**Sinclair Community College**

**Continuous Improvement Annual Update 2015-16**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2016**

**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 2, 2016**

**Department:** **BPS - 0540 - Fire Science Technology**

Year of Last Program Review: FY 2013-2014

Year of Next Program Review: FY 2019-2020

**Section I: 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. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |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 We now evaluate courses based upon enrollment | In progress X  Completed  No longer applicable | Having to stay within the federal guidelines for financial aid when it does not apply is a big determinate for offering on-demand classes for local fire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.  There is a barrier with non-credit classes that came up the last time we requested to teach a “non-credit” class. When workforce is asked to price a non-credit course the price was so high that it was not affordable for small municipal and volunteer fire departments. Non-credit classes are usually requested by small volunteer fire departments that are funded by small rural communities. So since the price has gone up for offering these classes through workforce development we are no longer offering these classes. If our department had a way to handle funds for the classes, we could offer “non-credit classes.” |

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. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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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.  In our last process (board of review) there was some problem with identifying the students at the half-way and graduate levels. When the students were interviewed many said they had done the process before or had graduated several years ago. Others stated that they had just taken one or two courses on our list of core classes but were identified as mid-point students. We need a better method to identify students at the midpoint and those that are near completion. |
| 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.  We now have signed agreements with BGSU and UC. The last information I heard on EKU is that we were talking with them about a potential agreement. |
| 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.  We are capturing some data in our Fire Academy courses. Currently, just data required by the State of Ohio. |
| 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.  This year we have seen a drastic increase in the number of students calling about pursuing a degree because it is mandatory for their promotion.  We have started helping students look at ATS degrees once more as there was a time when that was our largest degree offering.  There are some barriers to the ATS degree we have found this year with our students wanting to use partial credit for their Paramedic certification and being told that cannot be done. That limits the viability of any combination or our program and incorporating partial credit for a paramedic certificate. The only viable combination is FST – CJS of which we have two students currently in the path. |
| 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.)  We had meetings with Montgomery County Career Technical Center and they said there was no money appropriated for offering Fire Science Classes through CCP. However, other classes are being offered through CCP. Our department does not understand why some classes (English, Accounting, etc.) can be offered and other not. Offering classes at the CTC’s could make our department profitable. |
| 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.  As mentioned above the pricing from Workforce Development has ruled out any further “non-credit” class offerings. When classes are held through workforce development the majority of work falls upon the department membership. Since the majority of work falls upon the department the only part missing is handling the money. We find the classes or the classes find us, we give them the Workforce price, and then the non-credit class goes away. Our first successful classes where at a much lower cost to the small fire departments. This pricing went away. |
| 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.  Recently we are getting requests for classes being offered at the local fire departments in the traditional setting as some students prefer the face-to-face courses. Many students taking the state certification courses (non-degree seekers) are not disciplined enough to take online course work or fear the online environment. |
| 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. |

**Section II: 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 PREVIOUS YEAR AND THIS YEAR, REPORTING OF GENERAL EDUCATION OUTCOME ASSESSMENT HAS BEEN 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 GENERAL EDUCATION OUTCOME:**

* **Cultural Diversity & Global Citizenship: Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

**Do you have a required course in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**☒Yes ☐No If yes, please list the course: FST2209, 2251, 2252, 2253, 2254**

**If no, is there an elective course that is listed on your Preferred Program Pathway Template where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**☐Yes ☒No If yes, please list the course:** Click here to enter text.

**If no, is there another elective course that is an option in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**☐Yes ☒No If yes, please list the course:** Click here to enter text.

**If no, where do students master Cultural Diversity & Global Citizenship in your program? Do you need assistance incorporating this General Education outcome into your degree program?**

**No**

**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 THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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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 | Students are assessed using NICET standards and testing elements. | Over the last five years 90% of the students score better than 70% on NICET elements tested. |
| 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 | Students are assessed using NFPA (National Fire Protection Association) standards | Over the last five years 95% of the students taking state certification exams covering fire prevention concepts pass their state exam (70% required to pass) on their first attempt. Of the 5% that did not pass on their first attempt, all passed by their third and final attempt. |
| ~~~~~~~~ | 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 | Students are assessed using NFPA (National Fire Protection Association) standards | Over the last five years 90% of the students scored greater than, or equal to, 70% on examinations covering the role of fire safety professionals in organizations. |
| Demonstrate effective communication, both written and orally. | ENG 1101,  COM 2211 | 2011-2012 | NFPA standards are used assess communications. | Over the last five years over 90% of our students are able to meet the communications requirements of NFPA 1021, 1031, 1041, and 1301. |
| Demonstrate the basics of firefighter safety and survival on the emergency scene. | FST 1111  FST 2230  FST 2202 | 2012-2013 | Students are assessed using NFPA standards. ProBoard also uses NFPA standards for assessment. | Over the last five years 90% of the students score greater than, or equal to, 70% on examinations and skills covering life safety. |
| 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 | Students are assessed using NFPA and OSHA standards as required by the course. | Over the last five years 95% of the students score greater than, or equal to, 70% on examinations relating to fire service organizations and operations. |
| 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 | Students are assessed using NFPA standards. ProBoard also uses NFPA standards for assessment. | Over the last five years 90% of the students score greater than, or equal to, 70% on examinations and skills covering fire cause and fire spread factors. |
| 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 | ProBoard skills and NFPA standards are used for assessment. | Over the last five years 95% of the students taking state certification exams covering fire prevention concepts pass their state exam (70% required to pass) on their first attempt. Of the 5% that did not pass on their first attempt, all passed by their third and final attempt. |
| Demonstrate operation and maintenance of fire protection systems. | FST 2201  FST 2204 | 2011-2012 | NICET is used as the assessment standard. | Over the last five years 90% of the students score 70% or better on NICET level I and II elements. |
| Demonstrate professional communication skills, both written and orally. | ENG 1111  COM 2211  BIS 1120 | 2011-2012 | NFPA standards are used to assess communications. | Over the last five years students were able to meet the communications requirements of NFPA 1021, 1031, and 1041 standards as determined by outside evaluators and meet state objectives. |
| 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 |  |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | From the results of the mid-program and final boards of review we can identify programs where the students failed to maintain at least a 70% retention of program outcomes from courses taken. When a course retention trend is identified below a 70% we will look at the way the course is offered, look at the instructor, look at the course materials, and all identifiable possible causes for sub-standard performance. |
| **How will you determine whether those changes had an impact?** | Upon subsequent boards of review we should see an increase in retention rates of course outcomes. |