**Sinclair Community College**

**Continuous Improvement Annual Update 2014-15**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2015**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2015**

**Department:** 0540 – Fire Science Technology

Year of Last Program Review: FY 2013-2014

Year of Next Program Review: FY 2018-2019

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

**Trends:** We have noticed a decrease in the number of degrees and certificates. We believe this is due to several factors. **1) Online programs from other institutions with better support and availability.** We have only one class that is offered 100% online and is our highest enrollment class since it was introduced. We have been asked to submit 3-4 additional classes to development into online classes. I have an adjunct faculty member that developed our current online class and is excited to start work on the project. **2) Semester Conversion. There appears to be a correlation but not sure about causation**. We started offering A and B term classes, short term classes, hybrid classes and offered more summer classes. Obviously, I missed the mark on the summer offerings. This summer, the highest enrollment class was the 100% online class. **3) Certificate programs.** Since we started participating in the State Fire Marshal’s grant, we have noticed an increase in the number of students who are withdrawing from our fire academy classes. This last semester was the worst we have ever seen. One problem appears to be physical fitness. I had a phone call from a parent complaining that our instructors made his son go up and down three stories of stairs three times in one day and that is why his son quit. He felt this was too much for his son on the second day of class. We changed the information given to our students since this phone call to stress that firefighting and firefighting training can be physically demanding. We encourage the student to begin a physical training program before class begins to prepare for the increased activity.

Another problem identified by our fire academy instructors was the high failure and withdraw rates. With semesters we now offer firefighter I in eight weeks (A term) and firefighter II in eight weeks (B term) to fit the semester schedule. The instructors found that this schedule has increased both failure and withdrawal rates. We feel this was a bigger problem when we participated in the Fire Marshall’s grant as the students were required to test between A and B terms. When we had a combined firefighter I and II class without the testing between terms (as it is not required by the state for a combined level I and II class) it gives the students one and one-half weeks more time to study, test and complete required homework assignments.

We are also looking at increasing the number of hours on our certificate programs to approach that of the old one-year certificates.

Currently, I am working with the area career technical centers with fire science programs to offer our college courses to their students as electives. This does not cut into the CTC instructors pay (which would cause resistance) and would give their students nearly a one year certificate before graduation, if we give them credit for their firefighter level I and II. This would increase our enrollment and feed more students into our certificate and degree programs.

**Course Success Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.

In our departmental discussions all have reported an increase in the number of students that fail to complete assignments and therefore fail courses. I had an instructor tell me last week that one of his students failed to complete three homework assignments which lowered his grade to the point that he was not allowed to complete the state certification final. When the student was asked if he knew what his grade was he stated 74.47%. He failed to average in the three “0’s” for not completing the homework. This is the leading cause of failure in our academy classes.

Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)

We receive on a regular basis ads to post for our students about testing for local fire department positions. I also get several phone calls a month from local fire protection companies wanting to know if we have any students looking for jobs. Simplex Grinnell wants to set up a process to funnel students into the fire alarm and special hazards area.

**Section II: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| In our last review, students have responded that they want more outreach courses and we responded. The class sizes for the classes we offered outside the college are almost always larger than for courses offered on campus. Several years ago some of our classes struggled to have ten students per class while now almost all of our outreach courses have double digit enrollment.  We have changed our programs to be compliant with mandates from the Ohio Board of Regents in that we will follow guidelines from FESHE (Federal Emergency Service in Higher Education) a FEMA (Federal Emergency Management Agency) education workgroup from the National Fire Academy. New courses are developed based upon demand from the students or local fire departments. When we made the transition from quarters to semester we looked at all courses based upon FESHE mandates and came up with a list of core courses that must be offered and then a list of recommended courses we had people with the expertise to teach. Also listed in our program are elective courses that traditionally have been offered because of demand. We now evaluate courses based upon enrollment | In progress X  Completed  No longer applicable | Having to stay within the federal guidelines for financial aid when it does not apply is a big determinate for offering on-demand classes for local fire departments. We have lost several for credit classes because of this rule and more people asking about non-credit classes instead. Non-credit classes do not have the same restrictions but also not the same income for the school. Constant barriers.  We are eliminating all low enrollment classes that we can and still have a FESHE compliant program. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department is currently utilizing an excellent “best practice” with its exit interviews for students by Advisory Committee members – this could serve as an example for other departments at the college, and should be shared with them. The Review Team strongly recommends that the department find ways to let other departments know what they are doing. This may take the form of a workshop at Faculty Learning Day, or perhaps in the form of an article in the Faculty Forum. The department should find some way of sharing this excellent practice with other departments who would might from it. | In progress X  Completed  No longer applicable | We are now implementing a mid-point evaluation of our students. This is where we have a third party interviewer ask the students questions which should show knowledge of the outcomes required to be taught in each course they have taken. FESHE lists the outcomes for each course taken. The interviewer is provided with the list of outcomes per course and then will ask the student questions that should show mastery. This should be similar to what has been done for years at West Point and known as a board of review.  Our department is offering one of two sessions on “Adobe Connect” for the faculty learning day. |
| The department is strongly encouraged to renew all of the articulation agreements that were developed under quarters, particularly the articulation agreement with Wright State University. Would additional articulation agreements with new institutions also be beneficial to students? | In progress X  Completed  No longer applicable | We currently have one agreement with BGSU.  I have contacted UC several times but can’t get anyone to finish the process.  EKU department chair said he doesn’t think it is worth the effort. He wants us to send the student and they will evaluate each student on a case- by- case basis. |
| During the discussion with the Review Team it became clear that there were assessment activities that were being done in courses within the department, but that were not recognized as such. The department is encouraged to take assessment to the next level by capturing and formalizing some of the assessment data it is already collecting on general education and program outcomes. The department is encouraged to start small by identifying a few assignments or activities that it already offers that are tied to a general education or program outcome, and begin collecting, analyzing, and aggregating data from these few assignments. Start small and build from there. The exit interviews may be a source of data regarding student achievement of program outcomes. The department should not hesitate to contact its division Assessment Coordinator / Learning Liaison or the Provost’s Office in assistance in leveraging the data it is already collecting for assessment purposes. These results should be reported in the department’s Annual Update submissions, and in five years a considerable amount of discussion of assessment results should be shared in the next self-study. | In progress  Completed  No longer applicable | Have not had additional time or personnel to work on this issue. We are trying to grow our enrollment. |
| There appears to be a need for firefighters in the area to receive higher credentials in order to earn promotions. The department is encouraged to find ways to use Prior Learning Assessment (PLA) to award credit where appropriate for students with experience in their field of study. The department is encouraged to work with the Manager of Curriculum, Transfer, and Articulation in its work with Prior Learning Assessment. Once use of Prior Learning Assessment has been established, the department is also encouraged to find ways to market it to area fire departments. | In progress X  Completed  No longer applicable | We recently held a college night at Kettering Fire Department. This department and some of the other area fire departments are requiring for promotion a degree. Some add points to the process and others make a certain level of education mandatory to apply.  We have started helping students look at ATS degrees once more as there was a time when that was our largest degree offering. |
| The department is strongly encouraged to begin outreach to area high school programs to establish partnerships that might smooth the transition from high school into the FST programs at Sinclair. Developing a relationship with the Miami Valley Career Technology Center’s fire program may be a possible start for meeting this recommendation. Would it be feasible to offer summer camps of some kind, or perhaps other activities that would engage students in middle school and high school? What more could be done to make students in grades 6-12 more aware of careers in Fire Science and more aware of what they would need to do to prepare for such a career? Different approaches for marketing to expose students to Fire Science prior to graduating from high school should be explored. | In progress X  Completed  No longer applicable | Set up a meeting with the College Credit Plus folks and MVCTC for a meeting this month. Am in discussions with Warren Co. Career Center and Butler Tech about the same issue. It has taken a year to get to this point but is positive.  On a second front we are trying to capture students not in the career centers. We have had meetings with some local area high school advisors about the benefits of our fire programs. According to the Department of Labor there will be some growth in both local fire forces but also in the fire protection field (sprinkler installation, alarms, gas suppression systems, etc.) |
| The department is encouraged to continue its work with other departments, the connections with the Emergency Medical Services and Automotive Departments being two noteworthy examples of these intra-institutional relationships. Similarly, the department is strongly encouraged to maintain – and where appropriate, expand – its relationships with Workforce Development to meet the growing needs of the region. | In progress X  Completed  No longer applicable | Have been working with both of these departments on issues to benefit all Sinclair students.  As for Workforce Development we have several projects currently in development and several operational as of this date.  We are offering non-credit classes which so far have been very successful. We have several additional in the planning stage. We have the agreement between WPAFB and Sinclair and working on another with the Air Force. |
| The Review Team was impressed by the department’s development of asynchronous offerings in response to competition from outside providers, and would like to encourage the department to continue its efforts in this regard. There may also be opportunities for development of online offerings, and it is recommended that the department begin working with Distance Learning to determine whether any of its courses could be offered in a completely online format. | In progress X  Completed  No longer applicable | This part is never really completed. We are always looking for ways to offer courses in a format that is better for the student. All our classes with the exception of our 100% online class are offered in the hybrid format. So far we have noticed that 50% of the students want traditional classroom and the other 50% want online. By offering the classes in the hybrid format 100% of the students are not satisfied but seem to accept the compromise. |
| The FST department is a valuable resource to the community. Its role in educating the fire fighting forces of the surrounding community is inestimable, and it does so at a financial loss to the institution – which Sinclair is perfectly willing to bear as a service to the community. The community at large needs to be more aware of the excellent level of support it receives from the Sinclair Fire Science Technology program. There should be a greater level of awareness regarding the excellence of this program and its service to the community. There are stories from this department that need to be captured and shared. The department is encouraged to explore ways of making these things known to a greater extent in the general community, and should have on hand documentation that would allow these contributions to be used by Sinclair in its work with communities in the surrounding area. | In progress  Completed  No longer applicable | We are doing some of this but not enough. Again time is the issue. |

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| **Date of Most Recent Program Accreditation Review** | Date of most recent accreditation review: \_In progress for both accrediting agencies\_\_\_\_\_\_\_\_\_\_\_\_  **OR**  Programs in this department do not have external accreditation |
| **Please describe any issues or recommendations from your last accreditation review (if applicable)** | We just finished state of Ohio re-chartering for our fire academy classes but are awaiting a site visit. We also are in the process of re-accrediting for national ProBoard. This involves a self study which has been done but we need to answer questions before site visit sometime this summer. We are extending our accreditations for ProBoard which hopefully will lead to more student contact. We are looking at Airport Firefighter which is another Workforce – WPAFB collaboration. |
| **Please describe progress made on any issues or recommendations from your last accreditation review (if applicable)** |  |

Please respond to the following items involving external program accreditation.

**Section III: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

**PLEASE NOTE – FOR THE NEXT TWO YEARS, GENERAL EDUCATION OUTCOME ASSESSMENT WILL BE TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING THREE GENERAL EDUCATION OUTCOMES:**

* **CRITICAL THINKING/PROBLEM SOLVING**
* **INFORMATION LITERACY**
* **COMPUTER LITERACY**

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THESE GENERAL EDUCATION COMPETENCIES IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year courses identified where mastery of general education competency will be assessed. | PLEASE INDICATE AT LEAST ONE COURSE WHERE MASTERY OF THE COMPETENCY WILL BE ASSESSED FOR EACH OF YOUR DEGREE PROGRAMS | What were the assessment results for this General Education competency?  (Please provide brief summary data)  **NOTE: - THIS IS OPTIONAL FOR THE FY 2014-15 AND FY 2015-16 ANNUAL UPDATES** |
| Critical Thinking/Problem Solving | | All programs | **2014-2015** |  |  |
| Information Literacy | | All programs | **2014-2015** |  |  |
| Computer Literacy | | All programs | **2014-2015** |  |  |
| Values/Citizenship/Community | | All programs | **2015-2016** | Due in FY 2015-16 |  |
| Oral Communication | | All programs | **N/A** | COM 2206/2211 |  |
| Written Communication | | All programs | **N/A** | ENG 1101 |  |

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| Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes | **OPTIONAL FOR FY 2014-15** |
| How will you determine whether those changes had an impact? | **OPTIONAL FOR FY 2014-15** |

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Design fire protection suppression and detection systems for a variety of hazards. | FST 1011,  FST 2011,  FST 2041,  FST 2201,  MAT 1470,  MAT 1570,  PHY 1100,  CHE 1111,  MET 1221,  CAT 1131 | 2011-2012 | Tracking learning outcomes from the NICET elements (standards) and what was needed to be included in the redesign of the semester version of the courses. | The courses were over 90% compliant before conversion. |
| Demonstrate knowledge of fire prevention concepts, hazard mitigation and fire/building code compliance. | FST 1113,  FST 2202,  FST 1102,  FST 1103,  FST 1115,  FST 2205,  FST 2206,  FST 1112,  FST 2203,  FST 1125,  FST 1126,  FST 2233,  FST 2230,  FST 1555 | 2012-2103 |  |  |
| Demonstrate knowledge of building construction and fire behavior. | FST 1011,  FST 2202 | 2012-2013 | (Note FST class should read 1111 not 1011) |  |
| Demonstrate the role of the fire professional in local, state and national organizations. | SOC/BEH Science Elective,  HUM Elective,  FST 2700 | 2013-2014 |  |  |
| Demonstrate effective communication, both written and orally. | ENG 1101,  COM 2211 | 2011-2012 | Students successfully completed various state required oral and written communications assessment objectives | The students were able to meet the communication requirements of the NFPA 1021, 1031 and 1041 standards as determined by outside evaluators and meet state objectives |
| Demonstrate the basics of firefighter safety and survival on the emergency scene. | FST 1111  FST 2230  FST 2202 | 2012-2013 |  |  |
| Demonstrate the basics of fire service organization and fire department operations. | FST 1112  FST 1100,  FST 1101,  FST 1102,  FST 1103,  FST 1115,  FST 1125,  FST 1126,  FST 2203,  FST 2205,  FST 2206,  FST 2228,  FST 2233,  FST 2230,  FST 1555  FST 2252,  FST 2253,  FST 2254,  FST 2209  MAN 2150 | 2011-2012 |  |  |
| Identify and determine fire cause and factors contributing to fire spread. | FST 1111  FST 2202  FST 1100,  FST 1101,  FST 1102,  FST 1103,  FST 1115,  FST 1125,  FST 1126,  FST 2203,  FST 2205,  FST 2206,  FST 2228,  FST 2233,  FST 2230,  FST 1555  FST 2252,  FST 2253,  FST 2254,  FST 2209 | 2012-2013 |  |  |
| Demonstrate the basics of fire prevention and inspection. | FST 1113  FST 1100,  FST 1101,  FST 1102,  FST 1103,  FST 1115,  FST 1125,  FST 1126,  FST 2203,  FST 2205,  FST 2206,  FST 2228,  FST 2233,  FST 2230,  FST 1555  FST 2252,  FST 2253,  FST 2254,  FST 2209 | 2011-2013 | We reviewed program using national curriculum and performance standards as the yardstick. Also the FST program has the highest pass rate in the State of Ohio on the State Fire Inspector Certification exam as well as the highest class average score. | Continue to monitor |
| Demonstrate operation and maintenance of fire protection systems. | FST 2201  FST 2204 | 2011-2012 | Tracking learning outcomes from the NICET elements (standards) and what was needed to be included in the redesign of the semester version of the courses. | The courses were over 90% complinat before conversion |
| Demonstrate professional communication skills, both written and orally. | ENG 1111  COM 2211  BIS 1120 | 2011-2012 | The FST 2251 and, 2252 have specific communication skill assessments, FST 2253 and 2254 classes used a performance based "assessment center style" assessment tool which includes communication skills. The FST 1120 and FST 2209 have state oral and written communications assessment objectives | The courses were over 90% complinat before conversion |
| Demonstrate professionalism, ethics and relationships with other public and private organizations. | SOC/BEH Science Elective,  Natural Science Elective,  Arts & Hum Elective | 2011-2012 | Covered in the program’s Humanities and General Education requirements | The students were able to meet the communication requirements of the NFPA 1021, 1031 and 1041 standards as determined by outside evaluators and meet state objectives. |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** |  |
| **How will you determine whether those changes had an impact?** |  |

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Division | Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 | FY 12-13 | FY 13-14 |
| BPS | 0540 | Fire Science Tech | FAO.AAS | 6 | 5 | 7 | 9 | 10 | 10 | 4 |
| BPS | 0540 | Fire Science Tech | FAO.S.AAS | . | . | . | . | . | 3 | 2 |
| BPS | 0540 | Fire Science Tech | FCO.S.STC | . | . | . | . | . | 12 | 5 |
| BPS | 0540 | Fire Science Tech | FCO.STC | . | 17 | 14 | 18 | 10 | 3 | . |
| BPS | 0540 | Fire Science Tech | FEO.S.STC | . | . | . | . | . | 8 | . |
| BPS | 0540 | Fire Science Tech | FEO.STC | . | 3 | 14 | 9 | 24 | . | . |
| BPS | 0540 | Fire Science Tech | FST.AAS | 2 | 3 | 2 | . | 1 | 2 | 1 |
| BPS | 0540 | Fire Science Tech | FST.S.AAS | . | . | . | . | . | 1 | 2 |
| BPS | 0540 | Fire Science Tech | IFPT.S.STC | . | . | . | . | . | 1 | . |
| BPS | 0540 | Fire Science Tech | PFC.S.STC | . | . | . | . | . | 27 | 87 |
| BPS | 0540 | Fire Science Tech | PFC.STC | 60 | 92 | 125 | 71 | 80 | 18 | 1 |

**Degree and Certificate Completion**

**Course Success Rates**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Department Name** | **Course** |  | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** | **FY 13-14** |
| 0410 | Accounting Instruction | ACC-121 |  | 53.9% | 55.3% | 56.3% | 57.5% | 59.4% | 78.1% | . |
| 0410 | Accounting Instruction | ACC-1210 |  | . | . | . | . | . | 53.7% | 52.3% |
| 0410 | Accounting Instruction | ACC-122 |  | 71.7% | 68.8% | 75.8% | 75.4% | 72.2% | 87.5% | . |
| 0410 | Accounting Instruction | ACC-1220 |  | . | . | . | . | . | 69.2% | 75.3% |
| 0410 | Accounting Instruction | ACC-125 |  | 83.3% | 78.1% | 78.2% | 78.3% | 80.0% | 100.0% | . |
| 0410 | Accounting Instruction | ACC-1510 |  | . | . | . | . | . | 73.7% | 55.7% |
| 0410 | Accounting Instruction | ACC-201 |  | 75.0% | 77.0% | 70.8% | 69.3% | 76.3% | . | . |
| 0410 | Accounting Instruction | ACC-202 |  | 93.5% | 93.6% | 95.9% | 82.6% | 83.3% | . | . |
| 0410 | Accounting Instruction | ACC-203 |  | 91.9% | 85.4% | 88.7% | 81.0% | 83.8% | 100.0% | . |
| 0410 | Accounting Instruction | ACC-210 |  | 100.0% | 100.0% | 100.0% | 80.0% | 93.3% | 100.0% | . |
| 0410 | Accounting Instruction | ACC-2101 |  | . | . | . | . | . | 51.2% | 64.7% |
| 0410 | Accounting Instruction | ACC-2102 |  | . | . | . | . | . | 75.8% | 74.4% |
| 0410 | Accounting Instruction | ACC-211 |  | 60.4% | 67.3% | 66.2% | 70.8% | 54.8% | . | . |
| 0410 | Accounting Instruction | ACC-212 |  | 79.5% | 86.5% | 92.6% | 90.2% | 81.4% | . | . |
| 0410 | Accounting Instruction | ACC-216 |  | 86.4% | 100.0% | 91.3% | 90.5% | 90.0% | . | . |
| 0410 | Accounting Instruction | ACC-221 |  | 55.4% | 57.1% | 60.7% | 73.3% | 63.8% | . | . |
| 0410 | Accounting Instruction | ACC-2211 |  | . | . | . | . | . | 78.3% | 73.8% |
| 0410 | Accounting Instruction | ACC-2212 |  | . | . | . | . | . | 83.1% | 76.2% |
| 0410 | Accounting Instruction | ACC-222 |  | 67.2% | 61.0% | 66.7% | 74.1% | 74.7% | 100.0% | . |
| 0410 | Accounting Instruction | ACC-223 |  | 100.0% | 66.7% | 100.0% | 66.7% | 100.0% | 100.0% | . |
| 0410 | Accounting Instruction | ACC-225 |  | 60.0% | 87.5% | 100.0% | 100.0% | 82.4% | . | . |
| 0410 | Accounting Instruction | ACC-2321 |  | . | . | . | . | . | 48.2% | 46.3% |
| 0410 | Accounting Instruction | ACC-2322 |  | . | . | . | . | . | 83.3% | 100.0% |
| 0410 | Accounting Instruction | ACC-235 |  | 90.9% | 81.0% | 85.4% | 75.4% | 71.4% | 66.7% | . |
| 0410 | Accounting Instruction | ACC-240 |  | 88.1% | 87.1% | 73.6% | 83.3% | 75.5% | 87.9% | . |
| 0410 | Accounting Instruction | ACC-2435 |  | . | . | . | . | . | 83.8% | 84.2% |
| 0410 | Accounting Instruction | ACC-2510 |  | . | . | . | . | . | . | 92.9% |
| 0410 | Accounting Instruction | ACC-270 |  | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 0540 | Fire Science Tech | FST-101 |  | 93.5% | 79.4% | 83.7% | 89.2% | 83.3% | . | . |
| 0540 | Fire Science Tech | FST-102 |  | 66.7% | 69.6% | 73.9% | 81.3% | 70.0% | 100.0% | . |
| 0540 | Fire Science Tech | FST-103 |  | 73.9% | 76.9% | 50.0% | . | 100.0% | . | . |
| 0540 | Fire Science Tech | FST-1101 |  | . | . | . | . | . | . | 87.5% |
| 0540 | Fire Science Tech | FST-1102 |  | . | . | . | . | . | 75.4% | 86.7% |
| 0540 | Fire Science Tech | FST-1103 |  | . | . | . | . | . | 94.3% | 94.1% |
| 0540 | Fire Science Tech | FST-1104 |  | . | . | . | . | . | 79.1% | 75.9% |
| 0540 | Fire Science Tech | FST-1111 |  | . | . | . | . | . | 78.8% | 78.1% |
| 0540 | Fire Science Tech | FST-1112 |  | . | . | . | . | . | 50.0% | 63.6% |
| 0540 | Fire Science Tech | FST-1113 |  | . | . | . | . | . | 65.0% | 80.0% |
| 0540 | Fire Science Tech | FST-1120 |  | . | . | . | . | . | 93.3% | 94.1% |
| 0540 | Fire Science Tech | FST-1125 |  | . | . | . | . | . | 77.8% | 71.4% |
| 0540 | Fire Science Tech | FST-1126 |  | . | . | . | . | . | 100.0% | . |
| 0540 | Fire Science Tech | FST-115 |  | 86.7% | 83.0% | 75.0% | . | 66.7% | . | . |
| 0540 | Fire Science Tech | FST-116 |  | 90.0% | 92.3% | 75.0% | 77.8% | 100.0% | . | . |
| 0540 | Fire Science Tech | FST-120 |  | 100.0% | 95.8% | 97.4% | 95.6% | 97.2% | . | . |
| 0540 | Fire Science Tech | FST-125 |  | 98.3% | 80.6% | 82.7% | 89.7% | 89.7% | . | . |
| 0540 | Fire Science Tech | FST-1555 |  | . | . | . | . | . | 80.0% | 91.7% |
| 0540 | Fire Science Tech | FST-173 |  | 100.0% | . | . | . | . | . | . |
| 0540 | Fire Science Tech | FST-174 |  | 100.0% | . | . | . | . | . | . |
| 0540 | Fire Science Tech | FST-176 |  | 100.0% | . | . | . | . | . | . |
| 0540 | Fire Science Tech | FST-177 |  | 100.0% | . | . | . | . | . | . |
| 0540 | Fire Science Tech | FST-181 |  | 87.1% | 86.5% | 84.1% | 81.8% | 80.6% | 75.0% | . |
| 0540 | Fire Science Tech | FST-190 |  | . | 81.8% | 92.9% | . | 88.9% | . | . |
| 0540 | Fire Science Tech | FST-191 |  | 78.0% | 28.6% | 54.5% | 66.7% | 100.0% | . | . |
| 0540 | Fire Science Tech | FST-192 |  | . | 78.4% | 90.0% | . | . | . | . |
| 0540 | Fire Science Tech | FST-193 |  | 89.6% | 90.2% | 95.2% | 90.5% | 84.0% | 91.7% | . |
| 0540 | Fire Science Tech | FST-194 |  | 100.0% | . | . | . | . | . | . |
| 0540 | Fire Science Tech | FST-201 |  | 100.0% | 87.5% | 72.7% | 77.8% | 80.0% | . | . |
| 0540 | Fire Science Tech | FST-202 |  | 82.9% | 77.6% | 62.7% | 85.0% | 76.2% | . | . |
| 0540 | Fire Science Tech | FST-204 |  | 100.0% | 100.0% | 90.5% | 66.7% | 100.0% | . | . |
| 0540 | Fire Science Tech | FST-209 |  | 87.5% | 100.0% | 95.7% | 93.8% | 100.0% | . | . |
| 0540 | Fire Science Tech | FST-218 |  | 100.0% | . | 100.0% | 80.0% | . | . | . |
| 0540 | Fire Science Tech | FST-220 |  | 100.0% | 100.0% | . | 50.0% | . | . | . |
| 0540 | Fire Science Tech | FST-2201 |  | . | . | . | . | . | 75.0% | 75.0% |
| 0540 | Fire Science Tech | FST-2202 |  | . | . | . | . | . | 75.0% | 90.9% |
| 0540 | Fire Science Tech | FST-2204 |  | . | . | . | . | . | 90.9% | 80.0% |
| 0540 | Fire Science Tech | FST-2209 |  | . | . | . | . | . | 100.0% | 100.0% |
| 0540 | Fire Science Tech | FST-2228 |  | . | . | . | . | . | 66.7% | . |
| 0540 | Fire Science Tech | FST-2230 |  | . | . | . | . | . | 64.3% | 65.5% |
| 0540 | Fire Science Tech | FST-2251 |  | . | . | . | . | . | 92.3% | 100.0% |
| 0540 | Fire Science Tech | FST-2252 |  | . | . | . | . | . | 92.3% | 100.0% |
| 0540 | Fire Science Tech | FST-2253 |  | . | . | . | . | . | 90.9% | 50.0% |
| 0540 | Fire Science Tech | FST-2254 |  | . | . | . | . | . | 100.0% | . |
| 0540 | Fire Science Tech | FST-2260 |  | . | . | . | . | . | . | 100.0% |
| 0540 | Fire Science Tech | FST-2270 |  | . | . | . | . | . | 100.0% | 100.0% |
| 0540 | Fire Science Tech | FST-2297 |  | . | . | . | . | . | . | 100.0% |
| 0540 | Fire Science Tech | FST-251 |  | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . | . |
| 0540 | Fire Science Tech | FST-252 |  | 93.8% | 100.0% | 100.0% | 94.7% | 92.6% | . | . |
| 0540 | Fire Science Tech | FST-253 |  | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . | . |
| 0540 | Fire Science Tech | FST-254 |  | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . | . |
| 0540 | Fire Science Tech | FST-270 |  | 100.0% | . | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 0540 | Fire Science Tech | FST-278 |  | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 0540 | Fire Science Tech | FST-297 |  | 98.6% | 100.0% | 100.0% | 50.0% | . | . | . |