

**Cover Sheet**

**Program: Fire Academy**

**TOP Code: 213350 Dept: Fire Academy**

**Contact Faculty: Michael Alder**

Name(s):

Participating Faculty:

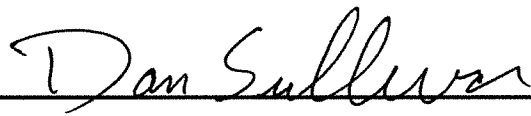
Signatures:

Michael Alder



3/4/19

Daniel Sullivan



3/4/19

We understand that the funds requested in this plan cannot supplant college funding.

Expenditures cannot be used for general purposes, the maintenance of existing programs or to backfill funds shifted to other projects.

**Total funds requested: \$ 127,621.04**

*8 > 34*  
*3 < 34*  
*23 NR. N/A*  
*Presidents: Tamm*  
*Nov Total 5a*  
*Nov Total 5b*

**College Core Indicator Information by 6-Digit TOP (2018-2019)**

Perkins IV, Title I, Part C Local Application

Agreement # \_\_\_\_\_

District/College: **SAN BERNARDINO/CRAFTON HILLS**

**213350 - Fire Academy**

**Instructions: Print out forms. Complete and sign bottom of last page.**

**Cohort Year CTE Enrollments: 38**

**CTE Headcount: 38**

(includes CTE enrollments above introductory level only)

(CTE students enrolled above introductory level only)

Core Indicator 1 Technical Skill Attainment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	48	48	91.00	85.99	100.00	14.0
2 Non-Traditional			91.00	85.99	N/R	N/R
3 Displaced Homemaker			91.00	85.99	N/R	N/R
4 Economically Disadvantaged	14	14	91.00	85.99	100.00	14.0
5 Limited English Proficiency			91.00	85.99	N/R	N/R
6 Single Parent	1	1	91.00	85.99	100.00	N/A
7 Students with Disabilities	2	2	91.00	85.99	100.00	N/A
8 Migrant			91.00	85.99	N/R	N/R

Core Indicator 2 Completions - Credential, Certificate, Degree or Transfer Ready			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
9 CTE Cohort*	19	19	88.00	81.85	100.00	18.2
10 Non-Traditional			88.00	81.85	N/R	N/R
11 Displaced Homemaker			88.00	81.85	N/R	N/R
12 Economically Disadvantaged	4	4	88.00	81.85	100.00	N/A
13 Limited English Proficiency			88.00	81.85	N/R	N/R
14 Single Parent	1	1	88.00	81.85	100.00	N/A
15 Students with Disabilities			88.00	81.85	N/R	N/R
16 Migrant			88.00	81.85	N/R	N/R

Core Indicator 3 Persistence and Transfer			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
17 CTE Cohort*	44	47	90.00	86.87	93.62	6.7
18 Non-Traditional			90.00	86.87	N/R	N/R
19 Displaced Homemaker			90.00	86.87	N/R	N/R
20 Economically Disadvantaged	14	14	90.00	86.87	100.00	13.1
21 Limited English Proficiency			90.00	86.87	N/R	N/R
22 Single Parent	1	1	90.00	86.87	100.00	N/A
23 Students with Disabilities	2	2	90.00	86.87	100.00	N/A
24 Migrant			90.00	86.87	N/R	N/R

**College Core Indicator Information by 6-Digit TOP (2018-2019)**

Perkins IV, Title I, Part C Local Application

Core Indicator 4 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
25 CTE Cohort*	14	15	72.00	72.00	93.33	21.3
26 Non-Traditional			72.00	72.00	N/R	N/R
27 Displaced Homemaker			72.00	72.00	N/R	N/R
28 Economically Disadvantaged	DR	DR	72.00	72.00	DR	N/A
29 Limited English Proficiency			72.00	72.00	N/R	N/R
30 Single Parent	DR	DR	72.00	72.00	DR	N/A
31 Students with Disabilities			72.00	72.00	N/R	N/R
32 Migrant			72.00	72.00	N/R	N/R

Core Indicator 5a Nontraditional Participation			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
33 CTE Cohort*		48	25.00	24.54	0.00	-24.5
Non-Traditional		48	25.00	24.54	0.00	-24.5
Displaced Homemaker			25.00	24.54	N/R	N/R
Economically Disadvantaged		14	25.00	24.54	0.00	-24.5
Limited English Proficiency			25.00	24.54	N/R	N/R
Single Parent		1	25.00	24.54	0.00	N/A
Students with Disabilities		2	25.00	24.54	0.00	N/A
Migrant			25.00	24.54	N/R	N/R

Core Indicator 5b Nontraditional Completions			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
34 CTE Cohort*		23	29.00	28.57	0.00	-28.6
Non-Traditional		23	29.00	28.57	0.00	-28.6
Displaced Homemaker			29.00	28.57	N/R	N/R
Economically Disadvantaged		4	29.00	28.57	0.00	N/A
Limited English Proficiency			29.00	28.57	N/R	N/R
Single Parent		1	29.00	28.57	0.00	N/A
Students with Disabilities			29.00	28.57	N/R	N/R
Migrant			29.00	28.57	N/R	N/R

\*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 34, I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

\_\_\_\_\_ of the 34 are at or above the District negotiated level(s);  
 \_\_\_\_\_ of the 34 are below the District negotiated level(s);  
 \_\_\_\_\_ of the 34 are list as (N/A, N/R)

Department Chair (or authorized Designee) : \_\_\_\_\_

## 2019/2020

### Perkins/Strong Workforce Spending Plan

#### 1<sup>st</sup> Quarter

Activity #1 to spend 50% of total  
Activity #2 to spend 50% of total  
Activity #4 to spend 50% of total  
Activity #5 to spend 50% of total  
Activity #6 to spend 25% of total  
Activity #7 to spend 50% of total  
Activity #8 to spend 50% of total  
Activity #9 to spend 100% of total  
Activity #10 to spend 50% of total

#### 2<sup>nd</sup> Quarter

Activity #4 to spend the last 50%  
Activity #6 to spend 25% of total

#### 3<sup>rd</sup> Quarter

Activity #1 to spend the last 50%  
Activity #2 to spend the last 50%  
Activity #6 to spend 25% of total  
Activity #7 to spend 50% of total  
Activity #8 to spend 50% of total  
Activity #10 to spend 50% of total  
Activity #5 to spend 50% of total

#### 4<sup>th</sup> Quarter

Activity #3 to spend 100%  
Activity #6 to spend 25% of total

# Perkins Activity

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Describe program strategies/activities to improve Program's Core Indicators that fall below the Negotiated Level. Additional activities can be added after addressing the areas below the negotiated level.

## Use a separate form for each activity

### Activity # 1

- 1- Title of Activity: Rental of Safety Equipment for Cadets (Self Contained Breathing Apparatus – SCBA and Personal Protective Equipment – PPE's)
- 2- Program/Discipline: Fire Academy
- 3- Mark which core indicator this addresses:

Core 1- Skill Attainment	X
Core 2- Completions, Certificates, Degrees	
Core 3- Persistence	
Core 4- Employment	
Core 5A- Non-Traditional Participation	X
Core 5B- Non-Traditional Completion	X

### 4- Description:

Historically, the Fire Academy has fully supported the cadets who are enrolled with the necessary and required safety equipment. Specifically, the Self Contained Breathing Apparatus (SCBA) and the Personal Protective Equipment (PPE) for each and every cadet has been provided to them at no cost to the students.

However, during the last few years the ability to efficiently and safely manage this program as well as being compliant with the Cal OSAH, Fed OSHA and the Fire Service Industry standards for SCBA's as well as PPE's has placed our program in a position in which we can no longer manage the program by simply providing the SCBA's and the PPE's to the students.

Some of the reasons that the industry standards for the use of SCBA's and PPE's has changed are as follows:

Liability issues with the proper cleaning of the PPE's as well as the approved repair of PPE's that are damaged as normal wear and tear. The primary and driving force for this is the increased and valid concern of carcinogens that are a by-product of the live fire training burns that are required as part of the State Fire Training curriculum as well as the new National Standard (IFSAC Pro-Board) requirements that have recently been placed on all Fire Academies. The

## Perkins Activity

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liability issue that has been forcing all Academies to go to a rental program for their students has to do with being "Certified" to maintain and properly clean/inspect the PPE's. Cancer is an ever increasing concern for the industry and the fact that it is presumptive for all firefighters opens the door to students who become firefighters and get cancer and then being able to tie it back to their Fire Academy time period and the qualifications for us to be certified to maintain the PPE's to industry standard.

Maintenance and cost issues with the Self Contained Breathing Apparatus (SCBA) has exploded over the last few years with technological advances as well as industry standard mandated changes. We continue to have more and more cadets in our program who are economically disadvantaged and the cost for them to be in the program has increased substantially in the last few years. Additionally, the SCBA manufacturer that we have historically used has recently become outdated because of their move to be used mostly in the industrial sector. Currently, only a few fire departments within the California Fire Service is using this manufacturer. This ultimately means that our SCBA units are no longer relevant and consistent with what the fire service is using and as an instructional piece of equipment it is not helping the students. Additionally, the repair/maintenance and certification for our two instructor technicians is creating a very significant cost issue and one of them is retiring at the end of this semester and we do not have a replacement available or willing to maintain the SCBA's even if they were relevant as instructional equipment.

The bottom line is that I believe that to run the program as cost efficiently and safely as possible as well as attempting to not pass the expensive cost on to these economically disadvantaged Cadets, we are requesting the use of this funding to cover the cost of the rental obligation of these instructional supplies (PPE's and SCBA's) during the entire length of the Academy.

I estimate that the total cost per Academy for the PPE and SCBA instructional supply rentals to be \$916.00 per Cadet. We typically have between 24 and 30 Cadets with our cap being at 30. Therefore, factoring in the cost at 30 Cadets the total cost would be approximately \$27,480.00 per academy or \$54,960.00 per year.

## Perkins Activity

5- Mark which "Required Use" is being addressed by this activity

<b>Perkins Required Uses</b>	
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	
2. Link CTE at the secondary and the postsecondary levels,	
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.	
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.	
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.	X
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	X
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	

## Perkins Activity

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6- Indicate the budget needed for this activity-

Object Code	Amount of Funds being Requested
"1000"- example: Non-Instructional Hourly	
"2000"- example: Hourly personnel	
"3000"- Benefits	
"4000"- example: supplies, printing, software	
"5000"- example: consultant, travel/conference, rentals, software license, repairs/maintenance	<b>\$27,480.00 per Academy or \$54,960.00 per year for the rental obligation of the Self Contained Breathing Apparatus (SCBA) and Personal Protective Equipment (PPE's) instructional supplies for the 30 Cadets.</b>
"6000"- example: equipment, computer equipment	



## Perkins Activity

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Describe program strategies/activities to improve Program's Core Indicators that fall below the Negotiated Level. Additional activities can be added after addressing the areas below the negotiated level.

### Use a separate form for each activity

#### Activity # 2

- 1- Title of Activity: Enhanced Skills & Performance Seminar (ESPP)
- 2- Program/Discipline: Fire Academy
- 3- Mark which core indicator this addresses:

Core 1- Skill Attainment	X
Core 2- Completions, Certificates, Degrees	
Core 3- Persistence	
Core 4- Employment	
Core 5A- Non-Traditional Participation	
Core 5B- Non-Traditional Completion	

- 4- Description: Enhanced Skills & Performance Seminar (ESPP)

The Fire Academy recently implemented (Spring 2018) the ESPP as a way to better prepare the Cadets for what to expect during their 16 weeks in the Fire Academy and all of the various academic, manipulative and interpersonal skills that are required to be successful not only in the Academy but in the fire service as a whole.

During the last few years we have observed various problems and struggles with the cadets that center around the following areas:

- Leadership Concepts
- Generational Issues
- Moral & Ethical Issues
- Social Media Issues
- Personality Profiles
- Physical Fitness Issues

This seminar covers all of these various issues the week before the official start date of the Academy in an effort to better establish our expectations as well as better prepare them to be ready for the challenge of this tough 16 week process. A lot of thought and effort went into developing the curriculum for this seminar and we had tremendous success with the first seminar. I believe that it is imperative that we continue with this seminar and is an excellent

## Perkins Activity

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use of Strong workforce funds to enhance our program and help these Cadets with the necessary skill attainment to be successful in the Academy and also be better prepared to obtain a career in the fire service.

The funding requested for this activity is calculated to be approximately \$9,156.00 per Academy or an annual total \$18,312.00

## Perkins Activity

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5- Mark which "Required Use" is being addressed by this activity

<b>Perkins Required Uses</b>	
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	X
2. Link CTE at the secondary and the postsecondary levels,	
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	X
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.	
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.	
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.	
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	X
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	

## Perkins Activity

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6- Indicate the budget needed for this activity-

Object Code	Amount of Funds being Requested
"1000"- example: Non-Instructional Hourly	
"2000"- example: Hourly personnel	<b>48 Professional Expert Instructors for 8 days per year (40 hrs. each academy @ \$55.00 per hour) - \$21,120.00</b>
"3000"- Benefits	<b>9% for benefits on 48 P.E Instructors (\$55.00 per hr.) @ \$21,120.00 = \$1,900.80</b>
"4000"- example: supplies, printing, software	
"5000"- example: consultant, travel/conference, rentals, software license, repairs/maintenance	
"6000"- example: equipment, computer equipment	

# Perkins Activity

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Describe program strategies/activities to improve Program's Core Indicators that fall below the Negotiated Level. Additional activities can be added after addressing the areas below the negotiated level.

## Use a separate form for each activity

### Activity # 3

- 1- Title of Activity: Women in the Fire Service Seminar
- 2- Program/Discipline: Fire Academy
- 3- Mark which core indicator this addresses:

Core 1- Skill Attainment	
Core 2- Completions, Certificates, Degrees	
Core 3- Persistence	
Core 4- Employment	
Core 5A- Non-Traditional Participation	X
Core 5B- Non-Traditional Completion	X

- 4 - Description: Women in the Fire Service Seminar

The Fire Academy is below the college negotiated level in addressing the participation in and completion of and technical education programs (Fire Academy) that lead to employment in nontraditional fields such as female firefighters entering the fire service.

Despite the lower percentage in non-traditional participation and completion, the fire academy program is currently making progress in this area with an increase in "Outreach" events throughout the local area that the college serves. Additionally, we have recently held three very successful "Women in the Fire Service Seminar" and absolutely feel that this is an opportunity to increase the diversity. Specifically, attracting more women to be involved in our program as well as educating them as to the various other job opportunities outside of firefighting that are available throughout the fire service.

With the use of this funding we will be able to properly conduct another one day "Women in the Fire Service Seminar" in which the goal is to draw as many potentially interested women to come and not only learn about the fire service industry, but also have the opportunity to have a hands on experience with activities such as climbing the aerial ladder, donning a self-contained breathing apparatus, and deploying a fire hose. This is an opportunity to have potentially interested women to get their questions answered, get educated on a career in the fire service, and be able to actually experience it.

## Perkins Activity

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5 - Mark which "Required Use" is being addressed by this activity

<b>Perkins Required Uses</b>	
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	
2. Link CTE at the secondary and the postsecondary levels,	
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.	
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.	
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.	X
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	

## Perkins Activity

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6 Indicate the budget needed for this activity

Object Code	Amount of Funds being Requested
"1000"- example: Non-Instructional Hourly	
"2000"- example: Hourly personnel	\$2640.00 for 6 Instructors@8 hrs @\$55.00 each for a total of 48 hrs.
"3000"- Benefits	9% for benefits (\$55.00 per hr. wage) for a total of \$237.60
"4000"- example: supplies, printing, software	\$500.00 for various advertising, brochures and printing of information for the seminar
"5000"- example: consultant, travel/conference, rentals, software license, repairs/maintenance	
"6000"- example: equipment, computer equipment	

## Perkins Activity

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Describe program strategies/activities to improve Program's Core Indicators that fall below the Negotiated Level. Additional activities can be added after addressing the areas below the needed percentage. Use a separate form for each activity

### Activity # 4

- 1- Title: Professional Development Training for Fire Academy Chief, Operations Specialist and selected Adjunct Faculty
- 2- Program/Discipline: Fire Academy
- 3- Mark which core indicator this active address:

Core 1- Skill Attainment	X
Core 2- Completions, Certificates, Degrees	
Core 3- Persistence	
Core 4- Employment	
Core 5A- Non-Traditional Participation	
Core 5B- Non-Traditional Completion	

### 4- Description:

The Fire Academy is committed to attending the California Fire Technical Directors Association (CFTDA) Conferences and meetings on an annual basis as well as other important meetings and conferences that have an impact on the program. This commitment to the CFTDA has increased due to the IFSAC/Pro-Board mandates and obligations that require more involvement with meetings and conferences. The Chief of the Academy as well as the Operations Specialist and selected Adjunct Faculty need to maintain a high level of involvement in these areas in order to keep our program at the highest operating level and staying compliant with the State Fire Marshal's Office who is our governing body for the Fire Academy.



## Perkins Activity

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5- Mark which "Required Use" is being addressed by this activity

<b>Perkins Required Uses</b>	
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	
2. Link CTE at the secondary and the postsecondary levels,	
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.	
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.	X
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.	
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	X
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	

## Perkins Activity

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6- Indicate the budget needed for this activity-

Object Code	Amount of Funds being Requested
"1000"- example: Non-Instructional Hourly	
"2000"- example: Hourly personnel	
"3000"- Benefits	
"4000"- example: supplies, printing, software	
"5000"- example: consultant, travel/conference, rentals, software license, repairs/maintenance	<b>\$7000.00 – for travel/conference costs to attend the various conferences and meetings that are integral to the program.</b>
"6000"- example: equipment, computer equipment	

# Perkins Activity

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Describe program strategies/activities to improve Program's Core Indicators that fall below the Negotiated Level. Additional activities can be added after addressing the areas below the needed percentage. Use a separate form for each activity

## Activity # 5

- 1- Title: Outreach Programs
- 2- Program/Discipline: Fire Academy
- 3- Mark which core indicator this active address:

Core 1- Skill Attainment	
Core 2- Completions, Certificates, Degrees	
Core 3- Persistence	
Core 4- Employment	
Core 5A- Non-Traditional Participation	X
Core 5B- Non-Traditional Completion	X

## 4- Description:

Funding for Outreach Events is absolutely critical for the success of the Fire Technology program. The Crafton Hills Fire Technology Program has become very involved in the last few years with participation in outreach events throughout the Inland Empire at several high schools and career and job fair workshops. This involvement is critical to opening up the doors for non-traditional participation and completion with our program.

The CHC Fire Technology Program participates in approximately 15 to 20 outreach events per semester and although we have a long way to go to attract more women and minorities into our program our involvement and commitment to the Outreach events is a critical process to create more diversity within our program and ultimately the fire service.

## Perkins Activity

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5- Mark which "Required Use" is being addressed by this activity

<b>Perkins Required Uses</b>	
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	
2. Link CTE at the secondary and the postsecondary levels,	
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.	
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.	
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.	X
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	

## Perkins Activity

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6- Indicate the budget needed for this activity

Object Code	Amount of Funds being Requested
"1000"- example: Non-Instructional Hourly	\$6240.00 – 20 outreach events per year @\$52.00 per hour for a total 120 hrs.
"2000"- example: Hourly personnel	
"3000"- Benefits	
"4000"- example: supplies, printing, software	
"5000"- example: consultant, travel/conference, rentals, software license, repairs/maintenance	
"6000"- example: equipment, computer equipment	

## Perkins Activity

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Describe program strategies/activities to improve Program's Core Indicators that fall below the Negotiated Level. Additional activities can be added after addressing the areas below the needed percentage. Use a separate form for each activity

### Activity # 6

- 1- Title: Tools & Equipment Management
- 2- Program/Discipline: Fire Academy
- 3- Mark which core indicator this active address:

Core 1- Skill Attainment	X
Core 2- Completions, Certificates, Degrees	
Core 3- Persistence	
Core 4- Employment	
Core 5A- Non-Traditional Participation	
Core 5B- Non-Traditional Completion	

### 4- Description:

Funding is requested to expand, modernize, and improve safety standards required by OSHA regarding tools and equipment such as our two fire engines, auto extrication squad, ventilation training prop, chain saws and other hand and power tools that are used extensively throughout the Academy. Additionally, we feel it is in the best interest of the program as well as a more cost efficient way to run the program by going to a rental program for the use of the Self Contained Breathing Apparatus (SCBA's) along with the Personal Protective Equipment (PPE's). This change will be a cost savings of several thousands of dollars per year. However, in spite of this cost savings there is still a need for some limited "Tools & Equipment Management" in the given areas identified.

Perkins funding will allow the Fire Academy to be dedicated and utilize the required technical repairs as well as fund qualified personnel that can be assigned and responsible for the following:

- Equipment inventory and maintain is a state of readiness and industry mandated compliance of all PPE's, SCBA bottles and units for the Instructors (These will not be subject to a rental program) chain saws and other small equipment
- Fire engine, ventilation training prop and auto extrication squad small repairs and maintenance
- Perform SCBA Fit testing as mandated by Fed-OSHA regulations. Although we will save a substantial amount of money by shifting to a rental program we will still be obligated to fit test our students, instructors and the RESA students.

## Perkins Activity

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There is also a need to make sure that our "Fit-Testing" machine is compliant and up to industry standards by having it re-calibrated on an annual basis. The cost for calibration is \$1300.00.

To improve the Fire Academy Cadets SLO's in Hose evolutions there is a need to keep the two academy fire engines in a state of readiness. The Fire Engines are used by the Cadets to practice and test on Hose evolutions. Delays in starting and running the Fire Engines can take precious time away from Cadet practice-time while the instructors are attempting to work on the Fire Engines. The Fire Academy fire engines, although newly donated to the fire academy they are still older and in need of repairs and maintenance in order to meet the needs and provide an environment for success of the students. We have a requested need of approximately \$5000.00

Additionally, the cost of repairs of other small tools such as chain saws is approximately \$2000.00 per year. This creates a total funding request of \$8,000.00 that is needed to for certifications, SCBA fit testing and the repair and maintenance of the other previously mentioned tools, equipment and apparatus.

Additionally, in order to efficiently and safely provide for the maintenance and upkeep of all of the equipment there is a need for a dedicated person that is responsible for the tool and equipment management of the program. There is a definite need for funding to cover the cost for a dedicated person to properly maintain the equipment and be responsible for the inventory and upkeep so that the cadets do not have to perform this task as part of their routine. This funding request would require a cost at 24 days a year @ \$55.00 per hour (Professional Expert) @ 8 hours a day for a total cost of \$10,560.00

## Perkins Activity

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5- Mark which "Required Use" is being addressed by this activity

<b>Perkins Required Uses</b>	
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	
2. Link CTE at the secondary and the postsecondary levels,	
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.	
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.	
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.	
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	X
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	



## Perkins Activity

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6- Indicate the budget needed for this activity-

Object Code	Amount of Funds being Requested
"1000"- example: Non-Instructional Hourly	
"2000"- example: Hourly personnel	<b>\$10,560.00 – 24 specific days per year for dedicated maintenance @ \$55.00 per hour for 8 hours.</b>
"3000"- Benefits	<b>\$950.04 = 9% of \$10,560.00</b>
"4000"- example: supplies, printing, software	
"5000"- example: consultant, travel/conference, rentals, software license, repairs/maintenance	<b>\$8000.00 - All tool and equipment costs for repair and maintenance.</b>
"6000"- example: equipment, computer equipment	

## Perkins Activity

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Describe program strategies/activities to improve Program's Core Indicators that fall below the Negotiated Level. Additional activities can be added after addressing the areas below the needed percentage. Use a separate form for each activity

### Activity # 7

- 1- Title: Ladder Repair & Maintenance
- 2- Program/Discipline: Fire Academy
- 3- Mark which core indicator this active address:

Core 1- Skill Attainment	X
Core 2- Completions, Certificates, Degrees	
Core 3- Persistence	
Core 4- Employment	
Core 5A- Non-Traditional Participation	
Core 5B- Non-Traditional Completion	

### 4- Description:

Perkins funding is needed to improve the Fire Academy SLO's in ladder evolutions by maintaining and repairing ladders so that they are in excellent condition at all times. In addition, ladders that are not maintained or repaired make it difficult for cadets when they are evaluated on ladder evolutions. The ladder assessment is a timed event and cadets spend precious time attempting to operate and extension ladder which does not operate smoothly.

It is much more cost effective to utilize our current fire academy personnel to perform maintenance and repairs of the ladders.

## Perkins Activity

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5- Mark which "Required Use" is being addressed by this activity

<b>Perkins Required Uses</b>	
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	
2. Link CTE at the secondary and the postsecondary levels,	
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.	
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement; effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.	
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.	
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	X
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	

## Perkins Activity

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6- Indicate the budget needed for this activity-

Object Code	Amount of Funds being Requested
"1000"- example: Non-Instructional Hourly	
"2000"- example: Hourly personnel	<b>Ladder Maintenance \$2,640.00 for 48 hrs. a year in ladder maintenance and repair at \$55.00 per hour</b>
"3000"- Benefits	<b>\$237.60 = 9%</b>
"4000"- example: supplies, printing, software	
"5000"- example: consultant, travel/conference, rentals, software license, repairs/maintenance	
"6000"- example: equipment, computer equipment	

# Perkins Activity

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Describe program strategies/activities to improve Program's Core Indicators that fall below the Negotiated Level. Additional activities can be added after addressing the areas below the needed percentage. Use a separate form for each activity

## Activity # 8

- 1- Title: Training/Instructional Materials
- 2- Program/Discipline: Fire Academy
- 3- Mark which core indicator this active address:

Core 1- Skill Attainment	X
Core 2- Completions, Certificates, Degrees	
Core 3- Persistence	
Core 4- Employment	
Core 5A- Non-Traditional Participation	
Core 5B- Non-Traditional Completion	

## 4- Description:

To continue providing students with hands-on experience of fighting fires there is a need for funding Propane Fuel, OSB Wood, Various Dimensional Lumber and Drywall. Without the use of all of these instructional materials students will not be able to experience Fire Control training Burns, Firefighter Survival Training, Forcible Entry, and Ventilation Training while in the Fire Academy. CHC Fire Academy has recently made a necessary safety and efficiency change with the Fire Control 3 off site training burn. We are now conducting a two day burn as a matter of safety as well as an opportunity to give the cadets a better training environment with a "more hands on experience". This change will require an increase in Propane, OSB Wood and Drywall training materials.

## Perkins Activity

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5- Mark which "Required Use" is being addressed by this activity

<b>Perkins Required Uses</b>	
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	
2. Link CTE at the secondary and the postsecondary levels,	
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.	
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.	
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.	
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	X
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	

## Perkins Activity

---

6- Indicate the budget needed for this activity-

Object Code	Amount of Funds being Requested
"1000"- example: Non-Instructional Hourly	
"2000"- example: Hourly personnel	
"3000"- Benefits	
"4000"- example: supplies, printing, software	<b>\$6000.00 for Propane, Drywall and OSB Wood for Training Burns and Firefighter Survival Training</b>
"5000"- example: consultant, travel/conference, rentals, software license, repairs/maintenance	
"6000"- example: equipment, computer equipment	

## Perkins Activity

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Describe program strategies/activities to improve Program's Core Indicators that fall below the Negotiated Level. Additional activities can be added after addressing the areas below the negotiated level.

### Use a separate form for each activity

#### Activity # 9

- 1- Title of Activity: Redlands Emergency Services Academy (RESA) Participation
- 2- Program/Discipline: Fire Academy
- 3- Mark which core indicator this addresses:

Core 1- Skill Attainment	
Core 2- Completions, Certificates, Degrees	
Core 3- Persistence	X
Core 4- Employment	
Core 5A- Non-Traditional Participation	X
Core 5B- Non-Traditional Completion	X

#### 4- Description:

The Fire Academy is below the college negotiated level in addressing the participation in and completion of and technical education programs (Fire Academy) that lead to employment in nontraditional fields such as female firefighters entering the fire service.

The CHC Fire Academy is continuing to make progress in addressing recruitment of special populations by providing students who have recently graduated from high school to receive firsthand training in the firefighting profession.

With funding from Perkins or Strong Workforce, this can be accomplished by having the Academy Instructors and Fire Technology Faculty involved with the "RESA" (Redlands Emergency Services Academy) Program. The RESA Academy is held at the University of Redlands every summer and lasts for one week. The students stay at a university dorm and are given a glimpse of life in a fire academy. This involvement with RESA is an excellent way to begin recruiting women into the CHC Fire Technology Program and ultimately into the fire service.



## Perkins Activity

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5- Mark which "Required Use" is being addressed by this activity

<b>Perkins Required Uses</b>	
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	
2. Link CTE at the secondary and the postsecondary levels,	
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.	X
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.	
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.	X
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	

## Perkins Activity

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6- Indicate the budget needed for this activity-

Object Code	Amount of Funds being Requested
"1000"- example: Non-Instructional Hourly	
"2000"- example: Hourly personnel	\$1500.00 to allow for a Professional Expert Instructors to conduct fit testing on all of the RESEA students as well as prepare the SCBA's and then collect them and clean them at the end of the program and also to be there in a supervisory capacity when they are utilizing the CHC Fire Academy
"3000"- Benefits	\$135.00 – 9% of \$1500..00.00
"4000"- example: supplies, printing, software	
"5000"- example: consultant, travel/conference, rentals, software license, repairs/maintenance	
"6000"- example: equipment, computer equipment	

## Perkins Activity

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Describe program strategies/activities to improve Program's Core Indicators that fall below the Negotiated Level. Additional activities can be added after addressing the areas below the needed percentage. Use a separate form for each activity

### Activity # 10

- 1- Title: Research Assistant
- 2- Program/Discipline: Fire Academy
- 3- Mark which core indicator this active address:

Core 1- Skill Attainment	
Core 2- Completions, Certificates, Degrees	X
Core 3- Persistence	
Core 4- Employment	X
Core 5A- Non-Traditional Participation	
Core 5B- Non-Traditional Completion	

### 4- Description:

This funding request for a Research Assistant to collect, analyze and develop an accurate database for the amount of Cadets that have gone through our program over the last 38 years and to ascertain how many of them actually landed a career in the fire service or public service related. We have recently spent a lot of time developing an Alumni Association and their focus is to work on fundraising to collect scholarship funding for economically disadvantaged students. The development of this database can be accomplished by having a research assistant collect the necessary contact information on as many of our alumni over the last 38 years as possible.

This database would be a very valuable recruitment tool for our program as well as an accurate measuring stick for job placement rates for our CTE program that include non-traditional participation and completion as well as an opportunity to increase scholarships for those economically disadvantaged students. All of this information is crucial for the continued success of our Fire Academy.

## Perkins Activity

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5- Mark which "Required Use" is being addressed by this activity

<b>Perkins Required Uses</b>	
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	X
2. Link CTE at the secondary and the postsecondary levels,	X
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.	
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.	
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.	X
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	

6- Indicate the budget needed for this activity-

# Perkins Activity

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Object Code	Amount of Funds being Requested
"1000" - example: Non-Instructional Hourly	
"2000" - example: Hourly personnel	\$3000.00
"3000" - Benefits	
"4000" - example: supplies, printing, software	
"5000" - example: consultant, travel/conference, rentals, software license, repairs/maintenance	
"6000" - example: equipment, computer equipment	

## SLO and Advisory Committee Information

1. This proposal must support SLO's if it is to be recommended for funding. What percentage of course student learning objectives are completed and assessed/evaluated. What percentage of program learning objective are completed and assessed/evaluated? If not at 100% what is the plan to complete them?

100% of the Crafton Hills College Regional Fire Academy have been completed and submitted to the SLO Cloud

2. Industry input is vital to implement, develop and improve programs. Attach a copy of the most **recent Industry Advisory Committee minutes and the roster of members** (include email address). NOTE: Your advisory committee minutes *should document the need for the equipment expenditures*. Additionally, your advisory committee minutes *should address the need for major curriculum development and/or modification*

Attached is the most recent meeting minutes for our Advisory Board San Bernardino County Training Officers Association (SBCTOA) and the California Fire Tech Directors Association (CFTDA) as well as the Women in the Fire Service Seminar.

The last CFTDA meeting was held on January 31st, 2019 where the discussion centered around the IFSAC/Pro-Board testing updates as well as the FF1 curriculum updates

The last meeting held for the SBCTOA was on February 14, 2019 where the discussion centered around local training issues and the IS Agreements that the Crafton Hills Fire Technology Department was working on in conjunction with the local Fire Agencies with the creation of new three module wildland class. Additionally, the discussion centered on the establishment of a certificated 16 unit Fire Academy Program. This was a change in curriculum to establish this program as well as increasing the units from 14 to 16. The presentation was made and was voted on by the advisory committee that they approved our desire for these changes.

The Women in the Fire Service Seminar was held on April 28, 2018 and this seminar focused on developing and spreading diversity (Specifically Women) throughout the fire service. The 2019 Women in the Fire Service Seminar is scheduled for April 27, 2019.

**Alder, Michael T**

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**From:** Campus Central  
**Sent:** Friday, November 30, 2018 12:39 PM  
**To:** Alder, Michael T  
**Subject:** SLO submission for: CHC, 2018FA, FIRET-115-95

Thank you for submitting an SLO for the 2018FA term, for section FIRET-115-95. A copy is below for your records:

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**Term:** 2018FA  
**Subject:** FIRET  
**Class:** FIRET-115  
**Section:** FIRET-115-95

**Statement 1:** Cadets will be able to properly demonstrate their knowledge and ability to tie the required firefighter safety knots.

**# of Students Meeting SLO Rubric:**

- **Rubric 1:** 0
- **Rubric 2:** 0
- **Rubric 3:** 2
- **Rubric 4:** 25

**Total Assessed:** 27  
**% Assessed 3 or Higher:** 100.0%  
**Target Met?** Yes

**Outcomes Mapping**

- **Program-Level:** FIRET#3 - Solve problems and makes decisions inherent to the profession
- **General Ed:** GEO#8 - Critical Thinking & Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.
- **Institutional:** ILO#1 - Critical Thinking: Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.

**Statement 2:** Hose: Advance Hose Lay Operation using the working line drag method - Engine company operations.

**# of Students Meeting SLO Rubric:**

- **Rubric 1:** 0
- **Rubric 2:** 0

- **Rubric 3:** 0
- **Rubric 4:** 27

**Total Assessed:** 27

**% Assessed 3 or Higher:** 100.0%

**Target Met?** Yes

### **Outcomes Mapping**

- **Program-Level:** FIRET#3 - Solve problems and makes decisions inherent to the profession
- **General Ed:** GEO#8 - Critical Thinking & Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.
- **Institutional:** ILO#1 - Critical Thinking: Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.

**Statement 3:** Hose: Advance the pre-connected flat hose load - Engine Company Hose Lay Operations.

#### **# of Students Meeting SLO Rubric:**

- **Rubric 1:** 0
- **Rubric 2:** 0
- **Rubric 3:** 9
- **Rubric 4:** 18

**Total Assessed:** 27

**% Assessed 3 or Higher:** 100.0%

**Target Met?** Yes

### **Outcomes Mapping**

- **Program-Level:** FIRET#3 - Solve problems and makes decisions inherent to the profession
- **General Ed:** GEO#8 - Critical Thinking & Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.
- **Institutional:** ILO#1 - Critical Thinking: Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.

**Statement 4:** Hose: Connecting to a Hydrant using a forward Hose Lay - Engine Company Operations.

#### **# of Students Meeting SLO Rubric:**

- **Rubric 1:** 0
- **Rubric 2:** 0
- **Rubric 3:** 4
- **Rubric 4:** 23



**Total Assessed: 27**  
**% Assessed 3 or Higher: 100.0%**  
**Target Met? Yes**

### **Outcomes Mapping**

- **Program-Level:** FIRET#3 - Solve problems and makes decisions inherent to the profession
- **General Ed:** GEO#8 - Critical Thinking & Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.
- **Institutional:** ILO#1 - Critical Thinking: Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.

**Statement 5:** Ladder: One Person High Shoulder Technique

#### **# of Students Meeting SLO Rubric:**

- **Rubric 1:** 0
- **Rubric 2:** 0
- **Rubric 3:** 9
- **Rubric 4:** 18

**Total Assessed: 27**  
**% Assessed 3 or Higher: 100.0%**  
**Target Met? Yes**

### **Outcomes Mapping**

- **Program-Level:** FIRET#3 - Solve problems and makes decisions inherent to the profession
- **General Ed:** GEO#8 - Critical Thinking & Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.
- **Institutional:** ILO#1 - Critical Thinking: Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.

**Statement 6:** Ladder: Two Person Low-shoulder Technique

#### **# of Students Meeting SLO Rubric:**

- **Rubric 1:** 0
- **Rubric 2:** 0
- **Rubric 3:** 5
- **Rubric 4:** 22

**Total Assessed: 27**  
**% Assessed 3 or Higher: 100.0%**  
**Target Met? Yes**

## Outcomes Mapping

- **Program-Level:** FIRET#3 - Solve problems and makes decisions inherent to the profession
- **General Ed:** GEO#8 - Critical Thinking & Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.
- **Institutional:** ILO#1 - Critical Thinking: Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.

**Statement 7:** Ladder: Three Person Flat-shoulder Technique.

### # of Students Meeting SLO Rubric:

- **Rubric 1:** 0
- **Rubric 2:** 0
- **Rubric 3:** 11
- **Rubric 4:** 16

**Total Assessed:** 27

**% Assessed 3 or Higher:** 100.0%

**Target Met?** Yes

## Outcomes Mapping

- **Program-Level:** FIRET#3 - Solve problems and makes decisions inherent to the profession
- **General Ed:** GEO#8 - Critical Thinking & Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.
- **Institutional:** ILO#1 - Critical Thinking: Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.

**Statement 8:** Cadets will be able to properly demonstrate their knowledge and ability to don & doff their Personal Protective Equipment (PPE)

### # of Students Meeting SLO Rubric:

- **Rubric 1:** 0
- **Rubric 2:** 0
- **Rubric 3:** 0
- **Rubric 4:** 27

**Total Assessed:** 27

**% Assessed 3 or Higher:** 100.0%

**Target Met?** Yes

## Outcomes Mapping

- **Program-Level:** FIRET#3 - Solve problems and makes decisions inherent to the profession
- **General Ed:** GEO#8 - Critical Thinking & Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.
- **Institutional:** ILO#1 - Critical Thinking: Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.

**Statement 9:** Cadets will be able to properly demonstrate their knowledge and ability to don & doff their Self Contained Breathing Apparatus Equipment (SCBA)

**# of Students Meeting SLO Rubric:**

- **Rubric 1:** 0
- **Rubric 2:** 0
- **Rubric 3:** 4
- **Rubric 4:** 23

**Total Assessed:** 27

**% Assessed 3 or Higher:** 100.0%

**Target Met?** Yes

**Outcomes Mapping**

- **Program-Level:** FIRET#3 - Solve problems and makes decisions inherent to the profession
- **General Ed:** GEO#8 - Critical Thinking & Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.
- **Institutional:** ILO#1 - Critical Thinking: Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.

**Statement 10:** Cadets will be able to properly demonstrate their knowledge and ability to identify and understand the use of the required firefighting Equipment & Tools

**# of Students Meeting SLO Rubric:**

- **Rubric 1:** 0
- **Rubric 2:** 0
- **Rubric 3:** 5
- **Rubric 4:** 22

**Total Assessed:** 27

**% Assessed 3 or Higher:** 100.0%

**Target Met?** Yes

**Outcomes Mapping**



- **Program-Level:** FIRET#3 - Solve problems and makes decisions inherent to the profession
- **General Ed:** GEO#8 - Critical Thinking & Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.
- **Institutional:** ILO#1 - Critical Thinking: Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.

**Proposed Actions:**

With the recent mandated implementation of the IFSAC/ProBoard National Testing process, the concentration and instruction on these SLO's has substantially increased and I believe that our instructors willingness to go above and beyond the normal instruction period by working with students that have asked for additional help outside of the instructional period has helped the students and our program meet and even exceed our SLO target. We will continue to help any and all students that ask for additional help.

# SLO Submission Form

## Instructions

- Fill out each section**  
Completeness is key to creating actionable reporting. Fill out all the fields and be as verbose as necessary.
-  **Discuss your ideas**  
Every single proposed action is considered, so use this time to get your best ideas on the plate.
-  **Keep doing what you're doing**  
Faculty are the backbone to any educational institution. Without you, we'd be nothing!

## Your SLO Reporting Coordinator

SLOCloud™ is an open-source higher education innovation project for Crafton Hills College. If you have any questions about this application or the contents herein, please contact

**Keith Wurtz**  
kwurtz@craftonhills.edu  
(mailto:kwurtz@craftonhills.edu)

**Success!**

Your SLO report has been successfully saved. Use this form to submit another one (go ahead!), or go to that committee meeting that you have been putting off.

**Term**

2018FA ▼

**Division**

Public Safety and Services ▼

**Dept**

FIRET ▼

**Course**

FIRET-115 ▼

**Section**

FIRET-115-95 (Submitted: 11/30/2018 12:38 PM) ▼

**Class SLOs**

Use the button on the left to indicate any statements you did not assess.

#	SLO Statement	# of Students Meeting SLO Rubric				Total Assessed	% Assessed 3 or Higher	Target Met?
		1	2	3	4			
<input data-bbox="128 1963 159 1990" type="button" value="+"/>								

#	SLO Statement	# of Students Meeting SLO Rubric				Total Assessed	% Assessed 3 or Higher	Target Met?
		1	2	3	4			
+ 4	Advance hose lay operation using the Working line drag method- Engine	0	0	0	0	0	0.0	-- ▾
		Outcomes Mapping						
		Program-Level		General Ed		Institutional		
		-- ▾		-- ▾		-- ▾		
+ 2	Advance the pre-connected flat hose load Engine company Hose lay operation	0	0	0	0	0	0.0	-- ▾
		Outcomes Mapping						
		Program-Level		General Ed		Institutional		
		-- ▾		-- ▾		-- ▾		
+ 3	Cadets will be able to raise and lower a 24 foot extension ladder safely, within	0	0	0	0	0	0.0	-- ▾
		Outcomes Mapping						
		Program-Level		General Ed		Institutional		
		-- ▾		-- ▾		-- ▾		
+ 4	Connecting to a hydrant using a forward Hose Lay Engine company operations	0	0	0	0	0	0.0	-- ▾
		Outcomes Mapping						
		Program-Level		General Ed		Institutional		
		-- ▾		-- ▾		-- ▾		
+ 5	Demonstrate their knowledge using the one-perason high-shoulder technique	0	0	0	0	0	0.0	-- ▾
		Outcomes Mapping						
		Program-Level		General Ed		Institutional		
		-- ▾		-- ▾		-- ▾		
✗ 6	Hose: Advance Hose Lay Operation using the working line drag method - Engine	0	0	0	27	27	100.0	Yes ▾
		Outcomes Mapping						
		Program-Level		General Ed		Institutional		
		Solve problem ▾		GEO#8: Critic: ▾		ILO#1: Critical ▾		
✗ 7	Hose: Advance the pre-connected flat hose load - Engine Company Hose Lay Operations.	0	0	9	18	27	100.0	Yes ▾
		Outcomes Mapping						
		Program-Level		General Ed		Institutional		
		Solve problem ▾		GEO#8: Critic: ▾		ILO#1: Critical ▾		
+ 								

#	SLO Statement	# of Students Meeting SLO Rubric				Total Assessed	% Assessed 3 or Higher	Target Met?
		1	2	3	4			
<input checked="" type="checkbox"/> 8	Hose: Connecting to a Hydrant using a forward Hose Lay - Engine Company	0	0	4	23	27	100.0	Yes ▼
<b>Outcomes Mapping</b>								
		<b>Program-Level</b> Solve problem ▼		<b>General Ed</b> GEO#8: Critic: ▼		<b>Institutional</b> ILO#1: Critical ▼		
<input checked="" type="checkbox"/> 9	Ladder: Two Person Low-shoulder Technique	0	0	5	22	27	100.0	Yes ▼
<b>Outcomes Mapping</b>								
		<b>Program-Level</b> Solve problem ▼		<b>General Ed</b> GEO#8: Critic: ▼		<b>Institutional</b> ILO#1: Critical ▼		
<input checked="" type="checkbox"/> 10	Ladder: One Person High Shoulder Technique	0	0	9	18	27	100.0	Yes ▼
<b>Outcomes Mapping</b>								
		<b>Program-Level</b> Solve problem ▼		<b>General Ed</b> GEO#8: Critic: ▼		<b>Institutional</b> ILO#1: Critical ▼		
<input checked="" type="checkbox"/> 11	Ladder: Three Person Flat-shoulder Technique.	0	0	11	16	27	100.0	Yes ▼
<b>Outcomes Mapping</b>								
		<b>Program-Level</b> Solve problem ▼		<b>General Ed</b> GEO#8: Critic: ▼		<b>Institutional</b> ILO#1: Critical ▼		
<input checked="" type="checkbox"/> 12	Cadets will be able to properly demonstrate their knowledge and ability to tie the required	0	0	2	25	27	100.0	Yes ▼
<b>Outcomes Mapping</b>								
		<b>Program-Level</b> Solve problem ▼		<b>General Ed</b> GEO#8: Critic: ▼		<b>Institutional</b> ILO#1: Critical ▼		
<input checked="" type="checkbox"/> 13	Cadets will be able to properly demonstrate their knowledge and ability to don & doff their	0	0	0	27	27	100.0	Yes ▼
<b>Outcomes Mapping</b>								
		<b>Program-Level</b> Solve problem ▼		<b>General Ed</b> GEO#8: Critic: ▼		<b>Institutional</b> ILO#1: Critical ▼		
<input checked="" type="checkbox"/> 14	Cadets will be able to properly demonstrate their knowledge and ability to don & doff their	0	0	4	23	27	100.0	Yes ▼
<b>Outcomes Mapping</b>								
		<b>Program-Level</b> Solve problem ▼		<b>General Ed</b> GEO#8: Critic: ▼		<b>Institutional</b> ILO#1: Critical ▼		
<input type="checkbox"/> +								

#	SLO Statement	# of Students Meeting SLO Rubric				Total Assessed	% Assessed 3 or Higher	Target Met?
		1	2	3	4			
<input type="checkbox"/> 15	Cadets will be able to properly demonstrate their knowledge and ability to identify and	0	0	5	22	27	100.0	Yes ▼
<b>Outcomes Mapping</b>								
		<b>Program-Level</b>		<b>General Ed</b>		<b>Institutional</b>		
		Solve problem ▼		GEO#8: Critic: ▼		ILO#1: Critical ▼		
<input type="checkbox"/>								

**Proposed Actions**

With the recent mandated implementation of the IFSAC/ProBoard National Testing process, the concentration and instruction on these SLO's has substantially increased and I believe that our instructors willingness to go above and beyond the normal instruction period by working with students that have asked for additional help outside of the instructional period has helped the students and our program meet and even exceed our SLO target. We will continue to help any and all students that ask for additional help.

When you're finished, click the "Save & Submit" button below. If you have a new SLO report to make, the form will clear and you can begin reporting again. When you click the button below, your input is encrypted and saved into the database.

Save & Submit

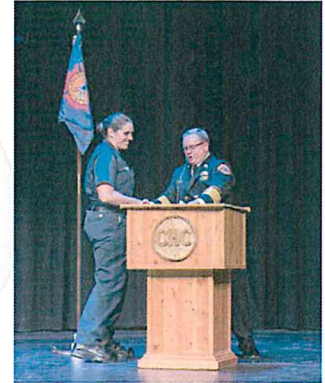


# THE 3rd ANNUAL WOMEN IN THE FIRE SERVICE

**Who:** Young Women, ages 14 and older  
(Participants under the age of 18 must have a parent/guardian consent form)

**Where:** Crafton Hills College, Public Safety and Allied Health Building, Lot I  
11711 Sand Canyon Road, Yucaipa, CA 92399

**When:** Saturday, April 28, 2018 from 9:00 AM– 1:00 PM  
*\*Check in begins at 8:30 AM*



This is a free event, but you must register on Eventbrite by Monday, April 23rd. If you are unable to make the event after registering or have any questions, please contact Andrew Gebara at [agebara@sbccd.org](mailto:agebara@sbccd.org) or (909)389-3408.

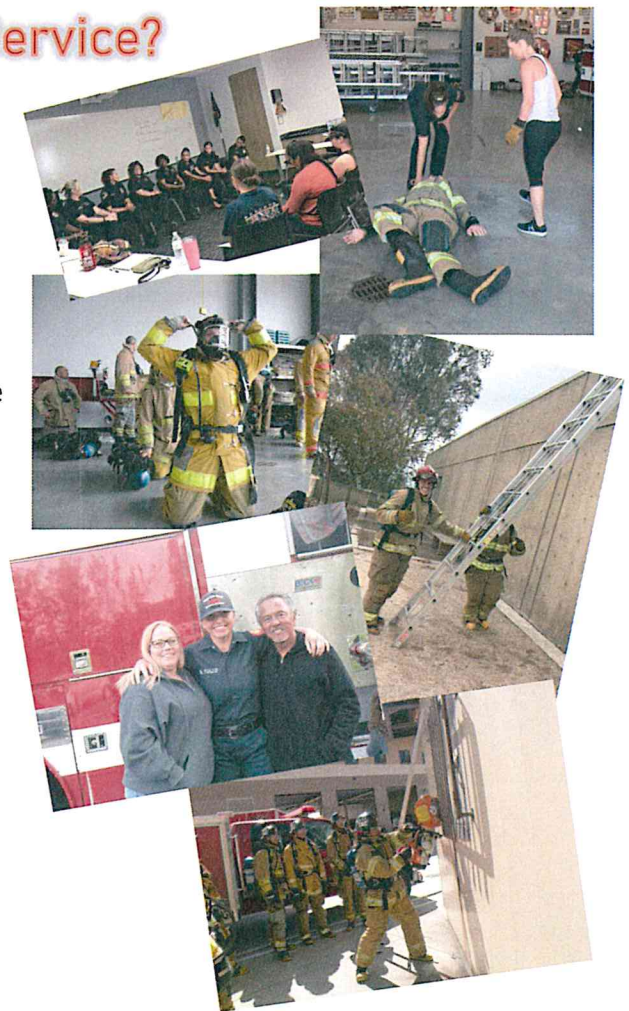
<https://www.eventbrite.com/e/3rd-annual-women-in-the-fire-service-seminar-tickets-43141890556>

## Considering a Career in the Fire Service?

The Crafton Hills College Fire Academy and the Fire Tech Program proudly presents the 3rd Annual Women in the Fire Service Open House! This is a great opportunity for young women that are interested in pursuing a career in the Fire Service. During this open house, we will have female mentors from all over Southern California sharing their success stories about job opportunities available in the Fire Service. These jobs include: firefighters, fire prevention officers, dispatchers, fire investigators, etc.

Be prepared to listen and ask valuable questions during our Q & A portion of the event. Participants will also have the opportunity to participate in training exercises and work with fire equipment and tools. A working lunch will be served. The event will conclude between 1:00 PM and 2:00 PM.

\*Young women who are unsure about physical activity may also observe during our “break-out” sessions.



# THE 4th ANNUAL WOMEN IN THE FIRE SERVICE

**Who:** Young Women, ages 14 and older

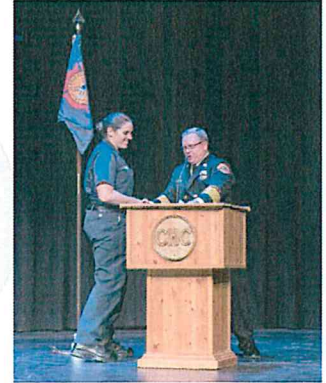
(Participants under the age of 18 must have a parent/guardian consent form)

**Where:** Crafton Hills College, Public Safety and Allied Health Building, Lot I  
11711 Sand Canyon Road, Yucaipa, CA 92399

**When:** Saturday, April 27, 2019 from 9:00 AM– 1:00 PM

***\*Check in begins at 8:30 AM***

This is a free event, but you must register on Eventbrite by Monday, April 22nd. If you are unable to make the event after registering or have any questions, please contact Andrew Gebara at [agebara@craftonhills.edu](mailto:agebara@craftonhills.edu) or (909) 389-3408.



<https://www.eventbrite.com/e/4th-annual-women-in-the-fire-service-seminar-tickets-51568639188>

## Considering a Career in the Fire Service?

The Crafton Hills College Fire Academy and the Fire Tech Program proudly presents the 4th Annual Women in the Fire Service Seminar! This is a great opportunity for young women that are interested in pursuing a career in the fire service. The seminar will feature female mentors from all over Southern California sharing their success stories and speaking about job opportunities available in the Fire Service. These jobs include: firefighters, fire prevention officers, dispatchers, fire investigators, and more!

Be prepared to listen and ask questions during our Q & A portion of the event. Participants will also have the opportunity to participate in training exercises and work with fire equipment and tools. A working lunch will be served. The event will conclude between 1:00 and 2:00 PM.

\*Young women who are unsure about physical activity may also observe during our “break-out” sessions.



**San Bernardino County Training Officers Association  
Regular Meeting Minutes  
Thursday February 14, 2019**

**Rancho Cucamonga Fire  
11290 Jersey Blvd.  
Rancho Cucamonga, CA 91730**

- A. Call to Order- 0921
- B. Pledge of Allegiance
- C. Welcome by Host Agency- BC Roberts
- D. Introductions
- E. Training Presentation- County EMS Officers MCI Drill update April 5<sup>th</sup> at Arrowhead Springs. They are looking for proctors to assist.
- F. Crafton Hills College Update- (Chief Alder and Rick Groff) The Fire Academy has been upgraded to 16 Units and is now a college certificated program, and an Enhanced Skills and Performance Program has been added. A motion was put forth to support these improvements to the program by Cheryl Roberts with a second by David Pohl and a unanimous vote of all present. A second presentation was given by Chief Alder and Rick Groff. The College is prepared to offer a Basic Wildland Firefighter Training Certificate of Completion in the Fall of 2019. This will be delivered as a 3 module; non-credit course at no cost to the student. The course will include instruction in basic wildland firefighter theory and skills, the study of the characteristics and behavior of wildland fires, equipment use, basic wildland tactics, and incident command principles. A motion was made by Cheryl Roberts, and a second by Ralph Tovar; with a unanimous vote to approve by all present.
- G. Approval of Minutes from Previous Meeting: Motion Garber Second Roberts Approved
- H. Treasurer's Report- Balance is \$8986.88
- I. Correspondence- None
- J. Association Liaison Reports
  - County Fire Chiefs (Gillette) – Nothing to report
  - County Operations Chiefs (Gillette) – Nothing to report
  - EMS Officers (Gillette) – MCI Drill April 5<sup>th</sup>
  - County Chiefs Hazardous Materials (Tovar) Nothing to report
- K. Committee Reports
  - USAR (Garber) – Nothing to report
  - CICCOS- (Sessler) - Upcoming ROSS Audit
  - Strike Team Leader Committee- (Roberts) Nothing to report
  - Rapid Intervention Crew (Garber) – Nothing to report
  - Technology Committee (Gillette) – Nothing to report
  - Special Programs Committee- Nothing to report

L. New Business-

- 2019 Annual Wildland Preparedness Drill – April 22-24, 2019 at Arrowhead Springs Reminder to send in Risk Management Forms
- 2019 High Rise Drill – Moving forward still working through communication issues, will need extra radios for the drill. Training packages will be sent out soon. Working with AMR to have a unit on scene. Still looking for people to fill overhead positions.

M. Unfinished Business-

- Active shooter is still a work in progress.
- RIC still waiting on County Ops Chiefs

N. Open Forum

- Redlands - Completed Haz-Mat drill, upcoming confined space drill
- San Manuel – New Firefighters just finished Tower now starting Haz-Mat school, Casino starting expansion to include a hotel and event center, Department transitioning to Tablet Command
- Ontario – New Academy starting in April for 24 Firefighters
- Chino – Hiring starting in April
- San Bernardino County – Don Trapp named Acting Chief, 5 new Battalion Chiefs promoted, New Tower starting in April
- Rancho Cucamonga – Getting ready to hire in April or May, Captain test in March looking for proctors.
- Colton/Loma Linda Chief Harker has been named Acting Chief, upcoming testing for all ranks
- CAL FIRE – Training season is moving on, starting first re-hire academy first week of March

O. Training Officers Present:

- Von Mason – CAL FIRE
- Wayne Fontes – Chino
- Ralph Tovar – San Manuel
- Ken Bryson – San Manuel
- David Ketcherside – Redlands
- Rick Groff – Crafton Hills College
- Mike Alder – Crafton Hills College
- David Pohl – Montclair
- Rick Snawder – Rancho Cucamonga
- Cheryl Roberts – Rancho Cucamonga
- Jeff Gillette – Colton/Loma Linda
- Jon Garber – San Bernardino County
- Ryan Gilbert – Ontario
- Dave Power – Ontario

- Adjournment- 10:50 Hrs.

P. Next SBCTOA Meeting – March 14th, 2019 CAL FIRE BDU 3800 N. Sierra Way San Bernardino 92405

**San Bernardino County Training Officers Association  
Regular Meeting Agenda**

**09:00**

**Thursday February 14, 2019**

**Hosted By: Rancho Cucamonga Fire Protection District  
11297 Jersey Blvd. Rancho Cucamonga CA 91730**

- A. Call to Order
- B. Pledge of Allegiance
- C. Welcome by Host Agency
- D. Introductions
- E. Training Presentation
- F. Approval of Minutes from Previous Meeting
- G. Treasurer's Report
- H. Correspondence
  
- I. Association Liaison Reports
  - County Fire Chiefs- Harold
  - County Operations Chiefs
  - EMS Officers
  - County Chiefs Hazardous Materials Responders- Nelson, Beltz
  
- Committee Reports
  - USAR- Stine
  - CICCIS- Sessler
  - Strike Team Leader Committee
  - Rapid Intervention Crew (RIC) Committee- Garber
  - Technology Committee- SBCFCA website update
  - Special Programs Committee (as assigned)
  
- J. New Business
  - 2019 Annual Wildland Preparedness Drill- Planning and updates
  - 2019 High Rise Exercise updates- ICS Overhead positions
  - Crafton Hills College- Program certification from the State Chancellor's Office  
Approval of Basic Wildland Firefighter Training Certificate  
of completion.
  - EMS Officers- MCI drill
  - Election of SBCTOA Secretary for 2019.
  
- K. Unfinished Business
  - County Wide Active Shooter
  - RIC
  - High Rise
  
- L. Open Forum

**San Bernardino County Training Officers Association  
Regular Meeting Minutes  
Thursday November 08, 2018**

**San Manuel Fire Department  
26540 Indian Service Rd.  
Highland, CA 92346**

- A. Call to Order- 0910
- B. Pledge of Allegiance
- C. Welcome by Host Agency- Captain Bryson
- D. Introductions
- E. Training Presentation- Rick Groff Blue Print 2020 update on FF1 and FF2 process
- F. Approval of Minutes from Previous Meeting: Motion Janssen Second Mason Approved
- G. Treasurer's Report- Balance is \$8997.87
- H. Correspondence- None
- I. Association Liaison Reports
  - County Fire Chiefs (Harold) – Approved current CICCS training requirements for Strike Team Leader, High Rise Plan Manual approved
  - County Operations Chiefs (Harold) – STEN update and High Rise policy
  - EMS Officers (Gillette) – Nothing to report
  - County Chiefs Hazardous Materials (Bryson) – Nothing to report.
- J. Committee Reports
  - USAR (Garber) – USAR training calendar will be up next week on BDC website
  - CICC- (Harold) Nothing to report
  - Strike Team Leader Committee- (Roberts) Nothing to report
  - Rapid Intervention Crew (Garber) – Update on policy 01-10 it will be forwarded to Operations chiefs for their meeting on 11/08/2018
  - Technology Committee (Harold) – Nothing to report
  - Special Programs Committee- Nothing to report
- K. New Business-
  - 2019 Annual Wildland Preparedness Drill – Change date to week of April 22, 2019 at Arrowhead Springs
  - Fire control 7 - Possibly at Rialto week of April 15, 2019
- L. Unfinished Business-
  - County Wide Active Shooter Drill – Harold will contact TLO Group for an update

- High Rise – County wide drill on February 26, 2019 planning is ongoing looking for additional support for logistics, proctors, and cadre will have a planning meeting after Thanksgiving

#### M. Open Forum

- Rancho Cucamonga Upcoming Captain and BC tests
- Ontario Breaking ground on new training tower, Captain and BC tests upcoming, hiring 28 new Firefighters
- Crafton Hills College Measure CC passed on the ballot which will allow the Academy to build a live fire training facility
- San Bernardino County put new Drager burn prop in service, will be starting a new Tower with 25 Firefighters, testing will be starting for all ranks
- CALFIRE Application period for Firefighter 1 is open
- Apple Valley Outreach for Peer Support class possibly in the Spring
- Chino Recent BC test 4 passed, interviewing for new Firefighter list, conducting Captain testing November 27-29, SOLAR drill in May
- Montclair conducting Captain testing December 13
- Rialto Construction has started on station 205 temporary station should be completed by April and permanent station finished by December 2019, upcoming multi agency Haz-Mat drill
- San Manuel two new Captains on the floor, hiring up to seven new Firefighters, Haz-Mat tech/spec class starting February 18
- Colton/Loma Linda Colton ballot measure for additional funding passed
- Big Bear upcoming ballot measure in June for additional funding conducting community education, upcoming testing for Engineer, Captain, and BC

#### N. Training Officers Present:

Adjournment- 11:22 Hrs.

- O. Next SBCTOA Meeting – December 13<sup>th</sup>, 2018 San Manuel Fire Station 241 26540 Indian Services Rd. Highland, CA



Fire Academy Exit Survey Assessment  
Prepared by Jodi Buckley

### **Purpose of Brief**

This brief describes the results of the Fire Academy exit survey, which evaluated the Cadet's experience of the program upon their program completion.

#### • **Summary of Findings**

- 100% of respondents agreed they would recommend the Fire Academy program to a friend.
- 92% of respondents like having the sessions four days a week instead of the five days a week.
- 92% of respondents would recommend their friends taking the FIRET-100 and FIRET-101 at CHC.
- 83% of respondents agreed they would have taken the three unit "Firefighter Agility Preparation" class prior to starting the program to be better prepared for the program.
- 96% of respondents felt connected to the Crafton Hills College community.

### **Overview**

Fire Academy faculty contacted the Office of Institutional Effectiveness, Research & Planning (OIERP) to conduct an exit survey of the twenty-four cadets to measure their training and general college experience.

### **Methodology**

In conjunction with the OIERP, the Fire Academy faculty developed a paper survey administered to cadets in Spring 2018. The survey included six Likert-scale questions that measured the respondent's level of agreement with various statements regarding the respondent's perceptions and experiences. Additionally, the dichotomous questions asked the participants about their academic background at CHC and whether or not they would recommend the CHC fire program to other people. The survey had three open-ended question to elicit responses about their preference of four days for the program, suggestions for improvements, and their deciding factor for choosing to attend the Crafton Hills College Fire Academy.

## Findings

Table I illustrates the responses to the dichotomous questions. Fifty-four percent of respondents took their Fire Academy prerequisites at CHC, and 100% would recommend taking the Fire Technology courses at CHC. One hundred percent of respondents would recommend the CHC Fire Academy to a friend, and 83% stated they would take the three-unit, semester-long “Firefighter Physical Agility Preparation” course before attending the Fire Academy to have been better prepared for the program.

Table I. Responses to dichotomous questions

Question	Yes		No	
	N	%	N	%
Did you take your prerequisites at Crafton Hills College?	13	54.2	11	45.8
If you had the opportunity to be enrolled in the 3-unit semester, long course-“Firefighter Physical Agility Preparation” prior to attending the Fire Academy, would you have enrolled to be better prepared physically during the academy?	20	83.3	4	16.7
Do you think that the Fire Academy is too expensive to attend for most Cadets who attend?	22	91.7	2	8.3
Do you like having a Fire Academy that is in session 4 days a week instead of 5 days a week?	22	91.7	1	4.3
Have you taken any other classes at CHC?	15	62.5	9	37.5
Would you recommend the CHC Fire Academy to a friend interested in becoming a firefighter?	24	100.0	0	0.0
Would you recommend to your friends to take FIRET 100 and FIRET 101 at CHC?	22	91.7	1	4.3

Table 2 illustrates the respondent's level of agreement with various statements regarding their training with the CHC Fire Academy. Seventy-three percent of respondents strongly agreed that the Public Safety Allied Health facility was conducive to their learning experience. Ninety-six percent either strongly agreed or agreed that use of the online software program, EVALS, was conducive to their learning experience, and 96% of the participants either strongly agreed or agreed that they felt connected to the CHC community. Additionally, 67% strongly agreed or agreed that, given the opportunity they would be interested in taking FIRET-100 and FIRET-101 as online courses.

**Table 2. Responses to Likert-scale questions**

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
<b>The Public Safety Allied Health facility at Crafton Hills College was conducive to my learning experience.</b>	19	72.9	5	20.8	0	0.0	0	0.0
<b>The <u>use</u> of the online software program, EVALS, was conducive to my learning experience.</b>	17	70.8	6	25.0	1	4.2	0	0.0
<b>I felt connected to the Crafton Hills College community.</b>	12	50.0	11	45.8	1	4.2	0	0.0
<b>Given the opportunity, I would have been interested in taking FIRET-100 and FIRET-101 as online courses.</b>	12	50.0	4	16.7	7	29.2	1	4.2

Students were asked which days of the week they would want a 4-day a week Academy held. In response to this open-ended prompt, 71% of students wished to see courses offered during Tuesdays-Fridays. All 24 comments are listed below:

- Monday-Thursday (n=6)
- Monday-Thursday; Tuesday-Friday
- Tuesday-Friday (n=17)

The following statements are the participant responses to the open-ended question, "How can Crafton hills college improve services and learning for cadets in the Fire Academy?"

- Bunker gear dryer.
- Give us a dumpster!
- Going over more IF SAC skills sheets.
- Hot water in the breakroom and shower.
- I feel like it could be beneficial to extend the Academy a week or two to spend additional time on subjects like ventilation/autox and include inter-departmental training exercises with EMS.
- I would have liked more time spent on certain subjects such as firefighter survival, forcible entry, and ventilation.
- Maybe better grading scale with regards to manipulative/academic scores.
- Pre-fitness class for the Academy.
- Provide showers, warm water in the break area, and a break room with enough power to run more than 1 microwave at once.
- Providing a mandated two-week boot camp prior to the Academy.
- So far, it has been a good experience, I believe EVALS quizzes could be tweaked a bit.
- Tough PT.
- Weekly quizzes AT the Academy, and fitness classes beforehand (at the Academy). Also, shower accessibility.

The following statements are the participant responses to the open-ended question, “Lastly, what was your deciding factor in choosing to attend CHC Fire Academy?” Not all responses are identical, but most of the responses compliment the reputation of the Fire Academy as their reason for choosing the Crafton Hills College Fire Academy.

- Best Fire Academy around.
- CHC Fire Academy is one of the best known academies in the country. I wanted to attend CHC Fire Academy because it’s the best there is.
- I researched respected academies in the Southern California area.
- It was a reputable academy and recommended by a friend.
- It was easy to apply to and easier than other community colleges to communicate with.
- It’s the best.
- Its high reputation.
- Its reputation sold me. I’ve heard nothing but positive feedback of instructors and the way the Academy is run.
- Less prerequisites than most other places. Good word of mouth reviews from friends/co-workers. I went here for EMT/Paramedic and loved it.
- Location and reputation.
- Location, professionalism.
- Location; what Crafton had to offer.
- Reputation.
- Reputation and schedule.
- Reputation was the most critical factor. Second was housing nearby.
- The reputation that the CHC Academy holds was by deciding factor. When I tell captains and chiefs that I attend it, they are immediately interested in me.
- The reputation of the Fire Academy.
- The school’s reputation and the staff’s reputation, location, and schedule.
- Twas the best Academy in all the land.
- What made me choose CHC Fire Academy over other schools was the 4-day a week classes.
- Word of mouth through friends, reputation.