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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

EHSM

Q2

2. Lead Author:

Julie Godfrey

Q3

Respondent skipped this question

3. Collaborator(s) - List any person that participated in the preparation of this report:

Q4

4. Dean/Manager:

George Dowden

Q5

5. Initial Collaboration Date with Dean:

Date your program met with your dean to discuss your vision, goals, and resource needs/requests: **10/19/2022**
 MM/DD/YYYY

Page 2: II. Program Reflection and Description

Q6

6. Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

The Cuyamaca Environmental Health and Safety Management program provides a curriculum that prepares new and continuing students for both immediate professional opportunities as well as furthering their educational pursuits at the bachelor's degree and higher. Focused on the occupational health and safety and environmental health arenas, the program occupies an unique niche enhancing students' knowledge regarding training, program development, regulatory compliance and program management; the Cuyamaca program is further differentiated by coupling the occupational and environmental fields, a distinguishing characteristic relevant in today's occupational settings.

Q7**Yes**

7. Is the program description in the current college catalog up to date and accurate?

Q8

8. Describe how your program advances the College's new vision of equity, excellence, and social justice through education? How does the program reflect the College's mission and values?

The EHSM department advances the college's mission and values by preparing students to enter into a diverse career field serving minority workers and social-economically disadvantaged populations. Our courses provide lessons and analysis on topics that affect minority groups, such as labor law issues and environmental pollution in air, land, and water. We have updated our programs to encourage students to take Comm 124 – Intercultural communication to prepare students to understand the differences in perception and communication with workers from other cultures.

Additionally, we have created a new course, EHSM 250 - Field Experiences, to provide work experience opportunities to undocumented, formerly incarcerated, or international students unable to secure work as required by EHSM 240 - Work Experience. This course is also meant to serve students unable to obtain employment due to caretaking responsibilities, financial demands, and disabilities. By taking the Field Experience course, students can gain insight into all areas of EHS by touring worksites, completing real-world projects with oversight by the instructor, and being allowed to shadow EHS professionals in their daily lives. The course will also provide opportunities for mentorship, industry panels with Q&A sessions, and networking with professional groups associated with EHSM.

To continue serving the majority of students attending the college, we are building new certificates of achievement to fill numerous job openings in the area. Many of the courses are being designed as short 1-2 unit courses and offered in a short-term format to allow working professionals to quickly complete a COA at a pace that conforms to a busy lifestyle. Our new programs are a direct result of the demands from biotechnology and the latest federal and state stormwater requirement updates that are set to take effect in the summer of 2023.

The EHSM department has begun offering courses as dual enrollment in a high school. The dual enrollment programs embedded in high school locations increase equity and community in the area. The students can focus on their education before adulthood, so they have more time to achieve post-secondary degrees and COAs. The access within the community can indirectly influence positive change in environmental health, socio-economic status, and public health services in the area by enriching the lives of families with more knowledge, increased pay, and instilling pride in their community.

Q9

Yes

9. Access the Five Year Curriculum Review Cycle (requires GCCCD login). Have all of your active course outlines been reviewed within the last five years?

Q10

10. Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, statewide transfer model curriculum).

EHSM 140 and EHSM 250 are in the process of state approval and should be accepted within the Spring 2023 semester. EHSM 140 is a gateway course to the new Certificate of Achievement in Laboratory Occupational Safety and Health Management. The program was developed due to the demand in biotechnology and research and development industries in San Diego, based on reviews of job postings and discussions with members of the EHS professional community. EHSM 250 was created to fit the need for field experience for individuals unable to complete work experience due to factors such as undocumented students, prior incarceration, financial burdens, caretaking responsibilities, foreign students without worker visas, and students with disabilities. The goal of the course is to provide students with field experiences that mimic a work environment or provide real tasks involved in the EHS field. The department will work with companies in San Diego to allow students to visit sites or provide EHS support as volunteers without requiring a minimum of 60 hours of work experience. Additionally, this gives students an opportunity to visit EHS professionals in all areas of the career field, such as construction, shipyards, laboratory settings, manufacturing, and local government.

Stormwater Management is a regulated and permitted activity required in organizations with the potential to disturb the soil or create pollutants during rain events. The US and California Environmental Protection Agency have increased the requirements to protect stormwater and increased the education qualifications for employees responsible for tasks and program management in the field. The EHSM department has created a Certificate of Achievement in Stormwater Management to help professionals in all career fields execute their plans and achieve the education and qualifications to manage their programs. Eleven new courses will be submitted to the curriculum committee in the Spring 2023 semester. Currently, we have three 4-unit courses meant to provide a foundational education in the stormwater management field, with eight 1-unit courses to provide knowledge of field applications in various settings, such as construction sites, agricultural land, and post-wildfire areas. Professional development and skill refresh opportunities will be provided for existing stormwater management professionals, as well as providing new education for those entering the career field or newly tasked with the responsibility. Courses will be marketed to stormwater managers, federal, state, and local inspectors, and prospective students seeking a career in stormwater management.

<https://www.onetcodeconnector.org/ccreport/13-1041.00>

Corporate College worked with the EHSM department during the past decade to provide not-for-credit certificates and refreshers for Hazardous Waste Operations and Emergency Response training requirements from OSHA 1910.120. Without Corporate College operating within Cuyamaca College, we have had an outpouring of requests for certifications and refreshers from businesses and individuals. The EHSM department currently offers EHSM 230, HAZWOPER Certification as part of its degree and certificate requirements which provide students with an industry certificate in both the 40-Hour Hazardous Waste Site Technician and the 24-Hour Hazardous Waste Emergency Response Technician. The department will create three courses to in Spring 2023 to fulfill the demand from the industry by creating 1) a 40-Hour Hazardous Waste Site Technician, 2) a 24-Hour Hazardous Waste Emergency Response Technician, and 3) 8-Hour Annual Refresher individual courses. This will also provide students who currently have the 40-Hour HAZWOPER to substitute EHSM 230 by only taking the 24-Hour HAZWOPER, which gives them prior learning credit for their initial 40-Hour training. Additionally, students can take EHSM 230 at any point in their education pathway and refresh annually at the college without concerns about expired certification by graduation. We are working with our CE Dean and student services to provide administrative support for repeatable courses.

Q11

11. How is your program meeting the needs of students, and/or articulation with four-year institutions?

We currently articulate to CSU Northridge, an on-campus program in Environmental health and safety. Additionally, we are discussing articulation with the University of Wisconsin Whitewater. They have an online program like all of our programs. We currently have students who are enrolled in their bachelor's program. It is affordable and online, which is preferred by our full-time working students and alumni.

The Environmental Management (Associate in Science), Environmental Technician (Certificate of Achievement), Occupational Safety and Health (OSH) Management (Associate in Science), and Occupational Safety and Health (OSH) Technician (Certificate of Achievement) were modified in Spring 2022 to include courses which align with the SDSU Environmental Sciences/Sustainability degree for easier transfer to a local degree.

Q12

12. Please upload the most recent version of your program's course SLO assessment plan. Click here for Assessment Plan Template.

2022%20SLO%20Assessment%20Plan.docx (20KB)

Q13

13. Please provide a high-level summary and your program's interpretation of your SLO findings over the past year.

Within the last two years, the EHSM department has assessed many of our courses, a large change from our past activities. We are still working to on training adjunct to complete SLO assessments and have forward thinking during lesson planning, so they can easily complete the SLO assessment at the end of the semester. For the courses which were assessed, SLO success rates achieved their established goal of either 70% or 80% success.

Q14

14. Discuss what changes, if any, were made as a result of your SLO findings. Include any student learning-related successes and/or challenges SLO results have revealed for your department.

Based on the success rates, no further changes are recommended to the course except as advised by our industry experts and advisory committee for content.

Page 4: IV. Degree and Certificate Programs

Q15

Yes

15. Does your program offer any degree/certificate programs?

Page 5: IV. Degree and Certificate Programs

Q16

16. For each degree and certificate, indicate how many awards were conferred in the past 5-years. Please comment on any trends and provide context to explain any increases or decreases.

Completion%20Rates.docx (13.5KB)

Q17

17. Please indicate when each degree and certificate was last reviewed and updated (semester), if this information is available (e.g., via internal program records or Curriculum Committee minutes). If you are unable to locate this information, please state that.

All degrees and certificates were updated in Spring 2022. We made additions and deletions of courses based on feedback from students and advisory board meetings. We removed two courses, BIO 112 and Chem 115, since they had yet to be offered since before 2013 but were still in the catalog. Students were forced to take the courses at Grossmont and ran into concerns about graduating from Cuyamaca if they took it as their last class. We may have a student population who never graduated because they were waiting for both courses to be offered instead of going to Grossmont.

We added the two new courses we developed, EHSM 140 and EHSM 250. We also provided degree pathways that coincide with SDSU's BS in Environmental Sciences so students could satisfy both Cuyamaca and SDSU requirements and easily transfer to the SDSU to complete the degree. Students can take Chem 120 or Chem 141 and Bio 130, 131, or Bio 240. We also added Comm 124 Intercultural Communication to promote cultural awareness for the career field and allow students to satisfy the cultural diversity requirement without needing an extra course.

Q18**Yes**

18. Can students complete the degree/certificate requirements within a two-year period?****Requirement of Title 5, California Code of Regulations and Accreditation Standard II.A.**

Q19**Yes**

19. Have you updated your program learning outcomes (PLOs) since 2020?

Q20**No**

20. Does your program share some PLOs across its Academic and Career Pathway (ACP)?

Q21

21. How are you currently assessing your PLOs? If you are not currently assessing PLOs, what is your plan to assess PLOs in the future?

In the Spring 2022 semester, the department revised its current PLOs to align with the expectations of the college. Our prior PLOs were very specific and content-heavy as seen below:

- Identify and interpret Federal, State, and local regulations related to Environmental Health and Safety Management.
- Understand and analyze historical environmental laws and regulations which impact hazardous material management and their effect on the environment.
- Identify and Interpret Federal, State, and local regulations related to air pollution.
- Define and describe the components of the Hazard Communication Standards required "Hazardous Communication Plan."
- Identify and describe components of Storm Water Pollution Prevention Plans in accordance with the Clean Water Act.
- Describe and define the Regional Water Quality Control Board's role in the Clean Water Act over site and enforcement of National Pollution Discharge Elimination System (NPDES) permitting and inspections.
- Understand and analyze historical environmental laws and regulations which impact hazardous material management and their effect on the environment.
- Describe and apply terms common to the hazardous materials industry.
- Describe agencies that regulate specific hazardous materials.

The new PLOs summarized the past PLOs and allowed for more flexibility in the evaluation process. The new PLOs are:

- Perform work-related functions according to current industry standards.
- Assess and resolve work-related problems using current industry-specific tools and resources.
- Communicate effectively to prospective clients, managers and coworkers in a workplace setting.
- Abide by industry regulations regarding occupational health and safety, and/or environmental standards.

Since our PLOs changed formerly for the Fall 2022 semester, we have yet to evaluate our new PLOs. Our plan moving forward is complete an Indirect assessment of our PLOs using our course SLOs. Our first step will be creating a map from the SLOs to our PLOs. We hope to provide our first assessment at the end of Spring 2023.

Q22

22. How are your PLO assessments informing improvements/changes to your program?

We have yet to assess our new PLOs since they were updated in Spring 2022.

Q23

23. Looking at the past 4-5 years of enrollment in your program, what trends do you notice? Has enrollment increased or decreased, and what factors may be contributing to this?

Our enrollments have decreased over the past 4-5 years. The steepest drop was in the current Fall 2022 semester. Within the EHSM industry, we have noticed a rapid increase in demand for technician and specialist-level workers. Due to the need for more candidates, we have seen a shift in education and experience requirements to allow uneducated and inexperienced workers to enter the career field. The American Society of Safety Professionals (ASSP) has created a task force to understand the need for education and how best to engage safety professionals. The link is information about the task force and statistics for current trends in the education of safety professionals. <https://www.assp.org/news-and-articles/assp-foundation-to-create-groundbreaking-educational-framework>

Q24

24. What is your department's overall course success rate? How has it changed over the past 4-5 years? Please note any trends and context for the data.

Our success rates have remained above department goals and reflect higher success rates than the campus as a whole. Our average success rate is 84% for the department. Our trend has stayed between 92% and 71%, our lowest year occurring in Fall 2020.

Q25

25. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program for success rate and/or retention rate? Please discuss all equity gaps identified in the data.

Our equity gaps center around our Hispanic/Latino demographic and our African-American/Black Non-Hispanic groups. In the Hispanic/Latino demographic, our retention and success rates are 88% and 76%, respectively. Our African-American/Black Non-Hispanic demographic's retention and success rates are 91% and 73%, respectively.

Q26

26. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Although the EHSM department is committed to supporting students, we have realized a gap in the services provided to our students by the campus. We need more assistance for English as a Second Language (ESL) students who struggle with translating content and assignments into their native language to understand the material. The tools provided in Canvas and Adobe Acrobat, or other translation tools, have limited effectiveness. The EHSM department would like an ESL service center to help students understand the information in their primary language without necessarily providing tutoring to complete assignments.

Another concern in the EHSM department is older students returning to school after many years outside of the education system. 90% of the EHSM department students are 25 years or older, with over 30% above 40. We have seen many students struggle with using technology and lack successful study skills, which decreases the retention rate and puts even greater pressure on meeting the needs of minority students. Considering that almost half of the college demographics are older, we should focus on returning students' success by providing them with more accessible services to assist in using technology and obtaining new study skills.

Q27

27. What action will the department or discipline take to address these equity gaps over the next four years? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

The EHSM department is compact, with only one full-time faculty member and no more than two adjuncts in a semester. Although small, two of the three faculty members joined the Strong Workforce Institute to reduce equity issues in current teaching practices. With this attendance, the faculty collaborated and learned alternative methods to increase minority student success and retention. Both instructors have met often since completing the project to discuss student concerns and are now mentoring other adjunct instructors in the department on more inclusive and equity-minded practices. All new adjunct faculty will be encouraged to participate in the Strong Workforce Institute, and we hope to provide training during our professional development department meetings.

Assignments are created to relate to minority groups within the EHS industry and to shed light on the social injustices relatable to many students in the program. We give them a voice to be heard in the classroom about these issues through discussions and presentations.

Q28

28. Discuss your program's plans for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015. For assistance with this, please contact Cuyamaca's EEO site lead, Karen Marrujo at karen.marrujo@gcccd.edu.

We are looking to fill upcoming adjunct positions with professionals that identify in the minority groups of our underperforming students, as well as provide industry mentors and guest lecturers to boost inclusivity and allow students to "see" themselves in the roles they are pursuing.

Q29

Respondent skipped this question

29. What other qualitative or quantitative data, if any, is the program using to inform its planning for this comprehensive program review? Please reference additional internal or external data, such as retention and enrollment, student survey results, focus groups, student throughput, or other data, if there are any notable trends.

Q30

30. What did your program learn from the transition to remote teaching over the past few years? How can this be used to improve the student experience in the future?

Prior to the pandemic, EHSM had been aware of the increasing demand for online learning. We had all but two courses approved for distance learning in Fall 2018 and began teaching online in Spring 2019. Students were able to work full time and attend classes asynchronously. The response to the changes were positive. The pandemic began mid-Spring 2019 and dramatically changed our career field. The demand for EHS professionals sky-rocketed and employers began hiring EHS professionals without education or work experience. We lost many students to the sudden increase in workload, and the lack of education required to obtain jobs. As the pandemic has come to an end, enrollments have slightly begun to increase, but now our populations of students are from all over the world. The biggest concern is providing a balance of on-campus and online courses to students. Unfortunately, due to our low enrollment as a department, we will need to provide courses in the Hyflex format to be able to do it.

Q31**Yes**

31. Does your program offer courses via distance education, excluding emergency remote teaching 2020-21 (classes that would have been taught in person, if not for the pandemic)?

Page 8: IV. Degree and Certificates Programs continued

Q32

32. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? If there are no differences, what did the program do to achieve that?

The retention and success rates for on-campus and online courses is skewed after the pandemic's beginning, with two concerns; Our hybrid course looks coded as on-campus in the data, and the other on-campus course is work experience. These are false representations of how well our students are achieving success in the courses. Additionally, the data isn't capturing all of our courses, leaving out information for courses that have run in the past five years.

Online retention and success rates are better than the college-wide data. All instructors worked together to achieve Canvas containers that were easy to work through and informative. Instructors all make themselves accessible by phone or virtually at different hours to meet the different needs of student schedules.

Q33

33. What mechanisms are in place to ensure regular effective contact (Guided to Best Practices in Online Teaching) within online courses across the discipline or department?

Instructors use discussions, live virtual meetings (optional), and assignments due weekly.

Q34**Respondent skipped this question**

34. What innovative tools and strategies are you using in your online courses to engage students and support student success?

Page 9: IV. Degree and Certificate Programs continued

Q35**Yes**

35. Is your program a career education program (e.g., does it prepare student to directly enter the workforce)?

Page 10: IV. Degree and Certificate Programs continued

Q36

36. Please share your observations about the employment rate for your program over the past several years.

Regional Employment Is Higher Than the National Average. An average area of this size typically has 580* jobs, while there are 959 here. This higher-than-average supply of jobs may make it easier for workers in this field to find employment in your area. The growth rate is 6.6%. The career field has had an increase in demand since 2011.

Q37

37. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

70% would be the lowest employment rate acceptable for our department.

Q38

38. What would you like your program's employment rate to be, ideally (stretch goal)?

Department goal employment rate should be at 90%.

Page 11: IV. Degree and Certificate Programs continued

Q39

39. What is your program doing to prepare students for successful transition (e.g., transfer and career readiness)? Please include information on how your program is helping students explore careers in your program area.

We require students to take a work experience course to graduate. Students unable to complete work experience have an alternative course, field experiences, which allows them to complete work experience tasks, tour facilities, and find mentors and professional networks. Additionally, some of the classes require students to create resumes to reflect job positions they are interested in obtaining. Many of the courses provide technical skills used in the career field.

Q40

40. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Consider what career information you would share with students on a career or transfer pathway in your area. Labor market data may be sourced from the California Employment Development Department. You may also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

Our programs have a 6% growth rate over the next ten years. <https://www.cuyamaca.edu/about-cuyamaca-college/career-education/pdf2021/ehsm-occupations.pdf>

New Program: Laboratory Safety Manager

https://www.labormarketinfo.edd.ca.gov/SpecialReports/Biotechnology_in_CA_2013.pdf#page=13

<https://www.biotech-careers.org/job/environmental-health-safety-technician>

<https://research.com/careers/biotechnology-careers>

Q41

OPTIONAL - If your program has labor market data to include in your program review, please use the upload button to attach the file.

ehsm-occupations%20data.pdf (533.2KB)

Page 12: IV. Degree and Certificate Programs continued

Q42

41. Please describe your program's strengths.

Our program serves an industry that is growing faster than the national average with a gap in jobs vs available qualified candidates. Our program has a positive reputation providing candidates that many companies prioritize in hiring. Our job placement rate is 75 to 100% most years.

As a small department, we have dedicated faculty that participate in diversity and equity trainings, online learning classes, and go the extra mile to help students get through the processes of school, mentor after graduation, and help with job placement. Our success and retention rates are higher than the college as a whole.

EHS is constantly evolving and rules are getting stricter as more science offers answers to environmental and occupational health concerns. Since regulations are getting stricter, more EHS professionals will be needed to help businesses navigate changes in the laws.

Q43

42. Please describe your program's challenges.

Having only one full-time faculty member is a disadvantage for the department because there are so many opportunities on campus to attend professional development, serve on committees, participate in on-campus events for outreach and engagement, and support other faculty and staff. With one person tasked to do it alone, it requires too much time.

Increasing enrollments is a challenge due to limited resources for marketing and without faculty able to volunteer for all of the outreach events. The dual enrollment program is also a good opportunity to seek new students. Still, we are limited in the number of courses we can offer due to the need for qualified candidates to teach.

Providing a diverse mentoring group has been challenging because the career field is oversaturated with white males, and mostly males represent our current faculty. Gaining a full-time faculty member would allow us to add more diversity to our faculty population and give us more time to coordinate mentor programs for students to see themselves more in the EHS professional community.

Q44

43. Please describe external influences that affect your program (both positively and negatively).

COVID created a great demand for EHS professionals, and initially, it was a positive aspect, but because the supply couldn't keep up, employers hired unqualified individuals to fill the slots. Students could obtain work without education or experience, and our enrollments quickly declined.

Our program transitioned to an online platform before the pandemic due to the requests of students and industry. We are still working to serve better our distance education students who need more time to finish their degree or certificate due to living out of the area but needing hybrid classes.

The regional industry in biotechnology is heavily regulated for EHS. Since San Diego is a thriving Biotech region, we are seeing students hired into these areas more than they were in the past. Additionally, the federal stormwater requirements were heavily updated to become stricter and require more education and experience for qualified individuals. This allows our program to fulfill these needs.

Q45

44. Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

Our program has many upcoming opportunities that we may be a part of, in dual enrollment, serving the industry's increased needs, and modifying our curriculum and modalities to serve our students in the most successful platform.

Page 13: V. Previous Goals

Q46

Previous Goal 1:

Increase enrollments

Q47

In Progress

Goal Status

Page 14: V. Previous Goals continued

Q48

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Q49

Respondent skipped this question

Would you like to submit another previous goal?

Page 15: V. Previous Goals continued

Q50**Increase equitable access (enrollment)**

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q51

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

In Spring 2022, the EHSM department took part in the HSHMC dual enrollment program. Our EHSM 100 course was offered as a hybrid model, with the instructor on the HSHMC campus 6 hours a week and also providing online learning through their Canvas system. The recent creation of the Laboratory Occupational Safety and Health Certificate of Achievement is a pathway which can easily be taught in high school institutions either on campus or online. The EHSM department hopes to offer more classes to HSHMC and add Grossmont Adult Education.

To keep up with the demand for teaching in the dual enrollment courses, the EHSM department will need to hire another full-time faculty member. Wages for experienced EHS professionals heavily outcompete wages of an adjunct professor. Coupled with the limitations on adjunct teaching loads, it would be very hard to fill all the slots we will need to provide support to the dual enrollment program pathway.

Action Steps:

Meet with dual enrollment high schools to encourage embedding EHSM courses in their school.

Create webpages to showcase new laboratory safety program.

Hire a full time faculty member

Q52**New faculty position,**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Other, please specify::

Website support

Q53**Yes**

Would you like to submit another previous goal?

Page 16: V. Previous Goals continued

Q54

1. Previous Goal 2:

Update all curriculum every two years

Q55**In Progress**

3. Goal Status

Page 17: V. Previous Goals continued

Q56

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Q57

Respondent skipped this question

Would you like to submit another previous goal?

Page 18: V. Previous Goals continued

Q58

**Increase completion and eliminate equity gaps
(graduating with a degree/certificate, or transferring)**

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q59

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

To adhere to a consistent schedule, the EHSM department will evaluate curriculum during the semester it is taught. The department meeting, which occurs during professional development week, will allow us to spend time with subject matter experts to ensure course content is aligned with current industry.

Additionally, we will present the same curriculum during the advisory committee meeting to get outside industry viewpoints and needs.

Action Steps:

Schedule department meetings and advisory committee meetings for the fall and spring semesters.

Q60

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q61

No

Would you like to submit another previous goal?

Page 19: V. Previous Goals continued

Q62

Respondent skipped this question

1. Previous Goal 3:

Q63

Respondent skipped this question

3. Goal Status

Page 20: V. Previous Goals continued

Q64

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Q65

Respondent skipped this question

Would you like to submit another previous goal?

Page 21: V. Previous Goals continued

Q66

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q67

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q68

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q69

Respondent skipped this question

Would you like to submit another previous goal?

Page 22: V. Previous Goals continued

Q70

Respondent skipped this question

1. Previous Goal 4:

Q71

Respondent skipped this question

Goal Status

Page 23: V. Previous Goals continued

Q72

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Page 24: V. Previous Goals continued

Q73

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q74

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q75

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Page 25: VI. New 4-Year Goals

Q76

New Goal 1:

Develop new education pathways for students

Q77

Increase completion and eliminate equity gaps
(graduating with a degree/certificate, or transferring)

Which College Strategic Goal does this department goal most directly address? (Check only one)

Q78

Please describe how this goal advances the college strategic goal(s) identified above:

By providing new program COA or degrees, modifying existing programs and developing course work more applicable to current trends, we can increase completion rates and equity gaps.

Q79

Respondent skipped this question

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q80

Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Action Steps for this Year:

We plan to pursue a new program certificate of achievement in stormwater management based on new regulations that go into affect in Summer 2023. The program will serve all industries in the region that require stormwater management, ie construction, manufacturing, industrial operations, agriculture, disaster response. Currently accessibility to courses for stormwater management are provided by private companies or professional organizations. These programs are expensive and do not offer opportunities for financial aid, or student services. By bringing this program to a community college setting, we will be able to better serve the people needing the education.

We plan to promote our programs to dual enrollment high schools to provide opportunities within our region to give students a head start on their education and careers. Our laboratory safety management certificate combines course work from our two degrees, so students can achieve the COA and be well on their way to obtaining one or both of the degrees we offer.

We are working with the OSHA institute to coordinate and embedded their classes into ours. We piloted this idea prior to the pandemic and had excellent feedback. The OSHA institute and the EHSM department are working on matching their courses so they can offer OSHA Institute certificates after the completion of an EHSM course. Both entities will benefit from this relationship by increased enrollments, and more benefit in completion of the degrees/certificates. The student will receive the OSHA institute certificate for free, with most classes costing over \$1000.00 and does not offer financial aid or student services.

We are working with Universities to find programs that the EHSM department courses can articulate to. The local area does not offer a bachelors similar to the OSH management degree, therefore we are looking at online schools or schools within California. Currently we are in the exploration phase with University of Wisconsin, Whitewater, where some of our alum students are already attending. We have also discussed creating a bachelors program with SDSU, CSU San Marcos, and National University.

Q81

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

New faculty position,

Other, please specify::

website support and advertising

Q82

How will this goal be evaluated?

This goal should be evaluated by reviewing programs in curriculum every two years, holding advisory meetings to update curriculum every six months. A measure of success is that the associate degree programs articulate to at least one bachelor's degree.

Q83

Yes

Would you like to propose another new, 4-year goal?

Page 26: VI. 4-Year Goals continued

Q84

Goal 2:

Increase resources in the department to provide more robust hands-on experiences for online and in-person students.

Q85

Eliminate equity gaps in course success (passing grade in class)

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q86

Please describe how this goal advances the college strategic goal(s) identified above:

By providing new program COA or degrees, modifying existing programs and developing course work more applicable to current trends, we can increase completion rates and equity gaps.

By providing opportunities for students to complete hands-on experiences without coming to the campus physically, we can allow students with obligations due to family, disabilities, economic pressures, and transportation concerns, still successfully pass courses and gain the hands on experience we expect our students to obtain.

Additionally, by updating the resources on campus, we can provide better learning opportunities in our courses.

Q87

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

In feedback from students taking online courses, we are finding that during online coursework, the actual hands-on ability to manipulate equipment or practice inspection skills allow students to have a more comprehensive understanding than watching tasks be completed in videos.

By purchasing equipment and supplies, we plan to create resource boxes for students to rent with various courses. For example, the EHSM 201 Industrial hygiene course can allow students to virtually attend laboratory meetings and manipulate the equipment to show the instructor their ability to complete required tasks.

Q88

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Meet with faculty and advisory committee to identify what equipment/laboratory space is needed for the courses.

Meet with the bookstore to understand equipment rental processes.

Find open space on campus to allow for laboratory set up of hands-on exercises for HAZWOPER, HAZMAT courses, and stormwater courses.

Provide resource request for equipment and space needs.

Q89

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

New faculty position,

Facilities renovation,

Supplies, equipment, and/or furniture

Q90

How will this goal be evaluated?

Annual review to identify which action steps have been completed.

Q91

No

Would you like to propose another new, 4-year goal?

Page 27: VI. 4-Year Goals continued

Q92

Respondent skipped this question

Goal 3:

Q93

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q94

Respondent skipped this question

Please describe how this goal advances the college strategic goal(s) identified above:

Q95

Respondent skipped this question

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q96

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q97

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q98

Respondent skipped this question

How will this goal be evaluated?

Q99

Respondent skipped this question

Would you like to propose another new, 4-year goal?

Page 28: VI. 4-Year Goals continued

Q100

Respondent skipped this question

Goal 4:

Q101

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q102

Respondent skipped this question

Please describe how this goal advances the college strategic goal(s) identified above:

Q103

Respondent skipped this question

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q104

Respondent skipped this question

Action Steps for the Next Year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q105

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q106

Respondent skipped this question

How will this goal be evaluated?

Page 30: Final Check

Q107

I am ready to submit my program review

Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."
