WORKFORCE PROGRAM REVIEW

REV. 10-05-2017

PROGRAM NAME: FIRE ACADEMY **PROGRAM REVIEW CONTACT:** KANDICE SWARTHOUT-ROAN

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GUIDELINES

Time Frames:

1. **Scope**:
   The time frame of program review is five years, including the year of the review.
   Data being reviewed for any item should go back the previous four years, unless not available.
2. **Deadline Dates**:
   January 15th – Program Review Document due to Department Dean for review
   February 1st – Program Review Document due to Program Review Steering Committee
3. **Years:**
   Years 1 & 3 – Implement Action Plan of (CIP) and collect data
   Years 2 & 4 – Analyze data and findings, Update Action Plan
   Year 5 – Write Program Review of past 4 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range of 1-2 pages.

EVIDENCE GUIDELINES: In the following sections, you will be asked to provide evidence for assertions made.

a. **Sources**: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission's CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: effectiveness@collin.edu. Use of additional reliable and valid data sources of which you are aware is encouraged.

b. **Examples of Evidence Statements**:
   1. Poor example: Core values are integrated into coursework. (Not verifiable)
   2. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
   3. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)
   4.

FOR MORE INFORMATION: Documentation can be found at http://inside.collin.edu/institutionaleffect/Program_Review_Process.html. Any further questions regarding Program Review should be addressed to the Institutional Research Office (effectiveness@collin.edu, 972.985.3714).

Section I. *Are We Doing the Right Things?*

1. WHAT DOES YOUR WORKFORCE PROGRAM DO?

A. What is the program and its context?

Mission Statement: *Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.*

The Basic Firefighter Certificate (Fire Academy) program fulfills the college mission statement by offering students the necessary education and training to successfully pass state certification exams for Basic Firefighter and Emergency Medical Technician (EMT). These certifications are required for employment in fire departments throughout the state.

The Basic Firefighter Certificate program is focused on student preparation for initial employment at area municipal fire departments. The program follows a regimented format and program specific rules focusing on discipline and teamwork necessary for effective response during an emergency. Learning is accomplished in many ways including active student participation in live-fire training scenarios requiring creativity and innovation for successful completion.

This workforce education program follows the guidelines set by the Texas Higher Education Coordinating Board by following a coherent sequence of courses designed to prepare students for a career in the fire service. Students enrolled in the Fire Science program have the choice of completing the Basic Firefighter Certificate (Fire Academy) program and/or the Associate of Applied Science (AAS) degree in Basic Firefighter. Most students complete the certificate program first, seek full-time employment, and return to Collin College to complete the AAS degree. This enables them to qualify for promotions within a few years of employment.

The program is regulated by the Texas Commission on Fire Protection (TCFP), and the Texas Higher Education Coordinating Board (THECB). The TCFP regulates instructional delivery through course approvals, instructor certifications, and facility inspections. Personal protective equipment (PPE) used by students and instructors including firefighting gear and self-contained breathing apparatus (SCBA) is regulated through annual inspection, testing, and duration of usage.

This section is used to provide an overview description of the program, its relationship to the college and the community it serves. **Keep in mind the reviewer may not be familiar with your area**. Therefore, provide adequate explanation as needed to ensure understanding.

Requested points to address, but not limited to:

- *Program's purpose (Include the program's purpose/mission statement if one exists.)*
- *Brief explanation of the industry(s) the program serves*
- *Career paths and/or degree paths it prepares graduates to enter*
- *What regulatory standards must the program meet (THECB, Workforce, external accreditation)*
- *Program outcomes*
- *Analyze the evidence provided. What does this show about the program?*

B. Executive summary: briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.) Using the questions in the template as headings in the Executive Summary can provide structure to the overview document.

Collin College's Fire Academy continuously stands out amongst other programs around the state due to the standards upheld in curriculum and the core values of the college. The Fire Academy demands quality candidates through a rigorous selective process and creates real-world experiences to cultivate prepared and exceptional firefighters. This program is led by the area's most competent instructors that offer the knowledge and skill to mold students into quality employees for the future of firefighting.

The program adheres to a regimented format requiring students to follow a specific set of program rules and regulations focusing on dignity, respect, integrity and learning. Expectation of following core values prepares future firefighters for the rigors and realities of on-the-job experiences.

The Fire Academy has course offerings that accommodate the current demands of local fire departments and student schedules. Common practice for fire departments is to hire non-certified firefighters and then send them to a program for training. Collin's diverse schedule of offerings lends to a high retention rate of 97.9% due to the accessibility of courses for students that are either sponsored by a fire department or working students in a career transition.

A pass rate of 97% on the Basic Firefighter certification exam is another strength of Collin's Fire Academy. This pass rate keeps Collin students in the ranks of top exam takers in the State of Texas, even with recent grading changes that make the exam more challenging to pass.

The Fire Academy is strongly supported by an Advisory Board of quality area fire professionals that routinely contribute feedback for the growth and promotion of the program. Meaningful engagement and realistic guidance by advisory board members keeps the Fire Academy program centered in professionalism and current standards.

Local area fire departments are predicted to grow by 100 jobs every year for the next several years due to the expansion of Collin County, building of new fire stations, and retirement of current leadership. This increase in the job market serves Collin students well as employers are aware of the high standards and rigor expected from Collin Fire Academy students. As these jobs come to fruition, Collin students are top candidates for these positions.

Though The Fire Academy employs only the most qualified instructors, a weakness of the program is an imbalance in the full-time to part-time instructor ratio in favor of part-time faculty. As an advantage, part-time faculty bring current and relevant field practices into the program through their instruction. The disadvantage of utilizing numerous part-time faculty in the program is the lack of consistency in each cohort. This is especially evident during skills instruction since part-time skill instructors are limited to 19.5 hours a week of work time.

In the past few years, Fire Academy students have persevered a deficiency in updated equipment and training facilities due to the college's decision to demolish the training facility in 2015 to accommodate the Carey A. Israel Health Science Building. Since that time, Fire Academy students have been traveling to area departments for appropriate training at a cost to the college. While the current construction of the new Public Safety Training Center will alleviate the burden of travel and offer a state-of-the-art training facility for Fire Academy students and local active firefighters; the continued use of outdated fire apparatus is a significant weakness within the program.

Faculty, students, advisory board members, and local fire departments will be at a great advantage with conception of the new Public Safety Training Center. The center will bring Collin students up to quality standards of practice through updated and contemporary props and training grounds. The center will not only facilitate an appropriate learning environment for Collin students after several years of deficient equipment, but also serve as a training facility for local firefighters.

2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION, CORE VALUES & STRATEGIC PLAN.

- **Provide program-specific evidence of actions that document how the program supports the College's mission statement:** "*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.*"

  The Basic Firefighter Certificate (Fire Academy) program fulfills the college mission statement by offering students the necessary education and training to successfully pass state certification exams for Basic Firefighter and Emergency Medical Technician (EMT). These certifications are required for employment in fire departments throughout the state. Fire Academy students benefit from instruction focused on specific job performance skills as well as basic life skills including, organization, teamwork, and leadership. Specific training scenarios challenge student intellect and strengthen character through decision making.

- **Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the College's core values:** *"We have a passion for Learning, Service, Involvement, Creativity, Innovation, Academic Excellence, Dignity, Respect and Integrity."*

  The Basic Firefighter Certificate program exemplifies the core values through instructor and student involvement. The program adheres to a regimented format requiring students to follow a specific set of program rules and regulations focusing on dignity and respect, integrity and learning. Learning is accomplished in many ways including active student participation in live-fire training scenarios requiring creativity and innovation for successful completion. Students learn through service and involvement by participating in campus activities and community events. Academic excellence is the standard in the program demonstrated by the successful pass rates on state certification exams.

  Learning: Fire Academy cohorts posting a 100% pass rate on the state certification over eight consecutive years is a reflection of the commitment faculty has to teaching and students have to learning. The program's selective admissions policy solicits a higher level of commitment and quality from students.

  Service and Involvement: Fire Academy students are involved in community based activities including the annual Plano International Festival, Fire Academy Family Night, and Collin College Safety Fair (facilitated by full time faculty, Vance McCauley). Fire Academy students also partner in an interdisciplinary event with the Dental Hygiene program called Give Kids a Smile. At each of these events, students work with members of the public, demonstrating the proper use of portable fire extinguishers, and age appropriate fire safety tips.

Creativity and Innovation: Students are required to participate in labs and skills activities throughout the program. Students must actively participate in training scenarios as part of an emergency response team. The students are required to demonstrate effective team and leadership roles. Faculty and Skill Instructors develop creative and innovative scenarios presenting real world challenges preparing students for success.

Academic Excellence: The Fire Academy program strives for academic excellence by providing an in-depth curriculum and maintaining high standards. The passing level for Fire Academy classes is set at 75% (instead of 70%), which reflects the passing level of the current entry-level credentialing exam. Academic Excellence is clearly reflected in the program outcomes. For over eight consecutive years Basic Firefighter Certificate (Fire Academy) cohorts have posted a 100% pass rate on the state certification exam.

Dignity and Respect: All students are treated with respect and dignity. Collin College and the Fire Academy program do not discriminate based on race, color, religion, age, sex, national origin, disability or veteran status. The Fire Academy program has program-specific rules and procedures that students agree to when they enter the program. The rules and procedures are meant to reflect the level of dignity and respect that must be afforded to victims and co-workers during and emergency response.

Integrity: Integrity is a personal quality demonstrated by program faculty and administration. Fire Academy faculty and skills instructors provide a strong example for the students and encourage discussion in class and skills training sessions so that students may realize the importance of integrity when responding to someone's house or business during an emergency.

- **Provide program-specific evidence that documents how the program supports the College's strategic plan**: https://www.collin.edu/aboutus/strategic_goals.html.

- **Priority 4.** Expand Career and Technical Programs and Training Offerings in Alignment with current and future Regional Labor Market Demand and Become the Customized Training Provider of Choice for Additional Employers.

  Since 1992, the Basic Firefighter Certificate program (Fire Academy) has graduated over 1500 students. The majority of these students work in fire departments throughout Texas and the nation. Locally, the Collin County Fire Chiefs Association projects 100 new job opportunities each year for the next 5 years. Collin College is responding to this trend by offering additional certification courses through continuing education including: Driver/Operator – Pumper, Incident Safety Officer, Fire Investigator and Fire Inspector.

- **Priority 7.** Expand the Physical Footprint of Collin College to Meet Emerging Programmatic Needs; Improve Facilities as Necessary, and Implement the Maintenance Plan to Elevate Services to Our Students.

  In January 2017, Collin College, the City of McKinney, and various other partners began work on the Public Safety Training Center. This $40 million construction project will house the police and fire academy programs which will provide much needed in-service training opportunities for area fire responders. The Fire Academy training facility was demolished in 2014 to make room for the Cary A. Israel Health Science building. Since that time, Fire Academy has operated in the absence of appropriate provisions to facilitate

proper training scenarios for students. The training areas and props at the new Public Safety Training Center will be unrivaled by any other facility in the area.

Requested points to address, but not limited to:

- *What evidence is there to support assertions made regarding how the program relates to the mission, core values and strategic plan?*
- *Think broadly-increasing completion, articulation agreements, pathways from high schools, etc.*
- *Analyze the evidence you provide. What does it show about the program?*

2. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO STUDENT DEMAND

Make a case with evidence to show that students want the Degree or Certificate, and are able to complete the program.

The Collin College Fire Academy offers both daytime and evening programs to best serve student demand. Historically, daytime course offerings prove to be more popular with students. They can complete the entire certificate program requirements in under 25 weeks by attending classes for 8 hours Monday through Friday. The evening course offerings are best suited for students who work while attending school. Students following the evening course schedule can complete the entire certificate program requirements in approximately 48 weeks.

Each class is designed for 24 students. The chart below indicates a decrease in the number of applicants from January 2015 to August 2016. This is a direct result from the demolition of the Fire-Rescue Training facility to accommodate the Cary A. Israel Health Sciences Building. College administration did not formulate a solution for the program until August 2016. This delay in accommodating a proper learning environment for Fire Academy training left potential students in wonder of the state of the program and future offerings. Many candidates thought the program was being eliminated since the facility was demolished which resulted in a recession in enrollment. This deficit can be seen on the chart below.

See chart on next page.

Fire Academy Program Student Applications Each class is designed for 24 students				
Date	Daytime Program	Number of Applicants	Evening Program	Number of Applicants
Aug 2013			*Class # 58*	32
Jan 2013	*Class # 59*	38		
Aug 2014	*Class # 60*	38		
Aug 2014			*Class # 61*	31
Jan 2015	*Class # 62*	26		
Aug 2015	*Class # 63*	28		
Aug 2015			*Class # 64*	22
Jan 2016	*Class # 65*	25		
Aug 2016	*Class# 66*	43		
Aug 2016			*Class # 67*	39
Jan 2017	*Class # 68*	41		
Aug 2017	*Class # 69*	33		
Aug 2017			*Class # 70*	29
Total		272		153

Requested points to address, but not limited to:

- *The number of students who completed the award in each of the last 4 years. What is the enrollment pattern? Declining, flat, growing, not exhibiting a stable pattern, please explain.*
- *What are the implications for the next 5 years if the enrollment pattern for the past 4 years continues?*
- *Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at the present, please develop and describe a plan to do so.*
- *Analyze the evidence you provide. What does it show about the program?*

See chart on next page.

UNDUPLICATED STUDENT ENROLLMENT BY PROGRAM PER TERM – FIRE ACADEMY	
FALL 2013 – SPRING 2014	433
FALL 2014 – SPRING 2015	341
FALL 2015 – SPRING 2016	278
FALL 2016 – SPRING 2017	211

The general decline in enrollment in the chart above is a direct result of the demolition of the training facility in June of 2014. Not having a training facility meant a reduction in some course offerings. This will not be a recurring trend since we are under construction with the new Public Safety Training Facility with an expected move-in date of June 2018. The new facility will allow for additional class offerings. Some of the new courses are unprecedented for the program.

4. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND

Make a case with evidence to show that employers need and hire the program's graduates.

Firefighters are responsible for controlling and extinguishing fires, responding to motor vehicle accidents, and all other emergencies where life, property, or the environment is at risk. While on the scene of fires and other emergency incidents, the work can be very dangerous. When firefighters are not responding to calls, their time is spent at the fire station where they eat, sleep, and engage in other activities including: training and equipment/apparatus maintenance. Collin has a reputation for holding students at the highest of standards for on-the-job personal safety and adjunct firehouse duties.

In 2016 the United States Department of Labor – Bureau of Labor Statistics Reported the average growth rate for firefighter occupations as 7%, with a total number of jobs at 327,300 across the nation. Regionally, the job demand for firefighters in Collin, Dallas, Tarrant, and Denton counties ranges from 350-400 each year. Locally, the Collin County Fire Chiefs Association reports an estimated 100 job positions will be available each year for the next 5 years. Nationally, in

2016 the median pay for entry level firefighter positions was $48,030. Local DFW Metroplex median pay ranges from $51,830 - $62,040. In 2016 there were 5,740 firefighters in the DFW Metroplex.

Firefighters typically need a high school diploma as a minimum, but are usually more successful in securing full-time employment if they have state certifications as a Basic Firefighter and EMT. Collin's Basic Firefighter Certificate program (Fire Academy) provides training specifically in these two areas of state certifications.

All firefighting jobs are extremely competitive since fire departments are very selective in their hiring process. Candidates must pass written and physical tests, complete a series of interviews, and pass background and polygraph tests. Collin College Fire Academy graduates are highly successful in gaining employment after completing the program. In many cases, program completers continue their education by enrolling in the Paramedic program while continuing to search for employment. The chart below illustrates the number of completers earning certificates and degrees within the Fire Science program. The total number of completers well exceeds the Texas Higher Education Coordinating Board minimum standards.

Year	***Program Completers Employed in the Fourth Quarter of the Year Following Completion***	
	Certificate	***AAS***
2012	95%	n/a
2013	90%	100%
2014	84%	100%
2015	85%	83%
2016	87%	100%

The majority of fire protection provided in Collin County is from fully-paid firefighters in municipal fire departments. In more rural areas, fire protection is provided by volunteers. As the county continues to grow, the volunteer fire departments are converting to fully-paid status. Rapidly growing areas such as McKinney, Frisco, Prosper and Celina are building new fire stations in newly developed areas. The typical staffing requirement for a new fire station is 18 new personnel. Built-out areas such as Plano and Allen are seeing an increase in the number of retirements from fire department ranks resulting in new hires and promotion opportunities. With more than 50% of Collin County still undeveloped, hiring potential is strong for the next 15-20 yeas.

Currently, the Fire Academy program at Collin College can supply about 70% of the market demand for firefighters in Collin County. The construction of the new Public Safety Training Center will provide for expansion of the program to meet the market demand for the next several years.

Some resources to utilize for information could be: Texas Workforce Commission, JobsEQ, O-Net, Career Coach, Tracer2

Requested points to address, but not limited to:

- *How many program-related, entry-level jobs are available in the DFW Metroplex for people with an associate's degree or certificate? If the majority of related jobs in the DFW Metroplex require a baccalaureate degree, provide evidence that you have a current signed articulation agreement with one or more transfer institutions or that you plan to develop one.*
- *What competing programs are in the area, and how does Collin compare?*
- *What proportion of the program's graduates found related employment within six months of graduation?*
- *How do salaries of program completers compare to those for high school graduates and baccalaureate holders?*
- *What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How will the program address under- or over-supply?*
- *Identify and discuss the program's strengths and weaknesses related to market demand.*
- *Analyze the evidence you provide. What does it show about the program?*

Section II. Are We Doing Things Right?

5. HOW EFFECTIVE IS OUR CURRICULUM, AND HOW DO WE KNOW?

A. Make a case with evidence that there are no curricular barriers to completion. Review data related to course enrollments, course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.

The Fire Academy program at Collin College can supply approximately 70% of the local area market demand for firefighters. The chart below illustrates the number of completers earning certificates and degrees within the Fire Science program. The total number of completers well exceeds the Texas Higher Education Coordinating Board minimum standards.

See chart on next page.

Year	Number of Completers		
	Certificate	AAS	Total
2013	69	2	71
2014	38	4	42
2015	52	6	58
2016	60	5	65
2017	50	1	51
Total	269	18	287

Percentage of program completers employed in the fourth quarter of the year following completion

In the North Texas area, there are three colleges offering Fire Academy programs: Tarrant County College, North Central Texas College, and Collin College. The programs at Tarrant County and Collin College are long standing programs with excellent reputations and a long history of providing quality training. The program at North Central Texas College is very new and does not have an established track record.

Students completing the Fire Academy are eligible to take the Basic Structural Firefighter certification exam administered by the Texas Commission on Fire Protection. Passing this exam is required to gain employment as a Firefighter. Beginning January 2017, the Texas Commission on Fire Protection changed the method in which exam pass rates are determined. The certification exam now indicates pass rates in four categories: Firefighter I, Firefighter II, Haz-Mat Awareness, and Haz-Mat Operations. Collin College statistically out-performs comparable programs throughout the state including the two closest programs - Tarrant County College and North Central Texas College. Collin ranks highest among college programs with over 30 exams administered.

See chart on next page.

College	No. of Exams in 2017	No. of Failures in one or more sections of the exam	Pass Rate
Collin College	44	5	88%
North Central Texas College	16	5	68%
Tarrant County College	22	3	86%
Del Mar College	29	1	96.5%
Texas A&M (TEEX)	53	15	71%
Kilgore College	18	5	72%
Tyler Junior College	22	14	36%
South Plains College	21	9	57%
McClennan County College	15	0	100%
Weatherford College	6	1	83%
Navarro College	15	6	60%
College of the Mainland	20	5	75%
Austin Community College	24	8	66%
El Paso Community College	20	5	75%
Houston Community College	30	15	50%
Midland College	17	10	41%
Amarillo College	15	15	0%
San Antonio College	45	29	35%
Angelina College	9	2	77%

Requested points to address, but not limited to:

- *Number of students who completed the program awards in each of the last 4 years? If the number of graduates does not average 5 or more per year, describe your plan to increase completions and address this issue in the Continuous Improvement Plan (CIP).*
- *At what point(s) are substantive percentages of students dropping out of the program? Use data in the "Program-Based Course Performance" tool to examine enrollment flow through the program curriculum. Does the data suggest any curricular barriers to completion? Address problems in the CIP. Review course enrollment patterns, course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion. Address problems in the CIP.*
- *Analyze the evidence you provide. What does it show about the program?*

B. Show evidence that the THECB standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.

1. **Credit Hour Standard: There are no more than 60 credit hours in the program plan.**
   Number of semester credit hours (SCH) in the program plan: **60**

FIRE ACADEMY

AAS - Basic Firefighter Certification FICE 023614 CIP 43.0203

FIRST YEAR

First Semester

			Lec	Lab	Ext	Cont	Credit
CHEM	1405	Introduction to Chemistry I [1]	3	3-4	0	96-112	4
ENGL	1301	Composition I	3	1	0	64	3
FIRT	1301	Fundamentals of Fire Protection	3	0	0	48	3
MATH	1332	Contemporary Mathematics (Quantitative Reasoning)	3	0-3	0	48	3
		Total Hours	12	4 - 8	0	256 - 272	13

(Continued)

Second Semester			Lec	Lab	Ext	Cont	Credit
EMSP	1160	Clinical - Emergency Medical Technician[3] (EMT Paramedic) -Basic [3]	0	0	5	80	1
EMSP	1371	Introduction to Emergency Medical Technician (EMT)[3]	3	0	0	48	3
EMSP	1501	Emergency Medical Technician [3]	4	4	0	128	5
FIRT	1315	Hazardous Materials I	3	0	0	48	3
GOVT	2306	Texas Government (Texas Constitution and Topics)	3	0	0	48	3
GEN ED		Humanities / Fine Arts course	3	0	0	48	3
		Total Hours	16	4	5	400	18

SECOND YEAR

First Semester			Lec	Lab	Ext	Cont	Credit
FIRS	1301	Firefighter Certification I	2	2	0	64	3
FIRS	1407	Firefighter Certification II	3	3	0	96	4
FIRS	1313	Firefighter Certification III	3	0	0	48	3
FIRS	1319	Firefighter Certification IV	2	4	0	96	3
FIRT	1327	Building Construction in the Fire Service	3	0	0	48	3
		Total Hours	13	9	0	352	16

(Continued)

Second Semester			Lec	Lab	Ext	Cont	Credit
FIRS	1323	Firefighter Certification V	2	3	0	80	3
FIRS	1329	Firefighter Certification VI	2	3	0	80	3
FIRT	1338	Fire Protection Systems	3	0	0	48	3
FIRS	1433	Firefighter Certification VII (Capstone)	2	5	0	112	4
		Total Hours	9	11	0	320	13
		GRAND TOTAL	**50**	**28-32**	**5**	**1328-1344**	**60**
		*Basic Firefighter Certificate					**32**

1 May substitute BIOL 1408
2 May substitute MATH 1314, MATH 1316, MATH 1324, MATH 1332, MATH 1325, MATH 1342, MATH 1350, MATH 1351, MATH 1414, MATH 2305, MATH 2412, MATH 2318, MATH 2320, MATH 2413, MATH 2414, MATH 2415, MATH 2417 or MATH 2419

3 A student that has the EMT - Basic certification has met this requirement.

6 May substitute ARTS 1301, ARTS 1303, ARTS 1304, ARTS 1313, DANC 2303, DRAM 1310, DRAM 2361, DRAM 2362, ENGL 2322, ENGL 2323, ENGL 2327, ENGL 2328, ENGL 2332, ENGL 2333, ENGL 2342, ENGL 2343, HIST 2311, HIST 2312, HIST 2321, HIST 2322, HUMA 1301, MUSI 1306, MUSI 1307, MUSI 1310, PHIL 1301, PHIL 1304, PHIL 2303, PHIL 2306, PHIL 2307, PHIL 2331
MUSI 1306, MUSI 1307, PHIL 1301, PHIL 1304, PHIL 2303, PHIL 2306, PHIL 2307 or PHIL 2321

7 May substitute ANTH 2346, ANTH 2351, ECON 1301, ECON 2301, ECON 2302, GOVT 2305, HIST 1301, HIST 1302, HIST 2301 or SOCI 1301

Note: Underline General Education Courses.

2. **Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.** Number of completers: **287** in last five years.
   Definition of completer—Student has met the requirements for a degree or certificate (Level I or II)
3. **Licensure Standard:** 90% of test takers pass licensure exams.
4. If applicable, include the licensure pass rate: **97%**

State Exam Pass Rates			
DATE	**Fire Academy Class #**	**Exam Average**	**Pass Rate**
Nov 2012	54	87.39	100%
May 2013	55	94.9	100%
May 2013	56	88.20	100%
Nov 2013	57	89.4	100%
May 2014	58	87.37	100%
May 2014	59	86.46	100%
Nov 2014	60	84.45	100%
May 2015	61	84	100%
May 2015	62	85	100%
Nov 2015	63	85.18	100%
May 2016	64	84.08	100%
May 2016	65	89.1	100%
Nov 2016	66	86.55	100%
May 2017	67	83.64	80% *
May 2017	68	88.56	83% *

*State Exam "passing score" for certification changed in 2017 to include pass rates on each of the four parts of the exam. Previous pass rates based on one score of the entire exam.

5. **Retention Standard: 78% of students enrolled in program courses on the census date should still be enrolled on the last class day (grades of A through F).**
   Include the retention rate: **97.9%**
   If the retention rate is below 78%, describe a plan for raising the course completion rate.

C. Make a case with evidence that the program curriculum is current.

The Fire Science program remains current by following a state mandated curriculum for Basic Firefighter certification. The state curriculum is built on the *National Fire Protection Association (NFPA) 1001: Standard for Fire Fighter Professional Qualifications,* and is accredited by the International Fire Service Accreditation Congress (IFSAC). Every five (5) years the NFPA 1001 Standard is reviewed and updated. The state regulatory agency then updates the Basic Firefighter Certification curriculum. IFSAC reviews the all curricula at the state agency every three (3) calendar years.

Collin offers an extensive program designed to meet the needs of area fire department employers. The Basic Firefighter Curriculum at Collin College follows THECB course guidelines and exceeds what other colleges offer for a similar program. Collin's Fire Academy program was the first in the state to offer Basic Firefighter Certification as a college credit program and set the standard for course development within the state. While some college programs do not include all of the THECB course offerings leading to Basic Firefighter or EMT certification, Collin's comprehensive program includes all seven (7) Basic Firefighter Certification courses and three (3) courses leading to EMT certification as the minimum requirement for the certificate program. Most all fire departments in the North Texas area require EMT certification for employment.

See chart on next page.

Basic Firefighter Certificate Programs		Collin College	Tarrant County College	Weatherford College	North Central Texas College	McLennan County College
FIRS 1301	Firefighter Certification I	X	X	X	X	X
FIRS 1407	Firefighter Certification II	X		X	X	X
FIRS 1313	Firefighter Certification III	X	X	X	X	X
FIRS 1319	Firefighter Certification IV	X	X	X	X	X
FIRS 1323	Firefighter Certification V	X	X	X	X	X
FIRS 1329	Firefighter Certification VI	X	X	X	X	X
FIRS 1433	Firefighter Certification VII	X		X	X	X
FIRT 1338	Fire Protection Systems		X			
FIRS 1103	Firefighter Fitness & Agility Preparation	X				X
EMSP 1160	Clinical -Emergency Medical technician	X				
EMSP 1371	Introduction to Emergency Medical Technician (EMT)	X				
EMSP 1501	Emergency Medical Technician	X				
TOTAL SCH		**32**	**18**	**23**	**24**	**24**

.

The program is regulated by the Texas Commission on Fire Protection and exceeds curriculum guidelines in total number of hours and subject matter content. Collin exceeds the state recommended 468 total hours by providing 576 hours of content. The additional hours include training in areas such as apparatus driving, pump operations, and increased live-fire training. Students completing the Fire Academy program at Collin are better prepared to transition into fire department staffing positions such as "Driver/Engineer" or "Pump Operator." This is a frequent occurrence in smaller departments where staffing resources are limited.

Requested points to address, but not limited to:

- *How does the program curriculum compare to curricula at other schools? Review programs at two or more comparable colleges. Discuss what was learned and what new ideas for improvement were gained.*
- *How does the program curriculum align with any professional association standards or guidelines that may exist?*
- *Is the curriculum subject to external accreditation? If so, list the accrediting body and the most recent accreditation for your program.*
- *If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.*

D. Present evidence from advisory committee minutes, attendance, and composition that the advisory committee includes employers who are actively engaged on the committee and who are representative of area employers.

1. How many employers does your advisory committee have? **11**
2. How many employers attended the last two meetings? **8 and 11**
3. How has the advisory committee impacted the program over the last four years (including latest trends, directions, and insights into latest technologies)?

   The Collin Fire Science Advisory Committee is a vital part of both the program and the community. The Fire Academy program mission is to prepare students for initial employment and continuous learning in a rapidly growing service to the general public. It is essential that the Fire Academy program establishes and maintains partnerships with knowledgeable individuals and employers representing area fire departments.
4. Briefly summarize the curriculum recommendations made by the advisory committee over the last four years.

   The Fire Science Advisory committee was instrumental in adopting proposed changes to the AAS Fire Science Degree, and AAS Fire Officer Degree. Each program was forced to eliminate select courses in order to meet the state mandate of a 60 semester credit hour total length program. The committee provided input into the types of training props proposed for the new Public Safety Training Center currently under construction. At the last meeting, committee members cited aging and outdated fire apparatus as a significant weakness in the Fire Academy program. Collin's 13-year-old vehicles are not up to industry standards compared to the modern apparatus students will be expected to operate when employed.

E. For any required program courses where there is a pattern of low enrollment (fewer than 15 students), explain your plan to grow enrollment and/or revise the curriculum. N/A

F. Make the case with evidence that the required courses in the program are offered in an appropriate sequence and at appropriate intervals to enable students to complete "on time" for students enrolled full-time and following the degree plan.

The Collin Fire Academy program offers two daytime and one evening offering each year, for a total of three complete programs. Each cohort is comprised of 24 students. The daytime classes are taught Monday-Friday from 8:00am-5:00pm. This schedule is well suited for area fire departments adhering to a common practice of hiring non-certified personnel, and enrolling them in the program. The evening program schedule includes classes conducted Monday, Wednesday, and Friday from 6:00-10:00 pm and Saturday from 8:00am-5:00pm. This schedule is well suited for students in a career transition period having to work while going to school.

G. Make a case with evidence that the program is well managed.

Fire Science students benefit from quality instruction provided by associate faculty and part-time skill instructors representing a wide variety of fire departments in the area. The program does not have full-time faculty member assigned solely to the Basic Firefighter Certificate program. As a result, the FT/PT Faculty ratio is historically imbalanced in favor of part-time faculty. As an advantage, part-time faculty bring current and relevant field practices into the program through their instruction. The disadvantage of utilizing numerous part-time faculty in the program is the lack of consistency in each cohort. This is especially evident during skills instruction since part-time skill instructor are limited to 19.5 hrs./wk of work time.

Contact Hours Taught by Faculty Employment Status	Full-Time Faculty		Part-Time Faculty		
	Number	Percent	Number	Percent	Total Cont. Hrs.
Fall 2016	5,584	20%	22,368	80%	27,952
Fall 2015	8,224	30%	19,136	70%	27,360
Fall 2014	12,608	41%	17,776	59%	30,384
Fall 2013	14, 368	54%	12,128	46%	26,496
Fall 2012	11.184	42%	15,264	58%	26,448

The Fire Academy program optimal enrollment is 24 students per cohort. Since teamwork and leadership are an integral roles in real world firefighting operations, each Fire Academy class is divided into six companies (teams) – Companies are comprised of 3 Engine Companies and 3 Truck Companies. This division of manpower resources simulates real-world fire department protocols. Each company has specific tasks to accomplish when responding to emergencies. Engine companies are typically assigned to Fire Attack and Water Supply, while truck companies are assigned Search/Rescue and Ventilation tasks.

Average Class Size By Term	FY 2013		FY 2014		FY 2015		FY 2016		FY 2017	
	Fall 2012	***Spring 2013***	***Fall 2013***	***Spring 2014***	***Fall 2014***	***Spring 2015***	***Fall 2015***	***Spring 2016***	***Fall 2016***	***Spring 2017***
FIRS 1301	22.5	24	23.5	24	23.5	23	22	17	24.5	26
FIRS 1313	22.5	24	23.5	24	23.5	23	22	17	24.5	26
FIRS 1319	22.5	24	23.5	24	23.5	23	22	17	24.5	26
FIRS 1323	24	22.5	24	23	25	21.5	24	17	27	23
FIRS 1329	24	22.5	24	23	25	21.5	24	17	27	23
FIRS 1407	22.5	24	23.5	24	23.5	23	22	17	24.5	26
FIRS 1433	24	22.5	24	23	25	21.5	24	17	27	23

Grade distribution for the past five years indicates success among students enrolled in the Fire Academy program (see Appendix A). Completion and Success Rates are high due to two major factors: selective admissions and minimum grade requirements for continuance in the program. The selective admissions process requires students to take the Accuplacer Reading, Writing and Math tests, complete a physical ability test, background check, and personal interview. All of these activities mimic typical fire department employment requirements. Students in the fire Academy are required to maintain a minimum exam score average of 75.

Fire Academy Grade Distribution Averages Fall 2012 – Spring 2017		**A**	**B**	**C**	**D**	**P**	**F**	**W**	Completion Rate	Success Rate
Course										
FIRS 1301	Firefighter Cert. I	51.7%	44.8%	1.7%	0.0%	0.0%	0.6%	1.2%	98.8%	98.3%
FIRS 1313	Firefighter Cert. III	51.7%	44.8%	1.7%	0.0%	0.0%	0.6%	1.2%	98.8%	98.3%
FIRS 1319	Firefighter Cert. IV	51.7%	44.8%	1.7%	0.0%	0.0%	0.6%	1.2%	98.8%	98.3%
FIRS 1323	Firefighter Cert. V	52.1%	45.0%	0.6%	0.0%	0.0%	0.3%	2.1%	97.9%	97.6%
FIRS 1329	Firefighter Cert. VI	51.5%	45.6%	0.6%	0.0%	0.0%	0.3%	2.1%	97.9%	97.6%
FIRS 1407	Firefighter Cert. II	51.7%	44.8%	1.7%	0.0%	0.0%	0.6%	1.2%	98.8%	98.3%
FIRS 1433	Firefighter Cert. VII	52.1%	45.0%	0.6%	0.0%	0.0%	0.3%	2.1%	97.9%	97.6%

*See Appendix A for FIRS Grade Distribution Chart

At the conclusion of each Fire Academy program, students complete a program evaluation. Data from the evaluations is used to determine the level of satisfaction with PT-Skills Instructors and the overall program. Information from the evaluations is used to make minor changes in the program. For example, students stated that scheduling the Building Construction and Search Techniques segment of the class would be better earlier in the program. This suggestion was implemented in subsequent classes.

Below are comments taken from the program evaluation process:

"Ladders time is good."

"Search – provide more hands on opportunities. (Note: this is a direct result from not having our own facility.)

"Students acting in Company Officer role is very beneficial."

The general education requirements are integrated within the degree plan. The Associates of Applied Science Degree – Basic Firefighter Certification requires a minimum of 15 credit hours of general education courses. This includes: at least three semester credit hours from humanities/fine arts; at least three semester credit hours from social/ behavioral sciences; and at least three semester credit hours from natural sciences/ mathematics. The AAS degree plans allow students to choose from a selection of specified courses to meet their general education requirements. These general education course options are listed on the degree plan.

Requested points to address, but not limited to: (Definitions of data elements can be found on CougarWeb under Workplace>Institutional Effectiveness>Program Review>Institutional Research Files for Program Review [in the right-hand column].)

- *Student/Faculty Ratios*
- *Average Class Size*
- *Unduplicated, actual, annual enrollment data*
- *Grade Distributions*
- *Contact Hours Taught by Full-Time and Part-Time Faculty*
- *Identify all courses that have a success rate below 75%. If any of these are core courses, visit with the discipline lead for the course(s) in question to determine whether or not the content of the course(s) is appropriate to the workforce program outcomes. Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low success rates. Explain what instructional and other intervention(s) might improve success rates for each identified course.*
- *How well are general education requirements integrated with the technical coursework?*

- *Student satisfaction: What evidence do you have that students are satisfied with the program? What kinds of complaints are made to the associate dean/director by program students?*

6. HOW EFFECTIVELY DO WE COMMUNICATE, AND HOW DO WE KNOW?

A. Provide website URLs (for both the program website and the catalog information posted by the Curriculum Office): If no program website is available, describe plans for creation of website.

Program website:
URL http://www.collin.edu/firescience/
Faculty member, Vance McCauley and PT-Sec. I Cristina Meade, monitor and maintain the Fire Science program website. The Director of Fire Science approves materials such as course flyers and program applications prior to posting. The website is updated a minimum of three times each year.

Catalog Information:
http://www.collin.edu/academics/pdf/20172018Catalog.pdf
Fire Academy course information is available on page 130 of the catalog.

Program Facebook page:
http://www.facebook.com/Collin-College-Fire-EMS-193267030772440/
Pt-Sec. I Cristina Meade is responsible for monitoring and updating the Fire Science Facebook page. Photos and/or informative posts are approved by the Director of Fire Science prior to posting.

B. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program's recruitment plan, retention plan and completion plan.

Requested points to address, but not limited to:

- *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
- *Designate who is responsible for monitoring and maintaining the unit's website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

The Fire Science Program website is designed to highlight the latest course information for all courses within the department including CE course offerings. Students interested in the Fire Academy will find a printable program application and detailed information about the process for this selective admissions program. Student's typically contact the Fire Science office for answers to questions not covered on the website and report any outdated material postings. Postings to the department Facebook page serve as reminders for upcoming classes and registration deadlines. The program web site is maintained by Prof. Vance McCauley. The Facebook page is maintained by Secretary Cristina Meade. The Fire Director of Fire Science approves all materials before posting.

C. Describe the process used to keep all program literature (course descriptions, degree plans, catalog entries, etc.) and electronic sites updated and aligned with College literature and sites.

The Director of Fire Science reviews the college catalog periodically for alignment with information on the program website. In the event that information is inaccurate or inconsistent, the Director of Fire Science makes the proper notification to make the necessary changes in a timely manner.

D. In the Program Literature Review Table, below, document that the elements of information listed on the website and in brochures (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public.

Title	Type (i.e. URLs, brochures, handouts, etc.)	Date of Last Review/Update		Responsible Party
2017-2018 Collin College Catalog	On-line Catalog http://www.collin.edu/academics/catalog.html	10/25/2017 (reviewed)	✓ Current ✓ Accurate ✓ Relevant ✓ Available	District Responsibility
Programs at a Glance 2017-2018	Programs at a Glance	10/12/2017 (reviewed)	✓ Current ✓ Accurate ✓ Relevant ✓ Available	District Responsibility
Collin College	Admission Links	11/6/2017	✓ Current	District

Request for Degree Plan/Certificate		(reviewed)	✓ Accurate ✓ Relevant ✓ Available	Responsibility
Degrees, Plans and Programs	Web Site http://www.collin.edu/academics/programs/ProgramAndAward.html	1/2017 (reviewed)	✓ Current ✓ Accurate ✓ Relevant ✓ Available	District Responsibility
Welcome	Web Site http://www.collin.edu/campuses/centralpark/Index.html	9/21/2017 (reviewed 12/12)	✓ Current ✓ Accurate ✓ Relevant ✓ Available	District Responsibility
EMT/Fire Science Assessments	Web Site http://www.collin.edu/studentresources/testing/availabletesting/emt_fire.html	11/4/2017 (reviewed)	✓ Current ✓ Accurate ✓ Relevant ✓ Available	District Responsibility
Fire Science Department Main Information	Web Site http://www.collin.edu/firescience/	12/7/2017 (reviewed)	✓ Current ✓ Accurate ✓ Relevant ✓ Available	Program Director
Fire Science Exemption	Web Site http://www.collin.edu/gettingstarted/financialaid/firescienceexemption.html	11/30/2017 (reviewed)	✓ Current ✓ Accurate ✓ Relevant ✓ Available	District Responsibility
APPLICATION	Chart continued on next page	12/7/2017	✓ Current ✓ Accurate	Program

FOR BASIC FIREFIGHTER CERTIFICATE PROGRAM	Web Site pdf http://www.collin.edu/firescience Fire Academy Application (Spring 2018)	(reviewed)	✓ Relevant ✓ Available	Director
Basic Fire Academy Requirements	Web Site PDF http://www.collin.edu/firescience Certificates Fire Officer Basic Firefighter	12/7/2017 (reviewed)	✓ Current ✓ Accurate ✓ Relevant ✓ Available	Program Director
Fire Science Degree Programs	Web Site PDF http://www.collin.edu/firescience Degree Programs AAS - Fire Officer AAS - Basic Firefighter	12/7/2017 (reviewed)	✓ Current ✓ Accurate ✓ Relevant ✓ Available	Program Director

7. HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?

A. Make a case that the program enlists business, industry, government, college, university, community, and/or consultant partnerships to advance the program outcomes.

Requested points to address, but not limited to:

- *Partnership types include: Co-op or internship sites; visiting class presenters; tours of facilities; facility use; equipment donors; dedicated program scholarship donors; mentors, association affiliation, other.*

Collin College is heavily dependent on the partnerships with area fire departments for the use of training facilities and equipment in order to conduct the program within state mandated guidelines. The college contracts annually with Richardson Fire Department for the use of their facility to conduct live-fire training exercises. Usage of Garland and Lewisville facilities is on a fee basis.

B. Complete the Partnership Resources Table, below.

Partnership Resources Table

Partner	Description (See Points to Consider)	Briefly Describe Partnership Value to Program
Richardson Fire Department Training Facility	Facility usage	Program rents this facility to meet state requirements.
Lewisville Fire Department	Prop usage	Program utilizes "Flashover Chamber" to demonstrate actual flashover phenomena to students.
Garland Fire Department	Prop usage	Program rents this facility to meet state requirements for LPG fire training.
Allen Fire Department	Training Tower, Aerial Apparatus, and Driving Pad	Program utilizes the facilities and apparatus to meet state training requirements.

8. ARE WE HIRING QUALIFIED FACULTY AND ADJUNCTS, AND SUPPORTING THEM WELL WITH PROFESSIONAL DEVELOPMENT?

Make a case with evidence that faculty are qualified, keep current, and advance the program and the College. List program employees (full-time and part-time), their roles, credentials, and known professional development activity in the last four years.

Requested points to address, but not limited to:

- *Document that all faculty meet SACSCOC standards in the table (or add an appendix**)*
- *Professional development related to discipline and/or teaching*
- *Related scholarly efforts by program faculty*
- *Outreach and engagement efforts*
- *Analyze the evidence you provide. What does it show about the program?*

Faculty and Skills Instructors holding certifications from the Texas Commission on Fire Protection are required to complete a minimum of 20 hours continuing education (CE) in order to retain "active" status. The primary employer (in most cases a fire department) is responsible for documenting all Fire Science faculty members holding Certifications from the Texas Commission on Fire Protection CE training. *See Appendix B for complete Employee Resource Table

9. DO WE SUPPORT THE PROGRAM WELL WITH FACILITIES, EQUIPMENT, AND THEIR MAINTENANCE AND REPLACEMENT, AND HOW DO WE KNOW?

Make a case with evidence that current deficiencies or potential deficiencies related to program facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to program or student success. As part of your response, complete the resources tables, below, to support your narrative.

Requested points to address, but not limited to:

- *The useful life of structures and equipment,*
- *Special structural requirements, and*
- *Anticipated technology changes impacting equipment sooner than usual.*
- *If you plan to include new or renovated facilities or replacement of equipment in your program improvement plan in Sections 13 & 14, be sure to justify the need in this section with qualitative and/or quantitative data evidence of the need.*
- *Analyze the evidence provided. What does this show about the program?*

Classroom Utilization Table *Items with a strikethrough indicate it no longer exists as a result of building demolition

Room/Office Location and Designation	Size	Type	Special Characteristics (i.e. permanent like ventilator hood)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	Describe additional needs for any "N" answer in columns 5 or 6.	Space to be included in the new Public Safety Training Center : Y or N
FS 200 Field Training Bldg	28x24	Classroom		Y	N	Need additional classroom to accommodate two classes at once.	Y
FS 100 Academy	36x34	Classroom	Fire Systems Lab	Y	Y		Y
A 208 CPC	24x38	Classroom		Y	Y		Y
B319	24x36	Classroom		Y	Y		Y
A 202 a	14x20	Comp Lab	Health Sciences	Y	Y		N

			Computer Lab				
A 202 b	10x16	Comp Lab	Health Sciences Conference Table	Y	Y		Y
Items in the shaded area below were lost as a result of the Fire Training Facility demolition in 2014. These areas are included in the new Public Safety Training Center.							
~~FS 202 Burn Bldg~~	~~13,000 sq ft~~	~~Live Fire Lab~~	~~5 story building~~	~~Y~~	~~N~~	~~Need second burn building to accommodate simultaneous live-fire training exercises.~~	Y
~~FS 300 LPG Props~~	~~9,000 sq ft~~	~~Live Fire Lab~~	~~Live Fire LP-Gas props~~	~~Y~~	~~N~~	~~LP-Gas props are 13 years old. Needs updating.~~	Y
~~FS 500 Driving a~~	~~½ mile~~	~~Lab~~	~~Roadway for driving skills~~	~~Y~~	~~N~~	~~Need roadway driving area free of regular campus traffic flow.~~	Y
~~FS 500 Driving b~~	~~110x160~~	~~Lab~~	~~Paved area for driving skills~~	~~y~~	~~N~~	~~Utilizing parking area now thus displacing student parking when in use.~~	Y
~~FS 400 Pad~~	~~30,000 sq ft~~	~~Lab~~	~~Paved area for Ladders, SCBA, Hose, Saws, Physical Ability Test~~	~~Y~~	~~Y~~		Y
~~Fire Hydrants~~	~~6 ea~~	~~Lab~~	~~Water supply for live fire training~~	~~Y~~	~~N~~	~~Some hydrants not available for use during drills due to hose placement in regular campus traffic flow.~~	Y
~~Garage~~	~~23x15~~	~~Storage~~	~~Designed~~	~~Y~~	~~N~~	~~This area needs to be reclaimed for~~	Y

~~(Complex)~~			~~for Fire Training, now serves as storage area for rescue mannequins~~			~~fire training as originally designed.~~	
~~Warehouse (Complex)~~	~~28x8~~	~~Storage~~	~~Portion use for rack storage of consumable materials.~~	~~Y~~	~~N~~	~~This area needs to be reclaimed for fire training as originally designed.~~	Y
FS 101 Academy Tower	2,000 sq ft	Lab	3 story non live fire tower	Y	Y		Y
Academy Pad	6,000 sq ft	Lab	Paved area for Ladders, SCBA, Hose, Rescue	Y	Y		Y
Fire Hydrants	2 ea		Water supply for pump practices	Y	Y		Y
FS 203 Apparatus Bay – Field Training Bldg	61x27	Storage/Work Area	Apparatus Parking, Ice Machine, Washer/Extractor, Workbench, Tool Kits	Y	N	Larger apparatus bay required to accommodate adequate storage of instructor firefighting gear and equipment storage.	Y
Storage Room	12x8	Storage	Storage for	Y	N	Storage areas are not large enough	Y

A			firefighting equipment.			to accommodate storage needs.	
Storage Room B	12x10	Storage	Storage for firefighting equipment.	Y	N	Storage areas are not large enough to accommodate storage needs.	Y
Storage Room O	12x8	Storage	Storage, 2 Student Computers	Y	N	Two computers for student use is insufficient.	Y
Janitor	12x6	Storage	Mop Sink	Y	Y		Y
Storage Pod 1	10x24	Storage	Leased Mobile Storage Unit	Y	N	Temporary portable storage units are not a solution for permanent storage requirements.	
Storage Pod 2	10x24	Storage	Leased Mobile Storage Unit	Y	N	Temporary portable storage units are not a solution for permanent storage requirements.	N
Storage Pod 3	10x24	Storage	Leased Mobile Storage Unit	Y	N	Temporary portable storage units are not a solution for permanent storage requirements.	Y
Storage Pod 4	10x24	Storage	Leased Mobile Storage Unit	Y	N	Temporary portable storage units are not a solution for permanent storage requirements.	Y
FS 102 Apparatus Bay – Academy	57x37	Storage/Work Area	Apparatus Parking, Sink, Coffee Bar, SCBA storage	Y	Y		Y
SCBA Room (Academy)	20x10	Storage/Work	SCBA Compressor,	Y	N	Room is not large enough to secure all SCBA units.	Y

			Workbench, and Storage				
Storage/File Room (Academy)	11x7	Storage/Files		Y	Y		Y
Janitor (Academy)	6x9	Storage	Mop sink	Y	Y		Y
A 217	12x14	Storage		Y	Y		Y
Vestibule – Field Training Bldg	34x11	Vestibule	Sink, Coffee Bar, Vending Machines	Y	Y		Y

Equipment/Technology Table

Significant Pieces of Equipment	Description (i.e. Special Characteristics)	Meets Needs (Y or N): Current	Next 5 Years	Analysis of Equipment Utilization
Engine 1 E1 Typhoon	Fire Pumper on Custom Chassis	N	N	14 yr old apparatus does not meet needs of Driver Operator Training Programs
Engine 2 E1 Freightliner	Fire Pumper Commercial Chassis	N	N	14 yr old apparatus does not meet needs of Driver Operator Training Programs
Air Compressor SCOTT	Provides SCBA Air Support/Filling	Y	N	Fixed System – not movable to PSTC
Utility Van	Support Off Site Transportation	N	N	Unit has 148K Miles and is worn out.
Full Size 4X 250 Pick Up	*Support Off Site Transportation*	*Y*	*N*	*Unit has 95K Miles approaching end of usable life*
Utility Trailer	Support Off Site Drills	Y	Y	
AIR Trailer	Support On Site Drills	Y	N	15 plus yr old Air System – will require replacement
Air Fill Station (Academy)	Mechanical Link Compressor to Air Bottles	Y	N	Fixed System – not movable to PSTC
Fire Bracket Anchors	Mechanical Support Cascade Sy.	Y	Y	Brackets – Mechanical System

Air Fill Station (Mounted on Trailer)	Mobile SCBA Air Support	Y	N	15 plus yr old Air System
Rescue Tool #1 TNT	Hydraulic Rescue Tool	Y	N	Units past replacement dates
Rescue Air Bag TNT	Air Lift/Stabilization Tool	Y	N	Units past replacement dates
~~*Rescue Tool #3 Holmatro*~~	Hydraulic Rescue Tool	NA	NA	Sent to Salvage, too costly to maintain
Rescue Jax	Stabilization System	Y	Y	System of various mechanical supports and struts all upgraded as required annually.
TIC - Commander	Thermal Imaging Camera	Y	Y	Older Technology used for Classroom Demo
TIC – T3 Max	Thermal Imaging Camera	Y	Y	Current Technology used in Live Fire Classes
Rescue Bags - TNT	Air Lift/Stabilization Tool	Y	N	Units past replacement dates
Forcible Entry Door Prop	Custom fabricated Forcible Entry Prop	Y	Y	Supports Locked Door Entry Techniques.
~~*SCBA Test System (Posichek)*~~	SCBA Functional Test Machine	NA	NA	Technology of System no longer supported
~~*Fire Pump Building*~~	Fire Protection System demo	NA	NA	Lost in Burn Building Demolition
SCBA Units	Breathing Apparatus Live Fire Suppression	Y	N	Number of Systems various ages – units are upgraded and or replaced periodically.
Smoke Machines	Provide Obstructed Vision Drills	N	N	All units past usable life will need to be replaced.
Ladders	Ground Ladders 12 ft to 45 ft	Y	N	Ladders tested annually – failures require replacement.
PPE - Sets	Personal Protective Equipment used in all Drills	Y	N	Sets tested annually – failures require replacement.
Mannequins	Support Rescue Drills	Y	N	Severe Mechanical/Ware Stress – requires annual replacement of older units
PIV	Piston Intake Valve	Y	Y	Fire Engine Support Devices
Air Cylinders - SCBA	Air Bottle Item – Breathing App.	Y	N	Air Cylinders by regulation have limited life – as units reach the required age they are rendered inoperable and replaced.
Deck Gun/Major Appl	Support Defensive Fire Suppression Drills	Y	N	A number of units are approaching end of life – will need to replace next couple of yrs
Nozzles	Support Fire Suppression Drills	Y	N	A number of units are approaching end of life – will need to replace next couple of yrs
Handheld Radios/Gang Chargers	Two Way Motorola Model 1224	y	N	All older models were taken off line per FCC rules implemented 2013. Will need to add replacements with the move.
Hose 3 Inch – 50 Sections	High Pressure Fire Support	Y	N	A wear-out item a significant amount must

				be replaced annually.
Hose 1¾ Inch – 50 Sections	High Pressure Fire Support	Y	N	A wear-out item a significant amount must be replaced annually.
Projector/Podium	Classroom Support	Y	N	Media Services – service and replacement.
Computers	Fire Science Program Support	Y	N	IT Group – service and replacement.
Hydr. Comb Rescue Tool	Extrication Ram	Y	N	Units past replacement dates
Hydr. Rescue Tool	Extrication Ram	Y	N	Units past replacement dates
Hose Tester	Test System to support Hose Inventory	Y	N	Unit over 15 yr – no longer supported by vender.
TIC – Transmitter/Equip	Thermal Imager Support	Y	Y	Support Bullard TIC Units
TIC – Receiver/Equip	Thermal Imager Support	Y	Y	Support Bullard TIC Units
Folding Water Tanks	Support Rural Fire Suppression.	Y	N	Tank Liners have limited Life – developing leaks from heavy use.
Generator/Welder	Support PSTC Operation	Y	Y	Repair Equipment and Facilities.
Pressure Washer	Site Support	y	N	Unit approaching end of usable life.
Ventilation Fans	Fire Suppression Support	Y	N	Unit approaching end of usable life.
Hose 5 Inch – 100 Sections	High Pressure Fire Support	Y	N	Short usable life - must be replaced annually.
Hose 2½ Inch – 50 Sections	High Pressure Fire Support	Y	N	Short usable life - must be replaced annually.
Hand Tools – Fire	Axe/Pike Poles/Halligan	Y	N	Short usable life - must be replaced periodically.
Car Fire Prop	*Car Fire Suppression Trainer*	*Y*	*Y*	*Mobil Car Fire Training System*
Fire Box Prop	*MaxFire Training System*	*Y*	*Y*	*Support Fire Science Training*
Fire Extinguisher Prop	*Digital Fire Extinguisher System*	*Y*	*Y*	*Classroom Capable Hand- Held Extinguishers*
T4 Max/T4X	*Thermal Imaging Camera*	*Y*	*Y*	*Updated Bullard Imagers*
Eclipse	*Thermal Imaging Camera*	*Y*	*Y*	*Miniature Bullard Imagers*
UniMat Extractor	*PPE Cleaning System*	*Y*	*N*	*Current Unit – Outdated (20yrs) Technology*

Office Space Table

Office Location and Designation	Type	Meets current needs: Y or N	Will meet needs for next five years: Y or N	Describe additional needs for any "N" answer in columns 3 or 4.	Space to be included in the new Public Safety Training Center : Y or N
A-206	Office space for 6 work stations, file cabinets	Y	N	New PTSC will have adequate office space	Y
Office - Academy	Office space for 2 work stations, file cabinet	Y	N	New PTSC will have adequate office space	Y
C200A	Office space for Full-time Faculty Vance McCauley	Y	N	New PTSC will have adequate office space	Y
Office – Field Training Bldg	Office space for Ron Grotti, 2 work stations, conference table	Y	N	New PTSC will have adequate office space, and instructor meeting area	Y

Financial Resources Table

Source of Funds (i.e. college budget, grant, etc.)	Meets Needs (Y or N): Current	Meets Needs (Y or N): For Next 5 Years	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds
College budget	Y	N	With the opening of the new Public Safety Training Center, new equipment and additional staffing will be required to utilize the facility to its fullest capabilities.	Additional funding provided through the annual budget process with supporting justifications. Some grant funding opportunities will be investigated.

Section III. Continuous Improvement Plan (CIP)

10. GIVEN OUR PRESENT STATUS, HOW DO WE INTEND TO CHANGE IN WAYS THAT HELP US ADVANCE?

Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, and improve student success.

The Basic Firefighter Certificate program (Fire Academy) is the flagship for the Fire Science Department at Collin College. Consistent and strong enrollments, quality and dedicated instructional staff, and a supportive budget are the major contributing factors for a near 100% pass rate on the state certification exam for the past several years. With 70 Fire Academy classes offered since 1991 and over 1,600 graduates, Collin's recognition for excellence throughout the state attracts good students and employers.

Collin Fire Academy students receive quality instruction provided by associate faculty and part-time skill instructors. The instructional team represents a variety of fire departments in the area. Their current on-the-job experiences highlight the importance of learning safe and effective methods for challenging situations faced by firefighters each day. Lessons presented in class are reinforced with real life experiences of the instructional team.

A recent shift in grading of the state certification exam has presented new challenges for Fire Academy students. The state certification exam covers four major subject areas – Firefighter I, Firefighter II, Haz-Mat Awareness, and Haz-Mat Operations. For many years, students were required to score a minimum of 70% on the overall exam to be successful. Effective January 2017, the state now grades student performance in each of the four major subject areas. In order to be eligible for state certification, students must score a minimum of 70% in each subject area. Since the implementation of the new scoring method, Collin Fire Academy students have scored an overall exam average of 94.28, and specific subject area results averages over 90.0. The next shift in state exam administration will be in the form of online testing.

One of the highlights in the Fire Academy program is the "Multi-Tasking" skill event. On three different dates, students are exposed to scenarios and situations replicating a typical day at the fire station. While under direct supervision, students plan, purchase, and prepare a hot meal for all of the students and instructors. During the meal prep period, the students may be called away to respond to a training scenario involving a live-fire or rescue incident. These "Multi-Tasking" days require the students to incorporate decision making skills with psychomotor skills to effectively respond to a call where they may encounter a smell of smoke, water leak, haz-mat spill, or a full blown structure fire. When not responding to calls, students are required to complete traditional fire station duties such as cleaning equipment, preparing a meal, or

conducting a fire safety public education program. Mimicking typical calls on "Multi-Tasking" days allows the student to experience multiple aspects of the job as a firefighter.

The most exciting component of the program is the construction of the new Public Safety Training Center. For the past four years, the program has utilized Richardson, Garland, Lewisville, and Allen Fire Department training facilities to conduct the required curriculum skills. Operating at a significant distance from the Central Park Campus has presented significant challenges in planning and logistics with an expense to the college. Collin College was lucky to have the support of these fire departments, thus allowing the program to continue.

The new facility will feature state-of-the-art gas fueled, computer controlled live-fire systems and props. Two separate burn buildings will allow simultaneous live-fire training exercises. The trench rescue and confined space rescue prop will add new opportunities for CE course offerings and enhance rescue scenarios in the Fire Academy program. The vehicle rescue area will include highway divider barriers, utility poles, and an earthen embankment for vehicle extrication practices. This area will be made available to the EMS program to enhance their skills training.

11. HOW WILL WE EVALUATE OUR SUCCESS?

Program review at Collin College takes place within five-year cycles. During the last (fifth) year of each cycle, the program completes this instrument and submits its completed review to the Program Review Steering Committee. There are two two-year CIP cycles within each five-year program review cycle. As part of the fifth year program review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program's CIP and an action plan for the first two-year CIP cycle. At the conclusion of the first two-year CIP cycle, data collected from the first cycle, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of the first two-year CIP cycle by developing another two-year action plan for the second CIP cycle to help the program accomplish the expected outcomes established in its CIP.

Complete the Continuous Improvement Plan (CIP) tables that follow.

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, including at least one student learning outcome, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

See chart on next page.

CIP Outcomes, Measures & Targets Table

A. Expected Outcome(s) Results expected in this program/department	**B.** **Measure(s)** Instrument(s)/process(es) used to measure results	**C. Target(s)** Level of success expected
Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry.	Texas Commission on Fire Protection state certification exam	Score 70% or better
Attack a passenger vehicle fire operating as a member of a team, given personal protective equipment, attack line, and hand tools, so that hazards are avoided, leaking flammable liquids are identified and controlled, protection from flash fires is maintained, all vehicle compartments are overhauled, and the fire is extinguished.	Texas Commission on Fire Protection state certification exam	Score 70% or better
Protect evidence of fire cause and origin, given a flashlight and overhaul tools, so that the evidence is noted and protected from further disturbance until investigators can arrive on the scene.	Texas Commission on Fire Protection state certification exam	Score 70% or better

Implementation of the action plan laid out in the CIP Cycle 1 Table will begin during the next academic year.

See chart on next page.

CIP Cycle 1 Table

Outcomes **(From Outcomes, Measures & Targets Table)** Results expected in this program/department	**Action Plan** **(Review Cycle Year 5)** Based on analysis, identify action(s) to be taken to accomplish outcome.	**Implement Action Plan** **(Review Cycle Year 1)** Implement action plan and collect data.	**Results Summary** **(Review Cycle Year 2)** Summarize collected data.	**Findings** **(Review Cycle Year 2)** What does data say about outcome(s)?
Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry.	Develop and post additional review forcible entry questions on Blackboard (Canvas) course link. Include review of door, window and wall types during hands-on skills training.	Average number of questions for Forcible Entry on the state exam: 2.4 Average pass rate among students for Forcible Entry; 75.82	Knowledge: 75.82 % Performance: 100%	Knowledge: Met Performance: Met Providing access to review questions increased the pass rate from a low of 34.78%.
Attack a passenger vehicle fire operating as a member of a team, given personal protective equipment, attack line, and hand tools, so that hazards are avoided, leaking flammable liquids are identified and controlled, protection from flash fires is maintained, all vehicle compartments are overhauled, and the fire is extinguished.	Develop and post additional review vehicle fire questions on Blackboard (Canvas) course link. Include use of mobile car fire prop in "multi-tasking" live-fire training sessions.	Average number of questions for Vehicle Fire on the state exam: 1.25 Average pass rate among students for Vehicle Fires; 94.65	Knowledge: 94.65 % Performance: 100%	Knowledge: Met Performance: Met Providing access to review questions increased the pass rate from a low of 45%.
Protect evidence of fire cause and origin, given a flashlight and overhaul tools, so that the evidence is noted and protected from further disturbance until investigators can arrive on the scene.	Develop and post additional review vehicle fire questions on Blackboard (Canvas) course link.	Average number of questions for Protecting Evidence on the state exam: 3.16 Average pass rate among students for Protecting Evidence; 70.7 (yrs1-5)	Knowledge: 69.1% Performance: 100%	Knowledge: Not met Performance: Met Providing access to review questions increased the pass rate from a low of 61%.

Development of a CIP Cycle 2 action plan in the following table will occur at the end of the CIP Cycle 1 and implantation will begin during the third year of the program review cycle.

CIP Cycle 2 Table

PART I: Might not change from year to year

A. Outcomes(s) Results expected in this department/program	**B. Measure(s)** The instrument or process used to measure results	**C. Target(s)** The level of success expected
Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry.	Texas Commission on Fire Protection state certification exam	Score 70% or better
Attack a passenger vehicle fire operating as a member of a team, given personal protective equipment, attack line, and hand tools, so that hazards are avoided, leaking flammable liquids are identified and controlled, protection from flash fires is maintained, all vehicle compartments are overhauled, and the fire is extinguished.	Texas Commission on Fire Protection state certification exam	Score 70% or better
Overhaul a fire scene, given personal protective equipment, attack line, hand tools, a flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.	Texas Commission on Fire Protection state certification exam	Score 70% or better

PART II: **For academic year 2016-17 (Year 4 of 5 in CIP Cycle)**

From Part I

A. Outcomes(s) Results expected in this department/program	D. Action Plan Years 5 & 2 Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses.	E. Implement Action Plan Years 1 & 3 Implement the action plan and collect data	F. Data Results Summary Years 2 & 4 Summarize the data collected	G. Findings Years 2 & 4 What does data say about outcome?
Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry.	Continue utilization of review questions in Canvas. Include request for additional Forcible Entry props at new Public Safety Training Center.		Knowledge: 89.39 % Performance: 100%	Knowledge: Met Performance: Met
Attack a passenger vehicle fire operating as a member of a team, given personal protective equipment, attack line, and hand tools, so that hazards are avoided, leaking flammable liquids are identified and controlled, protection from flash fires is maintained, all vehicle compartments are overhauled, and the fire is extinguished.	Continue utilization of review questions in Canvas. Include LP-Gas supply hook-up near Residential/Apartment fire building at the new Public Safety Training Center for the car fire prop.		Knowledge: 97.06 % Performance: 100%	Knowledge: Met Performance: Met
Overhaul a fire scene, given personal protective equipment, attack line, hand tools, a flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.	Develop and post additional review vehicle fire questions on Canvas course link.		Knowledge: 69.87% Performance: 100%	Knowledge: Not Met Performance: Met

12. HOW DO OUR IMPROVEMENT PLANS IMPACT THE PROGRAM BUDGET?

A. What additional funding beyond the program's base budget is needed to implement your Continuous Improvement Plan? Briefly describe steps your department will take to secure these funds.

B. With these additional funds, please explain how funds will be used to improve student learning or other program outcomes.

See possible examples below:

- *Increase and retain enrollment*
- *Increase completers*
- *Develop resources*
- *Update facilities*
- *Expand curricular opportunities*
- *Partner to increase post-graduation employment opportunities*
- *Increase transfers to related baccalaureate institutions*
- *Increase effectiveness and/or efficiency*
- *Improve student performance levels*
- *Expand or transform services*
- *Anything else? Briefly describe.*

What happens next? The Program Review Report Pathway

A. Following approval by the Steering Committee,

- Program Review Reports will be evaluated by the Leadership Team;
- Reports will be posted on the intranet prior to fall semester;
- At any point prior to Intranet posting, reports may be sent back for additional development by the department.

B. Program responses to the Program Review Steering Committee recommendations received by August 1st will be posted with the Program Review Report.

C. Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.

APPENDIX A - FIRS Grade Distribution 2013-2017

FIRS1301	Firefighter Certification I																		
		Grade Assigned							Grade Distribution							Completion	Success	Course
Term	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate*	GPA **
Fall 2012	45	26	19	0	0	0	0	0	57.8%	42.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.58
Spring 2013	24	13	10	0	0	0	0	1	54.2%	41.7%	0.0%	0.0%	0.0%	0.0%	4.2%	95.8%	95.8%	3.42
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	47	26	18	2	0	0	0	1	55.3%	38.3%	4.3%	0.0%	0.0%	0.0%	2.1%	97.9%	97.9%	3.45
Spring 2014	24	15	9	0	0	0	0	0	62.5%	37.5%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.63
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	47	21	25	0	0	0	0	1	44.7%	53.2%	0.0%	0.0%	0.0%	0.0%	2.1%	97.9%	97.9%	3.38
Spring 2015	23	11	12	0	0	0	0	0	47.8%	52.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.48
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2015	44	20	21	2	0	0	1	0	45.5%	47.7%	4.5%	0.0%	0.0%	2.3%	0.0%	100.0%	97.7%	3.34
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2016	17	13	4	0	0	0	0	0	76.5%	23.5%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.76
Summer 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2016	49	19	29	0	0	0	0	1	38.8%	59.2%	0.0%	0.0%	0.0%	0.0%	2.0%	98.0%	98.0%	3.33
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2017	26	15	8	2	0	0	1	0	57.7%	30.8%	7.7%	0.0%	0.0%	3.8%	0.0%	100.0%	96.2%	3.38
Summer 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***									51.7%	44.8%	1.7%	0.0%	0.0%	0.6%	1.2%	98.8%	98.3%	-

FIRS1313	Firefighter Certification III																		
		Grade Assigned							Grade Distribution							Completion	Success	Course
Term	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate*	GPA **
Fall 2012	45	26	19	0	0	0	0	0	57.8%	42.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.58
Spring 2013	24	13	10	0	0	0	0	1	54.2%	41.7%	0.0%	0.0%	0.0%	0.0%	4.2%	95.8%	95.8%	3.42
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	47	26	18	2	0	0	0	1	55.3%	38.3%	4.3%	0.0%	0.0%	0.0%	2.1%	97.9%	97.9%	3.45
Spring 2014	24	15	9	0	0	0	0	0	62.5%	37.5%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.63
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	47	21	25	0	0	0	0	1	44.7%	53.2%	0.0%	0.0%	0.0%	0.0%	2.1%	97.9%	97.9%	3.38
Spring 2015	23	11	12	0	0	0	0	0	47.8%	52.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.48
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2015	44	20	21	2	0	0	1	0	45.5%	47.7%	4.5%	0.0%	0.0%	2.3%	0.0%	100.0%	97.7%	3.34
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2016	17	13	4	0	0	0	0	0	76.5%	23.5%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.76
Summer 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2016	49	19	29	0	0	0	0	1	38.8%	59.2%	0.0%	0.0%	0.0%	0.0%	2.0%	98.0%	98.0%	3.33
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2017	26	15	8	2	0	0	1	0	57.7%	30.8%	7.7%	0.0%	0.0%	3.8%	0.0%	100.0%	96.2%	3.38
Summer 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***									51.7%	44.8%	1.7%	0.0%	0.0%	0.6%	1.2%	98.8%	98.3%	-

FIRS1323 **Firefighter Certification V**

COLLIN COLLEGE Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	24	17	7	0	0	0	0	0	70.8%	29.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.71
Spring 2013	45	20	24	0	0	0	0	1	44.4%	53.3%	0.0%	0.0%	0.0%	0.0%	2.2%	97.8%	97.8%	3.38
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013																		
Spring 2014																		
Maymester 2014	24	15	8	0	0	0	0	1	62.5%	33.3%	0.0%	0.0%	0.0%	0.0%	4.2%	95.8%	95.8%	3.50
Summer I 2014	46	25	19	0	0	0	0	2	54.3%	41.3%	0.0%	0.0%	0.0%	0.0%	4.3%	95.7%	95.7%	3.41
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maymester 2015																		
Summer 2015																		
Fall 2015	25	14	11	0	0	0	0	0	56.0%	44.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.56
Winter 2015	43	18	23	0	0	0	0	2	41.9%	53.5%	0.0%	0.0%	0.0%	0.0%	4.7%	95.3%	95.3%	3.28
Spring 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2016																		
Winter 2016																		
Spring 2017	24	11	13	0	0	0	0	0	45.8%	54.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.46
Summer 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	34	21	13	0	0	0	0	0	61.8%	38.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.62
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	27	13	13	0	0	0	0	1	48.1%	48.1%	0.0%	0.0%	0.0%	0.0%	3.7%	96.3%	96.3%	3.37
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	46	22	21	2	0	0	1	0	47.8%	45.7%	4.3%	0.0%	0.0%	2.2%	0.0%	100.0%	97.8%	3.37
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***.....									52.1%	45.0%	0.6%	0.0%	0.0%	0.3%	2.1%	97.9%	97.6%	-

FIRS1319 Firefighter Certification IV

Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA **
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	45	26	19	0	0	0	0	0	57.8%	42.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.58
Spring 2013	24	13	10	0	0	0	0	1	54.2%	41.7%	0.0%	0.0%	0.0%	0.0%	4.2%	95.8%	95.8%	3.42
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	47	26	18	2	0	0	0	1	55.3%	38.3%	4.3%	0.0%	0.0%	0.0%	2.1%	97.9%	97.9%	3.45
Spring 2014	24	15	9	0	0	0	0	0	62.5%	37.5%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.63
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	47	21	25	0	0	0	0	1	44.7%	53.2%	0.0%	0.0%	0.0%	0.0%	2.1%	97.9%	97.9%	3.38
Spring 2015	23	11	12	0	0	0	0	0	47.8%	52.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.48
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2015	44	20	21	2	0	0	1	0	45.5%	47.7%	4.5%	0.0%	0.0%	2.3%	0.0%	100.0%	97.7%	3.34
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2016	17	13	4	0	0	0	0	0	76.5%	23.5%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.76
Summer 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2016	49	19	29	0	0	0	0	1	38.8%	59.2%	0.0%	0.0%	0.0%	0.0%	2.0%	98.0%	98.0%	3.33
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2017	26	15	8	2	0	0	1	0	57.7%	30.8%	7.7%	0.0%	0.0%	3.8%	0.0%	100.0%	96.2%	3.38
Summer 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***									51.7%	44.8%	1.7%	0.0%	0.0%	0.6%	1.2%	98.8%	98.3%	-

FIRS1329	Firefighter Certification VI																	
		Grade Assigned							Grade Distribution							Completion	Success	Course
Term	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate*	GPA **
Fall 2012	24	17	7	0	0	0	0	0	70.8%	29.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.71
Spring 2013	45	20	24	0	0	0	0	1	44.4%	53.3%	0.0%	0.0%	0.0%	0.0%	2.2%	97.8%	97.8%	3.38
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	24	15	8	0	0	0	0	1	62.5%	33.3%	0.0%	0.0%	0.0%	0.0%	4.2%	95.8%	95.8%	3.50
Spring 2014	46	24	20	0	0	0	0	2	52.2%	43.5%	0.0%	0.0%	0.0%	0.0%	4.3%	95.7%	95.7%	3.39
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	25	14	11	0	0	0	0	0	56.0%	44.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.56
Spring 2015	43	18	23	0	0	0	0	2	41.9%	53.5%	0.0%	0.0%	0.0%	0.0%	4.7%	95.3%	95.3%	3.28
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2015	24	10	14	0	0	0	0	0	41.7%	58.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.42
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2016	34	21	13	0	0	0	0	0	61.8%	38.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.62
Summer 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2016	27	13	13	0	0	0	0	1	48.1%	48.1%	0.0%	0.0%	0.0%	0.0%	3.7%	96.3%	96.3%	3.37
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2017	46	22	21	2	0	0	1	0	47.8%	45.7%	4.3%	0.0%	0.0%	2.2%	0.0%	100.0%	97.8%	3.37
Summer 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***									51.5%	45.6%	0.6%	0.0%	0.0%	0.3%	2.1%	97.9%	97.6%	-

FIRS1407 Firefighter Certification II

Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA **
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	45	26	19	0	0	0	0	0	57.8%	42.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.58
Spring 2013	24	13	10	0	0	0	0	1	54.2%	41.7%	0.0%	0.0%	0.0%	0.0%	4.2%	95.8%	95.8%	3.42
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	47	26	18	2	0	0	0	1	55.3%	38.3%	4.3%	0.0%	0.0%	0.0%	2.1%	97.9%	97.9%	3.45
Spring 2014	24	15	9	0	0	0	0	0	62.5%	37.5%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.63
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	47	21	25	0	0	0	0	1	44.7%	53.2%	0.0%	0.0%	0.0%	0.0%	2.1%	97.9%	97.9%	3.38
Spring 2015	23	11	12	0	0	0	0	0	47.8%	52.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.48
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2015	44	20	21	2	0	0	1	0	45.5%	47.7%	4.5%	0.0%	0.0%	2.3%	0.0%	100.0%	97.7%	3.34
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2016	17	13	4	0	0	0	0	0	76.5%	23.5%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.76
Summer 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2016	49	19	29	0	0	0	0	1	38.8%	59.2%	0.0%	0.0%	0.0%	0.0%	2.0%	98.0%	98.0%	3.33
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2017	26	15	8	2	0	0	1	0	57.7%	30.8%	7.7%	0.0%	0.0%	3.8%	0.0%	100.0%	96.2%	3.38
Summer 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***									51.7%	44.8%	1.7%	0.0%	0.0%	0.6%	1.2%	98.8%	98.3%	-

FIRS1433 Firefighter Certification VII

Term	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate*	Course GPA **
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
Fall 2012	24	17	7	0	0	0	0	0	70.8%	29.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.71
Spring 2013	45	20	24	0	0	0	0	1	44.4%	53.3%	0.0%	0.0%	0.0%	0.0%	2.2%	97.8%	97.8%	3.38
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	24	15	8	0	0	0	0	1	62.5%	33.3%	0.0%	0.0%	0.0%	0.0%	4.2%	95.8%	95.8%	3.50
Spring 2014	46	25	19	0	0	0	0	2	54.3%	41.3%	0.0%	0.0%	0.0%	0.0%	4.3%	95.7%	95.7%	3.41
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	25	14	11	0	0	0	0	0	56.0%	44.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.56
Spring 2015	43	18	23	0	0	0	0	2	41.9%	53.5%	0.0%	0.0%	0.0%	0.0%	4.7%	95.3%	95.3%	3.28
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2015	24	11	13	0	0	0	0	0	45.8%	54.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.46
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2016	34	21	13	0	0	0	0	0	61.8%	38.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.62
Summer 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2016	27	13	13	0	0	0	0	1	48.1%	48.1%	0.0%	0.0%	0.0%	0.0%	3.7%	96.3%	96.3%	3.37
Winter 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2017	46	22	21	2	0	0	1	0	47.8%	45.7%	4.3%	0.0%	0.0%	2.2%	0.0%	100.0%	97.8%	3.37
Summer 2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***									52.1%	45.0%	0.6%	0.0%	0.0%	0.3%	2.1%	97.9%	97.6%	-

Appendix B - Employee Resources Table

**For convenience, if providing a listing of professional development activities, this list may be included in this document as an appendix

Employee Name	Role in Program	Credentials	Professional Development since Last Program Review**
Pat McAuliff	Director – FT CE Instructor	BS Technical Education Fire Service Instructor III- Master	Texas A&M Annual Municipal Fire School – 2007-2017.
Katie Rouse	Administrative Assistant – FT	BS	
Vance McCauley	Faculty – FT Skills CE	AA Engineering BS Electronics Engineering Firefighter- Master Fire Investigator Master Fire Inspector Basic Fire Officer II	Fire Instructor III-Master Certification
Ron Grotti	CE Instructor – FT		
Scott Kerr	Associate Faculty – PT Skills Instructor CE Instructor	AA Fire Science Fire Fighter-Master Fire Inspector Basic Fire Instructor II Fire Officer II	

		Haz Mat Tech	
Matt Uppole	Associate Faculty – PT Skills Instructor CE Instructor	AA Fire Science BS Emergency Administration Planning Firefighter Master Driver Operator Pumper Fire Inspector-Master Fire Instructor II Fire Officer II	Texas A&M Annual Municipal Fire School – 2007-2017.
John Ashman	Skills Instructor CE Instructor	Firefighter-Advanced Instructor II Driver Operator Pumper	
Shannon Stevens	Skills Instructor CE Instructor	AA Fire Science Firefighter-Master Fire Investigator-Basic Driver Operator Pumper Instructor II Fire Officer II	
Michael Boatman	Skills Instructor CE Instructor	Firefighter- Intermediate Fire Instructor II	

		Haz Mat Tech Field Examiner Expires 5/2013 Flashover Instructor	
Terry Bush	CE Instructor	BS Computer Science Masters Computer Science Firefighter-Intermediate Instructor I	SFFMA Driver Operator Rope Rescue Tech Rescue VI
Al Cardenas	Skills Instructor CE Instructor	AA Fire Science Administration Firefighter -Master	Paramedic
Trent Caldwell	Fire Science Role Player	Firefighter-Basic Fire Instructor I	
Tom Chase	Skills Instructor CE Instructor	BA Psychology Firefighter-Master Fire Instructor II	
Jason Collier	Associate Faculty CE Instructor	AA Fire Science Firefighter-Master Arson Investigator-Master Fire Investigator-Intermediate Fire Inspector-Master	

		Fire Instructor III-Master Fire Officer II	
Mark Daniels	Associate Faculty Skills Instructor CE Instructor	BS Firefighter-Master Driver Operator Pumper Fire Instructor II Fire Officer II	NFA: ICS 100,200,300,400,700,900 S130/190 Incident Safety Officer Command and Control at Multi Alarm Incidents
Steve Dossett	Skills Instructor CE Instructor	AA Fire Science BS Public Administration Masters Public Affairs Firefighter-Master Arson Investigator-Master Fire Investigator-Master Fire Instructor II Fire Officer II	Master Police Officer
Richie Floyd		Driver/Operator-Pumper Firefighter Master Inspector Basic Instructor II Fiore Officer II Haz-Mat Technician	

Randy Frisinger	Associate Faculty CE Instructor	AA Fire Science BS ESDP Firefighter-Master Arson Investigator-Master Fire Inspector-Master Fire Instructor III-Master Fire Office II ARFF-Master	Peace Officer
David Gott	Skills Instructor CE Instructor	Firefighter-Intermediate Fire Instructor II Haz-Mat Tech	
Stuart Grant	Skills Instructor CE Instructor	Firefighter-Master Fire Instructor II Fire Officer I Haz-Mat Tech	
Greg Grimes	Associate Faculty Skills Instructor CE Instructor	AA Fire Science Firefighter-Master Fire Instructor II Fire Officer II	IS 100,200,700,800 National Incident Management Systems Incident Command Swift Water Tech NFA:

		Haz-Mat Tech	Command and Control of FD Operations at Multi Alarm Incidents TEEX: Structural Collapse Tech II Rope Rescue Tech 1006 Trench Rescue Tech 1006 Confined Space Rescue Tech TEEX Task Force Certs.: Homeland Response Force Briefing 2012 Mobility Exercise 2012 Regional Training 2011 Vehicle and Machinery Extrication Tech 2010 USAR Enhanced Operations in the Contaminated Environment 2012 Basic Radiation Safety Awareness for Emergency Responders 2012
John Hampton	Skills Instructor CE Instructor	Firefighter-Intermediate Driver Operator Pumper Fire Instructor II Haz-Mat Tech	
Randy Howell	Associate faculty CE Instructor	AA Fire Science Firefighter-Master	

		Fire Instructor III-Master Fire Officer II Dept. Head Suppression	
Chad Husbands	Skills Instructor CE Instructor	Firefighter –Intermediate Driver Operator Pumper Fire Instructor II Fire Officer I	
Jeremy Jones	Skills Instructor CE Instructor	Firefighter –Advanced Fire Instructor II	
Kevin Kennedy	Skills Instructor CE Instructor	Firefighter-Master Fire Instructor II Fire Officer II ARFF-Master Haz-mat Tech	
David Kerr	CE Instructor	BS Public Administration Arson Investigator-Basic Fire Inspector –Master Fire Instructor II	
Thomas Kosten	Skills Instructor CE Instructor	Driver/Operator Firefighter-Advanced	

		Inspector Fire Officer II Wildland Firefighter Fire Instructor III	
David Leonard	CE Instructor	Firefighter-Basic Fire Instructor I Wildland Firefighter	
Mike Luhm	Fire Science Role Player	Firefighter-Master Haz-Mat Technician	
Jeff Luse	Skills Instructor CE Instructor	Driver/Operator-Pumper Firefighter Intermediate Fire Instructor II Fire Officer II	
George Malone	Skills Instructor CE Instructor	BS Fire Investigator Firefighter-Master Incident Safety Officer Fire Instructor III-Master Fire Officer IV Haz-Mat Technician	
Don McKinney	Skills Instructor CE Instructor	Firefighter-Advanced Fire Inspector	

		Fire Instructor III ARFF –Basic Haz-Mat Technician	
Carl McMurphy	Skills Instructor CE Instructor	BS – Fire Protection Driver/Operator-Pumper Firefighter-master Fire Inspector-Mater Fire Officer I Haz-Mat Technician	
Tim Mock	Skills Instructor CE Instructor	BS Fire Investigator-Master Driver/Operator-Pumper Firefighter-master Fire Instructor III Haz-Mat Technician	
Ray Morales	Associate Faculty Skills Instructor CE Instructor	MS-Fire Protection Firefighter-Master Fire Instructor II Fire Officer II Haz-mat Tech	
Roger Nolen	Skills Instructor	BS	Pro Board:

	CE Instructor	AA Fire Science Firefighter-Master Driver Operator Pumper Fire Instructor II Fire Officer II Haz-Mat Tech	Fire Officer I & II Rope I & II Trench I & II NFA: Haz –Mat WMD NIMS
Jack Piontkowsky	Skills Instructor CE Instructor	Driver/Operator-Pumper Firefighter Intermediate Fire Instructor II Fire Officer II	
Nick Potter	Skills Instructor CE Instructor	Firefighter-Advanced Driver Operator Pumper Fire Instructor II Haz- Mat Tech	
Michael Rivera	Fire Science Role Player	Firefighter-Intermediate Fire Instructor II	
Mark Richardson	Skills Instructor CE Instructor	Firefighter-Advanced Driver Operator Pumper Fire Instructor II	

		Fire Officer I	
Oscar Rodriguez	Skills Instructor CE Instructor	AAS-Fire Science Firefighter-Master Driver Operator Pumper Fire Instructor II Fire Officer II	
Alex Shahandeh	Skills Instructor CE Instructor	Driver/Operator – pumper Firefighter-Intermediate Fire Instructor II Fire Officer II Haz-Mat Technician	
Charlie Skaggs	Skills Instructor CE Instructor	AA Fire Science BS Home Land Security MS Safety and Security Firefighter-Master Fire Investigator-Basic Driver Operator Pumper Fire Instructor II Fire Officer II	

Jason Steindorf	Skills Instructor CE Instructor	Driver/Operator –Pumper Firefighter Master Incident Safety Officer Fire Instructor II Fire Officer I	
Bret Storck	Skills Instructor CE Instructor	Driver/Operator-Pumper Firefighter Master Haz-Mat Incident Commander Incident Safety Officer Fire Instructor II Fire Officer I Haz-Mat Technician	
Brent Tillotson	Skills Instructor CE Instructor	AA Fire Science Firefighter-Intermediate Driver Operator Pumper Fire Instructor II Fire Officer I	
Charles Tull	Skills Instructor CE Instructor	Firefighter-Master Arson Investigator-Basic Fire Investigator-Basic Driver Operator Pumper	

		Fire Inspector-Basic Fire Instructor III-Master Fire Officer II	
Michael Towne	Skills Instructor CE Instructor	Driver/Operator – Pumper Firefighter Intermediate Incident Safety Officer Fire Instructor II Fire Officer II	
Keith Webb	Associate Faculty Skills Instructor CE Instructor	BS Firefighter-Master Fire Instructor III-Master Fire Officer II	