

PROGRAM REVIEW Fall 2019

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

Division: MSEPS

Date: 10-7-19

Writer(s): Steve McConnell/Nan Ho

SLO/SAO Point-Person: Steve McConnell

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

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

The Associate in Science degree, the Certificate of Achievement and the Career Certificate in Occupational Safety and Health are designed for direct job entry and/or career enhancement. Students completing the AS Degree and Certificates are prepared to enter the workforce as health and safety specialists or health and safety technicians. Many of our students currently work in positions related to health and safety, the skilled trades, or other occupations that might require recognition of occupational hazards and determination of appropriate controls. Course work is designed to provide students a comprehensive background in occupational safety and health; including practical and managerial skills that will help them be successful in current or future positions.

Core courses in the Certificate and Degree programs provide the student knowledge in role and function of the Occupational Safety and Health Administration, hazard recognition and control and key regulatory requirements impacting an Organization's health and safety program. The student learns key requirements for written health and safety programs, injury/illness recordkeeping and program measurement techniques. In addition, the student gains practical experience in completing effective job hazard analyses and effective presentation skills. Core courses are currently lecture-based but are approved for DE presentation. It is anticipated that OSH 62 will be offered as a hybrid course in Spring 2020. In addition, at the Degree and Certificate of Achievement levels, students must complete courses from other disciplines, including Biology, Chemistry, Math and Psychology.

Faculty for the Core classes associated with the AS Degree and Certificate programs are professional level health and safety practitioners and integrate real life experience with assigned course work. An additional staff member has been identified and will begin co-teaching OSH 62 in Spring 2020.

B. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2IYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

N/A							
Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

N/A							
Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity

	External Factors		Learning Support		Professional Development		Technology Use
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D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

<p>Two noteworthy accomplishments have been identified:</p> <ul style="list-style-type: none"> • Identification of a new Adjunct Faculty member to co-instruct Spring 2020 class • Procurement of multiple items related to OSH programs for hands on use/familiarity including examples of Personal Protective Equipment, electrical circuit testers, 4-gas meter, etc. • Identification on a new generation of ES&H Advisory Board members to better represent employer's needs related to Occupational Safety and Health 							
Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

N/A							
Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

Two challenges have been identified:

- **Implementation of a Lab component into the OSH Program**
- **Locating a more accessible storage location for OSH Program equipment/supplies; e.g., examples of Personal Protective Equipment, electrical circuit testers, 4-gas meter, etc.**

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

N/A							
Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

N/A							
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Mark an X before to each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
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Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?
 yes no

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

N/A

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only):
SLO or SAO: Upon completion of OSH 67, the student will be able to measure safety performance by calculating key injury/illness statistics and comparing those results to industry averages.
Describe the quantitative or qualitative results: All students demonstrated an understanding of calculating and interpretation of key injury/illness statistics as indicated by performance on quizzes and the final examination.
Discuss any actions taken so far (and results, if known): Emphasis during class lecture and discussions has been given to highlighting the differences between leading and lagging program indicators, and the proactive use of these statistics by the safety professional.
Discuss your action plan for the future: Students will calculate injury/illness statistics based on information provided, determine "their" organization is not performing as well as the industry average and make recommendations to improve safety performance.

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) 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: Upon completion of the AS in Occupational Safety and Health, students will be able to design programs to control, eliminate and prevent occupational disease or injury caused by chemical, physical, radiological, and biological agents or ergonomic factors as well as prepare an emergency response plan.
Describe the quantitative or qualitative results: 100% of students completed OSH 67 in Spring 2019 with a grade of B or higher; 71% of students achieved an A in the class. Quizzes, midterm and the final examination were used to measure student understanding of topics related to this PSLO.
Discuss any actions taken so far (and results, if known): Designing test questions and class discussions to incorporate the skills/knowledge and abilities associated with is PSLO.
Discuss your action plan for the future: Assigning students into groups during the semester and having them complete a written safety and health program for an Organization "created" in class.

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

PLSOs/SLOs have not been entered for the following classes: RADS 40A, 40B, 40C

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

Students enrolled in Core Program classes have been provided OSH Program Pathway information to help them plan enrollment to obtain related Certificates and the AS degree. As a result, clarification of Certificate/degree requirements and course offering schedule. This action was successful in providing students with Pathway information for planning purposes.

F2.

Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

None

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
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Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDd>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

None

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

Difficulty having African American students enroll in this program.
Address this challenge by informing the Black Student Union (BSU) of the merits of completion of this Program.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

**Section Three: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

None

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

None

C. DE Courses/Degrees/Certificates: 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.

Efforts continue to move the program toward an online degree program option. All 4 OSH course outlines have been approved for DE delivery. The goal is for the OSH 50 class to be offered online (at minimum as a hybrid version of the class) in Spring 2020; this would be the first OSH Program Core class to be offered as a DE class. As additional classes become DE classes, expectations include increased enrollment in the Program.

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

Yes. Although Posting intensity data indicates a slight slowdown in hiring at the Health & Safety Technician level, there continues to be a need for entry level personnel in the field. Graduates of the OSH Program continue to be positioned well to gain employment upon graduation.

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

Yes. The primary recommendation from the Advisory Board is to offer Core classes in OSH Program Certificate/Degree program on-line. DE capability has been approved in CurricuNET and efforts are being made to offer OSH 50 as a hybrid class in Spring 2020.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review? If not, what program improvements may be made to increase this metric?

No. There is a relatively small number of students enrolled in the OSH Program.

C2. Does your program meet or exceed the regional and state medians for students gaining employment in their field of study? If not, what program improvements may be made to increase this metric?

No. While there is a relatively small number of students enrolled in the OSH Program, more than 50% of the students are already working in the OSH field in some capacity.

C3. Does your program meet or exceed the regional and state medians for student employment rates after leaving the college? If not, what program improvements may be made to increase this metric?

No. While there is a relatively small number of students enrolled in the OSH Program, more than 50% of the students are already working in the OSH field in some capacity.

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

No. While there is a relatively small number of students enrolled in the OSH Program, more than 50% of the students are already working in the OSH field in some capacity.