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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

EHSM

Q2 Lead Author and Collaborators:

Julie Godfrey

Q3 Dean:

Larry McLemore

Instructional Program Review Annual Update

Q4 Program Update (Required): Please summarize the changes, additions, and achievements have occurred in your program since the last program review. To access last year's program review, visit the IPRPC Intranet Page, accessible here.

The ball has begun to move in the EHSM department. We have started acting on every goal that we set out to achieve during program review last year, with success in all areas. below is a list of that work:

Over winter intersession we created an outreach event, bring 80 transitioning active duty military, veterans and their families onto campus for a 2 OSHA outreach event. Prospective students took a 10 hour OSHA course with federal certification after completion. We had an audience of individuals able to meet with the department chair, Julie Godfrey, to identify interest in the EHSM degrees or certificates offered. Enrollment data to quantify how many students we acquired from the event is still in progress.

The EHSM department is involved in all outreach events allowed. Our presence has been from booths on campus to presentations in front of students or professionals. Additionally we have moved our hands on teaching of EHSM230 to the grand lawn to showcase our federal certificate class.

Acquiring new equipment and lab supplies was a goal achieved in the past summer, and still we are progressing to purchase more equipment. Eventually, our goal is to have our own area for laboratory space and a hands-on simulation area on campus.

We have modified the EHSM 230 course to be in compliance with State and Federal standards, and included oversight to the program. Additionally, we began offering EHSM 230 as a short term course, to enable the workforce to take part in the HAZWOPER certificates offered. This has allowed a direct outreach to all students attending and has caused some students to transition into the program.

We contracted with the OSHA institute to provide free, concurrent enrollment for our students taking the EHSM 201 course. The students will also receive a certificate from OSHA for completion of OSHA 521. This piloted partnership is going well, with plans to broaden the agreement to as many classes as possible within EHSM.

Articulation efforts for EHSM 100 were futile and curriculum changes were not approved. It is our plan to reevaluate the curriculum to align to SDSU as well as become a general education course for the natural sciences. Additionally we will be looking for Bachelor programs online that are regionally accredited to, to articulate with.

Work within the department is becoming more efficient as the department chair better executes duties required. Additionally, adjunct are performing stipend work to alleviate duties for the department chair in outreach areas.

Page 2: IIB. Student and Program Learning Outcomes

Q5 Do you have an assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **No**

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Q6 Please provide an analysis of your student learning outcomes (SLO) findings and what changes, if any, were made as a result.

During an initial attempt to evaluate the EHSM 100 SLOs based on the alignment process created over the summer, it was found that all SLOs had a passing rate of 93% or higher. It is determined that students are understanding the course well. Changes that will be made in the future are to update SLOs so they align more intrinsically with course content and objectives. Additionally, a review of the assignments in the course should be made to identify if they are helpful to student learning outcomes or extra work that does not fulfill the purpose of the course. If we identify assignments don't align, we will further look at the course and make sure it is encompassing the industry expectations.

Q7 Review your PLOs. Are the listed PLOs an accurate reflection of the program's current learning objectives? **Yes**

Q8 Are the PLOs mapped onto the course SLOs? **No**

Q9 Discuss your assessment plan for the PLOs.

Currently we need to research what is required for an assessment and develop a plan based on the work required and the availability of staff.

Page 3: IIB. Student Achievement

Q10 How has the program's success rate changed over the past year?

Our program has a slight decrease among student success rate in the past year. Successful achievement has declined from 91% to 87%. Although we have a slight decline, we are well above the college goal of success. Additionally, we have learned that a proactive approach to dropping students at the beginning of the course for a no-show before census day will keep our staff from issuing F's for students who never attended class. Since our program didn't have a protocol for dropping students, our success figures are skewed in that they account for these no shows.

Q11 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your will program help the College reach its long-term goal of increasing the course success rate to 77%. This is intended to provide a goal for improvement only; programs will not be penalized for not meeting the goal. What is your program's one-year goal for success rate across all courses in the program?

Our program success rates goals are to increase back in to the 90 percentile.

Q12 Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

Our male African-American population has the lowest success rate program wide with a 76%.

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Q13 What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Our program has a very small instructor population with no African-American mentors available to students. Additionally, the career field is widely populated with white males, which lacks the impression of equity and ability to gain respect or authority further within their career paths.

As an institution, I have encountered multiple students with residual frustrations while encountering the Veterans Services, DSPS, and WebAdvisor. It is my hope that we can address these departments shortcomings, to assist them in their abilities to serve students. As a department, we plan to support these departments in helping students access their services, advocating for students experiencing frustration and teaching counselors what is required in our program. We are also open to new ideas in our courses, modifications for all types of disabilities and will volunteer to pilot any programs that may be experimented during future semesters.

Q14 What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

This coming academic year, it will be a goal to address finding male African-Americans within the career field to guest lecture students and offer career placement mentorship.

Q15 How do these activities align with the goals set forth in your last comprehensive program review?

Addressing a broader range of industry partners is a goal in the comprehensive program review. This alignment may allow us to find more meaningful industry connections for students and the program.

Q16 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below. You can upload PDF, Word, and image files.

Respondent skipped this question

Page 4: Distance Education

Q17 Does your program offer any courses via distance education (online)?

No

Page 5: Distance Education Course Success

Q18 Are there differences in success rates for distance education (online) versus in-person sections?

Respondent skipped this question

Q19 If there are differences in success rates for distance education (online) versus in person sections, what will the program do to address these disparities?

Respondent skipped this question

Page 6: IV. Previous Goals: Update (If Applicable)

Instructional Program Review Annual Update

Q20 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 7: Previous Goal 1

Q21 Previous Goal 1:

Revise curriculum, PLOs, SLOs and the program mission statement and description. During revision, a clear process of PLO an SLO evaluation should be created to create meaningful data. Refer to the schedule of evaluation stated in sections 8, 9, & 10. Revise EHSM 100 to articulate to SDSU, UCSD and other local universities or online programs. Incorporate industry certifications in current curriculum and create a relationship with the OSHA Institute. Ensure that EHSM 230 is properly managed by the department and college in accordance with the HAZWOPER standard.

Q22 Link to College Strategic Goal(s):

Guided Student Pathways	,
Student Validation and Engagement	,
Organizational Health	

Q23 Goal Status **In Progress**

Q24 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

1. An attempt to make EHSM 100, Introduction to EHSM articulate to the Environmental Sciences degree at SDSU was submitted to curriculum, along with a request to make the course a general education option in the natural sciences. The attempt to change the curriculum was denied after meetings with the VP of instruction and the dean of STEM.
 2. EHSM 230 was modified to remove redundant information taught in other EHSM courses and rewritten to satisfy the federal and California regulations for HAZWOPER training under the 40 Hour Hazardous Waste Site Worker and 24 Hour Emergency Hazardous Chemical Technician requirements.
 3. A meeting took place with the OSHA Institute and it was decided that we would work together to benefit each program. Now the OSHA Institute is currently embedded in our EHSM 201 course, offering a concurrent certificate in the OSHA 521 Industrial Hygiene course from the OSHA Institute.
 5. Currently all courses, except EHSM 201, 230, and 240, are processing in the curriculum committee.
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Q25 Please provide the rationale for this goal:

In a review of programs to articulate into, we found the only regionally accredited program was located at California State University at Northridge for their Occupational Safety and Health degree. Additionally, while reviewing job openings for both Environmental Management and Occupational Safety and Health Management positions, a bachelor's was preferred for most candidates. The only existing degrees in San Diego are environmental management degrees. It was found that employers readily accepted Environmental Sciences as a supplement to Occupational Safety and Health Management and preferred Environmental Sciences for environmental management careers. SDSU offers a Bachelor's of Science in Environmental Sciences. The EHSM department does not currently articulate to that course. On campus, Bio 112 is the only course which articulates to it, and it isn't currently being offered on campus.

EHSM 230 was offering a certificate of training in 40 Hour HAZWOPER, which is an important certificate to secure employment in the EHSM field. Unfortunately, the curriculum lacked the structured requirements for HAZWOPER and there was no oversight to ensure the program was taught to federal and state requirements.

The OSHA institute is an industry standard certificate program for entry-level, technician education. Our associates degree offers a more in-depth level of knowledge but without the bachelor's degree, hiring can be tedious to explain to future employers the level of education students have achieved. In the short term, adding OSHA Institute certificates within our course work can allow students to show that they have acquired the skill set needed to perform technician level jobs while proving the degree program has developed a much more detailed and in-depth range of knowledge of industry operations and requirements.

Online course work has become a staple among many institutions world wide. It is important for the EHSM department to stay relevant in the platform to which we provide courses.

Q26 Please provide the goal action steps for the year (previously "Activities"):

It is the intention of the EHSM department to once again revisit the curriculum to make the course a general education course in the natural sciences division. A review of other EHSM 100 courses within the state will help us identify if the course is already approved for this classification on other campuses. If not, we will meet with the dean of STEM to understand what requirements must be satisfied for the course to belong within the classification.

The EHSM department is currently offering the EHSM 230 course with only instructors who can demonstrate current train the trainer certificates in HAZWOPER. This will assist in managing the integrity of the program. The department has further plans to submit for credit courses to include the 8 hour HAZWOPER refresher requirement, and a stand alone 24 Hour and 40 Hour course. Additionally, our department would like to have approved 10 Hr and 30 Hr OSHA General Industry Safety Courses.

It is a further goal of the EHSM department that we embed more OSHA Institute courses into the degree courses on campus so students can have a robust degree and certificate filled resume. Industry recognizes the OSHA Institute as a standard of education even though our program is more in-depth.

Online course work is not available for our two hands on courses and work experience. It is the goal of the department to write a short term course for on-campus to be offered yearly for online students. This will allow students to travel to Cuyamaca College for one week and satisfy all of the requirements of our lab skills while completing a different online course for the in-depth knowledge expected from the courses. Understanding how to provide the work experience course in a remote setting has yet to be established and our intentions are to find other programs requiring the same type of course and learning how they manage it.

Q27 Do you have another goal to update?

Yes

Page 8: Previous Goal 2

Q28 Previous Goal 2:

Increase industry relationships and membership to the advisory committee. Provide a broader range of industry connections. Secure more work experience business relationships for students.

Q29 Link to College Strategic Goal(s):

Guided Student Pathways,
Student Validation and Engagement

Q30 Goal Status

In Progress

Q31 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Continuous outreach is performed on LinkedIn and with professionals that the department chair or instructors are meeting in the community. Additionally, attendance to professional organization meetings and outreach events have boosted awareness to the career field.

Q32 Please provide the rationale for this goal:

Although student placement into the career field has received strong workforce awards for 100% placement, it is important to maintain connections for placement and input by industry professionals.

Q33 Please provide the goal action steps for the year (previously "Activities"):

Constant networking by department instructors and chair will be the goal of increasing partnerships with industry.

Q34 Do you have another goal to update?

Yes

Page 9: Previous Goal 3

Q35 Previous Goal 3:

Integrate industry related technology into the classroom and update current technology needs. Create and maintain a budget for service and replacement costs.

Q36 Link to College Strategic Goal(s):

Organizational Health

Q37 Goal Status

In Progress

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Q38 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Some equipment was purchased to teach the HAZWOPER course but we are still awaiting for other quotes to be approved by purchasing.

Q39 Please provide the rationale for this goal:

During an in-depth inventory of department equipment and supplies, it was found that most items were very old, not-working and lacked relevance in current workplace practices.

Q40 Please provide the goal action steps for the year (previously "Activities"):

Quotes were received for items to purchase and submitted to purchasing. Due to the inconsistent requests from purchasing, it has been very difficult to identify how to navigate the process. Unfortunately, the strong work force funds that we have been awarded will likely run out before we can satisfy these inconsistent request and our current opportunity for purchasing will not have a successful outcome.

Additionally, we have not received a final approval for use of a store room since our current classroom with attached storeroom has become inaccessible during days and hours needed to run classes. Without this approval, we are unable to obtain quotes for equipment purchases related to the storeroom. In addition, this lack of equipment forces instructors to illegally travel with compressed air tanks to fill bottles for class. It is very hazardous to the life of the instructor and any vehicles nearby due to the potential for a catastrophic release impact to the bottle or internal disk failure. Compressed bottles are regulated by the US Department of Transportation and may not be transported for business use unless the vehicle is modified and placarded for safe transport.

Q41 Do you have another goal to update?

Yes

Page 10: Previous Goal 4

Q42 Previous Goal 4:

Create a student group and increase department presence on and off campus for outreach efforts. Involve students in community outreach programs, industry professional organizations, work experience or internship opportunities, and on-campus environmental stewardship programs.

Q43 Link to College Strategic Goal(s):

**Student Validation and
Engagement**

Q44 Goal Status

In Progress

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Q45 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

The EHSM 230 course began doing hands-on exercises on the grand lawn so students can see what we are doing on campus. An interest list for a student group was circulated without any students willing to take on the management role.

Students have attended professional organization meetings with the Department Chair but ongoing attendance has not succeeded.

An organization, Veterans Transition Support (VTS), serves transitioning military, veterans and their families. We hosted approximately 80 members of the organization during a two day OSHA 10 Hour event on campus. This led to generated interest lists, EHSM 230 enrollments, and campus awareness.

The founder of VTS also provides outreach at OSHA courses taught by VTS. He generates interest lists for the program and EHSM 230 course.

Julie Godfrey took part in an education question and answer session for the American Society of Safety Professionals (ASSP) where she presented the program to multiple professionals. This provided multiple opportunities for students to intern into the program and also created awareness of the robust nature of the program.

Q46 Please provide the rationale for this goal:

Students lacked professional community engagement and ability to get exposure to multiple areas of the career field. A student group and student involvement was a plan to engage students.

Q47 Please provide the goal action steps for the year (previously "Activities"):

Continuous involvement by the department chair will drive the student outreach efforts. An attempt for a student group will be made every semester in hopes that as the student population within the department grows, students will be able to share the responsibility of the student group.

Student outreach is occurring in opportunities provided on and off campus.

Page 11: V. New Goals (If Applicable)

Q48 Would you like to propose any new goal(s)? **No**

Page 12: New Goal 1

Q49 New Goal 1: **Respondent skipped this question**

Q50 Link to College Strategic Goal(s): **Respondent skipped this question**

Q51 Please provide the rationale for this goal: **Respondent skipped this question**

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Q52 Please provide the goal action steps for the year (previously "Activities"): **Respondent skipped this question**

Q53 How will the goal be evaluated? **Respondent skipped this question**

Q54 Do you have another new goal? **Respondent skipped this question**

Page 13: New Goal 2

Q55 New Goal 2: **Respondent skipped this question**

Q56 Link to College Strategic Goal(s): **Respondent skipped this question**

Q57 Please provide the rationale for this goal: **Respondent skipped this question**

Q58 Please provide the goal action steps for the year (previously "Activities"): **Respondent skipped this question**

Q59 How will the goal be evaluated? **Respondent skipped this question**

Q60 Do you have another new goal? **Respondent skipped this question**

Page 14: New Goal 3

Q61 New Goal 3: **Respondent skipped this question**

Q62 Link to College Strategic Goal(s): **Respondent skipped this question**

Q63 Please provide the rationale for this goal: **Respondent skipped this question**

Q64 Please provide the goal action steps for the year (previously "Activities"): **Respondent skipped this question**

Q65 How will the goal be evaluated? **Respondent skipped this question**

Q66 Do you have another new goal? **Respondent skipped this question**

Page 15: New Goal 4

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Q67 New Goal 4: Respondent skipped this question

Q68 Link to College Strategic Goal(s): Respondent skipped this question

Q69 Please provide the rationale for this goal: Respondent skipped this question

Q70 Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

Q71 How will the goal be evaluated? Respondent skipped this question

Page 16: VI. Resources Needed to Fully Achieve Goal(s)

Q72 Is the program requesting resources this year to achieve this goal? Yes

Page 17: V. Faculty Resource Needs

Q73 Are you requesting one or more faculty positions to achieve this goal? No

Page 18: Faculty Position Request(s)

Q74 Please remember to complete the Faculty Position Request Form (accessible [here](#), under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located [here](#) (under Staffing Request Information). Brief Description of the Position Requested: Respondent skipped this question

Q75 Faculty Position Request 1 - Related Program Goal(s): Respondent skipped this question

Q76 Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form [here](#) (under Staffing Request Information). Respondent skipped this question

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Q77 Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible [here](#), under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located [here](#) (under Staffing Request Information). Brief Description of Position Requested:

Respondent skipped this question

Q78 Faculty Position Request 2 - Related Program Goal(s):

Respondent skipped this question

Q79 Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form [here](#).

Respondent skipped this question

Page 19: VI. Classified Staff Resource Needs

Q80 Are you requesting one or more classified positions to achieve this goal? **No**

Page 20: Classified Staff Position Request(s)

Q81 Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible [here](#), under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested:

Respondent skipped this question

Q82 Classified Staff Position 1 Related Program Goal(s):

Respondent skipped this question

Q83 Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form [here](#).

Respondent skipped this question

Q84 ***OPTIONAL*** Please use the button below to upload the position classification description (obtained from HR).

Respondent skipped this question

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Q85 Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested: **Respondent skipped this question**

Q86 Classified Staff Position 2 Related Program Goal(s): **Respondent skipped this question**

Q87 Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information). **Respondent skipped this question**

Q88 ***OPTIONAL*** Please use the button below to upload the position classification description (obtained from HR). **Respondent skipped this question**

Page 21: VII. Technology Resource Needs

Q89 Are you requesting technology resources to achieve this goal? **No**

Page 22: Technology Request(s)

Q90 Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form **Respondent skipped this question**

Q91 Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form **Respondent skipped this question**

Page 23: VIII. Perkins and Strong Workforce Resource Needs

Q92 Are you requesting Perkins and/or Strong Workforce resources to achieve this goal? **Yes**

Page 24: Perkins Request and Strong Workforce

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Q93 Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Q94 Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Page 25: IX. Supplies/Equipment Resource Needs

Q95 Are you requesting supplies and/or equipment resources to achieve this goal?

No

Page 26: Supplies/Equipment Request(s)

Q96 Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Respondent skipped this question

Q97 Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Q98 Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Respondent skipped this question

Q99 Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Page 27: X. Facilities Resource Needs

Q100 Are you requesting facilities resources to achieve this goal?

Yes

Page 28: Facilities Request

Instructional Program Review Annual Update

Q101 Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: [Facilities Request Form](#)

Description:

Move Storeroom to F-519

Related Program Review Goal(s):

Upon completion of integrating new worker specific curriculum, it would be advantages to create a training center for skills lab space developed for real world scenario trainings. Space would include a confined space training area, fall protection training area, HAZWOPER scenario equipment, forklift training, and storage for all equipment used.

Q102 Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here: [Facilities Request Form](#)

Respondent skipped this question

Page 29: XI. Professional Development Resource Needs

Q103 Are you requesting professional development resources to achieve this goal?

No

Page 30: Professional Development Request

Q104 Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Q105 Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Page 31: XII. Other Resource Needs

Q106 Are you requesting any other resources to achieve this goal?

No

Page 32: Other Resource Requests

Q107 Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

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Q108 Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Page 33

Q109 Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

Respondent skipped this question