

#14

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Collector: Email Invitation 1 (Email)
Started: Friday, January 15, 2021 3:36:34 PM
Last Modified: Friday, January 15, 2021 4:29:05 PM
Time Spent: 00:52:31
First Name: Julie
Last Name: Godfrey
Email: Julie.godfrey@gcccd.edu
Custom Data: Environmental Health and Safety
IP Address: 70.181.188.52

Page 1: I. Program Overview and Update

Q1

I.1 Department(s) Reviewed:

EHSM

Q2

1.2 Lead Author

Julie Godfrey

Q3

Respondent skipped this question

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

Q4

I.4 Dean/Manager:

Larry McLemore

Q5

I.5 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since the last program review was submitted. To access your 2020 program review, visit the Program Review webpage.

The EHSM department has made advancements in understanding equity and inclusion, online learning, and the industry's present and future needs. Faculty members have spent the year developing their professional skills and networking to deliver a progressive and more comprehensive experience for students to increase success and opportunity.

1. The EHSM department is compact, with only one full-time faculty member and no more than two adjuncts in a semester. Although small, two 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.
2. 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 see a need for more assistance to 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 to see an ESL service center to help students understand the information in their primary language without necessarily providing tutoring to complete assignments.
3. 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 a lack of 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 in the older age groups, we should focus on returning students' success by providing them more accessible services to assist in using technology and obtaining new study skills.
4. Before the COVID-19 changes, EHSM students regularly were found meeting before class to go over homework and study together. When we moved to remote learning, many of the students missed the community they had created and the ability to help each other get through assignments and stay on task. In response, the EHSM department started a homework club to get help with any assignments, resumes, or different education-related needs. Many students attended just to find company with other students and worked on assignments while live on zoom. Feedback from students was positive, and we intend to keep doing homework club for students in the future.
5. To increase enrollments, the EHSM department achieved its goal of providing online and on-campus classes in the Spring 2020 semester, pre-COVID-19. With the progression of schools offering online coursework, EHSM was quickly losing students to Columbia Southern University, a nationally accredited school that accepts the EHSM department's curriculum for transfer. Since the COVID-19 pandemic abruptly interrupted our usual way of life, I am resistant to use the figures from our first semester of online courses to provide real insight into the success rates. We will reevaluate next year.
6. As the local industry has evolved over the past two decades, we have seen a large influx of life science businesses. The EHSM department aims to create a laboratory safety course and certificate of achievement for students wishing to pursue jobs in the industry. The laboratory safety course will be developed as a feeder course and marketed to people in the industry to provide safety skills required by most laboratory positions. While students attend the class, we hope to encourage attendance in the certificate or degree programs. The EHSM department believes this will be an excellent feeder class to the program.
7. The EHSM department will develop an alternative work experience course for students who struggle to find EHS positions. Due to the nature of the work experience requirement, many students cannot find short-term jobs that fit their alternate schedules and lives. The new course will be an instructor-led work experience that will create relationships with industry partners to obtain projects done by technician level students under the course instructor's supervision. We believe this broadens the opportunities to complete the work experience requirement for:
 - a. Students who provide full-time care to dependents or the elderly and sick
 - b. Formerly incarcerated students
 - c. Undocumented students
 - d. International students on student visas
 - e. Minority students
 - f. ESL students
 - g. Students currently working full-time jobs
 - h. Students in high unemployment cycles

Q6

Yes, the assessment plan is on file, but work is needed to update the plan

II.A.1 Is your program following the assessment plan on file with the SLO Coordinator (or Outcome Assessment Committee)?

Q7

Respondent skipped this question

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.

Page 3: II. Assessment and Student Achievement

Q8

You indicated either 1) the department assessment plan is on file, but work is needed to update the plan, or 2) the department has no assessment plan on file and/or the program is not currently following assessment plan II.A.1a Please describe how your program is adjusting (or developing) its assessment plan to ensure all courses are assessed within the assessment 4-cycle:

During the professional development week EHSM department meetings, we will have all instructors review the upcoming course SLOs. Since the instructors teaching the course are considered the content experts, they should be able to refine SLOs and update the course information prior to teaching. In the past, only the program coordinator was updating SLOs which was time-consuming and not getting completed regularly.

Page 4: II. Assessment and Student Achievement

Q9

II.A.2 Please provide an analysis of your Student Learning Outcomes (SLOs) findings over the past year and what changes, if any, were made as a result. This may include, for example, changes to departmental practices, program improvements, and/or professional development opportunities over the past year. *If the department did not complete assessments during the COVID-19 public health crisis, please note that here and provide additional context.

In Fall 2019, Trackdat reports show that we assessed multiple SLOs for the courses offered that semester. In spring 2020, no SLOs were submitted. At a program level, we attempt to be more conscious of unlearning racism and create more coordination among instructors as students work through the different classes. Two instructors are now qualified to teach online, with a third in transition. During the training, we learned about accessibility and organization for a more user-friendly experience with students. During the Strong Workforce Institute, we were tasked to look at each assignment and each student's success and retention during that time. The exercise was beneficial in analyzing practices and how to adjust for students to achieve the SLOs.

Page 5: II. Assessment and Student Achievement

Q10

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? (2019 Equity Plan) If qualitative or quantitative data is available, please summarize any findings.

1. Faculty attended the Strong Workforce Institute to reduce equity issues and increase inclusivity.
 2. 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.
-

Q11

II.B.2 In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

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 for students to "see" themselves in the roles they are pursuing.

Page 6: II. Assessment and Student Achievement

Q12

Yes

Do you offer distance education (online) courses? (excluding emergency remote teaching in 2020)?

Page 7: II. Assessment and Student Achievement

Q13

II.C.1 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.

Spring 2020 was the first semester the EHSM program offered courses online. The issues that we found during the semester related mostly to the COVID pandemic, but some were noticeable prior to. Understanding the amount of extra work related to students learning content on their own time, slowing the ability to have questions answered, and the lack of attention to a course if a student wasn't interested in the content. It was found that most of the issues were around learning technology to complete assignments and creating a platform for students to interact which they enjoyed. Although optional, all online instructors offer weekly meeting times set around other courses so students may participate in class discussions, receive instruction, and interact with other classmates. This has been advantageous to those who attend.

Q14

II.C.2 What mechanisms are in place to ensure regular and effective contact? For resources, see Cuyamaca Guide to Best Practices in Online Teaching

All courses are providing live or written discussion opportunities among students. Additionally, assignments such as quizzes, projects, and other works are required on a weekly basis.

Page 8: III. Previous Goals: Update

Q15

Goal 1:

Increase enrollments.

Q16

In Progress - will carry this goal forward into next year

Goal Status

Page 9: III. Previous Goals: Update continued

Q17

Respondent skipped this question

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

Q18

Respondent skipped this question

Do you have another goal to update?

Page 10: III. Previous Goals: Update continued

Q19

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).

We added all courses online or as a hybrid course and began offering online courses (not ERT) in Spring 2020. We will continue to offer every course both on-campus and online with alternating modalities once a year. Additionally, we created our hybrid classes to meet only a few times (all day) on campus. This allows us to have students from other regions take courses and stay in San Diego for a couple of days to attend hands-on portions of the course. We hope this will increase enrollments.

Additionally, we are using LinkedIn and local professional organizations to help market the program and boost interest. Lastly, we are adding courses that may increase interest in the program.

Q20

Yes

Do you have another goal to update?

Page 11: III. Previous Goals: Update continued

Q21

Goal 2:

Update all curriculum every two years.

We will now be evaluating curriculum content and SLOs during the professional development week department meetings. The current courses offered will go through a review process by the instructors in attendance. Additionally, to be more consistent with the advisory committee meetings, we will pick a two separate weeks a year and make them the standing weeks to have the meetings. The consistency should help the department and industry attend the meetings more consistently.

Additionally, we are going to ask for more attendance to advisory committee meetings by professional organizations in the region and encourage them to host the meetings.

Q22

In Progress - will carry this goal forward into next year

Goal Status

Page 12: III. Previous Goals: Update continued

Q23

Respondent skipped this question

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

Q24

Respondent skipped this question

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q25

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).

We are not requesting resources.

Q26

Yes

Do you have another goal to update?

Page 14: III. Previous Goals: Update continued

Q27

Goal 3:

Submit courses for hybrid status.

Q28

Completed

Goal Status

Page 15: III. Previous Goals: Update continued

Q29

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

We completed the goal.

Q30

No

Do you have another goal to update?

Page 16: III. Previous Goals: Update continued

Q31

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).

Q32

Respondent skipped this question

Do you have another goal to update?

Page 17: III. Previous Goals: Update continued

Q33

Respondent skipped this question

Goal 4:

Q34

Respondent skipped this question

Goal Status

Page 18: III. Previous Goals: Update continued

Q35

Respondent skipped this question

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

Page 19: III. Previous Goals: Update continued

Q36

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).

Page 20: IV. New Goals

Q37

No

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

Page 21: IV. New Goals continued

Q38

Respondent skipped this question

New Goal 1:

Q39

Respondent skipped this question

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

Q40

Respondent skipped this question

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

Q41

Respondent skipped this question

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 qualitative or quantitative data (from any source):

Q42

Respondent skipped this question

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).

Q43

Respondent skipped this question

How will this goal be evaluated?

Q44

Respondent skipped this question

Do you have another new goal?

Page 22: IV. New Goals continued

Q45

Respondent skipped this question

New Goal 2:

Q46

Respondent skipped this question

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

Q47

Respondent skipped this question

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

Q48

Respondent skipped this question

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 qualitative or quantitative data (from any source):

Q49

Respondent skipped this question

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).

Q50

Respondent skipped this question

How will this goal be evaluated?

Q51

Respondent skipped this question

Do you have another new goal?

Page 23: IV. New Goals continued

Q52

Respondent skipped this question

New Goal 3:

Q53

Respondent skipped this question

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

Q54

Respondent skipped this question

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

Q55

Respondent skipped this question

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 qualitative or quantitative data (from any source):

Q56

Respondent skipped this question

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).

Q57

Respondent skipped this question

How will this goal be evaluated?

Q58

Respondent skipped this question

Do you have another new goal?

Page 24: IV. New Goals continued

Q59

Respondent skipped this question

New Goal 4:

Q60

Respondent skipped this question

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

Q61

Respondent skipped this question

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

Q62

Respondent skipped this question

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 qualitative or quantitative data (from any source):

Q63

Respondent skipped this question

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).

Q64

Respondent skipped this question

How will this goal be evaluated?

Page 25: V. Resources Needed to Achieve Goal(s)

Q65

My program is currently not requesting any resources at this time

What resources is your program requesting this year to achieve the program's goal(s)?

Page 27: Final Check

Q66

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 and click "Next."
