

## 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?
  1. Industry/stakeholder feedback.
  2. Graduate employment.
  3. Success of graduates once employed.
2. Does the curriculum meet industry standards? How do you know? What needs to change?
  1. Yes, very positive feedback from local employers regarding the capabilities of BBCC AGR program graduates. Several instances of summer internships developing into FT employment post-graduation.
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
    - i. New workforce building – AGR housed in one place on campus
    - ii. New soils lab – significantly better lab space
    - iii. New ag mechanics lab – state-of-the-art space for new AGM program
    - iv. Hydraulic trainer for AGM students – currently unused
    - v. New technology for soil/water sampling laboratory exercises – increased engagement from students
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.

Please provide short descriptions for each method selected.

- Contextualized Instruction  
Common practice in AGR 120 and agribusiness courses.
- Team-Teaching  
Common during AGR lab activities.
- Math-First Initiatives
- College-Level Core Curriculum  
Yes.
- College-Wide Student Learning Outcomes  
Addressed during assessment activities each year.
- STEM Initiatives
- Industry Standardized Tests/Exams
- Tutoring  
Available
- Flipped Classrooms
- Industry-Standard Equipment/Facilities

Industry standard agriculture mechanics lab and equipment.

- 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).
  - a. Please describe and include attachments of or links to any social media posts and/or press/media coverage, if applicable.
    - a. Creation of Agriculture Mechanics program including purchase of a hydraulic trainer and construction of a state-of-the-art AGM lab.
    - b. Purchase of new equipment for soil/water testing
  
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)?
  1. Greater consistency in faculty.
  2. Additional FT faculty hired.
  3. Best practices developed for distance learning model.
  4. New soils lab.
  5. New Ag Mechanics lab.
  6. New agronomy equipment.
  
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)?
  - i. Enrollment & COVID.
    - a. What impact did the challenge have on the program?
      - i. Difficulty building enrollment for new Agronomy program during pandemic. Most AGR students are “hands on” and disinterested in distance learning models.
    - b. How could BBCC assist in addressing these challenges?
      - i. COVID is no longer a major concern. Enrollment issues are actively being addressed by faculty/staff.

**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).
  1. Screening Committee Training - November 2019
  2. Public Records, Ethics, and Liability Training - November 2019
  3. Managing Bias in the Workplace – December 2019
  4. FERPA Training – December 2019
  5. Managing with Mind and Heart – December 2019, February 2020
  6. Managing (Remotely) with Mind and Heart (Michael Nash) - April 2020, May 2020
  
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.)
  1. Yes

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.
1. No
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)?
1. Only faculty loss during this audit period was due to unwillingness to comply with COVID-related mandates as opposed to any negative experiences working at BCC.
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  
Available
- Workforce Boot Camp  
Available
- Deans Academy
- Return-to-Industry
- Faculty Peer Mentoring  
Available
- Professional Development Days  
Available
- CTE Certification Workshops  
Available
- Distance Learning/Online Teaching Training  
Available
- Technology and E-Learning Tools  
Available
- Data and Assessment Workshops  
Available
- Industry Conferences  
Available
- Other

13. How did the professional development impact your program?
1. The same way that spinach impacts Popeye.

**INDUSTRY/COMMUNITY INVOLVEMENT:**

14. Describe how this program ensures involvement of stakeholders in the improvement, implementation, and assessment of the program and program development.
1. Advisory committee meetings.
  2. Working with employers to hire current, or recently graduated, AGR students.
15. Since the last audit (in the last three years), has course/program content been updated to reflect industry needs/feedback from advisory committee?
- a. If yes, please describe how.
    - i. Minor curriculum changes to courses.

- ii. Addition of Agronomy certificate.
  - iii. Addition of Ag Mechanics program.
- 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?

- i. AGR Curriculum development.
  - ii. Agronomy curriculum development.
  - iii. Agriculture mechanics curriculum development.
  - iv. UAS curriculum development.
- a. Should these activities be reported/used in outreach/marketing?
- i. No
- b. Were there any changes to your committee? Have these been reported to Julia?
- i. Yes and yes
- c. Have all minutes been submitted to Julia?
- i. Yes
- d. Has an advisory committee audit form been completed annually?
- i. Yes

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.)
- a. WES – I regularly refer students to WES for potential funding.
  - b. Career Services – CS reaches out with job possibilities which I relay to students.
  - c. BBCC Foundation – when necessary, I work with students and the Foundation to secure emergency funds.
  - d. UAS Faculty – UAS faculty have given guest lectures in AGR courses.
- b. External: list and discuss each partner (examples: business/ industry, Job Corps, WorkSource, labor unions, accrediting agencies, etc.)
- a. Job Corps – working to articulate into AGR program.
  - b. Local High Schools – collaborate on articulation agreements and recruitment.
  - c. WWCC – articulation agreements.
  - d. Local Ag business owners – matching student employment needs with local employer openings. Some of these same businessmen/women give guest lectures.

#### 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?
- i. Yes, we have yet to set up agreements with all SD high schools. These efforts are in progress.
- 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.

- 1. Yes, I periodically attend HS Ag Teacher meetings.

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?
1. Visiting high schools and speaking to Ag students.
  2. Social media advertisements.
21. Since the last audit (in the last three years), what was the most successful or noteworthy development with respect to high school partnerships?
1. Significant articulation development with several schools for AGR and AGM programs.
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

Yes

CTE Open Houses

Try-a-Trade Events

Youth Re-Engagement Programs

Mailings featuring Programs of Study and/or Pathway Information

Community-Based Organization Visits

Yes

Faith-Based Organization Visits

TV or Web Video Ads

Yes

WorkSource Co-Location

Veteran Center Visits

Tribal or Cultural Center Visits

Corrections Center Visits or Re-Entry Programs

Labor Union Visits

Other

#### TECHNOLOGY:

23. Does your program have the technology available that is needed to prepare students for industry? Discuss. Yes

a. If YES,

- Include how you know it is technology used in business/industry.

1. Technology requests came from faculty still working in industry.

2. Successful graduate employment after BBCC training.

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.

1. n/a

25. Provide a current equipment/technology inventory that indicates the following:

- a. When replacement/update is/will be needed
  - i. No updates needed in the next 3 years.
- b. Technology/equipment that is obsolete
  - i. No obsolete equipment.
- c. Technology/equipment that requires repair, disposal, etc.
  - i. None.

## 2020-22 Program Audit Report Due June 20, 2022

### LAB FEES:

1. Does your program maintain a lab fee account? **Yes**
  - 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.
    - ☒ **Fee reduction not necessary, on par or below comparable workforce programs.**
  
3. Is the lab account balance adequate for purchasing needed equipment/technology updates? **Yes**
  - a. If YES, what will be purchased and when?
    - ☒ **Wide-ranging new equipment was purchased in 2020. No current equipment replacement/updates requested by faculty.**
  - 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.)

4. Using the data provided in the [BBCC and Perkins dashboards](#)
  - a. Where are the biggest gaps in performance indicators for this program?
    - Demographic subgroups
      - **Significantly more white than non-white student enrollment**
    - Perkins special populations
      - **Despite a nearly ‘balanced’ men/women ratio in 2019. The Ag program heavily favors male enrollment**
    - Non-traditional enrollment
      - **Longstanding lower enrollment numbers for women compared to men**
  - b. How is the program addressing the performance gaps identified above?
    - ☒ **Proactively addressing equity barriers in the classroom (recording lectures for low-income students who work at specific times or others who have childcare considerations.**
    - ☒ **Including non-white and non-male figures on recruitment materials.**

Wrap-around advising for all student situations (English learners, students in legal trouble, students who can only take a single course per quarter as examples).

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*.
- a. Decreasing barriers to participation
    - a. Recording and posting all lectures.
  - b. Ensuring equitable access to programs
    - a. Connecting low-income students to available resources.
  - c. Increasing enrollment
    - a. Social media advertising/in-person recruitment at service-district high schools.
  - d. Improving completion rates
    - a. Monitoring Starfish flags to catch problems early in the quarter, offering Incompletes when appropriate, regularly consulting with instructors about their students.
  - e. Promoting and maintaining a discrimination-free environment
    - a. This is a strong suit for BBCC AGR. In my countless conversations with students/faculty/administrators, I have not heard so much as a rumor of discriminatory behavior, nor would such behavior be tolerated in the slightest.
6. What was the most successful or noteworthy development with respect to support for *special populations* and students in *non-traditional fields* this year?
1. As a whole, special populations and students in non-traditional fields are finding success in BBCC's AGR program.

#### **WORK-BASED LEARNING:**

7. 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.
1. All non-transfer (and some transfer) students are required to enroll in a WBL internship during the summer between year 1 and year 2 of their studies.
8. 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

On average, each AGR course has at least 1 (or significantly more) industry expert(s) give a guest lecture(s).

Workplace Tours

AGR 101 offers between 6-8 field trips in a single quarter.

Job Shadows

AGR 295 & AGR 297 (Summer WBL experience).

Job & Career Fairs

Simulations

Market futures exercises in agribusiness courses.

Required Internship or Clinical Experience

AGR 295 & AGR 297 (Summer WBL experience).



- Optional Internship or Clinical Experience  
AGR 295 & AGR 297 (Summer WBL experience).
- Cooperative/Capstone Projects
- Student Clubs  
PAS (Professional Agriculture Student) Club.
- Business/Industry Mentoring
- Other

**CAREER GUIDANCE:**

9. How does your program provide career counseling with information on employment trends, wages, and opportunities to assist students plan their education?
  1. Student job opportunities regularly posted in AGR Student "Online Space."
  2. AGR 101 is an exploration of possible Ag careers and industries.
  3. Industry speakers commonly provide information/answer questions about market trends and job opportunities.
  4. BBCC Career Fair participation encouraged.
  
10. 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?
  1. Methodology has been streamlined.
  2. Easier/simpler to connect with all AGR advisees at one time.
  
11. 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  
Simulated interviews and other professional development covered in AGR 101.
- WorkSource
- Interactive/Online Pathway Tools  
WSU transfer pathways outlined on BBCC website.
- Hardcopy Career Pathway Tools (Posters, Brochures, Worksheets, etc.)  
Rack cards, worksheets, posters distributed to enrolled/prospective students.
- Resume Workshops  
Covered in AGR 101 and PAS club activities & elsewhere on campus.
- Credit-Bearing Career Readiness Courses  
AGR 101
- Credit-Bearing College Readiness Courses
- College/Transfer Fairs
- BA-S Program Presentations/Open Houses
- Other

**SCHEDULING:**

12. Discuss how the scheduling for your courses is developed and how it is evaluated to determine access/availability for students.
  1. Recently, the intention has been to have shorter lectures, more often throughout the week. As opposed to a singular, lengthy lecture happening once per week. Access is evaluated through feedback from students and instructors.
  
13. Has this program considered providing other options for offering the program content; such as, online, hybrid, nights, competency-based, weekends, etc? Yes
  - a. If yes, what is being considered and why?
    - i. Online and hybrid offerings, as well as recorded lectures – to meet pandemic mandates and student flexibility needs.
  - b. If no, is this something that should be considered and why/why not?
  
14. Using the schedule and MCOs provided, please
  - a. review schedule and MCOs for accuracy or required changes
    - i. Done
  - b. identify classes that should be retired
    - i. Done
  - c. identify changes to the quarters, time, and modality offered
    - i. Done

#### **ASSESSMENT REVIEW:**

15. 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.
  1. Difficult to determine the efficacy of our assessment efforts when observing the average AGR student. The sense from faculty is that assessment is more of a “hoop to jump through” than something that actually augments student learning.
  
16. 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”?
  1. No
  
17. What future steps can you make in your assessment work so that it has greater meaning and value to you and your students?
  1. Spend more time weaving assessment activities into curriculum in an organic “less forced” manner.
  
18. 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.
  1. Done