**2024-2025 Workforce Education Program Audit**

Requirements related to Accreditation Standards and Perkins V (includes the Comprehensive Local Needs Assessment [CLNA]) determine BBCC’s approach to and responses required for the Program Audit. For your reference, we have provided definitions, guidance, and/or questions to consider when completing your program Audit.

This is part of a continues improvement process, so it is important to describe the *present state* and to *document strengths and challenges* as determined by the data/evidence. Identify what the program’s *ideal/goal state* would be if the strengths were sustained and challenges were addressed.

Each question is related to specific information required by either Accreditation Standards and/or Perkins (CLNA), so there is no question (bullet) that would not require a response or would have a *not applicable* response.

**You will need to address the equity gap AND problem/concern you identified as part of your 2024-2025 Assessment Plan that you are attempting to resolve including any equity-based learning practices that have been implemented in your program.**

The program audit is divided into 3 reports with the first one due in December, the second one due in March, and the third one due in June. The related report due dates are highlighted at the start of each section below. This document has all 3 parts included. I have posted the reports separately for the due dates in your TEAMs folder. Please complete the audit in the separate report in your TEAMs folder. Do no upload separate documents.

**2024-2025 Program Audit Report Part 1**

**For all questions, provide the data/evidence (attach or provide links) used to determine the response.**

Requirements related to Accreditation Standards and Perkins V (includes the Comprehensive Local Needs Assessment [CLNA]) determine BBCC’s approach to and responses required for the Program Audit. For your reference, we have provided definitions, guidance, and/or questions to consider when completing your Program Audit.

This is part of a continuous improvement process, so it is important to

* **describe the present state** and
* **document strengths and challenges** as determined by data/evidence and
* **identify what the program’s ideal/goal state** would be if the strengths were sustained and challenges addressed.

Each question is related to specific information required by either Accreditation Standards and/or Perkins (CLNA), so there is no question (bullet) that would not require a response or would have a *not applicable* response.

**You will need to address the equity gap AND problem/concern you identified as part of your 2024-2025 Assessment Plan that you are attempting to resolve including any equity-based learning practices that have been implemented in your program.**

**PROGRAM QUALITY:**

*Programs of sufficient size, scope, and quality should meet the academic and developmental needs of students served while ensuring that they are on a pathway to leading to a credential of workplace value. Such programs and credentials should be aligned with business and industry need and developed in partnership with employers and educators who are subject-matter experts.*

1. What equity gap your program is seeking to address AND what is the problem/concern you are attempting to resolve?
2. Select all the equitable learning environment elements ([Equitable Teaching Practices Toolkit](https://sway.cloud.microsoft/AkMYYHwMdlV3Xg6U?ref=Link)) your program is focusing on in order to address and resolve your program’s identified equity gap.

Please provide an example activity and short description for each element selected.

[ ]  Critical Engagement of Difference

[ ]  Academic Belonging

[ ]  Transparency

[ ]  Structured Interactions

[ ]  Flexibility

1. Does your program lead to credentials of value for in-demand industries?
	1. How do you know that the credential is of value?
	2. Discuss how the program determines that the courses, certificated, and degrees are still viable and relevant.
	3. Does the curriculum meet industry standards?
	4. How do you know it meets industry standards/needs?
	5. What needs to/should change?
2. Select all methods that are used by your program to integrate the academic and technical skills of your students and ensure that they are taught with the same coherence and rigor as all other students, including transfer students.

Please provide short descriptions for each method selected.

[ ]  Contextualized Instruction

[ ]  Team-Teaching

[ ]  Math-First Initiatives

[ ]  College-Level Core Curriculum

[ ]  College-Wide Student Learning Outcomes

[ ]  STEM Initiatives

[ ]  Industry Standardized Tests/Exams

[ ]  Tutoring

[ ]  Flipped Classrooms

[ ]  Industry-Standard Equipment/Facilities

[ ]  I-BEST CTE Programs

[ ]  Other

1. Please provide examples of any innovative projects or initiatives undertaken since the last audit (in the last three years).
	1. Please describe and include attachments of or links to any social media posts and/or press/media coverage, if applicable.
2. What was the most successful or noteworthy development with respect to program quality and/or program improvement since the last audit?
3. What were the most significant challenges (e.g., funding, enrollment, performance, staff retention or turnover, equity, etc.) encountered since the last audit (in the last three years)?
	1. What impact did the challenge have on the program?
	2. How could BBCC assist in addressing these challenges?
4. Does your program feature up-to-date, industry-standard equipment, facilities, curricula, methods of instruction, and work-based learning opportunities: What more do you need?
5. Does your program have the technology available that is needed to prepare students for industry? Discuss.
	1. If YES, include how you know it is technology used in business/industry.
	2. If NO,
		1. Has your program identified the needed technology or equipment?
		2. How do you know this is the technology/equipment that is used in business/industry?
		3. Please describe the technology or equipment and share the plan for purchasing or provide the barriers to purchase.
		4. Is business/industry an option for providing and/or donating **current** technology/equipment? (*Remember that BBCC cannot become the dumping grounds for outdated or broken equipment.)*
6. Since the last audit (in the last three years), did your program invest in technology or equipment used to improve content delivery or student performance? If so, please describe the purchase and impact is has on content and/or student performance.
7. Provide a current equipment/technology inventory that indicates the following:
	1. When replacement/update is/will be needed
	2. Technology/equipment that is obsolete
	3. Technology/equipment that requires repair, disposal, etc.

**FACULTY/STAFF PROFESSIONAL DEVELOPMENT:**

*Professional development is defined as activities that are an integral part of providing educators with the knowledge and skills needed to enable students to succeed in CTE. The activities must be sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job embedded, data-driven, and classroom-focused, and to the extent possible evidence-based.*

1. Please provide the dates and a description of professional development in which faculty/staff of your program participated in since the last program audit (in the last three years). \**Be sure these are reported to the dean so they can be recorded in vocational certification plans.*
2. Select all the methods employed to provide professional development opportunities for faculty/staff.

Provide a brief description of each method selected.

[ ]  New Instructor/Faculty Conference

[ ]  Workforce Boot Camp/Advanced Boot Camp

[ ]  Deans Academy

[ ]  Return-to-Industry Experience

[ ]  Faculty Peer Mentoring

[ ]  Professional Development Days

[ ]  CTE Certification Workshops

[ ]  Distance Learning/Online Teaching Training

[ ]  Technology and E-Learning Tools

[ ]  Data and Assessment Workshops

[ ]  Industry Conferences

[ ]  Other

1. Did any of your program faculty/staff earn industry-recognized credentials or certification since the last program audit (in the last three years)? Please describe.
2. How did the professional development impact your program? What was the most successful or noteworthy development since the last audit (in the last three years)?

**2024-2025 Program Audit Report Part 2**

**For all questions, provide the data/evidence (attach or provide links) used to determine the response.**

Requirements related to Accreditation Standards and Perkins V (includes the Comprehensive Local Needs Assessment [CLNA]) determine BBCC’s approach to and responses required for the Program Audit. For your reference, we have provided definitions, guidance, and/or questions to consider when completing your Program Audit.

This is part of a continuous improvement process, so it is important to

* **describe the present state** and
* **document strengths and challenges** as determined by data/evidence and
* **identify what the program’s ideal/goal state** would be if the strengths were sustained and challenges addressed.

Each question is related to specific information required by either Accreditation Standards and/or Perkins (CLNA), so there is no question (bullet) that would not require a response or would have a *not applicable* response.

**You will need to address the equity gap AND problem/concern you identified as part of your 2024-2025 Assessment Plan that you are attempting to resolve including any equity-based learning practices that have been implemented in your program.**

**STUDENT SUCCESS**

*Remember that you can look at the enrollment of different populations in your programs, but you also need to discuss the success of these different populations within your program* [*Accreditation Standard 1.D.2*](https://nwccu.org/standards/)*, so please consider the following information when looking at data completion of your program audit. Looking at student success via interventions and/or strategies implemented, and analysis of their impact/result is required.*

*The law requires performance data be disaggregated by program, student subgroup, and special populations. Colleges must evaluate this disaggregated data to identify disparities or gaps in performance, investigate the root causes, and develop strategies to address programmatic barriers and better support students from special populations and historically underserved demographic subgroups.*

* *Disaggregation by race, ethnicity, age, gender, socioeconomic status, 1st generation college students*
* *Persistence (grades, credit accumulations), completions, retention (fall to fall), post-grad success*

You should be using the [Course Letter Grades](https://tableau.sbctc.edu/t/BBCC/views/ESCALA-CourseDisaggregation/ESCALA?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link&:isGuestRedirectFromVizportal=y&:embed=y) dashboard on the portal.

1. Click on the “Class disaggregation” tab.
2. In the “Quarter” drop down menu, select fall, winter, and spring quarters for 1-3 years
3. In the “Department” drop down menu, select the discipline you teach
4. In the “Course Number” and “Item Number” drop down menus, leave the selection on (All)
5. Analyze the distributions of student grades by different student demographic disaggregation to identify gaps in student performance or other concerning trends
6. Repeat for any other subjects taught by the department
7. Determine one intervention the program or department would like to implement to try and address achievement gaps

In addition to the Course Letter Grades dashboard, utilize the [About BBC, demographics, credentials, etc.](https://tableau.sbctc.edu/t/BBCC/views/AboutBBCC/QuickFacts?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no&:origin=viz_share_link) dashboard to obtain and examine success and completion rates across demographics.

**Perkins Definitions for SPECIAL POPULATIONS AND NON-TRADITIONAL FIELDS:**

***Special Populations:*** *homeless individuals; youth with active-duty military parents; individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals (formerly “displaced homemakers”); English learners; and youth who are in, or have aged out of, the foster care system.*

***Non-Traditional Fields:*** *Non-traditional fields means occupations or fields of work for which individuals from one gender comprise less that 25% of those employed in such fields. (Examples: men in nursing, women in aviation, women in welding, etc.)*

Using the data provided in the [BBCC’s Course Letter Grades](https://tableau.sbctc.edu/t/BBCC/views/ESCALA-CourseDisaggregation/ESCALA?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link&:isGuestRedirectFromVizportal=y&:embed=y) dashboard, [BBCC’s Course Success](https://tableau.sbctc.edu/t/BBCC/views/CourseSuccess/OverallSuccessRates?:isGuestRedirectFromVizportal=y&:embed=y) dashboard and [SBCTC’s Perkins V](https://www.sbctc.edu/colleges-staff/research/data-public/perkins-dashboard) dashboard:

1. What gaps do you see in the student achievement based on different demographic disaggregation?
2. Where are the biggest gaps in performance indicators for this program?
	1. Demographic subgroups
	2. Perkins special populations
	3. Non-traditional fields enrollment
3. Based on the data and the assessment process, what is the equity gap you have chosen that will be the focus of improvement over the next three years?
4. What interventions/strategies are you currently implementing or going to implement to try and narrow the equity gap identified in question 3?
5. Please provide a brief description of any example in the five areas below of initiatives, events or strategies implemented in the past year pertaining to students in *special populations,* or *non-traditional fields*.
	1. Decreasing barriers to participation
	2. Ensuring equitable access to programs
	3. Increasing enrollment
	4. Improving completion rates
	5. Promoting and maintaining a discrimination-free environment –identify and provide examples for any of the equitable learning environments you have employed or will be employing in your program courses
		1. Critical Engagement of Difference
		2. Academic Belonging
		3. Transparency
		4. Structured Interactions
		5. Flexibility
6. What was the most successful or noteworthy development with respect to support for *special populations* and students in *non-traditional fields* this year?

**2024-2025 Program Audit Report Part 3**

**For all questions, provide the data/evidence (attach or provide links) used to determine the response.**

Requirements related to Accreditation Standards and Perkins V (includes the Comprehensive Local Needs Assessment [CLNA]) determine BBCC’s approach to and responses required for the Program Audit. For your reference, we have provided definitions, guidance, and/or questions to consider when completing your Program Audit.

This is part of a continuous improvement process, so it is important to

* **describe the present state** and
* **document strengths and challenges** as determined by data/evidence and
* **identify what the program’s ideal/goal state** would be if the strengths were sustained and challenges addressed.

Each question is related to specific information required by either Accreditation Standards and/or Perkins (CLNA), so there is no question (bullet) that would not require a response or would have a *not applicable* response.

**You will need to address the equity gap AND problem/concern you identified as part of your 2024-2025 Assessment Plan that you are attempting to resolve including any equity-based learning practices that have been implemented in your program.**

**INDUSTRY/COMMUNITY/K-12 ENGAGEMENT & INVOLVEMENT:**

*As defined by the Perkins V mandated requirements, the following stakeholders should be consulted in the development of assessment of CTE programming and the CLNA:*

* *Representatives of CTE programs in local K-12 programs, educational service agency, or other postsecondary institutions, including faculty, administrators, career guidance and/or academic counselors, instructional support personnel, and paraprofessionals*
* *Representatives of the State board or local workforce development boards*
* *A range of local or regional businesses or industries*
* *Parents and students*
* *Representatives of special populations (as defined by Perkins V)*
* *Representatives of regional agencies serving out-of-school youth, homeless children and youth, and at-risk youth*
* *Representatives of Indian Tribes and Tribal organizations in the State, where applicable*
1. Describe how this program ensures involvement of stakeholders in the improvement, implementation, and assessment of the program and program development.
	1. How are you partnering with stakeholders to ensure the program is aligned with industry need?
	2. How are you partnering with educational institutions to ensure that your program is aligned with future academic opportunities?
	3. Since the last audit (in the last three years), what course/program content has been updated to reflect industry needs/feedback from the advisory committee and/or other stakeholders?
2. Provide information about how this program is involved in building and/or maintaining internal and external partnerships/relationships:
	1. Internal: list and discuss **EACH** partner (*examples: Career Services, WES, ASB, Business Office, Registration, etc.)*
	2. External: list and discuss **EACH** partner (*examples: business/industry, Job Corps, WorkSource, labor unions, accrediting agencies, etc.*)
3. Since the last audit (in the last three years), what noteworthy activities did your program advisory committee undertake?
	1. Should these activities be reported/used in outreach/marketing?
	2. Were there any changes to the program committee? Have these changes been updated in TEAMS?
	3. Have all minutes been updated in TEAMS?
	4. Has an advisory committee audit form been completed through the 2024/25 academic year?
4. Since the last audit (in the last three years), in what ways did your program partner with high schools and districts to engage and recruit students and market your program? What was the most successful or noteworthy?
5. Does your program provide opportunities for CTE Dual Credit (Tech Prep) articulations with area high schools/skills centers?
	1. If yes, could this be expanded? How?
	2. If no, is this an area that can be developed?
		1. If it can be developed, how?
		2. If it cannot be developed, why not?
6. Does your program faculty participate in any advisory committees or joint advisory committees at the high school level?
	1. If so, please describe.
7. Are your students receiving: Please describe services and/or examples.
	1. Career guidance
	2. Counseling
	3. Individualized academic support
8. Select all methods employed by your program to engage, recruit, and/or provide career and academic guidance to prospective students.

Please provide a brief description of each method selected.

[ ]  High School Visits

[ ]  CTE Open Houses

[ ]  Try-a-trade Events

[ ]  Youth Re-Engagement Programs

[ ]  Mailings featuring Programs of Study and/or Pathway Information

[ ]  Community-Based Organization Visits

[ ]  Faith-Based Organization Visits

[ ]  TV or Web Video Ads

[ ]  WorkSource Co-Location

[ ]  Veteran Center Visits

[ ]  Tribal or Cultural Center Visits

[ ]  Corrections Center Visits or Re-Entry Programs

[ ]  Labor Union Visits

[ ]  Other

**WORK-BASED LEARNING (WBL)**

*WBL emphasizes sustained interactions with industry or community professionals in real workplace settings where possible but also includes simulated environments as well. WBL must foster in-depth, first-hand engagement with the tasks required of a given career field and be aligned to curriculum and instruction.*

1. How is work-based learning integrated into your program? Please describe and identify all types of work-based learning that is required in your programs.
2. Select all methods employed that are used in your program to provide your students with experience in and an understanding of all aspects of industry.

Please provide short descriptions of each method selected.

[ ]  Industry Speakers

[ ]  Workplace Tours

[ ]  Job Shadows

[ ]  Job & Career Fairs

[ ]  Simulations

[ ]  Required Internship or Clinical Experience

[ ]  Optional Internship or Clinical Experience

[ ]  Cooperative/Capstone Projects

[ ]  Student Clubs

[ ]  Business/Industry Mentoring

[ ]  Other

**CAREER GUIDANCE:**

1. How does your program provide career counseling with information on employment trends, wages, and opportunities to assist students planning their education?
2. Since the last audit (in the last three years), what was the most successful or noteworthy development with respect to program academic guidance and career counseling this year?
3. Select all methods employed to provide students with comprehensive and labor market-informed guidance, counseling, and coaching related to career discernment, academic transfer, and job search strategies.

Please provide short descriptions of each method selected.

[ ]  Online Job Search Engines

[ ]  Career Exploration Workshops

[ ]  Mock and on-campus interviews

[ ]  WorkSource

[ ]  Interactive/Online Pathway Tools

[ ]  Hardcopy Career Pathway Tools (Posters, Brochures, Worksheets, etc.)

[ ]  Resume Workshops

[ ]  Credit-bearing Career Readiness Courses

[ ]  Credit-bearing College Readiness Courses

[ ]  College/Transfer Fairs

[ ]  BA-S Program Presentations/Open Houses

[ ]  Other

**SCHEDULING:**

1. Discuss how the scheduling for your courses is developed and how it is evaluated to determine access/availability for students.
2. Has this program considered providing other options for offering the program content, such as, online, hybrid, nights, competency-based, weekends, etc.?
	1. If yes, what is being considered and why?
	2. If no, is this something that should be considered and why/why not?
3. Using the schedule and MCOs, please
	1. Review for accuracy or required changes
	2. Identify classes that should be retired
	3. Identify changes to the quarters, time, and modality offered

**LAB FEES:**

1. Does your program maintain a lab fee account?
	1. If yes, please answer the remaining questions regarding lab fees.
	2. If no, should your program consider developing a lab fee account?
	3. If no, please skip the remaining questions regarding lab fees.
2. Is the lab account balance adequate to cover consumable expenses?
	1. If no, have fees been reviewed? Why/Why not?
		1. What is needed to ensure consumables are covered. Discuss.
		2. Should this discussion be used to request a fee increase?
	2. If yes, do fees need to be reduced? Discuss.
3. Is the lab account balance adequate for purchasing needed equipment/technology updates?
	1. If yes, what will be purchased and when?
	2. If no, do fees need to be increased to help support these?
		1. What is needed and what will it cost?
		2. How much do the fees need to increase? Discuss.
		3. Should this discussion be used to request a fee increase?

**ASSESSMENT REVIEW:**

*We are required by our accrediting body, the Northwest Commission on Colleges and Universities (NWCCU), to document our assessment of student learning activities. Accreditation Standard 1.C.5-7. Specifically, we are expected to assess student learning in our programs, design and implement changes in our teaching intended to improve student learning, and use further assessment of student learning to measure the impact of those changes on student learning.*

1. Based on the data and the assessment process, what is the equity gap you have chosen that will be the focus of improvement over the next three years?
2. What changes did you make in your instruction and/or program to address the equity gap identified in the question above?
3. After implementing your changes, what impact did the changes have on student learning? How do you know/What did the data tell you?
4. What are the implications for your academic program or department? (What are your next steps?)

**SUMMATIVE QUESTIONS:**

1. What are some key things you have learned about your program/department as you completed the program audit?
2. What are the primary actions you have taken over the past three years (since your last program audit) to improve student outcomes in your program/department? Why were you focusing on these things? How do you know you are making progress?
3. What goals do you want to accomplish over the next three years to improve your program/department?