# 2019 Self-Assessment Report

## Cover Letter

The cover letter is the written mechanism that transfers the self-assessment report to State Fire Training. The cover letter provides a broad overview of the elements found in the self-assessment report and should to be addressed to the current Chief of State Fire Training.

Example: This Self-Assessment Report is submitted for the purpose of determining the re-accreditation of the Bakersfield College, Olive Drive Fire Training Facility (ODFTF) as an Accredited Regional Academy. We wish to acknowledge the contributions and participation of the undersigned and the organizations they represent. We believe this Self-Assessment Report accurately reflects the nature and substance this institution requires for accreditation purposes.

## Cover Page

The cover page should include these elements: agency name, date of report, address of the facility.

## Signature Page

Signatures from the managing authority demonstrates agency approval of the accreditation process and the organizational commitment to the fire academy and State Fire Training (Add signature page if the fire chief or college president’s signature have not already been incorporated in cover letter).

## Table of Contents

Any document over 5 pages should have a table of contents, which further reminds you that pages should be numbered in the footer of every page in the document. Sections (headings) should include:

* **Agency Overview**
* **Needs Analyses**
* **Cultural and Gender Diversity**
* **Management**
* **Instructor Cadre**
* **Facilities, Supplies, and Equipment**
* **Learning Resources**
* **Course Materials**
* **Course Availability**
* **Testing and Evaluation**
* **Self-Assessment Report Summary**
* **Appendices**

## Agency Overview

This is not specifically required in the SFT Procedures Manual but recommended. In this section you can provide an agency overview including your historical development and how your agency has supported firefighter training and the Office of the State Fire Marshal classes over the years. Information about the number and type of classes, involvement in curriculum development, statewide committees and meetings, etc. would all be great supporting information.

Example: The San Francisco Fire Department is steeped in rich firefighting and cultural history. Our Division of Training (D.O.T.) is no different. Currently, we are celebrating our 150th anniversary as a paid professional fire department, which means it’s also our 150th anniversary of training to save lives. In fact, our current training tower was replicated after our previous tower that was featured in a volume of Fire Engineering in May of 1927, lauded as “one of the most strongly built and best arranged drill towers”. Built in 1954, our current tower is still utilized every day of the week to sharpen the skills of our firefighting companies.

Over time, San Francisco Fire Department has made great contributions to the greater fire service at the international, national, regional, state and local levels. Our Treasure Island Training Facility (T.I.T.F.) has served as the training grounds not only for the thousands of San Francisco firefighters who have walked these hallowed halls, but also for countless bay area fire departments and regional fire academy’s.

## Needs Analysis

A needs analysis provides a description and analysis of how an ARTP or ALA meets the vocational and educational requirements of the region or the fire agency they serve.

According to regulation, each ARTP and ALA needs to conduct a *job market study* before applying to OSFM for site accreditation. This study will provide justification for accreditation. A function of this analysis would include input form an (ARTP/ALA) Fire Advisory Committee, consisting of local fire chiefs, training officers, community college representatives, instructors, and others as appropriate, to identify regional training and educational needs. A copy of the minutes from the advisory committee can be added to the appendices.

Example: Employment of firefighters is projected to grow 5 percent every year from 2014 to 2024, about as fast as the average for all other occupations. Competition for jobs will likely be strong. Physically fit applicants with high test scores and paramedic training will have the best job prospects. The average mean wage in California is $81,590 but rises to $89,840 in the Oakland-Hayward-Berkley metro Area. In the decade between 2014 and 2024 the Department of Labor estimates that 17,400 change in employment (job turn-over). This is consistent with what many fire departments are experiencing with baby-boomer retirements happening at an ever-increasing pace.

Couple these employment facts with the Alameda County’s 1.5 million residents, where there are 199,630 youth ages 15-24 (approximately 13%) ethnically represented as 27% Latino, 29% White, 22% Asian, 15% African American, and 6% multiple race/other. Among all county males, 16% live in poverty; however, the rates are much higher for African American (37%) and Latino (28%) males. The Accredited (ARTP/ALA) Fire Academy intends to address the gap between the need to fill expected job vacancies with qualified and under-represented populations in the greater East Bay Region. In this fashion, our agency will be fulfilling our mission by satisfying the employment needs of our community with able bodied men and women who live within our jurisdiction.

An increase in FSTEP classes is anticipated to sharpen the skills of newly hired firefighters. The (agency) succession plan includes offering State Fire Training certification courses to upgrade current firefighters to fill the anticipated vacancies in company officer, chief officer, fire instructor and fire prevention positions.

The Needs Analysis compliments the Agency Overview, in that the Agency Overview provides a credible connection to the collaboration between your agency and State Fire Training while he Needs Analysis provides the justification for becoming an accredited academy. This section should also assure that your accreditation will not adversely impact other academies within the region. Letters of support from surrounding fire agencies and community colleges could be added to the appendices.

### Future Goals

A statement and/or bulleted list of areas identified in this section that you intend to impact and/or improve by the next accreditation site visit. These goals should be both realistic and measureable. They are what the site team will be interested in reviewing on your re-accreditationsite visit!

## Cultural and Gender Diversity

ARTPs serve as a vital resource and link for fire service agencies statewide. As such, they must strive to mirror the diversity of the communities they serve. ARTPs recognize their role in providing a culturally and gender-diverse pool of workforce candidates. Similarly, the ALA’s use this section to demonstrate that they are hiring and training cadets from under-represented groups mirroring the diversity of their own community.

The demographic report describing the ethnic and gender population should include:

* The report shall include a minimum of three years of data
* Provide a demographic report describing the ethnic and gender composition of the participants in the ARTP program instructional staff and students
* Provide a written plan including goals to achieve or maintain a composition that mirrors the community

The demographic information can be presented in a pie chart, bar graph, or in a table. It is advisable to maintain the same format for each of the demographic areas you are reporting, that is a Community demographic, a Student/Cadet demographic and an Instructor demographic. The purpose of this section is to conduct a GAP Analysis of how your ARTP or ALA program matches-up to the demographic of the community you serve and in the future goals statement how your agency intends to close the gap in the future.

### Future Goals

A statement and/or bulleted list of areas identified in this section that you intend to impact and improve. Specific strategies for attracting under-represented groups and dealing with the disparities between the cultures within your community and your campus/department and how are you actively trying to close the gender gap could be added here in the future goals section. These goals should be both realistic and measureable. They are what the site team will be interested in reviewing on your reaccreditation site visit!

## Management

In this section describe the management structure that supports the instructional programs. A brief biography of the training director and fire program coordinators can be included in this section. The director must have five years’ fire service experience to manage the ARTP/ALA. It is good to note how the management supports participation of the instructor cadre and fire service personnel in establishing procedures and determining resource needs. Meeting minutes from the latest fire advisory committee meeting is good documentation for this section and can be added to the appendices.

Critical to the success of any accredited program is the administrative support necessary to manage a significant amount of paperwork necessary for a fully functional fire academy. You would describe in this section the level of clerical support you have to support the fire academy. The clerical support person would manage the collection and security of course records, class rosters, and other documents consistent with SFT procedures that include:

* Completed CFSTES or FSTEP Courses Request (Course Scheduling form)
* CFSTES Instructor Checklist
* Course roster sheets
* Test results sheets (Scantron forms)
* SFT-approved course plan
* Student supplement(s) (if applicable)
* Copies of the Summative tests and answer keys
* Copies of the curriculum (student manual, instructor guide, PowerPoint, etc.)

### Future Goals

A statement and/or bulleted list of areas identified in this section that you intend to impact and improve. In this section, you may want to address succession planning or how you are going to manage staffing as the program grows. These goals should be both realistic and measureable. They are what the site team will be interested in reviewing on your reaccreditation site visit!

## Instructor Cadre

ARTPs and ALA’s should encourage and stimulate competency, innovation, and increased effectiveness of the program's student population. To that end, they should make every effort to select an instructor cadre diverse in its cultural and gender composition:

* Provide an organizational chart that illustrates the organizational structure and an itemized listing of functional duties.
* Provide data that compares the ethnic and gender population of the community to that of the ARTP instructor cadre.
* Provide a written plan to achieve or maintain an ethnic and gender composition that mirrors the community.
* Demonstrate how you are utilizing OSFM registered instructors (how many do you have and in what disciplines) along with skills evaluators.
* Provide a policy for faculty and staff conduct and demeanor consistent with the SFT Instructor Code of Ethics/Conduct.

### Future Goals

A statement and/or bulleted list of areas identified in this section that you intend to impact and improve. In this section, you may want to again address succession planning and/or instructor improvement programs. These goals should be both realistic and measureable. They are what the site team will be interested in reviewing on your reaccreditation site visit!

## Facilities, Supplies, and Equipment

ARTPs and ALA’s provide or arrange for the facilities and equipment necessary to support the fire academy training program. Computers, apparatus, tools, simulations, supplies, and equipment shall be relevant and available in sufficient quantity and quality. A checklist for the Firefighter I Academy is available from State Fire Training or can be identified from the course plan. The list should be reviewed and checked-off prior to the accreditation site visit to avoid any delays in the approval process. In addition, each academy should also:

* Ensure that arrangements are clearly stated in a signed, written agreement when an agency or institution other than the ARTP provides resources and add these written agreements to the appendices of the self-assessment report.
* Ensure classrooms, training towers, burn rooms, and storage facilities are sufficient in quantity and quality to meet the program’s needs and objectives.
* Ensure equipment and training aids are sufficient in quantity and quality to meet the program’s needs and objectives.
* Ensure all personal protective clothing, apparatus, and equipment are properly maintained and readily accessible to the instructor cadre and student population.
* Ensure expendable supplies are sufficient to meet the program’s needs.

### Future Goals

A statement and/or bulleted list of areas identified in this section that you intend to impact and improve. In this section, you could address equipment maintenance issues and/or logistical support that you may be considering for the future of the program. These goals should be both realistic and measureable. They are what the site team will be interested in reviewing on your reaccreditation site visit!

## Learning Resources

The growing trend is toward digital resources where student/cadet’s access required course materials and extra-curricular material from a virtual library or from the web. A successful self-assessment report would include a table of what resources instructors are directing students toward. This section should also state which of the required published material like, IFSTA or Jones and Bartlett, the academy is using. Significant to the site accreditation team is the ability to access a hard copy of the curriculum the fire academy is using.

In that the accredited fire academy is an extension of the State Fire Training at the local level, and to demonstrate the academies understanding and alignment with State Fire Training, a hard copy of the SFT Procedures Manual and Course Information Required Materials should also be available to the site accreditation team. The procedures manual specifically requires:

* That training resources are adequate to support the various modes and levels of training to be conducted.
* That on- and off-campus audiovisual materials are current, support the training program, and are readily accessible to the instructor cadre and student population
* That copyright laws and regulations are also adhered to

### Future Goals

A statement and/or bulleted list of areas identified in this section that you intend to impact and improve. In this section, you may want to explain the process for annually reevaluating curriculum to ensure that it is in alignment with State Fire Training. Attendance at the California Fire Training Directors Association or Local academy meetings as a means of staying current with the best practices of other academies would be a good goal to add here. These goals should be both realistic and measureable. They are what the site team will be interested in reviewing on your reaccreditation site visit!

## Course Materials

All accredited fire academies must be using SFT-approved course materials to maintain statewide standardization. Each accredited academy needs to demonstrate their support and the instructor cadre participation in the selection and evaluation of training and educational resource materials. Curriculum Advisory Committee will:

* Recommend curriculum enhancements to address local content or requirements that exceed minimum requirements
* Identify lesson plans and syllabi to be utilized by the instructor cadre
* Make recommendations to OSFM when revisions are appropriate for adoption on a statewide basis

### Future Goals

A statement and/or bulleted list of areas identified in this section that you intend to impact and improve. In this section, you may want to address the agency plan for keeping curriculum current and up to date. Any plan to participate on curriculum development committees would be for subject specific expertise could be added as a goal. These goals should be both realistic and measureable. They are what the site team will be interested in reviewing on your reaccreditation site visit!

## Course Availability and Delivery

With input from college administration, department administration, the fire advisory committee, staff, students, and neighboring institutions, the agency should provide the widest possible selection and variety of training and educational opportunities. To meet this objective each accredited agency shall provide an analysis in their self-assessment their ability to:

* Ensure all courses are delivered in compliance with SFT procedures
* Ensure all courses are delivered in compliance with the CCCCO Standard Fire Technology Degree Core Curriculum
* Schedule training and continuing education programs on a regular basis
* Ensure SFT courses are readily available and offered according to the needs analysis for the area served
* Provide and distribute catalogs and brochures of fire training and educational offerings

### Future Goals

A statement and/or bulleted list of areas identified in this section that you intend to impact and improve. In this section, you may want to enhancements added to the academy to meet the operational needs of local agencies. Lake Tahoe Community College for example offers Ice Water Rescue to their fire academy. These goals should be both realistic and measureable. They are what the site team will be interested in reviewing on your reaccreditation site visit!

## Testing and Evaluation

To maintain a quality program that is in alignment with OSFM standards, agencies will conduct regular testing and evaluation in order to provide feedback regarding student progress and success, instructor effectiveness, and the agencies overall viability. To meet the student testing objective each agency shall report their ability to:

* Oversee the administration of written and manipulative skills certification exams for the cadet/student
* Oversee the administration of summative and practical skills testing of the cadet/students
* Ensure testing adequately measures student achievement and competence in accordance with the identified course Terminal and Enabling Objectives

Each agency should also analyze and provide information relative to their own program evaluation by:

* Ensuring an instructor and course evaluation process is in place
* Ensuring a program evaluation process is in place that includes input of the Fire Advisory Committee

Community colleges, applying for accreditation, also have a responsibility to maintain a two-year degree program in fire science. The core 6 classes of the fire science program are approved by the California Community College Chancellor’s Office. A demonstration for meeting this criterion in the SFT Procedures Manual would be to include student learning outcomes, how they were assessed, and how they are used to evaluate the effectiveness of the fire science training program, in the self-assessment report.

### Future Goals

A statement and/or bulleted list of areas identified in this section that you intend to impact and improve. In this section, you may want to add your plan for maintaining a pool of lead evaluator and skills evaluators for manipulative exams. These goals should be both realistic and measureable. They are what the site team will be interested in reviewing on your reaccreditation site visit!

## Self-Assessment Report Summary

A paragraph or two on how the collection of data and the analysis of that data confirm the necessity of your agency becoming a successful accredited fire academy. The section would reiterate the commitment of your institution, by your college president or fire chief, in budgeting and supplying the facilities, tools, materials, equipment, props, instructional staff, and support staff to adequately sustain the fire academy in the future.

## Appendices

Supporting documentation to the report cited above may include:

* A table identifying SFT classes offered in the past at the training facility
* Fire Academy Director Resume
* Fire Advisory Meeting Minutes
* Written Agreements
* Instructor Cadre List / Skills Evaluator List
* Written Policy and Procedures for student/cadets as well as staff
* Instructor Evaluation Criteria