2020-22 Program Audit Report Due March 24, 2022

In all responses, provide the data (attach or provide links) used to determine the response.

PROGRAM QUALITY:
1. Discuss how the program determines that the courses, certificates, and degrees are still viable and relevant? The most critical review we use comes from asking the Advisory Committee members to review the curriculum on a biennial level (every 2 years).

2. Does the curriculum meet industry standards? How do you know? What needs to change?
We have planned a significant review of our curriculum this year 21-22. A statewide change regarding "related instruction" now becoming "general education" has necessitated this urgent review. As of June 2022, multiple changes have been recommended. These changes will be included in the College Cataolog for 22-23.

3. 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?
   a. If so, please describe the purchase and the impact it has on content and/or student performance.
Yes, an update from using QuickBooks 2015 was made. We used QuickBooks 2018 during this past 3 years. And plan to move to a newer version in Fall 2022.

4. 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.

   <u>Please provide short descriptions for each method selected.</u>
   ☒X Contextualized Instruction
   ☐ Team-Teaching
   ☐ Math-First Initiatives
   ☐ College-Level Core Curriculum
   ☒X College-Wide Student Learning Outcomes
   ☐ STEM Initiatives
   ☐ Industry Standardized Tests/Exams
   ☐ Tutoring
   ☐ Flipped Classrooms
   ☒X Industry-Standard Equipment/Facilities
   ☐ I-BEST CTE Programs
   ☐ Other

5. Please provide examples of any innovative projects, initiatives, or state-of-the-art equipment undertaken since the last audit (in the last three years). New desktop computers were installed in our tech lab (room 1602).
   a. Please describe and include attachments of or links to any social media posts and/or press/media coverage, if applicable. N/A

6. What was the most successful or noteworthy development with respect to program quality and/or program improvement since the last audit (in the last three years)? We utilized a local attorney to instruct BUS&201 Business Law. We also hired a FT faculty in our Division with an

Economics degree to teach Economics. Our Accounting Tech students have benefited from improved instruction in those two required courses.

7. 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)? One of our FT faculty members retired and we have not been able to to hire a replacement. We have had 3 failed searches over the past 3 years.
    a. What impact did the challenge have on the program? We have had to cut back on the number of classes we teach as we now only have 1 FT faculty member. We have also had to ask the college to assist in advising the BUS-DTA students.
    b. How could BBCC assist in addressing these challenges? See (a) above. (I appreciate the help with advising support!)

FACULTY/STAFF PROFESSIONAL DEVELOPMENT:
8. Please provide the dates and a brief description of any professional development in which you participated in since the last program audit (in the last three years). I have completed an annual average of 40 hours of professional development over the past 3 years. The trainings occur during the summer months and during the Thanksgiving, Christmas, and Spring break weeks.

9. Did the professional development activities support the required activities in your vocational certification plan? Please describe. (Be sure these are reported so they can be recorded.)
Yes. They helped me maintain my CPA certification.
10. Did any of your program faculty or staff earn industry-recognized credentials or certification since the last program audit (in the last three years)? Please describe.
Yes, I was able to renew my CPA certificating this April 2022. Due to the support from the college helping pay for the required trainings.
11. What was the most successful or noteworthy development with respect to faculty/staff retention and professional development since the last audit (in the last three years)?
Professional Development in 2021 focused on common & current investment and retirement strategies. The content learned aids me when teaching the BUS170 Consumer Finance class in the Spring Quarter.
12. Select 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
☐Deans Academy
☐Return-to-Industry
☐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

13. How did the professional development impact your program? See #11 above.

INDUSTRY/COMMUNITY INVOLVEMENT:

14. Describe how this program ensures involvement of stakeholders in the improvement, implementation, and assessment of the program and program development.

We have an active Advisory Committee comprising local professionals. They run the meetings, they take the minutes, they hold mock interviews in the spring for our program students. They participate in my online classes by joining as "observers".

15. Since the last audit (in the last three years), has course/program content been updated to reflect industry needs/feedback from advisory committee? Yes. The Advisory Committee conducted an extensive review during April-June 2022 of required courses in our curriculum and made multiple changes/recommendations that will be incorporated into the 22-23 College Catalog.
    a. If yes, please describe how. Reviewed state required changes to Related/General Instruction courses. And reviewed BIM required courses and made changes to courses and required credits. And we asked BIM faculty Ryan Duvall to help develop a new course related to Workplace teamwork/communication skills. A new 4-credit course, BUS115 will now be included in our curriculum.
    b. If no, please describe why not.

16. Since the last audit (in the last three years), what noteworthy activities did your program advisory committee undertake? Each of the past 3 years, the Advisory Committee offers mock job interviews in the Spring Quarter. In year 1 they were in-person. But the past 2 springs, they have been online via Zoom.
    a. Should these activities be reported/used in outreach/marketing? No.
    b. Were there any changes to your committee? Have these been reported to Julia? Yes and Yes.
    c. Have all minutes been submitted to Julia? Not yet from 2021-2022.
    d. Has an advisory committee audit form been completed annually? I believe so.

17. Provide information about how this program is involved in building and/or maintaining specific internal and external partnerships/relationships:
    a. Internal: list and discuss each partner (examples: Career Services, WES, ASB, Business Office, Registration, etc.) Any relevant job openings that are shared with my by Jody Bortz are then passed on to our Students via our Facebook page (maintained by one of our Advisory Committee members)
    b. External: list and discuss each partner (examples: business/ industry, Job Corps, WorkSource, labor unions, accrediting agencies, etc. Instructor is a member of the Washington Society of CPAs. The send me information pertaining to student initiatives and I share with my students whenever I receive pertinent information.

K-12 ENGAGEMENT:

18. Does your program provide opportunity for CTE Dual Credit (Tech Prep) articulations with area high schools/skills centers Yes.
    a. If yes, could this be expanded? How? We sign every articulation that is offered to us.
    b. If no, is this an area that can be developed? How? **OR** Why not?

19. Does your program faculty participate in any advisory committees or joint advisory committees at the high school level? If so, please describe. No.

20. Since the last audit (in the last three years), how did your program partner with high schools and districts to engage and recruit students and market your program? None.

21. Since the last audit (in the last three years), what was the most successful or noteworthy development with respect to high school partnerships? None.

22. 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
    ☐XOther   Any relevant job openings that are shared with my by Jody Bortz or by local businesses/owners are then passed on to our Students via our Facebook page (maintained by one of our Advisory Committee members)

TECHNOLOGY:
23. Does your program have the technology available that is needed to prepare students for industry? Discuss. Yes, we have a tech lab with Desktop machines where we teach 2 software classes and a 10-key calculator class.
    a. If YES,
        • Include how you know it is technology used in business/industry. Annually, we ask our Advisory Committee if they see 10-keys being used in the industry, as well as QuickBooks.
    a. If NO,
        • Has your program identified the needed technology or equipment?
        • How do you know this is the technology/equipment that is used in business/industry?
        • Please describe the technology or equipment and share the plan for purchasing or provide the barriers to purchase.
        • 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.)*

24. Did your department invest in technology or equipment used to improve content delivery or student performance? If so, please describe the purchase and the impact it has had on content and/or student performance. Actually Dean Daneen has helped us stay current in our Tech Lab by purchasing PCs and QuickBooks licenses with Perkins funds. This has helped us out tremendously. Would still be using old outdated machines if it wasn't for Dean Daneen and Perkins funds.

25. Provide a current equipment/technology inventory that indicates the following:
    a. When replacement/update is/will be needed Will need to update to a newer QuickBooks version of the software this summer 2022 and Fall 2022.
    b. Technology/equipment that is obsolete Will need to purchase some new 10-key calculators in Winter 2023.
    c. Technology/equipment that requires repair, disposal, etc. None.

2020-22 Program Audit Report Due June 20, 2022

LAB FEES:

26. Does your program maintain a lab fee account?
a. If yes, please answer the remaining questions regarding lab fees.
b. If no, should your program consider developing a lab fee account?
c. If no, please skip the remaining questions regarding lab fees.

27. Is the lab account balance adequate to cover consumable expenses?
a. If no, have fees been reviewed? Why/why not?
• What is needed to ensure consumables are covered. Discuss.
• Should this discussion be used to request a fee increase?
a. If yes, do fees need to be reduced? Discuss.

28. Is the lab account balance adequate for purchasing needed equipment/technology updates?
a. If YES, what will be purchased and when?
b. If NO, do fees need to be increased to help support these?
• What is needed and what will it cost?
• How much do the fees need to increase? Discuss.
• Should this discussion be used to request a fee increase?

SPECIAL POPULATIONS AND NON-TRADITIONAL FIELDS:

Special Populations: 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; youth who are in, or have aged out of, the foster care system; homeless individuals; and youth with active-duty military parents.

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

29. Using the data provided in the BBCC and Perkins dashboards
a. Where are the biggest gaps in performance indicators for this program?
• Demographic subgroups
• Perkins special populations
• Non-traditional enrollment
b. How is the program addressing the performance gaps identified above?

30. 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*.

a. Decreasing barriers to participation
b. Ensuring equitable access to programs
c. Increasing enrollment
d. Improving completion rates
e. Promoting and maintaining a discrimination-free environment

31. What was the most successful or noteworthy development with respect to support for *special populations* and students in *non-traditional fields* this year?

WORK-BASED LEARNING:

32. 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.

33. 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.

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:

34. How does your program provide career counseling with information on employment trends, wages, and opportunities to assist students plan their education?

35. 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?

36. 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 a brief description 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:

37.   Discuss how the scheduling for your courses is developed and how it is evaluated to determine access/availability for students.

38.   Has this program considered providing other options for offering the program content; such as, online, hybrid, nights, competency-based, weekends, etc?
a.   If yes, what is being considered and why?
b.   If no, is this something that should be considered and why/why not?

39.   Using the schedule and MCOs provided, please
a.   review schedule and MCOs for accuracy or required changes
b.   identify classes that should be retired
c.   identify changes to the quarters, time, and modality offered

ASSESSMENT REVIEW:

40.   Please review your assessment work over the last three years. Has the assessment work that your program reported resulted in improved student learning or student success or improved attainment of industry-recognized credentials? Please share an example.

41.   As you reviewed this work, are there elements of this assessment work that you need to revisit or follow-up in order to learn more in these areas or to "close the loop"?

42.   What future steps can you make in your assessment work so that it has greater meaning and value to you and your students?

43.   If your assessment work resulted in curriculum changes, equipment/technology purchases, professional development/training, please make sure those are reflected in the appropriate areas within the audit.

LAB FEES:
1. Does your program maintain a lab fee account? Yes. For the "Calculators Lab" to purchase new machines, tape, and print cartridges
    a. If yes, please answer the remaining questions regarding lab fees.
    b. If no, should your program consider developing a lab fee account?
    c. If no, please skip the remaining questions regarding lab fees.

2. Is the lab account balance adequate to cover consumable expenses? Yes
    a. If no, have fees been reviewed? Why/why not?
        ▪ What is needed to ensure consumables are covered. Discuss.
        ▪ Should this discussion be used to request a fee increase?
    a. If yes, do fees need to be reduced? Discuss.
No. It appears to be fairly large right now, but because it slowly builds-up over time and then is reduced every 5 years when we purchase new machines. We have not purchased new machines for a few years.Is the lab account balance adequate for purchasing needed equipment/technology updates?
        a. If YES, what will be purchased and when? Yes. New calculators, tape, print cartridges.
        b. If NO, do fees need to be increased to help support these?
            ▪ What is needed and what will it cost?
            ▪ How much do the fees need to increase? Discuss.
            ▪ Should this discussion be used to request a fee increase?

SPECIAL POPULATIONS AND NON-TRADITIONAL FIELDS:

Special Populations: 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; youth who are in, or have aged out of, the foster care system; <mark>homeless individuals; and youth with active-duty military parents.</mark>

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

3. Using the data provided in the BBCC and Perkins dashboards
   a. Where are the biggest gaps in performance indicators for this program?
      - Demographic subgroups Women comprise more than 75% of the completions in the Accounting Tech program. The SBCTC average for our program is 65%. We are well above the target for under-represented group of women gender class.
      - Perkins special populations
      - Non-traditional enrollment
   b. How is the program addressing the performance gaps identified above?
         N/A, as currently above SBCTC average.
4. 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*.

   a. Decreasing barriers to participation Currently no plans as we are consistently higher than SBCTC average.
   b. Ensuring equitable access to programs
   c. Increasing enrollment
   d. Improving completion rates
   e. Promoting and maintaining a discrimination-free environment

5. What was the most successful or noteworthy development with respect to support for *special populations* and students in *non-traditional fields* this year? N/A

WORK-BASED LEARNING:
6. 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. Accounting practice Sets. Required acquisition of Microsoft Office programs; 10-key calculator proficiency; QuickBooks software proficiency.

7. 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.

   Provide short descriptions of each method selected.
         ☐Industry Speakers
         ☐Workplace Tours
         ☐Job Shadows
         ☐Job & Career Fairs
         XSimulations

☐Required Internship or Clinical Experience
☐Optional Internship or Clinical Experience
☐Cooperative/Capstone Projects
☐Student Clubs
XBusiness/Industry Mentoring   (committee members spend time with students in Spring Quarter offering mock interviews and feedback)
☐Other_____

CAREER GUIDANCE:
8. How does your program provide career counseling with information on employment trends, wages, and opportunities to assist students plan their education? Upon request, info is provided in advising sessions.

9. 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? Provided 1-on-1 advising "at a distance" to program students for the past 2 years.

10. 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 a brief description of each method selected.
☐Online Job Search Engines
☐Career Exploration Workshops
XMock 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
XBA-S Program Presentations/Open Houses
☐Other

SCHEDULING:
11. Discuss how the scheduling for your courses is developed and how it is evaluated to determine access/availability for students. Courses that include both Accounting Tech and BUS-DTA students typicallly have a minimum of 2 offerings per year. Usually 1 FTF and 1 online. Courses designed for only Accounting Tech students typically have just one offering per year. The sequencing of the courses is sequential. For example, Accounting 201-202-203 is offered in and naturally students must have 1 or 2 accounting classes prior to taking QuickBooks and Computer Accounting Course (260).

12. Has this program considered providing other options for offering the program content; such as, online, hybrid, nights, competency-based, weekends, etc?

    a. If yes, what is being considered and why? Yes. Most of my students are working females with families. They prefer to have flexibilty and prefer online offerings. If we do offer FTF sections, they do not like early 8:00am classes and late afternoon classes so they can help get the family ready for K-12 school and/or work a morning/afternoon shift.

    b. If no, is this something that should be considered and why/why not?

13. Using the schedule and MCOs provided, please I submitted updates to the Annual Schedule for the BUS/ACCT offerings to Dean Daneen in June 2022. 2 classes were retired and 1 new class was added. Additinoally, with the help of the Advisory committee, credits were modified in several of the required BIM courses. These changes occurred during the May-June 2022 timeframe.

    a. review schedule and MCOs for accuracy or required changes

    b. identify classes that should be retired

    c. identify changes to the quarters, time, and modality offered

ASSESSMENT REVIEW:

14. Please review your assessment work over the last three years. Has the assessment work that your program reported resulted in improved student learning or student success or improved attainment of industry-recognized credentials? Please share an example.
Yes. The 20-21 and the 21-22 assessment work both resulted in development of learning aids that are being utilized or plan to be utilized going forward. One example is a Financial Statement Analysis project that is required in ACCT&202 has always been done on an individual basis, and it was reformatted so that it could be accomplished in a group setting. Participation rates went up which is great, because knowing how to analyze Financial Statements is a program outcome and this year in Spring 2022, all the students completed this project.

15. As you reviewed this work, are there elements of this assessment work that you need to revisit or follow up in order to learn more in these areas or to "close the loop"?
No, see above info.

16. What future steps can you make in your assessment work so that it has greater meaning and value to you and your students?
Each year my Assessment is moving towards assessing for improvement (thanks to Sean Twohy!) Prior Assessment focused on compliance. I plan to continue assessing for improvement now going forward!

17. If your assessment work resulted in curriculum changes, equipment/technology purchases, professional development/training, please make sure those are reflected in the appropriate areas within the audit. N/A

44.