

# Fayetteville Technical Community College

## Detailed Assessment Report 2015-2016 Fire Protection Technology

As of: 8/01/2016 01:02 PM EST

### Mission / Purpose

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The Fire Protection Technology curriculum is designed to provide individuals with technical and professional knowledge to make decisions regarding fire protection for both public and private sectors. It also provides a sound foundation for continuous higher learning in fire protection, administration, and management. The courses offered are primarily On-line and provide working and distant students the opportunity in a on-line environment, some courses may be offered in a face to face environment as well.

Graduates should qualify for employment or advancement in governmental agencies, industrial firms, insurance rating organizations, educational organizations, and municipal fire departments. Employed persons will have opportunities for skilled and supervisory-level positions within their current organizations.

### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Reporting Findings, and Action Plans

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#### **SLO 1: principles and practices related to various types of building construction**

To understand and recognize various types of construction and their positive or negative aspects as related to fire conditions.

#### Relevant Associations:

##### **General Education/Core Curriculum Associations**

- 1 Communicate effectively using the conventions of American Standard English in professional and academic environments.
- 2 Use critical thinking to analyze problems and make logical decisions.
- 5 Demonstrate computer literacy.

##### **Institutional Goals Associations**

- 1 Respond to student and community needs through measurable goals.
- 4 Focus on workforce preparedness to support economic development.

##### **Strategic Objectives Associations**

###### **FTCC**

- 8 Administer student course evaluations to assess the satisfaction rates for course and programs of study.
- 10 Improve assessment plans with documented evidence of outcomes.
- 52 Standardize blackboard shells to ensure more active learning for students.

#### Related Measures

##### **M 1: Importance of using proper building construction**

What: To assess the student's level of understanding and writing ability, as well as incorporate socialization skills through discussion board assignments and peer interaction. Why: This will assess the students' knowledge of Building Construction as well as the understanding of the concepts and ideas presented in the course. How: An assessment consisting of multiple choice and essay questions will be administered. The multiple choice questions will be automatically graded however the essay questions will be graded by the instructor for content and clarity. This also will show the students computer literacy when navigating the test and blackboard. When and Who: The assignment will be given during the 2015-16 assessment cycle when FIP 132 (Building Construction) is offered. The assignment will be assessed by the instructor that is teaching the course.

Source of Evidence: Standardized test of subject matter knowledge

##### **Connected Documents**

[Final Instructions Test](#)  
[FIP 132 Final](#)

##### **Target:**

85% of students will score at least 70% on the final exam

##### **Connected Document**

[FIP 132 Final](#)

##### **Reporting Finding (2015-2016) - Target: Met**

96% of students tested scored within or above the 70% mark. The scoring and material presented gave each student adequate study materials and fostered a conducive learning environment. Each module built to the next one and allowed for subsequent learning by using material relevant to the course and the current filed.

##### **Connected Documents**

[FIP 132 Final](#)  
[FIP132 %grades SP16](#)

#### **SLO 2: Survey of municipal public relations**

Principles of public relations, press releases, press conferences, public information officers, image surveys, and the effects of perceived service on fire protection delivery. Upon completion, students should be able to manage the public relations functions of a fire service organization.

#### Relevant Associations:

##### **General Education/Core Curriculum Associations**

- 1 Communicate effectively using the conventions of American Standard English in professional and academic environments.
- 2 Use critical thinking to analyze problems and make logical decisions.
- 3 Demonstrate socialization skills that support cultural awareness and a global perspective.
- 5 Demonstrate computer literacy.

##### **Institutional Goals Associations**

- 1 Respond to student and community needs through measurable goals.
- 4 Focus on workforce preparedness to support economic development.

##### **Strategic Objectives Associations**

###### **FTCC**

- 8 Administer student course evaluations to assess the satisfaction rates for course and programs of study.
- 49 100% of new instructors will successfully complete the Excellence in Teaching course prior to teaching their first class.
- 51 Provide a safe and secure learning environment.
- 52 Standardize blackboard shells to ensure more active learning for students.

#### Related Measures

##### **M 2: Public Relations Concepts**

**What:** To assess the student's level of understanding and writing ability and incorporate socialization skills through research and peer reviews of other course material. **Why:** This will assess the students' knowledge of Public relation in the Fire Service as well as the understanding of the concepts and ideas presented in the course. **How:** A multiple choice, essay question test will be given to measure the students knowledge and comprehension of the subject matter. The assignment will discuss the importance of public relations and differentiate between the two systems using information presented in the text or from scholarly research. **When and Who:** The assignment will be given during the 2015-16 assessment cycle when FIP 256 (Municipal Public Relations) is offered. The assignment will be assessed by the instructor that is teaching the course and automatically graded for the multiple choice questions. The Instructor will grade the essay questions based on content and accuracy.

Source of Evidence: Standardized test of subject matter knowledge

##### **Connected Documents**

[Final Instructions Test](#)  
[FIP 256 Fianl](#)

##### **Target:**

85% of students will score at least 70% on the final exam

##### **Connected Document**

[FIP 256 Fianl](#)

##### **Reporting Finding (2015-2016) - Target: Met**

Of the seven (7) students enrolled in the class all 7 scored above the 70% mark and achieved 90% or better on the final exam. The material was set in a logical sequence and allowed students to have a overlapping process where one module built upon the next and each new module reiterated there last in a summary of events. This process allowed for extended learning and retention of information.

##### **Connected Documents**

[FIP 256 Fianl](#)  
[FIP256 %grades SP16](#)

##### **SLO 3: Understanding the budgeting process**

This course introduces local governmental financial principles and practices. Topics include budget preparation and justification, revenue policies, statutory requirements, taxation, audits, and the economic climate.

#### Relevant Associations:

##### **General Education/Core Curriculum Associations**

- 1 Communicate effectively using the conventions of American Standard English in professional and academic environments.
- 2 Use critical thinking to analyze problems and make logical decisions.
- 4 Demonstrate quantitative competencies.
- 5 Demonstrate computer literacy.

##### **Institutional Goals Associations**

- 1 Respond to student and community needs through measurable goals.
- 3 Ensure fiscal responsibility, accountability and financial stability.
- 4 Focus on workforce preparedness to support economic development.

##### **Strategic Objectives Associations**

###### **FTCC**

- 10 Improve assessment plans with documented evidence of outcomes.
- 49 100% of new instructors will successfully complete the Excellence in Teaching course prior to teaching their first class.
- 51 Provide a safe and secure learning environment.

52 Standardize blackboard shells to ensure more active learning for students.  
56 100% of new instructors will successfully complete the Excellence in Teaching Course prior to teaching their first class.

### Related Measures

#### **M 3: Understanding the Budgeting Process**

What: To assess the student's level of understanding and writing ability and incorporate socialization skills through research and peer reviews of other course material. Why: This will assess the students' knowledge of Municipal Finance and Budgeting as well as the understanding of the concepts and ideas presented in the course. How: A research project consisting of a written paper. The paper will be graded using safe-assign and instructor feedback after review for clarity and content. The assignment should cover each step in the planning process and budget planning on the local level. When and Who: The assignment will be given during the 2015-16 assessment cycle when FIP 228 (Local Govt. Finance) is offered. The assignment will be assessed by the instructor that is teaching the course.

Source of Evidence: Written assignment(s), usually scored by a rubric

#### **Connected Documents**

[FIP 228 Instructions](#)  
[Rubric 228](#)

#### **Target:**

85% of students will score at least 60% on the final research project

#### **Reporting Finding (2015-2016) - Target: Met**

All students enrolled completed the course with a 60% or above on the final test. Their understanding was tested using a final research project which allowed them to incorporate all of their previous knowledge built from module 1 up to module 8 of the course.

#### **Connected Documents**

[FIP228 Grades % SP16](#)  
[Rubric 2016 FIP 228](#)

### Analysis Questions and Analysis Answers

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#### **What were the strengths of your assessment process?**

The assessment process gave insight into a core course within the program and allowed a unbiased approach to program management. This is a strength as it gives the program more flexibility to change what is needed for the benefits of the students learning. This assessment strength was that it allowed a good base and module progression throughout the course that allowed students to build upon prior knowledge.

#### **What were the weaknesses of your assessment process?**

I don't think we had a real weakness this period in assessments as we have changed our courses being assessed and each period move to different class to identify the entire program as a whole. With having multiple sections of some but only one of another that might be a weakness as I'm evaluating the same instructor versus multiple instructors and then I can see the effectiveness of the course as a whole versus only evaluating one instructor's teaching style and outcome with student success.

#### **What was learned as a result of your assessment process?**

I have gained insight into the program more as a whole now and can take into account several different teaching approaches and module setups that allow for a active involvement of the students that might be more conducive to a online learning environment versus a face to face setting. Future incorporation of media and online labs for online learners will foster a more active student participation and better learning through hands on experiences and practicals just like in the face to face environment.

#### **How will what was learned impact the direction and emphasis of your academic or support unit?**

The growth of this program is expanding to meet industry needs and competitive advancements within the fire service. This assessment will allow us to meet the demands of the industry and the individual students by getting them a more conducive learning environment and giving the instructor the needed resources to improve and sustain their Blackboard modules.

### Annual Report Section Responses

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#### **Program Review (Academic Units)**

Attached is the most recent Academic Program Review for Emergency Management Technology.

#### **Connected Document**

[FIP Program Review](#)

#### **Advisory Comm. Minutes (Academic Units)**

All academic programs have associated Advisory Committees that provide community input on program direction and outcomes.

#### **Connected Document**

[Advisory Committee Minutes Fire](#)

#### **End Of Year Reports (VPs, AVPs, Deans)**

Strategic Plan (2015-2020) and other related documents

**Connected Documents**

[2016 Grad Survey](#)

[Strategic Plan 2015-2020](#)

## Test Instructions for Finals

This is a multiple choice, essay question test that will measure your knowledge and comprehension of the subject matter.

The questions in each test are numbered, and the suggested answers for each question are lettered. On the answer document, the rows of ovals are numbered to match the questions, and the ovals in each row are lettered to correspond to the suggested answers.

For each question, first decide which answer is best. Next, locate on the answer document the row of ovals numbered the same as the question. Then, locate the oval in that row lettered the same as your answer. Once you click on your selected answer it will be saved and you can move on to the next question. Once you are complete click on the select button your multiple choice questions will be automatically graded. Your essay questions will be graded by the instructor and then your grade will be posted.

## Description

## Instructions

- Timed Test** This test has a time limit of 2 hours. This test will save and submit automatically when the time expires.  
Warnings appear when **half the time, 5 minutes, 1 minute, and 30 seconds** remain. *[The timer does not appear when previewing this test]*
- Multiple Attempts** Not allowed. This test can only be taken once.
- Force Completion** Once started, this test must be completed in one sitting. Do not leave the test before clicking **Save and Submit**.

## Question 1

1. What is another name for a bowstring truss?
  - A. High truss
  - B. Arched truss
  - C. Peaked truss
  - D. Church truss

1 points

## Question 2

1. Materials and assemblies may be classified based on their fire resistance, or, more accurately, based on their fire:
  - A. endurance.
  - B. spread.
  - C. combustibility.
  - D. strength.

1 points

## Question 3

1. What are the two purposes that concrete in fire-resistive construction serves?
  - A. Resists tensile stresses and protects the torsion strength of steel from fire

- B. Resists compressive stresses and protects the torsion strength of steel from fire
- C. Resists compressive stresses and protects the tensile strength of steel from fire
- D. Resists the torsion stresses and protects the compressive strength of steel from fire

1 points

#### Question 4

1. Which type of sprinkler system contains air in the piping that may or may not be under pressure?
  - A. Deluge system
  - B. Wet pipe system
  - C. Dry pipe system
  - D. Preaction system

1 points

#### Question 5

1. In 1989, an Avianca airliner crashed on Long Island, New York. What was the major contributing factor?
  - A. Language
  - B. Lack of training
  - C. Inexperience
  - D. Faulty equipment

1 points

#### Question 6

1. \_\_\_\_\_ are columns in frame buildings, usually nominal  $2 \times 4$  inches or  $2 \times 6$  inches.
  - A. Oriented flakeboards
  - B. Studs
  - C. Splines

- D. Wood laths

1 points

### Question 7

1. In a continuous beam supported at more than two points, there is tension in the \_\_\_\_\_ of the beam in the area over the tops of the columns, and tension in the \_\_\_\_\_ of the beams between the columns.

- A. bottom, top
- B. side, end
- C. end, side
- D. top, bottom

1 points

### Question 8

1. The \_\_\_\_\_ window is said to be hurricane-resistant and nearly impossible to break for firefighting ventilation.

- A. laminated
- B. thermal pane
- C. jalousie
- D. double-hung

1 points

### Question 9

1. There are two types of closure devices for fire doors: self-closing and:

- A. automatic.
- B. mechanical.
- C. recurring.
- D. repeated.

1 points

### Question 10

1. In essence, the \_\_\_\_\_ explains how a material is supposed to be safely used/stored, and the \_\_\_\_\_ lists the materials, hazards, and quantities of the hazmat.
- A. MSDS, HMIS
  - B. HMMP, HMIS
  - C. HMIS, HMMP
  - D. MSDS, HMMP

1 points

### Question 11

1. Atriums are required to have sprinkler protection throughout, with the exception of the top of the atrium itself if it is more than \_\_\_\_\_ feet above the floor.
- A. 55
  - B. 75
  - C. 45
  - D. 65

1 points

### Question 12

1. Photovoltaic (PV) roof panels most often face which direction?
- A. East
  - B. North
  - C. South
  - D. West

1 points

### Question 13

1. Which of the following will protect walls in the excavation process from collapsing?

- A. Crosslot bracing
- B. Rakers
- C. Tiebacks
- D. All of the above

1 points

### Question 14

1. A(n) \_\_\_\_\_ load is a force that is perpendicular to the plane of the section but does not pass through the center of the section.
  - A. static
  - B. axial
  - C. repeated
  - D. eccentric

1 points

### Question 15

1. Steel heated to \_\_\_\_\_ elongates 9 inches per 100 feet of length.
  - A. 1500°F
  - B. 2500°F
  - C. 2000°F
  - D. 1000°F

1 points

### Question 16

1. Some walls are designed to accept vertical \_\_\_\_\_ loads.
  - A. compressive
  - B. dead
  - C. wind

- D. impact

1 points

### Question 17

1. The NFPA uses a three-digit numbering scheme to break down the five types of construction. What does the first number represent?
  - A. Beams and columns
  - B. Type of construction
  - C. Floor construction
  - D. Rating of load-bearing walls

1 points

### Question 18

1. In simpler days, ordinary construction was known as:
  - A. brick and light-weight wood construction.
  - B. brick and wood-joisted construction.
  - C. brick and block construction.
  - D. brick and wood construction.

1 points

### Question 19

1. Reinforcing rods within reinforced-concrete lintels provide the \_\_\_\_\_ strength to the composite structure.
  - A. torsion
  - B. tensile
  - C. overall
  - D. compression

1 points

### Question 20

1. According to the *International Building Code*, which occupancy type would categorize a movie theater?
  - A. A-2
  - B. A-1
  - C. A-4
  - D. A-3

1 points

### Question 21

1. An eccentric load may be counterbalanced by tying the wall to the:
  - A. interior structure.
  - B. outside nonbearing walls.
  - C. interior middle load-bearing wall.
  - D. outside load-bearing walls.

1 points

### Question 22

1. How much carbon is contained in cast iron?
  - A. 0.2%
  - B. 3–4%
  - C. 4–8%
  - D. 2%

1 points

### Question 23

1. A minimum of \_\_\_\_\_ feet clear width should be provided in garden apartment roadways.
  - A. 10

- B. 25
- C. 15
- D. 20

1 points

### Question 24

1. The space formed by the sides of two studs and the exterior and interior walls is referred to as a:
  - A. draftstop.
  - B. firestop.
  - C. stud channel.
  - D. strut.

1 points

### Question 25

1. Precast concrete buildings under construction are unstable until all \_\_\_\_\_ is/are completed.
  - A. inspections
  - B. connections
  - C. tests
  - D. formwork

### Question 26

1. Although it is important to know that a heavy timber building may burn slowly, it is more important to find out how the structure is:
  - A. connected.
  - B. divided.
  - C. maintained.

- D. constructed.

1 points

### Question 27

1. What type of girder is used to tie wall columns together in a framed building?

- A. Cross-tie girder
- B. Cross girder
- C. Spandrel girder
- D. Flex girder

1 points

### Question 28

1. A joisted floor has one tremendous advantage over the truss floor system: Each joist acts as a:

- A. web.
- B. column.
- C. firestop.
- D. post.

1 points

### Question 29

1. Which stage of fire is considered the second stage, in which the fire spreads to adjacent combustible materials?

- A. Flashover
- B. Incipient
- C. Decay
- D. Free burning

1 points

### Question 30

1. Which of the following materials is noncombustible and is often used for friable construction?
  - A. Aluminum
  - B. Cement-asbestos board
  - C. Concrete
  - D. Precast concrete panels

1 points

### Question 31

1. Girders in ordinary construction buildings may be made of wood or:
  - A. concrete block.
  - B. unprotected steel.
  - C. cast-in-place concrete.
  - D. protected steel.

1 points

### Question 32

1. In general, self-storage facilities of the one-story drive-up variety are which type of construction?
  - A. Type IV
  - B. Type II
  - C. Type III
  - D. Both B and C

1 points

### Question 33

1. A nut on a bolt defines what type of force?

- A. Compression
- B. Tension
- C. Stretching
- D. Torsion

1 points

### Question 34

1. What are the two methods used for prestressing?

- A. Pretensioning, post-tensioning
- B. Prereleasing, postreleasing
- C. Prestressing, poststressing
- D. Precompression, postcompression

1 points

### Question 35

1. A \_\_\_\_\_ is a shaft of concrete placed under a building column or wall extending down to bedrock.

- A. slurry wall
- B. footing
- C. folded plate
- D. caisson

1 points

### Question 36

1. What term best defines bending that combines both compression and tension?

- A. Malleable
- B. Deflection
- C. Corrugation

- D. Pile

1 points

### Question 37

1. Biopolymers are made of green materials that are generated by:

- A. carbon fiber material.
- B. renewable/living sources such as starches or wood.
- C. hydrocarbon-based products.
- D. natural plastics.

1 points

### Question 38

1. Typical departures from the true mill construction concept include all of the following, EXCEPT:

- A. cast-iron columns.
- B. steel trusses.
- C. unprotected steel columns.
- D. cast-iron connectors.

1 points

### Question 39

1. A truss satisfies which of the following building requirements?

- A. It is lighter in weight than solid construction.
- B. It provides long, clear spans.
- C. It can be delivered prefabricated.
- D. All of the above

1 points

### Question 40

1. Fighting fires in strip malls raises many concerns. Which of the following should be the greatest concern?

- A. Forcible entry problems
- B. Lateral fire spread
- C. Roof assemblies
- D. Ventilation

1 points

### Question 41

1. What type of load was exerted on the twin towers by the jetliner attacks on September 11, 2001?

- A. Repeated load
- B. Live load
- C. Concentrated load
- D. Impact load

1 points

### Question 42

1. Dimensional lumber is known to have what nominal thickness?

- A. 2–4 inches
- B. 1–2 inches
- C. 2–3 inches
- D. 2–5 inches

1 points

### Question 43

1. A brick-veneered wall is sometimes confused with a:

- A. non-load-bearing wall.

- B. reinforced concrete wall.
- C. brick and block composite wall.
- D. cantilever wall.

1 points

#### Question 44

1. What is the major difference between noncombustible construction and fire-resistive construction?
  - A. The materials used for construction
  - B. The level of fire resistance
  - C. The lack of suppression systems
  - D. The level of fire retardant on steel members

1 points

#### Question 45

1. Which type of wall is of a non-load-bearing nature and can carry no other weight than its own?
  - A. Wooden-walled
  - B. Wall-bearing
  - C. Paneled wall
  - D. Curtain wall

1 points

#### Question 46

1. Unprotected steel rods and cables can fail at what temperature?
  - A. 650°F
  - B. 1000°F
  - C. 800°F
  - D. 575°F

1 points

### Question 47

1. In recent years the fire load and heat release rates of homes and offices have increased. Which of the following has been the cause of this increase?
  - A. Green building materials
  - B. Increase in the use of wood and cotton
  - C. Solid and foamed plastics used for furniture
  - D. Lowering of fire code requirements for building materials

1 points

### Question 48

1. When are the tendons laid out on the formwork?
  - A. While the concrete is being poured
  - B. When the concrete has reached a designated fraction of its strength
  - C. After the concrete is poured
  - D. Before the concrete is poured

1 points

### Question 49

1. Which of the following are not often used in buildings, but have been known to be used in subways to provide a base to shift a subway car away from a platform?
  - A. Plates
  - B. Purlins
  - C. Box columns
  - D. Zees

1 points

### Question 50

1. All of the following are typical examples of plastics used in construction today EXCEPT:

- A. thermoplastics.
- B. thermosets.
- C. cellular foam plastic.
- D. gutta-percha.

### Question 51

1. Rigid frames can provide clear spans of about how many feet?

- A. 80
- B. 100
- C. 50
- D. 70

1 points

### Question 52

1. Which of the following fire stages could be effectively extinguished with a fire extinguisher?

- A. Incipient
- B. Smoldering
- C. Flashover
- D. Fire burning

1 points

### Question 53

1. Assume a given simple beam, which can carry eight units of distributed load. If the load were concentrated at the center, how many units could it carry?

- A. 4
- B. 2
- C. 3

D. 1

1 points

### Question 54

1. Fire burning in a room will be influenced by several factors. Which of the following would be considered the primary factor?

- A. Fuel
- B. Oxygen
- C. Room contents
- D. Heat or fire

1 points

### Question 55

1. Which of the following is a visual indicator of a possible collapse?

- A. Heavy snow conditions on the roof
- B. Moaning or groaning sounds
- C. Pitched or sagging floors
- D. Sustained moderate to heavy fire conditions

1 points

### Question 56

1. Which of the following best represents a type of collapse in which one end of the collapsed floor is supported by an interior wall, creating two void spaces?

- A. V-shaped floor collapse
- B. Lean-to-floor collapse
- C. Frame floor collapse
- D. Cantilever floor collapse

1 points

### Question 57

1. A Queen Anne or Italianate home is considered which type of residential construction?

- A. California bungalow
- B. Cape Cod
- C. Split level
- D. Victorian

1 points

### Question 58

1. Deflection causes the top of a beam to \_\_\_\_\_ so that the top is in compression.

- A. strain
- B. twist
- C. elongate
- D. shorten

1 points

### Question 59

1. What type of heat transfer is observed when heat is transferred into another area of the building along a steel I-beam?

- A. Impingement
- B. Radiation
- C. Convection
- D. Conduction

1 points

### Question 60

1. Which early model code was prepared by the International Conference of Building Officials and was utilized in the West and Southwest?

- A. *National Building Code*
- B. *International Building Code*
- C. *Standard Building Code*
- D. *Uniform Building Code*

1 points

### Question 61

1. What is the most important feature in mill construction?

- A. Automatic sprinkler system
- B. Dimension of the lumber
- C. The type of connectors utilized
- D. The elimination of concealed spaces

1 points

### Question 62

1. Which of the following is not a material that would be used for a structural wall within a garden apartment?

- A. Steel
- B. Solid masonry
- C. Wood
- D. Brick veneer

1 points

### Question 63

1. Why do testing laboratories not test heavy timber members?

- A. Because the structural stability is theoretically assured
- B. Because of their inherent fire resistance
- C. Because they char on the surface only

- D. All of the above

1 points

### Question 64

1. Which type of heat transfer is associated with autoignition?

- A. Conduction
- B. Radiation
- C. Convection
- D. Autoexposure

1 points

### Question 65

1. When a column is offset, the girder on which it rests becomes a \_\_\_\_\_ beam.

- A. simple
- B. needle
- C. transfer
- D. suspended

1 points

### Question 66

1. Which term represents a connection made to the girders and imparts some lateral stability under normal conditions?

- A. Girder
- B. Dog iron
- C. Pintle
- D. Wythe

1 points

### Question 67

1. Which two entities prepare fire codes?

- A. NAFE and ICC
- B. IAFC and International Code Council's (ICC)
- C. ICC and NFPA
- D. International Association of Fire Chiefs (IAFC) and National Fire Protection Association (NFPA)

1 points

### Question 68

1. What is the measurement of panels tested in the Radiant Panel Flame Spread Test?

- A. 20 × 24 inches
- B. 6 × 16 inches
- C. 2 × 4 inches
- D. 16 × 24 inches

1 points

### Question 69

1. Which term identifies a substance that helps delay or prevents combustion?

- A. Flame retardant
- B. Fire resistant
- C. Fireproof
- D. Fire retardant

1 points

### Question 70

1. Which brick course is no longer necessary when a masonry wire truss is utilized?

- A. Bond course
- B. Stretcher course

- C. Header course
- D. None of the above

1 points

### Question 71

1. Which term best represents the product of cutting a series of long points into the end of each piece of light lumber and then gluing the joints together?
  - A. Splined joint
  - B. Glued laminated timber
  - C. Trimmer
  - D. Finger joint

1 points

### Question 72

1. The NFPA uses a three-digit numbering scheme to break down the five types of construction. What does the third number represent?
  - A. Type of construction
  - B. Beams and columns
  - C. Floor construction
  - D. Rating of load-bearing walls

1 points

### Question 73

1. Concrete is tested in \_\_\_\_\_ because it has virtually no tensile strength.
  - A. pressure
  - B. torsion
  - C. compression
  - D. tension

1 points

### Question 74

1. The usual height limit in a garden apartment is \_\_\_\_\_ stories.
  - A. five
  - B. two
  - C. four
  - D. three

1 points

### Question 75

1. The destruction of the World Trade Center is best described as an example of:
  - A. pancake collapse.
  - B. partial collapse.
  - C. V-shaped floor collapse.
  - D. global collapse.

### Question 76

1. Which standard addresses the *Standard Test Method of Fire Tests of Building Construction Materials*?
  - A. NFPA 13
  - B. ASTM E-84
  - C. NFPA 72
  - D. ASTM E-119

1 points

### Question 77

1. Autoexposure is the spread of fire from one floor to the floor above in a multistory building through a combination of which types of heat transfer?

- A. Radiation and convection
- B. Radiation and conduction
- C. Conduction and flame impingement
- D. Convection and conduction

1 points

### Question 78

1. Inspections of automatic fire doors should include all of the following, EXCEPT:
  - A. operating fire doors and shutters.
  - B. checking the fusible links.
  - C. measuring the height of the operating door.
  - D. raising the counterweights of automatic sliding and counterbalanced doors to be sure they close.

1 points

### Question 79

1. The fundamental purpose of a sprinkler system is to hit the \_\_\_\_\_ of a fire with enough water to suppress it.
  - A. incipient phase
  - B. decay phase
  - C. fully developed phase
  - D. growth phase

1 points

### Question 80

1. A free-standing wall not secured at the top, best describes which type of wall?
  - A. Cavity
  - B. Cross
  - C. Cantilevered

- D. Composite

1 points

### Question 81

1. A door restrictor will engage when the elevator cab is located \_\_\_\_\_ above or below a landing zone.

- A. 18 inches
- B. 16 inches
- C. 24 inches
- D. 10 inches

1 points

### Question 82

1. Which area in a heavy timber building may be an area of refuge during a collapse?

- A. Near a load-bearing wall
- B. Elevator shafts
- C. Stair shafts
- D. Behind an automatic closing fire door

1 points

### Question 83

1. A 10-minute exposure to \_\_\_\_\_ of carbon monoxide would be hazardous and possibly incapacitating to occupants of a building.

- A. 35 parts per million (ppm)
- B. 350 ppm
- C. 3,500 ppm
- D. None of the above

1 points

### Question 84

1. A code that is no longer supported or printed is referred to as a \_\_\_\_\_ code.

- A. legacy
- B. uniform
- C. national
- D. standard

1 points

### Question 85

1. Roofs in mill construction buildings can be supported by:

- A. beams,
- B. timber arches,
- C. timber trusses,
- D. Any of the above

1 points

### Question 86

1. Which of the following was a major factor in the loss of lives at the Coconut Grover nightclub fire in 1942?

- A. Delayed fire department response
- B. Lack of water to the sprinkler system
- C. Rapid fire spread due to flammable decorations in the building
- D. Sprinkler heads blocked by decorations inside the building

1 points

### Question 87

1. Special high-strength, cold-drawn steel cables or alloy steel bars are commonly used in prestressed concrete. Which of the following is NOT another term for these?

- A. Cables
- B. Tendons
- C. Strands
- D. Pipe

1 points

### Question 88

1. In what year did the Great Baltimore Fire occur, leading to the push for national building and fire regulations?
  - A. 1896
  - B. 1920
  - C. 1880
  - D. 1904

1 points

### Question 89

1. In a home built using balloon-frame construction, where would the worst place be for a fire to start?
  - A. Attic
  - B. Basement
  - C. Kitchen
  - D. Upper floors

1 points

### Question 90

1. Tests have indicated that early suppression/fast response (ESFR) sprinklers can protect rack storage of high-density plastics up to \_\_\_\_\_ feet in height without the use of in-rack sprinklers.
  - A. 25

- B. 20
- C. 30
- D. 15

1 points

### Question 91

1. Covered mall buildings that meet the construction requirements are allowed to be of unlimited area, but are required to have \_\_\_\_\_ feet of open space around them for exposure protection.

- A. 50
- B. 60
- C. 40
- D. 70

1 points

### Question 92

1. Preliminary site work involves testing the soil for quality and:

- A. porosity.
- B. load-bearing capacity.
- C. ice content.
- D. potency.

1 points

### Question 93

1. Hanging tendons can act as heat collectors and will fail at:

- A. 1200°F.
- B. 1000°F.
- C. 600°F.
- D. 800°F.

1 points

### Question 94

1. What material is used to enclose elevators and other shafts in modern high-rise buildings?

- A. Masonry
- B. Concrete
- C. Any of the above can be used
- D. Gypsum

1 points

### Question 95

1. \_\_\_\_\_ are vertical cantilevers when being erected and are braced by tormentors or temporary bracing poles.

- A. Precast concrete tilt slab walls
- B. Curtain walls
- C. Demising walls
- D. Partition walls

1 points

### Question 96

1. Which item(s) will most likely fail first in ordinary construction buildings that have trussed wood beams?

- A. Joists
- B. Struts or rods
- C. Splines
- D. Studs or columns

1 points

### Question 97

1. Many concrete floors are designed as a \_\_\_\_\_ beam.

- A. needle
- B. cantilevered
- C. continuous
- D. fixed

1 points

### Question 98

1. The slow-burning characteristic of heavy timber construction is an advantage only as long as the fire department:

- A. maintains exterior defensive operations.
- B. keeps up-to-date preplans.
- C. maintains adequate amounts of water.
- D. maintains interior offensive operations.

1 points

### Question 99

1. Very long, thin columns are known as what?

- A. Composite column
- B. H-column
- C. Euler's law column
- D. Demising column

1 points

### Question 100

1. Which type of construction deals with buildings that do not fit entirely within one type?

- A. Type I
- B. Type V

- C. Amalgam
- D. Hybrid

FIP 132 Course Grades

FIP 132	5H01	0901	total
#	<b><u>7</u></b>	<b><u>16</u></b>	<b><u>23</u></b>
A	4	8	12
B	1	5	6
C	1	3	4
D	1	0	1
F	0	0	0
	86%	100%	96%

Student #	Grade
1	A
2	A
3	A
4	A
6	A
7	A
8	A
9	A
10	A
11	A
12	A
13	B
14	B
15	B
16	B
17	B
18	B
19	C
20	C
21	C
22	C
23	D

- Description** This exam consist of 20 questions. Each question is worth 5 points. You have 2 hour to complete this exam.
- Instructions** If you have any problems contact me.
- Timed Test** This test has a time limit of 2 hours. You will be notified when time expires, and you may continue or submit. Warnings appear when **half the time, 5 minutes, 1 minute, and 30 seconds** remain. *[The timer does not appear when previewing this test]*
- Multiple Attempts** Not allowed. This test can only be taken once.
- Force Completion** Once started, this test must be completed in one sitting. Do not leave the test before clicking **Save and Submit**.

### Question 1

1. What is the first rule of customer service?

### Question 2

1. List five ways you can develop a positive relationships with the media.

### Question 3

1. Define social phobia.

### Question 4

1. Define specific phobia.

### Question 5

1. Explain why a reporter does not want you to be too "polished."

### **Question 6**

1. List two techniques to lessen tension during an interview.

### **Question 7**

1. Explain how changes in the reporter's line of questioning can affect the interview.

### **Question 8**

1. Explain how television and other entertainment outlets have influenced the attitudes of law enforcement, EMS, and fire department personnel toward the media.

### **Question 9**

1. Explain how "no comment" affects your side of the story.

### **Question 10**

1. Explain the link between "no comment" and suspicion.

### **Question 11**

1. Explain the link between "no comment" and assumptions about your ability or desire to answer questions.

### **Question 12**

1. Explain the golden rule: "Stay in the box"

### **Question 13**

1. Explain how certifications can become problematic at an incident scene.

### **Question 14**

1. Explain why deferring to another source is a good idea.

### **Question 15**

1. Explain why only factual information should be conveyed.

### **Question 16**

1. Explain the dangers of speculation.

### **Question 17**

1. Explain the concepts of "off the record" and "not for attribution."

### **Question 18**

1. Explain the concept of "stay on message."

### **Question 19**

1. Explain why jargon should be avoided.

### **Question 20**

1. List three phobias that are associated with public speaking.

FIP256 SP16 Grades

Column	User	Type	Value	Attempt Submitted
Final Exam	#1	Grade	100	7/16/2015 8:11
Final Exam	#2	Grade	97	7/16/2015 11:42
Final Exam	#3	Grade	93	7/16/2015 20:20
Final Exam	#4	Grade	100	7/16/2015 11:40
Final Exam	#5	Grade	93	7/17/2015 22:43
Final Exam	#6	Grade	100	7/15/2015 22:29
			100%	

## Final research Project FIP228

In this course you will conduct research on a public budgeting related topic. From the research you will write a 5 page report discussing the topic you have selected for the assignment. The report will consist of a cover page, a body (minimum of five pages - Times New Roman 12 point font), and work cited (APA format). You must have minimum of five sources to conduct the research. Each source must be included on the work cited page.



**FTCC**  
**FIP228**

		Criteria				Points
		20	15	10	5	0
<b>Introduction/ Topic</b>	Student(s) properly generate questions and or problems <b>around a topic.</b>	Student(s) <b>generate questions</b> and or problems.	Student(s) <b>require prompts</b> to generate questions and or problems.	Questions or problems are <b>teacher generated.</b>		
<b>Conclusions Reached</b>	<b>Numerous</b> detailed conclusions are reached from the evidence offered.	<b>Several</b> detailed conclusions are reached from the evidence offered.	<b>Some</b> detailed conclusions are reached from the evidence offered.	<b>A</b> conclusion is made from the evidence offered.		
<b>Information Gathering</b>	Information is gathered from multiple electronic and non-electronic sources and <b>cited properly.</b>	Information is gathered from <b>multiple</b> electronic and non-electronic sources.	Information is gathered from <b>limited</b> electronic and non-electronic sources.	Information is gathered from non-electronic or electronic sources <b>only.</b>		
<b>All requirement of questions met</b>	Well organized, demonstrates <b>logical</b> sequencing and sentence structure.	Well organized, but demonstrates illogical sequencing <b>or</b> sentence structure.	Well organized, but demonstrates illogical sequencing <b>and</b> sentence structure.	<b>Weakly</b> organized.		
<b>Critical Thinking</b>	Demonstrates thought and understanding	Gives moderate thought and understanding .	Some logical thought	Provides limited/no thought process or thinking on students part		
		<b>A (90-100)</b>	<b>B (80-89)</b>	<b>C (70-79)</b>	<b>D (60-69)</b>	<b>F (0-59)</b>

**Teacher Comments:**

FIP 228 Final Grades  
60% or Better

Student	Final Grade		
#1	B		
#2	A		
#3	D		
#4	C		
#5	D		
#6	C		
#7	C		
#8	C		
#9	D		
#10	D		
#11	A		
#12	D		
#13	A		
	100%		

# Fayetteville Technical Community College

## Academic Program Review

### FIRE PROTECTION TECHNOLOGY

Current Version Originally Published

Spring 2014

Last Revised: January 2, 2014

Proponent: Vice President for Academic and Student Services

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Available online at:

[http://www.faytechcc.edu/institutional\\_effectiveness/handbookmanualplans.aspx](http://www.faytechcc.edu/institutional_effectiveness/handbookmanualplans.aspx)

Fayetteville Technical Community College

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The Fayetteville Technical Community College is accredited by the Southern Association of Colleges and Schools, Commission on Colleges to award associate degrees, diplomas and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Fayetteville Technical Community College.

# FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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## **X-1 Mission**

The mission of Fayetteville Technical Community College (FTCC) is to serve our community as a learning-centered institution to build a globally competitive workforce supporting economic development. FTCC promotes the growth of the whole person in a caring environment that encourages strong ethical values, personal integrity, and a sense of responsibility to the needs of society.

## **X-2 Purpose of Review**

The purpose of program review is to strengthen department programs and increase department efficiencies and effectiveness. The review assesses and critically evaluates a program's stated outcomes and use of supporting resources to measure if the program is fulfilling its goals and adequately supports the College mission. The process necessitates documenting successful and unsuccessful efforts, identifying future needs, and verifying compliance with accreditation and college standards. The results of the review process will serve as a tool for continuous program improvements and will impact the institutional and program-level planning and budgeting activities. Program review becomes the baseline measurement of where the program is right now, where program managers would like for it to be in the next one to five years and planned achievement targets, qualitative and quantitative measurements, analysis of those measurements to report findings, and projected action plans and dates for reaching those future objectives. Program review is not intended to replace formal assessment activities in the WEAVE Assessment Management System and is intended to provide additional support and quantitative/qualitative evidence to further support the outcomes and findings housed in WEAVE.

## **X-3 Overview of Program Review Process**

1. The Program Review Process (PRP) begins with a Program Self-Study. The Department Chair organizes a team to conduct the Self-Study. The team must include the Department Chair (or Program Coordinator), all full time faculty members regularly teaching program courses and at least one part-time faculty member that has taught in the program for two or more semesters. All required historical statistical and numerical data will be provided by the Human Resources, Workforce Development, and Institutional Effectiveness (HR/WFD/IE) Office.
2. Teams shall use the current electronic version of the Program Review Self-Study template (Fill-in form P-1). Supplemental information and supporting documentation is highly encouraged to adequately support the program review findings.
3. A full Self-Study shall be submitted to the Chief Academic Officer (CAO) every three (3) years with annual updates submitted by March 15 of the academic year

during the subsequent two years. Timely submission and quality of analysis will be addressed as part of the Department Chair/Program Coordinator's annual performance appraisal.

4. Upon submission of the full 3-year program review, the departmental Program Review Team will meet to prepare a presentation of their self-assessment findings and recommendations to the CAO, AVP for Curriculum Programs, and the appropriate Academic Program Dean. The presentation must include the Self-Study Team's recommendations for continuous improvement and required program support to implement those improvements. These recommendations shall be considered during future budgets and personnel decisions. Department Chairs/Program Coordinators shall submit necessary budget decision packages (see fill-in forms E-5, E-6, E-28, E-15, F-2, I-11, and O-1).
5. The remainder of this publication reflects items that must be included in the program review and mirror the contents of the program review fill-in form (P-1).

### **X-3.1 Program Description, Policies, and Affiliations** **(Self-Study Team's assessment)**

#### **A. Provide a description of the program.**

The Fire Protection Technology curriculum is designed to provide individuals with technical and professional knowledge to make decisions regarding fire protection for both public and private sectors. It also provides a sound foundation for continuous higher learning in fire protection, administration, and management.

Course work includes classroom and laboratory exercises to introduce the student to various aspects of fire protection. Students will learn technical and administrative skills such as hydraulics, hazardous materials, arson investigation, fire protection safety, fire suppression management, law, and codes.

Graduates should qualify for employment or advancement in governmental agencies, industrial firms, insurance rating organizations, educational organizations, and municipal fire departments. Employed persons will have opportunities for skilled and supervisory-level positions within their current organizations.

**B. Discuss how the program supports the College in fulfilling its mission. List your program's mission, targeted future goals and objectives and how those goals/objectives are linked to the College's Institutional Goals and Strategies located in the FTCC Strategic Plan.**

The Fire Protection Technology curriculum is designed to provide individuals with technical and professional knowledge to make decisions regarding fire protection for both public and private sectors. It also provides a sound foundation for continuous higher learning in fire protection, administration, and management.

Course work includes classroom and laboratory exercises to introduce the student to various aspects of fire protection. Students will learn technical and administrative skills such as hydraulics, hazardous materials, arson investigation, fire protection safety, fire suppression management, law, and codes.

Graduates should qualify for employment or advancement in governmental agencies, industrial firms, insurance rating organizations, educational organizations, and municipal fire departments. Employed persons will have opportunities for skilled and supervisory-level positions within their current organizations.

The mission of the FPT program meets institutional goals by meeting the needs of the students and the community for professional development and higher educational goals of our Fire Service professionals. It also prepares individuals that are not in Fire Service but may have aspirations of a career in a Fire related occupation in the future.

By having online instruction, we can reach more of this select community and meet their needs while ensuring we have quality instruction through professional development of our instructors and keeping abreast of industry trends and changes. This ensures we as a program and a school give our students not only quality instruction, but up to date information in this technological field of study

**C. Beyond general College admission policies, list any special requirements pertaining to program admission (i.e. passing a background check, GPA requirement, etc.).**

Presently there are no mandatory pre-requisites for this program

**D. List articulation or other such agreements that the program currently has with other community colleges or four-year institutions. Briefly describe the details of such agreements, including when the agreements were last reviewed, updated and approved by the partnering colleges.**

The purpose of this Articulation Agreement is to acknowledge that students of Fayetteville Technical Community College (FTCC) may transfer to the Bachelor of Science in Professional Studies Program at Fayetteville State University (FSU) following completion of an associate's degree at Fayetteville Technical Community College.

The last full review conducted was Nov 2012. And a follow up to this articulation agreement was done in January of 2014 with Dr. Russo the FSU Director of the Fire Administration Program to ensure we at FTCC were meeting the programs requirements.

(Full Articulation Agreement Attached)

**E. List specific linkages or partnerships the program has with local businesses, community or civic organizations, K-12 schools, etc. Briefly describe the nature of such partnerships. Include relevant contact information for partnering businesses, organizations, etc.**

The partnership we hold in the FPT program is with the High School Connections Program. We, along with the Cumberland County Schools H.S. Fire Academy, run a certificate program which consists of four (4) college credit classes in Fire Protection Technology. We have participated in career fairs and career days within the local community at various fire departments and given briefings at local volunteer departments on the program.

## X-3.2 Program Curriculum

(Self-Study Team's assessment)

**A. List the program's approved plan of study. Provide the suggested sequence of course numbers, titles, and credits.**

### **Curriculum Guide: General Education Requirements Need 18 Credit Hours**

<b>Course</b>	<b>Title</b>	<b>Req Hrs</b>
COM 231	Public Speaking	3
ENG 111	Expository Writing	3
HUM 115	Critical Thinking	3
PSY 150	General Psychology	3
SOC 210	Intro to Sociology	3
MAT 143 or MAT 161		3

### **FIP Major Requirements 15 Credits**

<b>Course</b>	<b>Title</b>	<b>Req Hrs</b>
FIP 120	Intro to Fire Protection	3
FIP 124	Fire Prevention and Public Ed	3
FIP 128	Detection and Investigation	3
FIP 132	Building Construction	3
FIP 220	Fire Fighting Strategies	3

### **FIP Other Major Requirements 27 Credits**

<b>Course</b>	<b>Title</b>	<b>Req Hrs</b>
CIS 110	Introduction to Computers	3
FIP 136	Inspections and Codes	3
FIP 224	Instructional Methodology	3
FIP 230	Chemistry Of HAZMAT	3
FIP 232	Hydraulics and Water Distribution	3
FIP 236	Emergency Management	3
FIP 240	Fire Service Supervision	3
FIP 256	Munic Public Relations	3

### **FIP Other Major Picks 7 Credits**

<b>Course</b>	<b>Title</b>	<b>Req Hrs</b>
FIP 140	Industrial Fire Protection	3
FIP 152	Fire Protection law	3
FIP 164	OSHA Standards	3
FIP 180	Wildland Fire Behavior	3
FIP 184	Wildland Fire Safety	3
FIP 221	Adv Fire Fighting Strategies	3
FIP 228	Local Govt Finance	3
FIP 229	Fire Dynamics	3
FIP 248	Fire Svc Personnel Adm	3
FIP 276	Managing Fire Services	3
FIP 277	Fire and Social Behavior	3
NET 110	Networking Concepts	3

**B. State the specific student learning outcomes and graduation competencies of the program. Describe them in measurable terms including discussion of the department approved metrics/rubrics used to assess those competencies. Include references to the program's general education outcomes and career-related skills. For example, link program outcomes to the approved FTCC General Education Competencies located on the College's Human Resources, Workforce Development and Institutional Effectiveness website.**

**Program Outcomes/Competencies**

1. Apply Chemistry and Mathematics principles to solve fire protection problems.
2. Apply and interpret National Fire Codes in reviewing plans, demonstrating and applying principles of operation to assess detection and suppression systems functions.
3. Evaluate flammables, combustible liquids and solids, and chemicals to use appropriate equipment and knowledge.
4. Understand the characteristics of hazardous materials to ensure safe handling, transporting and storage, as well as how to deal effectively with spills and fires involving those items.
5. Demonstrate basic principles to determine area of origin, cause of fire, and application of sound investigative principles.
6. Demonstrate a proficiency in the use and application of firefighting equipment.
7. Apply the principles of fire protection to solve safety problems within the community.
8. Demonstrate an understanding of the administrative workings of a fire department including budget preparation, resource allocation, long-range planning, and fiscal projections.

**C. How does the curriculum ensure that it is and/or remains relevant to students in the 21st century and the expected challenges and opportunities they will face upon graduation?**

The curriculum used for this program is a statewide syllabus, along with the Fire Protection Educators Association. We ensure we are meeting the industry's new technologies and passing it along to our students. This is done across the board through conferences with each partnering college and information obtained from the Fire and Rescue Council and National Fire Academy. By having a large group of educators working towards the same goal, we can ensure the program remains relevant and up to date with the latest technology and information available.

**D. Describe the methods (formal and/or informal) used to ensure continued program currency. How the faculty is involved in the process to maintain program currency? How is the program advisory committee involved? How have outside consultants been used?**

The Faculty at FTCC are allowed the latitude to update texts as needed and also improve on the course formats as long as the required material that the state and the institution require remain intact. This latitude allows the instructor to tailor the modules to their individual teaching style, but still contain the required content. Instructors are also encouraged to attend seminars and workshops within their respective fields that give real world up to date information that we may be able to add to the courses. The Advisory Committee is allowed the same latitude in the area of recommendations for changes in course design and textbooks based on industry standards at the time. IE: if someone on the committee has attended a workshop and found a new book on building construction that the Fire Service is going to be used, then we will consider switching to that text book the next semester if possible.

**E. What changes have been made to the curriculum program of study during the past three years? Why were these changes made? Did the changes result in anticipated outcomes originally driving the change?**

Prior to January 2014 the course hours were dropped and the additional English was the sacrifice for those hours. This change did lower the hours but most recently we saw this adversely affect the transition of some students to a four-year University that requires second English. The overall outcome to drop course hours was achieved.

**F. What curriculum changes are currently being considered? Why?**

Adding a second English to the program to ensure students pursuing their four year degree have a smooth transition to Fayetteville State University or any other four year University without having to return to us for a lack of required courses.

Recently our program, along with the Continuing Education Fire Academy Coordinator at FTCC, created a Credit for Certifications cross over list that allows certain credit for IFSAC and DOD Fire Certifications. This is creating more interest, and in some cases Firefighters from as far as Jacksonville NC, have enrolled in our program.

**G. List members of the program's advisory committee (if one exists). Include names, titles, and backgrounds, how long members have served, and any criteria used by the program leadership to select members.**

Patricia Strahan, Cumberland County Schools Fire Academy Director  
(5 years)  
Chief Ben Major, FFD, (5 years)  
Chief M. Melvin, Ft Bragg FD, (5 years)  
Capt. Dan Manley, Ft Bragg FD, (5 years)  
Dean Demark, DES, Ft. Bragg, (5 years)  
Cumberland County Schools Carson Phipps, Career & Technical Education  
Coordinator.

Daryle Nobles, FTCC Dean, Engineering, Public Service & Applied Technology (5 years)  
Kenneth Buckey, Dept. Chair, Emergency Prep Tech/Fire Protection Tech, (1 year)

The members of this board are leaders and subject matter experts in the Fire Service and have been selected from the community to ensure a broad spectrum of ideas and thoughts are received from not just one entity but the entire community so we can effect the biggest number of students and ensure continued efficiency and adaption to new technologies and trends in the industry.

**H. How often does the advisory committee meet? Describe how active the committee is as issues are discussed related to the program. Identify how meetings are conducted and how recommendations are put forward for consideration of approval. Attach a copy of the last advisory committee meeting minutes as supporting documentation.**

The Board meets in November and February; issues discussed range from new trends and topics of concern to program development and continuing education for Fire Service professionals. The briefing with the High School Connections Fire Academy indicated high school graduates are continuing into the AAS for Fire Protection. The board takes recommendations and either votes on them at the current meeting or develops a committee to further develop the recommendation.

Below is the last Advisory Meeting Minutes:

**FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE**

PO BOX 35236 FAYETTEVILLE, NORTH CAROLINA 28303-0236 PHONE (910) 678 8400 FAX (910) 484 6600

**Fayetteville Technical Community College  
Fire Protection Technology/Emergency Management Technology  
Minutes**

**Advisory Committee Meeting**

19 February 2014 5:00 PM Fayetteville Fire Department, Station 14

**Members Present:**

Patricia Strahan, Chief Ben Major, FFD, Chief M. Melvin, Ft Bragg FD, Capt. Dan Manley, Ft Bragg FD, Dean Demark, DES, Ft. Bragg, Carson Phipps Cumberland County Schools

**Fire Protection Faculty Present:**

Daryle Nobles, FTCC Dean, Engineering, Public Service & Applied Technology  
Kenneth Buckey, Dept. Chair, Emergency Prep Tech/Fire Protection Tech,

The FTCC Advisory Committee Meeting was held at Station 14, City of Fayetteville Fire Department at 5:00 pm. Introductions of Ken Buckey the new Dept. Chair for FPT at FTC were made, The Benediction was made and a dinner was served.

The following topics were discussed:

1. Discussion on Work based learning update by Ken Buckey, working with Earnest Ward a template was made which gives cross over credit for certain Fire certifications. Also in the works is the Military MOS 12M Firefighter to be added to the credit for military experience. Chief Melvin (FBFD) brought up that DOD FF's have different certifications. This should be no problem since they are still ISAC certified.
2. Skills USA update, when it is and possible number of students attending FTCC's on Mar 7, 2014
3. Academic performance of HS Academy students; 2 students that are enrolled in the EE Smith Program and FTCCs FPT Certificate program have been selected to attend leadership conferences in Washington DC this year.
4. Recruitment strategies for the program discussed and Chief Major discussed new possibilities within the city of Fayetteville on their recruitment policies. Degree recruitment in the future will tie into the cross over credit application and future attendance by Ken Buckey at the Cumberland County Chiefs meeting to showcase the program and its advantages for new and returning students.
5. There will be a fundraiser for the EE Smith and South View Senior high Schools HS Connections programs, flyers were handed out.
6. The present classes of HS Fire Academy graduation ceremony will be May 23, 2014 at Smith Recreation Center.
7. Adjournment.

At 7:30 pm the meeting was adjourned with an announcement that the next meeting date and time will be advised later.

**I. What specific issues or concerns have been addressed by the advisory committee during the past three years? Describe any activities the department has used over the last 3 years suggested by the committee related to keeping the curriculum current. Relate how effective the committee is at communicating its concerns and how the advisory committee's effectiveness might be improved.**

The last concern from the committee was the credit for certification program which has been in effect since January of 2014 and is doing well.

## **X-3.3 Faculty**

### **(Self-Study Team's assessment)**

- A. For the past three (3) academic years, provide the total number of sections, by course number, run by the program and the percentage of those that were taught by full-time faculty members.

#### **Fire Protection Technology Core Courses Offered by Semester (Fall 2010-Fall 2013)**

	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
FIP-120	2	1	1	2	*	1	1	2	1	2
FIP-124	1	**	**	1	**	**	1	**	**	2
FIP-128	1	**	**	1	**	**	1	**	**	1
FIP-132	****	1	****	****	1	****	****	1	****	****
FIP-136	1	**	**	1	**	**	1	**	**	1
FIP-220	1	1	1	***	1	1	***	1	1	***
FIP-221	*****	1	*****	*****	*****	*****	*****	1	*****	*****
FIP-224	1	**	**	1	**	**	1	**	**	1
FIP-228	*****	1	*****	*****	*****	*****	*****	1	*****	1
FIP-229	1	1	*****	1	*****	*****	1	*****	*****	*****
FIP-230	1	**	**	1	**	**	1	**	**	1
FIP-232	1	*****	*****	1	1	*****	1	1	*****	1
FIP-236	1	**	**	1	**	**	1	**	**	1
FIP-240	****	1	****	****	1	****	****	1	****	****
FIP-248	*****	*****	*****	*****	*****	*****	1	1	*****	*****
FIP-256	1	1	*****	1	1	*****	1	1	*****	1
FIP-277	****	1	****	****	1	****	****	1	****	****

\*Core Course not offered.

\*\*Core Course offered during the Fall term.

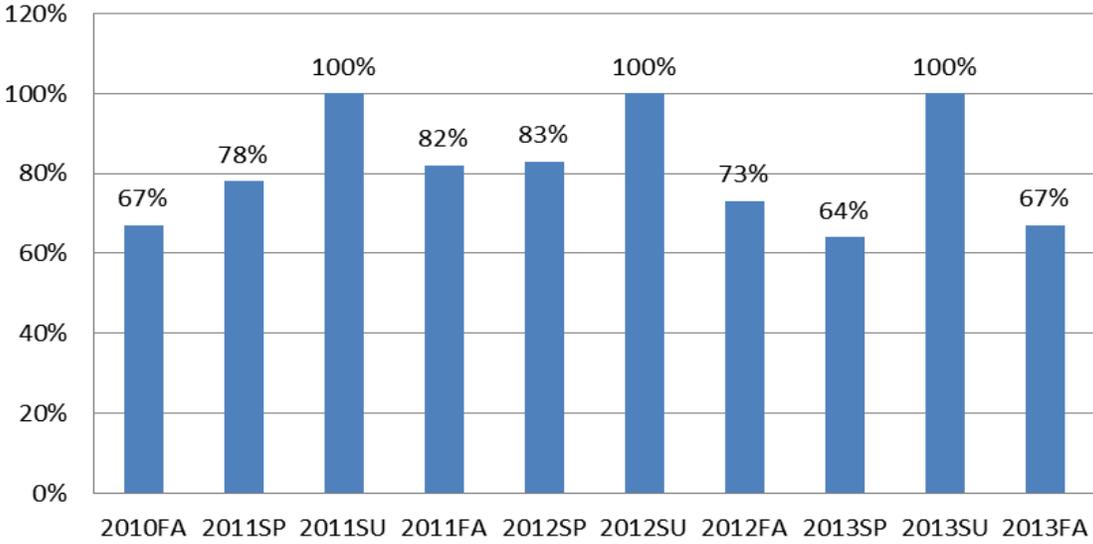
\*\*\*Core Course not offered during the Fall term.

\*\*\*\*Core Course offered during the Spring term.

\*\*\*\*\*Core Course not offered due to course sequencing and student education plans.

\*\*\*\*\*Core Course offered during the Fall and Spring terms.

### Percentage of Fire Protection Technology Core Courses Taught by Full-Time Faculty (Fall 2010-Fall 2013)



**B. Define the criteria used to determine faculty qualification to teach in the program. List any degree requirements, as well as relevant certification, licensure, and experience used to evaluate candidates during the hiring process.**

Presently the criteria for an Instructor in the Fire Protection program consists of a minimum of an Associate's Degree, preferably in Fire Protection, and some relevant Fire Service experience. During the hiring process, the application pool is reviewed for candidates that possess the minimum qualifications and their background is looked at for experience. For example, two individuals both have Associate degrees, but on their experience one has been in the Fire Service for ten years, while the other has only been in two years and has never taught a Fire Service class before. Based on this scenario, the experience gives that candidate higher qualifications.

**C. Are all faculty (full-time and part-time) appropriately credentialed and qualified to teach in the program? Please explain and provide a list of faculty (including their rank, length of service, highest degree, areas of specialization, and relevant experience).**

Kenneth Buckey, former Lieutenant with fourteen years' experience in the Fire Service. He holds a BA in Homeland Security and Emergency Management. He has several Fire Service Certifications and is retired from the US Army and holds certifications as a Military Policeman and in Anti-Terrorism and Force Protection Specialist

Kelvin Brim is a Captain with the City of Charlotte NC and has been in the Fire Service for twenty years. He holds a MS in Fire Administration. He currently holds several Fire Service Certifications ranging from FF to Fire Officer 2 as well as Fire Instructor Level 2.

Keith Rogers is a Battalion Chief with the City of Charlotte NC and has been in the Fire Service for twenty-eight years. He holds a Bachelor in Fire Service Administration and Political Science. He currently holds several Fire Service Certifications ranging from FF to Fire Officer 2 as well as Fire Instructor level 2.

**D. Are all faculty, including adjuncts, evaluated on a periodic basis? If so, what is the schedule for the process? Is the program up-to-date on the completion of faculty evaluation? Why or why not? What have been the general findings of the evaluations?**

Presently the full time faculty receives yearly personnel evaluations, but there are no required evaluations for part-time personnel. However, there have been course reviews conducted on current classes for both fulltime and part time faculty members. Recently a course review was conducted to ensure compliance with new Blackboard standards and those courses needing work were identified and reworked to meet the requirements for the next term, as well as, prompting the instructors to make all courses meet the new standards.

Even though there are no personnel evaluations for part time instructors the course reviews and the student evaluations allow us to see what the instructor is doing and helps the leadership and the individual; improve on their weaknesses and maintain their strengths.

The Department Chair has weekly contact with all Instructors to ensure they are apprised of new policies and procedures. Discussions on upcoming semester courses, current courses, and how they are going.

Overall each instructor within the department is a highly skilled professional that is proactive and student oriented. The Department Chair has had no issues with the present instructors and they are performing their jobs exceptionally.

**E. Describe full-time faculty participation in professional development opportunities. Explain how professional development contributes to the overall effectiveness of the program. Provide a list of faculty and their professional development experiences for the past three (3) years.**

Each faculty member is required to attend professional development classes, aside from the classes that FTCC provides in teacher development. The Fire Protection Instructors also maintain their Fire Certifications through continuing education courses, seminars, National Fire Academy Classes and independent study courses from FEMA and EMI. These additional classes provide up to date information that is relevant to the Fire Service and ensures we as an institution teach current industry standards to our students and also ensures our instructors are also receiving up to date training for their proficiency.

FTCC can support and enhance faculty professional development by taking advantage of the NFA resident (on-campus) courses. The NFA provides courses for free to all qualified fire service personnel. This would only require the College to cover the cost of transportation and food. The cost of the class and lodging is included as a part of the NFA's continuing effort to enhance fire training and education. It should be utilized by FTCC when a part-time faculty member has the ability to attend. This could be done in collaboration with the individual's fire department.

**F. Describe full-time faculty research initiatives, conference or other presentations, and publishing ventures. Explain how faculty research projects contribute to the overall effectiveness of the program. Provide a list of faculty, their research projects, and presentations/publications.**

Presently the department is researching and compiling a request packet for National Accreditation of the Fire Protection Program through the Fire, Emergency Services Higher Education Council (FESHE). If this is approved we will be one of two Associates programs in NC to hold this accreditation.

Another Instructor in the program is working with the Fire and Rescue Commission on Future Fire Officer Certification training and this will add a course to the Continuing Education side. It will also give greater insight into Advanced Fire Service Supervision classes and even future credits for certifications.

With the accreditation and additional Fire Officer courses, we could see more distant education students since we would have a National recognition and be listed under the National Fire Academy as a certified Fire Protection program.

## **X-3.4 Resources and Support Services**

**(Self-Study Team's assessment)**

**A. Does the program use labs, unique classroom spaces such as clinical sites, or specialized equipment or supplies? If so, please provide details.**

Not at this time

**B. Are the spaces and supplies mentioned above adequate in meeting the needs of the program and its students? Indicate the strengths and limitations of the resources provided. Please include recommendations for how their provision could be improved.**

Presently the facilities meet the need, as the only on site classes are taught during the High School Connections during Spring and Fall. It is necessary to have a dedicated classroom in Horace Sisk. This would facilitate any supplies or training aids being used and eliminate transporting equipment across campus and back each day.

**C. Does the program receive support services from the Library, Information Technology, Student Development, or any other offices or departments? Please list the service providers and their contributions to the program. Be sure to include other academic departments that contribute to the success of the program.**

We recently had a course that did not have a book and we used an E-Book from the library that met the course needs and those of the students free of charge.

Most recently we collaborated with the Criminal Justice Department and conducted study sessions for all students in both programs at the Success Center. Subjects ranged from APA class, Discussion Board pointers, to Selected Topics in Criminal Justice. The Success Center staff was very accommodating and helpful.

The staff at Registration and Evaluations has been especially helpful to the faculty of this department and have aided us greatly in processing certification for credit evaluations

**D. Are the support services mentioned above adequate in meeting the needs of the program and its students? Indicate the strengths and limitations of the services provided. Please include recommendations for how services could be improved.**

All services provided met the needs of both the Instructors and the students. The needs of the instructors for presentation support material is obtained when requested and in a timely manner. This keeps the program in step with changes in the industry. Recently we found that the publishers are producing course support material such as Power Point presentation and quizzes that aid the instruction of classes, and gives a multi-media approach to instruction

**E. Does the program anticipate needing any non-routine budget allocations during the next three years? If so, please provide details. For example, will more faculty be required based on enrollment projections or will inadequate or outdated equipment or classroom space need to be replaced or improved?**

Currently the Fire Protection Program is growing in numbers. This is a result of new requirements within the city of Fayetteville and the possibility of a new student base from Camp Lejeune MC in Spring 2015. We presently have two Full Time staff and three part time adjunct instructors; I plan on adding one more part time adjunct by Spring 2015 schedule.

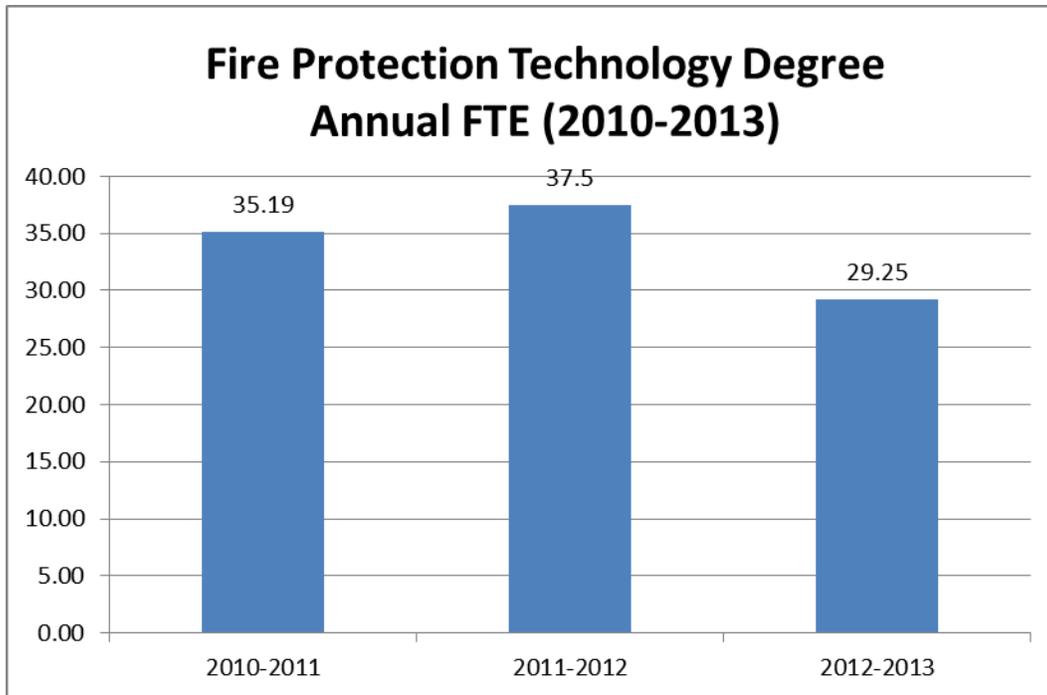
The Department Chair position should be changed from a 10 month contract to a 12 month contract based on student needs and administrative requirements throughout the year. The size of the department may cause it be considered manageable in a ten month time frame yet it requires as much administration as other departments to support the college and the departments mission. The twelve month contract would allow for year round support and continuity of operations to students, faculty and staff. A dedicated faculty member to conduct the department's daily activities will enhance and further support the Fire Protection Program and the college's growth.

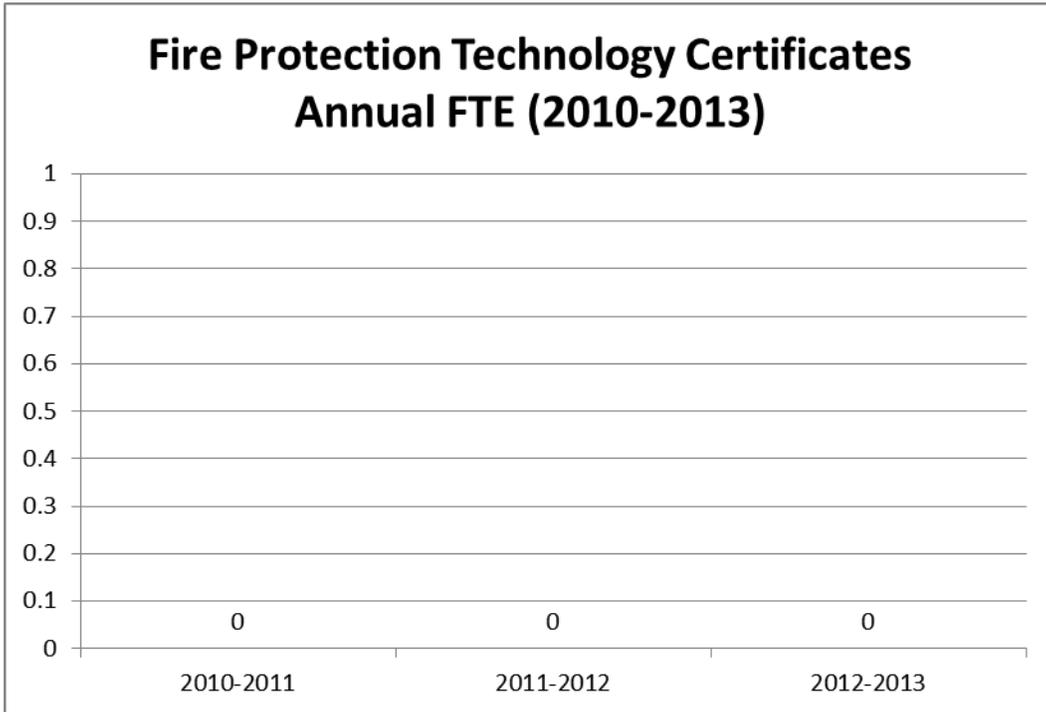
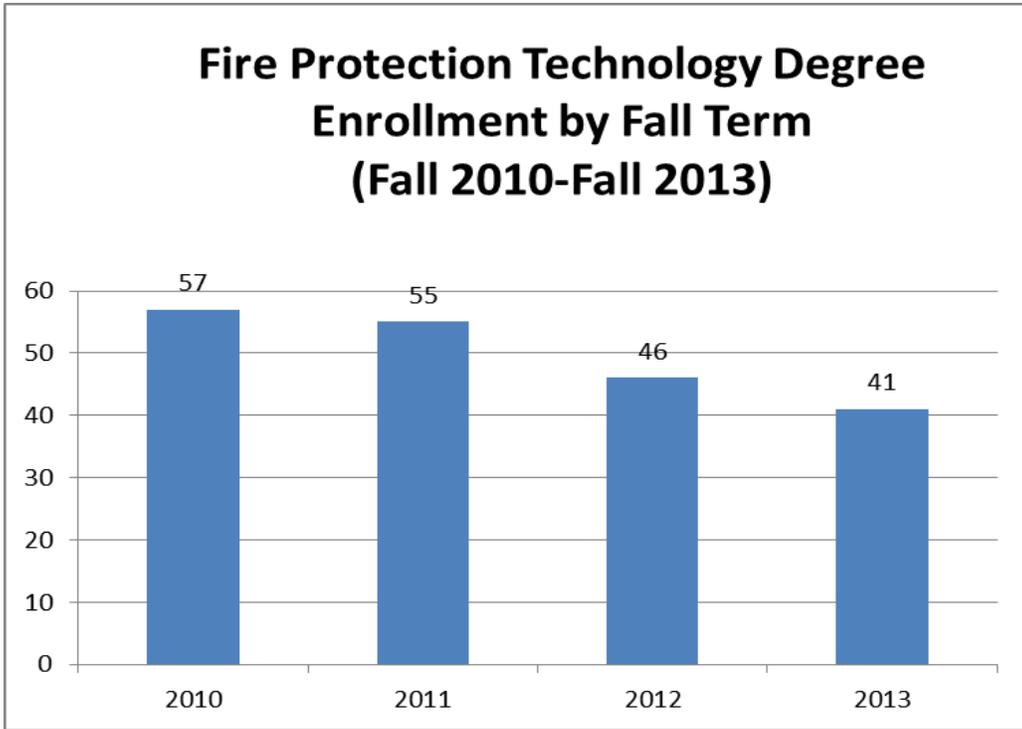
**F. Please describe your relationship with the FTCC Grants Department. Please describe all activities your department has engaged in to receive grants during the past three (3) years.**

The Department Chair has had no contact with the Grant Department at this time. The Department Chair has not heard of the department using them for any educational need in the past, but it is something we will look into for the future.

## **X-3.5 Enrollment, Recruitment, and Outcomes Assessment**

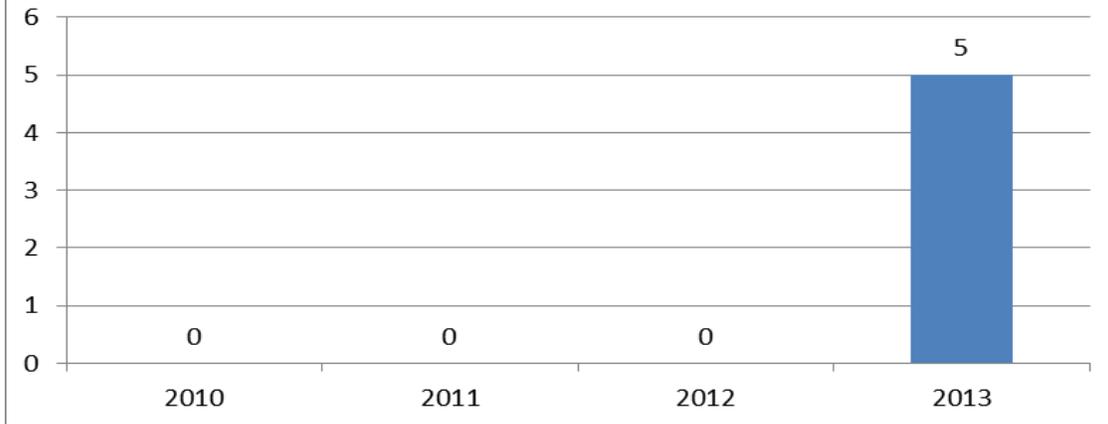
- A. Analyze the number of FTE generated by courses in the program for the past three (3) academic years. What are the specific causes for upward and downward trend lines?





\*For reporting purposes, the NCCCS Data Warehouse reports certificate enrollment and FTE in a combined number when the credential is attached to a parent degree.

## Fire Protection Technology Certificates Enrollment by Fall Term (Fall 2010-Fall 2013)



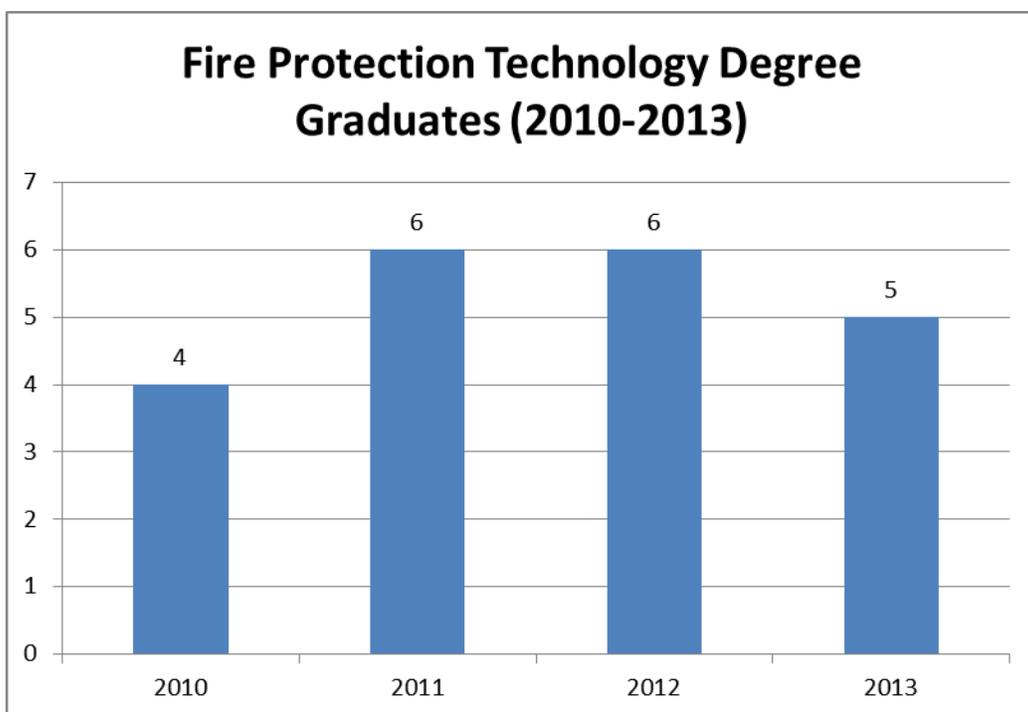
\*For reporting purposes, the NCCCS Data Warehouse reports certificate enrollment and FTE in a combined number when the credential is attached to a parent degree.

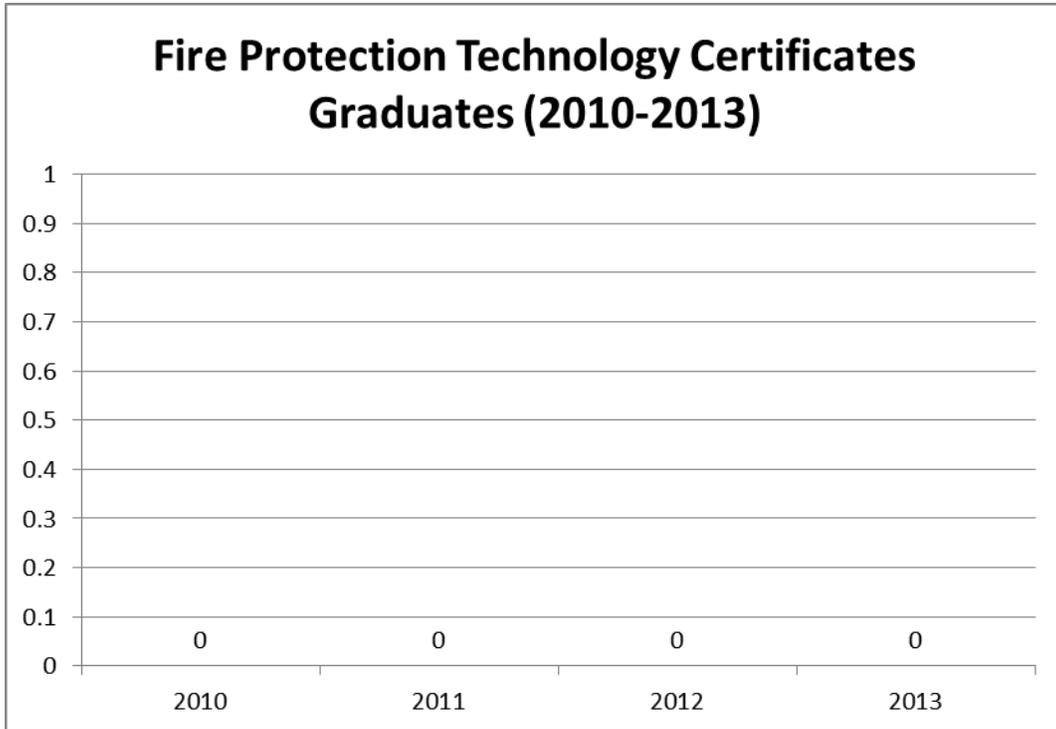
The pool of students for this program is mainly drawn from Active Fire Service personnel. Additionally, Senior Firefighters and Officers are the majority taking the courses for career progression and professional development. The initial numbers were high due to the [program being new and the emphasis throughout the Fire Service for promotion was moving towards higher education. Over the past three years that emphasis within Fire Departments has declined resulting in lower numbers taking the program. With the program's new direction and recruiting efforts, , as well as, several Departments instituting a career plan and requiring an Associate's degree for future advancement 2014-2015 will bring higher numbers to the program.

**B. Identify the program’s primary competitors. Beyond general College-wide advertising, what concrete marketing strategies have been used by the Department to promote the program and attract students that might otherwise enroll elsewhere? What exceptional program characteristics could be leveraged to distinguish the program from competing programs (e.g., faculty credentials, unique course offerings, work-based or other innovative learning opportunities, and so on)? In what ways does the program faculty work with the admissions staff to recruit students for the program?**

There are sixteen other colleges in the state offering degrees in Fire Protection Technology. Presently we offer a very competitive incentive with work based learning and prior credit evaluations to our program. We are in the process of seeking National Accreditation of the program which would make us only the second in the State and this initiative alone would make us more marketable and visible in the Fire Service.

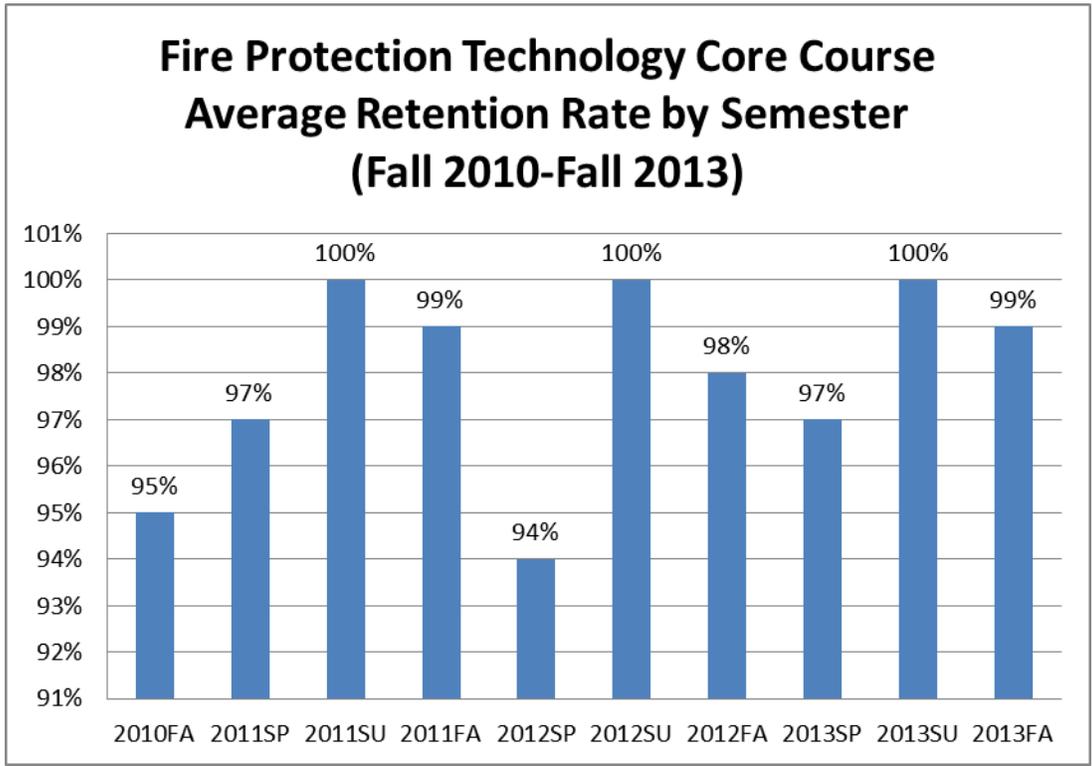
**C. Provide the number of students who graduated with a major or minor from the program in the past three years.**





The only certificate program we currently offer is for the High School Connections program which started in 2014 and to date has produced six graduates. We are currently looking at twelve for the 2014 Fall and 2015 Spring Semesters so the program is growing.

**D. Does the program have a retention plan? If so, please describe retention efforts. List all instructors with their retention rates for the past 3 Semesters. What efforts are made to address faculty members with a retention rate that is less than the program's overall retention rate and the overall FTCC retention rate? What efforts are made to capitalize on the successes of those instructors with a retention rate higher than the Program retention rate?**



**Fire Protection Technology Core Course Retention by Instructor  
(Fall 2010-Fall 2013)**

	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
Brim, Kelvin A.	95%	96%	100%	99%	95%	100%	98%	96%	100%	98%
Major, Benjamin	*	100%	*	**	**	**	**	**	**	**
Murphy, Kevin T.	***	***	***	***	***	***	***	***	***	100%
Rogers, Keith A.	95%	100%	*	100%	89%	*	100%	100%	*	100%

\*Did not teach core course  
 \*\*Terminated employment  
 \*\*\*Not yet hired

The new Full-time Department Chair is not listed, he was hired in 2014. A recent retention evaluation was received which allowed us to see areas that needed improvement as far as retention efforts. The use of the Blackboard retention center is going to be a forefront in this effort as it allows us to track students in trouble on a day to day basis. Since all classes for FPT are conducted online, more instructor interaction is needed on instructor's part. Along with the weekly instructor chats, weekly reviews of each class's gradebook will allow the Department Chair to see what interaction the instructor is having with students. It can also be determined if the students are taking the initiative and completing the assignments as tasked. This will also allow us to see what student pool is having the most trouble since some of the students enrolled are not Firefighters or in the Fire Service. Attached is the present retention rate charts by instructor and subject area.

**E. Does the program lead to certification or licensure exams? If so, please list the exams. What were the pass rates of graduates for the past three years?**

Not at this time. There have been meetings with the State Office of the Fire Marshal and the Fire Rescue Commission about accepting some of the courses for Certification Credit.

**F. If the program prepares students for the labor force, provide an overview of the relevant local, state and national job market. Include potential careers and whether job growth is expected in those areas. Address how program outcomes relate to the skills employers seek in those areas.**

The program is very competitive with others in the state and we have an advantage over most with our articulation agreement with FSU. When it comes to the job market for this field of study, 90% of our student populations are currently working as Firefighters with their studies leading towards promotions or future career advancements. For the other 10%, and even those seeking new career opportunities, there are several jobs that fall under FPT; Fire System Designer/Engineer, Fire Alarm Technician, Fire Safety Officer, Fire Protection Engineer, Life Safety Code Surveyor, Arson Investigator, Code Enforcement Official are a few jobs available to graduates who pursue additional experience within the Fire Service upon graduation.

**G. What is the process for assessing student outcomes and competencies (e.g., student portfolios, written or verbal comprehensive exams, senior or master's theses, review by faculty panel, or capstone projects)? Attach any relevant assessment templates.**

Student outcome assessments depend on the Instructor and can range from a written assignment/report/research paper, a Multiple Choice/Essay type test or a combination of the above. The papers provide an opportunity for the students to analyze and bring their applied knowledge and show they have a comprehensive understanding of the subject through a paper that reflects a topic. This allows the instructor to see if the student actually can describe, explain, and fully understand the concepts and ideas presented in the class. The test bank type assessments allow the instructor to see if the student comprehends the subject matter and give feedback to the student to allow better understanding of the missed questions.

**H. Detail the last formal assessment plan completed by the program. Summarize the results. With the goal of improving student learning outcomes, what changes to the program are/were suggested after analysis of the data outcomes, findings and action planning related to the assessment? How are these improvements being implemented? Please indicate how much progress has been made and what needs further attention.**

Tip: Some potential changes are different program admission requirements, incorporating internships or work-based learning experiences, varying instructional methods, enhancing student assessment strategies, integrating technology, better coordinating faculty efforts, and seeking external program accreditation.

The last formal assessment that was on file was the 2011-2012 assessment that identified three areas of program competencies. Students will use information to analyze problems and to make logical decisions related to fire investigative report writing. Students will be able to identify the elements of arson; Students will demonstrate knowledge of the key characteristics of a structural fire. The department recognizes the need for a local expert to champion the program. This addition will help grow the program and create the continuity of services that are systemic of all successful curriculum programs. Further, the department recognizes the potential that this addition could provide in increased program visibility, recruitment efforts, and networking with the various local professionals which would materialize into greater FTE's as well as improved services to the community.

## **X-3.6 Constituency Satisfaction**

**(Self-Study Team's assessment)**

**A. What inquiries have been taken in the past three (3) years to determine the level of satisfaction from current students, alumnae, employers, and other relevant groups? Describe the data collected by the program and how it relates to issues such as learning outcomes, employability, and preparation for life after college.**

The only data on this subject are the student surveys conducted at the end of each Semester. We have no data on employer satisfaction or alumni to our program.

**B. What were the results of these inquiries based upon the faculty review and analysis of the reported data? Please attach any relevant reports, survey analysis instruments, etc. How has the program responded to suggestions for improvement or findings of dissatisfaction?**

N/A

## **X-3.7 Appraisal and Direction for the Future**

### **A. What are the projected enrollments for this program for the next three years?**

Currently we project an increase in numbers from 41 in 2013. Presently we have 64 enrolled in 2014 and I expect a 5% increase in 2015. These numbers are attributed to better marketing and the addition of a full time faculty member that came from the Fire Service and can understand the needs and wants of those involved in the program.

### **B. Are there opportunities to expand this program (e.g., increase enrollments, add new concentrations, offer distance-learning courses, or increase assistance to graduates of the program with job placement support during program attendance and after graduation)? Please explain. What resources would be required to expand the program successfully?**

With the addition of credit for certifications, and expanding our reach to Jacksonville NC, along with the Accreditation process for FESHE, we continue to seek out opportunities to discuss the program with local fire departments. By having a diverse instructor staff we provide a wide range of career Fire Service personnel that can help our graduates with future career aspirations and mentor them into prospective jobs as well as mentor those currently within the fire service

**C. As you reflect on this program review, how would you describe the current health and vitality of the program? What are its strengths? What are some untapped opportunities? Are you optimistic about its future? Why?**

The current state of the program is stable and self-sustaining at this time and the future prospects continue to grow. We have knowledgeable instructors that are current in the industry and maintain qualifications within the fire service which keeps our program grounded in new technologies as they emerge. The use of multi-media resources in reference to videotaped presentation from guest lectures is an untapped resource that is under consideration for the High School Program as well. This opportunity could bring a new look or focus to the class and provide relevant information by showing classroom knowledge and how it was used or can be used in the field.

As mentioned earlier, the future for the program is bright, we have several initiatives in the making from joint ventures with FSU and Marine Base Camp Lejeune to national Accreditation with FESHE. If the latter is approved we predict more distant students as they see our college listed in the NFA publications and on their website.

**D. As you reflect on the assessment of student learning outcomes, measures of constituency satisfaction, deliberations of faculty or advisory committees, or any other indicators of program efficiency and effectiveness, what areas require the most immediate attention? What are the program's existing weaknesses and possible threats? Please explain.**

The main area of concern is the retention rates of our students. As previously stated, there is a need to look at more interaction between online instructors and the students. It is understood that some students are not going to respond to emails or phone messages, but as instructors we need to make every possible attempt to keep students in our courses. Aside from email and phone calls, positive interaction and more announcement type postings that reflect the instructors concern for the student's well-being will play a more important role in keeping the students engaged and actively participating in classes.

**E. What specific initiatives are planned as a result of this program review? How will the program take advantage of the strengths and opportunities and also and redress weaknesses and threats?**

The primary initiative is the addition of the second English requirement to the program which will aid the students with their transition to a four year University. A change to program packet has been submitted and addressed the credit hour change while still keeping within the college guidelines on maximum credit hours to the program. The second initiative is the FESHE accreditation. A packet is being compiled and the programs web page has already been adjusted to reflect certain criteria mandated by the FESHE committee such as being able to see our program schedule, course overviews, course objectives etc. We have been working with Blackboard and Curriculum Staff to ensure we meet the college's requirements and not take away from any area as well as adding information required by FESHE. The lack of a full time faculty to address the needs of the program was addressed in the last review. Since January 2014 the program now has a full time department chair with a background in the fire service to handle and enhance the growth of the program.

**F. What is the anticipated timetable for completing these initiatives? Who will be involved? Who will take the leadership role during these initiatives?**

It is expected that the English curriculum change be emplaced by Spring 2015 and the FESHE packet to be completed and turned in sometime in Fall of 2014. Once the FESHE packet is completed and turned in the turnaround is expected to be 45-60 days. We are currently looking at Sept for the FESHE packet to be complete and submitted.

**G. Please provide any long term major resource planning.**

The addition of a second full time instructor on campus to facilitate future program growth and the addition of face to face classes.

The need for a dedicated classroom in the Horace Sisk Building that is outfitted with the resources and equipment used in the field to better facilitate learning and give a hands on approach to training.

The addition of a portable building located near Horace Sisk that can be used in conjunction with the Criminal Justice Department for crime scene analysis classes as well as arson detection and Investigation classes. This dedicated facility would permit setting up crime scenes in the individual or partitioned rooms by the instructors before classes.

**H. Conclusions.**

Overall we believe the program is healthy and the instructors are making strides to improve their courses and the ease of access to blackboard for their students. We have gained a full time Department Chair/Instructor which puts a point of contact and subject matter expert on Main Campus to facilitate students and administrations questions and concerns. The Spring and Summer semesters went well and we transitioned to new formats across the board for blackboard. We expect to see a rise in enrollment this coming year as more marketing has been done for the program and additional benefits for Firefighters has been opened up in the program. We are hiring more adjuncts to meet the need for more classes in the future and can only expect to see a rise in retention with new trends and industry standards being refreshed. We have requested the addition of a second English to facilitate the articulation agreement with FSU and have also submitted a packet for National Accreditation of the program which will make us more marketable among our peers.

## **X-4 Appendices**

### **List of Attachments**

**Please indicate any supplemental materials submitted with this review document.**

FIP Program Review 2011-2012  
Fall 2013-Spring 2014 retention rates  
FESHE Information  
Articulation Agreement with FSU



# FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

PO BOX 35236 FAYETTEVILLE, NORTH CAROLINA 28303-0236 PHONE (910) 678 8400 FAX (910) 484 6600

## Fayetteville Technical Community College Fire Protection Technology/Emergency Management Minutes

### Annual Advisory Committee Meeting

March 23, 2016 5:00 PM Fayetteville Fire Department, Station 14

#### **Members Present:**

Patricia Strahan, Cumberland County Schools Representative, Carson Phipps, Suzanna Tucker, Batt. Chief David Hargis FFD, Chief Hank Harris CFD, Chris Suggs, Dean Demark Fort Bragg Public Safety

#### **Fire Protection Faculty Present:**

Ken Buckey, Dept. Chair, Emergency Management/Fire Protection Tech

The FTCC Annual Advisory Committee Meeting was held at Station 14, City of Fayetteville Fire Department at 5:00 pm. Introductions and a dinner were served. The below listed topics were discussed and presented for further discussion amongst members with follow on information to be provided at the next meeting.

1. Work based Learning for HS Academy participants with ride along and community service activities. Fort Bragg Public Safety office is looking into internship possibilities for HS students and College students alike within the FIP/EM degree field.
2. Scholarship opportunities were discussed. Robert Short Scholarship recommended and The High Demand Low Enrollment Scholarships was also mentioned to the group as a possible avenue of approach for EM students.
3. Upcoming Golf Tournament on May 6<sup>th</sup>
4. Skills USA and its benefits to students as well as the dates for upcoming competitions: 29 Students going to State Skills competition from HS Fire Academy: we had over 50 participate at FTCC in regionals.
5. Degree Updates for Fire/EM program  
1<sup>st</sup> Semester of HS Connections EM Certificate is going well and we are tentatively going to have double the enrollment next year.

If a Jr in Fire program have them take the EM certificate and as a Sr. move into the FIP certificate this way they get two certificates before they graduate and have multiple options upon graduation for college.

6. Reiterated there is potential for a High School Emerg Mgmt Academy much like that of Fire and Public Safety that we already have. This will be a great feeder program for the EM Degree.

7. may 3<sup>rd</sup> Public Safety and Fire Academy Graduation program At Hope Mills Rec Ctr 6 PM

At 7:00 pm the meeting was adjourned with an announcement that the next meeting will be determined later.

## Extract from the 2016 Graduate Survey-IE Office

Please indicate your level of agreement with the following statements:

a. I feel confident in my ability to communicate effectively in speaking, writing, reading and listening.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	441	70.2	70.8	70.8
	Agree	177	28.2	28.4	99.2
	Disagree	2	.3	.3	99.5
	Strongly Disagree	3	.5	.5	100.0
	Total	623	99.2	100.0	
Missing	System	5	.8		
Total		628	100.0		

b. I feel confident in my ability to think critically when analyzing problems and making decisions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	442	70.4	71.4	71.4
	Agree	173	27.5	27.9	99.3
	Disagree	1	.2	.2	99.5
	Strongly Disagree	3	.5	.5	100.0
	Total	619	98.6	100.0	
Missing	Don't Know	2	.3		
	System	7	1.1		
	Total	9	1.4		
Total		328	100.0		

**c. My cultural awareness and socialization skills have prepared me for the changing global environment of the 21st century.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	423	67.4	69.0	69.0
	Agree	181	28.8	29.5	98.5
	Disagree	5	.8	.8	99.3
	Strongly Disagree	4	.6	.7	100.0
	Total	613	97.6	100.0	
Missing	Don't Know	9	1.4		
	System	6	1.0		
	Total	15	2.4		
Total		628	100.0		

**d. I feel confident in my ability to use and process quantitative information.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	415	66.1	67.2	67.2
	Agree	198	31.5	32.0	99.2
	Disagree	3	.5	.5	99.7
	Strongly Disagree	2	.3	.3	100.0
	Total	618	98.4	100.0	
Missing	Don't Know	3	.5		
	System	7	1.1		
	Total	10	1.6		
Total		628	100.0		

**e. I consider myself to be computer literate.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	407	64.8	66.0	66.0
	Agree	191	30.4	31.0	96.9
	Disagree	13	2.1	2.1	99.0
	Strongly Disagree	6	1.0	1.0	100.0
	Total	617	98.2	100.0	
Missing	Don't Know	1	.2		
	System	10	1.6		
	Total	11	1.8		
Total		628	100.0		

# *Fayetteville Technical Community College*

## **STRATEGIC PLAN 2015-2020**



**“Serve our community as a learning-centered institution to build a globally competitive workforce supporting economic development”**

**P.O. Box 35236  
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## FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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P.O. BOX 35236 • FAYETTEVILLE, NORTH CAROLINA 28303-0236

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September 21, 2015

Dear Friends of Fayetteville Technical Community College:

Fayetteville Technical Community College (FTCC) weaves a multifaceted pattern of positive influence that is far reaching and widely encompassing throughout the greater communities we serve. FTCC's uniqueness is reflected in a number of ways ranging from the educational perspective that opens its doors to all who seek hope, opportunity, and a brighter tomorrow via intellectual growth and job success by offering meaningful educational opportunities which changes lives for the better. Manifestation of this goal is reflected in the most recent college commencement in which we graduated our largest class of 1,985 students who launched their lives to more positive outcomes and possibilities.

FTCC is one of the largest employers in Cumberland County, which provides an outstanding place to work in an atmosphere that bolsters beauty, diversity, encouragement, and respect. In addition, FTCC's graduates and staff engage in our communities, across the nation, and internationally by contributing their skills, talents, volunteer time, and leadership skills through many avenues which fuels economic prosperity and service. The spiraling effect of all these combined characteristics is impressive and certainly something to celebrate. However, in our quest to resist the status quo and to continue to pursue greater excellence, we re-examine ourselves and how we serve others, setting our sights for more impressive achievement and higher benchmarks for successful service.

The 2015-2020 Strategic Plan centers on institutional goals which universally revolve around four primary areas: establishment of measurable goals in response to meeting student and community needs; establishment of a culture reflecting quality customer service; sustainability of excellent fiscal responsibility, accountability, and stability; and continued support of economic development through a greater focus on workforce preparedness. We approach these institutional goals with passion, enthusiasm, and expectation of a greater awareness of ourselves as a structured unit—openly recognizing our strengths and shortcomings—and responding by developing, implementing, and monitoring our executions to measure results.

The outcome of our efforts will, in turn, result in greater service to our students and others whom we serve through our College mission. Embracing teamwork with positive interactions which build on the strengths of each individual's talents will position us to achieve success and will enhance the educational experience to make it more meaningful and productive.

I welcome you to the next phase of our journey and thank you for your continued enthusiasm, support and engagement!

Sincerely,

A handwritten signature in cursive script, reading "J. Larry Keen".

J. Larry Keen, Ed.D.  
President

**FTCC Institutional Goals  
2015-2020**

- 1. Respond to student and community needs through measurable goals**
- 2. Establish a culture of quality customer service**
- 3. Ensure fiscal responsibility, accountability and financial stability**
- 4. Focus on workforce preparedness to support economic development**

**Institutional Goals were originally adopted by the FTCC Board of Trustees, on September 16, 2013 and reaffirmed the goals on September 21, 2015.**

**Institutional Goal: 1 Respond to student and community needs through measurable goals**

1. FTCC will increase graduation rates to 25% by 2018.
2. Increase headcount enrollment by 3% annually.
3. Increase gainful employment (employment in field of study) of students.
4. Meet or exceed the NCCCS Performance Measures goals.
5. Achieve 90% satisfaction rate on all surveys and course evaluations.

**Strategies:**

- Promote student successes and College Best Practices with a targeted goal of 50+ information releases and/or presentations annually (2)
- Use the Educational TV channel to provide timely information/programming to the community (2)
- Partner with community organizations to connect students to potential employers (3)
- Engage stakeholders to develop and expand College funding opportunities melding community and student needs. (1, 2, 3)
- Align the FTCC Foundation, Inc. goals and outcomes to support the College. (2, 3)
- Reduce the number of students testing into developmental classes. (1, 2)
- Administer student course evaluations to assess the satisfaction rates for course and programs of study. (1, 5,)
- Administer an annual non-returning student survey to assess the reasons for not continuing studies at FTCC. (1, 5,)
- Administer an annual graduate survey to assess satisfaction rates for courses and programs of study. (1, 5,)
- Improve assessment plans with documented evidence of outcomes. (1)
- Create and administer a professional development program to support academic quality for student success. (1-5)

- Promote the use of research such as Economic Modeling Specialists International (EMSI) studies to identify and benchmark successes at FTCC as well as other colleges that could be replicated. (1-5)
- Maintain memberships in relevant professional organizations and groups. (1-5)
- Promote faculty-staff engagement in public relations, community service, and College activities. (1, 2, 3, 5)
- Encourage faculty and staff to complete higher levels of relevant education and/or degree completion. (1, 2)
- Encourage Return to Industry Training. (1, 2)
- 100% of new instructors will successfully complete the Excellence in Teaching course prior to teaching their first class. (1, 5)
- More clearly define and articulate expectations for the role of instructional leaders. (1, 5)
- Create an effective Instructional Leaders course. (1, 5)
- Standardize blackboard shells to ensure more active learning for students. (1, 5)
- Increase Work-Based Learning and intern work opportunities for students (1, 2, 3)
- Provide a safe and secure learning environment. (5)

## **Institutional Goal: 2 Establish a culture of quality customer service**

1. Success of our students is our number one priority
2. Competition for services requires that we maintain the highest standards and responsiveness to the needs of our customers and stakeholders.
3. Create a welcoming and service oriented culture delivering support with minimal referrals.
4. Achieve 90% satisfaction rate on customer service survey.
5. Consistency of service and information will be maintained across the College.

### **Strategies:**

- Explore the development of an Excellence in Service (EIS) course. (1-5)
- Ensure that faculty and staff understand their individual responsibility to provide high quality customer service. (1-5)
- Provide well maintained and safe campuses demonstrating our pride in FTCC. (4)
- Resolve customer needs with minimal referral to others. (3)
- Answer the phone within 3 rings. (1-5)
- Educate all employees on functions and activities of College departments to minimize referrals. (2)
- Incorporate advanced technology that can help to eliminate or reduce on-campus visits and lines. (1, 4, 5)
- Triage lines to move customers to appropriate College locations quickly. (3, 4)
- Ensure signage is visible, adequate and accurate directing visitors to correct locations. (3, 4)
- Require all hiring managers to include one or more interview questions focused on customer service. (1-5)
- Create and implement incentive program to recognize employees that excel in providing customer service. (1-5)
- Conduct annual surveys of faculty, staff and students to provide data related to the College climate and customer service/support. (4)

- Create and deliver professional development classes to educate employees on quality customer services standards and expectations. (1-5)
- Continue to refine the two FTCC website portals. One website is focused for students, ensuring it remains user-friendly and focused to student needs while the other website is focused for internal faculty/staff use and required mandatory reporting elements under the Higher Education Act and other local, State and Federal legislation requirements. (1, 3)
- Promote equal employment opportunities in all aspects of the hiring process. Ensure one DDI targeted selection STAR criteria evaluates customer service orientation of all prospective candidates. (2, 3, 5)
- Include quality customer service and support as a measured item on annual performance appraisals. (5)
- Provide adequate training to employees to ensure the Continuity of Operations (Safety) and Emergency Preparedness Plan can be implemented quickly and accurately in times of emergency. (2)

**Institutional Goal: 3 Ensure fiscal responsibility, accountability and financial stability**

1. Plan and prepare annual budgets that enable the College to be responsive to community needs.
2. Maximize strained resources by enhancing productivity and accountability.
3. Focus resources on the core mission of teaching by strategically budgeting funds in areas that result in the greatest return on investments.
4. Streamline operations with a focus on efficiencies.
5. Monitor current spending and forecast future funding requirements to sustain financial stability.
6. Institute a data-driven decision process based through assessment of needs.

**Strategies:**

- Submit accurate budget decision packages in a timely manner to support division operations and support an institutional goal related to the request for funding. Initial decision packages will be submitted annually in May. (1-6)
- Ensure appropriate communication among affected areas. (1, 2, 4)
- Monitor monthly budget reports and submit a budget reconciliation mid-year. (2, 4, 5, 6)
- Consistently review the salary plan and hiring scale to keep salaries for staff and faculty comparable to market. (1-6)
- Communicate with all levels of the College to stay abreast of the future needs of the community and forecast future funding needed to meet these needs. (1-6)
- Standardize technology across the campus to reduce maintenance cost and maximize replacement parts. (2, 4)
- Cascade technology when replacements are made to reduce cost. (2, 4)
- Communicate the College's needs to the FTCC Foundation. (2)
- Create an effective grant and external funding program. (3)

**Institutional Goal: 4 Focus on workforce preparedness to support economic development**

1. Strengthen economic development in the College's service area.
2. Establish an effective job placement office.
3. Expand veterans support services.
4. Analyze Academic Programs to modify program/course offerings to meet employer needs.

**Strategies:**

- Align curriculum and continuing education programs of instruction/course offerings with reported needs of employers, as reflected in the annual employer survey. (4)
- Expand student use of Career Coach and Internship.com during the admissions, registration and advising processes. (1)
- Analyze Academic Advisory Committee data, retention and graduation trends by program, GAP studies, Labor Market information by program area, and annual employer surveys. (1-5)
- Enhance outreach to business/industry to understand and define existing and future workforce training needs. (1)
- Expand the use of customized industry training funds. (1, 3, 4)
- Engage with the Economic Alliance in the recruitment, expansion and retention of businesses. (1, 4)
- Seek additional funding for the NC Military Business Center to better engage businesses winning government contracts and providing post-contract assistance. (1, 3)
- Create career pathways for students and graduates to engage with employers to include defense contractors. (2, 3)
- Promote and solicit scholarship and funding opportunities that parallel employer needs and student curriculum. (1-4)
- Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students. (3)

*Approved FTCC Board of Trustees on September 21, 2015*