching of the first online course (FIRET 101) and the second one being scheduled to launch in the fall of 2020, there is a need to consider hiring an additional Full-Time Faculty Instructor to help meet this demand as well as the future demand. Additionally, the plan for the future is to deliver all six of the FIRET courses via online delivery in addition to the traditional course delivery. The additional courses that could be delivered in the future will also develop additional FTES for the program and the college

Resource Type: Ongoing

Expenditure Category: Contract Classroom Inst. (1100)

Funded: No

Funding Source:

First Year Cost/Savings: \$82,196.00/\$0.00

Second Year Cost/Savings: \$84,251.00/\$0.00

Third Year Cost/Savings: \$86,358.00/\$0.00

Actions/Activities:

- **1.1.a1 - Successful completion of the Re-Accreditation process in 2020**

In order to meet our objective the Re-Accreditation process requires the submittal of the following during the spring and summer of 2020:

- A formal ARTP Accreditation request Letter

- SFT fee payment (currently this fee is \$500.00. However it is scheduled to increase to \$3000.00 by the summer of 2020)
- Up-to-date Self Assessment Report (SAR)
- Re-Accreditation approval form the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services

[Attachment 6 CHCFA ARTP Renewal Notice](#)

Start Date: 01/01/2020 **End Date:** 08/20/2020

Responsible Person: Michael Alder

Status Code: -- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **1.1.a2 - Ensure a proactive approach with future curriculum changes**

There are some pretty big changes that will impact the CHCFA curriculum in the 2020 year and subsequent years to come. We will need a very proactive approach to handle these upcoming changes and the following actions will need to occur during 2020

- Anticipate the curriculum changes that State Fire Training (SFT) has proposed to all ARTP's.
- Explore any and all ideas to deliver those changes within our budgetary guidelines and outside of our budget
- Keep the Dean of CEHD notified of these changes as they are rolled out from SFT (Some of these changes will definitely have an impact on our budget as previously mentioned in the Program Review)
- Explore the use of alternative methods to deliver our program
- Continue to foster the various external and internal partnerships that we have created to deliver our program in the most cost efficient manner possible

Start Date: 01/01/2020 **End Date:** 12/31/2023

Responsible Person: Michael Alder

Status Code: -- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **1.1.a3 - Explore proactive ideas to increase and strengthen the CHCFA & the Fire Technology Program**

The Fire Technology Program is growing through enrollment, articulation agreements with local high schools as well as the development and delivery of an online course (FIRET 101). In the Fall of 2020 the delivery of FIRET 100 online is planned. The demand on the

program has increased and in order to keep up with that demand we will need to explore the following:

- Development of more online FIRET courses that are very attractive and appealing to students with difficult work and/or family schedules
- Explore the possibility of hiring another full-time faculty member to help with the delivery of the online courses as well assisting the CHCFA in the area of daily operations that are strained due to a shortage of instructor personnel.
- Explore the possibility of hiring another full-time faculty member to replace the Operations Specialist that is due to retire in the Spring of 2021. The past mandated changes from the last Re-Accreditation and forthcoming changes in 2020 and 2021 have impacted our program to the point that the one Chief (Full-Time Faculty) can not efficiently run the program and take care of the daily logistical issues that the Operations Specialist currently is responsible for. The potential change from a Professional Expert as the Operations Specialist to a Faculty instructor could bring more flexibility to our program and ease the load on the Chief who also carries a full load in addition to running the CHCFA.
- Explore the possibility of further articulation agreements
- Continue and expand the development and pursuit of Institutional Service Agreements with the local agencies. The ISA's generate revenue and could help offset the increased expense of hiring additional Faculty. Additionally, The ISA's could help with the generation of revenue to help bring more fire agencies to the East Valley Regional Training Center
- Continue our pursuit to increase socio-economic diversity in the CHCFA. We will continue our involvement in "Outreach" events as well as the "Women in the Fire Service Seminar" and our recent "Fire/EMS Job Fair. We have worked diligently to reach out to potential students that may have thought they could not afford to attend the CHCFA. As stated before a real concern is that we may see a reduction in that socioeconomic diversity of students who simply can't afford the program with the forthcoming expenses that we are faced with.

Start Date: 01/01/2020 **End Date:** 12/31/2023

Responsible Person: Michael Alder & Dan Sullivan

Status Code: -- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **1.1.a4 - Explore and plan for the development of the "East Valley Regional Training Center"**

With the passing of Measure CC last year there is a real possibility that in the next 4 years the process to build the East Valley Regional Training Center could become a reality. Although, there is much to accomplish before this comes to fruition, the CHCFA and the Fire Technology Program will have to be very proactive in exploring the following areas:

- In the is next year we will need to explore ideas and concepts for the building of the East Valley Regional Training Center. (This includes researching new and innovative training facilities and manufacturers)
- Continue to explore ideas and concepts that would help CHC to be the premier fire service training facility in the state. (This includes researching and analyzing what the fire service needs most from a training facility and what could we provide that others don't. One example of this is the development of a Command & Control Training simulator for fire & emergency ground commanders.
- Explore ideas and concepts so that the East Valley Regional Training Center is truly an all risk training facility that benefits more than just the fire service.
- Explore the use of ISA's to help offset the costs of running a Regional Training Center.
- Create discussion with the local Fire Agencies to get the necessary commitments and a financial plan for the use of the Training Center as an all-risk facility.

Start Date: 01/01/2020 **End Date:** 12/31/2023

Responsible Person: Michael Alder

Status Code: -- Pick One --

Progress Description:

Measurements/Documentation of Progress:

• **2 - Goal - 60dfaacf-a2c0-4ad6-96ec-7b983ca46194**

Priority Rank: 2

Objectives:

- **2.1 - Objective - Explore all ideas and concepts to efficiently and financially manage the forthcoming mandated changes.**

Priority Rank: 2

Original Start Date: 01/01/2020 **Original End Date:** 12/31/2023

Revised Start Date: 01/01/2020 **Revised End Date:** 12/31/2023

Responsible Person: Michael Alder

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Division

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **2.1.a1 - Implement solutions at a program level and college level to deal with the changes**

The CHCFA and all ARTP's in the state have recently received a draft of the proposed changes that will impact all ARTP's starting in 2020. The following is a partial list:

- A dramatic cost increase in the 10 certifications that each cadet receives while enrolled in the CHCFA (Cost increase from \$20.00 per certification per cadet to \$75.00 plus additional registration and testing fees per certificate per cadet. Currently, the CHCFA does not have to utilize program funds to pay for those certifications as the cadets provide enough fundraising events to cover the overall cost for all of the academy state certifications. However, with this dramatic increase there is no way that their fundraising events will even come close to covering that expense. This means that the CHCFA will either have to pass that cost on to the cadets or find additional potential funding to cover that cost. It is estimated that it will increase the cost per cadet to over \$1000.00.
- Additional requirements of curriculum instruction with changes to the current Firefighter 1 and the addition of mandating ARTP's to provide the Firefighter 2 instruction as well as the testing components of the Firefighter 2 criteria. These changes will create additional instructor labor costs that are conservatively figured at an additional \$5000.00 to \$10,000.00 per academy depending on what random skills we are required to deliver to the cadets for their testing.
- Currently, the proposed testing changes in draft form from SFT may require us to purchase a vehicle fire prop in order to be compliant as an ARTP after this proposed change is finalized and all ARTP's are required to deliver the instruction and testing to the new criteria established. The only other alternative other than the purchase of the vehicle fire prop would be to set up an extra off site day at a training facility such as Ben Clark Training Center in Riverside to utilize their prop. However, the logistical issues of whether the prop is available and the cost of propane and instructors to conduct the testing are all additional costs that in the long run may not be feasible and/or cost effective. The typical cost for an approved vehicle fire prop is estimated at \$40,000.00

Start Date: 01/01/2019 **End Date:** 12/31/2022

Responsible Person: Michael Alder

Status Code: -- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **3 - Goal - d29319d8-3d09-4aca-bd70-f0efd99f6176**

Priority Rank: 3

Objectives:

- **3.1 - Objective - Ensure the increase in instructor ethnic diversity through the use of our Alumni Association to bring new instructors to the CHCFA**

Priority Rank: 3

Original Start Date: 01/01/2020 **Original End Date:** 12/31/2022

Revised Start Date: 01/01/2020 **Revised End Date:** 12/31/2022

Responsible Person: Michael Alder

Strategic Direction (Goal):

2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type: District Wide

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **3.1.a1 - Hire two Instructors to increase CHCFA Instructor diversity**

The CHCFA has completed a lot of work with seminars and outreach events to increase the ethnicity with student enrollment. However, in regards to the diversity of the instructor cadre we need to do more to reflect the student enrollment, the fire service and the community we serve. Therefore, within the next two years utilizing the CHCFA Alumni Association database and outreach opportunities we will hire at least two instructors to meet this goal. With some of the State Fire Training mandated instructor qualification for ARTP's it may take that long to get them to meet the minimum requirements but i believe that we can meet this important goal.

Start Date: 01/01/2020 **End Date:** 12/31/2021

Responsible Person: Michael Alder

Status Code: -- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **4 - Goal - 60dfaecf-a2c0-4ad6-96ec-7b983ca46194**

Priority Rank: 4

Objectives:

- **4.1 - Objective - Ensure the continuation of creative and innovative ways to reduce the student cost as much as possible**

Priority Rank: 4

Original Start Date: 01/01/2019 **Original End Date:** 12/31/2023

Revised Start Date: 01/01/2019 **Revised End Date:** 12/31/2023

Responsible Person: Michael Alder

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Division

Institutional Learning Outcome: -- Pick One --

Resource Requests:

■ **4.1.r1 - Continued use of Strong Workforce funds to help offset PPE & SCBA rental expenses**

Description

As articulated in the Program Review (3. External Factors with significant impact - Budgetary constraints) the mandated changes that are forthcoming are driving the student costs of the CHCFA higher than we have ever seen. My concern is that at some point it is simply too expensive for a lot of cadets and especially minority cadets that we see are often very financially limited. Over the last few years our philosophy has been to be creative and innovative to do everything we can to reduce the rising costs from a delivery standpoint as well as implementing concepts that don't simply pass the costs on to the cadets. I believe that one of the big reasons that our program is experiencing growth like we have never seen before is this philosophy that we have. We believe that the continued use of Strong Workforce funds to pay for the rental expense of the PPE's and SCBA's for each cadet (\$1000.00 per cadet) is in the best interest of the program as well as the cadets. We also realize that this continued use of these funds may not be sustainable down the road but we will stay proactive looking to keep that philosophy going strong.

Rationale

Over the last few years our philosophy has been to be creative and innovative to do everything we can to reduce the rising costs from a delivery standpoint as well as implementing concepts that don't simply pass the costs on to the cadets. I believe that one of the big reasons that our program is experiencing growth like we have never seen before is this philosophy that we have. We believe that the continued use of Strong Workforce funds to pay for the rental expense of the PPE's and SCBA's for each cadet (\$1000.00 per cadet) is in the best interest of the program as well as the cadets. We also realize that this continued use of these funds may not be sustainable down the road but we will stay proactive looking to keep that philosophy going strong.

Resource Type: Ongoing

Expenditure Category: Other Student Aid (7600)

Funded: No

Funding Source:

First Year Cost/Savings: \$1,000.00/\$0.00

Second Year Cost/Savings: \$1,050.00/\$0.00

Third Year Cost/Savings: \$1,100.00/\$0.00

Actions/Activities:

- **4.1.a1 - Continued use of Strong Workforce funds to help offset PPE & SCBA rental expenses**

As articulated in the Program Review (3. External Factors with significant impact - Budgetary constraints) the mandated changes that are forthcoming are driving the student costs of the CHCFA higher than we have ever seen. My concern is that at some point it is simply too expensive for a lot of cadets and especially minority cadets that we see are often very financially limited. Over the last few years our philosophy has been to be creative and innovative to do everything we can to reduce the rising costs from a delivery standpoint as well as implementing concepts that don't simply pass the costs on to the cadets. I believe that one of the big reasons that our program is experiencing growth like we have never seen before is this philosophy that we have. We believe that the continued use of Strong Workforce funds to pay for the rental expense of the PPE's and SCBA's for each cadet (\$1000.00 per cadet) is in the best interest of the program as well as the cadets. We also realize that this continued use of these funds may not be sustainable down the road but we will stay proactive looking to keep that philosophy going strong.

Start Date: 01/01/2020 **End Date:** 12/31/2023

Responsible Person: Michael Alder

Status Code: -- Pick One --

Progress Description:

Measurements/Documentation of Progress:

■ **4.1.a2 - Continued pursuit of grants and scholarships for CHCFA cadets**

The CHCFA will continue to pursue grants and scholarships for the cadets as well as increase fundraising efforts to help offset the massive financial costs forthcoming on their state certifications. We have been fortunate to have received the \$25000.00 Edison Grant for two semesters (fall 2018 and spring 2019) and have been advised from the Director of Advancement that we will again receive that scholarship for the same amount that will be dispersed to the cadets for the fall 2019 semester and the spring 2020 semesters. We will pursue any and all grant and scholarship opportunities over the next few years to help ease the rising costs.

Start Date: 01/01/2020 **End Date:** 12/31/2023

Responsible Person: Michael Alder

Status Code: -- Pick One --

Progress Description:

Measurements/Documentation of Progress:

• **5 - Goal - 84ee731f-523e-421b-bc15-4bbc4174fd79**

Priority Rank: 5

Objectives:

- **5.1 - Objective - Institutionalize the CHCFA Secretary II & the Operations Specialist position**

Priority Rank: 5

Original Start Date: 01/01/2020 **Original End Date:** 12/31/2023

Revised Start Date: 01/01/2020 **Revised End Date:** 12/31/2023

Responsible Person: Michael Alder

Strategic Direction (Goal):

5. Foster and Support Inquiry, Accountability, and Campus Sustainability

Impact Type: District Wide

Institutional Learning Outcome: -- Pick One --

Resource Requests:

- **5.1.r1 - Transfer the funding from Strong Workforce to General funding**
Description

In order to ensure that the CHCFA is promoting administrative and operational success it is important to institutionalize the Operations Specialist position so that it truly secure as part of the CHCFA for years to come. This position is critical to our success as well as our accreditation through the State Fire Marshal's Office and the State Board of Fire Services. Relying on Strong Workforce funding will not ensure that longevity and security for our program

Rationale

In order to ensure that the CHCFA is promoting administrative and operational success it is important to institutionalize the Operations Specialist position so that it truly secure as part of the CHCFA for years to come. This position is critical to our success as well as our accreditation through the State Fire Marshal's Office and the State Board of Fire Services. Relying on Strong Workforce funding will not ensure that longevity and security for our program. This resource request cost is the salary of \$72,000 per year plus 11% for Benefits.

Resource Type: Ongoing

Expenditure Category: Professonal Expert - Non FTE (2389)

Funded: No

Funding Source:

First Year Cost/Savings: \$79,920.00/\$0.00

Second Year Cost/Savings: \$79,920.00/\$0.00

Third Year Cost/Savings: \$79,920.00/\$0.00

Actions/Activities:

- **5.1.a1 - Transfer the funding from Strong Workforce to General funding**

In order to ensure that the CHCFA is promoting administrative and operational success it is important to institutionalize these two positions

so that they are truly secure as part of the CHCFA for years to come. Both of these positions are critical to our success as well as our accreditation through the State Fire Marshal's Office and the State Board of Fire Services. Relying on Strong Workforce funding will not ensure that longevity and security for our program

Start Date: 01/01/2020 **End Date:** 12/31/2023

Responsible Person: Michael Alder

Status Code: -- Pick One --

Progress Description:

Measurements/Documentation of Progress:

▪ **5.1.a2 - Institutionalize the Secretary II position**

In order to ensure that the CHCFA is promoting administrative and operational success it is important to institutionalize the Secretary II position so that it is truly secure as part of the CHCFA for years to come. This position is critical to our success as well as our accreditation through the State Fire Marshal's Office and the State Board of Fire Services. Relying on Strong Workforce funding will not ensure that longevity and security for our program. I was recently informed by the Dean of Career Education and Human Development that this position will in fact be funded through the general budget starting in July of 2020 so there does not appear to be a need for a resource request for this position.

Start Date: 07/01/2020 **End Date:** 12/31/2023

Responsible Person: Michael Alder

Status Code: -- Pick One --

Progress Description:

Measurements/Documentation of Progress:

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

Updating this Question is Required on 2Yr. Plans and Optional on SLO Plans

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. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** 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 - 3. Increase Student Success and Equity**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Ensure the continuation of the Crafton Hills Fire Academy (CHCFA) as an Accredited Regional Fire Academy (ARTP) and to increase and strengthen the Fire Technology Program**

Priority Rank: 1

Start Date: 01/01/2025 **End Date:** 12/31/2030

Responsible Person: Ryan Harold

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: District Wide

Institutional Learning Outcome: Unknown

Resource Requests:

- **1.1.r1 - Hiring of an additional Full-Time Faculty Instructor**
Description

Hire one Assistant Professor, Fire Technology.

Rationale

The increase in enrollment in Fire Technology/Academy courses as well as the launching of an Aircraft Rescue Fire Fighting (ARFF) program at the San Bernardino International Airport necessitates this position to support students pursuing this fire service specialty.

Resource Type: Ongoing

Expenditure Category: Contract Classroom Inst. (1100)

First Year Cost/Savings: \$71,949.50/\$0.00

Second Year Cost/Savings: \$74,467.75/\$0.00

Third Year Cost/Savings: \$77,077.00/\$0.00

Actions/Activities:

- **1.1.a1 - Implement the 2024 Firefighter 1&2 IFSAC/PROBOARD Curriculum**

California State Fire Training revises and implements new Firefighter 1 and 2 curriculum every 6 years to align with state/national standards. We remain proactive to implement the changes prior to the July 2026 deadline

- Implement the curriculum changes that State Fire Training (SFT) requires of all Accredited Regional Training Programs
- Deliver the changes within budgetary guidelines utilizing Institutional and Categorical funds.
- Explore the use of alternative methods to deliver programs (Online, Hybrid).
- Continue to foster various external and internal partnerships to deliver programs in the most cost effective manner.

Start Date: 07/01/2025 **End Date:** 12/31/2031**Responsible Person:** Ryan Harold

- **2 - Goal - 3. Increase Student Success and Equity**

Priority Rank: 2**Objectives:**

- **2.1 - Objective - Ensure the continuation of innovative ways to reduce student costs.**

Priority Rank: 2**Start Date:** 11/01/2025 **End Date:** 12/31/2028**Responsible Person:** Ryan Harold**Strategic Direction (Goal):** 3. Increase Student Success and Equity**Impact Type:** Division**Institutional Learning Outcome:** Unknown**Actions/Activities:**

- **2.1.a1 - Continued pursuit of grants and scholarships for CHCFA cadets**

The fire academy will continue to pursue grants and scholarships for the cadets to help offset the financial costs of the program. The Yuhaaviatam grant has provided \$3000.00 to each cadet to reduce the challenges and barriers to the \$4,500.00 cost of the program. This grant was established through the work of the Crafton Hills College Foundation, and we will work with the Foundation to secure additional funding beyond its expiration in 18 months.. The Foundation has secured several endowed scholarships through work with alumni and community partners. We will pursue any and all grant and scholarship opportunities to help ease rising costs to students.

Start Date: 11/01/2025 **End Date:** 12/31/2028**Responsible Person:** Ryan Harold

- **3 - Goal - 1. Increase Student Enrollment**

Priority Rank: 3**Objectives:**

- **3.1 - Objective - Deliver State Fire Training courses for In Service first responders that enhance professional development and promotional opportunities. The following list is not inclusive of all courses being proposed: Fire and Emergency Services Instructor 1&2, Fire Apparatus Driver Operator, Fire Control 5 (ARFF), Incident Command System-300, Fire Officer, Chief Fire Officer.**

Priority Rank: 3**Start Date:** 11/01/2025 **End Date:** 12/31/2028**Responsible Person:** Ryan Harold**Strategic Direction (Goal):** 1. Increase Student Enrollment**Impact Type:** Department**Institutional Learning Outcome:** Not Applicable

Actions/Activities:

- **3.1.a1 - CFSTES Course Delivery**

*Update/add course offerings in the college catalog related to the afformentioned courses

*Submit course oferings through the Institutional Curriculum Committee

*Hire and develop a Cadre of Subject Matter Experts who are registered with State Fire Training to instruct courses.

*Ensure necessary or mandated facilities and equipment are available.

Start Date: 11/01/2025 **End Date:** 12/31/2028

Responsible Person: Ryan Harold

- **4 - Goal - 3. Increase Student Success and Equity**

Priority Rank: 4

Objectives:

- **4.1 - Objective - Improve Student Learning Outcome targets from 70%-80% in all Fire Technology and Fire Academy courses by reestablishing the Fire Technology Club on campus.**

Priority Rank: 4

Start Date: 11/04/2025 **End Date:** 12/31/2027

Responsible Person: Ryan Harold

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **4.1.a1 - Recruitment and Outreach**

Conduct targeted outreach at campus events, high schools, and community groups to encourage diverse student participation in the Fire Technology Club.

Feature diverse role models in club promotions and social media posts, and guest speaker events.

Assist with Fire/EMS career fairs each semester to provide employers and students with information on career opportunities.

Start Date: 11/10/2025 **End Date:** 12/31/2027

Responsible Person: Ryan Harold

- **4.1.a2 - Education and Training**

Host anual workshops and discussions on cultural awareness and inclusive leadership in emergency services.

Conduct study sessions for Fire Technology/EMS students.

Conduct mock oral board interviews and resume workshops.

Share job postings, internship opportunities, and scholarship information.

Create mentorship pairings between experienced students and new members.

Start Date: 11/10/2025 **End Date:** 12/31/2027

Responsible Person: Ryan Harold

▪ **4.1.a3 - Leadership and teamwork**

Develop leadership, communication, and teamwork skills essential to the fire service.

Conduct team building exercises to illustrate the importance of trust in a high risk profession.

Start Date: 11/10/2025 **End Date:** 12/31/2027

Responsible Person: Ryan Harold

• **5 - Goal - 3. Increase Student Success and Equity**

Priority Rank: 5

Objectives:

- **5.1 - Objective - Faculty intend to continually evaluate and implement strategies to improve areas of concern with an increased use of audio-visual materials, collaborative group assignments, and focused study groups and tutoring to reduce negative outcomes and increase engagement in course activities.**

Priority Rank: 5

Start Date: 11/07/2025 **End Date:** 12/31/2027

Responsible Person: Ryan Harold

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: Not Applicable

• **6 - Goal - 3. Increase Student Success and Equity**

Priority Rank: 6

Objectives:

- **6.1 - Objective - Improvement strategies to meet SLO targets in all Fire Technology/Academy courses include a focus on culturally responsive**

teaching, mentorship, and creating a classroom environment that promotes a culture of inclusivity and belonging.

Priority Rank: 6

Start Date: 11/07/2025 **End Date:** 12/31/2027

Responsible Person: Ryan Harold

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: Not Applicable

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- [5 Year Reaccreditation Certificate.pdf](#)
- [Demographic SLO.pdf](#)
- [FIRE SLO's ALL COURSES.pdf](#)