#19

COMPLETE

Collector:	Email Invitation 1 (Email)
Started:	Sunday, February 09, 2020 5:59:13 PM
Last Modified:	Sunday, February 09, 2020 6:24:36 PM
Time Spent:	00:25:23
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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

EHSM

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Julie Godfrey

Q3 Dean/Manager:

Larry McLemore

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

!! Our department has discovered an issue with completing the EHSM associate degrees. For both degrees, we require students to take Chem 115, and for the Environmental Management degree, we also require Bio 112. I have met past students who were unable to complete the degrees because the courses are not offered on Cuyamaca campus. I don't have a list of students waiting to take these courses, the data is not available on campus, but since trying to connect with industry, past unfinished students have asked me about it. I looked into this issue 2 years ago, and spoke with Katheryn Netty, she told me she would offer it if she knew it was needed. When I asked her when she could offer it, she told me that it wouldn't be for another year. It still has not been offered. I expected the two courses to be deleted as I was told both are not offered, but that has not occurred either. According to Katie Cabral, BIO-112 was last offered in Spring 2013, and CHEM-115 was last offered in Summer 2014. Our department needs a resolution to this issue immediately. Students are attending Grossmont college in an effort to satisfy this requirement, but it causes issues with graduation when their last class is completed there. Additionally, I don't believe it is a successful pathway to ask our students to attend courses on different campuses.

1.   Notable participation in the Corporate College Summer Career Exploration program, allowed students to see the exciting areas of hazardous waste emergency response and industrial hygiene noise surveys. Students were broken out into small groups and tasked with donning a Level A HAZMAT ensemble, to include a fully encapsulated suit and a self-contained breathing apparatus. Once in the suits and rigged with walkie talkies, students had to use communication techniques to cut and assemble a plastic pipe marshmallow shooter. After proper assembly, students used the shooter to blow 10 marshmallows into a bucket in hopes to achieve the highest score. The same students were introduced to the industrial hygiene practice of noise surveys.   While using a sound level meter and a mannequin head modified to mimic the ear of a person, they used their own audio devices to perform noise measurements and compared those to the Occupational Safety and Health regulations for noise. The output on most of the audio devices surveyed higher than reasonably allowable for an 8-hour day. We also surveyed power tools, speakers, and an automobile audio system. The impact of our 4-hour sessions led students to vote the EHSM department as the number one session they experienced in the summer program.
2.   Although a different approach to finding new students, the EHSM department participated in the Careers in Public Service high school outreach event. Most of the participants were police and fire related, from a federal to local level. We hoped to expose students to the other side of public service, relating to environmental stewardship and Occupational Safety and Health practices of the United States. Many younger students are unaware that OSHA exists, and we are trying to bring awareness to potential EHSM students. Additionally, we are hoping to capture environmental students, setting them up for careers in forestry, EPA, fish and wildlife, and other similar jobs. That event lead
3.   John Godfrey, an adjunct who also works at SDSU, negotiated with the BioNet Safety Symposium hosted at SDSU, to provide a student rate for the Cuyamaca College EHSM students. We had students actively participate in the one-day symposium, broadening our outreach to the biotech industry which is thriving in San Diego. We are hopeful we can continue the student rate for upcoming years and possibly get an outreach table.
4.   We purchased a table at the American Society of Safety Professionals (ASSP) Local Chapter Annual Symposium. We were able to advertise our program to professionals in industry as we have found many of our students are referred to our program from their supervisors or mentors in the EHSM career field. Our hope is to remind working professionals to encourage the education of their subordinates and possibly position ourselves to offer continuing education.
5.   The EHSM department was invited to participate in a Q & A panel at a monthly ASSP Local Chapter meeting. We answered questions about the degree/certificate programs offered here at Cuyamaca College and was able to network with professionals who wanted to take part in the advisory committee, donate items for the program, and provide support in outreach efforts to increase enrollments.
6.   Additionally, we offered the EHSM 230 HAZWOPER course on campus multiple times, in hopes to recruit industry workers to pursue a degree in EHSM. The EHSM department instructors also worked at Corporate College teaching the 40 Hour, 24 Hour and 8 Hour HAZWOPER courses on and off campus. In an effort to support Corporate College in return, we successfully recruited new businesses in the area to contract EHS related classes. Students from these courses were encouraged to sign up for the degree/certificate program and a few in each class did.
7.   In an effort to expand our reach of potential students, we received authorization to offer all but three courses online. With intention of the program being online, we are developing hybrid courses for two classes EHSM 201 and 230. These both have a hands-on requirement, and we don't want to lose the ability to teach the important hands-on knowledge. Our hope is to break the hands-on

portion into a one-week setting, where students can attend in a 40 Hour week, and satisfy all hands-on requirements. Work Experience, EHSM 240, is our only concern with the online student population. Currently we are looking for a way to allow for students to complete the work experience requirements if out of the local area. Since instructor visits are required, we are looking into a video conferencing platform to potentially satisfy the requirements or offer a project-based course alternative. We hope to find other schools who have worked out this issue and discover a good alternative.

8.   John Godfrey acted as a career counselor during the 18-19 year, before CTE was able to hire career counselors for the purpose of helping departments create better pathways to career placement. He successfully worked with students to create resumes, increase their professional social media profiles, helped them with preparing and scheduling interviews, job offer negotiations, and coordinating with industry to place students. He successfully placed all students that he worked with. He incorporated Zoom meetings and classroom presentations to encourage students to use this service which we paid him to do through the Strong Workforce funds. A few students doubled their hourly pay or moved to a higher salaried position through his assistance. The students were disappointed to see him no longer with our department due to the loss of funding but are hopeful that the new career services will be the same caliber of assistance.

9.   As a department, we have increased our success rates of our African-American populations, which had the lowest performing success rates in the department. They went from a 76% success rate to 100% and 91% in the two following spring semesters. I put a concerted effort into their success and identified to the students that equity issues still exist in our country. During classes, I have highlighted the success and socio-economic issues associated with the black community reminding all of my students that our country still has not attained equity throughout many communities. EHSM 100 students are expected to complete current events focused on diversity issues in the United States. Through this activity, I attempt to break down the uncomfortable conversation about race and equity, and I believe I have done a good job at doing this. We have intimate conversations about student experiences, and we keep a peaceful platform allowing students to speak up about racism, disadvantages and cultural expectations. This allows all of us to really understand each other, and as prospective EHS professionals, my students need to be aware of equity gaps and cultural differences in the workplace.

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (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.

Yes

Q6 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Respondent skipped this question

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

SLOs were still being evaluated at the time of the 18-19 year, and were not uploaded into the computer. The department is now focused on the 19-20 year and has begun the process of evaluating SLOs for every class offered each semester. This should keep our SLOs current for accreditation purposes.

Q8 3. Does your department or discipline offer any degrees and/or certificates?

Yes

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

Our department is not currently assessing our PLOs but we are coordinating with the PLO coordinator, to hopefully change to a pathways level of PLOs. We met as the first cohort of pathways, and during the meeting, we thought it was a successful plan to take on. The example PLOs coordinated most of the CTE division into one set of PLOs which made sense for our department. We are hopeful to have the new PLOs completed at the end of the 19-20 year.

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?To access the College Catalog Associate Degree Programs and Certificates section, click here.	**Yes**

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu	**Yes**

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

Course success rates in the EHSM department has varied from 94 to 84% with an average of 89% over the past five years. Since the last program review, success rates increased from 87% to 93% in Spring 2018 and back down to 84% in Spring 2019. Student success rates were not reported for two of the four courses that ran in the Spring 2019 semester, so I believe the data is skewed.

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

The EHSM department regularly achieves greater than a 77% success rate. We do our best to help students in the classroom and outside of the classroom. Meeting with them to ensure they can complete assignments, come to school and make up any missed information that is important to success. We also encourage our students to network with each other, which creates a successful atmosphere of community learning. Our goal is to maintain that, even with online students.

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

Our Hispanic and white populations have a slightly decreased success of 82% and 84%, respectively. The department success rate is 89%. I have noticed when working with students, the Hispanic (ESL) students who dropped my courses late in the semester, had a culture expectation to care for aging parents and large families. With these concerns looming over them, a few had to forgo their education to take on second jobs. I believe that although they were successful until they quit attending the course, a lack of financial assistance was the larger issue. In an attempt to retain the students for success, I discovered that they had to decide between their families and education. Additionally, I had a few homeless students that tried to succeed through the semester but came to me many weeks in with mental health issues and addiction problems. I allowed for makeups in the assignments, held additional office hours, and pointed them to the student services on campus to help them. In the end, these students were unable to complete the semester, and have since lost touch with me. I email them about the upcoming courses, but I feel it's beyond my abilities to provide them the support they need to be successful. It would be most helpful if my demographics would identify single parents, homeless students, and low-income students. I feel these are my most at risk populations, but I am aware that demographics play a large role in which students come from these at-risk populations.

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

I believe that we don't provide our students with equity minded learning in most departments. I see the institution trying to change that through the equity minded learning institute and the new workforce institute, but they are voluntary programs, and instructors should be required to have this training. It helped me in understanding the issues faced by students in some demographics, but I still have concerns for my ESL students, and students from unfamiliar cultures or races.

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

EHSM department will encourage more assignments to identify success and socio-economic issues among many of the demographics seen on campus. We will also keep the discussion open on student services and encourage students to use them on campus. Lastly, we will encourage faculty participation in equity minded trainings.

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

As we train ourselves to become better teachers, we will be able to identify what proper support is needed with individual students.

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

During my EHSM 100 course, the beginning of students pathway in our department, we visit the computer lab and library on campus. I meet with students individually and show them financial aid services, discuss the other services offered for food insecure students. It has been my experience that many of the students don't have the ability to focus on student services during the hours they are open, due to full time jobs during the days.

Q19 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.

Respondent skipped this question

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses? **No**

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections? **Respondent skipped this question**

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address theses disparities? **Respondent skipped this question**

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department? **Respondent skipped this question**

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 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.

Q26 Which College Strategic Goal does this department goal most directly support? **Guided Student Pathways**

Q27 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q28 Goal Status **Deleted**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for deletion/completion of the goal:

Most of the goal was completed but the parts that were not, need to be revisted for a better goal.

Q30 Do you have another goal to update?   **Yes**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year: **Respondent skipped this question**

Q32 How will this goal be evaluated?   **Respondent skipped this question**

Q33 Do you have another goal to update?   **Respondent skipped this question**

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

Q34 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.

Q35 Which College Strategic Goal does this department goal most directly support?   **Guided Student Pathways**

Q36 Please describe how this goal advances the college strategic goal identified above.   **Respondent skipped this question**

Q37 Goal Status   **Deleted**

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal:

Most of the goal was completed but the parts that were not, need to be revisted for a better goal.

Q39 Do you have another goal to update?   **Yes**

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year: **Respondent skipped this question**

Q41 How will this goal be evaluated?   *Respondent skipped this question*

Q42 Do you have another goal to update?   *Respondent skipped this question*

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 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.

Q44 Which College Strategic Goal does this department goal most directly support?   **Guided Student Pathways**

Q45 Please describe how this goal advances the college strategic goal identified above.   *Respondent skipped this question*

Q46 Goal Status   **Completed**

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal:

Using strong work force funds, we were able to revamp the hands on equipment used in the EHSM department.

Q48 Do you have another goal to update?   **Yes**

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year: *Respondent skipped this question*

Q50 How will this goal be evaluated?   *Respondent skipped this question*

Q51 Do you have another goal to update?   *Respondent skipped this question*

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 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.

Q53 Which College Strategic Goal does this department goal most directly support?   **Student Validation and Engagement**

Q54 Please describe how this goal advances the college strategic goal identified above.   **Respondent skipped this question**

Q55 Goal Status   **Deleted**

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for deletion/completion of the goal:

Most of the goal was completed but the parts that were not, need to be revisted for a better goal.

Q57 Do you have another goal to update?   **No**

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year: **Respondent skipped this question**

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

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

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5:   **Respondent skipped this question**

Q62 Which College Strategic Goal does this department goal most directly support?   **Respondent skipped this question**

Q63 Please describe how this goal advances the college strategic goal identified above.   **Respondent skipped this question**

Q64 Goal Status   **Respondent skipped this question**

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for   **Respondent skipped this question**
deletion/completion of the goal:

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year: **Respondent skipped this question**

Q67 How will this goal be evaluated?   **Respondent skipped this question**

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)?   **Yes**

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1:

By using online course work, it is our goal to increase enrollments for the department.

Q70 Which College Strategic Goal does this department   **Guided Student Pathways**
goal most directly support?

Q71 Please describe how this goal advances the college strategic goal(s) identified above.

By allowing our working students to attend classes without coming to campus, we believe we can increase enrollments in the program.

Q72 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

We have seen the online platform heavily increase enrollments for the business department, paralegal, and ASL department. It is our intention to do the same.

Q73 Action steps for this year:

Run classes online to increase enrollments.

Q74 How will this goal be evaluated?

Collect data for enrollments and compare to previous enrollment numbers.

Q75 Do you have another new goal?   **Yes**

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2:

Rewrite SLOs for the EHSM 100, EHSM 215, and EHSM 130 courses in the 19-20 year.

Q77 Which College Strategic Goal does this department   **Guided Student Pathways**
goal most directly support?

Q78 Please describe how this goal advances the college strategic goal(s) identified above.

Rewriting student learning outcomes, we can include areas like equity minded learning, soft skills and basic department information. These courses will be offered in Spring 2020 which will allow instructors a better attempt to evaluate for content.

Q79 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

While submitting SLO data, we have noticed that SLOs lack usefulness to soft skills and career placement. Our hope is to incorporate the SLOs for student use in resume writing, interview discussion points, and other relevant information in obtain careers.

Q80 Action steps for this year:

Rewrite the course SLOs and submit to curriculum before the end of the Spring 2020 semester.

Q81 How will this goal be evaluated?

Evaluation will be based on the completion of curriculum submission and approval.

Q82 Do you have another new goal?   **Yes**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3:

Submit the EHSM 201 and 230 courses for hybrid teaching.

Q84 Which College Strategic Goal does this department goal most directly support?

Guided Student Pathways

Q85 Please describe how this goal advances the college strategic goal(s) identified above.

By allowing our working students to attend classes without coming to campus as often, we believe we can increase enrollments in the program.

Q86 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

We have seen the online platform heavily increase enrollments for the business department, paralegal, and ASL department. It is our intention to do the same.

Q87 Action steps for this year:

fill out the course modification form and get approval through the advisory committee, then submit to curriculum.

Q88 How will this goal be evaluated?

Evaluation will be based on the completion of curriculum submission and approval.

Q89 Do you have another new goal?

No

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4:

Respondent skipped this question

Q91 Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q92 Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

Q93 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Respondent skipped this question

Q94 Action steps for this year:

Respondent skipped this question

Q95 How will this goal be evaluated?

Respondent skipped this question

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs)

No

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)?

Respondent skipped this question

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal?

Respondent skipped this question

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal?

Respondent skipped this question

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal?

Respondent skipped this question

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)?

Respondent skipped this question

Page 39: Final Check

Q102 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."

I am ready to submit my program review