

# Fire Science Technology

Comprehensive Academic Program Review  
2008-09

*Associate in Science Degree:  
Fire Science Technology*

*Certificates:  
Fire Inspector I, Fire Inspector II, Fire Investigator I,  
Fire Investigator II, Fire Officer I, Fire Officer II*



Department of Institutional Research  
and Effectiveness  
St. Petersburg College

June 2009



Department of  
Institutional Research  
and Effectiveness  
St. Petersburg College  
P.O. Box 13489  
St. Petersburg, FL 33733  
(727) 341-3084  
FAX (727) 341-5411

Comprehensive Academic Program Review Produced by  
Fire Science Technology Program

Brian Frank, M.S.  
*Dean, College of Public Safety*

Department of Institutional Research and Effectiveness

Magaly Tymms, B.S.  
*Assessment Coordinator for Academic Programs*

Nicole Carr, Ed.S.  
*Assessment Coordinator for Academic Programs*

Amy Brush, M.S.  
*Outreach Coordinator*

James Coraggio, Ph.D.  
*Director of Institutional Research and Effectiveness*

With contributions from:

Shirley Bell  
Theresa Dimmer  
Leigh Goldberg

St. Petersburg College is dedicated to the concept of equal opportunity. The College will not discriminate on the basis of race, color, religion, sex, age, national origin, or marital status, or against any qualified individual with disabilities, in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this rule, the College will not tolerate such conduct.

Data and information contained herein cannot be used without the express written authorization of St. Petersburg College. All inquiries about the use of this information should be directed to the Director of Institutional Research and Effectiveness at St. Petersburg College.

Fire Science Technology  
2008-09 Comprehensive Academic Program Review  
Department of Institutional Research and Effectiveness

© Copyright St. Petersburg College, June 2009. All rights reserved.





## Table of Contents

Executive Summary .....	1
SPC Mission Statement .....	5
Introduction .....	5
<i>Institutional Effectiveness</i> .....	5
<i>Educational Assessment</i> .....	6
<i>Program Review Process</i> .....	7
Program Description .....	8
<i>Accreditation</i> .....	9
Program Performance .....	10
<i>Actual Course Enrollment</i> .....	10
<i>Productivity</i> .....	11
<i>Program Graduates</i> .....	12
<i>Grade Distributions</i> .....	13
<i>Fulltime/Adjunct Faculty Ratio</i> .....	16
Program Profitability .....	18
<i>Relative Profitability Index (RPI-T)</i> .....	18
Program Improvements .....	20
<i>Capital Expenditures</i> .....	20
Academic Outcomes .....	21
Stakeholder Perceptions .....	23
<i>Student Survey of Instruction (SSI)</i> .....	23
<i>Lecture</i> .....	24
<i>Non-Lecture</i> .....	24
<i>Clinical</i> .....	24
<i>eCampus</i> .....	25
<i>Summary</i> .....	25
<i>Technical Education Advisory Committee</i> .....	25
<i>Recent Meeting Summary</i> .....	27
<i>Recent Graduate Survey Information</i> .....	31
Occupation Profile .....	32
<i>Occupation Description</i> .....	32
<i>US, State, and Area Wage Information</i> .....	32
<i>National, State, and County Trends</i> .....	33
<i>Occupation Description</i> .....	33
<i>US, State, and Area Wage Information</i> .....	33
<i>National, State, and County Trends</i> .....	34
<i>Major Employers</i> .....	35





---

State Graduates Outcomes.....	35
Program Director’s Perspective: Issues, Trends, and Recent Successes.....	37
Recommendations/Action Plan.....	38
President’s Cabinet Review.....	40
References.....	41
Contact Information .....	41
Appendix A: Program Overview (2009).....	42
Appendix B: Advisory Board Committee Minutes and Recommendations, 2008-09 .....	44
Appendix C: Advisory Board Committee Minutes and Recommendations, 2007-08 .....	48





## Executive Summary

### *Introduction*

The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

### *Program Description*

The goal of this program is to prepare students with a scientific understanding of fire hazards and their control with emphasis on effective operating procedures at fires and other emergencies. General education courses are included to prepare the graduate to communicate and work effectively with all levels of society. The general college admission policy applies to all students entering the Fire Science Technology program.

### *Degrees Offered*

An Associate in Science Degree in Fire Science Technology is offered at SPC. Certificates are also offered for Fire Inspector I, Fire Inspector II, Fire Investigator I, Fire Investigator II, Fire Officer I, and Fire Officer II.

### *Program Performance*

- *Actual Course Enrollment* has increased each year. Summer 2007-08 had the highest Actual Course Enrollment (722) over the last three years.
- Summer 2005-06 had the highest *Student Semester Hour (SSH) Productivity* over the last three years (1.07). During 2007-08, Fall and Summer semesters' SSH productivity increased slightly from the previous year, while Spring showed a slight decrease.
- The number of *program graduates* in the Fire Science Technology certificate program reached a six-year high (91) in 2006-07, and then decreased (63) in 2007-08. Likewise, the number of AS program graduates reached a six-year high (14) in 2006-07, and then decreased (6) in 2007-08.
- The vast majority of students in the program continue to *succeed* in the courses. In Spring of 2008, 98.7% of the students were successful, as compared to 98.3% in Spring of 2007. In Fall of 2008, 98.2% of the students succeeded as compared to 99.4% in Fall of 2007.
- *Fulltime Faculty* taught 35.8% of the ECHs in 2007-08, as compared to 43.1% in 2006-07. Adjunct Faculty taught 64.2% of the ECHs in 2007-08, as compared to 56.9% in 2006-07. The highest semester for Adjunct ECHs was Spring 2007-08 in which adjunct faculty taught 81.3% of the program's course load. The three-semester average (64.2%) for 2007-08 exceeded the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

### *Program Profitability*

- The *Relative Profitability Index (RPI-T)* for the Fire Science Technology program has increased over the last few years with a peak (2.25) in 2006-07, and a slight decline (1.87) in 2007-08.



### *Program Improvements*

- *Capital Expenditures* (Fund 10 & 16) for the Fire Science Technology program (Org: 11270103) during the past three years totaled \$8,297. Program improvements made as a result of the capital expenditures included the purchase of computers, a projection system, and office supplies.

### *Academic Outcomes*

- The *2003-04 Academic Program Assessment Report* indicated that the desired results were primarily met for the three of the five Major Learning Objectives (MLOs) assessed. The Spring 2004 graduates exceeded the 70% average target in all but two MLO areas which were MLO2 (61.67% average score), and MLO5 (63.33% average score).
- The *2003-04 Academic Program Assessment Follow-up Report* was completed on July 12, 2005. All action items were addressed at that time.

### *Stakeholder Perceptions*

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Fire Science Technology program; specifically, as they relate to faculty/student interaction, course organization, course presentation, and evaluation methodologies.
- A Public Safety Administration *advisory committee meeting* was held on May 5, 2009. The meeting consisted of discussions about the articulation agreement with State Fire College; development of online CEU courses; virtual institute; COPS Camp 2009; gang program international trip; and leadership course; program update and member feedback.
- *Recent Graduate surveys* were provided to the 2006-07 graduates of the Fire Science Technology program. Responses were received from 5 A.S. graduates, 4 Certificate completers, and 3 Postsecondary Adult Vocation completers. Eleven percent (12 of the 109) graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, four employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question. Notable results include:
  - 100.0% of recent graduate survey respondents, who were employed, were employed full-time.
  - 83.3% of recent graduate survey respondents had a current position related to their studies.
  - 50.0% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to 'Continue my education'; while the remaining 50.0% stated their main goal was to 'Get a promotion'.
  - 75.0% of recent graduate survey respondents indicated that their SPC degree allowed them to 'Meet certification-training needs'; 50.0% 'Continue my education'; 33.3% 'Earn more money'; 33.3% 'Get a





- promotion'; 8.3% 'Obtain employment'; and 8.3% 'Other'. [Note: The total may exceed 100% as this question allows multiple responses]
- o 50.0% of recent graduate survey respondents indicated that SPC did 'Very well' in helping them meet their goal, 25.0% 'Exceptionally well'; while 25.0% thought that SPC did 'Adequately'.
  - o 63.6% of recent graduate survey respondents indicated that they earned \$25.00 or more per hour (\$52,000 or more annually); while the remaining 36.4% earned between \$15.00 and \$19.99 per hour (\$31,000 - \$41,999 annually).
  - o 83.3% of recent graduate survey respondents indicated that they are continuing their education.
  - o 81.8% of recent graduate survey respondents would recommend SPC's Fire Science Technology program to another.
  - o An evaluation of Fire Science graduates' general education outcomes indicated high levels of satisfaction with their college preparation in the area of general education outcomes. Twenty-one outcomes received mean scores between 4.0 and 4.4, while the remaining four outcomes received mean scores between of 3.5 and 3.8.
- Four *employer surveys* were sent out to employers based on the permission provided by recent graduates in the 2006-07 recent graduate survey. Only one survey respondent provided an evaluation of the graduates' college preparation. Since a single response can not accurately represent the entire program, employer survey results about college preparation will not be reported.

#### *Occupation Profile*

- Two *occupation descriptions* were located in the Bureau of Labor Statistics for the Fire Science Technology program. The first was the occupation description for Municipal Fire Fighting and Prevention Supervisors, and the second was the Fire Inspectors/Fire Investigators.
- The *2007 median yearly income* for Municipal Fire Fighting and Prevention Supervisors was \$65,000 in the United States, and \$72,400 in Florida. The *2007 median yearly income* Fire Inspectors/Fire Investigators was \$50,800 in the United States, and \$51,600 in Florida.
- *Employment trend information* for the Municipal Fire Fighting and Prevention Supervisors suggests an average annual increase (11% - 13%) in employment for the profession over the next 5 - 7 years for the country and state. The *Employment trend information* for the Fire Inspectors/Fire Investigators suggests a slight average annual change (+11% - -2%) in employment for the profession over the next 5 - 7 years for the country and state, respectively.
- The *major employers* of these graduates are Treasure Island Fire, Marion County Board of Commissions, Lake Sumter EMS, Avon Park Fire Department, and Golden Gate Fire Control and Rescue.

#### *State Graduates Outcomes*

- *State Graduates data* indicated that almost one hundred and thirty (126) students completed a state Fire Science Technology program in 2006-07, of those one hundred and twenty (120) had some matching state data and were





employed. Ninety-six percent (96%) of those state graduates were employed at least a full quarter. SPC's graduates exceeded this rate, with 100% of the graduates employed at least a full quarter`.

#### *Program Director's Perspective: Issues, Trends, and Recent Successes*

The program chair and many of the adjuncts are in the process of reviewing all courses and content within the Fire Science online programs and making any necessary updates. This is an ongoing process to ensure consistency within the program in relation to the changing requirements of the Florida Fire Bureau of Training and Standards. This lead agency is constantly updating curriculum requirements to match local, state, and national standards. Fire department management, fire prevention and firefighting methodology are continuously evolving as new and better ways of managing preparedness and response efforts emerge. Therefore, we will always be upgrading the curriculum to match the new requirements to ensure that our AS Degree and Certificate Programs are the best available anywhere.

The Fire Science Technology program has enjoyed a substantial growth rate, and staff will continue to market the program at every opportunity. In addition, we have expanded our adjunct instructor pool to include actively working line officers, to gain from their real life perspective. By expanding our adjunct pool to include active firefighters we hope to expand our student base and increase the participation in the program.

#### *Recommendations/Action Plan*

- Program Recommendations and action plans are compiled by the Provost and Program Director, and are located at the end of the document.



## SPC Mission Statement

The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area and globally, while retaining leadership as a comprehensive, sustainable, multi-campus postsecondary institution and as a creative partner with students, communities, and other educational institutions to deliver rich learning experiences and to promote economic and workforce development.

## Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over seventy-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College's institutional effectiveness.

## *Institutional Effectiveness*

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Offices of Planning, Budgeting, and Research work with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish





its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

#### *Educational Assessment*

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus for Associate in Arts degrees is targeted for students continuing on to four-year degree programs as opposed to the Associate in Applied Science, Associate in Science, and Baccalaureate programs which are targeted towards students seeking employable skills. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans have improved learning in their program. The College has developed an Educational Assessment Website (<https://it.spcollege.edu/edoutcomes/>) to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.



### *Program Review Process*

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the “periodic review of existing programs” required by the State Board of Community Colleges; and exceeds the necessary guidelines within the Southern Association of Community Colleges and Schools (SACS) review procedures.

State guidelines require institutions to conduct program reviews every five years as mandated in chapter 1001.02(6) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

*(6) ...The programs shall be reviewed every 5 years or whenever the state board determines that the effectiveness or efficiency of a program is jeopardized. The State Board of Education shall define the indicators of quality and the criteria for program review for every program. Such indicators include need, student demand, industry-driven competencies for advanced technology and related programs, and resources available to support continuation. The results of the program reviews must be tied to the university and community college budget requests.*

In addition, Rule 6A-14.060 (5) states that each community college shall:

*(5) ...Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected outcomes are achieved, and shall be the basis for necessary improvements.*

Recently, SPC reduced the recommended program review timeline to three years to coincide with the long-standing three-year academic



program assessment cycle, producing a more coherent and integrated review process. Figure 1 represents the relationship between program assessment and program reviewing during the three-year assessment cycle.

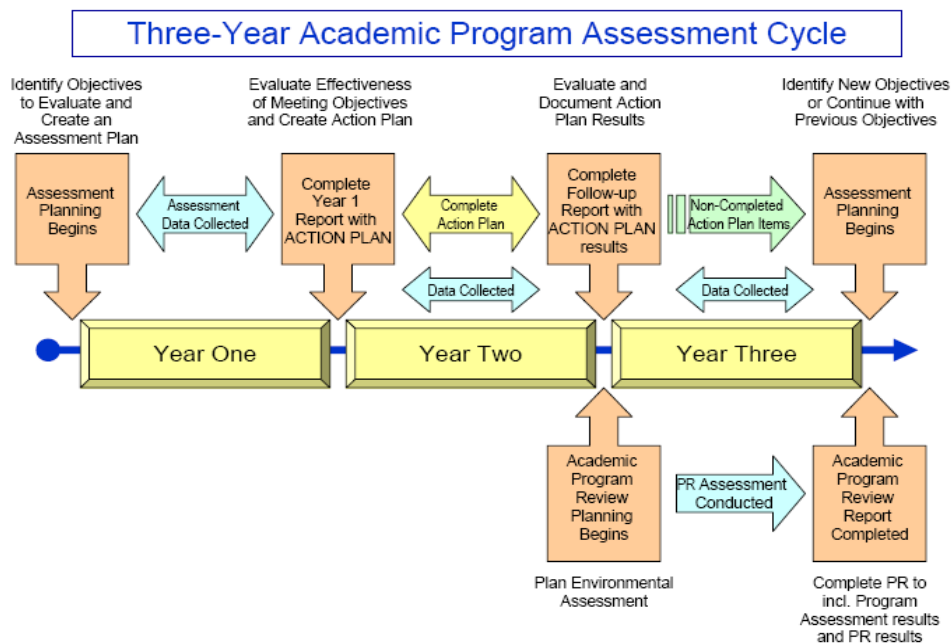


Figure 1: Three-Year Academic Program Assessment Cycle

### Program Description

The goal of this program is to prepare students with a scientific understanding of fire hazards and their control with emphasis on effective operating procedures at fires and other emergencies. General education courses are included to prepare the graduate to communicate and work effectively with all levels of society. The general college admission policy applies to all students entering the Fire Science Technology program.

### Degree Offered

An Associate in Science Degree in Fire Science Technology is offered at SPC. Certificates are also offered for Fire Inspector I, Fire Inspector II, Fire Investigator I, Fire Investigator II, Fire Officer I, and Fire Officer II.





For a complete listing of all courses within the Fire Science Technology program, please see Appendix A.

#### *Accreditation*

This program is accredited by The International Fire Service Accreditation Congress (IFSAC). IFSAC has reviewed and accredited St. Petersburg College's Fire Science Programs, and the College's certification and testing programs. It has also reviewed the organization's policies and procedures and verified that the program meets a nationally recognized standard.





## Program Performance

### *Actual Course Enrollment*

Actual Course Enrollment is calculated using the sum of actual student enrollment for the courses within the program (Academic Organization Code). This number is a duplicated headcount of students enrolled in the program's core courses, and does not reflect the actual number of students enrolled in the A.S. program or its associated certificates (if applicable). Actual Course Enrollment has increased each year as shown by Figure 2. Summer 2007-08 had the highest Actual Course Enrollment (722) over the last three years.

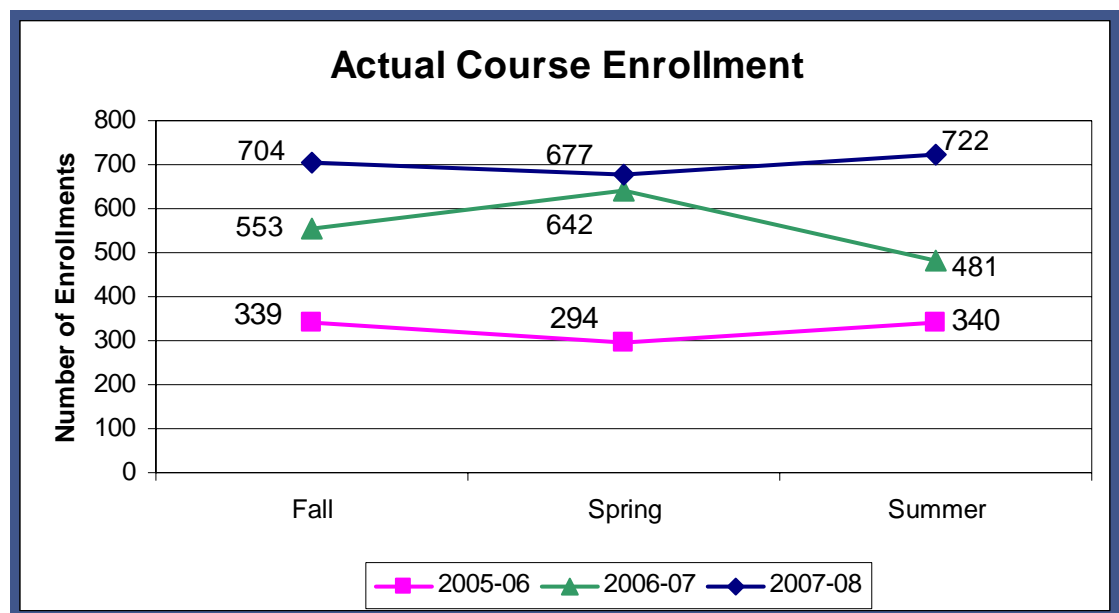


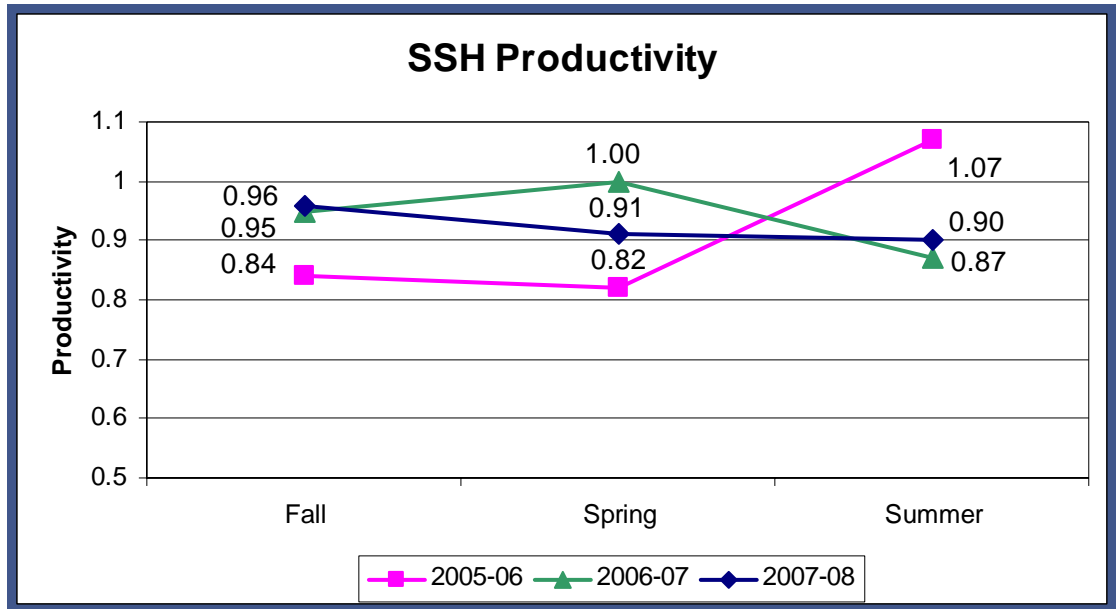
Figure 2: Actual Course Enrollment

Source: PeopleSoft Student Administration System: Course Management Summary Report (S\_CMSUMM)



### *Productivity*

Student Semester Hour (SSH) Productivity is calculated by dividing actual SSH by the budgeted SSH. Summer 2005-06 had the highest SSH productivity over the last three years (1.07). During 2007-08, Fall and Summer semesters' SSH productivity increased slightly from the previous year, while Spring showed a slight decrease as shown by Figure 3.



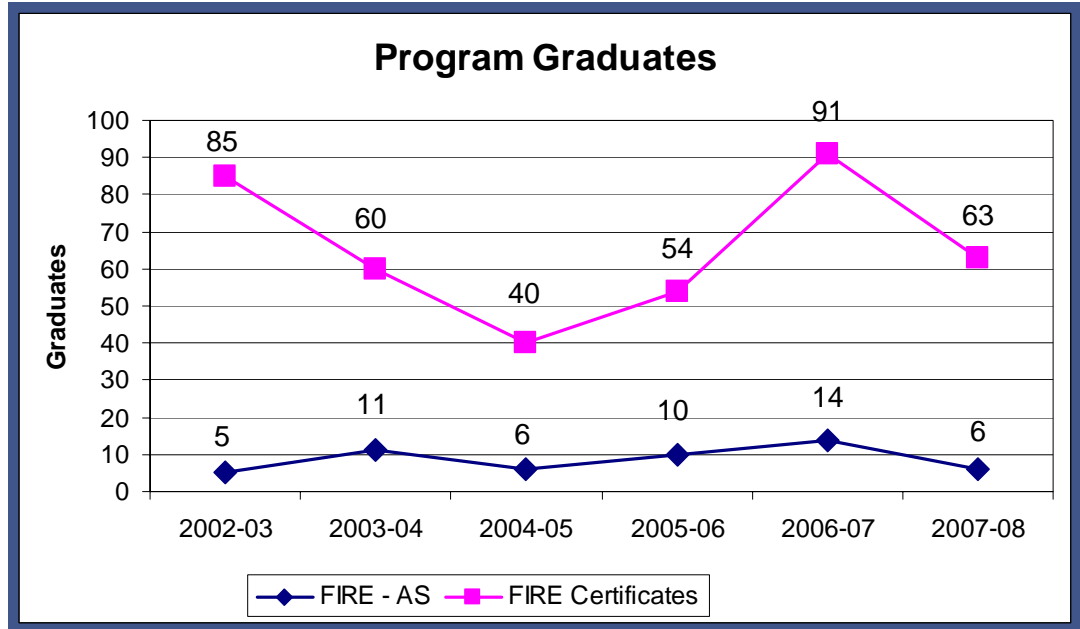
*Figure 3: SSH Productivity*

Source: PeopleSoft Student Administration System: Course Management Summary Report (S\_CMSUMM)



### *Program Graduates*

The number of program graduates in the Fire Science Technology certificate program reached a six-year high (91) in 2006-07, and then decreased (63) in 2007-08. Likewise, the number of AS program graduates reached a six-year high (14) in 2006-07, and then decreased (6) in 2007-08 as shown in Figure 4.



*Figure 4: Program Graduates*

Source: 2008-09 SPC Factbook, Table 31



### *Grade Distributions*

To provide a reference for program performance at the classroom level, grade distributions are provided. Table 1 includes the percentage of students receiving an A, B, C, D, or F in the program core courses. The information was compiled from the college wide grade distribution report generated at the end of the session. Some course data, such as dual credit courses generally do not end at the same time as the regular campus courses and may be omitted. In addition, the number of enrollments is a duplicated headcount where students are counted for each class registered, however, only A, B, C, D, and F grades are included in the calculations.

*Table 1*  
*Program Core Course Grade Distributions*

Semester	Grade Distributions				
	A	B	C	D	F
Spring 2007	75.3%	19.7%	3.3%	0.2%	1.5%
Spring 2008	81.4%	15.9%	1.4%	0.2%	1.1%
Fall 2007	84.4%	13.9%	1.1%	0.2%	0.5%
Fall 2008	85.7%	10.4%	2.1%	0.0%	1.8%

Source: Collegewide Grade Distribution Report (Generated at the end of the session)





Figure 5 provides a visual representation of the grade distributions for those students receiving a grade of A, B, or C.

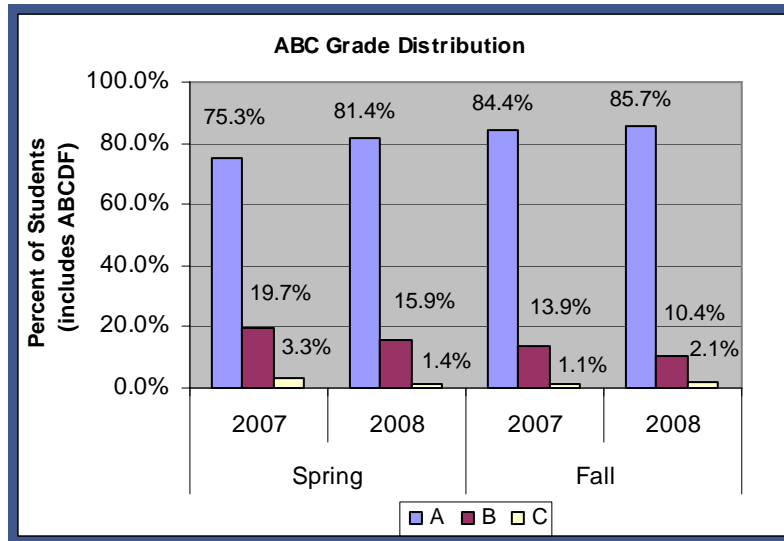


Figure 5: ABC Grade Distributions

Source: Collegewide Grade Distribution Report (Generated at the end of the session)



A classroom success rate was also calculated for the program. Classroom success is defined as the percent of students successfully completing the course and once again only A, B, and C grades are included in the calculations. The vast majority of students in the program continue to succeed in the courses as shown by Figure 6. In Spring of 2008, 98.7% of the students were successful, as compared to 98.3% in Spring of 2007. In Fall of 2008, 98.2% of the students succeeded as compared to 99.4% in Fall of 2007.

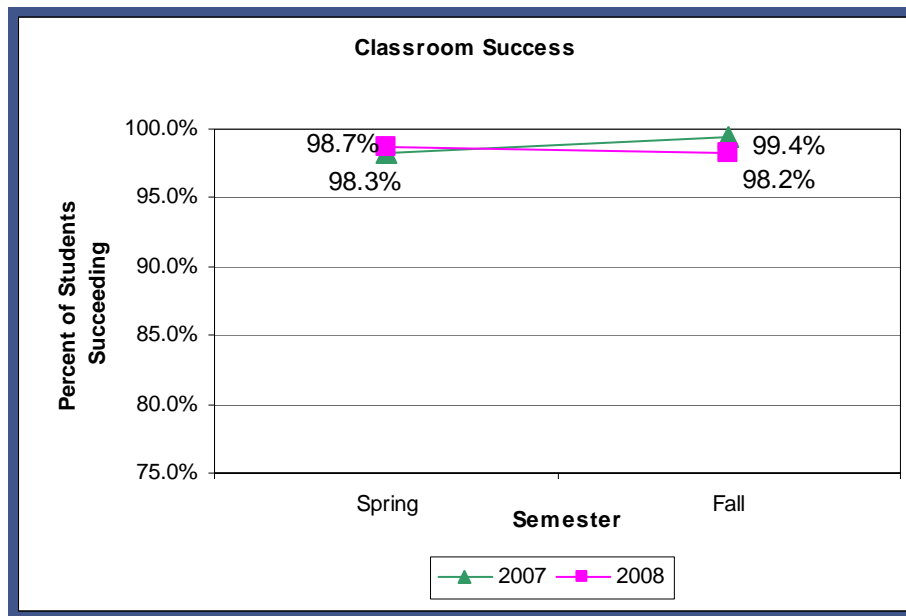


Figure 6: Classroom Success

Source: Collegewide Grade Distribution Report (Generated at the end of the session)



### *Fulltime/Adjunct Faculty Ratio*

Table 2 displays the number and percentage of Fire Science Technology program equated credit hours (ECHs) taught by the individual faculty classifications. As shown, Fulltime Faculty taught 35.8% of the ECHs in 2007-08, as compared to 43.1% in 2006-07. Adjunct Faculty taught 64.2% of the ECHs in 2007-08, as compared to 56.9% in 2006-07.

*Table 2*  
*Equated Credit Hours by Faculty Classification*

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2005-2006	14.5	40.81%	0.0	0.00%	21.0	59.19%
Spring 2005-2006	11.2	46.17%	0.0	0.00%	13.0	53.83%
Summer 2005-2006	8.0	34.04%	0.0	0.00%	15.5	65.96%
<b>2005-2006 Total</b>	<b>33.7</b>	<b>40.45%</b>	<b>0.0</b>	<b>0.00%</b>	<b>49.5</b>	<b>59.55%</b>
Fall 2006-2007	19.5	37.14%	0.0	0.00%	33.0	62.86%
Spring 2006-2007	27.0	46.15%	0.0	0.00%	31.5	53.85%
Summer 2006-2007	21.0	46.15%	0.0	0.00%	24.5	53.85%
<b>2006-2007 Total</b>	<b>67.5</b>	<b>43.13%</b>	<b>0.0</b>	<b>0.00%</b>	<b>89.0</b>	<b>56.87%</b>
Fall 2007-2008	39.8	52.48%	0.0	0.00%	36.0	47.52%
Spring 2007-2008	13.0	18.67%	0.0	0.00%	56.6	81.33%
Summer 2007-2008	25.0	34.72%	0.0	0.00%	47.0	65.28%
<b>2007-2008 Total</b>	<b>77.8</b>	<b>35.77%</b>	<b>0.0</b>	<b>0.00%</b>	<b>139.6</b>	<b>64.23%</b>

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S\_FACRAT)





The Fulltime/Adjunct Faculty Ratio is calculated by dividing a program's adjunct's ECHs by the sum of the Adjunct's, Percent of Load's, and Fulltime Faculty's ECHs. Figure 7 displays the Fulltime/Adjunct Faculty Ratio information for the last three academic years. The highest semester for Adjunct ECHs was Spring 2007-08 in which adjunct faculty taught 81.3% of the program's course load as shown in Table 2. The three-semester average (64.2%) for 2007-08 exceeded the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

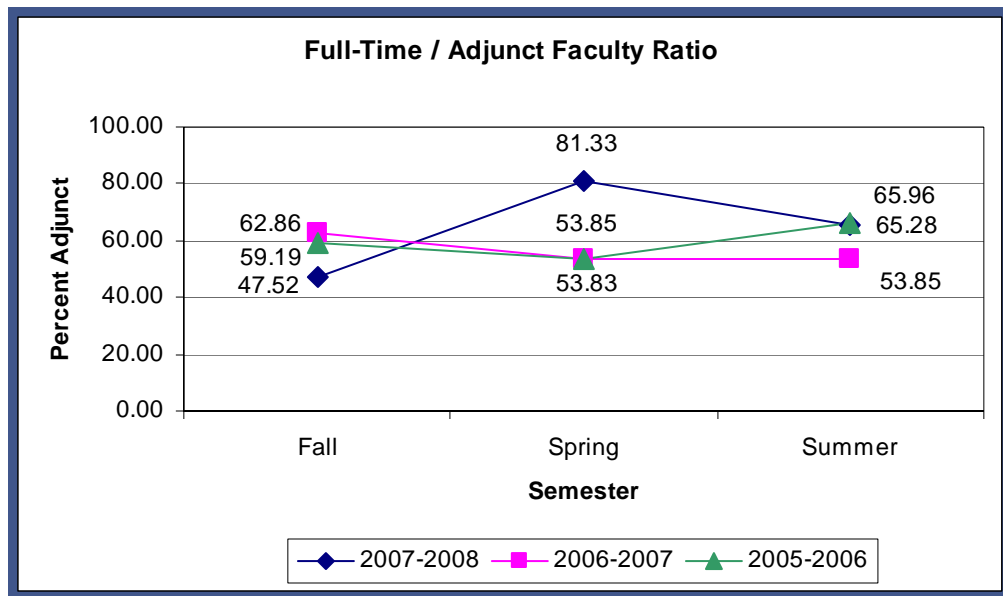


Figure 7: Full-time/Adjunct Faculty Ratio

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S\_FACRAT)





## Program Profitability

### *Relative Profitability Index (RPI-T)*

Relative Profitability Index (RPI-T) is a measure of program profitability. It is calculated by dividing a program's income by the sum of its personnel expenses and current expenses. Only Fund 10 financials are used in the calculation of RPI-T; specifically, program revenues (GL 400000), personnel expenses (GL 500000), and current expenses (GL 600000).

Program revenues (GL 400000) can include (1) student application fees and tuition, (2) out of state fees, and (3) gifts from alumni and charitable organizations.

Personnel expenses (GL 500000) can include (1) personnel salary expenses for program management, and instructional staff, (2) personnel salary expenses for OPS and student assistants, and (3) personnel benefits. Personnel assigned to multiple programs may have partial personnel expenses assigned to an individual program.

Current expenses (GL 600000) can include operating expenses for (1) travel, (2) goods and services, and (3) materials and supplies. Current expenses can also include scholarship and fee waivers.





The RPI-T for the Fire Science Technology program has increased over the last few years with a peak (2.25) in 2006-07, and a slight decline (1.87) in 2007-08 as shown by Figure 8. The program's 2007-08 RPI-T value of 1.87 was well above the college-wide target of 0.53 (SPC mean).

To provide a comparison of the program's RPI-T to other similar programs, three comparative measures were also calculated. The 2007-08 mean RPI-T for Public Safety disciplines was 0.78, the 2007-08 mean RPI-T for Allstate programs was 0.76, and the 2007-08 mean RPI-T for programs which offered 75-100% of their courses online was 0.71.

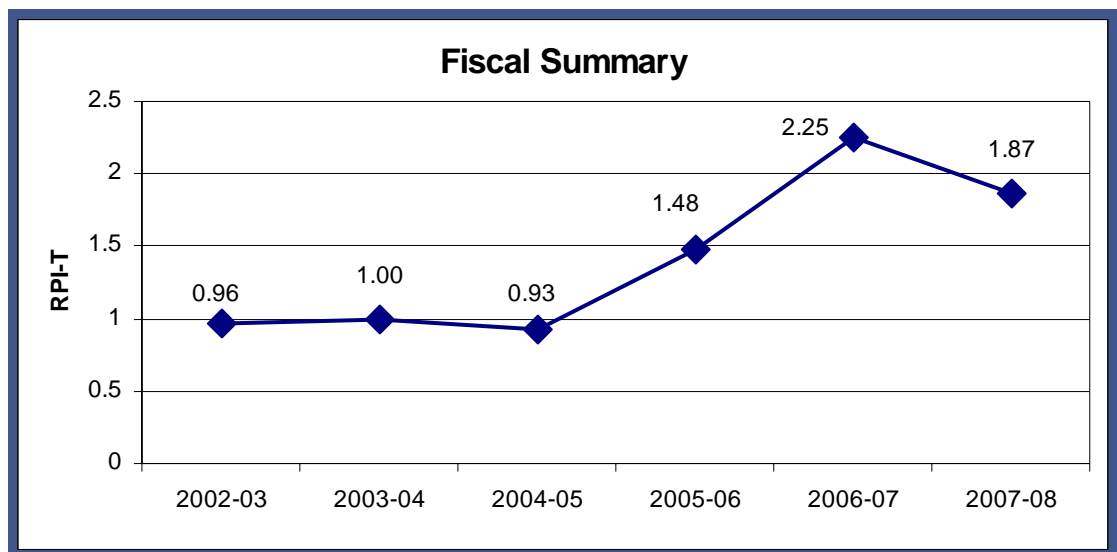


Figure 8: Fiscal Summary

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUDA1) from End of Fiscal Year



## Program Improvements

### *Capital Expenditures*

Capital Expenditures (Fund 10 & 16) for the Fire Science Technology program (Org: 11270103) during the past three years totaled \$8,297 as shown on Table 3. Program improvements made as a result of the capital expenditures included the purchase of computers, a projection system, and office supplies.

*Table 3*

*Fire Science Technology Program Capital Expenditures*

Capital Expenditures			
Year	Capital Outlay	Account	Purchase Description
2004-05	7,622	700000	Two new computer systems and a projection system
2005-06	675	700000	Office supplies
2006-07	0	700000	--
<b>Total</b>	<b>8,297</b>		

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUDA1) from End of Fiscal Year





## Academic Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS program every three years to evaluate the quality of the program's educational outcomes. The Fire Science Technology program was evaluated through an Academic Program Assessment Report (APAR) in 2003-04. In preparing for the 2007-08 assessment report, it was identified that an inadequate number of End of Program assessments were conducted, so the program was not evaluated in 2007-08.

Each of the program's five Major Learning Outcomes (MLOs) was evaluated during the 2003-04 assessment. Each of the five MLOs is listed below:

1. The student will demonstrate knowledge in the areas of chemistry of fire, fire behavior and fire extinguishment theory.
2. The student will distinguish concepts of fire prevention practices, fire protection systems and building construction with relation to fire behavior.
3. The student will demonstrate assessment of methods of leadership, administration, fire fighter occupational safety and health and fire service course delivery techniques.
4. The student will demonstrate knowledge of incident command, hazardous materials and response to terrorism incidents.
5. The student will compare and contrast different fire fighting strategies and tactics.

### *Means of Assessment*

The Fire Science Technology Department used the results of a locally developed, structured response assessment instrument to evaluate the students. The criteria for success required that students should answer correctly a mean of greater than 70% of the questions.

Data was collected during Spring 2004, and the data findings for each MLO and related sub skill results, are displayed in Table 4. The Spring 2004 graduates exceeded the 70% average target in all but two MLO areas which were MLO2 (61.67% average score), and MLO5 (63.33% average score).



*Table 4*  
Fire Science Technology Assessment Results

Major Learning Objective Assessed	Fire Science Technology	
	Assessment Results	
	SPC Mean	Target
MLO 1	76.67%	70%
MLO 2	61.67%	70%
MLO 3	70.00%	70%
MLO 4	78.33%	70%
MLO 5	63.33%	70%

Source: Academic Outcomes from 2003-04 Academic Program Assessment Report (APAR)

The 2003-04 follow-up report was completed on July 12, 2005. All action items were addressed at that time.





## Stakeholder Perceptions

### *Student Survey of Instruction (SSI)*

Each Fall and Spring semester, St. Petersburg College (SPC) administers the Student Survey of Instruction. Students are asked to provide feedback on the quality of their instruction using a 7-point scale where 7 indicates the highest rating and 1 indicates the lowest rating.

Several variations of the SSI survey exist including lecture, non-lecture, clinical, and eCampus versions. Beginning in Fall 2008, all SSI forms (except Clinical B) have been administered electronically using an online format. The purpose of the SSI survey is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

As part of the instrument validation process, the results from the SSI over the last few years were recently assessed for reliability and validity. The results of this assessment suggest three underlying factors instead of the four originally proposed.

The three factors are faculty engagement, preparation and organization, and course instruction. The survey questions are grouped into these categories as defined below:

- **Faculty Engagement** - focuses on how successful the instructor was in encouraging student performance, the instructor's level of enthusiasm for the subject and respect for students, how well the instructor applied the stated grading policies including providing students appropriate information to determine their grades, and the instructor's responsiveness to student questions outside of the classroom.
- **Preparation and Organization** - focuses on the instructor's overall preparation for the course, the instructor's ability to start and end class on time, the amount of time spent on course-related activities by the instructor, and the even assignment and appropriateness of course material throughout the term.



- **Course Instruction** - focuses on the instructor's clarity of instruction, how well the course objectives were defined by the instructor, and how well the instructor met student expectations.

*Lecture.* The lecture version of the survey is distributed to all students enrolled in traditional classroom sections within the College. The average scores are all well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales during all four semesters. The average survey results by semester and content area are shown by Figure 9.

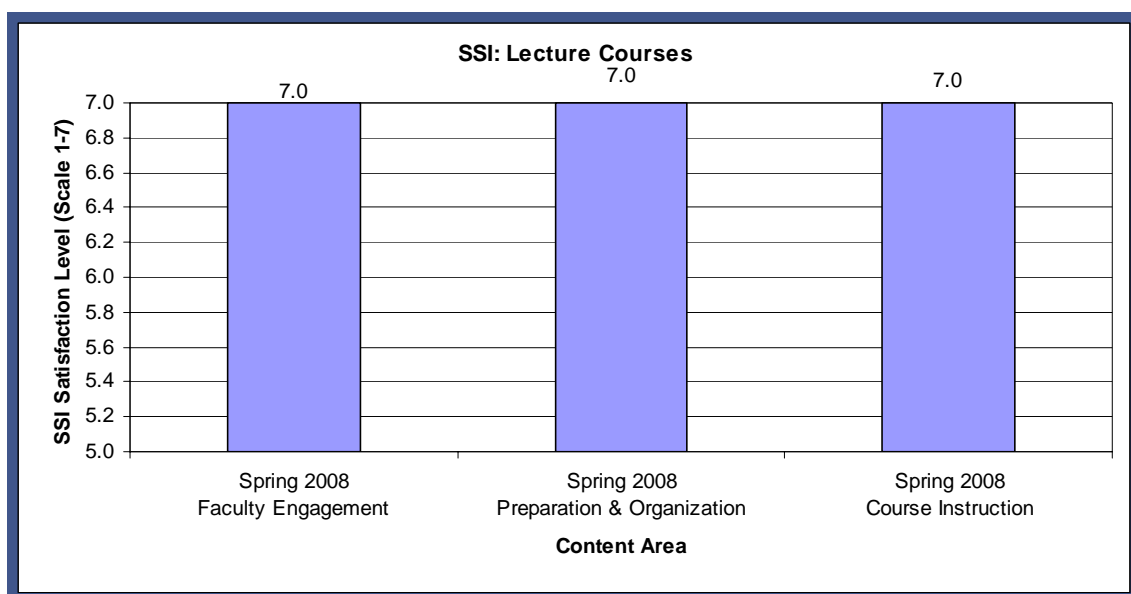


Figure 9: SSI Lecture Courses

Source: PeopleSoft Student Administration System: Query S\_SSI\_CHRT\_QRY\_CAMPUS

*Non-Lecture.* Lab courses and self-paced or directed individual study use the non-lecture version of the survey. There were no non-lecture classes in the Fire Science Technology program during the time of the review.

*Clinical.* The clinical version of the survey is distributed to all students enrolled in a clinical specific class. There were no clinical classes in the Fire Science Technology program during the time of the review.

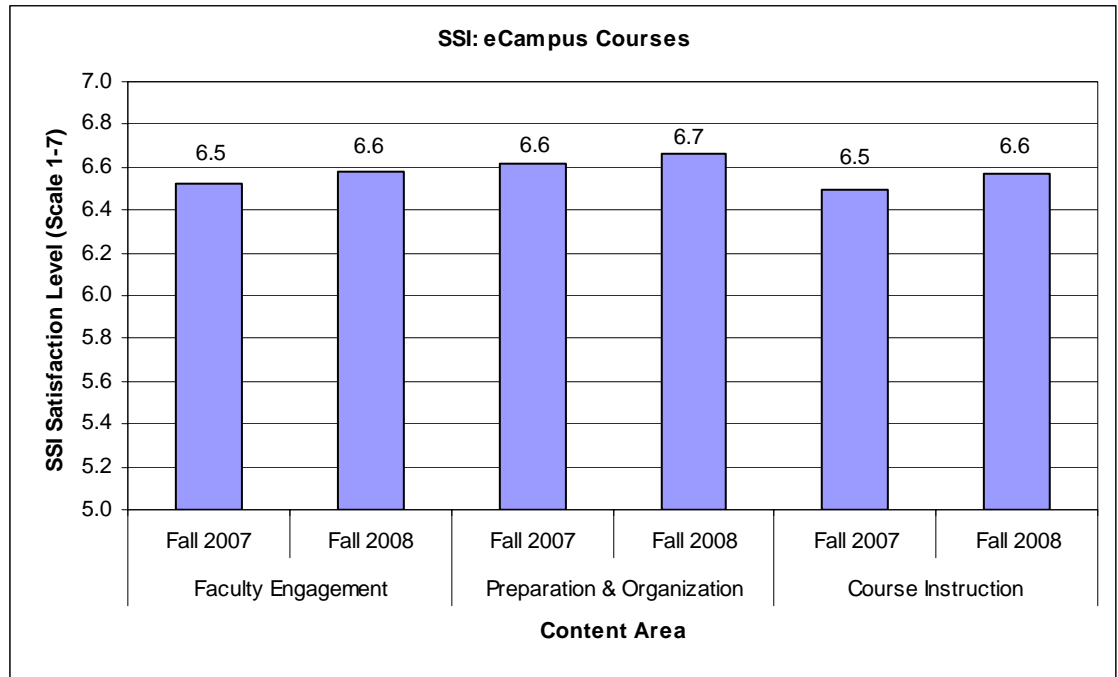


Figure 10: SSI eCampus Courses

Source: PeopleSoft Student Administration System: Query S\_SSI\_CHRT\_QRY\_CAMPUS

*eCampus.* The eCampus or on-line version of the SSI survey is electronically distributed to all students enrolled in on-line courses at the College. The Project Eagle Research Capsule #4 provides information on the difference in the wording of the questions (<http://www.spcollege.edu/eagle/research/perc/perc4.htm>). The average scores are all well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales during all four semesters. The average survey results by semester and content area are shown by Figure 10.

*Summary.* All the individual average content area scores were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Fire Science Technologies program; specifically, as they relate to faculty/student interaction, course organization, course presentation, and evaluation methodologies.

*Technical Education Advisory Committee*





Community input and participation is an important component of the educational process at the College. The technical education advisory committees are an example of community input. Advisory committees meet a minimum of twice annually with additional meetings as needed for good program coordination.

Advisory committee members are appointed by the College President to serve a one-year term of office and must have a demonstrated competency in the program specialty area or an understanding of the program and of the community at large. An exception to the above may be a lay person directly involved in a related program field such as counseling, public relations, or administration of a business or industry.

Specific Duties of Advisory Committees are to:

1. serve as a communication channel between the college and the community;
2. determine specific skills and suggest related and technical information for the program;
3. suggest ways for improving public relations and articulation of the program with other institutions;
4. assist in recruiting, providing internships, and in placing qualified graduates in appropriate jobs;
5. keep the program personnel informed on changes in labor market, specific needs (competencies), and surpluses;
6. recommend curriculum revisions as necessary to comply with current trends;
7. assist in assessing the program needs in terms of the entire community (long-range planning);
8. assist program personnel in searching for sources of funding for scholarships, equipment, etc.;
9. in general, to advise, recommend, and assist in assuring a quality program as determined by community needs; and
10. discuss proposed equipment purchases in excess of \$9,999.99.





### *Recent Meeting Summary.*

A Public Safety Administration advisory committee meeting was held on May 5, 2009. The meeting consisted of discussions about the articulation agreement with State Fire College; development of online CEU courses; virtual institute; COPS Camp 2009; gang program international trip; and leadership course; program update and member feedback.

### *Articulation Agreement*

An agreement was drawn up and approved by the SPC Legal Department, and sent to the State Fire College which then forwarded the document to Tallahassee. It is still pending approval at the State level. The articulation agreement will only pertain to Fire College classes articulating into SPC.

### *CEU Courses*

The goal is to develop online CEU courses for fire training. Classes that are needed to stay current are usually for credit, and most firefighters have already taken these classes. The proposed needed classes would be non-credit. This is a training issue, not academic.

### *Virtual Institute*

The Ethics course and Mandatory Training for Law Enforcement has begun. It is hoped that in the future, non-credit crime scene classes can be developed, possibly through a grant.

### *COPS Camp 2009*

The summer camp will run for 3 weeks, with a maximum of 24 students enrolled during each week. As of this date there are 8 students enrolled each week. Instructors, activities, and presenters have been scheduled.

### *Gang Program International Trip*

The study abroad trip was postponed until next year (summer 2010). It is hoped that SPC can partner with USF's International Department to defray costs. Galileo Univ. in Guatemala also suggested using their nearby dormitories for accommodations instead of hotels.

### *Leadership Course*

A hybrid leadership course was developed and initiated in March. Although it was well received by many, due to the economic conditions, many agencies could not participate.





### *Program Update*

Despite the economic downturn, enrollment was higher than last year. In addition, the position of a full-time, four-year faculty member will be filled in the very near future.

In an effort to further boost enrollment, Brian Frank stated that he was trying to set up agency visits to include an SPC recruiter, advisor, and financial aid representative.

### *Member Input*

- Ken Afienco suggested that SPC set up a booth at the FOP meeting in Orlando, scheduled the week of June 22, 2009. He attended last year's meeting, and noticed that Columbia Univ's booth received a lot of attention.
- Another opportunity presented was for the Florida Police Chiefs Conference scheduled for June 14-17 at Saddlebrook.

The complete committee minutes along with the minutes from previous meetings are located in Appendix B and C.

### *Recent Alumni Survey Information*

One hundred and nine Alumni Surveys were provided to the 2006-07 graduates of the Fire Science Technology program. Responses were received from 5 A.S. graduates, 4 Certificate completers, and 3 Postsecondary Adult Vocation completers.

Eleven percent (12 of the 109) graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, four employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 100.0% of recent graduate survey respondents, who were employed, were employed full-time.
- 83.3% of recent graduate survey respondents had a current position related to their studies.



- 50.0% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to 'Continue my education'; while the remaining 50.0% stated their main goal was to 'Get a promotion'.
- 75.0% of recent graduate survey respondents indicated that their SPC degree allowed them to 'Meet certification-training needs'; 50.0% 'Continue my education'; 33.3% 'Earn more money'; 33.3% 'Get a promotion'; 8.3% 'Obtain employment'; and 8.3% 'Other'. [Note: The total may exceed 100% as this question allows multiple responses]
- 50.0% of recent graduate survey respondents indicated that SPC did 'Very well' in helping them meet their goal, 25.0% 'Exceptionally well'; while 25.0% thought that SPC did 'Adequately'.
- 63.6% of recent graduate survey respondents indicated that they earned \$25.00 or more per hour (\$52,000 or more annually); while the remaining 36.4% earned between \$15.00 and \$19.99 per hour (\$31,000 - \$41,999 annually).
- 83.3% of recent graduate survey respondents indicated that they are continuing their education.
- 81.8% of recent graduate survey respondents would recommend SPC's Fire Science Technology program to another.
- An evaluation of Fire Science graduates' general education outcomes is displayed in Table 5. Graduates indicated high levels of satisfaction with their college preparation in the area of general education outcomes. Twenty-one outcomes received mean scores between 4.0 and 4.4, while the remaining four outcomes received mean scores between of 3.5 and 3.8.





**Table 5**  
**College Preparation Ratings for Recent Fire Science Program Graduates**

<i>General Education Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>		
	<i>N</i>	<i>MEAN</i>	<i>SD</i>
<i>Communicating clearly and effectively with others through:</i>			
Speaking	12	3.8	0.94
Listening	12	4.2	0.72
Reading	12	4.2	0.83
Writing	12	4.0	0.85
<i>Your use of mathematical and computational skills:</i>			
Comfortable with mathematical calculations	12	4.1	0.90
Using computational skills appropriately	12	4.2	0.94
Accurately interpreting mathematical data	12	4.0	1.04
<i>Using the following forms of technology:</i>			
Email	12	4.3	0.89
Word Processing	12	4.1	0.90
Spreadsheets	12	3.6	0.79
Databases	12	3.5	0.80
Internet Research	12	4.3	0.87
<i>Thinking logically and critically to solve problems:</i>			
Gathering and assessing relevant information	12	4.1	1.00
Inquiring about and interpreting information	12	4.1	0.90
Organizing and evaluating information	12	4.1	0.90
Analyzing and explaining information to others	12	3.8	1.03
Using information to solve problems	12	4.0	0.85





<i>General Education Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>		
	<i>N</i>	<i>MEAN</i>	<i>SD</i>
<i>Working effectively with others in a variety of settings:</i>			
Participating as a team player (e.g., group projects)	12	4.4	0.79
Working well with individuals from diverse backgrounds	12	4.3	0.75
Using ethical courses of action	12	4.4	0.79
Demonstrating leadership skills	12	4.4	0.79
<i>Working effectively with others in a variety of settings:</i>			
Showing an interest in career development	12	4.3	0.89
Being open to new ideas and challenges	12	4.3	0.87
Willingness to take on new responsibilities	12	4.3	0.78
Pursuing additional educational opportunities	12	4.2	0.94

#### *Employer Survey Information*

Four employer surveys were sent out to employers based on the permission provided by recent graduates in the 2006-07 recent graduate survey. Only one survey respondent provided an evaluation of the graduates' college preparation. Since a single response can not accurately represent the entire program, employer survey results about college preparation will not be reported.





## Occupation Profile

Two occupation descriptions were located in the Bureau of Labor Statistics for the Fire Science Technology program. The first was the occupation description for Municipal Fire Fighting and Prevention Supervisors and the second was the Fire Inspectors/Fire Investigators. The information below is separated by each occupation description.

### *Occupation Description*

The occupation description for Municipal Fire Fighting and Prevention Supervisors (33-1021.01) used by the Bureau of Labor Statistics is shown below:

*Supervise fire fighters who control and extinguish municipal fires, protect life and property, and conduct rescue efforts.*

### *US, State, and Area Wage Information*

The distribution of 2007 wage information for the Municipal Fire Fighting and Prevention Supervisors is located in Table 6. The median yearly income for Municipal Fire Fighting and Prevention Supervisors was \$65,000 in the United States, and \$72,400 in Florida. The wage information is divided by percentiles for hourly and yearly wages. This information is also separated by location.

*Table 6*

*Wage Information for Municipal Fire Fighting and Prevention Supervisors*

Location	Pay Period	2007				
		10%	25%	Median	75%	90%
United States	Hourly	\$18.24	\$24.97	\$31.27	\$39.31	\$48.73
	Yearly	\$37,900	\$51,900	\$65,000	\$81,800	\$101,400
Florida	Hourly	\$22.66	\$27.92	\$34.83	\$42.72	\$51.19
	Yearly	\$47,100	\$58,100	\$72,400	\$88,900	\$106,500

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey; Florida Agency for Workforce Innovation



### *National, State, and County Trends*

Employment trend information for the Municipal Fire Fighting and Prevention Supervisors is included in Table 7 and divided by country and state. A significant average annual increase (11% - 13%) in employment for the profession over the next 5 - 7 years for the country and state is shown.

*Table 7  
State and National Trends*

United States	Employment		Percent Change	<u>Job Openings</u> <sup>1</sup>
	2006	2016		
First-line supervisors/managers of fire fighting and prevention workers	52,500	58,500	+ 11 %	2,240
Florida	Employment		Percent Change	<u>Job Openings</u> <sup>1</sup>
	2006	2016		
First-line supervisors/managers of fire fighting and prevention workers	2,280	2,580	+ 13 %	100

<sup>1</sup>Job Openings refers to the average annual job openings due to growth and net replacement.

Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections; Florida Employment Projections

### *Occupation Description*

The occupation description used for Fire Inspectors (933-2021.01)/ Fire Investigators (33-2021.02) by the Bureau of Labor Statistics is shown below:

*Inspect buildings and equipment to detect fire hazards and enforce state and local regulations/ conduct investigations to determine causes of fires and explosions.*

### *US, State, and Area Wage Information*

The distribution of 2007 wage information for the Fire Inspectors/Fire Investigators is located in Table 8. The median yearly income for Fire Inspectors/Fire Investigators was \$50,800 in the United States, and \$51,600 in Florida. The wage information is divided by percentiles for hourly and yearly wages. This information is also separated by location.





**Table 8**  
*Wage Information for Fire Inspectors and Fire Investigators*

Location	Pay Period	2007				
		10%	25%	Median	75%	90%
United States	Hourly	\$14.98	\$18.65	\$24.44	\$31.04	\$38.07
	Yearly	\$31,200	\$38,800	\$50,800	\$64,600	\$79,200
Florida	Hourly	\$16.98	\$19.97	\$24.80	\$31.34	\$37.83
	Yearly	\$35,300	\$41,500	\$51,600	\$65,200	\$78,700

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey; Florida Agency for Workforce Innovation

*National, State, and County Trends*

Employment trend information for the Fire Inspectors/Fire Investigators is included in Table 9 and divided by country and state. An average annual change (+11% to -2%) in employment for the profession over the next 5 - 7 years for the country and state is shown.

**Table 9**  
*State and National Trends*

United States	Employment		Percent Change	Job Openings <sup>1</sup>
	2006	2016		
Fire inspectors and investigators	13,800	15,300	+ 11 %	460
Florida	Employment		Percent Change	Job Openings <sup>1</sup>
	2004	2014		
Fire inspectors and investigators	780	760	-2 %	20

<sup>1</sup>Job Openings refers to the average annual job openings due to growth and net replacement.

Note: The data for the State Trends and the National Trends are not directly comparable. The projections period for the State Trends is 2006-2016, while the projections period for the Country and County Trends is 2004-2014.

Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections; Florida Employment Projections





### *Major Employers*

Graduates of SPC's Fire Science Technology program are employed in various areas of Public Safety. The primary local employers of these graduates are Treasure Island Fire, Marion County Board of Commissions, Lake Sumter EMS, Avon Park Fire Department, and Golden Gate Fire Control and Rescue as depicted in Table 10.

*Table 10*  
*Major Employers*

Employers of Fire Science Technology Graduates
Treasure Island Fire
Marion County Board of Commissions
Lake Sumter EMS
Avon Park Fire Department
Golden Gate Fire Control and Rescue

Source: 2008-09 SPC Factbook, Appendix B

### **State Graduates Outcomes**

To provide reference information for the employment trend data, program graduate state outcome data is provided for all academic programs included within Fire Science Technology. Fire Science Technology program graduate state outcome data is provided in Table 11.

Almost one hundred and thirty (126) students completed a state Fire Science Technology program in 2006-07, of those one hundred and twenty (120) had some matching state data and were employed. Ninety-six percent (96%) of those state graduates were employed at least a full quarter. SPC's graduates exceeded this rate, with 100% of the graduates employed at least a full quarter as depicted in Table 11.



*Table 11*  
*Fire Science Technology Program Graduates 2006-07 Outcomes by Florida Community College*

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed, Education, or Military)	Placement Rate
Brevard	7	7	4	57%	6	6	100%
Central Florida	5	5	5	100%	5	5	100%
Chipola	2	1	1	50%	2	2	100%
Daytona	4	3	3	100%	4	4	100%
Edison	26	26	25	96%	25	25	100%
FCCJ	5	5	5	100%	5	5	100%
Gulf Coast	2	2	2	100%	2	2	100%
Indian River	17	13	12	92%	17	16	94%
Broward	19	19	19	100%	19	18	95%
Miami Dade	3	3	3	100%	3	3	100%
Palm Beach	3	3	3	100%	3	3	100%
Santa Fe	1	1	1	100%	1	1	100%
Seminole	11	11	11	100%	11	8	73%
St. John's River	6	6	6	100%	6	6	100%
St. Petersburg	14	14	14	100%	14	14	100%
Hillsborough	1	1	1	100%	1	1	100%
<b>Total</b>	<b>126</b>	<b>120</b>	<b>115</b>	<b>96%</b>	<b>124</b>	<b>119</b>	<b>96%</b>

Source: Florida Education and Training Placement Information Program (FETPIP), Community College Vocational Reports (<http://www.fl DOE.org/fetpip/pdf/0607pdf/cc0607asc.pdf>)





### Program Director's Perspective: Issues, Trends, and Recent Successes

The program chair and many of the adjuncts are in the process of reviewing all courses and content within the Fire Science online programs and making any necessary updates. This is an ongoing process to ensure consistency within the program in relation to the changing requirements of the Florida Fire Bureau of Training and Standards. This lead agency is constantly updating curriculum requirements to match local, state, and national standards. Fire department management, fire prevention and firefighting methodology are continuously evolving as new and better ways of managing preparedness and response efforts emerge. Therefore, we will always be upgrading the curriculum to match the new requirements to ensure that our AS Degree and Certificate Programs are the best available anywhere.

The Fire Science Technology program has enjoyed a substantial growth rate, and staff will continue to market the program at every opportunity. In addition, we have expanded our adjunct instructor pool to include actively working line officers, to gain from their real life perspective. By expanding our adjunct pool to include active firefighters we hope to expand our student base and increase the participation in the program.



## Recommendations/Action Plan

Program: Fire Science Technology

Date Completed: July 9, 2009

	Action Item	Completion Date	Responsible Party
1	Increase the visibility of the program to local fire agencies.	August 2010	Program Chair
2	Utilize the Fire Explorers and summer camp participants to develop future students.	August 2010	Program Chair
3	Increase online out-of-area student base by about 5%.	August 2010	Program Chair
4	Align the course material with the Fire and Emergency Services Higher Education (FESHE) Model.	August 2010	Program Chair





Special Resources Needed:

Area(s) of Concern/Improvement:

Charles Crowther 7-14-09  
Charles Crowther, Program Chair Date

Brian Frank 7-14-09  
Brian Frank, Dean Date


J.C. Brock 7/14/09  
J.C. Brock, CEO Date





## President's Cabinet Review

Summary of observations, recommendations, and decisions:

  
\_\_\_\_\_  
President's Signature

7-21-09  
Date





### References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards*. Retrieved October 2002, from the Division of Community Colleges  
Web site: <http://www.firn.edu/doe/rules/6A-14.htm>

### Contact Information

*Please address any questions or comments regarding this evaluation to:*

Jesse Coraggio, Ph.D.  
Director, Institutional Research and Effectiveness  
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733  
(727) 341-3059  
[coraggio.jesse@spcollege.edu](mailto:coraggio.jesse@spcollege.edu)





## Appendix A: Program Overview, 2009

### FIRE SCIENCE TECHNOLOGY (FIRE-AS)

ASSOCIATE IN SCIENCE DEGREE

<http://www.spcollege.edu/program/FIRE-AS>

Brian Frank, Dean, AC (727) 341-4143

The goal of this program is to prepare students with a scientific understanding of fire hazards and their control with emphasis on effective operating procedures at fires and other emergencies. General education courses are included to prepare the graduate to communicate and work effectively with all levels of society. The general college admission policy applies to all students entering the Fire Science Technology program.

#### SPECIAL GRADUATION REQUIREMENTS

Completion of an End-of-Program Assessment Examination

#### \*\*\*\*GENERAL EDUCATION COURSES (21 credits)

ENC	1101	Composition I or (Honors)	3
SPC	1017	Introduction to Speech Communication OR (SPC 1017H, 1065, 1608 or 1608H)	3
		Humanities/Fine Arts Approved Course****	3
Mathematics		One college-level course with MAC, MAP, MAS, MGF, MTG or STA prefix	3
		Social & Behavioral Sciences Approved Course****	3
PHI	2649	Applied Ethics in Public Safety Professions OR (PHI 1600, 1602H, 1631 or 2635)	3
CGS	1100	Microcomputer Applications	3

#### SUPPORT COURSES (3 credits)

ENC	2210	Technical Writing	3
-----	------	-------------------	---

#### MAJOR COURSES (3 credits)

FFP	1109	Fire Department Occupational Safety and Health	3
-----	------	--	---

#### SURPLAN A: FIRE INSPECTOR I (33 credits)

FFP	1505	Fire Prevention	3
FFP	1540	Private Fire Protection Systems I	3
FFP	2120	Building Construction for the Fire Service	3
FFP	2510	Fire Codes and Standards	3
FFP	2521	Blueprint Reading and Plans Review	3
Electives		Any courses with a DSC or FFP prefix	18

**TOTAL PROGRAM HOURS 60**

OR

#### SURPLAN B: FIRE INSPECTOR II (33 credits)

FFP	1111	Fire Chemistry	3
FFP	2541	Private Fire Protection Systems II	3
FFP	2610	Fire Cause and Origin Determination	3
FFP	2706	Fire Service Public Information Officer	3
Electives		Any courses with a DSC or FFP prefix	21

**TOTAL PROGRAM HOURS 60**

OR

#### SURPLAN C: FIRE OFFICER I (33 credits)

FFP	1505	Fire Prevention	3
FFP	1540	Private Fire Protection Systems I	3
FFP	1790	Company Officer	3
FFP	1824	Basic Incident Management System	1
FFP	1825	Intermediate Incident Management System	1
FFP	1832	Emergency Response to Terrorism: Basic Concepts	1
FFP	2120	Building Construction for the Fire Service	3
FFP	2740	Fire Service Course Delivery	3
FFP	2810	Firefighting Tactics and Strategy I	3
FFP	2811	Firefighting Tactics and Strategy II	3
Electives		Any courses with a DSC or FFP prefix	9

**TOTAL PROGRAM HOURS 60**





## Appendix A: Program Overview, 2009 (con't)

<b>OR</b>			
<b>SUBPLAN D: FIRE OFFICER II (33 credits)</b>			
FFP	1111	Fire Chemistry	3
FFP	2610	Fire Cause and Origin Determination	3
FFP	2770	Ethical and Legal Issues for the Fire Service	3
FFP	2741	Fire Service Course Design	3
FFP	2781	Fire Administration II	3
FFP	2706	Fire Service Public Information Officer	3
Electives	Any courses with a DSC or FFP prefix		15

**TOTAL PROGRAM HOURS 60**

<b>OR</b>			
<b>SUBPLAN E: FIRE INVESTIGATOR I (33 credits)</b>			
FFP	1111	Fire Chemistry	3
FFP	1540	Private Fire Protection Systems I	3
FFP	2120	Building Construction for the Fire Service	3
FFP	2610	Fire Cause and Origin Determination	3
Electives	Any courses with a DSC or FFP prefix		21

**TOTAL PROGRAM HOURS 60**

\*\*\*\*To provide students with an enhanced world view in light of an increasingly globalized economy, students must include at least one of the following courses as part of the general education requirements for the Associate in Science degree:

LIT	2110	World Literature I	REL	2200	World Religions
LIT	2110H	Honors World Literature I	INR	2002	International Relations
LIT	2120	World Literature II	INR	2002H	Honors International Relations
LIT	2120H	Honors World Literature II	WOH	2040	The Twentieth Century
HUM	2270	Humanities (East-West Synthesis)	WOH	2040H	Honors The Twentieth Century
HUM	2270H	Honors Humanities (East-West Synthesis)			





## Appendix B: Advisory Board Committee Minutes and Recommendations, 2008-09

### ST. PETERSBURG COLLEGE College of Public Safety Administration Advisory Committee May 5, 2009

**Attendees:** Brian Frank, Ken Afienko, Mark Tennis, James Angle, Julie Adams, Dorene Thomas

**Excused:** Sally Bishop, Terry Schenk, James Wimberly, Lisa Wentz, Pat Siracusa, Billie Shumway, David Romine

**Guests:** Amy Brush, Christine Pribyl, Kay Burniston, Shirley Johnson, Carol Razor, Charles Crowther

Agenda Item	Discussion	Action
Salute to the Flag & Introduction of Members and Guests	It was noted that Marsha Adams, formerly with the 4 year program, has relocated to a different department within SPC.	Christine Pribyl, staff assistant to Brian Frank, was introduced. She has assumed the 4 year program duties.
Goal: Articulation agreement between State Fire College and SPC (Charles Crowther)	It was explained that an agreement was drawn up and approved by the SPC Legal Dept. It was sent to the Fire College which then forwarded the document to Tallahassee. It is still pending approval at the State level. The articulation agreement will only pertain to Fire College classes articulating into SPC.	None taken
Goal: Develop online CEU courses for fire training (Charles Crowther)	Classes that are needed to stay current are credit. Most firefighters have already taken these classes for credit. The proposed needed classes would be non-credit. This is a training issue, not academic.	Charles Crowther is working with the Fire Training Center to see if this is feasible.
Update: Virtual Institute (Brian Frank)	The Ethics course and Mandatory Training for Law Enforcement has begun. It is hoped that in the future, non-credit crime scene classes can be developed, possibly through a grant.	None taken; still being explored by staff in regards to crime scene
Update: COPS Camp 2009 (Christine Pribyl)	The summer camp will run for 3 weeks, with 24 students maximum enrollment for each week. Each week has 8 enrollees as of this date. Instructors, activities, and presenters have been scheduled. Those present were given camp brochures.	None taken
Update: Gang Program International Trip (Carol Razor)	The study abroad trip was scheduled for July 22-28 for a projected cost of \$2300 per student. Due to many things, the trip was postponed until next year (summer 2010). It is hoped that SPC can partner with USF's International Department to defray costs. Galileo Univ. in Guatemala also suggested using their nearby dorms for accommodations instead of hotels.	None taken
Goal: Develop Leadership Program – Update (Carol Razor)	A hybrid leadership course was developed and initiated in March. Although it was well received by many, due to the economic conditions, many agencies could not participate. However, Pasco County sponsored two students. The students participate in on-line learning, plus face to face “live” sessions with a series of instructors. The “class” ends in October.	None taken
Update: Visit with Pinellas Park High School CJ Students (Brian Frank)	Plans are lining up for the high school CJ students to visit the Allstate Campus for a field trip.	Date will be established between now and end of school year.





## Appendix B: Advisory Board Committee Minutes and Recommendations, 2008-09, con't

<p>Update: Program Challenges, Labor Market Data &amp; Marketing</p> <p>Brian Frank, Kay Burniston</p>	<p>Despite the economic downturn, enrollment was higher than last year. In addition, the position of a full-time four-year faculty member will be filled in the very near future.</p> <p>In an effort to further boost enrollment, Brian Frank stated that he was trying to set up agency visits to include an SPC recruiter, advisor, and financial aid representative.</p> <p>Labor market data was provided to those present. It was noted that the Tampa Bay region was not hit "as hard" as other regions in the state as far as government employment figures.</p> <p>Marketing strategies were discussed by Kay Burniston. Brian Frank stated he would like the video to cover all facets of public safety from administration to fire, law enforcement etc.</p>	<p>None taken</p> <p>Efforts include:  a) more direct mailings,  b) "wrapping" vehicles with SPC advertising,  c) an updated booklet that will be provided to prospective students,  d) and having an SPC videographer shoot video of student testimonials, etc.</p>
<p>Input from Members &amp; Housekeeping</p>	<p>Ken Afienko suggested that SPC set up a booth at the FOP meeting in Orlando, scheduled the week of June 22, 2009. He attended last year's meeting, and noticed that Columbia Univ's booth received a lot of attention. Another opportunity presented was for the Florida Police Chiefs Conference scheduled for June 14-17 at Saddlebrook.</p>	<p>Members concurred that SPC should take advantage of these marketing possibilities.</p>
<p>Survey of Committee Members (Amy Brush)</p>	<p>Advisory committee members are encouraged to take this annual survey which is now offered in an online format.</p> <p>Link:  <a href="http://fit.spcollege.edu/cfsurveys/survey.cfm?su_id=2936">http://fit.spcollege.edu/cfsurveys/survey.cfm?su_id=2936</a></p>	<p>None taken – this will be done online.</p>
<p>Continued Membership</p>	<p>Committee members have been asked to state whether or not they would like to continue to serve for 2009-2010. Christine Pribyl noted that Pat Siracusa asked to be replaced due to the logistics and the time restraints of his schedule. Lisa Wentz, PCSO, apologized that she had been unable to attend many meetings and if it was felt she should be replaced, that it was acceptable to her.</p> <p>Election of Chairperson</p>	<p>All present accepted, as well as several that were absent (previously responded).</p> <p>Dorene Thomas was elected Chairperson for 2009-10.</p>
<p>Fall Meeting</p>	<p>There will not be a joint advisory committee breakfast, luncheon or dinner in 2009. Amy Brush stated that one idea under consideration was having Dr. Kurtler's State of the College presentation accessible on the Advisory Committee main website.</p>	<p>The next meeting will be held 9 a.m., Tuesday, Sept. 15, 2009 at AC</p>





## Appendix B: Advisory Board Committee Minutes and Recommendations, 2008-09, con't

**ST. PETERSBURG COLLEGE**  
 College of Public Safety Administration Advisory Committee  
 Date: March 4, 2009, 9:00 AM

Attendees: Brian Frank, Chief Angle, Capt. Teunis, Chief Thomas, Terry Schenk, Julie Adams, Sally Bishop  
 Guests: Dr. Carol Rasor, Amy Brush, Marsha Adams  
 Excused: Lisa Wentz, Pat E. Siracusa, Capt. Wimberly, Kenneth Afienko

ITEM	DISCUSSION/RECOMMENDATIONS	ACTION
<b>Salute to the Flag</b>  <b>Minutes</b>  <b>Dean's Report</b> Brian Frank	Minutes of October 16, 2008 meeting unanimously approved <ul style="list-style-type: none"> <li>• Spring semester upper division courses are offered in 8 week modesters enabling students to expedite program completion. Enrollment up 46.1%.</li> <li>• Lower division courses are also offered in 8 week modesters with the exception of Crime Scene and 5 Fire courses which remain 16 weeks.</li> <li>• The online Ethics course developed by Dean Frank has been adopted by CJSTC for officers being disciplined. The cost to take the course is \$35.</li> <li>• An articulation agreement between SPC and the Florida Fire College is pending Florida Board of Standards and Training approval.</li> <li>• The 2009 COPS camp is extended to 3 weeks and will accept children entering 7, 8 and 9<sup>th</sup> grade.</li> </ul>	Chief Angle suggests a day at the fire facility or other with fire professionals.
<b>International Program Leadership Program</b> Carol Rasor PhD, Program Director          <b>Program Challenges/ Marketing</b>          <b>Input From Members</b>	<ul style="list-style-type: none"> <li>• SPC International Studies: July 22-28 Guatemala; participating students will earn 3 ech; the fee is \$2,400 including travel and tuition. Only one student from SPC has applied; additional students may attend from the International University of Puerto Rico and the University of Trinidad.</li> <li>• At the request of the Pinellas County Police Chiefs, SPC developed a hybrid leadership course; however enrollment reflects only 2 students from Pasco county SO and none from Pinellas County.</li> <li>• Recruitment in a challenging economy.</li> </ul> <p>Chief Angle suggests developing online CEU courses that the Florida Fire College accepts. Education provided for trainers.</p> <p>Pinellas Park HS Criminal Justice and First Responder students a potential pool of LD students</p>	Include advisors, financial aid in recruiting visits to agencies. Run queries to identify past students with credit toward degrees for recruitment. Promote SPC certificate programs when recruiting. Attend FL Fire Chiefs and Intl Emergency Managers conferences.          Arrange a tour of AC and meet and greet with faculty and current police, fire and emergency management professionals.
<b>Next Meeting</b>	Tuesday, May 5, 2009 at 9 AM, AC 110	Call to confirm attendance at 341-4477





## Appendix B: Advisory Board Committee Minutes and Recommendations, 2008-09, con't

**ST. PETERSBURG COLLEGE**  
**College of Public Safety Administration Advisory Committee**  
**Date: October 16, 2008**

**Attendees:** Brian Frank, Kenneth Afienko, Deputy Chief Wimberly, Chief Romine, Chief Angle, Capt. Teunis, Chief Thomas, Terry Schenk, Julie Adams, Billie Shumfield, Lisa Wentz

**Guests:** Dr. Carol Rasor, Jesse Coraggio, Marsha Adams

**Excused:** Sally Bishop, Pat E. Siracusa

ITEM	DISCUSSION/RECOMMENDATIONS	ACTION
<b>Salute to the Flag</b>  <b>Minutes</b>  <b>Dean's Report</b> Brian Frank	Minutes of June 4, 2008 meeting unanimously approved  <ul style="list-style-type: none"> <li>• Public Safety advisor/camp director Anna Goree's report is appended</li> <li>• Productivity for Baccalaureate program exceeds expectations. Beginning in spring semester courses will be offered in 8 week modesters enabling students to expedite program completion.</li> <li>• Lower division courses will also be offered in 8 week modesters with the exception of Crime Scene which will remain 16 weeks.</li> <li>• The Crime Scene AS program now articulates into the Public Safety Administration BAS degree program.</li> <li>• The LD Fire Science program has the highest number of enrollments of the public safety programs.</li> <li>• David Brumfield will hold 1 Crime Scene seminar per semester for officers, students and other interested parties</li> </ul>	Summer 2009 Camp to be run for 3 weeks; decrease weekly enrollment to 24 students per class; goal 72 non-duplicated enrollments.  Chief Romine will poll the Pinellas County Police Chiefs for suggestions on topics.
<b>Marketing Report</b> Tracy Garrett, Coordinator of Marketing   <b>Leadership Training</b> Dr. Carol Rasor, Program Director	<ul style="list-style-type: none"> <li>• A list of C/PSA marketing initiatives was distributed to the committee as well as two samples of recently printed literature.</li> <li>• The upper division marketing budget is \$100,000, with 1 recruiter and 1 advisor. The marketing efforts are optimized with cooperative ventures with the lower division public safety advisor and recruiter.</li> <li>• Chiefs Thomas and Romine and Mr. Schenk commended the Ms Garrett's efforts as outstanding for the staff and budget available.</li> <li>• A Public Safety Leadership concept that mirrors "Leadership Pinellas" was explored by the advisory group. A survey of potential participants and visitation sites will be conducted. This Board recommends that the project be implemented with a high standard and recognizes that there will be a financial impact</li> <li>• "Exemplary Leadership in Law Enforcement" will be presented by the SEPSI Leadership Institute in late January 2009. This course is designed to each 1<sup>st</sup> line supervisors the necessary skills for exemplary leadership. This is a fee based course and qualifying students will be able to petition for upper division credits.</li> </ul>	Chief Romine recommends attendance at the Florida Police Chiefs Association meeting in June as a recruiting opportunity. Mr. Schenk recommends the International Association of Emergency Managers meetings.  Dr. Rasor is currently developing the leadership program
<b>Next Meeting</b>	February 18, 2009, 3:00 PM, AC 228 conference room	





## Appendix C: Advisory Board Committee Minutes and Recommendations, 2007-08

### FIRE TRAINING CENTER ADVISORY COMMITTEE MEETING

DATE: APRIL 23, 2008 from 2:00P – 4:30P

ATTENDANCE: CHIEF GORDON YAUCES, CHIEF DOUG LEWIS, CHIEF DAYTON SALTSMAN, OPERATIONS CHIEF JAMES WIMBERLY, DISTRICT CHIEF MIKE ZAMPARELLI, TRAINING CHIEF GUY KEIRN, JIM TERRY, GABRIELLE BAIN

ABSENT: CAPTAIN JOSEPH V. BRUNI, STERLING FIELDS, WINTHROP NEWTON AND NACOLE REVETTE

Topic	Discussion/Recommendations	Action
Welcome/Introductions	Introduced new members and advised of members no longer on the committee	None Taken
<u>Agenda Item # 1. Facility Improvements</u> -Mr. Terry advised the committee of gear just ordered i.e. TIC, PASS devices, bunker gear as well as the window props and the mock apartment Zamparelli has been constructing. -Mr. Terry also informed the committee of a partnership with TECO gas the college is considering where they would provide the natural gas for the college's props. This in turn would create better trained public safety personnel in the event of an emergency involving a broken gas line, etc.	-Chief Saltsman suggested once the improvements are complete, to have a list sent to all the departments of what is available for use and the associated costs.	None
<u>Agenda Item # 2. Additional Fire Academy Class Progress</u> -Mr. Terry advised the board on the reasons another full time fire academy was added in April 2008. He said he wanted to avoid turning any students away though each class is very small with less than 15 students in each.	-Mr. Terry thinks the passing of Amendment 1, the tuition increase and the fact that we are one of the few training centers that require EMT for entry could be a large part of why enrollment is down at this time.	-Considering having a fire academy where SPC would waive the EMT/Paramedic prerequisite (See Agenda Item # 7)
<u>Agenda Item # 3. Report on Flashover Simulator</u> -Mr. Terry informed the committee the flashover simulator should be arriving within the next week but does not have an exact date on when it will be operational. -He also mentioned his concerns over people not using	-Mr. Terry suggested charging just as much for the Flashover Simulator as the burn building -Chief Keim suggested holding a course in conjunction with the flashover simulator to justify the cost.	-Will begin to develop operational plan for Flashover Simulator usage

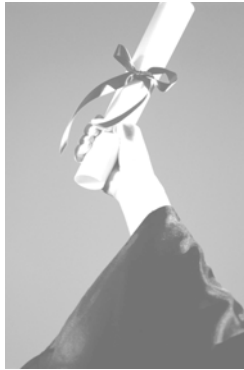




Appendix C: Advisory Board Committee Minutes and Recommendations, 2007-08, con't

<p><u>200Hr Apprenticeship Program(Added to agenda by Chief Lewis)</u>          -Mr. Terry gave the committee information on the 200hr program designed to for those just out of the fire academy. The program is designed to put out better and more experienced employees.</p>	<p>-Mr. Terry stated the program would consist of 160 hours of modules with the last 40 hours concentrating on ride-a-longs.          -Committee thought this was a helpful program and support the idea.</p>	
<p><u>Adjournment 4:30pm</u></p>		





Data and information contained herein cannot be used without the express written authorization of the St. Petersburg College. All inquiries about the use of this information should be directed to the Director of Institutional Research and Effectiveness at St. Petersburg College.

© Copyright St. Petersburg College, June 2009. All rights reserved.