ACADEMIC PROGRAM REVIEW REPORT FORM AY2025-2026

Program(s) in the review: Safety Specialist OEC, Occupational Safety and Health AAS/BS

Specialized Accrediting Agency (if applicable): N/A

Campuses where the program is delivered: ☒**Anchorage** ☐**KOD** ☐**KPC** ☐**MSC** ☐**PWSC**

Year of last review: The AAS/BS were reviewed in AY2019-2020. The OEC was implemented in Fall 2021 and has not been through the program review process.

Final decision from last review: Continuation

PROGRAM SECTION (Due on March 1)

Program Review Committee:

Al Grant, Chair/Associate Professor of Occupational Safety & Health (OSH)

Brian Gould, Assistant Professor of OSH

1. **Demonstrate that the program has responded to previous recommendations.**

   Recommendation 1: ***The program should continue to use the industry standards to guide curriculum and should not pursue accreditation until such time that accreditation becomes mandatory.***

   How do you know the recommendation has been successfully achieved? ***(2500 characters or less)***

   Since the AY 2019-2020 academic program review, no actions have been planned, programmed, or taken to pursue external accreditation.

   Actions taken to date ***(2500 characters or less)***

   No actions have been taken.

   Evidence of success to date ***(2500 characters or less)***

   As noted above, no actions have been planned, programmed, or taken to pursue external accreditation since the AY 2019-2020 academic program review.

2. **Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. Include how the program is integrating (or planning to integrate) intentionally designed opportunities for students to develop the four core competencies (Effective Communication; Creative and Critical Thinking; Intercultural Fluency; and Personal, Professional, & Community Responsibility).** ***(3000 characters or less)***

   Occupational Safety and Health (OSH) professionals protect people, property and the environment. The OSH program provides comprehensive preparation for individuals to become highly trained and highly paid safety practitioners in Alaska and worldwide. Alaska's natural resources account for the bulk of its wealth. Industries such as oil & gas, mining/resource extraction, fisheries, and construction are high-hazard/high-risk industries. These risks are exacerbated when coupled with the inherent exposures and hazards encountered when working in our Arctic/polar environment. Alaska employers recognize the devastating consequences of

accidental losses in the workplace, both in terms of the unsured financial losses and, more importantly, the burdens shouldered by their most important resource, people. Employers also understand the need to mitigate and control workplace exposures, manage safety systems, programs and related activities, and interpret and ensure compliance with an array of regulatory requirements such as the those mandated by the Occupational Safety and Health Administration, Alaska Occupational Safety and Health (AKOSH) Division, Environmental Protection Agency, Federal Motor Carrier Safety Administration, and the Alaska Department of Environmental Conservation, to name a few. Additionally, federal and state construction contracts require safety professionals to have nationally recognized professional certifications, leadership, collaboration, teamwork and change management skills as well as functional computer skills and proficiency. The OSH program includes a strong emphasis on each of the skills and competencies mentioned above. The program also appeals to a diverse set of students, including full-time and part-time students, recent high school graduates, experienced working professionals and veterans. The OSH program continues to meet industry demands to educate and prepare safety professionals to improve safety and operational effectiveness in business operations statewide and far beyond. Graduates of the OSH Safety Specialist OEC/AAS/BS programs are prepared with the knowledge, understanding, skills, and confidence to address the unique challenges faced wherever they work throughout Alaska and the Arctic/polar region. The OSH program prepares local graduates to effectively compete for well-paying, professional level safety positions across the State and worldwide. Additionally, the OSH program provides interested students with the opportunity to earn their academic creditials locally, thus satisfying a critical need of Alaska employers and industries.

3. Demonstrate program quality and improvement through assessment and other indicators.

i. OEC Safety Specialist

- *1) Identify and apply applicable standards, regulations, and codes; 2) Recognize, evaluate, and recommend control strategies for common hazardous conditions and unsafe work practices; 3) Describe basic elements of risk management, Workers' Compensation losses and risk assessment; 4) Implement oral, written and non-verbal communication strategies and techniques to effectively communicate with a multicultural workforce; 5) Develop and implement an effective Injury and Illness Prevention Program (IIPP); 6) Describe basic accident/incident investigation procedures and analysis techniques; 7) Describe basic inspection techniques and procedures.*

Describe your key findings for these outcomes. (3500 characters or less)

As noted above, the OSH Safety Specialist OEC was implemented in Fall 2021. Since that time, it has proven to be appropriately designed to provide graduates with the basic knowledge, skills and competencies required to qualify for entry-level OSH positions across mutiple industries. This has especially proven to be beneficial to those students who are able to work in the field while actively prusuing the next level degree.

Describe actions taken to improve student learning for these outcomes. (3500 characters or less)

The student learning outcomes for the OEC are ideally aligned, progressively with those of the AAS degree, we have not identied any reasons to change them at this time.

Describe evidence that these actions are working. (3500 characters or less)

No actions were taken.

ii. AAS Occupational Safety and Health

- *1) Recognize, evaluate and recommend control strategies for common hazardous conditions and*

unsafe work practices; 2) Describe the fundamental aspects of occupational safety: industrial hygiene, environmental science, fire science, hazardous materials and ergonomics; 3) Develop safety, health and environmental programs; 4) Apply adult learning theory to safety training methodologies; 5) Identify and apply applicable safety and health standards.

Describe your key findings for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

The OSH program is structurally strong as it was developed using ABET (formerly the Accreditation Board for Engineering and Technology) recommended student learning outcomes which establishes the core program foundation needed to perpare graduates for a successful career in the safety profession and to achievemet of nationally recogized professional certifications through examination. Our graduates routinely pursue the following certifications awarded by the Board of Certified Safety Professional (BCSP): Associate Safety Professional (ASP), Certified Safety Professional (CSP), Construction Health and Safety Technician (CHST), and the Occupational Health & Safety Technician (OHST).

The OSH curriculum also equips graduates with general industrial hygiene (IH) knowledge which can be value-added when preparing for the following certifications offered by the Board for Global EHS Credentialing (BGC): Certified Industrial Hygienist (CIH), Certified Professional Environmental Auditor (CPEA), Certified Professional Product Steward (CPPS), Certified Process Safety Auditor (CPSA), and Qualified Environmental Professional (QEP). Some IH certifications will require a BS in OSH. By design, the following student learning outcomes (SLOs) has a significant emphasis on IH core competencies: (a) AAS SLO #1 & 2 and (b) BS SLOs #1, 2, 3, & 5.

The SLOs for both a AAS and BS degree programs are consistent with those published in ABET's "Criteria for Accrediting Applied and Natural Science Programs, 2026-2027"; the lead society is the American Society of Safety Professional (ASSP). Acordingly, ABET/ASSP sets the following criteria for AAS degree curriculum: (1) Associate degrees in occupational safety and health can either prepare graduates for entry-level technical positions or become gateways in the safety profession (or related professions) by matriculating to a four-year degree program. In this way, associate degree curriculum areas of OSH must include the following: (2) Anticipation, recognition, evaluation, and control of hazards and exposures impacting people, property and the environment. (3) Appropriate data-based strategies designed to mitigate identified safety risks, and (4) Principles of occupational safety and health in a non-academic setting through an intern, cooperative, or other supervised experience. Although the CTC OSH AAS program is not acredited by ABET, the program's student learning outcomes are based on ABET/ASSP criteria, which ensures our program meets the highest quality standards of the profession.

Describe actions taken to improve student learning for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

No actions are required at this time. We promote and strive for excellence in our program by focusing on continuous quality improvement and with technological change occurring so rapidly we are positioned to program changes if it is determined to be value-added toward student success.

Describe evidence that these actions are working. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

No actions have been taken.

iii. BS Occupational Safety and Health

- *1) Anticipate, recognize, evaluate, and develop control strategies for hazardous conditions and unsafe*

work practices; 2) Apply the fundamental aspects of occupational safety: industrial hygiene, environmental science, fire science, hazardous materials, ergonomics and human factors; 3) Design, implement, and evaluate safety, health, and environmental programs; 4) Apply adult learning theory to the design and delivery of safety training programs; 5) Interpret and apply applicable standards, regulations, and codes; 6) Conduct incident/accident investigations and analyses; 7) Evaluate and apply business and risk management concepts.

Describe your key findings for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

As with the OSH AAS program, the OSH BS program is not acredited by ABET. The program's student learning outcomes are based on ABET/ASSP criteria, which ensures our program meets the highest quality standards of the profession. ABET/ASSP mandates that the OSH BS curricular areas of safety must include the following: (a) Anticipation, recognition, evaluation, and control of hazards and exposures impacting people, property and the environment, (b) Principles and practices of risk management and business justification, (c) Development of policies, procedures, and systems using research and evidence-based data, (d) Legal principles relevant to the safety profession, (e) Root cause analysis, incident investigation, and acceptable risk causation and relative risk, (f) Safety data analysis, interpretation and utilization of statistical and epidemiological principles, and trends of injuries, illnesses and workplace incidents, (g) Principles and practices of continuous quality improvement and sustainable safety programs and management systems, (h) Applications of adult learning theory and behavior change to safety and health training methodology (i) Leadership and organizational behavior, and (j) Culminating senior project/capstone.

Describe actions taken to improve student learning for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

See above in AAS Occupational Safety and Health.

Describe evidence that these actions are working. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

See above in AAS Occupational Safety and Health.

b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such as the C-RAC Standards. *(3500 characters or less)*

The program remains current as a result of adopting and integrating ABET/ASSP program curriculum criteria into the program's student learning outcomes. High-impact teaching and learning practices such as, collaborative assignments, capstone experiences, and internships are also into the OSH AAS/BS curriculum.

4. Demonstrate student success and the closing of achievement gaps.

a. Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any achievement gaps. The Student Success program review metrics are Junior Graduation Rate,

Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. ***(3500 characters or less)***

The data presented in the Student Success matrix is an indication of students who are actively engaged and focused on being successful in the program curriculum. As noted in the prior program review, high pass rates in upper division courses are indicative of students muturing professionally while striving to achieve higher levels of success as they prepare to undertake more responsibilities in the field. This applies also as they transition into other disciplines (ergonomics, mishap prevention, risk management/loss control, etc.) within the profession.

b. Numerous US universities, and a number of programs across UAA, have holistically evaluated their programs and courses to look for unintended barriers to student success. For example, the Purdue IMPACT (Instruction Matters: Purdue Academic Course Transformation) effort between 2011 and 2018 resulted in 325 courses being redesigned to incorporate research-based strategies known to increase student outcomes, while maintaining academic quality and rigor. Other efforts have involved course sequencing and scheduling, resulting in improved success even for graduate students. Please consider your program's graduation rate, course pass rates, and similar data sources to reflect on any barriers to students moving through the curriculum, and describe what steps you have taken (or are planning to take) for possible redesign of gateway courses, course sequence changes, course scheduling, or similar efforts. ***(3500 characters or less)***

The primary steps most recently taken includes the following: (1) removing hidden prerequsites throughout the curriculum, especially gateway courses, to provide for a smooth path to program completion and (2) some courses have been resigned to ensure program quality and rigor in our 100% online delivery environment. The program's graduation rates, pass rates, and other related data has remained consistent over the past five years.

c. Provide evidence of the overall success of students in the program. For example, you might talk about the percent of students in post-graduation employment in the field or a related field, the percent of students who go on to graduate school or other post-graduation training, and/or the percent of students who pass licensure examinations. You might also give examples of students who have been selected for major scholarships or other competitive opportunities. [Please do not use personally identifiable information.] ***(3500 characters or less)***

The large majority of OSH program (OEC/AAS/BS) graduates are routinely employed shortly after completing the program and go on the earn the ASP/CSP credential(s) within 1-2 years after being employed. They are currently employed in most industries and entities doing business in Alaska; some of them are highlighted as follows: North Slope oil & gas, heavy civil & vertical construction, maritine/commercial fishing, mining, core municipal utilities, property and casualty insurance (loss control), medical facilities, state & federal agencies, diversified/Native corporations, and school districts. A Spring 2023 BS degree graduate has been effectively teaching OSH A101 Fundamentals of Occupational Safety & Health for the past two years. This speaks volumes about the quality of the OSH program and the ability of graduates to be successful OSH practitioners in almost any occupational environment. This is also confirmation that program is structurally strong and sustainable and the student learning outcomes establishes the core program foundation that has proven to prepare graduates for successful careers in the safety profession and to achievemet nationally recogized professional certifications.

5. **Demonstrate demand for the program.**

   a. **Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, and Number of Program Graduates Who Return to UAA to Pursue an Additional Program.** ***(3500 characters or less)***

      The demand matric indicates consistency in the areas of (a) ratio of out-of-discipline credits to total credit hours and (b) number of program graduates who return to UAA to pursue an additional program. The number of program graduates who continue education varies slightly over the same five-year time period. Overall, OSH students routinely complete the AAS degree and directly enter the workfore. They normally return after a few years in the psrsue the BS degree.

6. **Demonstrate program productivity and efficiency.**

   Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. ***(3500 characters or less)***

   The program's five year degree and certificate trend has been consistent over the past five years which coincides with having another full time faculty member in the program. The same is true for SCH/FTEF and FTES/FTEF rates during the same time period. The OSH program is highly effective when faculty staffing is consistent.

   Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. ***(3000 characters or less)***

   N/A.

7. **Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system?** ***(2500 characters or less)***

   The OSH OEC/AAS/BS degrees are offered 100% online making it accessible state-wide and internationally. It is the only such program offered in Alaska. Kenai Peninsula College (KPC) has recently stated an interest in delivering some F2F OSH courses on the Kenai River campus, discussions are ongoing.

8. **Assess the strengths of your program and propose one or two action steps to address areas that need improvement.** ***(4000 characters or less)***

   As noted earlier the report, the OSH program is structurally strong as it was developed using ABET recommended student learning outcomes which establishes the core program foundation needed to perpare graduates for a successful career in the safety profession and the achievemet of nationally recogized professional certifications. The priority proposal for the program is to re-energize the ASSP Student Section to rebuild is levelof connectiveness that was loss during COVID-19 pandemic years.

9. **Over the past two years programs and colleges conducted a comprehensive review of all fees. Moving forward, per the UAA Course Fee Policy, programs conduct a comprehensive review and re-approval of all course fees as part of the cyclical Academic Program Review process. The college's strategic budget officer**

will conduct a review, and the dean will review the results and work with the program on any changes. The authorized lead, per the Course Fee Policy, will submit forms for each fee, whether to delete, retain, or change the fee. Forms are due to OAA by the regular February 15 deadline.

What was the general outcome of the comprehensive fee review? *(2500 characters or less)*

There are no fees associated with the OSH OEC/AAS/BS degree programs.

Committee chair first name last name: Al Grant **Date:** 3/5/2020

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

1. Evaluation of Progress on Previous Recommendations

For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. *(2500 characters or less for each recommendation)*

Recommendation 1: The program should continue to use the industry standards to guide curriculum and should not pursue accreditation until such time that accreditation becomes mandatory. Recommendation has been met.

There was only 1 recommendation from the previous reviews: The program should use the industry standards to guide curriculum and should not pursue accreditation until such time that accreditation becomes mandatory. It is the Dean's opinion that this has been met.

Also, it is currently the opinion of the Dean that we should do a thorough evaluation of the necessity of accreditation is necessary. The focus has been, and should continue to be, student credentialing for safety certifications. At this time, ABET does not appear to be necessary for those certifications.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

2. Centrality of the Program *(2000 characters or less)*

While the faculty gave an excellent discussion of how the program meets both local, state, and national needs, they did not discuss the centrality to UAA and CTC. Safety is the core of all of CTC's programs and having this program meets CTC's mission of training and educating Alaska's workforce. However, there is more that this program meets. It also includes being a good community partner and excellence through continuous improvement.

OSH fits into several core competencies: Effective communication, Creative and Critical Thinking, and Personal, Professional, and Community Responsibility. As discussed in the faculty's response, OSH graduates fill critical roles in the state's workforce. One of the clear focuses of the program is investigation, which requires all three of the listed core competencies. Additionally, the courses work in the ethical and moral implications of the work. This is clearly Professional and responsibility that can affect a much larger range than just themselves.

However as stated by the faculty, this program has a profound effect on the state industries and workforce needs.

3. Program Quality and Improvement *(2000 characters or less)*

What was mentioned later in the report, but not here was a major effort to remove unnecessary prerequisites for the courses. This could have had a clear effect on the program's success, however over the timeframe of this program review, there was no reduction of student performance. This would indicate that the removal of the pre-requisites removed student success barriers without affecting the student knowledge or capability.

That said, the program should continue to monitor and verify with employers to make sure that the students are still graduating with the right knowledge. This can be done any number of ways and may constitute changing the assessment parameters for the programs to include a survey.

4. Student Success and the Closing of Achievement Gaps *(2000 characters or less)*

The program completion rates are solid, however there are have been minimal students until recently. OSH programs are currently seeing growth, with the associates being the primary driver of the growth. However, as the faculty indicated, there have been some changes, with the program focusing on removing hidden and unnecessary prerequisites for their courses and transitioning the program to being completely online. This allowed for more working professionals to use the degree to upskill and students that started employment to finish at least one of the certificates and degrees.

5.* Demand *(2000 characters or less)

The faculty has been working on clearing barriers over the last several years. Those efforts are just now showing results. The graduation rates and students per cohort continue to shift but is now trending upward.

6. Productivity and Efficiency *(2000 characters or less)*

The program currently has one Term faculty teaching, and a few consistent adjuncts. During this time the Term faculty has varied, based on there outside work, between 60% to 100%. As such there is limited ways to improve the productivity. However we are moving from a low point of 179 Credit hours/ FTE to 275 and 6.3 student/FTE to 9. We believe the trend will continue to grow as we continue to remove barriers for students.

7. Duplication and Distinctiveness *(2000 characters or less)*

The program is not duplicated at either UAS or UAF.

8. Strengths and Ideas for Moving Forward *(2000 characters or less)*

The faculty should have a continued focus on industry certification over ABET accreditation. The student chapter of ASSP would be a good start, but the program should look to recruiting beyond Oil and Gas, possibly adjusting a focus to be broader and meet other industries needs.

9. Comprehensive Fee Review *(2000 characters or less)*

There are no fees in the program.

Dean's Final Evaluation

I commend the program for: ***(number and list the specific commendations in the narrative box, 2000-character limit)***

1.) CTC commends the faculty for their work in removing barriers to the program. It was critical to student success, and the prerequisites for courses was making it difficult for students to complete the program. Additionally, the faculty examined the course sequence and have been able to clean it up.

2.) The faculty has been very effective at remaining current and matching the certification requirements for industry. The requirements have been continuously shifting, and the faculty consistently working to make sure their students and graduates do well on the exams.

I recommend that the program: ***(number and list the specific recommendations in the narrative box, 2000-character limit)***

1.) The CTC Dean recommends that the faculty begin to do recruiting efforts, in coordination with the CTC Dean's office, for out of state students. The program would have a larger appeal for professionals across the country and would have limited impact to UAA housing as the program is fully online.

2.) The CTC Dean recommends that the program examine their post-graduation assessment. For example how many students complete the full Certified Safety Professional certification and feedback from both the students and employers could be useful information.

Dean's overall recommendation to the provost: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

If an Interim Progress Report is proposed, recommended year: Select N/A or Academic Year.

If a Follow-up Program Review is proposed, recommended year: Select N/A or Academic Year.

Proposed next regular Program Review: AY2031

Dean first name last name: Raymond Weber **Date:** 3/9/2026

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE SECTION (Due within one week of receiving dean's review)

Are you submitting an optional response? If yes, add your response below, enter your name and date, and follow the guidance below for submission. If no, enter your name and date, and follow the guidance below for submission.

No

Optional Response: ***(10,000 characters or less)***

Committee chair first name last name: Al Grant **Date:** 3/11/2026

END OF PROGRAM OPTIONAL RESPONSE SECTION

PROVOST SECTION (Due on August 1)

Provost's commendations, additional or adjusted recommendations, if any, and other general comments *(3500 characters or less)*:

I agree with the dean's commendations, and particularly wish to call out the program's focus on student success. I encourage the faculty to continue their efforts in this area.

I also agree with the dean's recommendations, particularly increased faculty efforts in recruitment, including out-of-state recruitment, as this program potentially can fill a national need.

Provost's decision: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

Interim Progress Report: Select N/A or Academic Year.

Follow-up Program Review: Select N/A or Academic Year.

Next regular Program Review: AY2031

Provost's signature: DocuSigned by: Denise Runge AE7EE55F615543D... **Date:** June 26, 2026