I. Program Highlights/Initiatives

Overview
In this review period the Department of Occupational and Environmental Safety & Health (OESH) has changed its undergraduate degree from Bachelor of Science in Education (BSE) to Bachelor of Science (BS). This was a long-term goal of the Department which was also consistent with the change in the department name (i.e. from Safety Studies to Occupational and Environmental Safety & Health). The BS degree better conveys the major’s content, which emphasizes the application of knowledge from the physical sciences, health sciences, social sciences, and management areas to the prevention of accidents, protection of health, and preservation of the environment. The new degree better reflects the graduates' actual educational experience as well as improves their prospects for employment.

The Department totally restructured its minor programs. Three of its minors programs, Traffic Safety, Institutional Safety, and Letters & Sciences, were consolidated under Occupational Safety because their individual enrollments were low and their contents essentially redundant. The remaining minor program, Occupational Safety, was thoroughly revised to offer a better-structured educational experience for the students ensuring that they will develop a coherent knowledge base that addresses the core competency areas of occupational safety. The previous minors had a required course load that did not provide a sufficient knowledge base in the core competencies of occupational safety and included an excessive number of elective courses. The Department is also in the process of discontinuing its Pre-Occupational program since it has no practical purpose and creates unnecessary administrative work.

The Department has successfully implemented a new emphasis in construction safety. This initiative was developed under the guidance of the Construction Safety Advisory Board, which consists of 16 members representing the department faculty, the construction industry, federal regulatory agencies, and organized labor. The partners in this innovative project were involved not only in designing the curriculum and course content, but also participated directly in the delivery of some of the content. The new emphasis requirements include three construction safety courses, a comprehensive exam, and an internship in a construction company. This initiative involved the extensive redesign of an existing course, SFTYIND-382 Safety in the Construction Industry, and the development and implementation of two new courses, SFTYIND-384 Construction Accident Prevention and SFTYIND-482 Construction Safety Management, besides the engagement of a number of construction companies willing to provide internships.
Also in this period the Department made course SFTYIND 420 - Principles of Environmental Safety a requirement for Occupational Safety majors. The course was previously offered as an elective. Based on feedback from employers and professionals in the OESH field the Department became convinced that the knowledge imparted by this course needed to be an essential part of our majors’ education.

The Department felt it was necessary to enforce its minimum GPA policy at one additional point before final semester of the senior year. Therefore, a minimum GPA requirement for enrollment was added to SFTYIND 483 - Industrial Safety Management, a required course for major and minor students, a course typically taken during junior year.

The Department offers a Licensure Program in Driver Education for individuals planning to teach in public high school settings. The Department also provides support for individuals working in commercial driving schools.

The Department has improved requirements for student portfolios for use in the evaluation of fieldwork internship based upon discussions with other departments on structure and use of this assessment tool.

A Departmental Advisory board has been convened to advise on curriculum and other long-term issues affecting the program and its graduates. This group consists of noteworthy professional from academia, industry and government. A first report issued by the Advisory Board Chairperson can be found in the appendix.

**Future Academic Assessment Initiatives**

Initiatives for the upcoming review period will include the following:
- The Department will continue to explore alternatives for the effective collection, analysis, and maintenance of assessment data.
- The Department will implement a more methodical approach to the review of alumni survey data. Although the Department has already developed an alumni survey instrument the University has postponed its administration.
- The Department will continue working closely with its Advisory Board and the Occupational and Environmental Safety & Health professional community to further develop its curriculum.

**II. Academic Assessment**

**Centrality**

The Department of Occupational and Environmental Safety & Health prepares students for rewarding careers protecting America's work force, the public and the natural environment from harm in today's age of rapid technological and scientific development. The Environmental Safety & Health (ESH) professional is concerned with the interaction between people and the physical, chemical, biological and psychological factors which
affect their safety, health and productivity. Coursework covers a wide range of subjects including ergonomics, accident prevention, security, and environmental protection. The students are provided with essential skills that enable them to recognize, devise and implement methods to control hazards. In addition, in consonance with the UWW Vision Statement which calls for active learning experiences as an essential component of the undergraduate education, occupational safety majors are provided with a number of practical work site activities, culminating in a full semester internship with a practicing ESH professional.

In addition to the major and minor programs in Occupational Safety the Department offers courses that support a number of other programs. Departments whose programs incorporate OESH courses include Geography, Health Physical Education Recreation & Coaching, Management, Sociology, and Social Work.

At the UWW a key element of the baccalaureate degree is the common general education program which provides the body of knowledge that supports all degree programs. The OESH Department participates in that effort by offering two General Education (GI) courses: SFTYGEN 201 Personal and Public Safety and SFTYGEN 255 Alcohol and Other Drugs. These courses are in strong demand from undergraduate students across all majors. Other courses such as SFTYIND 380 Industrial Accident Prevention, SFTYGEN 450 Behavioral Aspects of Accident Prevention, and SFTYIND 383 Introduction to Security attract undergraduate students from several other programs.

The OESH Department has a strong regional presence having supplied qualified safety professionals to a substantial number of industrial organizations in southern Wisconsin. The Department has, over time, developed innumerable collaborations with many private and public organizations through its internship program, and through the multiple student projects in its SFTYIND 481 Analysis and Design for Safety in Industrial Operations. Other significant partnerships include the Construction Safety Advisory Board and the Departmental Advisory Board described elsewhere in this report.

**Program Goals and Assessment**

OESH graduates possess the technical skills required for success in the profession. Graduates are able to determine which methodologies allow them to collect and analyze the relevant information necessary to reduce/eliminate workplace hazards. Core areas of technical expertise include, but are not limited to:

- Job and Health Safety Analysis
- Hazard Recognition and Remediation
- Safety Training and Development
- Ergonomics
- Industrial Safety Program Management
- Industrial Hygiene and Monitoring
- Workers’ Compensation Legislation and Procedures
- Fire Protection/Prevention
- Environmental, Safety and Health Regulations
- Accident Investigation
The Departmental long-term plan calls for the gradual implementation of a limited number of emphases allowing students to obtain a more in-depth education in specific areas within the occupational safety field. The first successful effort in this direction was accomplished through the implementation of the Construction Safety Emphasis. This initiative clearly meets the needs of the construction sector, one of the most dangerous industries with a reported shortage of qualified personnel to lead their efforts in reducing accidents, injuries and illnesses. The Construction Safety Emphasis represents a tremendous advantage for students seeking a career as a construction safety professional.

The Department anticipates the implementation of an Occupational Ergonomics emphasis within the next two years. There is a well-established need for safety professionals with proficiency in ergonomics as indicated by the growing number of musculoskeletal disorders reported across many industries as well as by the soaring costs associated with these injuries. The Department has the required expertise in existing staff and is working diligently to ensure the material resources to implement the new emphasis.

A third area that has been considered for expansion is environmental safety. The Department is currently developing a survey to assess the level of student interest in that area. Ideas under discussion include an Emphasis and a Minor in environmental safety. Additional instructional staff may be required for the implementation of the emphasis and/or minor programs.

The identification and development of these emphases are part of a continuous discussion involving the Department members and external constituencies, with an essential role played by the OESH Advisory Board.

Hands-on experience is vital in applied sciences, and the earlier students are immersed in the applications of OESH technology the stronger will be their professional preparation. Early application will also lead to strengthened skills in specialized areas. The Department is fully aware of those needs and it is working to improve and expand its laboratory facilities. After a protracted but ultimately successful negotiation a new and much larger area for the laboratory has been secured. The new area will allow shared space for construction safety, occupational ergonomics, environmental safety, and industrial hygiene. Proposed upgrades include equipment for practical demonstrations of construction safety techniques, ergonomic work assessment, environmental pollution monitoring, and industrial hygiene instrumentation. Since the funds allocated by the University are not sufficient for the completion of this project the enlistment of private donors is necessary.

The OESH Department makes use of a variety of assessment strategies focusing both on internal and external constituencies’ perspectives. From an external vantage point the Department receives regular feedback from organizations cooperating in its internship programs and in senior capstone projects, from the Departmental Advisory Board, from the Construction Safety Advisory Board, and from its alumni. From an internal perspective the Department relies on assessments conducted at the course level, the
construction safety emphasis comprehensive examination, the OESH Undergraduate Program Evaluation survey completed by students at the end of their internship, and the UWW on-line survey of graduating students.

Three times a year (e.g. Fall, Spring and Summer schools periods) companies participating in the OESH internship program provide information on the quality of the knowledge and skills demonstrated by the majors during their fieldwork experience. Two separate instruments are utilized for this purpose. The first instrument is administered earlier in the internship period and provides a snapshot on the verbal and writing skills of the student and on his/hers professional demeanor from a point of view of the site supervisor, typically the organization’s safety manager. At the end of the internship period the site supervisor is asked to complete the Internship Program Evaluation, a comprehensive mail-in survey focusing on eight main technical areas of the intern performance and the aspects covered by the first instrument. Figures 1 to 3 summarize the data collected from site supervisors between Fall 2002 and summer 2003. Assessment information is also gathered informally by the instructor of SFTYIND 481 – Analysis and Design for Safety on the performance of students engaged in capstone projects in local organizations.

Figure 1 –Site supervisor evaluation of intern knowledge and skills
Figure 2 – Site supervisor evaluation of intern knowledge and skills

Figure 3 – Site supervisor evaluation of intern knowledge and skills
The previously-mentioned Departmental Advisory Board was established to provide guidance on long-term plans for the development of the OESH programs. This strategic planning body represents the interests and viewpoints of central constituencies in the OESH field. This body convenes twice a year and as necessary when significant decisions arise. The Construction Safety Emphasis Advisory Board, which is a larger and more focused body, performs a similar role but with an added emphasis on the needs of that specific industry. Both advisory boards provide essential information on the economic and societal needs to be met by the OESH programs. A report issued by the Chair of the OESH Department Advisory Board can be found in the appendix.

The Department is informally collecting feedback from its alumni. Formal assessment data will be available to the Department once the University implements its alumni survey initiative. The Department has submitted a number of questions to be included in the University’s Alumni Survey, which administration was anticipated to start during the spring 2003. This survey will provide a constant flow of information regarding how our alumni evaluate their preparation for professional life. A copy of the proposed questions can be found in the appendix.

From a student perspective, each individual course has its own set of assessment tools of learning outcomes. Throughout the program learning assessment typically includes written examinations, practical projects involving real life problem solving, class activities including presentations, and a number of cooperative learning applications. The Construction Safety Emphasis requires students to take a comprehensive pass/fail examination covering the different courses within this emphasis. Similar examinations are anticipated to be put in place with the implementation of new emphases. Finally, at the end of their internship period students assess the value of the different courses in their professional preparation through the Undergraduate Program Evaluation survey. Figures 3 to 8 summarize student responses to the question “for the courses listed below, please rate how valuable each was in your educational experience”. In addition, information from the on-line UWW survey of graduating seniors from Fall 2002 and Spring 2003 can be found in the appendix. The small sample sizes and the small number of data collection periods in the UWW on-line survey limits any meaningful interpretation of that information in terms of trends.
Figure 4 - How valuable each course was in your educational experience”.

**Undergraduate Evaluations**

![Bar chart showing course evaluations by semester and year](chart1.png)

- Introduction Safety
- Behavioral Aspects
- Legal Aspects
- AOD
- Ergonomics

Mean values for each course across different semesters and years.

Figure 5 - How valuable each course was in your educational experience”.

**Undergraduate Evaluations**

![Bar chart showing course evaluations by semester and year](chart2.png)

- Ind. Study Basic Traffic Motor Fleet IAP Construction Safety

Mean values for each course across different semesters and years.
Figure 6 - How valuable each course was in your educational experience.”

Figure 7 - How valuable each course was in your educational experience”. 

0.00 1.00 2.00 3.00 4.00
Mean

Security Epidemiology IH-Lec IH-Lab Industrial Management
Courses


0.00 1.00 2.00 3.00 4.00
Mean

Fire Safe Handling Product Safety Chemical Safety Environmental
Courses

The Department has recently conducted a thorough internal discussion of the content of all required courses for the major. This discussion focused on the identification of any gaps in the curriculum as well the elimination of excessive redundancies. This effort resulted in the fine-tuning of the content of two courses and in a decision to offer a new course on Accident Investigation and Failure Analysis. This new course should be offered in a workshop format in the Fall 2004 and is expected to evolve into a required course in the future. The Department also carried out an extensive discussion focusing on the course SFTYGEN 255 Alcohol and Other Drugs with the purpose of refining and homogenizing its content and student assessment procedures. Since this course is offered in multiple sessions with several instructors assigned to them, the Department felt the need to ensure consistency across the sessions particularly in terms of assessment of student learning and content.

Students with a Driver Education Licensure will, upon graduation, have command of the skills and knowledge identified by the Wisconsin Department of Public Instruction Guide and the American Driver and Traffic Safety Education Association model curriculum for high school driver and traffic safety educators. Assessment Techniques include written evaluations throughout the course of study and observation during required student teaching by the University supervisor and the cooperating high school teacher. Upon completion of the program students must be able to identify critical issues in traffic safety education and devise methods to transmit solutions to driver education students.

In summary, the OESH Department provides quality programs and services that meet the needs of students preparing to live and work in an increasingly diverse, multicultural and
global society linked to an interdependent political, environmental, economic, and information-rich world.

**Dual-level courses**
The Department currently offers 20 dual-level courses listed below. Although variations exist among the different courses, most of them offer graduate students significant additional learning experiences. Typically, graduate students are expected to work on an advanced individual project related to the course matter under the direction of the instructor. Usually the graduate project requires a class presentation and the submission of a written report. Graduate students are also commonly graded on a different scale reflecting the higher performance expectations set for them. Although the Department would like to reduce the number of dual-level offerings by expanding graduate-only courses, the small instructional staff allocation and the demands for high productivity do not allow that at the present time.

Dual level courses offered by the OESH Department:
- SFTYGEN-381/581 Motor Fleet Safety
- SFTYGEN-450/650 Behavioral Aspects of Accident Prevention
- SFTYGEN-453/653 Legal Aspects in Safety
- SFTYGEN-488/688 Ergonomics
- SFTYGEN-490/690 Workshops in Safety
- SFTYTRAF-461/661 Problems & Materials of Driver Education
- SFTYIND-382/582 Safety in the Construction Industry
- SFTYIND-383/583 Introduction to Security
- SFTYIND-384/584 Construction Accident Prevention
- SFTYIND-420/620 Principles of Environmental Safety
- SFTYIND-457/657 Principles of Occupational Epidemiology
- SFTYIND-480/680 Industrial Hygiene Instrumentation
- SFTYIND-482/682 Construction Safety Management
- SFTYIND-483/683 Industrial Safety Management
- SFTYIND-484/684 Industrial Hygiene
- SFTYIND-485/685 Fire Protection/Prevention
- SFTYIND-486/686 Safe Handling of Materials
- SFTYIND-487/687 Product Safety
- SFTYIND-489/689 Chemical Safety
- SFTYIND-496/696 Special Studies (Occupational)

**III. - Enrollment**

**Trend data**
As indicated by the Undergraduate Student Credit Hours (SCH) data below the Department has experienced strong demand for its courses despite a reduction in the number of majors and minors. The Department expects further increase in the SCH numbers as result of the recent addition of a second General Education course to its offerings. The reduction in majors can be partially explained by the sharp reduction in
the demand for the Driver Education Licensure program vis-à-vis the elimination of the State support for these programs at public high schools level. The Department experienced some difficulties during the 1998-2000 period with changes in the leadership and the absence of tenure-track faculty, which probably had an impact on subsequent enrollments. These problems have been overcome and the Department is confident that the changes implemented will produce increased enrollments in the near future. The Department is also implementing a series of recruitment initiatives to increase its major and minor programs. For example, the Department has been working closely with the UWW Exploration Center to disseminate information about safety careers among undeclared students.

The B.S. in Occupational Safety requires only 121 credits to graduation, however since many students elect this major late in their academic careers larger number of credits to degree are observed. The Department has been working diligently to make the major better known by freshman and undeclared students so they are able to make their choice earlier in their careers. Information on enrollments, departmental productivity, number of degrees granted and average credits to degree can be found below.

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**Demand for Graduates**
The professional literature indicates that the demand for safety professionals with academic preparation in a broad spectrum of safety-related disciplines exceeds the supply of college programs. This need is expected to continue over the next several years. The OESH program provides a sound and rigorous academic preparation for prospective safety professionals.

The safety profession includes many new job classifications. For example, the field of ergonomics has grown as injury rates have climbed in meat processing, manufacturing and at computer workstations. Also, there is an increased emphasis on highway and construction safety. All of these areas offer good employment opportunities.

Insurance and worker’s compensation costs have escalated over the last two decades and have become economic concerns for many employers. This has led to a growing emphasis on safety for companies and more employment opportunities for safety professionals.

Responsible companies, concerned public and special interest groups have increased protection for our environment. The techniques and principles involved in achieving this
are similar to those used in accident prevention. Safety professionals are often assigned responsibilities for environmental affairs. This increases the need for safety professionals in organizations with environmental hazards.

There is increased coverage in the print and broadcast media about hazardous waste spills, accidents, and other events that produce losses which could have been avoided through preventive measures and by better management. The adverse publicity creates opportunities for people trained to develop management systems that prevent losses. For some time, the career opportunities for innovative safety professionals have grown faster than the number of trained and qualified individuals available.

Recent OESH undergraduates have received typical first job offers of $35,000. A salary survey published in 1999 by the professional magazine Safety+Health indicates an average salary of $43,000 for safety professionals with two or less years of experience, with an average salary of $53,000 for professionals located in the West North Central portion of the country. According to the American Society of Safety Engineers (ASSE) salaries currently range from lows of about $30,000 for safety inspectors to highs of $150,000 for highly qualified individuals in demanding positions. Many recent graduates in the safety sciences receive starting salaries near or above $40,000 per year.

The need for safety professionals has continued to grow in spite of a shrinking manufacturing base. While many non-U.S. countries have safety standards below those found in the United States, responsible companies require their foreign plants to safeguard all employees. Foreign countries are also raising their safety, health and environmental standards. In many cases, international standards now protect workers everywhere.

Employment in the field of safety has continued to grow over the years. This growth has continued, even in bad economic times. There is no reason to believe that the need for more safety professionals will diminish in the near future.

Another indication of the strong demand experienced by safety graduates has been made evident during the Department’s internship placement effort. In the recent years the number of opportunities for internship has exceeded the number of applicants in the program. The overwhelming majority of interns have been offered monetary compensation, which has ranged from $8.00 to $17.00 per hour.

**Accreditation**

The Department has conducted, over the past years, a number of discussions on the need and desirability of external accreditation. Although recognizing the importance of this decision, other pressing needs had clear precedence over it. For instance, the imperative need to improve the academic credentials of the instructional staff and to establish a core tenure-track body, to redefine the Departmental mission as reflected in its name and undergraduate degree, to overhaul its minor curricula, and others. Consensus has been reached that the Accreditation Board for Engineering and Technology (ABET) presents the most appropriate accreditation option for the Department at this point. The OESH
undergraduate program currently meets almost the totality of that board requirements with some changes needed in the unique requirements and the core courses.

The Department has recently submitted to the University a preliminary proposal for its transfer from the College of Education (COE) to the College of Business & Economics (COBE). Arguments supporting this proposal included an extensive list of benefits that will result from the relocation and the redressing of a number of limitations imposed by the current situation on the continued development of the OESH Department and its programs. The result of this proposal can have significant implications for the OESH program as well as for the external accreditation decision.

Comparative Advantage
Although other safety-related programs are available, the OESH Department offers the only major in Occupational Safety in Wisconsin. The location of the program at the University of Wisconsin-Whitewater offers great access to innumerable opportunities and resources in the region. The Department has well established connections with many local and regional organizations. Its alumni staff the majority of safety positions in organizations throughout southern Wisconsin.

Different from programs that offer a limited number of courses in safety within their undergraduate programs, the OESH Department provides a full-fledged comprehensive safety education. Another aspect that sets the UWW-OESH curriculum apart is its internship program which places students for a full semester in some of the top organizations in the State. This is typically a paid opportunity where the student has the chance to apply his/her knowledge and skill to real life situations under the direction of experienced safety professionals in organizations where in most cases a well conceived safety plan is in place.

IV. Resource Availability and Development

Faculty and Staff Characteristics
At the end of the previous review period the Department had no tenure-track faculty and none but one of the members of its instructional staff held a doctoral degree. Since then the foremost priority of the Department has been the improvement of its instructional staff. The Department has hired four outstanding tenure-track faculty members and a number of excellent new part-time instructors, several of them holding doctoral degrees. The Department instructional staff is highly qualified and committed to the different areas covered by the OESH programs. The instructional body is made up of professionals with advanced degrees in engineering and science, and with wide experience in industry, government and academia. The OESH staff is culturally diverse with Latino, Asian, and African-American members. Although the number of women entering the safety profession is growing to about 15 and 20% according to the American Society of Safety Engineers, the number of women with advanced degrees is limited. Faculty and Staff contributions in teaching, research, and service can be found in the appendix.
As part of the recent University budget adjustments the Department had its instructional FTE reduced by 0.5 for the 2003-2004 academic year. This reduction hindered the Department plans to increase the percentage of tenure-track faculty in the instructional staff and may slow down the implementation of the environmental safety emphasis.

**External Funding**
The Department has worked diligently to obtain external funding during this review period. Some of the highlights include a series of grants on traffic safety obtained through the Wisconsin DOT, which totaled to over $370,000. Additional $15,000 was obtained from a variety of research and teaching and curriculum development grants. Other grants in the period included $30,500 received from J.J. Keller, $60,000 from the DOT – Drivers Education grant. Detailed information on external funding can be found in the appendix.

**Resources for Students in the Program**
The OESH Department, through a grant from the safety consulting company J.J. Keller, maintains a student lab equipped with three computers, printers, scanner, VCR-TV and a large inventory of videos and safety software. The student lab is staffed by two paid students and is open to all safety students for approximately 30 hours every week. The video collection has over 220 titles covering a wide range of safety topics. The video collection has received additional donations from the Wausau Insurance and the Association of General Contractors of Wisconsin. The lab inventory also includes specialized software packets and a number of professional periodicals and books.

**Facilities, Equipment, and Library Holdings**
The OESH Department has been allocated approximately $15,000 for the purchase of library materials over the past four years. A staff member maintains the library fund and is responsible for submitting purchases from members of the Department. The Department has used all funds allocated by the library and has repeatedly obtained additional resources. The library administration and staff have been exceptionally helpful in assisting the OESH faculty and staff and students with the support necessary to conduct literature reviews, research, and studies.

All members of the Department faculty and staff have access to state of the art personal computers. A grant from the College of Education has allowed the Department to replace its computers every two-three years. Upgrades in instructional technology implemented in the classrooms of Winther Hall during the last few years have improved considerably the teaching resources of the program.

Equipment needs in Safety Studies require a considerable initial outlay of capital as well as substantial funding for maintenance. Aside from the $50,000 lab modernization funding and the Gib Harris endowment ($ 30,000), there is limited money remaining to maintain highly specialized equipment for the long term. Several companies and
professional safety organizations have assisted the Department with equipment donations and funding but cannot be expected to do so indefinitely.
Appendix A

Audit and Review Evaluation Report from last review
AUDIT AND REVIEW EVALUATION FORM

Program: Occupational Safety / Safety Studies    BSE    Major/Minor

Program Strengths:

Strategic Plan
1. The program's efforts are closely related to the university's strategic plan and central to the university's mission.

Accreditation, Professional Standards
1. A review of requirements for three competing accrediting boards will be made to determine which would best serve the interests of the program and its graduates.

Assessment
1. An assessment plan has been in place, consisting primarily of the site supervisor's evaluation of interns, the intern's evaluation of their academic training, and periodic surveys of graduates.
2. A range of assessment techniques are proposed with a mix of internal and external sources.
3. The five program changes planned before the next self-study are commendable.
4. The department is beginning a complete review of the curriculum with changes to be made before the next self-study report is due.
5. The survey questionnaires are fine.
6. The program has undertaken a conscientious self-study identifying a number of areas of great concern.
7. There are plans to form an advisory board of safety professionals from a variety of fields.
8. Evaluations conducted reveal high satisfaction by a) on-site supervisors reviewing interns, b) students assessing course preparation and, c) interns reviewing faculty supervision of their experience.

Curriculum
1. Some objectives are stated in terms of what students will be expected to know/do.
2. The program provides supporting professional degree requirements in Social Welfare; Health, Physical Education, Recreation, and Coaching; Criminal Justice; and Human Resource Management. The program provides general service instruction through three courses (Introduction to Safety, Alcohol and Other Drugs, and Industrial and Accident Prevention) which are generally filled to capacity or sometimes over-enrolled.
3. The program is presently conducting a complete review of the BSE curriculum, minor and MS curriculum.
4. A three-course "Pre-Professional Safety" program helps insure safety majors know what the major is all about before declaring it a major.
5. The Occupational Safety major facilitates integration of coursework from three
colleges (Letters & Sciences, Business & Economics, and Education) in a way that is unique in occupational safety education in Wisconsin.

6. The program is collaborating with three other programs (geography, geology, and biological sciences) in the implementation of a new environmental safety minor.

**Faculty**
1. Considering academic staff have no publishing or service requirement, the staff are to be congratulated for what's been accomplished in these areas.
2. Over ten Blue Key Society Certificates of Appreciation have been received by faculty and staff since the last review.

**Opportunities for Students**
1. A vigorous and well-managed internship program provides students with numerous opportunities in hospitals, government agencies (OSHA, FAA, VA, Wisconsin Risk Management, DOT, etc.), transportation, construction, and various types of manufacturing. A strong partnership is maintained with business and industry. The internship program provides additional benefits to the students in terms of a salary and possible future employment with the host company.
2. Many graduating seniors elect to take the first part of the Certified Safety Professional or World Safety Organization-Certified Safety Technical exams to enhance their credentials.

**Enrollment**
1. Demand for the Driver's Ed. Licensure program is expected to increase due to instructor retirements and increased state licensing requirements.
2. The program projects implementation of a recruitment plan to target recent high school graduates, two-year and vocational education transfers, women, and minorities.

**Placement**
1. Job outlook is very good. Professional literature projects a demand, over the next 5-10 years, for safety professionals with backgrounds in a broad spectrum of safety-related disciplines to exceed the supply of college programs. Demand for graduates exceeds supply.
2. Beginning salaries are good. Graduates can expect to earn salaries that have increased 40% since the last review.
3. Program interns are in high demand by a growing number of companies, information agencies, and businesses.

**Extramural Funding**
1. The program has been actively involved in grant activity securing funds to upgrade the industrial hygiene lab (lab modernization fund, 65K), mount an instructional center (J.J. Keller Foundation, 15K), and a Unix computer (SafeWork, 65K).
2. The program received a private endowment (Gib Harris) of 27K to enhance the industrial hygiene lab.
Resources
1. Computer resources are adequate.
2. Department funding is adequate.

Program Weaknesses:

Assessment
1. The program's assessment plan and activities are incomplete.
   - Learning outcomes should be more specifically articulated, with assessment measures tied to these outcomes.
   - Cognitive, subject matter and skill objectives are not clearly distinguished.
   - There is no clear distinction between program goals and objectives (and their attendant assessments) and educational goals and objectives. Furthermore, the Program Objectives listed on page 2 are really program aims in the sense that they are general and difficult to assess, as opposed to objectives which are specifically designed to be assessed and evaluated. Similarly, the educational aims listed on page 6 give rather a definition of Safety Studies than a description of the knowledge, skills, and dispositions required in the course of study.
   - Three of six stated objectives address one of the minors rather than the major.
   - Assessment results are not provided. Given the scope of the assessment plan, it would probably not be possible to gather all data each year. Still, by the end of a five-year cycle, probably all pertinent data could be gathered at least once.
   - Use of standardized professional examinations is informal only.
   - Data are not collected on program completion rates.
2. Currently, there is no external advisory board.

Faculty
1. The department has no full-time tenured or tenure-track faculty.
2. The program lacks faculty expertise in the specialty areas of risk management and loss control, machine design and blueprint reading, chemical and environmental safety, and behavioral aspects of accident prevention.
3. The department lacks staff qualified to operate the Unix workstation.

Enrollment
1. The numbers of BSE majors and minors have experienced significant drops.

Placement
1. The department lacks a plan to track graduates. Currently, this is done informally.

Resources
1. Current library holdings need to be increased.
2. State-of-the-art multimedia presentation aids need to be enhanced.
3. Funds are needed for maintaining specialized equipment.
4. Current classroom space is insufficient for large group discussions and activities.
Required Actions:

Accreditation, Professional Standards
1. The department should continue to explore accreditation options with the intention of pursuing accreditation.

Assessment
1. The department should more fully develop the assessment program.
   • More specifically articulate the learning outcomes as cognitive, subject matter and skill outcomes and tie assessment measures to these outcomes.
   • Collect and present the assessment data.
   • A system should be established to inform students, faculty, and alumni of changes that have been made based on assessment feedback.
   • Formalize the use of standardized professional examinations for assessment.
   • The assessment program should include assessments during the course of study as well as at the end of the course of study.
2. Establish an external advisory board.
3. Develop and implement a plan to monitor graduates.
4. Collect data on program completion rates.

Faculty
1. The program must secure tenure-track faculty and a continuing chair to stabilize the program. Add the recruitment of faculty to the program goals on page 2. It is recognized that two new tenure-track faculty will be hired for fall.
2. Train a faculty/staff member in operation of the Unix workstation. Efforts appear to be underway to accomplish this.

Enrollment
1. Implement plans to increase recruitment and retention of students. Add the recruitment of students to the program goals on page 2. Pursue efforts to work with high

Resources
1. Work with the Dean to increase funding for equipment maintenance and repairs.
2. Work to secure extramural funding to support the program, especially using the expertise of the newly hired faculty members.

Other

Recommended Result:
The recommendation for continuation is withheld. The program must make yearly reports to the dean on progress in remedying deficiencies; the first report should be submitted by May, 2000. In May, 2000 there will be a face-to-face meeting with the Audit and Review Committee to discuss the progress to date. A complete audit and review will be held in three years, in the fall of 2001.
Appendix B

Programs ARs
Transcript Results
THIS AR REFLECTS PROGRESS IN THE SELECTED PROGRAM

University of Wisconsin - Whitewater
800 West Main Street
Whitewater, WI 53190
United States
Name: Warhawk, Sue Doe
Student ID: 1499999
Address: 800 W Main Street
          Whitewater, WI 53190
          United States
Print Date: 2002-11-27

Undergraduate Career Totals
CUM GPA: 0.000
CUM TOTALS: 0.00 0.00 0.000

- - - - ACADEMIC ADVISEMENT REPORT - - - -

Report on Undergraduate Career No Requirements

Education - Undergr Program No Requirements

A MINIMUM OF 120 UNITS, A UWW CUM GPA OF 2.00 & FULFILLMENT OF ALL ACADEMIC REQUIREMENTS ARE REQUIRED TO GRADUATE. SOME PROGRAMS REQUIRE A GPA HIGHER THAN 2.00 AND/OR MORE THAN 120 UNITS FOR ADMISSION, RETENTION & GRADUATION. A COMBINED GPA MAY BE USED.

Requirement Not Satisfied -

120 CREDIT
Requirement Not Satisfied -
Units (required/needed): 120.00/120.00

UWW GPA - (Any coursework prior to 1979 is not reflected in UWW Cumulative totals.)
GPA (required/actual): 2.000/Unknow

COMBINED GPA - (The Combined GPA reflects all UWW and Transfer coursework. The Combined GPA for Transfer students prior to summer 2001 reflects only those transfer courses accepted for credit by UWW.)
GPA (required/actual): 2.000/Unknow
I. DEVELOPMENTAL SKILLS
Requirement Not Satisfied -

ENGLISH 090 OR WAIVER
Requirement Not Satisfied -
Courses (required/needed):  1.00/1.00

MATH 040 OR WAIVER
Requirement Not Satisfied -
Courses (required/needed):  1.00/1.00

MATH 041 OR WAIVER
Requirement Not Satisfied -
Courses (required/needed):  1.00/1.00

II. COMMUNICATION AND CALCULATION SKILLS
Requirement Not Satisfied -

A. COMMUNICATION SKILLS (3 courses or waivers, must be completed within first 60 units)
Overall Requirement Not Satisfied -

1. ENGLISH 101
Requirement Not Satisfied -
Courses (required/needed):  1.00/1.00

2. ENGLISH 102
Requirement Not Satisfied -
Courses (required/needed):  1.00/1.00

3. SPEECH 110
Requirement Not Satisfied -
Courses (required/needed):  1.00/1.00

B. CALCULATION SKILLS
Requirement Not Satisfied -

1. MATH 140 OR MATH 141
Requirement Not Satisfied -
Courses (required/needed):  1.00/1.00

III. UNIVERSITY REQUIREMENTS
Requirement Not Satisfied -
A. QUANTITATIVE & TECHNICAL REASONING
Requirement Not Satisfied -

1. SELECT A 4-5 LAB SCIENCE DESIGNATED GL
Requirement Not Satisfied -
Units (required/needed): 4.00/4.00

2. SELECT 3-6 UNITS OF SCIENCE, MATH OR COMP SCI DESIGNATED GL OR GM
FROM AT LEAST 1 DISCIPLINE OTHER THAN THE LAB SCIENCE USED IN AREA A 1
(ASTRONOMY, BIOLOGY, CHEMISTRY, COMP SCI, GEOLOGY, LSINDP, PHYSICAL
GEOGRAPHY, MATH, PHYSICS)
Requirement Not Satisfied -
Units (required/needed): 3.00/3.00

B. CULTURAL HERITAGES (6 UNITS)
Overall Requirement Not Satisfied -

1. GENED 110 WORLD OF THE ARTS
Requirement Not Satisfied -
Units (required/needed): 3.00/3.00

2. GENED 390 WORLD OF IDEAS (REQUIRES JR STANDING)
Requirement Not Satisfied -
Units (required/needed): 3.00/3.00

C. COMMUNITIES (6 UNITS)
Overall Requirement Not Satisfied -

1. GENED 130 INDIVIDUAL AND SOCIETY
Requirement Not Satisfied -
Units (required/needed): 3.00/3.00

2. GENED 140 GLOBAL PERSPECTIVES OR GENED 120 THE U.S. EXPERIENCE IN A
WORLD CONTEXT ***EDUCATION STUDENTS SEEKING LICENSURE MUST TAKE GENED
140***
Requirement Not Satisfied -
Units (required/needed): 3.00/3.00

D. PERSONAL HEALTH AND FITNESS (1-2 UNITS)
1. PEGNRL 192 PERSONAL HEALTH AND FITNESS FOR LIFE
Requirement Not Satisfied -
Units (required/needed): 1.00/1.00
2. 0-1 UNIT IN HPRC COURSES DESIGNATED GP

E. ELECTIVES (7-12 UNITS TO BRING TOTAL TO 32 UNITS)
  1. ADDITIONAL ELECTIVES DESIGNATED GA, GE, GH, GI OR GS; NO MORE THAN 1 COURSE FROM ANY ONE DISCIPLINE MAY BE COUNTED IN AREA.

Requirement Not Satisfied -
Units (required/needed): 7.00/7.00
Courses (required/needed): 3.00/3.00

32 UNITS REQUIRED TO SATISFY UNIVERSITY REQUIREMENTS

Requirement Not Satisfied -
Units (required/needed): 32.00/32.00

IV. DIVERSITY

Requirement Not Satisfied -

1. SELECT 1 COURSE, LABLED DIVERSITY IN THE SCHEDULE OF CLASSES, IN AFRICAN-AMERICAN, NATIVE AMERICAN, ASIAN-AMERICAN OR HISPANIC EXPERIENCE. (DOES NOT APPLY IF YOU ENROLLED AT A UW SYSTEM Campus BEFORE FALL 1989.)

Requirement Not Satisfied -
Courses (required/needed): 1.00/1.00

Occupational Safety Major Plan

Requirements Not Satisfied

V. COLLEGE OF EDUCATION BS DEGREE REQUIREMENTS

Requirement Not Satisfied -

1. STUDENTS MUST COMPLETE AT LEAST 6 UNITS IN NATURAL SCIENCES/MATHEMATICS OR SOCIAL SCIENCE COURSES (DESIGNATED GL, GM, OR GS) ABOVE THE MINIMUM GENERAL EDUCATION UNIVERSITY REQUIREMENTS.

Requirement Not Satisfied -
Units (required/needed): 6.00/6.00

Construction Safety Emphasis Subplan

Requirements Not Satisfied

VI. UNIQUE REQUIREMENTS

Requirement Not Satisfied -
Units (required/needed): 22.00/22.00

1. CHEM 102 AND CHEM 104

Requirement Not Satisfied -
Courses (required/needed): 2.00/2.00
2. PHYSICS 130
Requirement Not Satisfied -
Courses (required/needed): 1.00/1.00

3. BIOLOGY 120, BIOLOGY 361, OR PEPROF 271
Requirement Not Satisfied -
Courses (required/needed): 1.00/1.00

4. ECON 245, EDFOUND 482, MATH 230, OR MATH 231
Requirement Not Satisfied -
Courses (required/needed): 1.00/1.00

VII. OCCUPATIONAL SAFETY MAJOR CONSTRUCTION SAFETY EMPHASIS (03)
Requirement Not Satisfied -
GPA (required/actual): 2.500/Unknow
Units (required/needed): 64.00/64.00

1. SFTYGEN 251, SFTYGEN 450, SFTYGEN 453, AND SFTYGEN 488
Requirement Not Satisfied -
Courses (required/needed): 4.00/4.00

2. SFTYIND 380, SFTYIND 480, SFTYIND 481, SFTYIND 483, SFTYIND 484, SFTYIND 485
Requirement Not Satisfied -
Courses (required/needed): 6.00/6.00

3. SFTYGEN 470 (2 UNITS) AND SFTYPRAC (12 UNITS)
Requirement Not Satisfied -
Units (required/needed): 14.00/14.00
Courses (required/needed): 2.00/2.00

4. SFTYIND 382, SFTYIND 384, SFTYIND 482
Requirement Not Satisfied -
Courses (required/needed): 3.00/3.00

5. SELECT 2-3 UNITS FROM: PEPROF 281, SFTYGEN 255, SFTYGEN 381, SFTYIND 382, SFTYIND 383, SFTYIND 457, SFTYIND 486, SFTYIND 487, SFTYIND 489, SFTYIND 420, COMDIS 444, SFTYTRAF 260
Requirement Not Satisfied -
Units (required/needed): 2.00/2.00

6. BSEDCNA 353
Requirement Not Satisfied -
Courses (required/needed): 1.00/1.00
7. SELECT 6 UNITS FROM: ECON 353, FNBSLW 446, MANGEMNT 306, MANGEMNT 320, MANGEMNT 430, MANGEMNT 486
   Requirement Not Satisfied -
   Units (required/needed): 6.00/6.00

MILESTONES
Requirement Not Satisfied -

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</table>
University of Wisconsin - Whitewater
800 West Main Street
Whitewater, WI 53190
United States
Name : Warhawk,Sue Doe
Student ID: 1499999
Address : 800 W Main Street
          Whitewater, WI 53190
          United States
Print Date : 2003-03-07

Undergraduate Career Totals
CUM GPA : 0.000
CUM TOTALS : 0.00 0.00 0.000

- - - A C A D E M I C A D V I S E M E N T R E P O R T - - -

Report on Undergraduate Career
Requirements Not Satisfied

Education - Undergr Program
Requirements Not Satisfied

A MINIMUM OF 120 UNITS, A UWW CUM GPA OF 2.00 & FULFILLMENT OF ALL ACADEMIC
REQUIREMENTS ARE REQUIRED TO GRADUATE. SOME PROGRAMS REQUIRE A GPA HIGHER
THAN 2.00 AND/OR MORE THAN 120 UNITS FOR ADMISSION, RETENTION & GRADUATION. A
COMBINED GPA MAY BE USED.
Requirement Not Satisfied -

120 CREDIT
Requirement Not Satisfied -
Units (required/needed): 120.00/120.00

UWW GPA - (Any coursework prior to 1979 is not reflected in UWW
Cumulative totals.)
GPA (required/actual): 2.000/Unknow

COMBINED GPA - (The Combined GPA reflects all UWW and Transfer
coursework. The Combined GPA for Transfer students prior to summer 2001
reflects only those transfer courses accepted for credit by UWW.)
GPA (required/actual): 2.000/Unknow
I. DEVELOPMENTAL SKILLS
Requirement Not Satisfied -

ENGLISH 090 OR WAIVER
Requirement Not Satisfied -
Courses (required/needed): 1.00/1.00

MATH 040 OR WAIVER
Requirement Not Satisfied -
Courses (required/needed): 1.00/1.00

MATH 041 OR WAIVER
Requirement Not Satisfied -
Courses (required/needed): 1.00/1.00

II. COMMUNICATION AND CALCULATION SKILLS
Requirement Not Satisfied -

A. COMMUNICATION SKILLS (3 courses or waivers, must be completed within first 60 units)
Overall Requirement Not Satisfied -

1. ENGLISH 101
Requirement Not Satisfied -
Courses (required/needed): 1.00/1.00

2. ENGLISH 102
Requirement Not Satisfied -
Courses (required/needed): 1.00/1.00

3. SPEECH 110
Requirement Not Satisfied -
Courses (required/needed): 1.00/1.00

B. CALCULATION SKILLS
Requirement Not Satisfied -

1. MATH 140 OR MATH 141
Requirement Not Satisfied -
Courses (required/needed): 1.00/1.00

III. UNIVERSITY REQUIREMENTS
Requirement Not Satisfied -
A. QUANTITATIVE & TECHNICAL REASONING
Requirement Not Satisfied -

1. SELECT A 4-5 LAB SCIENCE DESIGNATED GL
Requirement Not Satisfied -
Units (required/needed): 4.00/4.00

2. SELECT 3-6 UNITS OF SCIENCE, MATH OR COMP SCI DESIGNATED GL OR GM FROM AT LEAST 1 DISCIPLINE OTHER THAN THE LAB SCIENCE USED IN AREA A 1 (ASTRONOMY, BIOLOGY, CHEMISTRY, COMP SCI, GEOLOGY, LSINDP, PHYSICAL GEOGRAPHY, MATH, PHYSICS)
Requirement Not Satisfied -
Units (required/needed): 3.00/3.00

B. CULTURAL HERITAGES (6 UNITS)
Overall Requirement Not Satisfied -

1. GENED 110 WORLD OF THE ARTS
Requirement Not Satisfied -
Units (required/needed): 3.00/3.00

2. GENED 390 WORLD OF IDEAS (REQUIRES JR STANDING)
Requirement Not Satisfied -
Units (required/needed): 3.00/3.00

C. COMMUNITIES (6 UNITS)
Overall Requirement Not Satisfied -

1. GENED 130 INDIVIDUAL AND SOCIETY
Requirement Not Satisfied -
Units (required/needed): 3.00/3.00

2. GENED 140 GLOBAL PERSPECTIVES OR GENED 120 THE U.S. EXPERIENCE IN A WORLD CONTEXT ***EDUCATION STUDENTS SEEKING LICENSURE MUST TAKE GENED 140***
Requirement Not Satisfied -
Units (required/needed): 3.00/3.00

D. PERSONAL HEALTH AND FITNESS (1-2 UNITS)
1. PEGNRL 192 PERSONAL HEALTH AND FITNESS FOR LIFE
Requirement Not Satisfied -
Units (required/needed): 1.00/1.00

2. 0-1 UNIT IN HPRC COURSES DESIGNATED GP
E. ELECTIVES (7-12 UNITS TO BRING TOTAL TO 32 UNITS)
1. ADDITIONAL ELECTIVES DESIGNATED GA, GE, GH, GI OR GS; NO MORE THAN 1 COURSE FROM ANY ONE DISCIPLINE MAY BE COUNTED IN AREA.
   Requirement Not Satisfied - 
   Units (required/needed): 7.00/7.00
   Courses (required/needed): 3.00/3.00

32 UNITS REQUIRED TO SATISFY UNIVERSITY REQUIREMENTS
Requirement Not Satisfied - 
Units (required/needed): 32.00/32.00

IV. DIVERSITY
Requirement Not Satisfied - 

1. SELECT 1 COURSE, LABELED DIVERSITY IN THE SCHEDULE OF CLASSES, IN AFRICAN-AMERICAN, NATIVE AMERICAN, ASIAN-AMERICAN OR HISPANIC EXPERIENCE. (DOES NOT APPLY IF YOU ENROLLED AT A UW SYSTEM CAMPUS BEFORE FALL 1989.)
   Requirement Not Satisfied - 
   Courses (required/needed): 1.00/1.00

Occupational Safety Major Plan
Requirements Not Satisfied

V. COLLEGE OF EDUCATION BS DEGREE REQUIREMENTS
Requirement Not Satisfied - 

1. STUDENTS MUST COMPLETE AT LEAST 6 UNITS IN NATURAL SCIENCES/MATHEMATICS OR SOCIAL SCIENCE COURSES (DESIGNATED GL, GM, OR GS) ABOVE THE MINIMUM GENERAL EDUCATION UNIVERSITY REQUIREMENTS.
   Requirement Not Satisfied - 
   Units (required/needed): 6.00/6.00

VI. UNIQUE REQUIREMENTS
Requirement Not Satisfied - 
Units (required/needed): 22.00/22.00

1. CHEM 102 AND CHEM 104
   Requirement Not Satisfied - 
   Courses (required/needed): 2.00/2.00

2. PHYSICS 130
   Requirement Not Satisfied - 
   Courses (required/needed): 1.00/1.00

3. BIOLOGY 120, BIOLOGY 361, OR PEPROF 271
Requirement Not Satisfied -
Courses (required/needed): 1.00/1.00

4. ECON 245, EDFOUND 482, MATH 230, OR MATH 231
   Requirement Not Satisfied -
   Courses (required/needed): 1.00/1.00

VII. OCCUPATIONAL SAFETY MAJOR (03)
Requirement Not Satisfied -
GPA (required/actual): 2.500/Unknown
Units (required/needed): 67.00/67.00

1. SFTYGEN 251, SFTYGEN 450, SFTYGEN 453, AND SFTYGEN 488
   Requirement Not Satisfied -
   Courses (required/needed): 4.00/4.00

2. SFTYIND 380, SFTYIND 420, SFTYIND 480, SFTYIND 481, SFTYIND 483,
   SFTYIND 484, SFTYIND 485
   Requirement Not Satisfied -
   Courses (required/needed): 7.00/7.00

3. BSEDCNA 353
   Requirement Not Satisfied -
   Courses (required/needed): 1.00/1.00

4. SFTYGEN 470 (2 UNITS) AND SFTYPRAC (12 UNITS)
   Requirement Not Satisfied -
   Units (required/needed): 14.00/14.00
   Courses (required/needed): 2.00/2.00

5. SELECT 6 UNITS FROM: ECON 353, FNBSLW 446, MANGEMNT 306, MANGEMNT 320,
   MANGEMNT 430, MANGEMNT 486
   Requirement Not Satisfied -
   Units (required/needed): 6.00/6.00

6. SELECT 11-12 UNITS FROM: PEPROF 281, SFTYGEN 255, SFTYGEN 381, SFTYIND
   382, SFTYIND 383, SFTYIND 457, SFTYIND 486, SFTYIND 487, SFTYIND 489,
   SFTYIND 420, COMDIS 444, SFTYTRAf 260
   Requirement Not Satisfied -
   Units (required/needed): 11.00/11.00
Transcript Results

THIS AR REFLECTS PROGRESS IN THE SELECTED PROGRAM

University of Wisconsin - Whitewater
800 West Main Street
Whitewater, WI 53190
United States
Name : Warhawk, Sue Doe
Student ID: 1499999
Address : 800 W Main Street
          Whitewater, WI 53190
          United States
Print Date : 2002-12-04

Undergraduate Career Totals
CUM GPA : 0.000
CUM TOTALS : 0.00 0.00 0.000

- - - ACADEMIC ADVISEMENT REPORT - - -

Safety Studies Occupational Minor Plan
Requirements Not Satisfied

SAFETY STUDIES - OCCUPATIONAL SAFETY MINOR (02)
Requirement Not Satisfied -
Units (required/needed): 22.00/22.00

1. SFTYGEN 251
   Requirement Not Satisfied -
   Units (required/needed): 3.00/3.00

2. SFTYIND 380
   Requirement Not Satisfied -
   Units (required/needed): 3.00/3.00

3. SFTYGEN 450
   Requirement Not Satisfied -
   Units (required/needed): 3.00/3.00

4. SFTYGEN 453
   Requirement Not Satisfied -
Units (required/needed): 3.00/3.00

5. SFTYIND 483
Requirement Not Satisfied -
Units (required/needed): 3.00/3.00

6. SFTYGEN 488
Requirement Not Satisfied -
Units (required/needed): 3.00/3.00

3. SELECT 6 ELECTIVE UNITS FROM COURSES: SFTYGEN 255, SFTYIND 383, SFTYIND 382, SFTYIND 420, SFTYIND 486, SFTYIND 487, SFTYIND 489, AND SFTYTRAFF 381
Requirement Not Satisfied -
Units (required/needed): 6.00/6.00
AUDIT AND REVIEWS OF ACADEMIC PROGRAMS

Department Responses: 1 out of 5 (20.0%)
Department Surveys filled out: 1

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<th>Average Answer</th>
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<td><strong>Preparation and Importance</strong></td>
<td></td>
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<tr>
<td>Understanding of and appreciation of the basic knowledge in your major.</td>
<td>1/1</td>
<td>6.0</td>
</tr>
<tr>
<td>Ability to read and understand the current professional literature in</td>
<td>1/1</td>
<td>7.0</td>
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<td>your discipline.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to integrate and transfer knowledge from relevant majors.</td>
<td>1/1</td>
<td>6.0</td>
</tr>
<tr>
<td>Appreciation of the effects of international, multicultural and ethnic</td>
<td>1/1</td>
<td>3.0</td>
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<tr>
<td>factors on your major.</td>
<td></td>
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<td>Development of a commitment to your major.</td>
<td>1/1</td>
<td>7.0</td>
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<tr>
<td>Ability to enthusiastically enjoy your major.</td>
<td>1/1</td>
<td>7.0</td>
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<tr>
<td>Ability to formulate and implement problem solving strategies and</td>
<td>1/1</td>
<td>7.0</td>
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<td>techniques consistent with the changing needs of your discipline.</td>
<td></td>
<td></td>
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<tr>
<td>Ability to make sound decisions by assessing situations, prioritizing</td>
<td>1/1</td>
<td>7.0</td>
</tr>
<tr>
<td>and applying critical reasoning to complex information.</td>
<td></td>
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<tr>
<td>Ability to research problems by formulating hypotheses, collecting and</td>
<td>1/1</td>
<td>6.0</td>
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<tr>
<td>analyzing information, and drawing appropriate inferences.</td>
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<td>Ability to be creative.</td>
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<td>Ability to appraise the ethical consequences of decisions.</td>
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<td>Skills to pursue lifelong learning.</td>
<td>1/1</td>
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<tr>
<td>Professional Growth and Career Progress</td>
<td>1/1</td>
<td>6.0</td>
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<td>-----</td>
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<tr>
<td>Development of leadership attributes to motivate others and organize effectively.</td>
<td>1/1</td>
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<tr>
<td>Ability to take the initiative and responsibility in unstructured and ambiguous environments.</td>
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<td>7.0</td>
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<td>Ability to interact with peers in group settings.</td>
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<td>7.0</td>
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<tr>
<td>Oral skills necessary to deliver clear, concise and persuasive reports.</td>
<td>1/1</td>
<td>7.0</td>
</tr>
<tr>
<td>Writing skills necessary to prepare clear, concise and persuasive reports.</td>
<td>1/1</td>
<td>7.0</td>
</tr>
<tr>
<td>Ability to use computer technology and apply quantitative methods of analysis.</td>
<td>1/1</td>
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</table>

Based on your experience at UW-Whitewater, what are the three aspects you like most about having your education at UW-Whitewater?

Student 1 - n/a

Based on your experience at UW-Whitewater, what are the three things you would like to see improved?

Student 1 - n/a
# Digital Measures

**Summary Sheet**

**Academic Plan EDBSEOCC**

Student Survey Fall 02  
AUDIT AND REVIEWS OF ACADEMIC PROGRAMS

Department Responses: 7 out of 28 (25.0%)  
Department Surveys filled out: 7

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<td><strong>Preparation and Importance</strong></td>
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<tr>
<td>Understanding of and appreciation of the basic knowledge in your major.</td>
<td>7/7</td>
<td>5.7</td>
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<td>Ability to read and understand the current professional literature in your discipline.</td>
<td>7/7</td>
<td>5.6</td>
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<td>Ability to integrate and transfer knowledge from relevant majors.</td>
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<td>Appreciation of the effects of international, multicultural and ethnic factors on your major.</td>
<td>7/7</td>
<td>4.4</td>
</tr>
<tr>
<td>Development of a commitment to your major.</td>
<td>7/7</td>
<td>5.6</td>
</tr>
<tr>
<td>Ability to enthusiastically enjoy your major.</td>
<td>7/7</td>
<td>5.9</td>
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<tr>
<td>Ability to formulate and implement problem solving strategies and techniques consistent with the changing needs of your discipline.</td>
<td>7/7</td>
<td>5.9</td>
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<td>Ability to make sound decisions by assessing situations, prioritizing and applying critical reasoning to complex information.</td>
<td>7/7</td>
<td>6.3</td>
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<td>Ability to research problems by formulating hypotheses, collecting and analyzing information, and drawing appropriate inferences.</td>
<td>7/7</td>
<td>6.1</td>
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<td>Ability to be creative.</td>
<td>7/7</td>
<td>5.9</td>
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<td>Ability to appraise the ethical consequences of decisions.</td>
<td>7/7</td>
<td>5.0</td>
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<tr>
<td>Skills to pursue lifelong learning, professional growth and career progress.</td>
<td>6/7</td>
<td>5.7</td>
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38
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<tr>
<td>Development of leadership attributes to motivate others and organize effectively.</td>
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<td>Ability to take the initiative and responsibility in unstructured and ambiguous environments.</td>
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<td>Ability to interact with peers in group settings.</td>
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<tr>
<td>Oral skills necessary to deliver clear, concise and persuasive reports.</td>
<td>6/7</td>
<td>6.0</td>
<td>6.0</td>
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<tr>
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<td>6/7</td>
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</tr>
<tr>
<td>Ability to use computer technology and apply quantitative methods of analysis.</td>
<td>6/7</td>
<td>6.3</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Based on your experience at UW-Whitewater, what are the three aspects you like most about having your education at UW-Whitewater?

Student 1 - smaller class rooms  
Student 1 - actual teachers and not TA's  
Student 1 - The ease of being able to communicated with professors

Student 2 - The professors were very willing to help with any kind of problem.  
Student 2 - there are many activities available to help you get to know new people.

Student 3 - The small campus.  
Student 3 - The Army ROTC department.  
Student 3 - The close student/teacher relationship that you wouldn't get in bigger classes at bigger schools.

Student 4 - My major prepared me for my field in a very extensive matter

Student 5 - Most of the faculty was real down to earth and seemed like they actually enjoyed teaching the material.  
Student 5 - The lab classes really helped in my understanding on lectures relating to lab work.  
Student 5 - There were a lot of good lookin' chicks at UW Whitewater.

Student 6 - Small classrooms  
Student 6 - Enjoy classes in my major.

Based on your experience at UW-Whitewater, what are the three things you would like to see improved?

Student 1 - better advising in majors  
Student 1 - less core classes when trying to weed out the students who will not make it through college. In the majors you will see that trend with how well the student performs

Student 2 - More acceptance of things that people don't understand. Diversity is pushed down our throats here, but when it comes time for the university to have an open mind, we find closed doors.  
Student 2 - Orgs on this campus are NOT willing to take responsibility for what they do and say. The Royal Purple in the past has printed whatever it wants, with little moral or ethical views.  
Student 2 - The UWW police department seems to be unwilling to work with the students. Hey, WE ARE YOU'RE FRIENDS!!! believe it of not, and we pay your your salaries. Talk to us, let us
know what's going on. The police on this campus act like students have the plague and are not to be talked to interacted with, unless they are doing something bad. Hm... and geez then they wonder why not one wants to give them tips or call in crimes.

Student 3 - -

Student 4 - The curriculum for many of the classes were a joke. Researching magazine articles doesn't help anyone get prepared for the real world unless they are going to be a magazine article researcher.

Student 4 - Some topics need to be more "hands on" instead of a lecture. Most people learn more by listening and doing at the same time.

Student 4 - Grades are too dependent on test scores only. Many classes don't offer any assignments to improve one's grade. This doesn't fully reflect what one has learned.

Student 5 - A better advising center for everyone
Student 5 - More available apartment type housing

Note: 5 of this department's questions were partially answered by one or more students. Partial answers are not included in the above averages.
## Digital Measures

**Summary Sheet**

**Academic Plan SAFETYSTDY**

Student Survey Fall 02

AUDIT AND REVIEWS OF ACADEMIC PROGRAMS

Department Responses: 1 out of 1 (100.0%)
Department Surveys filled out: 1

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th>Average Answer</th>
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<td><strong>Preparation and Importance</strong></td>
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<tr>
<td>Understanding of and appreciation of the basic knowledge in your major.</td>
<td>1/1</td>
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</tr>
<tr>
<td>Ability to read and understand the current professional literature in your discipline.</td>
<td>1/1</td>
<td>6.0</td>
</tr>
<tr>
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<tr>
<td>Appreciation of the effects of international, multicultural and ethnic factors on your major.</td>
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<tr>
<td>Development of a commitment to your major.</td>
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<tr>
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<td>6.0</td>
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<td>Ability to be creative.</td>
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<tr>
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<td>5.0</td>
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<tr>
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<td>5.0</td>
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<tr>
<td>Development of leadership attributes to</td>
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<tr>
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<td>6.0</td>
</tr>
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<td>Based on your experience at UW-Whitewater, what are the three aspects you like most about having your education at UW-Whitewater?</td>
<td>Student 1 - FRIENDS I HAVE MADE. Student 1 - CLOSE TO MY FAMILY Student 1 - SCHOOL KEEPS GETTING BETTER AND GROWING WITH THE CHANGING TIMES.</td>
<td></td>
</tr>
<tr>
<td>Based on your experience at UW-Whitewater, what are the three things you would like to see improved?</td>
<td>Student 1 - TEACHERS IN THE BUSINESS SCHOOL..... Student 1 - BETTER ADVISING.... ADVISING IS SO IMPORTANT FRESHMAN AND SOPHOMORE YEAR. Student 1 - PARKING</td>
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### Prepared and Important

<table>
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<tr>
<th>Question</th>
<th>Responses</th>
<th>1-Very Poorly Prepared 7-Very Well Prepared</th>
<th>1-Not At All Important 7-Extremely Important</th>
</tr>
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<tr>
<td>Understanding of and appreciation of the basic knowledge in your major.</td>
<td>7/7</td>
<td>5.4</td>
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<tr>
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<td>5.3</td>
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<tr>
<td>Ability to integrate and transfer knowledge from relevant majors.</td>
<td>7/7</td>
<td>5.0</td>
<td>5.9</td>
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<td>5.9</td>
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<tr>
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<td>7/7</td>
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</table>
Responses: 11 out of 34 (32.35%)
Surveys filled out: 11

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</table>
The Department of Occupational and Environmental Safety & Health requests your assistance in improving our program. Please answer the following questions regarding how the program prepared you for the safety career. This evaluation is anonymous and only aggregated data will be made public. Your input is essential for the continuous development of the safety program at UW-Whitewater. Thank you!

Date of graduation __________ (month/year)

Please circle the alternative that best describes your current employment situation:
   a. Safety professional
   b. Environmental professional
   c. EHS
   d. Other safety related profession
   e. Not currently working in the safety & health field

For the areas listed below, please rate how valuable each was in preparing for your professional life. Use the following code: (Note: If you had no coursework in this area, leave the item blank).

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<tr>
<th>Extremely Valuable</th>
<th>Valuable</th>
<th>Somewhat valuable</th>
<th>Little value</th>
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<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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</table>

1. Behavioral Aspects of Accident Prevention  A  B  C  D  E
2. Legal Aspects in Safety  A  B  C  D  E
3. Alcohol & Other Drugs  A  B  C  D  E
4. Ergonomics  A  B  C  D  E
5. Traffic Safety/Motor Fleet Safety  A  B  C  D  E
7. Safety in the Construction Industry  A  B  C  D  E
8. Security  A  B  C  D  E
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<th></th>
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<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<td>B</td>
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<td>Fire Protection and Prevention</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<td>13</td>
<td>Safe Handling of Materials</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<td>14</td>
<td>Product Safety</td>
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<td>B</td>
<td>C</td>
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<td>C</td>
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<td>C</td>
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<td>18</td>
<td>Fieldwork internship</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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</table>

Based on your experience in the safety program what aspects you would like to see expanded or improved?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thanks!
REPORT

TO:    Dr. Alvaro Taveira, Chairperson
       Department of Occupational and Environmental Safety & Health
       University of Wisconsin-Whitewater

FROM: Eric E. Hobbs, Chairperson
       Occupational & Environmental Safety & Health Department Advisory Board

The newly-created Advisory Board for the University of Wisconsin-Whitewater’s
Department of Occupational and Environmental Safety and Health convened for the first
time on March 19, 2003. The Board includes six members: Ms. Sheri Ackley, Director
of the University of Wisconsin Systems Office of Safety and Loss Prevention; Mr. Rick
Barton, Risk Management Consultant with AON Risk Services; Mr. Patrick Ostrenga,
Compliance Assistance Specialist with the Milwaukee Area Office of the U.S.
Occupational Safety and Health Administration; Dr. Michael Smith, Professor in the
University of Wisconsin-Madison’s Department of Industrial Engineering; Ms. Lynn
Tess, Safety Manager with Rockwell Automation Control Systems in Milwaukee and
President of the Milwaukee Chapter of the American Society of Safety Engineers; and
Eric Hobbs, an employment relations partner with the Milwaukee law firm of Michael
Best & Friedrich LLP, whose practice emphasizes safety and health issues. Also present
at the meeting were members Anderson, Bowen, Cole, Kapp, Taveira (Chairperson), and
Wucivic of the Occupational and Environmental Safety & Health Department. Dean
Barnett of the University’s College of Education at Whitewater also visited.

The meeting began with an introduction by the Board and the Department
members of themselves and with a presentation by Department members Taveira, Bowen
and Wucivic on the history of the Department. Dr. Taveira also highlighted certain of the
Department’s recent accomplishments: its adoption of a new title; the change of the
undergraduate degree offered from a B.S.E. to a B.S.; consolidation of the minor
programs offered; and the granting by the University System of general education credits
for two Department course offerings. Members of the Department also described for the
Board the ongoing development of the Department’s new Construction Safety Emphasis
and Certificate Program.

Dr. Taveira outlined, for question and comment by the Board members, the
Department’s plans for the future. He brought the Board up to speed on the Department’s
implementation of a new safety laboratory, its intention to develop emphasis programs in
occupational ergonomics and in environmental safety, which would result in graduate
certificates. He also described the Department’s consideration of bringing to the
University, under the Department’s responsibility, the State’s Occupational Safety and
Health consulting function, federally-funded by OSHA and most recently a part of the
Wisconsin Department of Commerce (safety branch). The Board members discussed
with the Department members and among themselves all of those plans and proposals.
Dr. Taveira, on behalf of the Department, posed several questions of the Board, which generated much discussion and suggestion. Those questions included what future directions for the safety profession the Board members see to be on the horizon; what the most promising areas are for new safety and health professionals; what resources might be available to the Department in increasing the strength of existing programs and in developing new ones to prepare students better to serve the public and the private sectors in occupational and environmental safety and health; what professional opportunities there are and likely will be for graduates now and in the foreseeable future; and what other thoughts the Board members might have. Among the many comments, observations and recommendations offered in the discussion were the following:

- Mr. Hobbs addressed the need for an additional emphasis in the Department’s program on health-related issues, believing that most safety professionals with whom he deals are not well enough informed about occupational health issues like the risks related to the handling of and exposures to various chemicals.

- Ms. Ackley emphasized that students in the program need to be taught analytical skills that will equip them to deal with more than just regulation compliance. The students must be knowledgeable in related, but relatively unregulated, areas like worker’s compensation and ergonomics and need to be educated in working with different groups and “constituencies” with vested or tangential interest in environmental and occupational safety and health issues – for example, labor unions, insurers and advocacy organizations. She suggested that the area of labor relations be explored as a possible subject for coursework.

- Mr. Smith articulated his belief that there is a tremendous potential for the development of an attractive curriculum in security, which has become an increasingly high visibility issue since “9/11”. He also emphasized that the tight financial times educational institutions like the University are finding themselves in require departments like this Department to seek even more diligently grant monies and means of increasing revenue by the offering of, for example, short-format courses to the community. The Department’s working to establish more and tighter relationships with the business community is a critical part of finding success in that area.

- Mr. Ostrenga suggested that the Department might find significant value in developing an alliance with OSHA, much the way businesses have been entering into such alliances. The University’s assumption of responsibility for the State’s occupational safety and health consultation service would require such an alliance that could be expanded and strengthened in other ways. He also emphasized the very positive outcomes of the developing Construction Safety Emphasis Program of the Department and suggested that the model of that Program could and should be repeated successfully with other safety/health emphases.
Mr. Barton began a discussion among the Board members of the benefits of curricula that develop students and graduates who have safety/health specializations as compared and contrasted with curricula that develop students/graduates who are more generalists in environmental or occupational safety and health. The consensus of the Board members was that there needs to be a balance of general safety and health education with selected specialization emphases from which students can and should be required to choose. The Board members also agreed that there needs to be an emphasis, even in the general safety program, on environmental as well as occupational safety and health issues given that managers of safety and health increasingly are being required to oversee both occupational and environmental matters.

The Department members expressed concern that imposing additional chemistry course requirements as a part of the Department’s “core” curriculum might result in an adverse reaction by the students, who already find the coursework demands to be heavy. The members of the Department also shared their own concerns that existing faculty might not have the background necessary to teach such subjects and that the Department presently lacks funding to bring aboard new faculty with the appropriate backgrounds.

Both the Board and the Department members expressed regret that not more ground could be covered in the time allotted for the meeting. All agreed the work of the Board to be valuable, the interest of the Board members to be continuing and the need of continued conversation among the Department and the Board members to be in the best interests of the Department, the University as a whole, the students, and the University’s constituents.

Respectfully submitted,

Eric E. Hobbs
Chairperson of the Board
Appendix D

Enrollment data
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Appendix E

Faculty and staff contributions in teaching, research, and service
Teaching assignments between 1999-2003 (in alphabetical order):

Name: Subhi Abderrezaq, PhD (Fall 1999 to Spring 2000)
- Industrial Accident Prevention- SFTYIND 380
- Safety in the Construction Industry- SFTYIND 382
- Principles of Environmental Safety- SFTYIND 420/620
- Chemical Safety- SFTYIND 489/689

Name: Thomas Anderson, PhD, CIH (Fall 2002 to Present)
- Industrial Hygiene Instrumentation- SFTYIND 480/680
- Industrial Hygiene – SFTYIND 484/684
- Principles of Environmental Safety- SFTYIND 420/620
- Introduction to Safety- SFTYGEN 251
- Personal & Public Safety- SFTYGEN 201
- Alcohol and Other Drugs- SFTYGEN 255

Name: Deborah Bowen (Spring 1999 to Present)
- Industrial Accident Prevention- SFTYIND 380
- Fire Protection/Prevention- SFTYIND 485/685
- Introduction to Safety- SFTYGEN 251
- Personal & Public Safety- SFTYGEN 201

Name: Maureen Buechel (Fall 2001 to Present)
- Alcohol and Other Drugs- SFTYGEN 255

Name: John Bushman (Spring 1999 to Spring 2001)
- Principles of Environmental Safety- SFTYIND 420/620

Name: Sang Choi, PhD, CPE (Fall 2003 to Present)
- Safety in the Construction Industry- SFTYIND 382/585
- Safe Handling of Materials- SFTYIND 486/686
- Advanced Human Factors- SFTYGEN 788

Name: Wayne Cole (Spring 1999 to Present)
- Industrial Safety Management- SFTYIND 483/683
- Safety in the Construction Industry- SFTYIND 382/582
- Construction Accident Prevention- SFTYIND 384/584
- Construction Safety Management- SFTYIND 482/682
- Workshop Construction III- SFTYGEN 490/690
- Safe Handling of Materials- SFTYIND 486/686
- Industrial Accident Prevention- SFTYIND 380
- Corporate Safety Management-SFTYIND 783
• Fieldwork Internship in Safety- SFTYPRAC 492/793

Name: Frank Conway, PhD, PE (Spring 2001)
• Legal Aspects of Safety- SFTYGEN 453/653

Name: William Freeman (Spring 1999 to Present)
• Principles of Environmental Safety- SFTYIND 420/620

Name: Greg Green (Spring 1999 to Summer 2000, Chair Spring 1999 to Spring 2000)
• Legal Aspects of Safety- SFTYGEN 453/653
• Seminar-Safety- SFTYGEN 470
• Fieldwork Internship in Safety- SFTYPRAC 492
• Independent Study- SFTYGEN 498
• Readings and Research- SFTYGEN 789
• Individual Studies- SFTYGEN 798
• Thesis Research- SFTYGEN 799
• Analysis and Design for Safety in Industrial Operations- SFTYIND 481

Name: George Gruetzmacher, PhD, CIH, PE (Fall 2001 to Present)
• Industrial Hygiene Instrumentation- SFTYIND 480/680
• Industrial Hygiene – SFTYIND 484/684
• Workshop Safety and Security in Air Transportation- SFTYGEN 490/690

Name: Rodney Handy, PhD, CIH (Summer 2001)
• Analysis & Design for Safety in Industrial Operations- SFTYIND 481

Name: Dennis Hussey, PhD., CIH (Fall 2001)
• Principles of Environmental Safety- SFTYIND 420/620

Name: Andrew Kapp, PhD (Spring 1999 to Present)
• Analysis and Design for Safety in Industrial Operations- SFTYIND 481
• Seminar-Safety- SFTYGEN 470
• Fieldwork Internship in Safety- SFTYPRAC 492
• Legal Aspects of Safety- SFTYGEN 453/653
• Safety in the Construction Industry- SFTYIND 382/582
• Alcohol and Other Drugs- SFTYGEN 255
• Industrial Accident Prevention- SFTYIND 380
• Behavioral Aspects of Accident Prevention- SFTYGEN 450/650
• Safe Handling of Materials- SFTYIND 486/686
• Product Safety- SFTYIND 487/687
• Corporate Safety Management- SFTYIND 783
Name: Robert Lepkowski (Spring 1999 to Present)
- Introduction to Security- SFTYIND 383/583
- Introduction to Safety- SFTYGEN 251

Name: Leslie Reed, CIH (Spring 1999 to Spring 2001)
- Industrial Hygiene Instrumentation- SFTYIND 480/680
- Industrial Hygiene – SFTYIND 484/684

Name: Vay Rodman, PhD (Spring 1999 to Present)
- Legal Aspects in Occupational Safety- SFTYIND 753
- Legal Aspects of Safety- SFTYGEN 453/653
- Safety Communications- SFTYGEN 752
- Principles of Institutional Safety- SFTYIND 711
- Principles of Occupational Epidemiology- SFTYIND 657

Name: Alvaro Taveira, PhD (Fall 1999 to Present, Chair Fall 2000-Present)
- Ergonomics- SFTYGEN 488/688
- Behavioral Aspects of Accident Prevention- SFTYGEN 450/650
- Analysis & Design for Safety in Industrial Operations- SFTYIND 481
- Product Safety- SFTYIND 487/687
- Independent Study- SFTYGEN 498
- Fieldwork Internship in Safety- SFTYPRAC 492
- Techniques of Research- EDFOUNDED 740
- System Safety Analysis- SFTYGEN 787
- Readings and Research- SFTYGEN 789
- Individual Studies- SFTYGEN 798
- Thesis Research- SFTYGEN 799

Name: Kenneth Terbeek, PhD (Fall 2002)
- Principles of Environmental Safety- SFTYIND 420/620

Name: Mary Wagner (Fall 1999 to Present)
- Alcohol and Other Drugs- SFTYGEN 255

Name: Treena Ward (Spring 1999 to Spring 2002)
- Analysis & Design for Safety in Industrial Operations- SFTYGEN 381
- Fieldwork Internship in Safety- SFTYPRAC 492
- Introduction to Safety- SFTYGEN 251
- Alcohol and Other Drugs- SFTYGEN 255
Name: **Terry Witkowski (Spring 2001 to Present)**
- Fieldwork Internship in Safety- SFTYPRAC 492
- Introduction to Safety- SFTYGEN 251
- Alcohol and Other Drugs-SFTYGEN 255

Name: **Craig Wucivic (Spring 1999 to Present)**
- Introduction to Safety- SFTYGEN 251
- Personal and Public Safety- SFTYGEN 201
- Motor Fleet Safety- SFTYGEN 381/581
- Basic Traffic Safety- SFTYTRAF 260
- Problems and Material of Drivers Education- SFTYTRAF 461/661
- Techniques of Laboratory Instruction- SFTYTRAF 464

Name: **Roger Young (Spring 1999 to Present)**
- Alcohol and Other Drugs- SFTYGEN 255

Name: **David Zehel, PhD  (Fall 2000 to Present)**
- Behavioral Aspects of Accident Prevention- SFTYGEN 450/650
- Industrial Accident Prevention- SFTYIND 380
- Alcohol and Other Drugs- SFTYGEN 255
- Advanced Human Factors-SFTYGEN 788
Teaching Development Activities between 1999 and 2003 (in alphabetical order):

Name:  Thomas Anderson, PhD, CIH
• Participation in on-campus and off-campus teaching enhancement activities UWW First Year Program for new faculty
• Faculty Seminar on Grading and Assessment
• Learn Center Symposium-Gains in Student Learning
• Title II Instructional Workshop
• Work with undergraduate students on research projects
• Supervised graduate readings and research: Glyndis Mack – health effects of silica. Hank Bongers – original research on effects of biohazard regulations on The food industry
• New course development; and/or involvement with interdisciplinary course development and/or delivery
• Curriculum change by the University to make Intro to Safety a Gen-Ed Personal and Public Safety course

Name:  Deborah Bowen
• Attended UW-W workshop: Evaluating Higher-Order Cognitive Skills Using Multiple-Choice Questions
• Attended UW-W workshop: Web-Based Diversity Tools: An Internet Resource.
• Attended the COE meeting on the Conceptual Framework and Unit Assessment Plan
• Attended COE Fall Retreat, UW-W
• Actively involved in COE Focus Week

Name:  Sang Choi, PhD, CPE
• Participation in on-campus and off-campus teaching enhancement activities UWW First Year Program for new faculty

Name:  E. Andrew Kapp, PhD
• Title III Faculty Technology Workshop
• OSHA National Training Institute Class 510: Occupational Safety & Health Standards-Construction Industry; Des Plaines, IL
• LEARN Center Workshop: Charles Bonwell, PhD., Active Learning and Learning Styles, August 28, 2001
• OSHA National Training Institute Class 301: Excavating, Trenching, & Soil Mechanics; Des Plaines, IL; January 8-11, 2002
• OSHA National Training Institute Class 500: Trainer Course In Occupational Safety and Health Standards for the Construction Industry; Des Plaines, IL; July 22-26, 2002.
• LEARN Center Workshop: Lion Gardiner’s, Ph.D., Producing Dramatic Gains in Student Learning; August 27, 2000
• University Wisconsin System Teaching Fellowship recipient 2003-2004.
• Wisconsin Workers Compensation Update, Green Bay, WI, June 16-17, 2003
• LEARN Center Workshop: Craig Nelson, Ph.D., Perspectives on Critical Thinking and their classroom Application, August 26, 2003.
• Redesigned curriculum for SFTYGEN 453/653: Legal Aspects of Safety
• Designed Curriculum for SFTYGEN 490/690: Construction Accident Prevention
• Redesigned curriculum for SFTYIND 783 Corporate Safety Management to be taught Spring 2002
• Redesigned curriculum for SFTYIND 481 Analysis & Design for Safety

Name: Alvaro Taveira, PhD (Chair)

• Attended the workshop “Ten Levers for Higher Learning”, conducted by Professor Thomas A. Angelo. Fall 1999
• Attended the workshop “Making Real the Scholarship of Teaching”, led by Professor Thomas A. Angelo. Fall 1999.
• Participated in the mentoring program sponsored by the College of Education. Faculty mentor - Tom Ganser. Fall 1999-Spring 2000.
• Attended workshop on student misconduct led by Mary Beth Mackin, Assistant Dean of Students. Spring 2000.
• Participated in the reading and discussion group on student motivation organized by the LEARN Center and led by Professor Pam Clinkenbeard. Four one-hour meetings. Spring 2000
• Attended tutorial on the Voyager software. Anderson Library. Spring 2000
• Attended the workshop "Web Graphics Preparation" sponsored by the Instructional Technology Services and the LEARN Center. Spring 2000
• Attended the presentation “Profiling the Health & Safety of Wisconsin Schools and Students” delivered by Steven A. Fernan and sponsored by the College of Education. Fall 2000
• Attended the lecture “Excellence in Teaching” delivered by Professor Robert Burrows. Fall 2000
• Participated in reading and discussion group led by Professor Greg Valde on Boyer's "Scholarship Reconsidered". Four one-hour meetings. Fall 2000
• Participated in the discussion group “Active Learning: Methods for Moving Beyond Information Sharing” led by Professor Jim Winship and sponsored by the LEARN Center. Six one-hour meetings. Spring 2001
• Participated in the workshop “Improving Your Scholarly Writing: Reducing Barriers to Academic Publication and Successful Grant-Writing” sponsored by the LEARN Center and led by Professor Robert Lucas. Spring 2002.
• Faculty Development Award ($1650). Grant to support a one-week training at OSHA (OSHA 501-Trainer Course in Occupational Safety and Health Standards for General Industry). 2002
Research and Professional Development Activities between 1999-2003 (in alphabetical order):

Name: Thomas Anderson, PhD, CIH
- American Society of Safety Engineers grant for research on communication for non-English-speaking workers ($10,000.00)

Name: Deborah Bowen
- Attended SSO Professional Development Conference.
- Served as moderator for the workshop session on Ecofeminism and Spirituality during the 27th Annual Women’s Studies Conference, UW-Madison, November 1-2, 2002.
- Attended the 27th Annual Women’s Studies Conference, UW-Madison, November 1-2, 2002
- Attended the OSHA Training Institute's Train the Trainer Program
- Attended the 58th Annual Wisconsin Safety & Health Congress/Exposition
- Attended the Wisconsin Council of Safety 2000 Safety and Health Congress and Exposition. Middleton, WI
- Attended the Wisconsin Council of Safety 1999 Safety and Health Congress/Exposition, Middleton, WI
- Attended the World Safety Organization (WSO) 12th World Safety and Accident Prevention Conference.

Name: Sang Choi, PhD, CPE
• Session Chair (Safety Management) in the 18th Annual International Conference on Industrial Engineering Theory, Applications and Practice, Las Vegas, Nevada, USA (November 2003)

Name: Wayne Cole
• Moderator National Safety Council Congress- Technical Session “Building Effective Teams”
• Moderator for the Technical Session on Workplace Multi-Employer Liability under OSHA-NSC 2000 Congress and Exposition, Orlando, FL.
• Presentation National Safety Council-Mid-Year Meeting Subject: Team Dynamics
• Presentation AON Insurance Group- Green Lake, WI. Construction Course at Whitewater-Building a Community Based Educational Process
• National Safety Council-Technical Session “Universities, Students and the Construction Industry”- Building a community based education program to develop safety professionals for the construction industry.

Name: Edward Kapp, PhD
• Instructional Technology for Occupational Safety; 60th Annual National Safety & Health Congress/Exposition, San Diego, CA October 7-9 2002.
• Presentation to Wisconsin Council of Safety (WSC) 90th Annual Congress and Exposition, Warning: Multi-Employer Worksite Ahead; Madison, WI, April 24, 2002.
• Presentation at the Wisconsin Association of Textile Services Fall Conference, Beating the Top 10: How to Avoid the Ten Most Frequently Cited OSHA Violations, Lake Geneva, WI, September 11, 2002.
Name: Alvaro Taveira, PhD, (Chair)


Name: Craig Wucivic

• Annual Wisconsin Driver and Traffic Safety Education Association (WDTSEA)
• Annual SSO professional development conference-Wisconsin Governor’s conference on Highway Safety
• Annual World Safety Organization conference
• Wisconsin Safety and Health Congress and Exposition
**Professional and Public Service**

Name: Thomas Anderson, PhD, CIH
- UWW Coalition for Alcohol and Other Drug Abuse Prevention
- OESH Scholarship Committee
- COE Faculty Development Committee
- OESH Faculty Search Committee

Name: Deborah Bowen
- Director of the J.J. Keller Safety Lab
- Serve as member of the O.E.S.H. Scholarship Committee
- Serve as advisor for majors in OESH program
- Member of the ASA Promotion Committee (Also serve as liaison between ASA and Promotion Committee)
- Serve as member of the ASA Title Appeals Committee
- Serve as member of COE Audit and Review Committee, and Who's Who committee.
- UW System Women of Color Award recipient for 2002, representing the UW-W campus.
- Participated in On Campus Day, February 8 and February 22.
- Member of OESH Search and Screen Committee and Scholarship Committee
- Served as member of WSO and their Board of Directors
- Served on the OESH Minor Revision Committee.

Name: Sang Choi, PhD, CPE
- College of Education Curriculum Committee

Name: Wayne Cole
- Establish a working relationship with between the department and Miller Brewing Company
- Rebuild a working relationship with the Beloit Company
- National Safety Council (NSC) - Elected to serve on the Executive Committee of the Educational Resources Division.
- Served as Co-Leader of the Construction Safety Emphasis for undergraduate Students. Focus on community involvement and course development.
- National Safety Council – Elected Chair of the Occupational Safety and Health Educators Section of the National Safety Council.
- Served on New Classroom Design and Development Team
- National Safety Council Elected to National Safety Council Scholarship Development Committee. Created to develop a national scholarship program for safety students
• Serve on Recruitment Committee
• Serve on Merit Committee

Name:  **E. Andrew Kapp, PhD**

• Graduate Council member
• Faculty Senate member
• College of Education Curriculum Committee member
• Search and Screen Committee member (2 searches)
• UWW Fraternity Advisor

Name:  **Alvaro Taveira, PhD (Chair)**

• Chair – Safety Technical Session, 46th Annual Congress of the Human Factors and Ergonomics Society. Fall 2002
• Reviewer: Safety Technical Group, 45th Annual Congress of the Human Factors and Ergonomics Society. Fall 2001
• Co-chair - Safety Technical Session, 45th Annual Congress of the Human Factors and Ergonomics Society. Fall 2001
• Full member: Human Factors and Ergonomics Society
• Library representative. Fall 1999-present
• Graduate Program Coordinator: Fall 2000-present
• Chair of Search and Screen Committee. Responsible for all recruitment effort. One tenure track position. 2002-2003.
• Chair of Search and Screen Committee. Responsible for all recruitment effort. Two tenure track positions. 2001-2002.
• Member: College of Education Curriculum Committee. 2000-2001
• Member: Field Experiences Committee. 2002-present
• Member: Personnel Committee. 2003-present
• Project leader: development of criteria for a BS degree in the COE.
• Member: Graduate Council. Spring 2000- Fall 2001
• Advisor: Phi Chi Epsilon Fraternity
• Member: Whitewater Bicycling Advocacy Committee
• Project advisor: traffic safety at Lincoln Elementary
Name: Craig Wucivic

- Board of Directors of WDTSEA
- Wisconsin DOT Motorcycle Safety Advisory Committee
External Funding
1999-2003

Name:  Thomas Anderson, PhD, CIH

- Learn Center Grant - $1,000.00 – For online media development.
- American Society of Safety Engineers grant - $10,000.00 – for research on Communication for non-English-speaking workers

Name:  Edward Kapp, PhD

- University of Wisconsin-Whitewater Chancellor’s Excellence Grant for the Development of Construction Safety Emphasis and Graduate Certificate.  $4,000.

Name:  Alvaro Taveira PhD, (Chair)


Name:  Craig Wucivic

- Milwaukee County Seatbelt Use Survey ($22,000)
- Department of Transportation (DOT), Bureau of Transportation Safety (BOTS) annual seatbelt survey for the entire state of Wisconsin ($166,197)
- DOT-BOTS Neighborhood Lawn Speed Limit Sign evaluation project ($18,678)
- DOT-BOTS African American Occupant Restraint Use Study ($15,181)
- DOT-BOTS Child Occupant Protection Use Survey ($14,462)
- DOT-BOTS Combination Winter Seatbelt Survey, Entire State of Wisconsin ($73,000)
- DOT-BOTS Combination Summer Seatbelt Survey ($93,000)