

PROGRAM REVIEW UPDATE 2016-2017

Program: Occupational Health and Safety (OSH) and Radiation Safety (RAD)

Division: MSEPS

Date: 10-17-16

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SLO/SAO Point-Person: tbd

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/iU2yIz>)

Enrollment has been steady in OSH, but RAD classes have declined in enrollment, and have not been offered since Spring 2015. The program is working to create an online program in OSH to

increase capacity to train new professionals in response to a maturing ISH workforce.

RAD classes had been offered every other year, but this year, they were not put in the schedule, thus affecting students needing RAD 40A, B, C for their AS degree or Certificate in OSH. An informal poll by the OSH instructor in Fall 2016 found that 15 students are interested in taking RAD classes.

The Centers of Excellence Community College Consortia (COECCC) projects **371 annual job openings** between 2014-2017 in the State of California. The COECCC reports an average total of **33 completers** per year from 2011-2015, yielding a demand of **338 openings per year** of the combined occupations. (Source: Data compiled by and used with the permission of the Centers of Excellence Community College Consortia. More information available at www.COECCC.net)

Data in the Bay Area shows a similar trend.

The Centers of Excellence Community College Consortia (COECCC) projects **106 annual job openings** between 2014-2017 in the Bay Area Community Colleges service area. The COECCC reports an average total of **8 completers** per year from 2011-2015, yielding a demand of **98 openings per year** of the combined occupations. (Source: Data compiled by and used with the permission of the Centers of Excellence Community College Consortia. More information available at www.COECCC.net)

The Program has issued between 3 and 11 degrees/certificates annually over the last four years.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

Program Reviews have not been written since the 2011-2012 Annual Program Review. There is only one part-time faculty member.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

Students have not had access to RAD 40A, B, C for more than one year.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

With only one part-time faculty member, the program has not had the resources to complete annual program reviews, participate fully in the SLO process, or develop long-term plans.

E. What are your most important plans (either new or continuing) for next year?

Support the work toward developing an online degree, with curriculum updates of OSH 50, 60, 62, 67, and RADS 40A, B, and C.

Determine the when and how frequently to offer RAD 40A, B, C after a hiatus of more than two

years.

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

As mentioned previously, the program is working on creating DE versions of its courses. The current rate of offering face-to-face classes hinders timely completion of degrees and certificates. The labor market shows demand for trained OSH professionals in a maturing workforce, and only one other online degree program to serve that population. These online courses will create a 25% increase in the availability of classes required for the A.S. degree.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

Curriculum revisions are one of the four priorities.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? yes no

(This data can be found here: <http://goo.gl/Ssfik2>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

OSH did not meet program set standards for AY15-16, but did for 4 of previous 5 years. RAD does not have data for AY15-16 because courses were not offered. Professional development and fulfillment of new contractual professional responsibilities for part-time faculty could support improved set standards.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/iU2yIZ>

SAO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

**Part Three: Assessment Results
(Instructional Programs Only)**

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course:
Course SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: AS Occupational Safety and Health
Program SLO: Apply a working knowledge of mathematics and the sciences to conduct experiments and to analyze and interpret data to solve safety and health related issues
Describe the quantitative or qualitative results: most recent data is from Fall 2014; 23% showed mastery, 46% were above average, 19% were average, 12% were below average. Sample size was 26.
Discuss any actions taken so far (and results, if known): no data from part-time faculty
Discuss your action plan for the future: n/a

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

factors in safety and accident prevention.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes No This degree/certificate did not have previous mapping

2. If you answered “yes” to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?

The mapping shown above should be reviewed by the instructor.