



C U Y A M A C A
• C O L L E G E •

Annual Update Report

Academic - Environmental Health & Safety Mgt (EHSM) -
(CE)

Increasing outreach for the newly approved Laboratory Safety Management Certificate of Achievement to the demographics found mainly within the career field. (Goal 1)

Program Goal: Increasing outreach for the newly approved Laboratory Safety Management Certificate of Achievement to the demographics found mainly within the career field.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Increasing outreach for the newly approved Laboratory Safety Management Certificate of Achievement to the demographics found mainly within the career field. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Increasing outreach for the newly approved Laboratory Safety Management Certificate of Achievement to the demographics found mainly within the career field. (X)

Summary of Progress or Results
<p>Summary Date: 12/10/2024</p> <p>Summary of Progress or Results: We have broadened our outreach to multiple professional networking associations in the region. We advertise with printed flyers that were created a couple years ago, and I provide an in-person plug to the programs. I attend the monthly breakfasts with volunteer students at the San Diego American Society of Safety Professionals, the largest professional organization for EHS in the region. I also attend the San Diego American Industrial Hygiene Association meetings and advocate for the programs and student involvement.</p> <p>I updated the website to reflect the new program, and a pathway plan to graduate. I also remind students to sign up for courses that are required to get the Laboratory Safety COA.</p> <p>Reporting Period: 2024 - 2025</p> <p>Status: In Progress - will carry forward into next year</p> <p>Action steps for this academic year.:</p> <p>In the upcoming year, we plan to work with the UCSD OSHA Extension to find coursework that can be embedded in our classes to increase the incentive for students to attend. We also hope to attend more professional development opportunities to advertise to prospective students who want to engage in the career field.</p> <p>Additionally, we purchased new equipment to allow for our booths or physical space to have an electronic display to "show" what EHS does through informative videos. We plan to assemble the electronics display and begin creating videos with students and alum.</p>
<p>Summary Date: 09/20/2024</p> <p>Summary of Progress or Results: TBD</p> <p>Reporting Period: 2024 - 2025</p> <p>Status: In Progress - will carry forward into next year</p> <p>Action steps for this academic year.:</p>

Summary of Progress or Results

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.

Action Steps:

- 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.

Submitted 11 courses for update. Removed prerequisites to allow for access to the courses without waiting multiple semesters for prerequisite offerings. (Goal 2)

Program Goal: Submitted 11 courses for update. Removed prerequisites to allow for access to the courses without waiting multiple semesters for prerequisite offerings.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Submitted 11 courses for update. Removed prerequisites to allow for access to the courses without waiting multiple semesters for prerequisite offerings. (X)
- **Increase Completion and Eliminate Equity Gaps:** Submitted 11 courses for update. Removed prerequisites to allow for access to the courses without waiting multiple semesters for prerequisite offerings. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Submitted 11 courses for update. Removed prerequisites to allow for access to the courses without waiting multiple semesters for prerequisite offerings. (X)

Summary of Progress or Results

Summary Date: 12/10/2024

Summary of Progress or Results: We updated the SLOs and received approval from the advisory board. The courses were approved in curriculum and now we need to reevaluate for SLOs

Reporting Period: 2024 - 2025

Status: Completed

Action steps for this academic year.:

This was completed.

Continue to work with industry and advisory committee to update curriculum. (Goal 3)

Program Goal: • Continue to work with industry and advisory committee to update curriculum.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** • Continue to work with industry and advisory committee to update curriculum. (X)
- **Increase Completion and Eliminate Equity Gaps:** • Continue to work with industry and advisory committee to update curriculum. (X)
- **Increase Equitable Access:** • Continue to work with industry and advisory committee to update curriculum. (X)
- **Increase Persistence and Eliminate Equity Gaps:** • Continue to work with industry and advisory committee to update curriculum. (X)

Summary of Progress or Results

Summary Date: 12/10/2024

Summary of Progress or Results: We continue to develop new curriculum and reorganize courses into new certificates.

Reporting Period: 2024 - 2025

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

We created the Stormwater Management curriculum and certificate program and we submitted the curriculum and programs to the State Water Resources Board as an underlying certification alternative. Approval letters are posted on the State's website with endorsement of the courses in the program.

https://www.waterboards.ca.gov/water_issues/programs/stormwater/construction/docs/2024/cuyamaca-qsdp-letter.pdf

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Unfortunately, Dean Dowden has not submitted our coursework to the San Diego and Imperial Counties Community Colleges Regional Consortium (SDICCCRC) for a recommendation to proceed in the campus curriculum committee after two years of requesting it. He has not sited a reason for this and after reading the State Chancellor handbook for programs, we have provided sufficient evidence for needs. We are currently in the process with curriculum to understand the issues and request that the program be submitted immediately. We are lacking support from administration and directly believe that gatekeeping of curriculum is occurring on campus.

Summary of Progress or Results

We have also structured three prospective certificate of achievements from existing classes to encourage completions and pathways for students. Those will be presented at the 2024-25 advisory committee for approval and submitted to Dean Dowden for SDICCCRC for regional approval and then to the campus curriculum committee.
During the process of creating new programs, we will also review the curriculum for current industry needs and get approval from industry partners.

Create hands-on learning kits that students can purchase to supplement their learning experience. (Goal 4)

Program Goal: Create hands-on learning kits that students can purchase to supplement their learning experience.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Create hands-on learning kits that students can purchase to supplement their learning experience. (X)
- **Increase Completion and Eliminate Equity Gaps:** Create hands-on learning kits that students can purchase to supplement their learning experience. (X)
- **Increase Equitable Access:** Create hands-on learning kits that students can purchase to supplement their learning experience. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Create hands-on learning kits that students can purchase to supplement their learning experience. (X)

Summary of Progress or Results

Summary Date: 12/10/2024

Summary of Progress or Results: This goal was put on hold.

Reporting Period: 2024 - 2025

Status: Not Started

Action steps for this academic year.:

At this time, we need to consult with the instructors that want hands-on kits, like in EHSM 201 industrial hygiene to identify what items would go in the kits. These may occur during department meetings before each semester as the new instructors are hired and attend.

Program Overview and Update

Lead Author

Julie Godfrey

Dean/Manager(s)

George Dowden

Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.

We had a busy 2022-2023 school year focused on promoting changes in the department both on campus and in the community.

We established an EHS department mentor program to pair current students with professionals working in the fields of Environmental Health and Safety (EHS) that interest them. The pairing runs throughout each semester, and students meet with their mentors weekly, with oversight from either an adjunct or myself. Students and mentors are encouraged to discuss coursework, professional pathways, resumes, job negotiations, and current industry trends. We also encourage students to attend the monthly breakfast meetings organized by the organization currently supplying mentors. We have negotiated free attendance and promote that mentors and mentees sit together, or students sit together at the designated student table.

Additionally, we submitted the Stormwater Management Certificate of Achievement courses and program to Dean George Dowden for approval at the San Diego and Imperial Counties Community College Regional Consortium Dean's Council. However, he was unwilling to submit the program, so we are still waiting for him to provide the program for recommendation. In Summer 2024, the California State Water Resources Board approved the program to be used as a substitution for their current certification testing, designating it as an "underlying certification." This allows individuals from any background to attend our courses and become qualified professionals, which should boost our enrollments and provide more resources for graduating individuals. This is the only state-approved program at a community college or university. It is very disappointing that we do not have support from our dean to move forward, especially considering that we surveyed industry during the curriculum writing phase and received a 100% supportive response to creating the coursework.

- https://www.waterboards.ca.gov/water_issues/programs/stormwater/construction/docs/2024/cuyamaca-qsdp-letter.pdf
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On another note, I worked to relocate our adjunct office to the EHS department's storage area. This took many hours of sifting through very old resources that had been collected over the years. Unfortunately, our storage room has flooded multiple times, which prevents us from using a large portion of the space. Currently, we have items stored in multiple areas, and we are looking forward to having students help us move everything into the storage room. We purchased large shelves that sit off the ground, which need to be assembled. We will set up the shelves when we can secure physical support for assembly and moving. Unfortunately, we were unaware that the campus did not offer assistance when we purchased the shelves.

Assessment and Student Achievement

After looking at the SLO information for the past year in Nuventive Improve, are you on track for the 4-year assessment cycle?

No

If you answered no above, please describe the department's plan to ensure SLOs are assessed every 4 years.

Due to the recent update of our courses, our SLOs are showing they have yet to be assessed. We will need to assess all classes every semester to get caught back up.

Annual Update

Which courses have not been assessed in the last 4 years?

EHSM 100, 110, 135, 140, 145, 200, 201, 210, 230, 240

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.

Instead of evaluating SLOs last year, I spent time updating all of the SLOs and curriculum.

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.

We submitted course updates and met with advisory members to discuss curriculum needs, approve changes, and recommend new courses.

Student Achievement

Please discuss any equity gaps in access or success.

The two equity gaps in our department are among Hispanic/Latino and Middle Eastern/North African demographics. We observe these gaps primarily in our entry pathway course, EHSM 100: Introduction to EHSM. Since this course is conducted online, I have noticed that language barriers hinder students from fully understanding the assignments.

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

We will continue to outreach to students and encourage them to utilize the tutoring center, language translation services, and to ask questions during office hours. Additionally, we plan to pair students in the EHSM department mentoring program with professionals who have similar backgrounds, providing support that extends beyond professional needs. This pairing helps students recognize that they can be successful both in the program and in their chosen career fields.

Furthermore, we have arranged for students to attend bimonthly meetings with the two largest professional networking organizations in our field at no cost. Students are encouraged to participate in these meetings, as they can earn extra credit for related assignments. During these meetings, students will learn important skills such as conversational techniques in professional settings, resume writing, salary negotiation, and staying informed about current trends. This experience will also help them find a comfortable environment for connecting with future contacts.

Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes.

Our enrollments have continued to grow through the past few years. We had the highest enrollment when we offered dual enrollment courses with HSHMC but are gaining college only enrollments nearing those numbers. We have diligently worked to provide a more supportive network within our student population and in our outreach work. We have made a student mentor program where students are assigned a professional mentor in an EHS area of their choice and meet with the mentor weekly. The mentor encourages the

If your program has seen a significant decline in enrollment over the past year, what resources or support would be helpful to improve program enrollment and access?

I don't have a significant decline, but receiving support in terms of manpower for outreach would be greatly appreciated. As a small department, everything falls on the shoulders of the department chair, and it can be overwhelming to manage all the work while also performing outreach activities.

What has this data revealed about the progress of the program review goals you set?

Our outreach efforts in professional settings, as opposed to high schools, have led to sustainable gains in enrollment. Focusing on dual enrollment reduced the resources available in our department, making it difficult to conduct outreach and provide adequate office hours for students enrolled only in college courses. Recently, we have expanded our outreach to professional networking organizations, as our demographics primarily consist of working adults in their 30s and 40s. What works for the main campus does not necessarily work for our department. By concentrating on this new model and creating programs aligned with industry needs, we are now better able to serve the population that enrolls with us.

Annual Update

Distance Education Course Success (If Applicable)

If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?

We provide contact through online discussion boards, comments during weekly grading, and direct emails to students via the Canvas platform. Additionally, we assign a weekly reflection assignment that allows students to share their learning process and discuss how life is going for them. This creates an opportunity to engage students who may need special resources, office hours, or additional student services support such as accommodations. Assignments typically include posting their videos for peers to watch and comment on, as well as engaging in theoretical questions. Students are encouraged to post their questions and assist each other with assignments. I also strive to provide inclusive content that allows students to see their demographics reflected positively. Furthermore, I develop content that fosters conversations about inequity and injustice in both American and international societies and cultures.

Program Goals

Program Goals Status

I have updated the progress on my previous goals.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.

Yes - Response complete and ready for review