Fire Science Technology - AS

Enhanced Comprehensive Academic Program Review 2017-18

Associate in Science Degree:
Fire Science Technology

Certificates:
Fire Inspector I
Fire Inspector II
Fire Investigator I
Fire Officer I
Fire Officer II
Fire Officer Supervisor

Academic Effectiveness and Assessment
St. Petersburg College

March 2018

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Fire Science Technology – AS Program

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Executive Summary

Introduction

The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

Program Description

Ready to take your firefighting career to the next level? SPC's Fire Science Technology Associate in Science Degree gives students a scientific understanding of fire hazards and how to control and prevent them.

Degrees Offered

An Associate in Science Degree in Fire Science Technology is offered at SPC. Certificates in Fire Inspector I, Fire Inspector II, Fire Investigator I, Fire Officer I, Fire Officer II, and Fire Officer Supervisor are also available at SPC.

Program Performance

- *Actual Course Enrollment* decreased in 2016 (715) from the previous year (972).
- *Unduplicated Headcount* decreased in 2016 (334) from the previous year (408).
- *SSH Enrollment* decreased in 2016 (2,145) from the previous year (2,916).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* increased in Fall 2017 (69.9%) from Fall 2016 (52.3%).
- The *course success rate* decreased in 2016 (94.5%) from the previous year (94.7%).
- *Grade Distribution* indicated that over four-fifths of the students (85.1%) received an 'A', 'B' or 'C' during 2016.
- An *Industry Certification Attainment* for the Fire Science Technology - AS program revealed that the majority of students passed the Practical Firefighter Test between 2012-13 and 2015-16 (92.0%, 94.0%, 98.0%, and 97.1%, respectively).
- An *Internship* course has not been identified for the Fire Science program at the associate level.
- *Program Plans Taken by Plan* revealed that one-quarter of the students who were enrolled in the program during Fall 2015, and had not graduated, remained in the program by Fall 2016. By Fall 2017, less than one-seventh of the original (Fall 2015) FIRE-AS students remained in the program. This measure does not display the number of students who graduated during any given term.
- The number of *program graduates* in the FIRE-AS program decreased in 2016 (28) from the previous year (33). The number of *program graduates* in the FISI-CT program decreased in 2016 (10) from the previous year (39). The number of *program graduates* in the FISII-CT program decreased in 2016 (0) from the previous year (9). The number of *program graduates* in the FIVI-CT program decreased in 2016 (7) from the previous year (27). The number of *program graduates* in the FOI-CT program decreased in 2016 (7) from the previous year (55). The number of *program graduates* in the FOSU-CT program increased in

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2016 (57) from the previous year (35). The number of *program graduates* in the FSOII-CT program decreased in 2016 (9) from the previous year (29).

- *Fulltime Faculty* taught 60.5% of the ECHs in 2016-17 and 2015-16. Adjunct Faculty taught 39.5% of the ECHs in 2016-17 and 2015-16.
- The highest semester for Adjunct ECHs was Fall 2013-14 in which adjunct faculty taught 57.6% of the program's course load. The three-semester average for adjuncts (39.5%) is consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

Occupation Profile

- Two *occupation descriptions,* First-line supervisors of firefighting and prevention workers; and Fire inspectors and investigators were located in the Florida Department of Economic Opportunity (DEO) website for the Fire Science Technology – AS program.
- The *2017 median hourly earnings* for First-line supervisors of firefighting and prevention workers was $40.79 in Florida and $35.65 in Pinellas County. The *2017 median hourly earnings* for Fire inspectors and investigators was $30.39 in Florida and $30.05 in Pinellas County.
- *Employment trend information* for First-line supervisors of firefighting and prevention workers showed an average annual increase (6.4 – 8.8%) for the period between 2017 and 2025 across the state and county. *Employment trend information* for Fire inspectors and investigators showed an average annual increase (7.7% – 8.4%) for the period between 2017 and 2025 across the state and county.
- The *major employers* of the Fire Science Technology – AS graduates are City of Cape Coral Fire Rescue, City of Clearwater Fire Department, Hillsborough County Fire Rescue, Reedy Creek Emergency Services, South Pasadena Fire Department, City of Tampa Fire Rescue, and St. Petersburg Fire Rescue.
- The Fire Science Technology – AS program transitioned to a new CIP code as of 7/25/2015. Until students fully cycle through to the new code, data for multiple codes will be reported by the state. The new CIP code is 1743020112. The prior CIP code was 1743020100.
- *Total Placement* in the Fire Science Technology – AS program under the old code 1743020100 increased in 2015-16 (100%) from the previous year (98%).
- *Total Placement* in the Fire Science Technology – AS program under the new code 1743020112 was 100% for 2015-16. No prior data was available under this code.
- *State Graduates data* indicated that sixty-six students completed one of the seventeen state Fire Science Technology – AS programs under the old code 1743020100 in 2015-16, of those 55 had some matching data and were employed. Seventy-one percent (71%) of those state graduates were employed at least a full quarter.
- *State Graduates data* indicated that twenty-three students completed one of the four state Fire Science Technology – AS programs under the new code 1743020112 in 2015-16, of those 23 had some matching data and were employed. One-hundred percent (100%) of those state graduates were employed at least a full quarter.

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Academics

- The *2016-17 Academic Program Assessment Report* indicated that the desired results were met for all three Program Learning Outcomes (PLOs) assessed in the Fire Science Technology – AS Program. The criteria for success were met for all three years for all PLOs.
- The *2016-17 Academic Program Assessment Follow-Up Report* has not yet been completed for the Fire Science Technology – AS program.

Stakeholder Perceptions

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Fire Science Technology – AS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- Ninety-nine *Recent Alumni surveys* were provided to the 2014-15 graduates of the Fire Science Technology – AS program. Twenty-one percent of the graduates responded to the survey (21 of the 99). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.
  Notable results include:
  - 47.6% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to "Get a promotion"; 19.0% selected "Obtain employment"; 14.3% selected "Earn more money"; another 14.3% selected "Meet certification/training needs"; while the remaining 4.8% selected "Continue my education".
  - 23.8% of recent graduate survey respondents indicated that SPC did "Exceptionally well" in helping them meet their goal; 52.4% selected "Very well"; and 19.0% selected "Adequately"; while the remaining 4.8% said "Poorly".
  - 100.0% of recent graduate survey respondents would recommend SPC's Fire Science program to another.
- Eleven *employer surveys* were sent based on permissions provided by recent graduates in the 2014-15 recent alumni survey. One survey respondent provided an evaluation of the graduates' college preparation. Since a single response cannot accurately represent an entire program, employer survey results about college preparation will not be reported.

Dean's Perspective: Issues, Trends, and Recent Successes

We are actively working to counteract the creation of a consortium wherein several other state colleges were able to provide the same courses in an online environment. In the past, SPC was unique in the offerings approved by the state as well as the extent of our development. What will make the difference moving forward will be the degree of customer service we can offer to those firefighters that are seeking these courses although academic, being utilized for professional certification.

Recommendations/Action Plan

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Program Recommendations and action plans are compiled by the Dean and Program Administrators, and are located at the end of the document.

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SPC Mission Statement

The mission of St. Petersburg College is to promote student success and enrich our communities through education, career development and self-discovery. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over eighty-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College's institutional effectiveness.

Institutional Effectiveness

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Department of Academic Effectiveness works with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish

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its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

Educational Assessment

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus of Associate in Arts degrees is students continuing on to four-year degree programs. The Associate in Science programs are targeted towards students seeking employable skills, which does not require but may include continuing on to a four-year program. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans have improved learning in their program. The College has developed an Educational Assessment Website http://web.spcollege.edu/edoutcomes/ to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.

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Program Review Process

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the "periodic review of existing programs" required by the Florida College System, and exceed the necessary guidelines within the Southern Association of Community Colleges and Schools Commission on Colleges (SACSCOC) review procedures.

State guidelines require institutions to conduct program reviews every seven years as mandated in chapter 1001.03(13) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

> *(13) …CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in Florida College System institutions at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution's mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.*

In addition, Rule 6A-14.060 (5) states that each community college shall:

> *(5) …Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected outcomes are achieved, and shall be the basis for necessary improvements.*

The recommended program review timeline at SPC is four years and is aligned with the long-standing three-year academic program assessment cycle, producing a coherent and integrated review process. Figure 1

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represents the relationship between program assessment, program review, and the viability report processes that comprise the academic program assessment cycle.

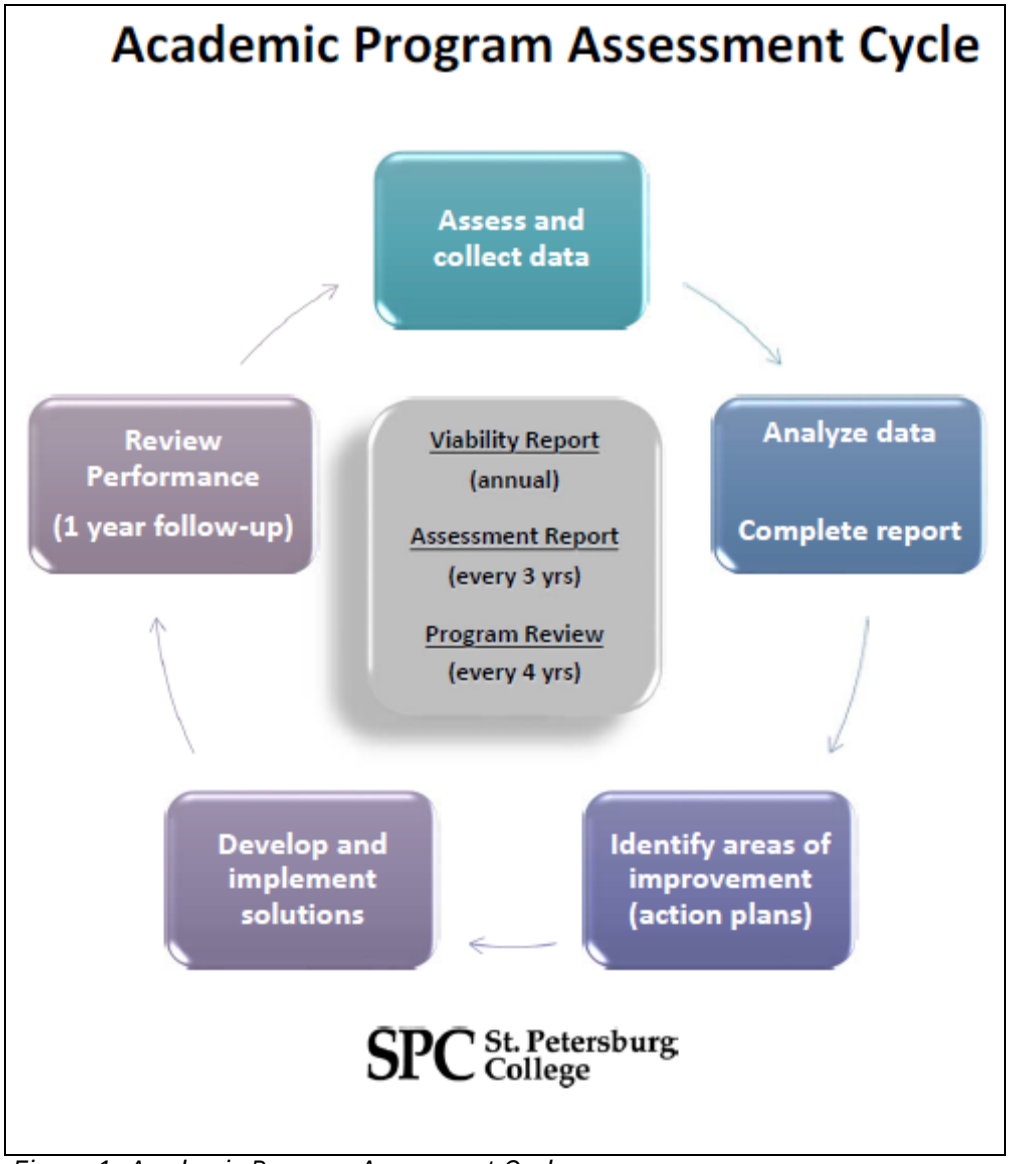

Figure 1: Academic Program Assessment Cycle

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Program Description

Ready to take your firefighting career to the next level? SPC's Fire Science Technology Associate in Science Degree gives students a scientific understanding of fire hazards and how to control and prevent them.

Degrees Offered

An Associate in Science Degree in Fire Science Technology is offered at SPC. Certificates in Fire Inspector I, Fire Inspector II, Fire Investigator I, Fire Officer I, Fire Officer II, and Fire Officer Supervisor are also available at SPC.

For a complete listing of all courses within the Fire Science Technology Program, please see Appendix A.

Accreditation

No accreditation information is on file for the Fire Science Technology – AS program.

Program Learning Outcomes

1. Apply concepts of fire prevention practices, fire protection systems, and building construction related to fire behavior and fire safety.
2. Describe assessment methods related to leadership, fire department administration, fire fighter occupational safety and health, and fire service course development and delivery techniques.
3. Analyze issues involving incident command, hazardous materials, and terrorism then apply strategies to incident mitigation.

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Measure Descriptions

The CAPR reports include twenty-two measures designed to provide an overview of all the various elements pertaining to the program. The source of the information for nine of the first ten measures is the Program Review CAPR Dashboard in the SPC Pulse/Business Intelligence system. Sources for the remaining measures can be found within their measure description. Measures obtained from SPC Pulse/Business Intelligence were extracted in fall 2017. Each measure is described in detail below.

Measure #1: *Actual Course Enrollment (Enrollment Count)*
Actual Course Enrollment is the sum of actual student enrollment for the courses within the specified Academic Organization during the selected academic years. This number is a duplicated headcount of students enrolled in the program's courses, and does not reflect the actual number of students enrolled in the program or its associated certificates (if applicable). The filters for the Actual Course Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2013, 2014, 2015, 2016
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #2: *Unduplicated Headcount*
Unduplicated Headcount is the total number of unduplicated students enrolled in courses within the specified Academic Organization during the selected academic years. The filters for the Unduplicated Headcount measure are as follows:

- **Academic Year - Term Desc - Multi:** 2013, 2014, 2015, 2016
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #3: *SSH Enrollment*
Student Semester Hours (SSH) Enrollment is defined as the total number of student semester hours in the specified Academic Organization during the selected academic years. The filters for the SSH Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2013, 2014, 2015, 2016
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

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Measure #4: *Percent Full*
The Percent Full metric is the actual enrollment count of the specified Academic Organization divided by the Standard Course Load (SCL) for the selected academic terms. The filters for the Percent Full metric are as follows:

- **Academic Year - Term Desc - Multi:** 2016-17 Fall, Spring, Summer; 2017-18 Fall
- **College - Group - Acad Org - Subject:** Academic Organization
- **Class Status:** Active, Full, Stop Further Enrollment
- **All other filters:** All

Measure #5: *Course Success (Performance)*
The Performance measure is defined as the number of students successfully completing a course with a grade of A, B, or C (success rate), divided by the total number of students enrolled in courses within the Academic Organization during the selected academic years. The filters for the Performance measure are as follows:

- **Academic Year - Term Desc - Multi:** 2013, 2014, 2015, 2016
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #6: *Grade Distribution*
The Grade Distribution measure reports the number of students receiving an A, B, C, D, F, N, W, or WF in courses within the academic program plan during the selected academic years. The filters for the Grade Distribution measure are as follows:

- **Academic Year - Term Desc - Multi:** 2013, 2014, 2015, 2016
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

Measure #7: *Industry Certification Attainment*
The Industry Certification Attainment measure reports the number of students in the program plan that have attained an industry certification or have passed a licensing exam. *Source: SPC Factbook, Table 9; Workforce database of student certifications.*

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Measure #8: *Internship Enrollment (Course Groups)*
The Internship Enrollment measure reports the number of students enrolled in clinical, practicum, or internship courses within the program plan during the selected academic years. The filters for the Internship Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2016-17 Fall, Spring, Summer; 2017-18 Fall
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

Measure #9: *Program Plans Taken by Plan*
The Program Plans Taken by Plan measure reports the number of students in the specified program plan in a selected cohort (by Term) that have continued in the plan, and the number of students that have since transferred to other plans, for the selected academic terms or years. The filters for the Program Plans Taken by Plan measure are as follows:

- **Student Cohort Student Term History Academic Year-Term Desc:** 2015-16 Fall
- **Enroll History Acad Term Desc (must be same as above):** 2015-16 Fall
- **Student Term History Academic Plan:** Applicable Program plan
- **Comparison Filters**
  Academic Year - Term Desc - Multi: 2015-16 Fall, Spring, Summer; 2016-17 Fall, Spring, Summer; 2017-18 Fall
- **All other filters:** All

Measure #10: *Graduates*
The Graduates measure depicts the total number of graduates within specified program plan(s) associated with the Academic Organization, for the selected academic years. The filters for the Graduates measure are as follows:

- **Academic Year - Term Desc - Multi:** 2013, 2014, 2015, 2016
- **Graduation Degree Plan Subplan - Multi:** All Applicable Program Plans
- **All other filters:** All

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Measure #11: *Faculty/Adjunct Ratio*
The Faculty/Adjunct Ratio measure reports the number and percentage of program equated credit hours (ECHs) taught by the individual faculty classifications. *Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).*

Measure #12: *Revenue and Expenses (will be available by December 2019)*

Measure #13: *Capital Expenditures (will be available by December 2019)*

Measure #14: *State and County Trends and Wage Information*
Employment trend information is reported by state and county. Jobs (2017) refers to the average annual job openings due to growth and net replacement; % Change (2017-2025) depicts the percent change in the number of annual job openings during the eight-year period; and Median Earnings refers to the average earnings for the specified job title. *Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections*

Measure #15: *Major Employers*
Major employers consist of the primary local employers of SPC graduates. These names are obtained from the Recent Alumni Survey Report and Program Administrators.

Measure #16: *Total Placement*
Total Placement is the percentage of students who have enlisted in the military, are continuing their education, or are employed in their field within the first year of graduation. *Source: FETPIP Florida College System Vocational Reports http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml.*

Measure #17: *State Graduates Outcomes*
State graduates outcomes provide reference data for the employment trend data. Specifically, data on former students and program participants who have graduated, exited or completed a public or training program within the State of Florida are documented. *Source: FETPIP Florida College System Vocational Reports http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml.*

Measure #18: *Educational Outcomes*
End-of-program assessment data that are reported in the program's most recent Academic Program Assessment Report (APAR) are summarized and reported with

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the program's learning outcomes, means of assessment, and information about the program's next assessment report.

Measure #19: *Three-Year Course Review* ***(will be available by December 2019)***

Measure #20: *Student Survey of Instruction*
The Student Survey of Instruction (SSI) is electronically distributed to all students enrolled in traditional classroom sections, lab courses and self-paced or directed individual study, and online courses at the College. The purpose of the SSI is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

Measure #21: *Recent Alumni Survey*
Recent alumni surveys are administered to measure alumni satisfaction with SPC's education programs. The Recent Alumni Survey collects information related to career preparation, preparation for continuing education, and the current employment information and educational status of former students. Recent Alumni are surveyed six months after they graduate from SPC.

Measure #22: *Employer Survey*
Employer surveys are used to measure employer satisfaction with SPC graduates. Employers evaluate graduates from Bachelor of Science/Bachelor of Applied Science (BS/BAS), Associate in Science/Associate in Applied Science (AA/AS), and certificate programs. Surveys are sent to employers of recent graduates annually each spring semester.

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Program Performance

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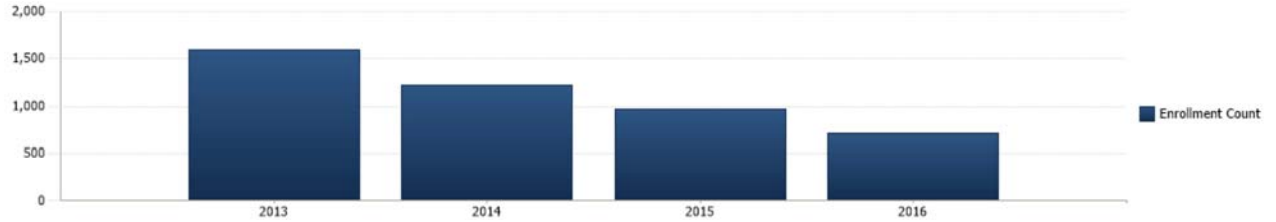
Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **FIRESCI-LD**, Class Acad...



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **FIRESCI-LD**, Class Acad...

Term Academic Year - Term Desc	Enrollment Count
2013	1,597
2014	1,221
2015	972
2016	715

Student System Cube Refresh

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CAPR Process Document

CAPR Process Document

Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016

Campus Description: All

Academic Plan - Multi: All

College - Group - Acad Org - Subject: FIRESCI-LD

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

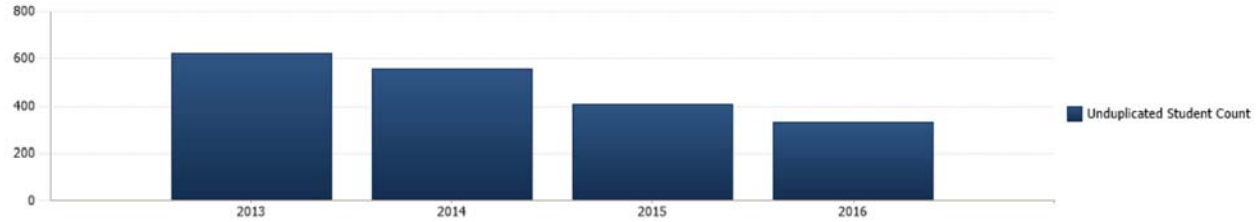
Custom Cohort: All

Student Group: All

Course Group: All

Unduplicated Student Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **FIRESCI-LD**, Class Acad...



Unduplicated Student Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **FIRESCI-LD**, Class Acad...

Term Academic Year - Term Desc	Unduplicated Student Count
2013	621
2014	557
2015	408
2016	334

Student System Cube Refresh

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CAPR Process Document

CAPR Process Document

Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016

Campus Description: All

Academic Plan - Multi: All

College - Group - Acad Org - Subject: FIRESCI-LD

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

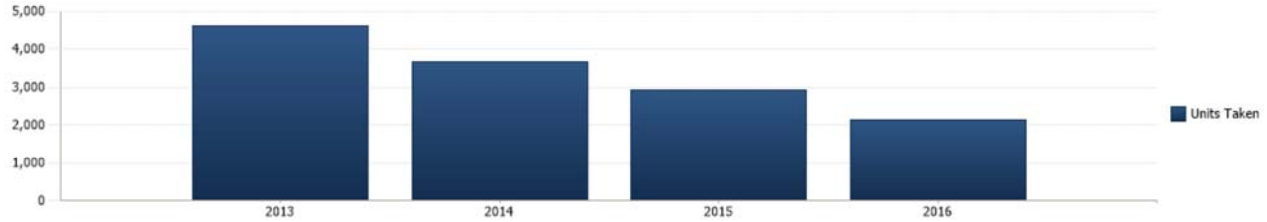
Custom Cohort: All

Student Group: All

Course Group: All

SSH Enrollment Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **FIRESCI-LD**, Class Acad...



SSH Enrollment

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **FIRESCI-LD**, Class Acad...

Term Academic Year - Term Desc	Units Taken
2013	4,625
2014	3,663
2015	2,916
2016	2,145

Student System Cube Refresh

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CAPR Process Document

CAPR Process Document

Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016

Campus Description: All

Academic Plan - Multi: All

College - Group - Acad Org - Subject: FIRESCI-LD

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

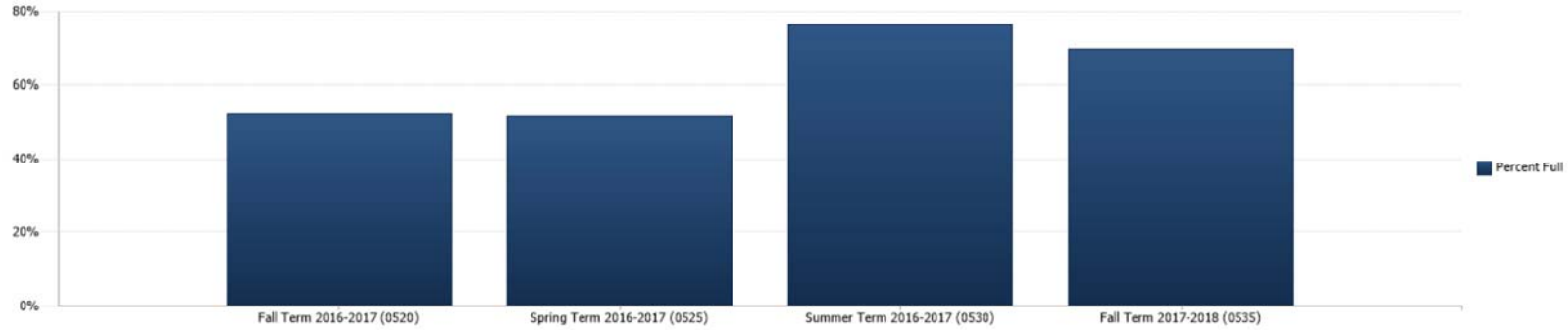
Custom Cohort: All

Student Group: All

Course Group: All

Percent Full Metric Graph

Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **FIRESCI-LD**



Percent Full Metric by Instructional Method

Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **FIRESCI-LD**, Filter empty rows and columns

		All	
Term Academic Year - Term Desc	Measures		Online
Fall Term 2016-2017 (0520)	Enrollment Count	259	259
Fall Term 2016-2017 (0520)	Standard Course Load	495	495
Fall Term 2016-2017 (0520)	Percent Full	52.3%	52.3%
Spring Term 2016-2017 (0525)	Enrollment Count	257	257
Spring Term 2016-2017 (0525)	Standard Course Load	495	495
Spring Term 2016-2017 (0525)	Percent Full	51.9%	51.9%
Summer Term 2016-2017 (0530)	Enrollment Count	199	199
Summer Term 2016-2017 (0530)	Standard Course Load	260	260
Summer Term 2016-2017 (0530)	Percent Full	76.5%	76.5%
Fall Term 2017-2018 (0535)	Enrollment Count	283	283
Fall Term 2017-2018 (0535)	Standard Course Load	405	405
Fall Term 2017-2018 (0535)	Percent Full	69.9%	69.9%

Student System Cube Refre

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CAPR Process Document

CAPR Process Document

Academic Year - Term Desc - Multi F

Campus Description All

College - Group - Acad Org - Subject

Course Instructional Method All

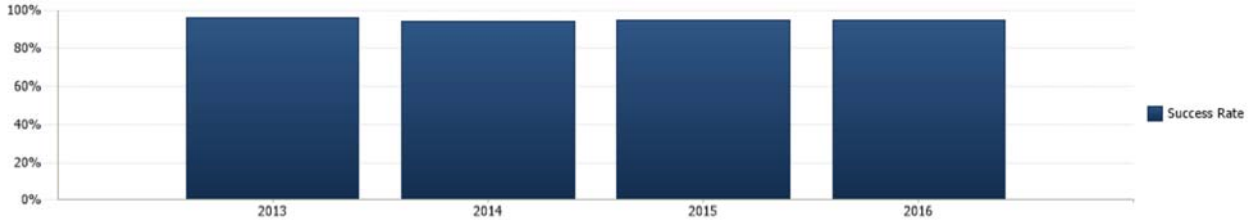
Class Status Active, Full, Stop Further

Student Group All

Course Group All

Success Rate Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization - Subject...



Performance

Student Term Career - Program - Plan - Subplan: **UGRD**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization - Subject...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
2013	1,597	96.1%	1.2%	1.9%	0.7%
2014	1,221	93.9%	0.5%	3.8%	1.4%
2015	972	94.7%	0.7%	3.5%	0.8%
2016	715	94.5%	0.7%	2.8%	1.1%

Student System Cube Refresh

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CAPR Process Document

CAPR Process Document

Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016

Campus Description: All

Academic Plan - Multi: All

College - Group - Acad Org - Subject: FIRESCI-LD

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

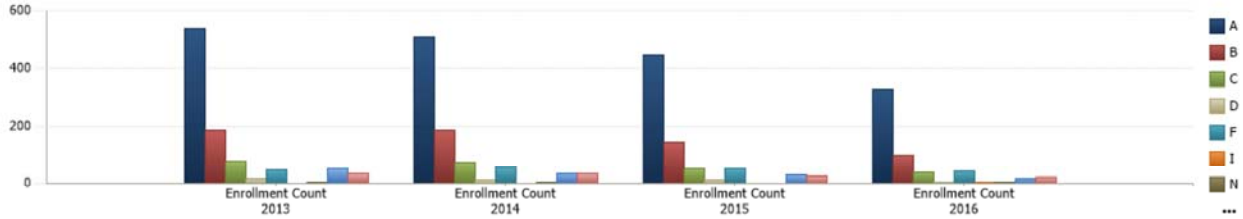
Gender: All

Student Group: All

Course Group: All

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **FIRE-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career: **U**...



Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **FIRE-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career: **U**...

	Enrollment Count									
	All									
Term Academic Year - Term Desc		A	B	C	D	F	I	N	W	WF
2013	939	536	186	78	16	44		2	47	30
2014	902	509	186	73	13	53		4	34	30
2015	744	443	143	47	11	48			29	23
2016	542	328	97	36	3	39	2	1	16	20

Student System Cube Refresh

Last Refresh: 2/12/2018 5:24:16 AM

CAPR Process Document

CAPR Process Document

Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016

Campus Description: All

Academic Plan - Multi: FIRE-AS

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

Student Group: All

Course Group: All

Industry Certification Attainment

For the Fire Science program, the Practical Firefighter Test is used to evaluate students. The test is required for licensure within the State of Florida.

Fire Academy State Licensure Exam Passing Rates						
	2010-11	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
State Exam**	92.50%	93.00%	92.00%	94.00%	98.00%	97.10%

***Pass rate reflects the first attempt; actual results are substantially higher.*

Source: 2016-17 Factbook, Table 9

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Course Groups

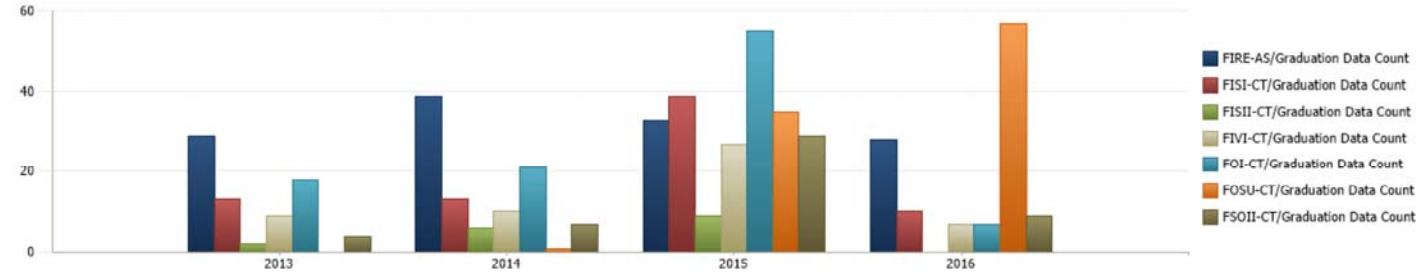
An internship course has not been identified for the Fire Science program at the associate level.

View: **Program Plans Taken by Plan**
Date: **2/12/2018**
Dashboard: **Program Plans Taken by Plan**
Parameter: **Fall Term 2015-2016 (0505),Fall Term 2015-2016 (0505),FIRE-AS,All,All,All,All,All,All,All,All,Fall Term 2015-2016 (0505),Spring Term 2015-2016 (0510),Summer Term 2015-2016 (0515),Fall Term 2016-2017 (0520),Spring Term 2016-2017 (0525),Summer Term 2016-2017 (0530),Fall Term 2017-2018 (0535),All**

Academic Plan	Fall Term 2015-2016 (0505) Unduplicated Student Count	Spring Term 2015-2016 (0510) Unduplicated Student Count	Summer Term 2015-2016 (0515) Unduplicated Student Count	Fall Term 2016-2017 (0520) Unduplicated Student Count	Spring Term 2016-2017 (0525) Unduplicated Student Count	Summer Term 2016-2017 (0530) Unduplicated Student Count	Fall Term 2017-2018 (0535) Unduplicated Student Count
All	131	74	35	51	38	21	32
FIRE-AS	131	64	24	33	21	10	18
GEN-AA		2	2	3			
PMED-CT		1		1	1	1	
CJPSS-AS		1	1				
EMS-AS		1	2	3	1	1	1
ENRCH-NO					2	1	
NURSING-TR				1	1		
PSA-BAS		5	6	10	12	8	13

Overall Graduates Trend

No background selections exist, Filter empty series and bottom axis items



Overall Graduates Count

No background selections exist, Filter empty rows and columns

Graduation Degree - Plan - Sub Plan	Measures	2013	2014	2015	2016
FIRE-AS	Graduation Data Count	29	39	33	28
FISI-CT	Graduation Data Count	13	13	39	10
FISII-CT	Graduation Data Count	2	6	9	
FIVI-CT	Graduation Data Count	9	10	27	7
FOI-CT	Graduation Data Count	18	21	55	7
FOSU-CT	Graduation Data Count		1	35	57
FSOII-CT	Graduation Data Count	4	7	29	9

Student System Cube Refresh

Last Refresh: 2/12/2018 5:24:16 AM

CAPR Process Document

CAPR Process Document

Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016

Graduation Degree Plan Subplan - Multi: FIRE-AS, FISI-CT, FISII-

Age Group: All

Gender: All

Ethnic Group: All

Student Group: All

Custom Cohort: All

Faculty/Adjunct Ratio

Equated Credit Hours by Faculty Classification

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2013-2014	30.5	42.4%	0.0	0.0%	41.5	57.6%
Spring 2013-2014	35.5	51.4%	0.0	0.0%	33.5	48.6%
Summer 2013-2014	19.5	54.9%	0.0	0.0%	16.0	45.1%
2013-2014 Total	85.5	48.4%	0.0	0.0%	91.0	51.6%
Fall 2014-2015	26.0	45.6%	0.0	0.0%	31.0	54.4%
Spring 2014-2015	35.2	61.0%	0.0	0.0%	22.5	39.0%
Summer 2014-2015	18.0	60.0%	0.0	0.0%	12.0	40.0%
2014-2015 Total	79.2	54.7%	0.0	0.0%	65.5	45.3%
Fall 2015-2016	27.0	52.9%	0.0	0.0%	24.0	47.1%
Spring 2015-2016	35.5	62.3%	0.0	0.0%	21.5	37.7%
Summer 2015-2016	21.0	70.0%	0.0	0.0%	9.0	30.0%
2015-2016 Total	83.5	60.5%	0.0	0.0%	54.5	39.5%
Fall 2016-2017	27.0	52.9%	0.0	0.0%	24.0	47.1%
Spring 2016-2017	33.0	64.7%	0.0	0.0%	18.0	35.3%
Summer 2016-2017	18.0	66.7%	0.0	0.0%	9.0	33.3%
2016-2017 Total	78.0	60.5%	0.0	0.0%	51.0	39.5%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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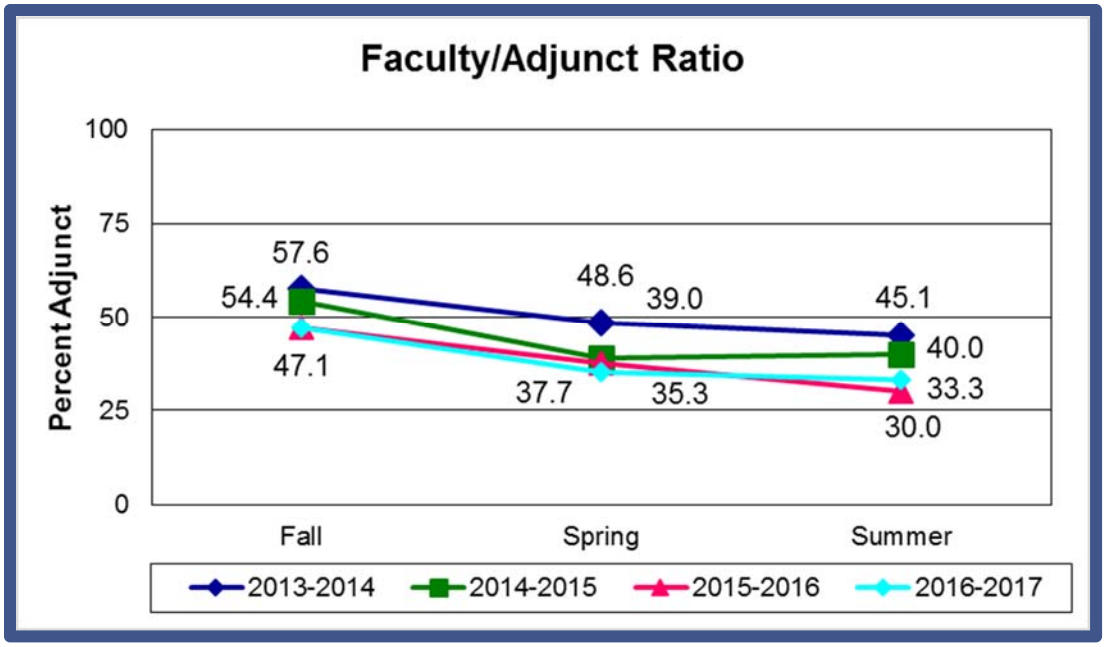

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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Occupation Profile

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Occupation Descriptions

The occupation description for First-line supervisors of firefighting and prevention workers (331021) used by the DEO is shown below:

Supervise and coordinate activities of workers engaged in firefighting and fire prevention and control.

The occupation description for Fire inspectors and investigators (332021) used by the DEO is shown below:

Inspect buildings to detect fire hazards and enforce local ordinances and State laws. Investigate and gather facts to determine cause of fires and explosions.

State and County Trends and Wage Information

The distribution of 2017 wage information for First-line supervisors of firefighting and prevention workers; and fire inspectors and investigators is located in the table below. The median hourly earnings for First-line supervisors of firefighting and prevention workers was $40.79 in Florida and $35.65 in Pinellas County. The median hourly earnings for Fire inspectors and investigators was $30.39 in Florida and $30.05 in Pinellas County.

Employment trend information for occupations related to Fire Science Technology are also provided in the tables. An average annual increase in employment for First-line supervisors of firefighting and prevention workers (6.4% - 8.8%) is shown for the period between 2017 and 2025, across the state and county. An average annual increase in employment for Fire inspectors and investigators (7.7% - 8.4%) is shown for the period between 2017 and 2025, across the state and county.

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Employment Data

Growth for First-line supervisors of firefighting and prevention workers

	Jobs (2017)	% Change (2017-2025)	Median Earnings
Florida	3,130	8.8%	$40.79/hr
Pinellas County	187	6.4%	$35.65/hr

Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

Growth for Fire inspectors and investigators

	Jobs (2017)	% Change (2017-2025)	Median Earnings
Florida	885	8.4%	$30.39/hr
Pinellas County	39	7.7%	$30.05/hr

Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

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Major Employers

Graduates of SPC's Fire Science Technology – AS program are employed in various areas related to their field. The primary local employers of these graduates are City of Cape Coral Fire Rescue, City of Clearwater Fire Department, Hillsborough County Fire Rescue, Reedy Creek Emergency Services, South Pasadena Fire Department, City of Tampa Fire Rescue, and St. Petersburg Fire Rescue as depicted in the table below.

Major Employers

Employers of Fire Science Technology - AS Graduates
City of Cape Coral Fire Rescue
City of Clearwater Fire Department
Hillsborough County Fire Rescue
Reedy Creek Emergency Services
South Pasadena Fire Department
City of Tampa Fire Rescue
St. Petersburg Fire Rescue

Source: Recent Alumni Survey reports and program administrator records

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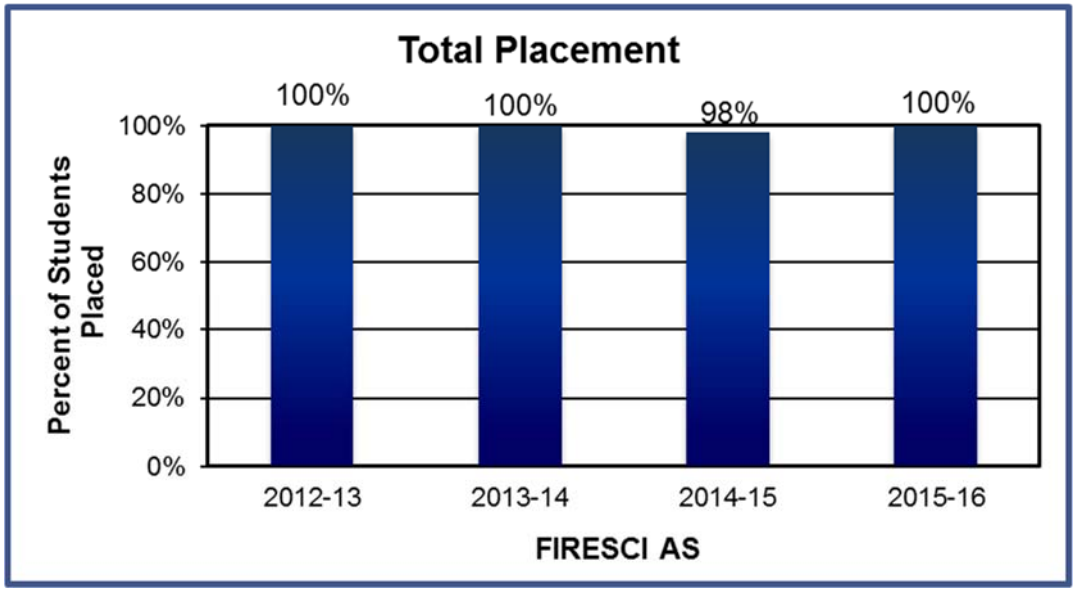
2017-18 Placement Data



FIRESCI AS (Older Code: 1743020100)		
	Pool Count	**Percent Placed**
2012-13	29	100%
2013-14	27	100%
2014-15	40	98%
2015-16	N/A	100%

Source: FETPIP Follow-up Outcomes http://www.fldoe.org/fetpip/ccs.asp

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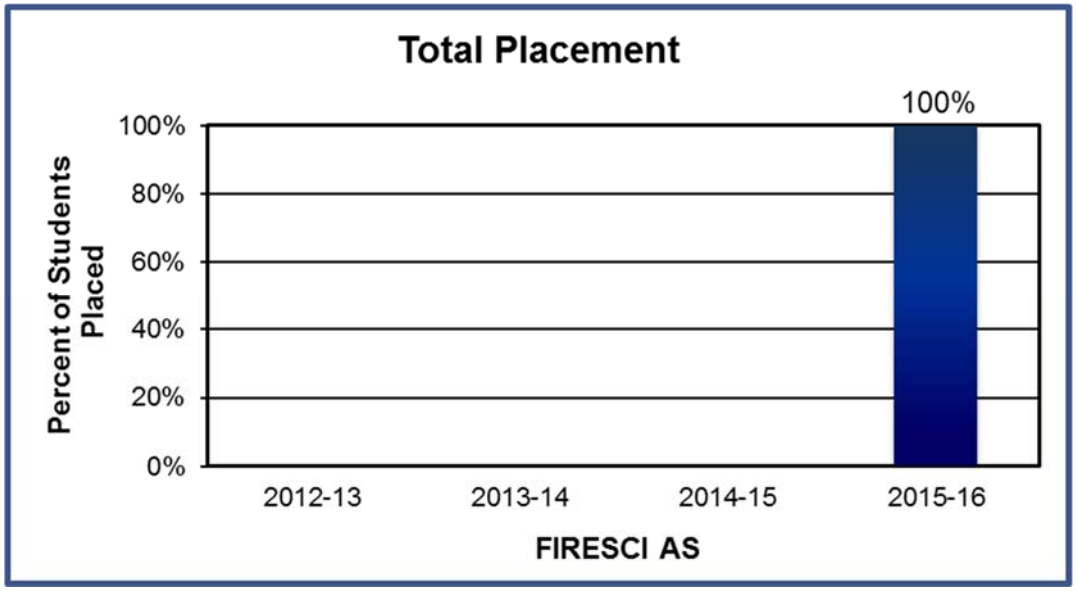

FIRESCI AS (New Code: 1743020112)		
	Pool Count	**Percent Placed**
2015-16	N/A	100%

Source: FETPIP Follow-up Outcomes http://www.fldoe.org/fetpip/ccs.asp

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State Graduates Outcomes

Fire Science Technology Program (Old Code: 1743020100) Graduates 2015-16 Outcomes by Florida Community College

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed or Education)	Placement Rate
Broward College	****	****	****	83%	****	****	83%
Daytona State College	****	****	****	100%	****	****	100%
Eastern Florida State College	****	****	****	100%	****	****	50%
Florida SouthWestern State College	****	****	****	88%	****	****	100%
Florida State College at Jacksonville	****	-	-	0%	****	****	100%
Gulf Coast State College	****	****	****	100%	****	****	100%
Hillsborough Community College	****	****	****	83%	****	****	80%
Indian River State College	44	34	27	61%	39	36	92%
Lake-Sumter State College	****	****	****	100%	****	****	100%
Miami Dade College	****	****	****	100%	****	****	100%
Pasco-Hernando State College	****	****	****	100%	****	****	100%
Polk State College	****	****	****	100%	****	****	100%

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Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed or Education)	Placement Rate
Seminole State College of Florida	****	****	****	100%	****	****	100%
South Florida State College	****	****	****	100%	****	****	100%
St. Petersburg College	****	****	****	60%	****	****	100%
State College of Florida, Manatee-Sarasota	****	****	****	100%	****	****	100%
Valencia College	22	21	20	91%	21	20	95%
Total	**66**	**55**	**47**	**71%**	**60**	**56**	**93%**

**** Graduate values less than 10 but greater than 0.
***% Percentage based on numerator less than 10 and denominator 10 or more.
- Graduate value equal to 0.

Source: FETPIP Florida College System Vocational Reports http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml

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Fire Science Technology Program (New Code: 1743020112) Graduates 2015-16 Outcomes by Florida Community College

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed or Education)	Placement Rate
Florida State College at Jacksonville	****	****	****	100%	****	****	67%
Seminole State College of Florida	****	****	****	100%	****	****	100%
St. Petersburg College	23	23	23	100%	****	****	100%
Valencia College	****	****	****	100%	****	****	100%
Total	**23**	**23**	**23**	**100%**	**0**	**0**	**N/A**

**** Graduate values less than 10 but greater than 0.
***% Percentage based on numerator less than 10 and denominator 10 or more.
- Graduate value equal to 0.

Source: FETPIP Florida College System Vocational Reports http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml

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Academics

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Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Fire Science Technology – AS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2016-17 assessment. Each of the three PLOs is listed below:

1. Apply concepts of fire prevention practices, fire protection systems, and building construction related to fire behavior and fire safety.
2. Describe assessment methods related to leadership, fire department administration, fire fighter occupational safety and health, and fire service course development and delivery techniques.
3. Analyze issues involving incident command, hazardous materials, and terrorism then apply strategies to incident mitigation.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Fire Science Technology (AS) program used the results of an 80-question exam administered to students who apply to graduate. The criteria for success stated that students should attain a minimum score of 70% or greater on each of the three PLOs.

Data were collected during Fall 2013 through Spring 2016. The students whom were assessed achieved a minimum score of 70% during all three years for all 3 PLOs. Students met or exceeded the criteria for success consistently over the three years that were assessed.

The 2016-17 follow-up report has not yet been completed.

For the complete 2016-17 Fire Science Technology Program Assessment Report, please see Appendix B.

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Stakeholder Perceptions

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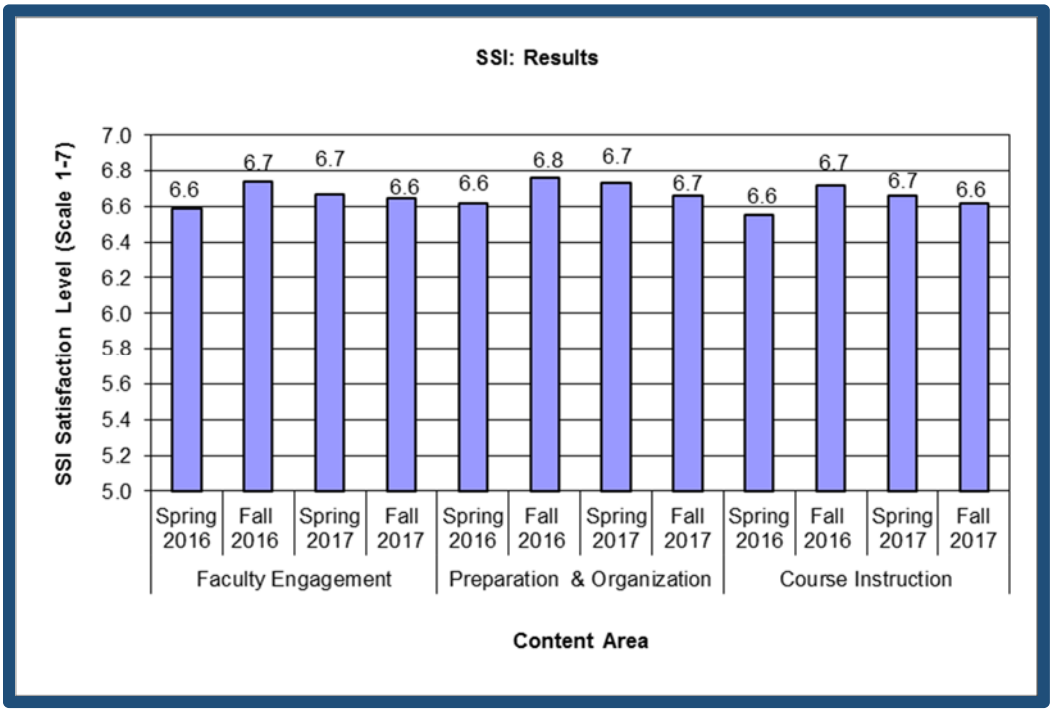
Student Survey of Instruction (SSI)



Source: St. Petersburg College Student Survey of Instruction database

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St. Petersburg College
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Fire Science

2015-16 Alumni Survey Report

Survey of 2014-15 Graduates

- *A.S. Degree: Fire Science Technology*
- *Certificates: Fire Inspector I, Fire Inspector II, Fire Investigator I, Fire Officer I, Fire Officer II*

Alumni Survey Information

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

Ninety-nine Alumni Surveys were provided to the 2014-15 graduates of the Fire Science program. Responses were received from 8 A.S. graduates and 13 Certificate completers.

Twenty-one percent (21/99) of the graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, eleven employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 100.0% (17/17) of recent graduate survey respondents, who were employed, were employed full-time.
- 76.2% (16/21)* of recent graduate survey respondents had a current position related to their studies.
- 47.6% (10/21) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Get a promotion"*; 19.0% (4/21) *"Obtain employment"*; 14.3% (3/21) *"Earn more money"*; 14.3% (3/21) *"Meet certification/training needs"*; and 4.8% (1/21) *"Continue my education"*.
- 66.7% (14/21) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Meet certification/training needs"*; 57.1% (12/21) *"Earn more money"*; 57.1% (12/21) *"Continue my education"*; and 28.6% (6/21) *"Get a promotion"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 23.8% (5/21) of recent graduate survey respondents indicated that SPC did "*Exceptionally well"* in helping them meet their goal; 52.4% (11/21) *"Very well"*; 19.0% (4/21) *"Adequately"*; and 4.8% (1/21) *"Poorly"*.
- 47.6% (10/21)* of recent graduate survey respondents indicated that they earned $25.00 or more per hour ($52,000 or more annually); 19.0% (4/21) earned $20.00-$24.99 per hour ($42,000-$51,999 annually); 19.0% (4/21) earned less than $10.00 an hour (less than $21,000 annually); 9.5% (2/21) earned $15.00-$19.99

per hour ($31,000-$41,999 annually); and 4.8% (1/21) earned $10.00-$14.99 per hour ($21,000-$30,999 annually).

- 95.2% (20/21) of recent graduate survey respondents indicated they are continuing their education.
- 100.0% (21/21) of recent graduate survey respondents would recommend SPC's Fire Science program to another.
- An evaluation of Fire Science graduates' general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Eighteen outcomes received mean scores between 4.0 and 4.4, three received mean scores between 3.6 and 3.9, and four received mean scores between 3.2 and 3.3.

*Though only 17 respondents said that they were employed, 21 answered the questions regarding wages and whether their position was related to their studies.

Table 1
College Preparation Ratings for Recent Fire Science Program Graduates

General Education Outcomes (Five point rating scale with five being the highest)	*Item Ratings*		
	N	*Mean*	*SD*
Communicating clearly and effectively with others through:			
Speaking	21	4.3	0.8
Listening	21	4.0	0.4
Reading	21	4.0	0.7
Writing	21	4.2	0.6
Your use of mathematical and computational skills:			
Comfortable with mathematical calculations	21	3.2	0.7
Using computational skills appropriately	21	3.3	1.0
Accurately interpreting mathematical data	21	3.2	0.7
Using the following forms of technology:			
Email	21	4.2	0.7
Word Processing	21	4.0	0.8
Spreadsheets	21	3.6	1.0
Databases	21	3.3	1.0
Internet Research	21	4.3	0.6
Thinking logically and critically to solve problems:			
Gathering and assessing relevant information	21	4.1	0.9
Inquiring about and interpreting information	21	4.0	1.0

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	N	Mean	SD
Organizing and evaluating information	21	4.0	0.6
Analyzing and explaining information to others	21	4.1	0.7
Using information to solve problems	21	4.0	0.8
Working effectively with others in a variety of settings:			
Participating as a team player (e.g., group projects)	21	3.9	0.6
Working well with individuals from diverse backgrounds	21	3.9	0.6
Using ethical courses of action	21	4.0	0.5
Demonstrating leadership skills	21	4.2	0.8
Appreciating the importance of lifelong learning:			
Showing an interest in career development	21	4.0	0.8
Being open to new ideas and challenges	21	4.1	0.7
Willingness to take on new responsibilities	21	4.3	0.6
Pursuing additional educational opportunities	21	4.4	0.5

St. Petersburg College
SPC

Fire Science

2015-16 Employer Survey Report

Employer Survey of 2014-15 Graduates

Employer Survey Information

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

Eleven employer surveys were sent out to employers based on the permission provided by recent graduates in the 2014-15 recent graduate survey. One survey respondent provided an evaluation of the graduates' college preparation. Since a single response cannot accurately represent the entire program, employer survey results about college preparation will not be reported.

Program Action Plan

Program: Fire Science Technology, AS

Date Completed: June 5th, 2018

Prepared By: Geoffrey Brown

I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	Advertise the program on the State Fire College A-List.	SSH Enrollment	July 2018	G. Brown
2	Review enrollment and orientation process in order to streamline the process and remove impediments.	Unduplicated Enrollment	July 2019	G. Brown

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II. Special Resources Needed:

Staffing - we are partnering with our new student services department to create a system where all fire science inquiries and calls will be routed to a single source that will provide the immediate services of getting them enrolled into classes that will allow them to obtain outside certifications.

III. Area(s) of Concern/Improvement:

There have been several Colleges that have started an online program in the last few years. This has resulted in our program having a decrease in enrollment. Some of these Colleges have not done well and found the programs difficult to maintain. A few have discontinued their online programs. We expect to see an improvement in enrollment in the future as a result. The State has an email list that is sent weekly to all Fire Departments in the State. Sending out our course schedule on this email would improve awareness and help increase enrollment. The enrollment process has become cumbersome and difficult. One of our strengths in the past was our flexibility and ability to work with students. The students in our programs are generally employed full-time and come from all over the State. The requirement that they attend a face-to-face orientation in order to become degree seeking is counter-productive to an all online program.

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References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards.* Retrieved February 2018, from the Division of Community Colleges Web site: https://www.flrules.org/gateway/ruleno.asp?id=6A-14.060

Contact Information

Please address any questions or comments regarding this evaluation to:

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Appendices

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PROGRAM OF STUDY

College of Public Safety Administration
Fire Science Technology Associate in Science
FIRE-AS

Effective Catalog Term: Fall 2017 (0535) through Present (CIP# 1743020112)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Brian Frank, Dean, AC
(727) 341-4503

Charles Crowther, Program Chair
crowther.charles@spcollege.edu
727-341-4507

Program Summary

The goal of this program is to prepare students with a scientific understanding of fire hazards and their control with emphasis on effective operating procedures at fires and other emergencies. General education courses are included to prepare the graduate to communicate and work effectively with all levels of society. Completion of the following courses will qualify students to earn the Fire Officer Supervisor Certificate (FOSU-CT): FFP 2120, FFP 2720, FFP 2740, FFP 2810.

The general college admission policy applies to all students entering the Fire Science Technology program.

The **Academic Pathway** is a tool for students that lists the following items:
• the recommended order in which to take the program courses
• suggested course when more than one option exists
• which semester each course is typically offered
• if the course has a prerequisite
• courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the recommended Academic Pathway.

If you have already started the program, click here for the archived Academic Pathways.

Please verify the Academic Pathway lists your correct starting semester.

Admission Rules

1. Complete SPC application.
2. Take SPC placement test.
3. Attend an advising session with the Lead Instructor, SEPSI Advisor or Dean.

Graduation Rules

Students must complete an End-of-Program Assessment Examination

AS GENERAL EDUCATION REQUIREMENTS	
Communications - Composition	**Credits**

	Complete 3 credits from the approved General Education Composition I coursework below. Minimum grade of "C" required. This requirement must be completed within the first 24 credits of coursework toward the AS degree.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Communications - Speech**		**Credits**
	Complete 3 credits from the approved General Education Speech coursework . Minimum grade of "C" required.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Social and Behavioral Sciences**		**Credits**
	Complete 3 credits from the approved General Education Social and Behavioral Sciences coursework. Minimum grade of "C" required.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Humanities and Fine Arts**		**Credits**
	Complete 3 credits from the approved General Education Humanities and Fine Arts coursework. Minimum grade of "C" required.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Mathematics**		**Credits**
	Complete 3 credits from the approved General Education Mathematics coursework. Minimum grade of "C" required.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Ethics**		**Credits**
	Complete 3 credits from the approved General Education Ethics coursework. Minimum grade of "C" required.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Computer/Information Literacy Competency**	**Credits**

	Competency may be demonstrated by completing the Computer Information and Literacy Exam (CGS 1070T) OR by successful completion of one of the approved Computer/Information Literacy Competency courses. No minimum credits required.	
Total Credits		**0**

AS GENERAL EDUCATION REQUIREMENTS **Enhanced World View**		**Credits**
	Complete at least one 3-credit course intended to enhance the student's world view in light of an increasingly globalized economy. Minimum grade of "C" required. In some cases, this course may also be used to satisfy another General Education Requirement.	
Total Credits		**0**

SUPPORT COURSES **Technical Writing (Select 3 credits)**		**Credits**
ENC 2210	Technical Writing	3
ENC 1102	Composition II	3
Total Credits		**3**

MAJOR CORE COURSES **Complete 24 credits**		**Credits**
FFP 1109	Fire Department Occupational Safety and Health	3
FFP 1111	Fire Chemistry	3
FFP 1505	Fire Prevention	3
FFP 1540	Private Fire Protection Systems I	3
FFP 2120 *	Building Construction for the Fire Service	3
FFP 2720 *	Company Officer	3
FFP 2740 *	Fire Service Course Delivery	3
FFP 2810 *	Firefighting Tactics and Strategy I	3
Total Credits		**24**

MAJOR ELECTIVE COURSES **Select 15 credits from below or complete any course with DSC or FFP prefix.**		**Credits**
FFP 2510	Fire Codes and Standards	3
FFP 2521	Blueprint Reading and Plans Review	3
FFP 2541	Private Fire Protection Systems II	3
FFP 2610	Fire Cause and Origin Determination	3
FFP 2706	Fire Service Public Information Officer	3
FFP 2741	Fire Service Course Design	3
FFP 2811	Firefighting Tactics and Strategy II	3
FFP 1103	Florida Incident Safety Officer	3
FFP 1104	Legal Issues for Safety Officers	3
Total Credits		**15**

Total Credits	**60**

*Course applies towards completion of Fire Officer Supervisor Certificate (FOSU-CT).

Admission Notes

N/A

Graduation Notes

N/A

PID 652

Program Assessment Report

Program: Fire Science Technology
Report Year: 2016-17

Drafted by Charles Crowther on Jul 13, 2017

Data Files

Fire Science 2016-17 Report.xlsx

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established several specific goals. Two of these goals, as stated in the College's Mission Statement are to:

- Expand student access to baccalaureate programs, bachelor's degrees, graduate degrees, and careers; as well as prepare lower division students for successful transfer into baccalaureate programs through the associate in arts and articulated associate in science degree programs
- Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. The following sections illustrate how SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#1: Apply concepts of fire prevention practices, fire protection systems, and building construction related to fire behavior and fire safety.

I. Use of Past Results

The end of program assessment results indicated that a total of 94 students were assessed during 2014, 2015 and 2016 and the mean scores related to PLO 1 were 85.3%, 85.7% and 87.9 % respectively. The scores indicate that students exceeded the criteria for success for this outcome.

II. Methodology

Means of Assessment:

This assessment serves as a tool which is utilized to assess the achievement of Program Learning Outcomes by students enrolled in the Associate in Science degree in Fire Science Technology.

Date(s) of Administration: 2014, 2015, and 2016

Method: The Fire Science Technology program employed an end of program assessment to evaluate students nearing the completion of the program.

Assessment Instrument: A new assessment instrument for the Fire Science Technology program was created in Fall 2014. This newly created 80-question structured-response (multiple-choice), and four short answer question instrument was provided to students before graduation.

Domain Specification: Specific questions were mapped to each program learning outcome (PLO). Multiple choice items 1 through 20, and short answer item 2 were used to assess PLO 1.

Population: The assessment was administered to students enrolled in the Fire Science Technology AS Degree Program. Students were sent the assessment via email when they applied for graduation. Students completed the assessment and returned their answers to the Program Chair, Charles Crowther, for evaluation.

III. Criteria for Success

Students should obtain a mean greater than 70% on questions relating to PLO1.

IV. Summary of Assessment Findings

Results via Face-to-Face

Assessment is not tied to a face-to-face course. Students are sent the assessment via email when they apply for graduation.

Results via Distance Delivery (Online, Blended, etc)

PLO 1 Scores				
Year	N	Avg	N Met Criteria	% Met Criteria
2014-15	36	85.3	36	100%
2015-16	31	85.6	31	100%
2016-17	19	87.9	19	100%

V. Discussion and Analysis of Assessment Findings

The assessment results indicated that students exceeded the criteria by a substantial margin (+15 in 2014-15, +15 in 2015-16, & +17 in 2016-17). The trend shows an increase each of the 3 years 2014-15 - 2016-17. Overall there was a 2% increase over the 3 years. We will continue to monitor assessment results to maintain our record of student success.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- We will endeavor to utilize the student services available at the College to enhance the students educational experience and capabilities.
  - Charles Cowther / Jul 2018

  Budget / Planning Implications:

  No Budget implications, Planning will be in conjunction with the Student Service Division at the Allstate Center.

#2: Describe assessment methods related to leadership, fire department administration, fire fighter occupational safety and health, and fire service course development and delivery techniques.

I. Use of Past Results

The end of program assessment results indicated that a total of 94 students were assessed during 2014, 2015 and 2016 and the mean scores related to PLO 2 were 82.1%, 83.7% and 86.6 % respectively. The scores indicate that students exceeded the criteria for success for this outcome.

II. Methodology

Means of Assessment:

This assessment serves as a tool which is utilized to assess the achievement of Program Learning Outcomes by students enrolled in the Associate in Science degree in Fire Science Technology.

Date(s) of Administration: 2014, 2015, and 2016

Method: The Fire Science Technology program employed an end of program assessment to evaluate students nearing the completion of the program.

Assessment Instrument: A new assessment instrument for the Fire Science Technology program was created in Fall 2014. This newly created 80-question structured-response (multiple-choice), and four short answer question instrument was provided to students before graduation.

Domain Specification: Specific questions were mapped to each program learning outcome (PLO). Multiple choice items 21 through 40, and short answer item 1 and 4 were used to assess PLO 2.

Population: The assessment was administered to students enrolled in the Fire Science Technology AS Degree Program. Students were sent the assessment via email when they applied for graduation. Students completed the assessment and returned their answers to the Program Chair, Charles Crowther, for evaluation.

III. Criteria for Success

Students should obtain a mean greater than 70% on questions relating to PLO2.

IV. Summary of Assessment Findings

Results via Face-to-Face

Assessment is not tied to a face-to-face course. Students are sent the assessment via email when they apply for graduation.

Results via Distance Delivery (Online, Blended, etc)

PLO 2 Scores				
Year	N	Avg	N Met Criteria	% Met Criteria
2014-15	36	82.1	36	100%
2015-16	31	83.7	31	100%
2016-17	19	86.6	19	100%

V. Discussion and Analysis of Assessment Findings

The assessment results indicated that students exceeded the criteria by a substantial margin (+12 in 2014-15, +13 in 2015-16, & +16 in 2016-17). The trend shows an increase each of the 3 years 2014-15 - 2016-17. Overall there was a 4% increase over the 3 years. We will continue to monitor assessment results to maintain our record of student success.

#3: Analyze issues involving incident command, hazardous materials, and terrorism then apply strategies to incident mitigation..

I. Use of Past Results

The end of program assessment results indicated that a total of 94 students were assessed during 2014, 2015 and 2016 and the mean scores related to PLO 3 were 87.9%, 89.5% and 90.0 % respectively. The scores indicate that students exceeded the criteria for success for this outcome.

II. Methodology

Means of Assessment:

This assessment serves as a tool which is utilized to assess the achievement of Program Learning Outcomes by students enrolled in the Associate in Science degree in Fire Science Technology.

Date(s) of Administration: 2014, 2015, and 2016

Method: The Fire Science Technology program employed an end of program assessment to evaluate students nearing the completion of the program.

Assessment Instrument: A new assessment instrument for the Fire Science Technology program was created in Fall 2014. This newly created 80-question structured-response (multiple-choice), and four short answer question instrument was provided to students before graduation.

Domain Specification: Specific questions were mapped to each program learning outcome (PLO). Multiple choice items 41 through 80, and short answer item 1 and 3 were used to assess PLO 3.

Population: The assessment was administered to students enrolled in the Fire Science Technology AS Degree Program. Students were sent the assessment via email when they applied for graduation. Students completed the assessment and returned their answers to the Program Chair, Charles Crowther, for evaluation.

III. Criteria for Success

Students should obtain a mean greater than 70% on questions relating to PLO3.

IV. Summary of Assessment Findings

Results via Face-to-Face

Assessment is not tied to a face-to-face course. Students are sent the assessment via email when they apply for graduation.

Results via Distance Delivery (Online, Blended, etc)

PLO 3 Scores				
Year	N	Avg	N Met Criteria	% Met Criteria
2014-15	36	87.9	36	100%
2015-16	31	89.5	31	100%
2016-17	19	90.0	19	100%

V. Discussion and Analysis of Assessment Findings

The assessment results indicated that students exceeded the criteria by a substantial margin (+17 in 2014-15, +19 in 2015-16, & +20 in 2016-17). The highest mean scores were attained in the section of the assessment related to this MLO. The trend shows an increase each of the 3 years 2014-15 - 2016-17. Overall there was a 3% increase over the 3 years. We believe the higher scores are a function of the timeliness of the subject matter. We will continue to monitor assessment results to maintain our record of student success.

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
C. Improve Teaching and Learning Throughout the College			
C2.	**Communicate & collaborate with other areas of the college (eg. Counseling, library, etc.)**		
	We will endeavor to utilize the student services available at the College to enhance the students educational experience and capabilities. **Budget / Planning Implications:** No Budget implications, Planning will be in conjunction with the Student Service Division at the Allstate Center.	#1	Charles Cowther Jul 2018

Approvals

Program Administrator:
Charles Crowther - Program Chair Fire Science and Emergency Management

Approved by Charles Crowther - Program Chair Fire Science and Emergency Management on Jul 13, 2017

Educational Outcomes Coordinators:
Joe Boyd - Coord, Accredtn&BaccAssessment
Magaly Tymms - Dir, InstitutionlEffectiveness

Approved by Joe Boyd - Coord, Accredtn&BaccAssessment on Jul 21, 2017

Dean:
Brian Frank - Dean

Approved by Brian Frank - Dean on Jul 27, 2017

Senior Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Jul 31, 2017

Appendix C: 2017 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for February 2017 and September 2017 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link: http://www.spcollege.edu/friends-partners/work-with-spc/advisory-committees

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Public Safety Advisory committee meeting
Tuesday, February 14, 2017

Members present: Ken Afienko (SPC-PSA), Carol Rasor-Cordero (SPC-PSA), Guy Keirn (Pinellas Park Fire Department), Rick Graham (Lealman Fire District), Rosanne Beck (SPC-PSA), Michael Hughes (SPC-PSA), Kevin Thomas (SPC-PSA), Keith Murray (Pinellas County), Mark Berger (Pinellas Park Police), David Romine (Retired SPD), Kimberly Gaskin (SPC-PSA).

Members absent: Brian Frank (Dean, SPC-PSA), Sally Bishop (Director, Pinellas County Emergency Management), Geoffrey Brown (SPC-PSA), Charles Crowther (Program Chair, SPC Fire Science), Dale Konig (Department Chair, Pinellas Park High School), Greg Mason (PCSO), John Mauro (PCSO), Deborah McDonald (FDLE, Tampa Bay Regional Operations Center), Deborah Mortellaro (Career Outreach Specialist, SPC), John Romeo (FDLE, Tampa Bay Regional Operations Center), Dorene Thomas (SPC-PSA).

I. Call to order
II. Welcome
    a. Introduction of members and guests

Iii. Announcements

Kevin Thomas: Digital forensics applied for innovation grant, we plan to start a student lab at the EpiCenter that is designed to give students a real-life experience with forensics investigations in conjunction with the Tampa Bay Electronic Crimes Task Force. The lab at Epi has 10 computers. We need to order hardware and software. Hopefully by next fall it is up and running. Internship investigation activities. Right now just for enrolled students; CCIT and digital forensic students. Still working out licensing rules.

Iv. EAM /fire science
    a. Fire science online course offerings.
       No new developments at this time.

V. Criminal justice Lakewood high school initiative

Mike Hughes
The **Lakewood High School** initiative has outgrown its name since expansion has reached to seven different schools in Pinellas County. These include: **Gibbs High School, Dixie Hollins High School, Pinellas Park High, Seminole High, Osceola Boca Ciega High School, and St. Petersburg High School**. The Dual Enrollment program involves juniors and seniors getting the opportunity to earn college credit while in high school in the Public Safety and Criminal Justice fields. The Dual enrollment courses take place after the regular school day from 3:00-4:15pm.We are looking for that group of students who are somewhere in that 2.5-3.0 range GPA, despite the standard 3.0 GPA that is required. For students who are borderline to meeting the

requirements, exceptions are made. This is not a program for recruitment. Student have the opportunity to get 12 college credits in any program they want to. It builds confidence in the student so that they can be successful in a college environment. Students don't know PSA and CJI jobs. Student will take Investigative Trends and Crime & Delinquency in their junior year. In their senior year, they will take Research Methods and the NIMS course, to get an idea of Homeland Security. Our challenge is that we are working this in conjunction with St Pete PD. This is a critical time because those juniors and seniors for next year are making up their schedules for fall. My goal is to introduce this program with more enthusiasm. Talk to parents about program on nights that they are at the school. Criminal Justice St Petersburg College Cadet Program is the new proposed name for the initiative to encompass all schools involved.

We have an articulation program with Pinellas Park when they come out of the high school program. St Pete, fire Program is happening out of Gibbs High School. The schools have a willingness to expose kids to these things. Our program is in its fledgling stage. I anticipate there would be an uptick. To be competitive to get into any school, a good college transcript is vital. If you want to progress in careers, get the education. Try to work more closely with Gibbs and St Pete fire. Gibbs is trying to get a leadership academy. I am talking about Adjusting curriculum to accommodate the leadership academy. School fire side or criminal justice. Chief Holloway called cadet program, get young folks interest in SPPD. Clearwater PD doing something with Public Service Aid. 30 hours of course work available to be taken.

Guy Keirn – In the City of Pinellas Park Fire Department there are Explorer posts. Thus far, we've hired 5 for firefighter/paramedics. Right now, there are 34 students for fire academy, and only one paramedic. We could hire 30 in this county right now. We can probably get them from other parts of the county and state. Four of 5 Explorers we have, have degrees from St. Petersburg College.

Mark Berger: Explorers start to learn culture of organizations; learn what rank structure means, and they compete for different ranks. Experience Ride –a-longs; immerse into the culture of police department. It boosts their confidence. Had success in hiring explorers, some 19 years old. Gives Fire explorers a sense of community.

Vi. Public Safety Upper Division

Rosanne Beck: With Quality Enhancement Plan (QEP), the College is doing this for SACS Accreditation. This year's theme is Ready, Set, Success. They have chosen working with students. This is similar to Smart Start. This program that is being put together is designed to help students get started in college for free. Still in the planning stages.

Vii. Open discussion

Guy Keirn: PSAV program. Penny Agers will be conducting a class in the future. Currently we have 34 Fire Academy students, 27 of which are in that program at HEC. The first class is in July. There will be approximately 80 students. It is anticipated to be a large program on the State and National level.

Viii. Summary of discussion and actions

Ix. Adjournment

College of Public Safety Administration advisory meeting

Tuesday, September 19, 2017

Members Present: Charles Crowther (SPC-PSA) , Kimberly Gaskin (SPC –PSA), Guy Kiern (Pinellas Park Fire Department), Mark Berger (Pinellas Park Police), Kenneth Afienko (SPC-PSA), Carol Rasor (SPC-PSA), David Romine (Retired SPD), Kevin Thomas (SPC-PSA), Geoffrey Brown (SPC-PSA), Rick Graham (Lealman Fire District), Rosanne Beck (SPC-PSA)

Members Absent: Sally Bishop (Pinellas County Emergency Management), Brian Frank (Dean, SPC-PSA), Michael Hughes (SPC-PSA), Dale Koning (Pinellas Park High School), Greg Mason (PSCO Forensics Department), John Mauro (PSCO) , Deborah McDonald (FDLE Tampa Bay Regional Operations Center) , Deborah Mortellaro (SPC), Keith Murray (Pinellas County Public Safety Services – No longer on board), John Romeo (FDLE Tampa Bay Regional Operations Center), Dorene Thomas (SPC-PSA), Sandra Brooking (Pinellas County EMS & Fire Administration- new).

- **Welcome and Announcements**

  Guy Kiern, Charles Crowther and David Brumfield and are set to retire within the 2017-18 Academic Year.

- **EAM / Fire Science**

Charlie: The Fire Science Program has been on a downward slide for about the last 5 years. Before we shared the program with Valencia College, we did an online program in partnership with 15 other colleges. More and more lately, the college has tried to implement this program. At this point, as far as enrollment is concerned, we are somewhere between 3-5% over the last semester. In the last 15 years or so, the EAM program would graduate somewhere between 5-12 students. Last year, we only had three graduate. The program was on the brink of shutting down, but it was delayed due to enrollment picking up again.

Firefighters would use completed courses taken elsewhere for certificates and when they come here for degrees, use the courses toward something related to the subject matter they are interested in, which bolsters the number in the program but does not bolster the number of graduates. To help move the number of graduates up in that program, Pinellas County and Pinellas County police chiefs came to our training division on the law enforcement side, to implement a program for dispatchers. We put together that program, which is in the process of being certified with 100 hours online, 50 hours in classroom and 40 hours of practical experience at 4 different locations throughout the county. Once students complete that program, we are going to implement a program where it will articulate into the EAM degree program. Basically, they will get somewhere between 9-12 credits toward that degree for having completed. This is an effort to increase enrollment in that program so that it is not eliminated.

- **Criminal Justice Lakewood High School Initiative**

Lakewood High school and some of the other local high schools are putting together a program within their advisory groups that will allow students to enter into a law enforcement-based dual enrollment program so that they will get some College credit while completing their high school requirements and then they can move into a Criminal Justice program if they decide. Last year there were only three students involved, this year there are 15.

As for the Fire Program, at this time, college credit is an issue. If students have Firefighter I certification, they will move on to the Firefighter II program.

- **Public Safety Upper Division**

The program is up by approximately 5.5 % versus the college being up 3%.

- **Open Discussion**

Discussion will be needed to decide who replaces retiring members of the advisory board. Should people be replaced, Dave Romine willing to step up where needed.

- **Adjourned.**

SPC

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