

#20

COMPLETE

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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

EHSM

Q2

2. Lead Author:

Julie Godfrey

Q3

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

None

Q4

4. Dean/Manager(s):

George Dowden

Q5

Respondent skipped this question

5. Initial Collaboration Date with Manager/Dean:

Q6

6. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since the last program review. You can access 2022 program reviews on the program review webpage.

During the academic year 2022-23, the EHSM department underwent significant changes in its curriculum to better cater to the needs of the private and governmental sectors. The changes were made to create programs that are more student-centered and aimed at working middle-aged adults, which is the main demographic of the department. To achieve this, the department leveraged the expertise and experience of its advisory board members to update the industry-specific terminology, content, and educational modalities that are needed in the broad EHS career field. It also conducted surveys among students and industry to understand modality needs and how the use of education is evolving.

Currently, the department is focusing on increasing outreach for the newly approved Laboratory Safety Management Certificate of Achievement to the demographics found mainly within the career field.

Additionally, the department needs to refocus outreach efforts on adults in the 25-39 age range, as they make up the majority of the EHSM career field.

The EHSM comprehensive review feedback report mentioned that the Health Education Department is writing a public health program incorporating EHSM 100, 205, and 230. The EHSM department looks forward to collaborating with the HED department to help them develop a robust disaster response program.

Furthermore, the EHSM 230 course is an important federal and state-regulated training certification in Hazardous Waste Operations and Emergency Response (HAZWOPER). Due to scheduling constraints adopted by the college since the 2021-2022 academic year, the department's ability to properly offer the EHSM 230 course has mostly diminished. The department has been restricted to providing the course only in the summer semester over two weeks, which is not effective for proper emergency response training. The EHSM department is committed to providing its students with the best educational experience and opportunities to excel in the EHS career field and hopes to get the administration's support as we had for so many successful years in the past.

The EHSM department has also completed writing the Stormwater Management Certificate of Achievement (COA), which is awaiting approval from the Cuyamaca College Curriculum Committee. The program was written to serve the changes that became enforceable by law in the Summer of 2023 by the Clean Water Act (CWA) amendments.

We have finalized the list of approved courses for articulation to the online Environmental, Safety and Health bachelor programs at the University of Wisconsin at Whitewater. The formal agreement is expected to be completed in Fall 2023 and will be added to the website of the Cuyamaca College EHSM department. In addition, UWW has requested our students and alumni to participate in online career fairs and other student-centered programs.

The EHSM department is considering combining the environmental programs with the occupational safety and health programs to create a single major degree in Environmental Health and Safety. Currently, students are required to choose between the two programs, which can be challenging for veterans or international students to complete a full load every semester. With the combined degree, students will have the option to take all classes every semester, increasing fill rates, ability to graduate in a timely manner, and consistency for financial aid and education visa requirements.

Q7

Yes

7. Did your program complete and submit SLO assessment in the last year? If you are unsure, check the most recent updates on your program's SLO Assessment Updates.

Q8

7a. Which SLOs did you assess in the last year? If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

All SLOs are current except EHSM 140 and EHSM 240. EHSM 140 was offered for the first time in the Fall 2023 semester so the SLOs couldn't be evaluated. The department is currently working with the EHSM 240 instructor to assist on submitting the SLO assessment.

Q9

8. Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

The program updated its PLOs and SLOs for EHSM 100. It intends to work to update all the SLOs in all courses and create a SLO to PLO map over the Winter 2023-24 break.

Q10

Respondent skipped this question

OPTIONAL: You may upload a copy of any assessment-related documents here. If you have an Excel sheet, please convert it to one of the supported files listed below before submission.

Page 3: II. Assessment and Student Achievement

Q11

9. Please discuss any equity gaps in access or success

Our equity gaps for success exist in our Latino population, with a range between 60-89%. Fall 2020 had our lowest gap for the past five years. Fall 2022 had the second-lowest gap at a 63% success rate.

Q12

10. What action will the department or discipline take to address these equity gaps? 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.

Course-specific analysis needs to be conducted on assignments to identify key areas where students are experiencing equity issues. In the Fall of 2020, an analysis was conducted, and key information found was changed in the coursework. An immediate effect was seen by an increased success rate.

Q13

11. How has this data impacted the goals set in your previous comprehensive program review?

Online learning limits the ability of students to participate in active, hands-on learning strategies, something we miss from in-person learning.

Q14

12. Please describe the most significant or impactful ways your program worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

We have been focused on revising curriculum to increase student's abilities to get hired in the career field. We have also increased pathway opportunities to obtain a bachelor's degree with an online University.

Q15

13. What challenges is your program still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

The EHSM 230 course is a federal and state-regulated training certification in Hazardous Waste Operations and Emergency Response (HAZWOPER). Those who want to work in hazardous waste cleanup or emergency response must have this certification. It is also the most basic entry-level certification required by most employers looking for EHS technicians. However, due to scheduling constraints adopted by the college since the 2021-2022 academic year, our ability to offer the EHSM 230 course has mostly diminished. We are now restricted to providing the course only in the summer semester over two weeks, and most recently, we were told we could not offer it in a positive attendance format. The schedule is considered positive attendance because it runs over six consecutive days or in a hybrid/hyflex modality, requiring 16 hours on campus to provide hands-on training. It is important to note that students must not receive the certification if they do not complete the hands-on portion of the class.

The EHSM 230 course was run as a regular 16-week course in past semesters, but it was found to be ineffective for proper emergency response training. Hands-on training is necessary and must include tabletop exercises, selection and use of personal protective equipment, use of direct reading instruments, and simulations of incidents with hazardous material spills. The course was designed to be taken partially online and partially on-campus to help students who work full-time and don't have the ability to take 48 hours off work to attend live classes. Students were required to meet at the end of the six weeks, for two consecutive 8-hour days on campus to perform simulations. The hands-on portion was scheduled for a Friday and Saturday to allow students to miss the minimal amount of time from work or to allow for out-of-town students to travel to campus.

On the basis of evidence supporting the need for the course, recent labor market data covering the EHSM department job codes, it was noted that the top certification was HAZWOPER.

Q16

OPTIONAL: Please upload any documentation you would like to include as part of your responses to this section of the program review.

F23%20Program%20review%20Top%20Certification.png (64.8KB)

Q17

Yes

11. Does your department offer classes that are approved distance education courses?

Page 5: DE Course Success Rates

Q18

12. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

Online Only

Page 6: III. Previous Goals: Update

Q19

Previous Goal 1:

- Increasing outreach for the newly approved Laboratory Safety Management Certificate of Achievement to the demographics found mainly within the career field.
- Career demographics provided in the 2023 annual report by the National Safety Council identify that persons younger than 25 make up 1% of the worker demographic. Most workers in the EHSM career field (50%) are between the ages of 40-59. The age demographic of the department's student population mimics that of the NSC survey, with more incoming students between the ages of 25 and 39. In the recent past, outreach conducted by the EHSM department has primarily focused on high school students, which hasn't had a marked increase in enrollments, except for dual enrollment students during the Spring 2022 semester. The EHSM department needs to refocus outreach efforts on adults in the 25-39 age range. Like the Laboratory Safety Management outreach, we should focus on professional networking organizations to broaden our audience.

Additionally, working with transitioning military, who already have many needed skills for EHS, and with disabled veterans using veteran support funding to pay for school. The table below compares the ages in the EHSM department versus those in the NSC survey for each year. Data was provided for the fall in each survey.

Q20

In Progress - will carry this goal forward into next year

Previous Goal 1:

Page 7: III. Previous Goals: Update continued

Q21

Respondent skipped this question

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

Q22 **Respondent skipped this question**

Do you have another goal to update?

Page 8: III. Previous Goals: Update continued

Q23 **Increase equitable access (enrollment)**

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

Q24

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).

- Attend monthly meetings with the professional networking organizations in the San Diego region. This will include the American Society of Safety Professionals (ASSP), American Industrial Hygiene Association (AIHA), Association of Environmental Professionals (AEP), Biocom San Diego, Bionet, San Diego Military Advisory Council (SDMAC), and professional networking events.
 - In recent meetings with the ASSP, Julie Godfrey will be starting a student chapter at the ASSP to increase networking for prospective, current, and alum students. The organization has appointed a person to work beside Julie to establish and recruit members.
-

Q25 **Respondent skipped this question**

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

Q26 **Yes**

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q27

1. Previous Goal 2:

- Submitted 11 courses for update. Removed prerequisites to allow for access to the courses without waiting multiple semesters for prerequisite offerings.
 - Continue to work with industry and advisory committee to update curriculum.
-

Q28 **In Progress-will carry this goal forward into next year**

3. Goal Status

Page 10: III. Previous Goals: Update continued

Q29 Respondent skipped this question

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

Q30 Respondent skipped this question

Do you have another goal to update?

Page 11: III. Previous Goals: Update (If Applicable) continued

Q31 Increase completion and eliminate equity gaps
(graduating with a degree/certificate, or transferring)

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

Q32

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).

- Include advisory committee members in the process of updating curriculum. Leverage relationships with the professional networking organizations to find experts for curriculum review and needs for new curriculum.
-

Q33 Respondent skipped this question

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

Q34 Yes

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q35

1. Previous Goal 3:

- The EHSM comprehensive review feedback report mentioned that the Health Education Department is writing a public health program incorporating EHSM 100, 205, and 230. We look forward to working with the HED department to help them develop a robust disaster response program.
- While discussed in the 2022 EHSM Comprehensive Program Review, the EHSM department has now completed writing the Stormwater Management Certificate of Achievement (COA), which falls under the labor code for a hydrologic technician. Due to survey results, as recommended by advisory committee, the courses were broken down to one-unit classes and will be offered as short-term classes. This allows the working student to spend a shorter amount of time on one class as allowed for in a busy schedule. The survey results are linked here: <https://drive.google.com/file/d/1pGds2Flis3xGaPy8M0bqqnMmyQNr4Gu/view?usp=sharing>

The curriculum is awaiting a recommendation from the San Diego and Imperial Counties Community Colleges Regional Consortium and approval from the Cuyamaca College Curriculum Committee. The program was written to serve the changes that became enforceable by law in the Summer of 2023 by the Clean Water Act (CWA) amendments. The CWA provides new provisions for the education requirements of stormwater practitioners and new best management practices during and post-operations. Coursework will focus on foundational knowledge for stormwater permits, best management practices in various industries, and hydrologic sampling and analysis conducted in the field. After the campus and governing board approve the curriculum, the EHSM department will submit the COA to the State Water Resources Board as an underlying certification for the Qualified Stormwater Practitioner.

- Look into articulation with the regional universities other than SDSU to provide more pathways to obtain the bachelor's degree. The job preference in the region is a bachelor's program.
- Merge the department programs to align into a single EHS degree to afford better opportunities to international and veteran students. This will allow for a streamline experience when dealing with student visas and veteran's education benefits. Additionally, environmental students will be more marketable for jobs when coupled with safety skills as professionals typically do both environmental and safety tasks. The department had a preliminary discussion with the EHSM advisory board and will make changes prior to the next advisory board meeting.

Q36

In Progress-will carry this goal forward into next year

3. Goal Status

Page 13: III. Previous Goals: Update continued

Q37

Respondent skipped this question

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

Q38

Respondent skipped this question

Do you have another goal to update?

Page 14: III. Previous Goals: Update continued

Q39

Increase hiring and retention of diverse employees to reflect the students and communities we serve

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

Q40

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).

- Contact the universities in the local region with similar programs.
 - o UCSD
 - o CSU San Marcos
 - o SDSU
 - o CSU Northridge
 - o USD
 - Review curriculum to merge courses.
 - Contact the Department chair at HED.
-

Q41

Respondent skipped this question

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

Q42

Yes

Do you have another goal to update?

Page 15: III. Previous Goals: Update continued

Q43

1. Previous Goal 4:

- The department would like to use Perkins funding to create hands-on learning kits that students can purchase to supplement their learning experience and use during online assignments, just as on-campus students would have access to. Additionally, the department would like to assist the instructors to make robust demonstration videos to teach students to use equipment and other hands-on skills that are expected of graduates.
-

Q44

In Progress-will carry this goal forward into next year

3. Goal Status

Page 16: III. Previous Goals: Update continued

Q45

Respondent skipped this question

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

Page 17: III. Previous Goals: Update continued

Q46

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

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

Q47

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).

Q48

Respondent skipped this question

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

Page 18: IV. New Goals

Q49

No

Would you like to propose any new goal(s)?

Page 19: IV. New Goals continued

Q50

Respondent skipped this question

1. New Goal 1:

Q51

Respondent skipped this question

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

Q52

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal identified above.

Q53

Respondent skipped this question

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

Q54

Respondent skipped this question

5. 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 computer hardware).

Q55

Respondent skipped this question

6. How will this goal be evaluated?

Q56

Respondent skipped this question

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

Q57

Respondent skipped this question

Do you have another New Goal?

Page 20: IV. New Goals continued

Q58

Respondent skipped this question

1. New Goal 2:

Q59

Respondent skipped this question

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

Q60

Respondent skipped this question

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

Q61 Respondent skipped this question

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

Q62 Respondent skipped this question

5. 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 computer hardware).

Q63 Respondent skipped this question

6. How will this goal be evaluated?

Q64 Respondent skipped this question

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

Q65 Respondent skipped this question

Do you have another New Goal?

Page 21: IV. New Goals continued

Q66 Respondent skipped this question

1. New Goal 3:

Q67 Respondent skipped this question

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

Q68 Respondent skipped this question

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

Q69 **Respondent skipped this question**

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

Q70 **Respondent skipped this question**

5. 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 computer hardware).

Q71 **Respondent skipped this question**

6. How will this goal be evaluated?

Q72 **Respondent skipped this question**

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

Q73 **Respondent skipped this question**

Do you have another New Goal?

Page 22: IV. New Goals continued

Q74 **Respondent skipped this question**

1. New Goal 4:

Q75 **Respondent skipped this question**

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

Q76 **Respondent skipped this question**

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

Q77

Respondent skipped this question

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

Q78

Respondent skipped this question

5. 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 computer hardware).

Q79

Respondent skipped this question

6. How will this goal be evaluated?

Q80

Respondent skipped this question

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

Page 24: Final Check

Q81

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."
