



## **Instructional Program Review Summary 2005 - 06**

Instructional Area: Workforce Education

Department: Fire Protection Technology

Discipline: Fire Protection

January 26, 2006

## Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

### **EXECUTIVE SUMMARY**

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

The primary goals and objectives of the program are:

- to provide students the opportunity to meet state basic firefighter certification requirements;
- to provide current firefighters the educational resources to obtain advanced state fire certifications;
- to provide current firefighters the educational resources to obtain an associate degree to aid in career promotional opportunities and to continue their educational pursuits of a four-year degree.

Overview of how the program review was conducted. This review was conducted by research, analysis and securing comprehensive data from numerous resources that included faculty staff, students, and professionals in the field. This review produced a report of current capabilities and projected needs in the Austin area for the fire protection technology department. This included an evaluation of strengths, weaknesses, opportunities and threats (SWOT) by the department IPR committee.

Summary of findings:

Progress on previous program review recommendations.

Articulation agreements were completed with West Texas A+M and St. Edwards Univ.

Equipment, particularly airpicks and bunker gear have been upgraded at the fire academy.

Additional videos were bought and are located both in the department office and at the fire academy.

The probability of the fire academy's relocation within the next year.

There is now a full-time fire academy director.

Two distance learning, print based classes (FIRT 1355 and 1307) were developed.

Negotiations continue with Pflugerville to construct a new facility for the fire academy.

Program strengths.

Faculty/Staff maintain a state-of-the-art knowledge. The instructors' bring a high level of experience, qualifications and love for the fire service. The program attracts students who are mature and focused as to their career goals. Academy graduation rates are over 90% and placement remains strong in the area.

The program is available at multiple sites, including at the fire departments. This has resulted in an expanded and improved interaction with the Austin Fire Department and a substantial increase in enrollment in the program.

Areas for improvement.

Funding levels continue to be low regarding the fire academy. Equipment is the major concern. Technology in the fire field continues to change and emergency response equipment, including fire apparatus, is very costly.

Additionally, the fire academy continues to be located out of the Austin Community College service district and continues to be dependent on other agencies to meet its need for an up-to-date fire field.

There continues to be a need for an evening fire academy.

As the program expands there will be a need for additional full-time.

There is a need of increased student diversity, particularly at the fire academy. The area of greatest concern is the lack of African-American representation.

Associate Applied Science graduation rates, although improved, remain below desired levels.

Key planning issues.

Continued negotiations for a new facility for the fire training academy within the Austin Community College service district will result in expanded continuing educational opportunities and an evening fire academy.

The development of more distance learning classes should also lead to increased enrollments and more students completing their fire protection technology degrees.

Conclusions: What are the major conclusions regarding the present state of the program?

The success rate of students in the certificate program is excellent both in completion and placement.

The degree program meets the needs of firefighters in obtaining state certifications. It is unfortunate that many firefighters settle for obtaining only the state certifications and do not complete their associate degrees. Several of the students who complete their associate degree are now proceeding to 4 year programs.

The academy is restricted by substandard facilities. This prevents expansion of the program, especially in the area of continuing education training.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

Continue to encourage college administrators to support and fund the fire academy at appropriate levels and to continue in the pursuit of a new facility.

The implementation of more on-line classes.

Increase advertising of the fire program within minority-represented areas.

**SELF-STUDY TEAM PARTICIPANTS**

List the names of people who participated in the review and their association with your program.

Name Darrell Leitner  ACC Faculty  Industry Representative  
 Student

Name Don Smith  ACC Faculty  Industry Representative   
Student

Name Lisa Watts-Maldolora  ACC Faculty  Industry  
Representative  Student

Name Clyde Ford  ACC Faculty  Industry Representative   
Student

Name Bruce Watson  ACC Faculty  Industry Representative  
 Student

Name Terry Hill  ACC Faculty  Industry Representative   
Student

Name  ACC Faculty  Industry Representative  Student

Name  ACC Faculty  Industry Representative  Student

Name  ACC Faculty  Industry Representative  Student

**PROGRAM DESCRIPTION**

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

**STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)**

List the names of people who participated in the SWOT and their association with your program.

Name Darrell Leitner  ACC Faculty  Industry Representative  
 Student

Name Clyde Ford  ACC Faculty  Industry Representative  
 Student

Name Don Smith       ACC Faculty       Industry Representative  
 Student

Name Lisa-Watts Maldolora       ACC Faculty       Industry  
Representative       Student

Name Al Purcell       ACC Faculty       Industry Representative  
 Student

Name       ACC Faculty       Industry Representative        
Student

Name       ACC Faculty       Industry Representative        
Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

**Strengths:** In what does your program excel?

Faculty/Staff

- State-of-the-art knowledge
- Very effective administration
- Excellent department chair
- Outstanding faculty
- Academy instructors' experience and qualifications
- Instructors love the Fire Service
- Most topics are job-related and will be used at some time on the job

Students

- High academy state certification scores
- Student placement
- Maturity level of AAS students
- Dedicated, motivated, and focused students
- Academy graduation rates over 90%

Program Availability

- Very good scheduling of courses
- Location -Multiple sites
- Cost to students
- The environment of the classroom is friendly and open

Advisory Board

- Passionate, concerned advisory board

External Relations/Requirements

- Improved interaction with AFD
- Meets needs of community fire departments

- Agreement for a new training facility

**Weaknesses:** What are the aspects of your program, which, if not addressed, will impede the area's future?

#### Funding

- Budget for academy
- Additional funding for program
- Support from ACC higher-ups

#### Equipment

- Need for improved fire field
- Technology at off-campus sites
- More funding – emergency equipment is expensive
- More fire apparatus
- Regular equipment replacement policy
- Additional equipment for program

#### Facilities

- Current academy classroom
- Larger classrooms
- Academy evening class
- Summer class at academy

#### Faculty

- More instructors – larger instructor pool
- Lack full-time faculty
- Additional full-time faculty to help expand the program

#### Student Diversity Issues

- Lack of student diversity
- Need to address lower income students

#### Program Needs

- AAS graduation rates
- More classes
- Need for a better 4 year program

#### ACC Issues

- Lack of uniformity in advising
- Unknown by many ACC employees – “what fire academy?”
- Having to take non-fire classes, while working shift work. Other instructors don't understand

#### Requirements/State/Employer

- Lack of basic skills (English, math) by too many students

- Some of the state fire commission requirements seem out-dated, yet must still be met

**Opportunities:** What factors does your program need to take advantage of in order to enhance the quality of the area?

Promotion (High schools/ 4 years)

- More advertising of the program
- Work with area high schools to recruit students
- Put classes into high schools
- Evening academy (dependent on new facility)
- Develop better communication with 4 year schools

Grants/Fundraising

- Find funding at workforce development programs
- Grants and funding
- Local or state union to sponsor or pay for one student per one academy
- Funds from local business leaders
- Additional funding with larger tax base
- Scholarship funding for other organizations, like those of Hispanic and African-American membership

External Relations

- ACC – ask for time to talk with AFD cadet classes about degree program as the state pays for this and people don't know that
- Closer relationships with area fire departments
- More partnerships with surrounding fire departments
- Increased interoperability with area fire departments and regional fire departments

Training Opportunities

- Online classes allow more opportunities for working students.
- More distance learning (AAS)
- Joint program with TEEX
- Increased Continuing Education
- Build state of the art fire field to draw other training

Student Success

- Work for better success rate and graduation

ACC Issues

- More information to ACC employees
- More responsive ACC administration in HBC
- Tools and shop space

**Threats:** What are the external factors that could negatively impact your program's future?

Competition

- Online academies and degree programs
- Increased certification and continuing education by fire departments
- Fire departments starting own academies
- TEEEX

Funding

- Lack of funding for improvements/updates
- Lack of support from ACC higher ups

Commission Requirements

- Excessive certification (state) requirements

Student Costs

- Cost of academy for students

Student Motivation

- No incentive to get your degree within your fire department, if you already have a job

ACC Issues

- Lack of fire academy knowledge by ACC personnel

Miscellaneous

- Slower population growth = fewer cadet positions

Discuss changes from the program's previous SWOT analysis.

Additional sections have been added to include additional fire departments and areas ie. San Marcos, Round Rock Higher Education Center and Austin Fire Department.

Funding to the academy has improved and that has allowed bunker gear and air packs and other equipment to be upgraded.

The academy now has a full time director.

There have been three courses expanded to distance learning.

## **ANALYSIS**

### **[a] Relevance of the program to College mission and desired ends**

#### **Mission:**

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college. Enter the program's purpose statement:

The purpose statement was revised as shown below (enter the revised purpose statement): Fire Protection Technology at Austin Community College offers both a firefighter certification program and an Associate of Applied Science in Fire Protection Technology. The primary purposes of these programs are: 1) to prepare students for employment within the fire profession; 2) to prepare students for continuation of their goals of career advancement; and 3) to prepare students for continuation of their educational goals at four year colleges.

**Intended Outcomes (Board Policy A-2. Intended Outcomes)**

How well does the program support the intended outcomes of the college to "ensure a quality return on the public's investment in its community college district?"

The FPT program meets the needs of the fire departments in the Austin area. The program is effective in providing quality training to aid in the development of career and future firefighters.

In what ways does the program encourage students to become lifelong learners?

Instructors, due to the changes in technology and the ever-expanding roles of firefighters, emphasize the importance of continued training and education.

In what ways does the program provide accessible and affordable services for all who qualify and have the ability to benefit?

Firefighters qualify for a state program that waives tuition and lab fees for paid firefighters. The certificate program is a credit program, which allows students to be eligible for financial aid.

In what ways does the program achieve enrollments reflecting the diverse and traditionally underserved populations in numbers that mirror the local populations of our Service Area?

African-American students are underrepresented in the program.

In what ways does the program promote achievement of students' educational goals, student retention, and program completion?

Courses are offered in a variety of ways and in several locations around the Austin area.

In what ways does the program achieve student performance that meets or exceeds state and national benchmarks in transfer to universities, job placement into family-wage careers, retention and completions, basic skills acquisition, literacy level increases, and successful transition from developmental to college-level courses?

The program follows the guidelines of the Texas Commission on Fire Protection and the National Fire Protection Association whenever possible. Students are required to demonstrate adequacies in public speaking, essay writing and test taking throughout the program.

In what ways does the program improve personal lives by advancing students toward further education or contributing to their ability to succeed in the workplace and be productive citizens?

The program gives future firefighters the state required training to be certified as firefighters. The program also aligns its programs to provide current firefighters with the necessary training and skills to gain state and national certifications and for career advancement.

In what ways does the program demonstrate efficient administration and services that avoid procedures that waste the money or time of students?

The program is administered by one full-time individual and the academy is administered by two more full-time individuals supplemented by adjunct instructors and two part-time employees.

In what ways does the program contribute to creating an institution that is a good place to learn, work, and experience the higher education process?

The program, through the input of the advisory board, continues to stay up-to-date with the fire profession's needs. Instructors are or have been career firefighters who maintain their skills and a 'love' for the fire service.

Does the program assess and review its effectiveness each year and report its findings in the Unit Level Effectiveness Assessment Database (ULEAD)?  
Yes.

**[b] Responsiveness to community needs and satisfaction of community demand**

In what ways does the program address a verifiable need for the student, community, and society?

Survey projections show that population will continue to grow in the Austin area, which will result in the increased need for more fire stations and firefighters.

The advisory board keeps the program informed to the latest trends and needs within the profession.

Describe the results of the program's most recent assessment of community need.

Fire departments in the area continue to grow faster than in most areas of the nation and their department manning is substantially provided by graduates of ACC's fire academy.

How do the program's five-year enrollment trends compare with those of the College overall?

Enrollment had declined slightly 4 years ago but has gradually increased. This past year enrollment was at the program's highest level.

**[c] Accessibility to students and identification of unnecessary barriers**

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

Classes are offered at Eastview Campus, Round Rock Higher Education Center, Austin Fire Department Training Center, San Marco HS, Cedar Park Fire Dept., and the Fire Academy located in Taylor, Tx. All classes, with the exception of the fire academy, are taught in the evening (M-Thu). Academy classes are offered during the day (M-F). Degree classes are primarily lecture format and academy classes are a combination of lecture (40%) and hands-on (60%).

List the number of sections taught (by location).

Fire Academy - 7

EVC - 2

SMC - 1

CPF - 1/2

RRHC - 1

AFD - 2

List the number of sections closed or canceled per course.

The program rarely has a class that gets canceled.

The AFD classes are closed to AFD firefighters.

The fire academy requires department approval.

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

The program is definitely behind the college trend for African-American students. It is slightly behind in Hispanic and female demographics. The primary reason for this is that the program consists primarily of firefighters and the vast majority of firefighters in this area are white males.

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges.

None identified.

**[d] Student outcomes including participation and successful-completion rates**

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

They compare favorably with college norms.

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

Completion / graduation rates are 98% in the certificate program.

Data unavailable for associates of applied science.

How do withdrawal rates for courses compare to College norms?

Withdrawal rates are at or below college norms.

List the expected learning outcomes for the program.

Students are prepared to be career firefighters and fire officers.

Certificate students are expected to pass the Texas Commission on Fire Protection certification exam.

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

Students are successfully passing the program's capstone class (Fire Admin II).

Certificate students have a 95% completion of the state fire exam. Three out of the last four academy classes have exceeded the state average.

**[e] Measures of program quality and educational value added**

• **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

The FPT department uses master syllabus and standard learning objectives in all courses consistent with the Texas Commission on Fire Protection requirements.

• **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

Textbook review and input from the FPT advisory board, which consists of representatives of the major fire departments in the Austin area.

Are learning outcomes defined for courses and the program?  Yes  No

Are course texts up-to-date?.  Yes  No

Are course and program listings in the ACC Catalog up-to-date?  Yes  No

Do all courses have up-to-date syllabi on file?  Yes  No

Evaluate the use of instructional resources (including those in the library). FPT faculty and students utilize the ACC library, computer centers, testing centers, and duplication resources with positive results and feedback.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning. There are currently only two courses that are offered distance learning. There is a need and plans for further expansion.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements. Firefighting by definition is a problem-solving position. All FPT instructors have extensive experience in the fire profession and encourage and require students to understand and evaluate situations regarding hazardous incidents, fire tactics, arson investigation and evidence preservation, and legal aspects.

List below the current discipline-specific courses within the program and the date of the latest review.

Course	All fire courses were reviewed	Date of Last Review	March 25, 2003
Course		Date of Last Review	
Course		Date of Last Review	
Course		Date of Last Review	
Course		Date of Last Review	

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes  No (if no, please explain)

Follow the directions below to complete the SACS *Roster of Instructional Staff*.

Column One: Provide the name of the faculty member and indicate full or part time status.

Column Two: List, from the ACC *Catalog*, the course prefix, course number, and course title of all credit courses taught. If appropriate for establishing the relationship between the course and the faculty member's qualifications, provide the course description as well. Indicate whether the courses are Transfer (T) or Non-Transfer (N).

Column Three: List each academic degree earned by the faculty member, and indicate the discipline (concentration or major) of each degree; the institution which awarded the degree; and the total number of graduate semester hours earned in each discipline in which courses have been (or will be) taught.

Column Four: Specify qualifications such as diplomas or certificates earned (with field indicated), related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, and other demonstrated competencies and achievements (such as publications or papers presented) that contribute to effective teaching and student learning outcomes. Make clear the relationship between these qualifications and the content of the courses assigned to the faculty member.

1) Name	2) Courses Taught	3) Academic Degrees Earned	4) Other Qualifications
Darrell A. Leitner	FIRT 1309 Fire Administration I FIRT 1349 Fire Administration II FIRT 1355 Methods of Teaching FIRT 1353 Legal Aspect of Firefighting FIRT 1331 Firefighting Tactics and Strategy FIRT 1338 Fire Protection Systems FIRT 1307 Fire Prevention Codes and Inspections Part of - FIRS 1429 Firefighter Certification VI	Masters of Public Administration – University of Illinois-Springfield (Sangamon State Univ., when degree was awarded) Bachelors of Arts in Management – Sangamon State Univ. Associate of Applied Science in Fire Science – Illinois Central College	Certified Education Specialist – Texas Commission on Fire Protection Skills  Examiner - Texas Commission on Fire Protection
Clay Brindle	FIRS 1313 Firefighter Certification III FIRS 1319 Firefighter Certification IV FIRS 1401 Firefighter Certification I FIRS 1407 Firefighter Certification II FIRS 1423 Firefighter Certification V FIRS 1429 Firefighter Certification VI FIRS 1433 Firefighter Certification VII	Associates of Applied Science Fire Protection Austin Community College	Driver/Operator - Pumper  Hazardous Materials Technician  Firefighter-Intermediate  Fire Officer II Instructor-Intermediate
Michael R. Cummings	FIRS 1313 Firefighter Certification III FIRS 1319 Firefighter Certification IV FIRS 1401 Firefighter Certification I FIRS 1407 Firefighter Certification II FIRS 1423	Associates of Applied Science Fire Protection Austin Community College	Fire Officer II Instructor-Intermediate  Arson Investigator-  Advanced Firefighter- Master

	Firefighter Certification V FIRS 1429 Firefighter Certification VI FIRS 1433 Firefighter Certification VII		
Jonathon Fontenot	FIRS 1313 Firefighter Certification III FIRS 1319 Firefighter Certification IV FIRS 1401 Firefighter Certification I FIRS 1407 Firefighter Certification II FIRS 1423 Firefighter Certification V FIRS 1429 Firefighter Certification VI FIRS 1433 Firefighter Certification VII	Associates of Applied Science Fire Technology Pikes Peak Community College	Fire Officer I  Fire Investigator-Advanced  Inspector-Advanced Firefighter-Advanced  Instructor-Intermediate
Clyde Ford	FIRS 1313 Firefighter Certification III FIRS 1319 Firefighter Certification IV FIRS 1401 Firefighter Certification I FIRS 1407 Firefighter Certification II FIRS 1423 Firefighter Certification V FIRS 1429 Firefighter Certification VI FIRS 1433 Firefighter Certification VII FIRT 1327 Building Construction in Fire Service	Associates of Applied Science Fire Protection Austin Community College	Fire Education Specialist- Master  Inspector- Master  Instructor- Master  Firefighter- Master
Michael P. Frick	FIRS 1313 Firefighter Certification III FIRS 1319 Firefighter Certification IV FIRS 1401 Firefighter Certification I	Associates of Applied Science Nursing Austin Community College	Fire Officer II Instructor- Master Hazardous Materials Technician  Firefighter- Master

	<p>FIRS 1407 Firefighter Certification II</p> <p>FIRS 1423 Firefighter Certification V</p> <p>FIRS 1429 Firefighter Certification VI</p> <p>FIRS 1433 Firefighter Certification VII</p>		
Terry L. Hill	<p>FIRS 1313 Firefighter Certification III</p> <p>FIRS 1319 Firefighter Certification IV</p> <p>FIRS 1401 Firefighter Certification I</p> <p>FIRS 1407 Firefighter Certification II</p> <p>FIRS 1423 Firefighter Certification V</p> <p>FIRS 1429 Firefighter Certification VI</p> <p>FIRS 1433 Firefighter Certification VII</p> <p>FIRT 1301 Fundamentals of Fire Protection</p> <p>FIRT 1303 Fire and Arson Investigation I</p> <p>FIRT 1307 Fire Prevention Codes And Inspections</p> <p>FIRT 1309 Fire Administration I</p> <p>FIRT 1315 Hazardous Materials I</p> <p>FIRT 1319 Firefighter Health and Safety</p> <p>FIRT 1323 Building Codes/Fire Codes</p> <p>FIRT 1327 Building Construction in Fire Service</p> <p>FIRT 1331 Firefighting Strategies and Tactics</p> <p>FIRT 1338 Fire Protection Systems</p> <p>FIRT 1345 Hazardous Materials II</p> <p>FIRT 1349 Fire Administration II</p>	<p>Associates of Applied Science Fire Protection Austin Community College</p>	<p>Instructor- Master Hazardous Materials Technician</p> <p>Firefighter- Master</p>

	FIRT 1353 Legal Aspects of Fire Protection FIRT 1355 Methods of Teaching FIRT 2333 Fire and Arson Investigation II		
Milton J. Janek	FIRS 1313 Firefighter Certification III FIRS 1319 Firefighter Certification IV FIRS 1401 Firefighter Certification I FIRS 1407 Firefighter Certification II FIRS 1423 Firefighter Certification V FIRS 1429 Firefighter Certification VI FIRS 1433 Firefighter Certification VII	Associates of Applied Science Fire Technology Pikes Peak Community College	Inspector-Basic Instructor-Intermediate  Firefighter-Intermediate
Michael Littrell	FIRT 1303 Fire and Arson Investigation I FIRT 2333 Fire and Arson Investigation II	Associates of Applied Science Fire Protection Austin Community College	Instructor-Intermediate  Arson Investigator-Master  Inspector-Advanced  Firefighter-Advanced
Jonathon C. Poole	FIRT 1307 Fire Prevention Codes And Inspections FIRS 1313 Firefighter Certification III FIRS 1319 Firefighter Certification IV FIRS 1401 Firefighter Certification I FIRS 1407 Firefighter Certification II FIRS 1423 Firefighter Certification V FIRS 1429 Firefighter Certification VI	Bachelor of Fine Arts- Radio – Television – Film Sam Houston State University Associates of Applied Science Fire Protection Technology Austin Community College	Driver/Operator - Pumper  Instructor- Master  Fire Investigator-Master  Firefighter- Master  Inspector- Master

	FIRS 1433 Firefighter Certification VII		
James C. Shell	FIRS 1313 Firefighter Certification III FIRS 1319 Firefighter Certification IV FIRS 1401 Firefighter Certification I FIRS 1407 Firefighter Certification II FIRS 1423 Firefighter Certification V FIRS 1429 Firefighter Certification VI FIRS 1433 Firefighter Certification VII	Associates of Applied Science Fire Protection Technology Austin Community College	Firefighter-Master  Fire Officer I  Instructor-Intermediate
Michael Williams	FIRS 1313 Firefighter Certification III FIRS 1319 Firefighter Certification IV FIRS 1401 Firefighter Certification I FIRS 1407 Firefighter Certification II FIRS 1423 Firefighter Certification V FIRS 1429 Firefighter Certification VI FIRS 1433 Firefighter Certification VII	Associates of Applied Science Business Management Austin Community College	Instructor- Basic I Inspector- Basic  Firefighter- Master
Aaron Woolverton	FIRT 1301 Fundamentals of Fire Protection FIRT 1303 Fire and Arson Investigation I FIRT 1309 Fire Administration I FIRS 1319 Firefighter Certification IV FIRT 1349 Fire Administration II	Associates of Applied Science Fire Protection Technology Austin Community College	Hazardous Materials Technician  Arson Investigator-Master  Firefighter- Master  Instructor-Intermediate

	FIRT 2333 Fire and Arson Investigation II FIRS 1423 Firefighter Certification V FIRS 1429 Firefighter Certification VI		Inspector- Basic
Scott Worth	FIRS 1313 Firefighter Certification III FIRS 1319 Firefighter Certification IV FIRS 1401 Firefighter Certification I FIRS 1407 Firefighter Certification II FIRS 1423 Firefighter Certification V FIRS 1429 Firefighter Certification VI FIRS 1433 Firefighter Certification VII	Associates of Applied Science Construction Engineer Technology State University of New York at Farmington	Hazardous Materials Technician  Firefighter- Master  Instructor- Master

What is the ethnic diversity of the faculty?  
All white males.

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?  
Faculty members are required to complete four hours of professional development per academic year. That is documented in the Austin Community College Workshop and Event Registration database and is maintained by the Human Resources Professional Development and Evaluation department.

What recognition has been given to faculty within the last year?  
Four faculty members were awarded five year service awards and one faculty member received a 15 year service award and one received a 20 year service award.

Describe professional development activities in which program faculty participate.  
All faculty are required to remain current in both sexual harassment and Americans with Disabilities Act training, as well as industry specific training provided by their employers and the Texas Commission on Fire Protection.

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?  
100% of the faculty participate in professional development either through the college or through their employer.

Describe the types of discipline-related professional development activities offered.

The instructors are required by the Texas Commission on Fire Protection to continue to receive 40 hours annual training in order to keep their certifications as firefighters and fire instructors.

What percent of sections do full-time faculty teach?

29%

What percent of contact hours do full-time faculty teach?

25%

Are student evaluations of instruction within acceptable range?  Yes  No

To what extent are alternative modes of instruction incorporated into classes?  
Distance learning and hands-on training at the fire academy.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes  No

**[f] Adequacy of program resources and efficiency of resource use**

Describe the overall adequacy of resources (human, technological and capital, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

Resources are adequate for the FPT degree program, but they are insufficient at the fire academy both in terms of classroom facility and especially a training field. The academy must go a substantial distance to train at the Pflugerville fire training field. Equipment needs have substantially improved over the last couple of years, but the budget for new initiatives needs to be maintained to continue to meet the extensive equipment needs at the academy.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

1 full-time to 3 adjunct in the degree program.

1 full-time to 12 adjunct in the certificate program.

How up-to-date is the equipment used by the program? Equipment, with the exception of a few airpacks is up-to-date.

Identify possibilities for improving the efficiency of the program's use of resources.

On-site review all fire academy skills instruction to determine the maximum number of instructors needed to safely conduct the training.

**[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers**

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

There are no other programs to compare in the ACC service area.

**[h] Direct and indirect program-related revenues and costs to the College**

Identify the major sources of revenue for the program, including grants, partnerships, etc.

Tuition, lab fees and state reimbursement.

Compare program costs to those of other ACC programs.

Because of the fire academy and the need for firefighting equipment, the FPT program is one of the more expensive programs in the college.

Compare the program's actual expenditures to the approved program budget for the previous two years.

The actual expenditures in the certification program exceeds the approved budget. The actual expenses in the degree program compared to the budget are satisfactory.

**TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION**

**Only Workforce Programs complete the items below.**

Report/status from latest external accrediting agency visit

The last visit from the Texas Commission on Fire Protection. The certificate program received an approved rating on October 7, 2005.

When was the most recent program revision?

Spring 2004

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

Data not available.

Average number of semesters it takes for students to gain degree/credential.

8

Number of graduates within the last three years

18

Demographics of graduates

100% white males.

There are a few female and Hispanic students nearing completion.

Percent of graduates who are employed within one year of graduation.

99% for AAS graduates.

80-90% for certificate graduates.

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

Contacts with and reports by area fire departments indicate that graduates are highly successful on the job. Four area fire chiefs and four area assistant chiefs and graduates of the FPT program. Base salaries for certificate graduates varies from upper \$20K to \$40K.

Percent of employers indicating satisfaction with graduates.

99%

Discuss the most recent results of Focus Group or internal survey of employers.

Not available

Number of employers indicating need for more graduates

Fourteen area fire departments, excluding Austin Fire Department (they have their own fire academy), continue to need more students who have completed the certification training.

Provide evidence of SCANS competency integration into course syllabi and programs.

SCANS documentation is included in the course syllabi.

How often does the program's advisory committee meet to discuss curriculum issues?

A minimum of two times/year.

When and where are advisory committee minutes maintained and posted?

Minutes are posted at FPT web site.

Evidence of recent review of curriculum by external advisory committee.

Fire Protection Technology advisory board meeting minutes.

Advisory committee validation of entry level skills

Yes

**Only Transfer Programs complete the items below.**

Number and percent of graduates who transfer within one year of graduation.  
Not available.

Number of articulation agreements with universities and colleges  
Two

Number of courses that transfer  
12

Number of student complaints about problems with course transfer  
None that are known to the department.

Discuss the results of the most recent Survey/focus group of transfer institutions.  
Not available.

Discuss data from transfer institutions if available.  
Not available.

Number of students transferring successfully.  
Data not available.

## CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program?

Summarize them here and complete the *Program Status* form.

The program continues to meet the needs of Austin-area firefighters and cadets. Degree graduation rates could be improved, but many firefighters only take a few classes to attain a particular state certification and then drop from the program as they have achieved their desired goal.

The program has become more accessible to students by expanding to new areas and the addition of distance learning classes; but there is an opportunity for further expansion, especially in the area of distance learning.

The academy provides high-level training and has continued excellent results in cadets completing their training and state firefighter certification. Academy equipment has improved substantially in the past 2-3 years, but the lack of a modern classroom facility continues to hinder the additions of an evening fire academy and expanded continuing education opportunities.

Efforts need to be expanded to promote diversity, particularly within the certificate program.

## PROGRAM VISION STATEMENT

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

The Fire Protection Technology department strives to be one of the premier programs in the State of Texas by providing up-to-date, innovative programs for its students.

The vision for a quality education for our students will continue to be obtained by utilizing a highly qualified and experienced staff of fire service professionals that are committed to the success of the student. These programs will continue to prepare students for either employment within the fire service, for further education at a four-year college or for advancement and/or upper levels of professional certification.

The Fire Protection programs will be continuously evaluated to ensure that they meet Texas Higher Education Board (THECB), Texas Commission on Fire Protection and Southern Association of College's (SACS) guidelines as well as the needs of the fire industry and student population.

## RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize the recommendations here and complete the *Quality Improvement Plan* form.

1) Locate the fire academy in the Austin Community College service district.

- 2) Add an annual evening fire academy.
- 3) Develop partnerships with local fire departments to promote program growth.
- 4) Develop and implement more distance learning classes to promote increased enrollment and facilitate the completion of the fire protection technology degree by more students.
- 5) Increase student diversity, particularly at the fire academy.

### **ADDITIONAL COMMENTS**

None

### **APPENDIX**

List all documents that you used in your report:

OIE program review resource manual.

Texas Commission on Fire Protection reports.

Texas Higher Education Coordinating Board

Fire Protection Technology advisory board minutes.

ACC Fact Book

When you have completed this report, send it via e-mail to the Manager of Quality Initiatives ([njokovic@austincc.edu](mailto:njokovic@austincc.edu)) as an attachment.

## Quality Improvement Plan for Fire Protection Technology Program

**Date Completed:** January 26, 2006

Field	What to include
<b>Recommendation #</b>	Assign a number to this recommendation for tracking purposes.
<b>Recommendation:</b>	Taken from the <i>IPRS</i>
<b>Planned Implementation date:</b>	When does the program expect to begin to implement this recommendation?
<b>Estimated Completion date:</b>	When does the program estimate this recommendation to be fully implemented?
<b>Action/Task</b>	What steps must the program do to implement the recommendation?
<b>Measure of Success/ Desired Outcome</b>	If the recommendation is implemented, what about the program will be improved? What difference will the implementation of this recommendation make in relation to students, the program's purpose, the College's mission? How will this recommendation improve learning and help meet targeted objectives?
<b>Estimated Cost(s)</b>	This field is particularly important because the information the program enters here is the information that the Instruction/credit Cluster Group will consider in its Master Plan process. Consider changes that require one-time costs (equipment, renovation, etc.) and changes that require recurring costs (typically new positions).
<b>Consequence if not funded</b>	If this recommendation is not funded, how will students, the program, the College, or the community be negatively impacted?

<b>Recommendation #</b>	FPT #1
<b>Recommendation:</b>	Locate the fire academy in the ACC service district.
<b>Planned Implementation date:</b>	Now
<b>Estimated Completion date:</b>	January 2007
<b>Action/Task</b>	Agreement with Pflugerville fire
<b>Measure of Success/ Desired Outcome</b>	Increased number of certified firefighters and continuing ed for firefighters.
<b>Estimated Cost(s)</b>	\$1.4 million
<b>Consequence if not funded</b>	Eventual demise of the fire certificate program both in enrollment and quality of instruction.
<b>Who is responsible?</b>	ACC board and president

<b>Recommendation #</b>	FPT #2
<b>Recommendation:</b>	Add an evening fire academy.
<b>Planned Implementation date:</b>	Fall 2006
<b>Estimated Completion date:</b>	February 2007
<b>Action/Task</b>	The fire academy must be located in a new facility.
<b>Measure of Success/ Desired Outcome</b>	This would meet the need of individuals who can only attend evening fire certification training. It would also allow the program to meet the growing needs of the fire profession.
<b>Estimated Cost(s)</b>	\$100,000
<b>Consequence if not funded</b>	Individuals who can only attend evening classes will find other venues to receive their fire certification training.
<b>Who is responsible?</b>	ACC board and leadership.

<b>Recommendation #</b>	FPT #3
<b>Recommendation:</b>	Develop partnerships with local fire departments.
<b>Planned Implementation date:</b>	January 2006
<b>Estimated Completion date:</b>	January 2007
<b>Action/Task</b>	Schedule classes and training with local fire departments
<b>Measure of Success/ Desired Outcome</b>	Higher enrollments and increased numbers of firefighters finishing their fire protection technology degree.
<b>Estimated Cost(s)</b>	\$3,000-5,000
<b>Consequence if not funded</b>	Eventually decreased enrollments as the current students complete their education.
<b>Who is responsible?</b>	Department chair

<b>Recommendation #</b>	FPT #4
<b>Recommendation:</b>	Develop and implement more distance learning classes.
<b>Planned Implementation date:</b>	Fall 2006
<b>Estimated Completion date:</b>	Spring 2008
<b>Action/Task</b>	Blackboard training and course development
<b>Measure of Success/ Desired Outcome</b>	Increased enrollments and degree graduates.
<b>Estimated Cost(s)</b>	Minimal
<b>Consequence if not funded</b>	Decreased enrollment
<b>Who is responsible?</b>	Department chair

<b>Recommendation #</b>	FPT #5
<b>Recommendation:</b>	Increase student diversity, particularly at the fire academy.
<b>Planned Implementation date:</b>	Fall 2006
<b>Estimated Completion date:</b>	Continuous
<b>Action/Task</b>	Advertise in media that appeals to minorities. Participate in high school career days, especially at high-minority institutions.
<b>Measure of Success/ Desired Outcome</b>	Increased minority enrollment.
<b>Estimated Cost(s)</b>	\$500-2,000
<b>Consequence if not funded</b>	Diversity in the program will remain low.
<b>Who is responsible?</b>	Department chair and advertising/promotional dept.