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Instructional Program Review

Program Name: **Fire Technology**

Program Contact: **Marshall, Keith**

Academic Year: **2013-2014**

Status: **Submitted**

## 1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements, Institutional Priorities, 2008-2013, 5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

The Fire Technology program prepares students to meet the high standards required to pursue a career in the fire service as a firefighter, or a member of related fire protection services. Those standards are developed and determined by the State Board of Fire Services. The methods of instruction and standards are validated by the International Fire Service Training Association. Classes are designed to provide the student with the information needed to meet the fire-related performance objectives required by the National Fire Protection Association Standard NFPA 1001.

Through the expertise of our faculty, and exposure to professional fire service personnel, students can expect to be trained in the latest theories and techniques of fire technology, firefighting skills, and emergency medical training.

## 2. Student Learning and Program Data

### A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

The SLO assessment for the previous three semesters indicates that students are learning and are able to demonstrate a success in the SLOs of between 82% and 100% in the areas surveyed through the assessment tools. This success has validated our expectation of the program and course SLOs.

### B. Student Success Indicators

1. Review **Student Success and Core Program Indicators** and discuss any differences in student success indicators across demographic variables. Also refer to the **College Index** and other relevant sections of the **Educational Master Plan: Update, 2012**, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to **ARCC** data.

Information provided below shows that the success rate of the program is one of the higher percentages of programs offered. The retention rate and success rate are available through the college website.

- Between 2006/07 and 2011/12 (6 academic years), 201 Fire Technology students completed all program requirements and were awarded:
  - Associate in Science Degree: 113
    - AS Degree earners represent 56.2% of all Fire Tech awards

- Certificate of Achievement: 88
  - CS earners represent 43.7% of all Fire Tech awards
- These award counts for **Fire Technology** students represent the following proportion of all awards earned at CSM during this period of time:
  - Associate in Science Degree: 14% (113/834)
  - Certificate of Specialization: 5% (88/1815)

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to **Delivery Mode Course Comparison**.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the **Student Success and Core Program Indicators** (LOAD, Full-time and Part-time FTEF, etc.)

The FT Program is staffed by adjunct part-time faculty. It would appear that the efficiency of this is high. Many of our instructors are still employed as full-time fire professionals and the remainder, are recently retired professionals from the agencies in San Mateo County. Student success appears to be high when compared to the college as a whole.

### 3. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See **Institutional Research** as needed.

Recent trends indicate a slight reduction in the number of students registering in some of the FT classes. This trend appears to be related to two factors. Number one, is the raise in unit cost from \$36 to \$46. This makes a 3 unit class just shy of \$150. This kind of increase can and will limit certain students from taking classes. The second factor is that our program requirements for the Fire Fighter 1 Academy have caused an increase in the number of hours required to present the required curriculum. This increase to 12 units has provided the student with the number of elective units required to complement the core required classes for the major. Consequently, the elective courses that we offer are seeing a reduction in registration. This semester (S2013) we had to cancel a class due to low enrollment. We will continue to monitor this trend and see if it, in fact, is a problem or an anomaly.

### 4. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Fire Technology classes continue to be popular and draw a high number of students. The student success rates can be found on the program review website under Fire Technology. I believe the success speaks for itself. We have a high number of students that continue through the program.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements, Institutional Priorities, 2008-2013**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators. **[Note:** Specific plans to be implemented in the next year should be entered in C of the Planning section. CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in D1 and D2 of the Career Technical Education section.]

1. To guide future faculty and staff development initiatives, describe the professional activities that would be most effective in carrying out the program's vision to improve student learning and success.

Adjunct Faculty working within the FT department are current or recent retirees. The development of these individuals is accomplished through the working agencies and through classes offered to enhance the instructor's effectiveness. Through the survey and evaluation process the coordinator determines the need for additional work. Several members attended the workshop required to maintain the certification to teach the California State Fire Marshal approved courses.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

Student success rates are on track and are within the parameters set forth in the institutional plan. Further success could be accomplished however; additional time and evaluation would be required to meet this goal.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year. Leave sections blank if no major changes are anticipated.

#### Faculty

The adjunct faculty that are currently in place seem to be highly effective. As stated in earlier portions of this document many are current employees within the agencies of the fire service in the bay area.

One improvement that could benefit the department would be the hours of coordination. When the previous coordinator was in this position the release time was twenty-one hours (21). The current person when appointed was given a total of seven hours (7). An increase was granted in 2005 to increase the release time to fifteen hours (15). Each year during the program review a request has been made to increase the number of release time hours back to the twenty-one (21). As in the past several PRs I am requesting serious consideration to that increase. The effectiveness of the position would improve greatly. Several meetings occur each month within the jurisdiction that could be attended. More effective evaluation of adjuncts as well as student evaluations could be conducted. The success of the program certainly seems to justify the increase.

#### Equipment and Technology

Below please find several items that need to be considered for replacement or purchase. The request of these items in many instances is directly related to safety concerns for the students and faculty. Because the FT program deals with manipulative skills as well as academic growth, the equipment replacement is necessary to keep current and safe equipment for use.

For EMT training- The use of this equipment is essential for the success of the EMT program. These items are needed to adequately train and meet the Federal and State of California Standards for certification. Without this equipment our program will fall behind and suffer. We could also lose our ability to offer the classes by decertification of the program.













