

## Instructional Program Review Fire Protection

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

### Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

**Response Length Suggestion: Most responses should be 2-3 sentences.**

**If available, you may also provide a link/reference to other documentation that answers each question.**

### I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

Fire Protection

2. **Department and/or Program(s) Purpose Statement:**

Train candidates to become certified/licensed Firefighters.

3. **Program Review Year (i.e. Most Recent Academic Year)**

2014-2015

4. **Date of Submission:**

1 May 2015

5. **Lead Person Responsible for this Program Review:**

Name: Dennis Eaves  
Title: Program Director  
E-mail: dseaves@actx.edu  
Phone Number: 335-4306

6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

Ed Nolte, Program Coordinator

## II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

### 1. Based on the most recent reported data, please evaluate your program(s).

**A .Overall Program Data** (Complete this section if your dept. produces any certificate and/or terminal degree.)

(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages ( <a href="#">EMSI</a> , <a href="#">College Measures</a> , <a href="#">CREWS</a> , <a href="#">Perkins</a> )		X		
b. <a href="#">Completion</a>		X		
c. <a href="#">Licensure Pass Rates</a>			X	
d. Retention ( <a href="#">FA-SP</a> ) and ( <a href="#">FA-FA</a> )			X	
e. <a href="#">Grades A-C</a>		X		
f. <a href="#">Annual Enrollment</a>		X		
g. <a href="#">Survey, Focus Group, &amp; Related Data</a>				X

Based on the data in Part A, respond to the following two questions:

- i. Identify one area in which your program(s) excel.

[Licensure Pass Rates \(Texas Commission on Fire Protection\)](#)

Year	Number Tested	Number Passed	Percentage
2013 – 2014	40	38	95%
2012 – 2013	22	22	100%
2011 – 2012	45	44	98%
2010 – 2011	33	33	100%
Four Year Recapitulation	140	137	98%

- ii. Identify one area in which your program(s) need to most focus for the next few years.

[Completion:](#)

[Texas Higher Education Coordinating Board](#)

[Perkins Data Resources for 2014 – 2015](#)

[Program Measure – Quantitative Measure Q2: Number of Program Degrees and Certificates Awarded](#)

Year	Number Enrolled	Number of Degrees/Certificates Awarded
2013 – 2014	40	No Data
2012 – 2013	22	21
2011 – 2012	45	29
2010 – 2011	33	42

The Emergency Medical Technician program revised their curriculum in September 2012 requiring the addition of two classes as prerequisites to the EMT Basic and Clinical classes. This caused many students enrolled in the Basic Firefighting Certificate to obtain their EMT certification through agencies other than Amarillo College. Therefore, completer data for the Basic Firefighter Certificate is not a good indicator of program success.

As indicated, yearly enrollment and degree/certificate completion data seldom match. The student who chooses enrollment in the EMT courses at Amarillo College historically completes the Basic Firefighting Certificate the following academic (calendar) year or beyond.

**B. Course-Specific Data** (Complete this section to evaluate the courses that fall under your dept./program.)

(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS - Age)		X	
c. Grades A-C (IDS - Gender)		X	
d. Grades A-C (IDS - First Generation)		X	
e. Grades A-C (IDS - Pell)		X	
f. Grades A-C (IDS - Full/Part-Time)		X	
g. Course-level Enrollment (IDS)		X	
h. Survey, Focus Group, & Related Data			

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

The classes taught in the Fire Academy (Basic Fire Protection Certificate) are taught in a block format. There is no differentiation between classes except for administrative purposes, scheduling and grading.

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

We focus on the improvement of all courses in the Fire Academy (Basic Fire Protection Certificate). The majority of our improvements occur at the instructor level requiring minor tweaks rather than total course redesign.

### III: Institutional Initiatives

#### PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the [No Excuses goals/initiatives](#) and how you have helped AC fulfill its No Excuses goal.

Goal V: Attainment of Credentials.

The most important aspect of the Fire Protection program is preparation for the Texas Commission on Fire Protection Basic Firefighter Certification exam. Coupled with the successful completion of the National Registry of Emergency Medical Technician exam, candidates can become licensed firefighters. With the license, candidates meet the requirements for employment with a municipal, county, state or national firefighting agency. A degree or certification from an accredited or proprietary institution is not a priority/requirement for employment.

**PART B – Strategic Planning:**

Each department/program is expected to support [AC's Strategic Planning](#) initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

Amarillo College Institutional Goal #2: Align Degrees and Certificates with the Labor Market Demand.

Texas Higher Education Coordinating Board

Perkins Data Resources for 2014 -2015

Program Measure – Quantitative Measure Q3: Program Completer Placement Rate

Year	Placement	Completers	Percentage
2013 - 2014	No Data		
2012 -2013	No Data		
2011 – 2012	27	27	100%
2010 – 2011	40	41	98%
2009 -2010	11	12	92%
Three Year Recapitulation	78	80	98%

It is imperative that Amarillo College meet the market demand for licensed firefighters without saturating the market. We believe managing enrollment, admission processes and the organizational structure ensure continued success. The best recruiting and marketing tools we wield are program reputation and success of students.

Amarillo College is rated twenty-first in the nation for highest return on investment for Fire Science Degrees:

<http://www.firescience.org/college-degree-rankings-online/fire-science-degree-high-return-investment/>

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

N/A

## PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the [ACGM](#)/[WECM](#).

(List individual course prefix, state “all courses”, state “N/A” for an objective, etc.):

Objective	Course(s)
Communication Skills	“all courses”
Critical Thinking Skills	“all courses”
Empirical & Quantitative Skills	N/A
Teamwork	“all courses”
Personal Responsibility	“all courses”
Social Responsibility	“all courses”
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

Students in the Fire Protection program demonstrate and are evaluated on their general education skills in all courses. During live fire and scenario driven exercises, students work as a member of a team, communicate with each other under the harshest of conditions and react to multiple emergency situations. Personal and social behavior/responsibility is enforced and assessed throughout the Fire Academy.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state “all courses”, state “N/A” for each method, etc.):

Method	Course(s)
Capstone Project/Exam	Live fire exercises
Embedded Questions	
Licensure Exam	“all courses”
Portfolios	
Projects/Essays/ Scenario Driven Exercises	“all courses”
Testing (i.e. course-based testing; finals)	“all courses”
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

We are pleased with the results our students demonstrate in the classroom, the training field and through state exams. We will continue to monitor our results in all of these areas and make corrections when necessary.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

All courses require critical reading skills. Our strategy continues to include reading in all graded competencies. If students do not read, they will not succeed.

Critical thinking is the objective of our Scenario Driven Exercises. Working as a team member, students react to a multiple of complex emergency situations. At the conclusion of each scenario a hot-wash (after action review) is conducted reviewing the good, bad and ugly actions taken by the team. The hot-wash is instructor lead and students are prompted to verbally evaluate their own actions from start to finish.

#### PART D: Curriculum Assessment - Program Outcomes:

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

Train candidates to become certified/licensed Firefighters.

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

Outcome Number 1: Maintain a licensure pass rate of 95% or greater.  
Outcome Number 2: Meet the labor Market demand for licensed Firefighters.  
Outcome Number 3: Support the overall college mission "Enriching the lives of our students and our community"

3. Identify your results and analyze your data.

#### Licensure Pass Rates (Texas Commission on Fire Protection)

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4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

We don't plan any changes in how we conduct the business of training candidates to become certified/licensed Firefighters. We are confident success will continue as long as we keep our focus on students and teaching.

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

Amarillo College Data Book  
Data is from individual FIRS courses  
Fall 2010 through Spring 2014

Category			Number	Percentage
Enrollment	Successful		1042	97.47%
	Unsuccessful		27	2.53%
Race/Ethnicity	Successful	American Indian	8	100%
		Asian	16	100%
		Black	24	100%

		Hispanic	134	95.71%
		Not Reported	8	100%
		White	852	97.59%
	Unsuccessful	American Indian	0	0%
		Asian	0	0%
		Black	0	0%
		Hispanic	6	4.29%
		Not Reported	0	0%
		White	21	2.41%
Gender	Successful	Female	35	97.22%
		Male	1007	97.48%
	Unsuccessful	Female	1	2.78%
		Male	26	2.52%
Age	Successful	19 and under	206	93.64%
		20 – 24	451	98.69%
		25 and over	385	98.21%
	Unsuccessful	19 and under	14	6.36%
		20 – 24	6	1.31%
		25 and over	7	1.79%
First Generation	Successful	Yes	566	96.75%
		No	430	98.62%
		Unknown	46	95.83%
	Unsuccessful	Yes	19	3.25%
		No	6	1.38%
		Unknown	2	4.17%
Pell	Successful	Awarded	317	96.35%
		Not Awarded	725	97.97%
	Unsuccessful	Awarded	12	3.65%
		Not Awarded	15	2.03%

#### IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

We adjusted our pedagogy several years past to incorporate Scenario Driven Exercises. This teaching method yielded great student success (refer to data provided in Part C and D of this document). We continuously improve our program however we don't want to fix something that's not broke. If student success decreases we will make the appropriate changes.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

We have one full-time instructor/program coordinator and over 25 part-time instructors. All



instructors are certified by the Texas Commission on Fire Protection as Level II Instructors. It is an individual's requirement to maintain certification.

3. What is the biggest issue/obstacle that your program currently faces?  
Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

N/A

4. Additional Comments Pertinent to this Review (Not Required):

N/A