

**ATMAE**  
**Accreditation Progress Report**  
**Indiana State University**

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**College of Technology**  
**Department of Built Environment**  
**B.S. Safety Management**  
**M.S./M.A. Occupational Safety Management**

**September 28, 2012**

**PA.1 Preparation of Self-Study Report: Self-Analysis:** The Self-Study Report shall follow the guidelines and be completed by a representative portion of the institutions administrative staff, teaching faculty, and students.

### **B.S. Safety Management and M.S./M.A. Occupational Safety Management**

**Visiting Team Report:** Self studies for both B.S. and M.S. in safety included sections from the traditional standards handbook. In sections where this was done, the information included was used to fulfill the standard under which listed. (Board of Accreditation Rating – Partial Compliance both programs).

**Current Program Status:** Much has transpired with the Safety Management programs at ISU since the Spring 2010 visit by the accreditation team. As was noted in our original self-study report, we had formally requested to be moved from the College of Nursing, Health, and Human Services to the College of Technology (COT). Shortly after the visit, that request was granted and the programs moved to the brand new Department of the Built Environment in COT in the Summer of 2010, although the move did not become official until Spring 2011. In the move agreement, our programs lost one faculty line and several of the courses our faculty had been teaching for many years. Two of our major undergraduate courses remained with our old department (Biostatistics and Hazardous Materials Handling), and five of our graduate courses remained in our old department and became part of their new master's programs in Health Facilities Management and Public Health. Since the courses were changed to fit into those new programs, our faculty and advisory board deemed those courses to be no longer acceptable as major courses in Occupational Safety Management. We then proposed a total of five new graduate courses for the program and all but one of those courses has been approved by the university graduate council and they are being offered during the current academic year. These courses included a revision of our Transportation Safety course to include Hazardous Materials Handling, and the addition of a Fire Protection Systems class. The remaining course proposal is being modified and will be submitted again this fall.

To address standards in partial or non-compliance, a series of surveys were developed and disseminated to alumni of both the B.S. and M.S./M.A. programs, employers of program graduates, and current seniors in our B.S. program. A total of 60 B.S. alumni responded to the survey that addressed Standards 7.14 and 7.17. Six alumni of the M.S./M.A. program responded to their survey that addressed standards 7.12, 7.13, 7.14, and 7.17. Employer surveys were sent to companies identified through the alumni surveys. Discouragingly, only three responses were submitted (all B.S. graduate employers). Since there was no way to identify respondents, it is possible that one or more of them could have also hired M.S./M.A. graduates. Even though our visit report did not require us to survey program seniors, we asked our current seniors to take the online survey. A total of nine students answered the survey with mostly positive responses. There were no "disagree" or "Strongly disagree" responses to any of the questions on any of the surveys.

ISU has implemented required assessment of all programs. The program outcomes identified in our self-study have been expanded to include specific Student Learning Objectives with courses designated to assess each individual program outcome. The assessment plan involves a three-year schedule to assess each of the stated outcomes (seven for the B.S. program and eight for the M.S./M.A. program). Initial assessment began in the Spring 2012 semester, targeting one outcome from each program. An additional master's outcome was assessed during Summer 2012, and at least one outcome from each program will be assessed each semester through Fall 2014. This assessment plan will better prepare us for our next accreditation cycle in 2016. We will continue to review and revise (as necessary) our stated outcomes and Student Learning Objectives as assessment progresses. Through combined analysis of the program assessment; student, alumni, and employer surveys; and input from our industry advisory board, we will continue to evaluate our program curricula.

Our move to the College of Technology has provided our programs with an environment much more supportive to our needs. Currently a renovation of the second floor of the College of Technology Annex building is underway. This project will result in a new laboratory for our B.S. program, new classrooms, and new office space for the department. Since moving to the COT, enrollment in our undergraduate program has increased from 64 students in Fall 2010 to 94 students this semester. Our graduate enrollment has increased even more dramatically, with now nearly 100 students admitted and working toward a master's degree.

**7.2 Competency Identification and Validation (BS and MS/MA):** Measurable competencies shall be identified and validated for each program/option. These competencies must closely relate to the general outcomes established for the program/option and validation shall be accomplished through a combination of external experts, an industrial advisory committee and, after the program is in operation, follow-up studies of program graduates.

**Visiting Team Report:** Program outcomes have been identified and validated by the industrial advisory committee; however competencies used to achieve these desired outcomes have not been clearly identified. The program does provide competency evaluation for each course according to each of the seven outcomes listed in this section of the self-study. Competencies are identified in each course syllabi, but no evidence provided indicates the validation of these competencies or how they are linked to outcomes in self-study. (Board of Accreditation Rating - Partial compliance both programs)

**Current Program Status:** As part of the required program assessment initiated by the university, the program outcomes identified for both the BS and MS/MA programs have been expanded to include specific objectives, strategies, assessment methods, and a timetable for revolving outcome assessment. Detailed mapping of the outcomes, the measurement plans, and the 2012-2013 assessment plans have been reviewed by the Safety Management Advisory Board

and are included. By the next accreditation cycle, all of the program outcomes will have been through at least one assessment.

**7.8 Administrative Support and Faculty Qualifications (BS):** There must be evidence of appropriate administrative support from the institution for the Industrial Technology program/option including appropriately qualified administrators, an adequate number of full time faculty members and budgets sufficient to support program/option goals. Full time faculty assigned to teach courses in the Industrial Technology program/option must be appropriately qualified. Faculty qualifications shall include emphasis upon the extent, currency and pertinence of: (a) academic preparation; (b) industrial professional experience (such as technical supervision and management); (c) applied industrial experience (such as applied applications); (d) membership and participation in appropriate Industrial Technology professional organizations; and (e) scholarly activities. The following minimum qualifications for full time faculty are required (except in unusual circumstances which must be individually justified):

a. Associate Degree: The minimum academic qualifications for a regular full-time faculty member is expected to be a bachelor's degree in a discipline, or in certain cases for documented reasons, an associate's degree plus professional certification/licensure closely related to the faculty member's instructional assignments.

b. Bachelor's Degree: The minimum academic qualifications for regular tenure track, or full time faculty members shall be a graduate degree in a discipline closely related to the instructional assignment. A minimum of fifty percent of the regular tenure track, or full-time faculty members assigned to teach in the program of study content area(s) shall have an earned doctorate or appropriately defined terminal degree. Exceptions may be granted to this standard if the institution has a program in place that will bring the faculty demographics into compliance within a reasonable period of time.

c. Master's Degree: A doctoral degree in a discipline closely related to the faculty member's instructional assignment (exceptions may be granted for specialized technical or management programs/options).

Policies and procedures for faculty selection, appointment, reappointment and tenure shall be clearly specified and shall be conducive to the maintenance of high quality instruction. Faculty teaching, advising, and service loads shall be reasonable and comparable to the faculty in other professional program areas.

Visiting Team Report: Equipment and instruments used to provide student experimental learning is minimally adequate. Some equipment has been purchased with departmental funds; however the program has been called to rely on decommissioned equipment and instrumentation donated by graduates and companies to fulfill laboratory and experimental learning needs. The self-study indicates a 5 year equipment plan presented to the Dean of the College of Nursing,

Health, and Human Services; however the genesis of the plan was undetermined and consequently unavailable for review. The B.S. and M.S. program faculty feel that its mission aligns better with that of the College of Technology and have submitted a plan to move from the College of Nursing, Health, and Human Services to the College of Technology. At the time of the visit, documents had been provided to the University President and Provost indicating the intention of this change. The process for the finalization of this move is following appropriate channels for approval. The number of faculty represented in the self-study is adequate in order to effectively deliver the B.S. and M.S. programs. It is believed that adequate resources to support these programs would increase or remain intact if such a move does occur. (Board of Accreditation Rating - Partial compliance)

**Current Program Status:** Since the time of the site visit, the Safety Management programs have been moved from the College of Nursing, Health, and Human Performance to the newly-formed Department of the Built Environment within the College of Technology. Currently renovations are underway to install a new industrial hygiene and safety laboratory, new classrooms, and a new office suite for the faculty of the Built Environment. Once construction is completed, attention will shift toward acquisition of modern equipment to better serve our students in the safety programs. \$18,000 was spent for safety equipment for the 11-12 Academic Year.

**7.11 Program/Option Operation (MS/MA):** Evidence shall be presented showing the adequacy of instruction including: (a) motivation and counseling of students; (b) scheduling of instruction; (c) quality of instruction; (d) observance of safety standards; (e) availability of resource materials; (f) teaching and measurement of competencies (specific measurable competencies shall be identified for each course along with the assessment measures used to determine student mastery of the competencies); (g) supervision of instruction; and (h) placement services available to graduates.

Course syllabi must be presented which clearly describe appropriate course objectives, content, references utilized, student activities, and evaluation criteria. **Representative examples of student's graded work shall be available for each coursework.**

**Visiting Team Report:** No evidence of evaluating the quality of instruction is provided for online M.S. program. Program coordinator indicated that instructional evaluation of online instruction is under development by the Center for Institutional Research and Teaching (CIRT). (Board of Accreditation Rating - Partial compliance)

**Current Program Status:** Evaluation instruments called E-SIRS (similar to the SIRS reports) were developed by the Center for Institutional Research and Teaching. These were specifically developed for online students to evaluate their Instructors. Evaluation of the Instructors using the E-SIRS will be completed at the end of the Fall 2012 semester and each semester thereafter.

**7.12 Graduate Satisfaction with Program/Option (MS/MA):** Graduate evaluations of the program/option shall be made on a regular basis (two to five years). These evaluations shall include attitudes related to the importance of the general outcomes and specific competencies identified for the program/option. Summary data shall be available for graduate evaluations of the program/option.

Visiting Team Report: Although no graduate evaluation survey was conducted, two graduates of the M.S. program responded to the B.S. survey. Data collected was insufficient and not broken out in an attempt to address this standard. (Board of Accreditation Rating - Partial compliance)

Current Program Status: Graduates of the Occupational Safety Management master's program were asked to complete a survey during the Spring 2012 semester. Only 6 completed surveys were returned. All of those individuals had graduated since 2004. Questions were constructed to mirror stated assessment outcomes of the program. All of the questions regarding the effectiveness of the courses in achieving their stated outcomes resulted in strong positive feedback (a majority selected either "agree" or "strongly agree") including the following:

- a. My experience with Occupational Safety Management courses prepared me to identify, describe, and classify common workplace hazards in industrial safety.
- b. My experience with Occupational Safety Management courses prepared me to assess and explain risk.
- c. My experience with Occupational Safety Management courses prepared me to understand the perception of risk by different individuals and segments of the population.
- d. Occupational Safety Management courses prepared me to create safety and health education and training materials.
- e. Occupational Safety Management courses trained me to determine the proper method of managing workforce acceptance of safety procedures, training, and engineering.
- f. Occupational Safety Management courses prepared me to select the proper collection, reporting, and summarizing methods for incident reporting.
- g. Occupational Safety Management courses prepared me to prioritize and recommend proper action levels (design, safety, warning device, training, and/or personal protective equipment).
- h. Occupational Safety Management courses prepared me to prioritize and recommend control techniques for loss exposure (engineering controls, administrative controls, PPE) to prevent injuries and property damage.
- i. Occupational Safety Management courses taught me the necessary quantitative and analytical skills to manage a Safety Department regarding economic, financial, and decision making aspects of Safety Management.
- j. Occupational Safety Management courses' philosophy demonstrates adherence to professional and ethical standards.

- k. Your experience with the program heartened you to become an advocate for positive change in the Safety profession through development of standards, increasing knowledge base, and participating in appropriate professional activities.

**7.13 Employment of Graduates (MS/MA):** Placement, job titles, and salaries of graduates shall be tracked on a regular basis (two to five years). The jobs held by graduates shall be consistent with program/option goals. Summary data shall be available for the employment of graduates.

Visiting Team Report: Although no graduate evaluation survey was conducted for the M.S. graduates, two graduates of the M.S. program responded to the B.S. survey. Data was insufficient and not broken out in an attempt to address this standard. ((Board of Accreditation Rating - Partial compliance)

Current Program Status: During the Spring 2012 semester graduates of the BS in Safety Management program and the MS/MA program in Occupational Safety Management were asked to complete a survey that included questions related to their employment status prior to enrolling in the program, following graduation, and currently. There were six surveys completed by the alumni of the M.S. program. All of the MS/MA graduates had graduated after 2004. Job positions of these six were listed as Manager (2), Representative (2), Industrial Hygienist (1), and other (1). Among the MS/MA graduates, 1 reported income of \$40,000-45,000, 1 from \$50,000-55,000, 1 from \$90,000-95,000, and 2 more than \$95,000. See Table 1 under 7.14 for more information.

**7.14 Job Advancement of Graduates (BS and MS/MA):** The advancement of graduates within organizations shall be tracked on a regular basis (two to five years) to ensure promotion to positions of increasing responsibility. Summary data shall be available for the job advancement of graduates.

Visiting Team Report: Graduate evaluation surveys did not provide evidence for job advancement of B.S. or M.S. graduates. Evidence was presented from data collected by the alumni association and career center addressing the current positions occupied by safety management B.S. graduates since 2004. (Board of Accreditation Rating – Partial Compliance B.S. Program and Non-Compliance M.S. Program)

Current Program Status:

During the Spring of 2012 a survey was sent to graduates of the BS Safety Management Program and the MS Occupational Safety Management Program. A total of 54 responses were returned from alumni of the undergraduate program and 6 were returned from alumni of the graduate program. Among the BS graduates, 27 of the respondents graduated prior to 2000 while 33 had graduated within the last 12 years. Table 1 summarizes their responses to occupational position prior to enrolling in the program, following graduation, and currently.

BS data are in black, MS/MA data are in red.

Table 1. Position Titles of Program Graduates

Position title	Prior to enrollment		After graduation		Currently	
Director	3	0	6	1	13	1
Manager	1	2	10	1	9	1
Associate	4	0	2	0	3	0
Representative	3	2	4	2	1	2
Technician	3	0	5	0	2	0
Officer	0	0	2	0	3	0
Ergonomist	0	0	0	0	2	0
Inspector	1	0	4	0	1	0
Engineer	0	0	6	0	4	0
Industrial Hygienist	0	1	1	0	5	0
Risk Manager	0	0	1	0	1	0
Loss Control	2	0	3	0	2	0
Other	43	1	16	2	14	2
Total	60	6	60	6	60	6

BS graduates from prior to 2000 were exited from the survey at this point. Of the remaining 33 responding to the question of "Current Salary", 15% reported earning less than \$50,000, 39% reported earning \$50,00-\$75,000, and 42% reported earning over \$75,000 (including 36% who reported salaries in excess of \$95,000. When asked if their BS degree had opened opportunities for advancement 88% responded "Yes" and an equal number reported earning a promotion because of their degree. Also, 88% said their degree helped them to secure a position in managing a Safety Program. 18% reported that their degree helped them earn a management position other than in safety. Among the MS/MA graduates, 1 reported income of \$40,000-45,000, 1 from \$50,000-55,000, 1 from \$90,000-95,000, and 2 more than \$95,000. Among the MS/MA respondents, 67% indicated their degree has opened opportunities for advancement, 67% have had a promotion of increasing responsibility, and an equal number said their degree helped them to secure a position in management of a safety program. Additionally, 33% reported that their degree helped them earn a management position other than in safety.

A total of 79% of the respondents stated that a Bachelor's degree was a requirement for their current position, and 94% believe their employer values the fact that they have the degree. Among the MS/MA graduates, only one indicated that the degree was a requirement for their current position, but 83% believe their employers value the fact they have the master's degree.



**7.15 Employer Satisfaction with Job Performance:** Employer satisfaction with the job performance of graduates shall be tracked on a regular basis (two to five years) including employer attitudes related to the importance of the specific competencies identified for the program. Summary data shall be available showing employer satisfaction with the job performance of graduates.

Visiting Team Report: Graduate evaluation surveys did not provide evidence for employer satisfaction of B.S. nor M.S. graduates; however, internship employer evaluations were presented as evidence of employer satisfaction for B.S. students. (Board of Accreditation Rating – Partial Compliance B.S. Program and Non-Compliance M.S. Program)

Current Program Status: Employers identified through alumni surveys were asked to complete an online survey to assess their satisfaction with the performance of employees who had graduated from either our B.S. or M.S. programs. Employers were notified twice about the link to the survey, but there were only 3 responses from employers of B.S. graduates and none from employers of M.S. graduates. The survey asked 11 Likert-style questions based from the stated outcome objectives for the program. Those questions were:

Please review the statements below and select the option that best describes your response. Graduates of the B.S. Occupational Safety Management Program are able to:

1. Identify, describe, and classify common workplace hazards in industrial safety.
2. Assess and explain risk.
3. Understand the perception of risk by different individuals and segments of the population.
4. Create safety and health education and training materials.
5. Determine the proper method of managing workforce acceptance of safety procedures, training, and engineering.
6. Select the proper collection, reporting, and summarization methods for incident reporting.
7. Prioritize and recommend the proper action level (design, safety device, warning device, training, or PPE) to prevent injuries and property damage.
8. Prioritize and recommend control techniques for loss exposure (engineering control, administrative control, or PPE) to prevent injuries and property damage.
9. Know the necessary quantitative and analytical skills to manage a Safety Department regarding the economical, financial and decision making aspects of Safety Management.
10. Adhere to professional and ethical standards.
11. Advocate for positive change in the Safety Profession through development of standards, increasing their knowledge base and participating in the appropriate professional activities.

The following table summarizes responses.

Table 2. Employer Survey Responses

Question #	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	2	1	0	0	0
2	2	1	0	0	0
3	2	1	0	0	0
4	2	1	0	0	0
5	0	2	0	0	0
6	1	2	0	0	0
7	1	2	0	0	0
8	1	2	0	0	0
9	0	3	0	0	0
10	3	0	0	0	0
11	0	3	0	0	0

Two additional questions required written responses.

1. What are the strengths of the B.S. Occupational Safety Management Program?
  - R1-- The safety program appears to provide the basic framework for graduates to be successful. I've hired several Indiana State Graduates and they all had good business acumen skills.
  - R2-- I believe ISU provides a good foundation for graduating students entering the profession.
2. What are the areas in the B.S. Occupational Safety Management Program that could be improved?
  - R1-- Look to develop training/education around ergonomics, industrial hygiene, basic business acumen and loss trending/analysis.
  - R2-- Require a co-op experience when the Safety curriculum begins. Include construction safety curriculum in the program.

These areas will be discussed at our next Advisory Board meeting in October. It is our intention to modify courses accordingly.

**7.17 Student Success in Passing Certification Exams:** If a goal of the program/option is to prepare students to pass certification examinations, then the success in passing these examinations shall be tracked and confirmed. Summary data shall be available showing success in passing certification exams.

Visiting Team Report: Although the program addressed this standard for B.S. and M.S., student success in passing certification exams is not listed as a program goal and therefore not formally tracked. A letter from the Board of Certified Safety Professionals was provided as evidence of student success. The program plans to use the Board of Certified Safety Professionals ASP and CSP certifications as a measure of student success. (Board of Accreditation Rating – Partial Compliance B.S. and M.S. Programs)

Current Program Status: Among the BS program graduates the following certifications were reported:

STS-Safety Trained Supervisor (3)  
 OHST-Occupational Safety and Health Technologist (1)  
 CHST-Construction Health and Safety Technician (4)  
 ASP-Associated Safety Professional (5)  
 CSP-Certified Safety Professional (6)  
 CHSP-Certified Healthcare Safety Professional (2)  
 CHMM-Certified Hazardous Materials Manager (2)  
 CPEA-Certified Professional Environmental Auditor (1)  
 CFPS-Certified Fire Protection Specialist (1)  
 OSHA 500-Construction Safety Train the Trainer (1)  
 CRIS-Construction Risk and Insurance Specialist (1)  
 CSTM-Certified Senior Technology Manager (1)  
 CEAS-Certified Ergonomic Assessment Specialist (1)  
 TOTAL CERTIFICATIONS REPORTED (29)

12 additional respondents reported that they were currently preparing for a certification exam.

Among the graduates of the master's program the following certifications were reported:

OHST-Occupational Health and Safety Technologist (1)  
 CHST-Construction Health and Safety Technician (2)  
 Certified Safety Professional (1)  
 CHSP-Certified Healthcare Safety Professional (2)  
 ISO 14001 (1)  
 OSHA's 18001 Lead Auditor (1)  
 TOTAL CERTIFICATIONS REPORTED (8)

2 additional respondents reported that they were currently preparing for a certification exam.

**7.19 Outcome Measures Used to Improve Program:** Evidence shall be presented showing how outcome measures (Graduate Satisfaction with Program/Option, Employment of Graduates, Job Advancement of Graduates, Employer Satisfaction with Job Performance, Graduate Success in Advanced Programs, Student Success in passing Certification Exams and Advisory Council Approval of Overall Program) have been used to improve the overall program/option.

Visiting Team Report: Program outcomes were developed and approved by the industrial advisory committee. Outcomes have been integrated into B.S. and M.S. program course syllabi and were integrated into the graduate survey evaluation. Bachelor of Science graduates surveyed agreed to strongly agree that the program was effective in meeting its outcomes. Master of Science graduates were not surveyed and therefore no evidence was presented. Suggested

curricular changes, by the industrial advisory committee, were reviewed from meeting minutes. The team was unable to clearly verify the implementation of these curricular improvements into the programs.

**Current Program Status:** The Safety Management programs' industrial advisory board continues to meet at least annually to review the curriculum and discuss future options (see attached minutes in Appendix A). The program move to the College of Technology in the summer of 2010 necessitated several curricular changes as one full-time faculty position was taken away. Safety Management faculty no longer teach the Hazardous Materials Handling course or Biostatistics in the undergraduate program. Those courses remained in our former department and are still part of our required coursework. Changes to the graduate program were more dramatic. Our Research Methods (HLTH 601), Research Design and Data Analysis (HLTH 604), Applied Communication in Health and Safety (HLTH 609), and Administration of Health and Safety Programs (HLTH 626) courses were kept in our previous department. Those courses were all changed to fit their new Health Facilities Management and Public Health programs. The following new courses were proposed and approved for our program beginning Fall 2012:

SFTY 616-Administrative Procedures for Occupational Safety Management

SFTY 627-Safe Transportation and Management of Hazardous Materials (This course replaces SFTY 607-Transportation Safety, as was recommended by our advisory board in 2011.)

SFTY 628-Fire Science and Protection Systems (This is a new course recommended by our advisory board in 2011)

Since there were already at least 3 Research Methods courses offered through the College of Technology, no new class was created for this. Our students may take any of the COT Research Methods courses. Also, COT offered Statistics and Experimental Research in Technology (TMGT 607). An agreement was reached for Safety Management faculty to offer the course online during Spring semesters and Technology Management faculty to teach the course on campus during Fall semesters. Two additional course proposals are being prepared for submission this semester. These include:

SFTY 623-Current Issues and Communications in Occupational Safety Management

SFTY 590-Special Topics in Occupational Safety Management

Recently the Indiana State Commission of Higher Education announced that all undergraduate programs must have a maximum requirement of 120 credit hours. Currently ISU requires 124 credits for a bachelor's degree. The university has announced that the reduction will not come from Foundational Studies. We will discuss options with our advisory board in our September

2012 meeting, but the faculty consensus is to reduce the internship from 4 credit hours to 3, and eliminate 3 credit hours of electives.

The recently approved assessment models for both bachelor's and master's programs are designed to evaluate effectiveness of the programs in meeting stated outcomes. Rubrics are being developed to assess specific student learning outcomes within targeted courses each semester (see Appendix B). Program assessments are to be on a 3-year cycle, and we have prepared a schedule to assess at least one outcome in each program each semester. That assessment process began in the Spring 2012 semester

## Appendix A

### ISU Safety Management Advisory Committee Meeting – September 12, 2011 Minutes

Present: E. Sheldon, B. Oliver, M. Williamson, B. Blyukher, C. Swalls, A. Jones, D. Mendenhall

Dr. Sheldon opened the meeting with introductions. Carl Swalls is our graduate assistant. We have not had a graduate assistant in a long time. Mike Williamson is a special purpose faculty member who we share ½ time with HRD. Hopefully we will have a full time faculty line next year.

Safety Management officially moved to the College of Technology in February or March, 2011, when the Board of Trustees finally voted on the move. The undergraduate program transferred with no problems but our graduate program is still in limbo. The master's degree is still in Health and Safety with a specialization in Occupational Safety Management. It is not a stand-alone program. There are two or three options we can look at.

Request approval as a stand-alone program.

Move specialization to the Technology Management Master's

Department chair would like to push to see the department have two more specializations in the department – Construction Risk Management and Built Environment.

Not sure all will get approved. The trend at ISU is less programs than more. We will keep you informed.

Accreditation Status: BS and MS have been accredited for the next 6 years with a survey of employers coming in 2012 and a two year update.

Election of Chairperson and Secretary: Larry Meddles has stepped down as chair and Bill Oliver will now chair the committee. Gayle will take minutes for today's meeting and we will find someone to take minutes later.

In the move to the COT, we lost several classes that the other college would not let us bring.

HLTH 601 – Research Methods

HLTH 604 – Research Design

HLTH 609 – Communications

HLTH 626 – Management and Administration – which was changed to a Health Facilities Administration Class for HHP.

We will be proposing to create new courses to replace the ones we have lost. COT has three research classes already, so we won't pursue replacing HLTH 601. We will be proposing a new 624 statistics class. The COT has a graduate statistics class but it is only offered every other year and Safety needs to have something more often. The 607 transportation class is proposed to be 627 – Hazardous Materials Handling. The old 607 class was team taught for several years – no one wanted to teach it. The 609 is proposed to change to 623, same type of course offered but for Safety, not Health Facilities. The 626 Management class is proposed to be 616 – Administration/Methods and Procedures, redesigned. We will propose to offer a new class – 628 Fire Protection systems in the Built Environment. These proposals will eliminate 607 and add five new redesigned courses.

We also lost our 340 Biostatistics class. We will propose a new 341 – Statistical Concepts for Safety and Technology. The old 429 Hazardous Materials class is proposed to change to 446 Managing Hazardous Materials Operation Safety with a 40 hour Haswoper card.

Arlene Jones stated that we need to look very closely at Construction Safety. These courses will help the Safety program. Right now, students take the CHST and need CSP for government jobs.

Dr. Sheldon stated that the new courses would generate students from both programs. There are not enough CNST students in our masters program. It would be nice to have a lot of courses but we need teachers. We could justify 5 new faculty members.

Dennis Mendenhall said that in the undergraduate construction minor, 314 needs to be modified for CNST 310 which only has 1 hour of safety built in.

The program has been accepted to be the Indiana official National Safety Education Center site, which is subcontracted through Northern Illinois for OSHA courses. All our faculty will get certified.

Mr. Oliver wanted to know if these courses were moving from Indiana University to ISU. Dr. Sheldon said, yes, Northern Illinois contacted us directly. There is a contract in place and we will see how it progresses.

Mr. Oliver wanted to know if we had picked up any more students. Dr. Sheldon commented that we have 78 undergraduate majors enrolled. This figure is up 10 from a year ago. In the 212 class there are 60 students and  $\frac{3}{4}$  are from COT. The 318 class is almost  $\frac{1}{2}$  filled with safety majors. We picked up undergraduate students from

Technology and our masters students have doubled. There are currently 80 students in the 7 year time frame. Half of these are new.

The fact that our program is on line and is accredited has a lot to do with increased enrollment. With all the new students, it will get ugly when they all start doing their 629 projects. It was stated that the 629 committees can have one person from the outside. They must have a masters and could be an alumni.

Dr. Sheldon said that he started a Face Book page for tracking alumni. It seems to be working pretty well.

It was also mentioned that Dean Brauchle from Distance Education has approved pay for the development of the five new courses.

The support from the College of Technology has been remarkable. The second floor of the Technology Annex is the new home for the Department. It is part way done and will house Safety, Construction, and Interior Architectural Design. The IAD program comes to us from Family and Consumer Sciences which has been eliminated. The Built Environment program is a European experiment. Our new chair has worked closely with The University of Salford (UK) in bringing this type of program to the university. There may even be a faculty exchange of some kind in the future. The Built Environment department is the brainchild of Dean Brad Sims. He also managed to get a lot of dollars to get it started.

When the safety program moved to the COT, they were not allowed to bring most of their equipment. In the meantime, the Dean has ordered some \$600,000 worth of equipment for the program.

Dr. Sheldon then introduced our new arrivals:

Dr. Brad Sims, Dean of the College of Technology

Dr. Robert English, Associate Dean of the College of Technology

Dr. Richard Coble, Chairperson of the Built Environment

He also introduced Arlene Jones who is a consultant with OSEA from Charlotte, NC . Dr. Sheldon also mentioned that his first 629 project committee membership was with Arlene. She received her BS and MS from ISU. Also on the phone is Dennis Mendenall who works for Marathon Oil Company. He arrived at a later age to get his BS and MS from ISU.



Dennis wanted to thank the Deans and Chairperson for their continued support of Safety Management. Their involvement has helped to strengthen the program.

Dr. Coble stated that adding Construction Risk Management Master's Degree program ties with the Safety program. The department is looking to be adopted by IRM (International Risk Management), which is based out of Dallas, TX. He also mentioned that NIOSH has \$20,000 - \$50,000 research grants that tie into safety. The three groups are becoming stronger and stronger. His Ph.D. was in safety and he sees nothing but growth for the department.

Dr. Sheldon told the new arrivals that Bill Oliver has agreed to chair this committee and they will try to meet twice a year. This is the first meeting since the move.

Dean Sims said that he was glad to have Safety Management here. It helps that ISU has the only safety management program and it fits very well in the COT. He also appreciates the work of the Advisory Committee. You can give us feedback and current trends in the industry.

Mr. Oliver stated that it seems like a great fit for safety in the COT.

The Dean said that safety management has a very unique "ID".

Meeting was adjourned at 4:30 P.M.

## Appendix B

The term project assignment for SFTY 606 (Outcome #6)

Based on the methods of analysis which have been discussed during the semester, students are supposed to create an *Assessment Instrument* (questionnaire) to analyze jobs in a workplace chosen by student. Students should analyze at least three different jobs.

The Goal is to develop an assessment tool to analyze jobs hazards with respect to their human factors and ergonomics and recommend better methods for protection.

The final reports are evaluation based on a rubric described below:

	1	2	3	4
<b>SLO 6.1 – Prioritize hazard control and management techniques for economic, property, and personnel loss exposure</b>				
<i>The scope of the project is specific and organized (in term of the type of exposures – e.g. chemical, physical, ergonomic, psychological and etc.)</i>	It is not possible to understand what the scope of the project is.	The report is not very specific and not well organized.	The report is specific but not organized.	The report is very specific and well organized.
<i>All the existing control methods are assessed (i.e. engineering, administrative, and PPE).</i>	There is no assessment of any kind of existing control method.	The report includes assessment of only one out of three types of control methods.	The report includes assessment of only two out of three types of control methods.	The report includes assessment of all three types of existing control methods.
<i>The assessment produces a score for every exposure and control method</i>	There is no score for assessment.	The score is neither uniform nor consistent in the entire report.	The scores is either not uniform or not consistent in the entire report.	The score produced by assessment is uniform and consistent in the entire report.
<i>The exposure and hazard control assessment results are prioritized for economic,</i>	There is no prioritization.	Either the exposures or the hazard controls are not prioritized.	The exposures and hazard controls are partially prioritized.	The exposures and hazard controls are fully prioritized.

<i>property, and personnel loss.</i>				
<b>SLO 6.2 – recommend action levels including design, safety devices, warning devices, training, or PPE to prevent injuries and property losses</b>				
<i>Recommendations are made about engineering controls (e.g. work design, safety devices and etc.)</i>	There is no recommendation	The recommendations are both incomplete and impractical.	The recommendations are either incomplete or impractical.	There is at least one recommendation about every engineering control method.
<i>Recommendations are made about administrative controls (e.g. warning devices, training and etc.)</i>	There is no recommendation	The recommendations are both incomplete and impractical.	The recommendations are either incomplete or impractical.	There is at least one recommendation about every administrative control method.
<i>Recommendations are made about personal protective equipment (PPE).</i>	There is no recommendation	The recommendations are both incomplete and impractical.	The recommendations are either incomplete or impractical.	There is at least one recommendation about every PPE.
<i>Recommendations are made about property loss and protection.</i>	There is no recommendation	The recommendations are both incomplete and impractical.	The recommendations are either incomplete or impractical.	There is at least one recommendation about every property loss hazard.

### The term project assignment for SFTY 610

During the semester the several methods of workplace safety assessment were discussed. Based on those methods the following projects were given for implementation:

Project 1: OSHA Requirements for Safety Inspection Methodology and Procedures in Application to Industry (name)

Project # 2: Example of safety inspection procedure and implementation in Application to Industry (name)

Students were supposed to create an *Assessment Instrument* (questionnaire and checklists) to analyze safety and associated hazards in a workplaces chosen by students:

- Facility hazards identification, assessment, and control for ladders, scaffolding, confined spaces, and control of hazardous energy (lockout / tagout)
- Hazardous materials identification, handling and control. Recommendation for safe operations and control assessed hazards at workplaces with toxic, flammable and combustible liquids, powered industrial trucks, welding, cutting, and brazing, electrical equipment.

The Goal is to develop methods of workplace hazard inspection, assessment, and control with respect to their human factors and ergonomics and recommend better methods for protection.

The final reports are evaluation based on a rubric described below:

	1	2	3	4
<b>SLO 1.1 Identify common hazards in the workplace and general</b>				
<i>Hazards at the workplace are identified</i>	Hazards at the workplace are not identified	Only physical hazards are identified	Only chemical hazards are identified	All hazards at the workplace are identified
<b>SLO 1.2 Describe common hazards in the workplace and general</b>				
<i>Hazards at the workplace are described</i>	There is no description of hazards	Only physical hazards are described	Only chemical hazards are described	All hazards exposure at the workplace are describe

<b>SLO 1.3 Classify common hazards in the workplace and general</b>				
<i>Common and General Hazard classification at the workplace is made</i>	There is no hazard classification.	The hazard classification incomplete.	The hazard classification not based on OSHA 1910 standards	The hazard classification is based on OSHA 1910 standards and complete
<i>Hazardous materials classification at the workplace is based on United Nation Classification of Hazardous Materials</i>	United Nation Classification of Hazardous Materials not used	United Nation Classification of Hazardous Materials used only for flammable materials	United Nation Classification of Hazardous Materials used only for toxic materials	United Nation Classification of Hazardous Materials used completely for all hazardous materials at the workplace

