

2022-23 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 continuous 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.

The program audit is divided into 2 reports with the first one due in March and the second one due in June. The related report due dates are highlighted below.

2022-23 Program Audit Report 1 **Due March 24, 2023**

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

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 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. Does your program lead to credentials of value for in-demand industries? How do you know? Discuss how the program determines that the courses, certificates, and degrees are still viable and relevant?

Yes, completion of the Bachelor of Applied Science-Applied Management program earns students a bachelor of applied science credential. The management focus is versatile meeting employment needs across several industries in the BBCC service district. BBCC verifies occupational employment statistics through several databases including: U.S. Bureau of Labor Statistics, Washington State Employment Security Department, and local employer surveys. Potential positions include management, accounting, project management, entrepreneurial, and administrative positions across numerous industries.

According to [Employment Security Department Occupations in Demand](#) for 2022 many occupations in management, that require an earned bachelor's degree, are in high demand status in North Central Washington Grand and Adams counties including: Business Operations Specialists, Human Resources Specialists, Management Analysts, Managers, All Other, Marketing Specialists, Medical and Health Services Managers, Sales Managers, Social and Community Service Managers. Based on the sources listed above, demand for managers is expected to remain strong over the next decade.

2. Does the curriculum meet industry standards? How do you know? What needs to change?

Ensuring the BAS-AM curriculum meets industry standards has been a critical component in the development and implementation of the program. A [DACUM](#) (Developing a Curriculum) event was conducted in June 2021, engaging 28 regional employers and subject matter experts. Together, a collective definition outlining key competencies and real-world projects were developed to implement into BAS-AM curriculum. BBCC's Instructional Designer worked with course developers

Commented [BD1]: providing specific data is needed for Perkins/CLNA reporting--required to ensure still meeting needs of community/industry

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Commented [BD3]: need list of DACUM participants for CLNA reporting

and subject matter experts to incorporate employer feedback in the development of the upper division courses. In Fall 2021 the BAS-AM Advisory Committee was developed comprising local and regional employers across a variety of industries to guide the implementation of the program and congruence with local employment needs. BAS-AM Advisory Committee meets quarterly and is chaired by Emily Anderson, Adult Training Manager with SkillSource Moses Lake.

3. 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

Marketplace simulations are used for a real-world application of skills. Students work in teams making decisions managing accounting and marketing divisions. They experiment with strategies, product design, supply, promotion, and pricing and present results in executive briefings and quarterly reports. Simulations are used in MGMT 310 Accounting for Managers and MGMT 350 Marketing for Managers

4. Please provide examples of any innovative projects or initiatives undertaken since the last audit (in the last three years).

The BAS-AM Applied Capstone Project is an innovative, partnership project we are piloting in the program this Spring 2023. In the final quarter of the BAS-AM program, senior-level students will engage in a culminating project that articulates their learning through research and analysis of a current, real-world issue. BAS-AM is partnering with local businesses and non-profit organizations in providing project topics and mentorship for students through the process. Capstone Teams will work collaboratively to address a challenge or opportunity experienced at the organization, and applying business principles, will develop recommendations delivered through a written report and presentation.

Commented [BD4]: need orgs/businesses that worked with teams for the capstone --CLNA :)

For audit purposes, might consider adding the industry sectors that were supported with this activity-- manufacturing, healthcare, social services, etc.

Commented [GA5R4]: Added

Information about the Capstone Project Partnership can be found at:

<https://www.bigbend.edu/academics/bas-am-capstone-project-partnership-application/>

Commented [BD6]: appreciate the links and photos - we use these in Accred reporting as well as Perkins/CLNA :)

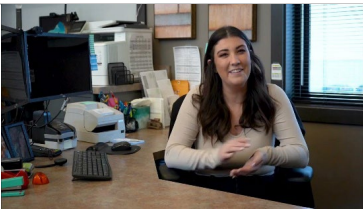
Applied Management Capstone Partners in Spring 2023 included:

Grant PUD	Government
Moses Lake Museum and Art Center	Government
BBCC Athletics Department	Government
Lost and Found Pets of Grant County	Non Profit Organization
Moses Lake Industries	Manufacturing

- a. Please describe and include attachments of or links to any social media posts and/or press/media coverage, if applicable.

Here are examples of social media posts, videos, and press releases from 2022-23. Ghinazzi can provide more from earlier campaigns if needed.

Katie Allen Video: <https://www.youtube.com/watch?v=BiiDOqcERiA>

	<p><u>BAS-AM Student Success Story:</u> <u>Katie Allen</u> www.youtube.com</p>
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Big Bend has big plans with new bachelor's program: Columbia Basin Herald Article:
<https://columbiabasinherald.com/news/2022/nov/09/big-bend-has-big-plans-new-bachelors-program/>





5. 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)

BBCC's BAS-AM program launched in Fall 2021, and has exceeded enrollment goals for BAS-AM Cohort 1, admitting 31 students into Cohort 1. Cohort 1 persisted with a 90% fall-to-fall retention rate, and BBCC is anticipating high completion numbers in June 2023. In Fall 2022, another 30 students were admitted into Cohort 2. BAS-AM was designed to fill an equity gap, by offering a local, flexible bachelor degree credential and serving students less likely to transfer to a university, ~60% of BAS-AM students are adult students working full-time jobs, and most matriculated from a variety of workforce education programs at BBCC. Enrollment and continued interest in the program remain strong.

6. 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)?

Although BAS-AM enrollment exceeds expectations, only 30% of students identify as Hispanic/Latinx. Our goal is to mitigate this equity gap by building Hispanic/Latinx student enrollment to match local demographics (~46% Hispanic/Latinx).

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BAS-AM does not have dedicated full-time faculty. BBCC has been able to recruit additional part-time instructors needed to implement the program. In April 2021, BBCC recruited additional part-time instructors to partner with the BAS Coordinator and full-time faculty to develop and teach the remaining upper-division BAS-AM courses. Several of these part-time instructors worked as course developers who designed specific courses in the BAS-AM program. Six part-time faculty have been contracted to teach the remaining upper-division and core BAS-AM courses. Without dedicated faculty, delivery of curriculum can be inconsistent. Ghinazzi and Richline developed and implement the BAS-AM Instructor's Guide to circumvent that. However, limited faculty could impact expansion of the program.

- a. What impact did the challenge have on the program?

Diverse representation in the BAS-AM program and subsequent professional leadership in our local economy is critical for an innovative and inclusive college campus and community.

Without dedicated faculty, delivery of curriculum can be inconsistent. Ghinazzi and Richline developed and implement the BAS-AM Instructor's Guide to circumvent that. However, limited faculty could impact expansion of the program.

b. How could BBCC assist in addressing these challenges?

BAS-AM is re-inventing recruitment practices to center the student story in outreach materials, website, and social media presence to showcase the positive college experience for working, adult and Latinx students. BAS-AM continues to practice innovative recruitment strategies to build enrollment of Latinx students, with the intent that cohorts are representative of demographics in our service district communities.

BBCC could hire a full-time tenure track instructor to teach upper-division and BUS& 101 and 201 program core courses.

7. 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?

Yes. Based on results from surveys of current students, former students, and employers, BBCC employees concluded that BAS-AM needed to be accessible for working adults. Complications with the COVID-19 pandemic and subsequent student and community feedback further heightened the demand for high quality, online learning. Responsively, BBCC delivers the BAS-AM upper-division courses in a fully online, asynchronous modality. BBCC's Instructional Designer partners with BAS-AM instructors to enhance the curriculum with innovative methods of instruction. Some examples include: competency demonstrations centering real-world, professional projects, applied simulations, Clifton Strengths for Managers assessment, and collaborative small group projects. BAS-AM utilizes formative assessment and collects quarterly input from instructors and students to continue improving and enhancing course delivery.

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

a. If YES,

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

Yes. The William C. Bonaudi Library at BBCC expanded library and information resources to support the development and implementation of the BAS-AM program. In development of the BAS-AM program curriculum, BBCC library faculty and staff collaborated with faculty and instructional designer to ensure that library and information resources was integrated into the learning process. BBCC subscribed to Harvard Business Review and ProQuest One Business, providing BAS-AM students with unlimited access to digital articles. Information literacy instructions to reflect the depth, breadth, and currency necessary to support upper-division courses was developed on the BBCC Library website and linked in the LMS courses. BBCC Library faculty worked in conjunction with BAS-AM faculty and staff to develop course specific Library Research Guides. BAS-AM also utilizes [Marketplace Simulations](#) for its accounting and marketing courses to mimic real-world business scenarios. Marketplace Simulation technology is used across many baccalaureate business management programs and in MBA graduate programs.

Commented [BD8]: specifics?

Commented [BD9]: providing some specifics about these simulations could be helpful

Commented [GA10R9]: added

Topics in the simulations include:

Business Strategy- Develop a strategy to serve up to 3 market segments through a set of realistic business decisions.

Product Marketing- Analyze simplified market data to choose new bicycle models to sell, then price them for the targeted segments.

Sales Channels- Open stores in up to 4 markets based on market potential and available resources.

Compensation & Benefits- Devise competitive compensation packages to motivate your salespeople and boost productivity.

Financial Management- Run financial projections and use simplified versions of standard accounting statements to maximize profit.

A Balanced Scorecard is used to evaluate student team's performance.

b. 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.)*

9. 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 the impact it has on content and/or student performance.

BBCC applied for, and was awarded, a Developing Hispanic Serving Institutions (DHSI) Title V Grant from the U.S. Department of Education. The grant began on October 1, 2020, and lasts for five years, ending September 30, 2025. A primary activity for the grant was to launch the BAS-AM program. The Title V Grant has funded technology subscriptions and purchases for the development and implementation of the BAS-AM program. Forty laptop computers were purchased for students to check-out on a quarterly basis and are utilized in the BAS-AM program. Subscriptions to ProQuest One Business and Harvard Business Review were purchased and are utilized in competency demonstrations and projects across BAS-AM curriculum. BBCC's Instructional Designer utilized Vyond (one-month subscription) and Articulate 360 for program content delivery.

Commented [BD11]: continued \$ support is future issue that needs to be addressed currently so can support when grant ends....we need to review program fees

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

- c. When replacement/update is/will be needed
- d. Technology/equipment that is obsolete
- e. Technology/equipment that requires repair, disposal, etc.

Not Applicable

FACULTY/STAFF PROFESSIONAL DEVELOPMENT:

Commented [BD12]: this is an area we will need to review for future as the grant won't be here to pay for additional prof dev. Currently, no Perkins specifically (only) for BAS (joint WFE and BAS is okay)

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.

11. 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.*

Dr. Barbara Bush- Faculty

- *Washington CURE* - a group of 10 faculty selected in the State of Washington to develop undergraduate research in the community college classroom
- *ESCALA, Completed 3/16/22*
 - o 27-hour course Certificate in College Teaching & Learning in Hispanic Serving Institutions.
 - o This course trains HSI faculty to become leaders in culturally responsive instructors in the specific context of a Hispanic Serving Institution, while taking part in real-time demonstrations of high impact teaching/learning practices, receiving crucial implementation advice, and learning how to measure changes to student engagement and learning.

Anne Ghinazzi- BAS Coordinator

- *Community College Baccalaureate Association- Pathways to Equity!*- March 16, 17, 23, 24, 2021
 - o Learning and engaging with the nation's top CCB experts and higher education scholars. Dynamic content focused on the latest CCB and baccalaureate pathways research, innovative programs, and successful initiatives.
- *ESCALA Hispanic Serving Institution Practitioner Program- Moving towards serving for HSI Teams*- January 26, 2022-April 13, 2022
 - o This program is designed for HSIs (or E-HSIs) who are working collectively on campus-wide efforts to create movement towards 'serving' for Latinx and Hispanic students. In the course teams learn how to: Analyze student outcomes with a critical-historical lens; Develop a strengths-based perspective about your HSI and its potential; Implement strategies to create a more inclusive HSI working group on your campus; Develop individually as agents of change and understand intercultural competence
- *Signal Vine Training*-April 7, 13, 21, 2022
 - o In depth training of administrative functions, communication strategies, and building an outreach and retention messaging plan using text communication with students.
- *Appreciative Advising Institute*- July 18-21, 2022
 - o The focus of the Institute is to share practical suggestions for translating the theory of Appreciative Advising into your practice. Steeped in the tenets of positive psychology, Appreciative Inquiry, and motivational theory, Appreciative Advising is positively impacting student retention and outcomes at institutions across the globe. Participants will learn how to use the six phases of Appreciative Advising: Disarm, Discover, Dream, Design, Deliver, and Don't Settle to help their students optimize

their educational experiences. Participants will have the opportunity to reflect on their own goals and dreams to optimize their own lives.

Dr. Dennis Knepp, Faculty

- *PLATO-WA conference*: March 2019, March 2020, March 2021, April 2022
 - Attend and present essays
- *Women Philosophers of the 17th century*: Presentation at the Moses Lake Museum and Art Center November 2021
- *Passion Project* showcase at Big Bend Community College: November 2021

Jeni Richline, Instructional Designer

- *2021 CCBA Virtual Conference – Pathways to Equity!* March 16, 17, 23, 24, 2021
 - Presentations on how community college baccalaureate degrees impact the local/regional/national community as a means of closing the nation's racial, ethnic, and economic gaps.
- *OLC Conference, Virtual and On Site*:

Virtual: September 20 - 24, 2021

On Site: Washington, DC: October 5 - 8, 2021

- Topics: EdTech, proctoring, accessibility, gamification, open educational resources.
- These would include *Digital Learning As A Tool for Equity And Racial Justice In Higher Ed* presented by Jessica Rowland Williams, *(Re)Designing Equitable Online Assignments, From Back to Front* presented by Kevin Kelly, and *Developing An Agile Instructional Design Menu Of Services: One Size Does Not Fit All*.
- *ESCALA, Completed 3/16/22*
 - 27-hour course Certificate in College Teaching & Learning in Hispanic Serving Institutions.
 - This course trains HSI faculty to become leaders in culturally responsive instructors in the specific context of a Hispanic Serving Institution, while taking part in real-time demonstrations of high impact teaching/learning practices, receiving crucial implementation advice, and learning how to measure changes to student engagement and learning.

Plática Series: Intentionally SERVING Latino Students through Faculty Development
4 virtual conversations - September 13, 20, 27 and October 4 @ 2:00-4:00pm EST

- This Plática series offers institutional teams facilitated conversations to share approaches, frameworks, strategies and resources in supporting Latino and non-Latino faculty, as a community committed to intentionally SERVING Latino, and all, students. Team time will be provided for teams to reflect, discuss, and plan to further their efforts to create environments where students thrive.

SBCTC Accessibility micro courses, 15 hours, Completed 01/04/2022

- Understanding Accessibility, Accessible Design Concepts, Universal Design, Accessible Word Documents, Accessible PPT, Email Accessibility, Accessible PDFs, Canvas Accessibility.

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

Coaching: Instructional Designer (ID) partners with faculty throughout course planning, development, delivery, and post-course revisions. ID is a resource to instructors throughout the quarter to answer questions regarding course delivery and to create just-in-time resources as needed.

☐ Professional Development Days

☐ CTE Certification Workshops

☒ Distance Learning/Online Teaching Training

Regular and Substantive Interaction Training. This course is offered via an asynchronous, cohort-based modality and is conducted twice during the year. It is required for all faculty teaching online or hybrid at the college.

Course Publication Checklists. The Canvas checklist assists the instructor in setting up a course for publication and closing a course. The WA Checklist is a Quality Matters style checklist that assists the instructor in preparing and delivering content suitable for online instruction.

☒ Technology and E-Learning Tools

Canvas Training. This is a self-paced Canvas course with continuous enrollment. Instructors new to the LMS are encouraged to complete all the modules.

Canvas Help. Instructors are invited to submit a help ticket for any issue they encounter in the LMS and the eLearning Coordinator will respond with guidance or elevate it to Instructure.

☐ Data and Assessment Workshops

☐ Industry Conferences

☒ Other

Faculty Academy

13. 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. N/A

14. 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)?

Commented [BD13]: faculty academy

ESCALA- Bush, Ghinazzi, and Richline all completed ESCALA training. This provided research-informed strategies for providing culturally competent instruction, outreach, and support services to serve Latinx students.

Richline's professional development with technology/e-learning, online teaching training, and intentional curriculum design for serving Latinx students has been instrumental in the BAS-AM course design and branding, entrenching discussion/collaborative projects, and instructional design coaching for faculty. These professional developments have spurred piloting standardized BAS-AM practices that are now baked into the BAS-AM Instructor's Guide. Ghinazzi and Richline developed the digital guide and are piloting it in Spring 2023 courses.

INDUSTRY/COMMUNITY/K-12 ENGAGEMENT & INVOLVEMENT:

As defined by the Perkins V mandated requirements, the following stakeholders should be consulted in the development and 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*

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

- Are you effectively partnering with employers and educational institutions to ensure that your program is aligned with industry need and future academic opportunities?

Yes, BAS-AM staff and faculty consistently partner with employers and educational institutions to ensure that the program is aligned with current industry need and future academic opportunities. A DACUM (Developing a Curriculum) event was conducted in June 2021, engaging 28 regional employers and subject matter experts. Together, a collective definition outlining key competencies and real-world projects were developed to implement into BAS-AM curriculum. Instructional Designer worked with course developers to incorporate employer feedback.

In Fall 2021 the BAS-AM Advisory Committee was developed comprising local and regional employers across a variety of industries to guide the implementation of the program and congruence with local employment needs. BAS-AM Advisory Committee meets quarterly and is chaired by Emily Anderson, Adult Training Manager with SkillSource Moses Lake.

Establishing transfer pathways for BAS-AM students to continue into graduate school programs is a critical focus. BAS Coordinator works with regional online Master in Business Administration (MBA) and Master of Science in Leadership and Management (MSML) programs to advocate for curriculum alignment and connect BAS-AM students with their next educational opportunity. In Fall 2022, BAS-AM partnered with Western Governor's University to deliver its first graduate school transfer

workshop. WGU presented on the admission process, ways to pay for graduate school, employment and earnings potential, and support strategies for working students. An articulation agreement is in place with WGU through SBCTC.

- Since the last audit (in the last three years), what course/program content has been updated to reflect industry needs/feedback from advisory committee and/or other stakeholders?

In November 2021, after review by BAS-AM faculty and staff, the BAS-AM Advisory Committee approved adding a BAS-AM Writing Standard to ensure continuity across upper-division BAS-AM courses and alignment with graduate school program requirements. IC acknowledged this request, and the departmental guideline was added to every BAS-AM upper division course:

BAS-AM Writing Standard: Students will design documents and present information according to industry standards and/or the APA style guide, honor academic honesty as outlined in the Student Code of Conduct, and model integrity as expressed in the College's Guiding Principles.

In the DACUM event, local employers and hiring agents identified key competencies needed for managers. *Inclusion and Equity* was added as a critical competence for a manager. Responsively, the BAS-AM Advisory Committee voted to add a diversity-focused course requirement to the BAS-AM program. The diversity course requirement does not add any courses or credits on to the degree. A recent state-wide update, reduced the number of general education credits (leaving more room for electives) and made general education courses less specific for BAS degrees. This allowed BAS-AM flexibility in aligning the program with students' career goals and more explicitly meet the Inclusion and Equity competency added by local employers at the DACUM event. It also provides Workforce Education students with an opportunity to take a diversity course, which is often not included in their associate's degree. The Master Program Outline change will be presented to IC in its April 2023 meeting, and upon approval will be a catalog change in the 2023-24 academic year.

16. Provide information about how this program is involved in building and/or maintaining internal and external partnerships/relationships:
 - a. Internal: list and discuss each partner (examples: Career Services, WES, ASB, Business Office, Registration, etc.)
 - **Advising:** The BAS-AM program is introduced to new students in the college's New Student Enrollment sessions. Students can also access website and advising supports designed to improve matriculation from associate degree into the BAS-AM degree. The BAS Coordinator developed pathway advising maps connecting each associate degree to BAS-AM. Each BAS-AM pathway advising map outlines course recommendations to meet BAS-AM entry and program requirements and a step-by-step guide to seamlessly transition from the associate to BAS-AM program. These pathway maps are located on the associate degree's program webpages under the Transfer Options tab. The BAS Coordinator provides advising training to Workforce Education staff/faculty annually. BAS Coordinator advises all BAS-AM students and provide advising support for potential students- caseload ranges from ~85-100 students. BAS Coordinator leads the virtual New Student Enrollment events and delivers advising in small groups. BAS Coordinator also partners with Advising Coordinator in delivering quarterly enrollment support for students. BAS Coordinator and Success Coach cover 4-6+ hours weekly for college live chat.
 - **Career Center:** provide timely Career Prep Workshops, supporting students' job search and professional growth. In response to student feedback, workshop sessions focus on building a LinkedIn professional online profile, resume development, job search strategies, writing a cover letter, and preparing for professional interviews. The Career Center also offers a wide

range of information and assistance, such as job/career exploration, job hunting techniques, industry/business tours, career assessments, resume and interview skills, and computer resources. The Career Center will include information about management jobs and information about graduate programs specifically for BAS graduates.

- **Communications:** BAS Coordinator partners with Communications staff to design and implement marketing outreach and recruitment campaigns. Together we have developed 3 different cycles of campaigns: 2021 announcing BAS-AM and inviting applications through social media, grad postcard; 2022 The Bachelor's Degree (affordable, local, student-approved) social media, radio ads in Spanish and English languages; 2023 students centered quotes, videos. Comm/BAS also coordinate on providing interviews to news organizations and writing press releases. Social media outreach is boosted to reach rural pockets of service district
- **Financial Aid:** Actions initiated by the BAS-AM program to increase student access to financial aid resources by making improvements to the Financial Aid website and revisions to the Student Academic Progress (SAP) Appeal forms. Current and potential BAS-AM students are encouraged to complete FAFSA/WASFA prior to the priority deadline. Communication is sent through text nudges, program admission email, small group enrollment, and in the digital welcome packet. BAS Coordinator partners with Financial Aid staff to confirm BAS-AM students and troubleshoot questions and issues with awards.
- **Library:** BBCC library faculty and staff collaborated with program faculty and the Instructional Designer to ensure that library and information resources were integrated into the learning process. BBCC subscribed to ProQuest One Business and Harvard Business Review, providing BAS-AM students with unlimited access to digital articles. Information literacy instructions reflecting the depth, breadth, and currency necessary to support upper-division courses were developed on the BBCC Library website and linked in the LMS courses. The Title V Grant purchased additional student laptop computers and physical textbooks for several upper division courses that are in circulation and available for students to check-out on a quarterly basis from the BBCC Library. BBCC faculty librarians regularly teach information competency skills online and in the classroom. Additionally, the eLearning office is in the Library, so students can visit or contact the Library for help with Canvas (online learning management system) and other online learning questions. BBCC has resources committed to integrating technology in learning: free WiFi, laptop check-out, computer labs, eLearning office, and technology support via email and phone. BAS-AM students can access these resources from across the BBCC service district.
- **Outreach:** BAS-AM Coordinator provides materials and handouts for Outreach events. We are scheduling a training for new staff after they are onboarded to learn more about the BAS-AM program and be ready to share at community events.
- **TRiO:** BAS-AM information sessions are specifically delivered to TRiO SSS students during their summer transfer workshops. Partnered with BAS-AM outreach table at TRiO's Transfer Fair on Feb. 23, 2023.
- **Viking Food Pantry and Emergency Funding:** BAS staff/faculty provide information and connect students experiencing food insecurity or financial emergency to campus resources.
- **WES:** BAS-AM students are encouraged to apply for WES funding. Funding was available in Fall 22. The BAS Coordinator works with the Director of WES to coordinate those efforts and refer co-enrolled students.
- **Writing Center:** BAS-AM staff and faculty refer students to the Writing Center for online or in-person support in program writing assignments. Referrals to the Writing Center are also placed utilizing Starfish.

Commented [BD14]: ?

Commented [BD15]: and provide info to all for pantry and WES

- b. External: list and discuss each partner (examples: business/ industry, Job Corps, WorkSource, labor unions, accrediting agencies, etc.)
- **Business/industry:** June 2021: The college conducted a DACUM (Developing a Curriculum) event, engaging 28 regional employers and subject matter experts. Together, they developed a collective definition for the program, outlined key competencies, and developed real-world projects to implement in the BAS-AM curriculum. Instructional Designer worked with course developers to incorporate employer feedback into the courses. September 2021: The BAS-AM Advisory Committee formally developed comprising local and regional employers across a variety of industries to guide the implementation of the program and ensure congruence with local employment needs. BAS-AM Advisory Committee meets quarterly. BAS-AM Advisory Committee is chaired by Emily Anderson, Training Manager for Skill Source in Moses Lake. Business and Industry Partners also collaborate with the BAS-AM program in providing mock interview opportunities for students and partnering in the Applied Management Capstone Project.
- **Northwest Commission on Colleges and Universities (NWCCU)-** NWCCU approved a substantive change request from BBCC to offer a Bachelor of Applied Science in Applied Management (BAS-AM), which was a program of study at a degree and credential level different what was currently included in the college's current accreditation. The approval was pending a site visit in Spring 2023. Oct. 7, 2022: NWCCU notified BBCC that an on-site visit was no longer required, but that BBCC must submit an Ad Hoc report. Ad Hoc report was submitted February 28, 2023.

Commented [BD16]: capstone projects, mock interviews

17. Since the last audit (in the last three years), what noteworthy activities did your program advisory committee undertake?
- In November 2021, after review by BAS-AM faculty and staff, the BAS-AM Advisory Committee approved adding a BAS-AM Writing Standard to ensure continuity across upper-division BAS-AM courses and alignment with graduate school program requirements. In January 2022, IC acknowledged this request (see Appendix F), and the departmental guideline was added to every BAS-AM upper division course:

BAS-AM Writing Standard: Students will design documents and present information according to industry standards and/or the APA style guide, honor academic honesty as outlined in the Student Code of Conduct, and model integrity as expressed in the College's Guiding Principles.

- October 2022, BAS-AM Advisory Committee approved adding a diversity course requirement to the BAS-AM program. The DIV course will take the place of PHIL& 120 on the program outline, and will not add any additional credits. An updated MPO will be presented to IC in their April meeting.
- Spring 2023, BAS-AM Advisory Committee will be hosting mock interviews with BAS-AM students. Interviews may be completed virtually or in-person at the interviewer's job-site. Students work with Ghinazzi and Niki Allinson, BAS-AM Success Coach to schedule interviews and prepare job search documents including resume and cover letter. Each interview is about 30 minutes and will include three consistent questions provided to the students ahead of time and 2-3 unique questions asked by interviewer. Interviewer will provide feedback on resume and interview performance. The mock interviews provide

advisory committee members with an opportunity to interact with students and gives students real-world interview and networking practice.

- a. Should these activities be reported/used in outreach/marketing? We will highlight mock interviews as part of BAS-AM job preparation in the next recruitment cycle. Other activities listed do not need to be included in marketing/outreach.
- b. Were there any changes to your committee? YES Have these been reported to Julia? Yes, BAS-AM Advisory Committee roster is current.
- c. Have all minutes been submitted to Julia? Yes
- d. Has an advisory committee audit form been completed annually? YES

Commented [BD17]: advisory committee assessment audit form in TEAMS -

18. 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? What was the most successful or noteworthy?

High schools and districts have not been the focus for BAS-AM outreach and recruitment. This is mainly because BAS-AM recruits students as they are completing the associate degree or reach 90 college-level credits. BAS Coordinator is partnering with Outreach Staff to provide training and outreach materials so that they can share more about the program at high school events.

19. Does your program provide opportunity for CTE Dual Credit (Tech Prep) articulations with area high schools/skills centers
- a. If yes, could this be expanded? How? Not yet.
 - b. If no, is this an area that can be developed? How? **OR** Why not?

Commented [BD18]: need to show pathways from hs > aas > BAS

Yes, this could be further developed. The BAS-AM degree includes 70 general elective credits, and CTE Dual Credit could be used towards satisfying this requirement. CTE Dual Credit articulations should be built at the associate level, and then will transfer into BAS-AM.

Since BAS-AM utilizes 70 general elective credits, there is opportunity to expand the number of CTE credits that could be utilized in the program beyond the credit threshold accepted for associate degrees. CTE Dual Credit articulations could be built maximizing opportunities for high school students to apply CTE Dual Credits in the BAS-AM program.

Commented [BD19]: CTE not available for 300/400 level - need to show pathway from HS to AAS

20. Does your program faculty participate in any advisory committees or joint advisory committees at the high school level? If so, please describe.

Terry Pyle is active on the Agriculture Program Advisory Committee and is a Grant PUD Commissioner

Commented [BD20]: Terry is on the Ag program advisory committee as a faculty member. He is a Grant Co PUD commissioner

21. Are your students receiving adequate career guidance, counseling, and individualized academic support?

Academic Support: The BAS-AM program employs a part-time Success Coach who provides academic support and supplemental instruction. Success Coaching hours fall outside of typical campus service hours, aligning instead with working students' availability, mainly occurring on Sunday afternoons and weekday evenings. The Success Coach provides services through live, virtual support in various modalities including text, Zoom, and Canvas messaging. The Success Coach works with students, the

BAS Coordinator, and program faculty to identify areas of need and builds high quality, online supplemental instruction. Student intake survey data, collected in summer onboarding, also informs workshop and supplemental instruction topics for the incoming cohort. Supplemental instruction topics have included APA formatting and citations, delivering a professional presentation, time and priority management, growth mindset, and building self-management skills. The Success Coach continues to develop supplemental instruction materials based on student needs. The Success Coach offers small group, guided workshops and individual, targeted coaching sessions. According to end of quarter surveys, 90%+ of BAS-AM students strongly agree or agree that: *BAS-AM's student support services are meeting my needs (advising, success coaching, text nudges)*. BAS-AM students are also referred to college academic resources as needed including the Writing Center, STEM Center, and Library. Instructors utilize weekly virtual office hours providing individualized academic support.

Career Guidance: The BAS-AM program also collaborates with the BBCC Career Center to provide timely Career Prep Workshops, supporting students' job search and professional growth. In response to student feedback, workshop sessions focus on building a LinkedIn professional online profile, resume development, job search strategies, writing a cover letter, and preparing for professional interviews. The Career Center also offers a wide range of information and assistance, such as job/career exploration, job hunting techniques, industry/business tours, career assessments, resume and interview skills, profession headshot photos, and computer resources. The Career Center will include information about management jobs and information about graduate programs specifically for BAS graduates. Partnering with the BBCC Career Center has been stifled due to inconsistent staffing since the launch of the program.

Counseling: BBCC offers free, confidential counseling to all students. BAS-AM staff and faculty make referrals to Counselors and provide information about seeking counseling services as needed.

Commented [BD21]: provide counselor info and referrals

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- this is in the works. The BAS Coordinator is scheduling training for new Outreach staff. They will deliver BAS-AM outreach in the high schools and at other community events.

Commented [BD22]: What does this look like? SB including pathways as noted above

☐ CTE Open Houses

☐ Try-a-Trade Events

☐ Youth Re-Engagement Programs

☒ Mailings featuring Programs of Study and/or Pathway Information- Graduates receive a BAS-AM postcard in their graduation swag bag outlining program information and application instructions.

☐ Community-Based Organization Visits

☐ Faith-Based Organization Visits

☒ TV or Web Video Ads- BAS-AM has developed 2 videos for social media outreach and recruitment. The first features Juan Servin, was taped at his job Chico's Pizza and contains program information and quotes. The second features Katie Allen at her workplace, Granko's Credit Union, and is mostly delivered through the student's individual quotes. A third video is in production, also featuring Katie Allen. A fourth video is being planned for June 2023, featuring students and partners in the Applied Management Capstone Project.

☐ WorkSource Co-Location

☐ Veteran Center Visits

☐ Tribal or Cultural Center Visits

☐ Corrections Center Visits or Re-Entry Programs

☐ Labor Union Visits

☒ Other

The BAS-AM outreach campaign launches annually in November, prior to the release of the program's admission application in February. Outreach messaging focuses on increasing access and inclusion for Latinx, low-income, and working adult students. The college has undertaken substantial efforts in recruiting BAS-AM students and providing community outreach including: significant website improvements increasing transparency of the steps for accessing college, social media messaging extending the college's reach into rural areas of its service district, using targeted text message nudging, and hosting virtual information sessions. College staff built a website and advising supports to improve matriculation from all BBCC associate degrees into the BAS-AM bachelor degree.

Text Messages: BAS-AM utilizes Signal Vine for targeted, customized outreach and recruitment. The text messaging campaign cycle runs from October-April each year. Branch messages are developed and scheduled in advance, collect student responses, have automated messaging, and are responded to by the BAS Coordinator. Recruiting texts are sent to all current students with 45+ credits in the fall quarter.

Aviation Dual Enrollment: The BAS Coordinator partners with the Aviation Commercial Pilot program to recruit potential students. New Aviation students, who have already completed 45+ credits (i.e. military experience, Running Start, previous associate degree), are emailed in December inviting them to apply for BAS-AM. The BAS Coordinator also advises and presents at the Aviation New Student Enrollment every summer.

Information Sessions: BAS Coordinator schedules, markets, and delivers 8-10 BAS-AM Information Sessions each year, mainly within the recruitment cycle of October-April. Information Sessions are delivered remotely in the evening and over the lunch hour (some in mornings). They cover program information, schedule, entry requirements, job and earnings prospects, application, and next steps. Students who attend Information Sessions are put on recruitment list to receive subsequent texts and program updates.

Commented [BD23]: good detail

2022-23 Program Audit Report 2 Due June 20, 2023

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

WORK-BASED LEARNING (WBL):

WBL emphasizes sustained interactions with industry or community professional 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.

BAS-AM faculty and staff take explicit measures to ensure that the program integrates real-world work-based learning throughout the program. Every upper-division course is organized into five modules. Each of the modules include a competency demonstration and evaluation. These often include case study applications connected to the material covered in that module. BAS-AM students use a simulation in junior and senior-level courses. Similar simulations are used in MBA programs and reflect real-world business scenarios and variables. BAS-AM partners with [The Mentoring Project](#) to pair students with volunteers for support in college and navigating career choices and job search preparation. The Mentoring Project is a NPO based in California that mainly serves low-income college students by providing e-mentoring with community volunteers and hosting Career Panel events with professionals in management-related fields across various industries. In the final quarter of the BAS-AM program, senior-level students engage in a culminating capstone project that articulates their learning through research and analysis of a current, real-world issue. BAS-AM partners with local businesses and non-profit organizations in providing project topics and mentorship for students through the process.

Commented [BD24]: TY for the link - provide details here for the first mention

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.

Provide short descriptions of each method selected.

☐ Industry Speakers

☐ Workplace Tours

☐ Job Shadows

☐ Job & Career Fairs

☒ Simulations- BAS-AM uses Marketplace Simulation for real-world simulation in MGMT 310 Accounting for Managers and MGMT 350 Marketing for Managers

☐ Required Internship or Clinical Experience

☐Optional Internship or Clinical Experience

☒Cooperative/Capstone Projects- BAS-AM graduating seniors complete MGMT 460 Applied Management Capstone project. Small student groups are paired with a community partner to work on a real-world business challenge or opportunity and engage in research to develop recommendations. Students submit a final written report and deliver a professional presentation at the end.

☐Student Clubs


☒Business/Industry Mentoring- BAS-AM partners with The Mentoring Project to host several panel discussions with hiring agents and managers in the field.

☐Other

CAREER GUIDANCE:

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

Career Counseling is inter-woven through BAS-AM outreach, onboarding, coaching, and advising services. Employment trends and potential careers are outlined on the BAS-AM webpage with a direct link to U.S. Bureau of Labor Statistics. Career possibilities and earnings potential are covered in BAS-AM Information Sessions, which is a key outreach and recruitment method for connecting to potential students and their families. The BAS Coordinator updates the information annually as reflected in the Occupations in Demand List for Grant and Adams Counties. The BAS-AM Success Coach provides a workshop on establishing a job search which teaches students how to setup a profile and search parameters for getting updates on job opportunities in the community utilizing career search engines. Our BAS-AM Advisory Committee provides updates on local internship opportunities, which BAS-AM students are encouraged to apply for.



Career Possibilities and Earnings

Potential positions include management, accounting, project management, or entrepreneurial. Obtaining advanced academic degrees may lead to administrative positions in business administration, education, and management. The demand for managers should remain strong over the next decade.

For current employment and wage estimates, please visit and search for the relevant occupational term:

[Occupational Employment Statistics](#)

Career Possibilities and Earnings

Production Manager/ Supervisor
 Manufacturing Manager
 Quality Control Systems Manager
 Cost Estimator
 Project Manager
 Compliance Officers
 Training and Development Specialists
 Network and Computer Systems Administrators
 Occupational Health and Safety Specialists
 Medical/ Health Services or Practice Manager
 Government Positions
 Entrepreneur

**Career Opportunities in Various Local Industries including:
 Manufacturing, food processing, healthcare manager, government,
 financial institutions, higher ed**

Retrieved from Occupations in Demand List for Grant and Adams County 2021-2022 and BBCC Needs Assessment

Earnings Range by Industry and Job Type

Ranging from
 \$40K-\$115K annually

Average: \$65,000



4. 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?

In 2022-23 the BAS-AM program piloted its Career Readiness Coaching. Coaching is delivered in partnership between the BAS Coordinator, Success Coach, and the BBCC Career Center to provide timely workshops supporting students' job search and professional growth. Workshop sessions focus on building a LinkedIn professional online profile, resume development, job search strategies, writing a cover letter, and preparing for professional interviews. Cohort 1 Seniors completed a career plan survey in winter 2023 outlining their career plans post-graduation. Results are available to review. In Spring 2023, we are partnering with BAS-AM Advisory Committee Members to conduct mock interviews with students. The BAS Coordinator follows a cyclical schedule with academic guidance. Each May during Summer and Fall Quarter Priority Admission, the BAS Coordinator hosts small group advising sessions. In these sessions, students begin onboarding, talk about paying for college, ways to prepare academically and personally, and utilize a customized advising plan to get enrolled. Plans are updated each quarter along with small group and individual advising. Open advising hours are hosted over Zoom in the evenings most Thursdays and on the day of priority advising.

5. 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- workshop covers developing a job search and utilizing online job search engines.

☐ Career Exploration Workshops

☒ Mock and On-Campus Interviews- Spring 2023 we conducted 15 mock interviews with BAS-AM Advisory Committee Members. Interviews could be conducted virtually or at the interviewer's job site. Some questions were determined ahead of time and provided to students, interviewers added questions live also. The following professionals conducted mock interview in Spring 2023:

Emily Anderson, SkillSource, Government

Alicia Wallace, SkillSource, Government

Luis Sanchez, Grant PUD, Government

Mike Ziembowicz, Moses Lake Industries, Manufacturing

Amy Allred, Clifton Larson Allen, Finance

Colleen Hazel, MLCHC, Healthcare

☐ WorkSource

☒ Interactive/Online Pathway Tools- students work with Success Coach to complete and analyze results for O*Net and Career Bridge at:
<https://www.bigbend.edu/student-center/choose-your-career/>

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

☒ Resume Workshops- offered live, virtually and recorded for students to access in Success Coach Canvas Course

☐ Credit-Bearing Career Readiness Courses

☐ College/Transfer Fairs

☒ BAS Program Presentations/Open Houses- careers in demand and earnings potential is included in BAS-AM Information Sessions

☐ Other

Commented [BD25]: ?
and who were the employers

SCHEDULING:

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

BAS-AM upper division core courses are delivered online, asynchronously to ensure the highest level of flexibility for working students. Since BAS-AM follows a cohort model the schedule is consistent each year and students take the courses following the same progression. Many of our general education courses are delivered in multiple modalities, so students could take those in-person or hybrid. About 80-90%+ of BAS-AM students indicated that they prefer a fully online program on in-take surveys, and consistently indicate that flexibility is a critical component for choosing to participate in the BAS-AM program.

7. 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?

The BAS-AM program was originally envisioned as a hybrid program. Due to impacts of COVID-19 pandemic and a subsequent increase in the demand for online programs, BBCC staff and faculty adjusted to deliver the curriculum online. Most BAS-AM student support services are offered over the lunch hour and in the evening.

The BAS-AM upper division courses were designed to transition well as competency-based curriculum. They are structured in 5 modules with clearly delineated learning objectives, each following a similar scaffolding of engaging with the course materials, discussion, low-stakes summative assessment, and competency demonstration. Competency based education could be an option if BBCC developed a strong support system for the model. It would move away from the cohort model, which is currently used.

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

8. Using the schedule and MCOs, please

a. review for accuracy or required changes

With the growing number of well-prepared BAS-AM applicants, BBCC should consider running 2 cohorts of students soon. I don't know that we'd need it every year. We might schedule 2 cohorts every other year. This provides us room for strategic enrollment growth, and added flexibility for offering courses in multiple quarters. BBCC would need to hire one non-tenure, full-time BAS-AM faculty to teach the additional courses, and we would supplement with part-time associate faculty.

b. identify classes that should be retired

N/A- PHIL& 120 is coming off of the BAS-AM program schedule with the addition of the DIV course.

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

In 2023-24, we're flip flopping MGMT 370 Organizational Leadership to fall quarter so that Terry Pyle can teach it. MGMT 380 will be offered in winter quarter, and Alma Dalnay is already confirmed to teach that.

LAB FEES:

9. 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.

10. Is the lab account balance adequate to cover consumable expenses? Usually

- a. If no, have fees been reviewed? Why/why not?
▪ What is needed to ensure consumables are covered. Discuss.

BAS-AM utilizes three activities that are funded through student lab fees: Strengths for Managers assessment in SOC 320 (used again in MGMT 380) and Marketplace Simulations in MGMT 310 and

Commented [BD26]: should acct be in spring?

Commented [BD27]: we need to be very proactive and intentional in the fee process this spring...usually in march

350. The sales tax for the Strengths assessment was not included in the lab fee charged to students. This was rectified for Fall 2023. Marketplace Simulation prices will increase in 2023-24 to \$38 for MGMT 310 and \$43 for MGMT 350. Price increases were communicated to Char in the Business Office, but we'll need to confirm they are in place to keep our account balanced.

- Should this discussion be used to request a fee increase?

Yes, lab fees need to increase based on cost increases. Also, the lab fees were not approved in time to be added to BAS-AM courses by priority enrollment in Spring 2023. They should be approved earlier next year so that students have an accurate price when enrolling for Fall Quarter courses. We may want to increase the BAS-AM Application fee to provide funds for cohort events that are currently funded by Title V E3 Grant. These events include graduation recognition and welcome events.

Commented [BD28]: what does this look like? thoughts?

- a. If yes, do fees need to be reduced? Not applicable

11. Is the lab account balance adequate for purchasing needed equipment/technology updates?

- a. If YES, what will be purchased and when?

Fall: Strengths for Managers Assessment for SOC 320 students

Commented [BD29]: need to ensure pricing checks for lab fees in spring

Spring: Marketplace Simulations for MGMT 310 and 350 students (one for juniors/ one for seniors)

- 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?

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, so please consider the following information when looking at data in 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](#) 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 disaggregations 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 to address the achievement gaps

Perkins Definitions for 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.)

Using the data provided in the [BBCC’s Course Letter Grades dashboard](#) and [SBCTC’s Perkins V dashboard](#)

12. What gaps do you see in student achievement based on different demographic disaggregations?

With the newness of the BAS-AM program, dashboard data is limited to the 2021-22 first-year pilot courses. Overall, there was 90% retention in these courses. Here are a few points that stood out:

- CMST 330 W22- 3 students dropped the course, and 2 discontinued the BAS-AM program. All three were adult students. The 2 students that discontinued the program transferred to a traditional, face-to-face Business program at WSU. They were seeking a more traditional college experience.

- MGMT 305 and MGMT 310 Sp22, 5 students received Incomplete grades between MGMT 305 and 310. All were White, adult students.

Percent Successful, Race/Ethnicity

White	89%
Hispanic	93%
Multiracial	100%
Not Indicat	100%
Overall	92%

Percent Successful, First Gen, Not First Gen

first gen	98%
no first gen	76%
Not ind	88%
Overall	92%

While there are no current concerns with BAS-AM student achievement across demographics, program staff and faculty continue to monitor data to identify gaps in student performance or other concerning trends.

13. Where are the biggest gaps in performance indicators for this program?

- Demographic subgroups- N/A
- Perkins special populations- N/A
- Non-traditional enrollment- N/A

14. What interventions/strategies are you going to implement or are currently implementing to try to address one of the achievement gaps listed above?

Two of the students who dropped CMST 330 in Winter 2022 transferred to a traditional in-person university business program. The data doesn't suggest any significant issues, however, BAS-AM onboarding will include more coverage regarding program expectations including online modality and group projects. After analysis of student evaluations and post-quarter discussions between the instructor, instructional designer and BAS Coordinator the instructor identified areas in CMST 330 that will undergo re-design to improve assignment instructions, project expectations, and evaluation criteria. Those changes will launch when the course is taught again in Winter 24.

Commented [BD30]: what instigated this?

The Incomplete grades in MGMT 305 and 310 were predominately caused by serious COVID-19 illnesses. Faculty graciously offered students additional time to complete the courses. I don't anticipate this will be an issue moving forward.

15. 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

- **Adjusting Entry Requirements:** Prior to the program launch in spring 2021, the BAS Coordinator adjusted the entry requirements of the program to allow broader access for admission. Changes included: adding the Associate of General Studies and 90 college level credit options and adjusting the math

requirement from MATH& 146 to any college-level math or PHIL& 120 that meets the SQR requirement. These have been broadly utilized, with most applicants bringing in MATH& 107 rather than MATH& 146. The BAS-AM Entry requirements and full degree were built into AAR's in ctcLink so that prospective students could run degree audits and understand how their associate degree credits would apply for admission and degree completion.

- **No cost/ low cost course materials:** all BAS-AM courses delivered in winter quarter utilized low-cost or no cost textbooks lowering the overall cost to participate in college. Two courses used books available for check-out from the BBCC Library at no cost. Two courses used low-cost e-texts that could be purchased with financial aid grants through Day One Access.
 - **Scholarship application support:** BAS-AM Success Coach and BAS Coordinator provided extra support encouraging students to complete the BBCC Foundation and outside scholarship applications. Text nudges, Canvas Announcements, and 1:1 coaching was provided to support student's in submitting high-quality scholarship applications.
 - **Text message:** Text messaging is an integral method for communication in the BAS-AM program. Texting is an important component of the program's outreach campaign, specifically targeting current BBCC students approaching graduation. BAS Coordinator regularly uses texting to engage and connect with potential and current students on a personal level, efficiently and effectively. BBCC significantly scaled-up utilizing text messaging as a critical component of the college's communication strategy across multiple areas including college-wide student onboarding, advising, and TRiO programs.
- b. Ensuring equitable access to programs
- **Elevating admission for local students:** A change was made in the BAS-AM Cohort 3 admission application adding screening points for applicants who have lived in the BBCC service district for 3 years or more. The change is intended to support matriculation for students in workforce education programs and to admit more local students into the BAS-AM program. More families in the BBCC service district are identified as low-income, and therefore by admitting more local students BBCC is better serving economically disadvantaged families.
- c. Increasing enrollment
- **Targeted Outreach Campaign:** The BAS-AM outreach campaign launches annually in November, prior to the release of the program's admission application in February. Outreach messaging focuses on increasing access and inclusion for Latinx, low-income, and working adult students. The college has undertaken substantial efforts in recruiting BAS-AM students and providing community outreach including: significant website improvements increasing transparency of the steps for accessing college, social media messaging extending the college's reach into rural areas of its service district, using targeted text message nudging, and hosting virtual information sessions. College staff built a website and advising supports to improve matriculation from all BBCC associate degrees into the BAS-AM bachelor degree.
 - **TRiO Partnerships:** BAS-AM participated in the TRiO Transfer Day Outreach event and did a special information session in TRiO's Summer Bridge

Commented [BD31]: again, fees need to be reviewed.
We need this method to remain in use/paid for

workshop connecting with students who identify as having a documented disability and/or low-income and providing them resources to matriculate into the BAS-AM program.

- **Advising maps for Workforce Education Programs into BAS-AM:** The BAS Coordinator built advising maps for each workforce education program outlining the pathway into BAS-AM. These are available on each program webpage, for easy access to transfer information. Each advising map outlines degree requirements/recommendations, flow chart of course progression(s), sample quarterly schedule, and career opportunities. College staff also built Academic Advising Reports in ctclink as a tool available to students and advisors showing how student coursework aligns with satisfying BAS-AM entry and degree requirements.
- d. Improving completion rates
 - **Success Coaching:** The BAS-AM program employs a part-time Success Coach who provides academic support and supplemental instruction.
 - **Career Readiness:** In January and April 2022, BAS-AM partnered with The Mentoring Project to learn directly from managers about their daily work, career pathway, career search strategies, long-term career planning, and more. Mentoring is available for students identified in special populations and non-traditional fields. The BAS-AM Coordinator also coordinated mock interviews for students with BAS-AM Advisory Committee members- 15 students participated.
 - **BAS-AM Instructor Guide-** While BAS-AM upper division courses share a similar course design, program staff and faculty identified inconsistencies in the delivery and management of course content. This is attributed to the program being new and the influx of associate faculty teaching program courses. The BAS Coordinator and Instructional Designer are working with program faculty to establish standardized program guidelines of instructor expectations and onboarding. Several BAS-AM courses were opened one week prior to the quarter start. This enabled parents, English learners, and individuals with disabilities earlier access to course materials, lectures, assignments, and support. BAS-AM is working on making this a norm across program core courses.
- e. Promoting and maintaining a discrimination-free environment
 - **Quarterly feedback loop:** BAS-AM collects students and faculty feedback after each quarter. Student survey results are shared with instructors in post-quarter debriefing and help guide adjustments made in the courses.
 - **Utilizing standardized assessment measures to articulate specific assignment components and expectations:** Each final module assessment gives students the opportunity to showcase their new competency. Most of these assessments are authentic such as an analysis of a real-world case study or a project that could serve as a portfolio piece. Winter 2022, 57% of student survey respondents disagreed that “the expectations for each assignment were clear.” Program Response: Prior to the course being taught the next year BAS-AM faculty and staff implemented changes to clarify instructions, align with supplemental instructional resources, and provide exemplary student examples. For these assessments, the faculty created rubrics that align with module outcomes and include clear expectations, points, and a place for comments. The Instructional Designer provides a project rubric template with placeholders for criteria, ratings, and points that faculty use as a tool in developing evaluation standards. Although

Commented [BD32]: hs to bas pathway needed here

Commented [BD33]: such a vip - how can we sustain?

already utilized in most program courses, moving forward rubrics with clear expectations will be used more consistently for summative assessments.

- **Adding DIV requirement-** In October 2022 the BAS-AM Advisory Committee voted to approve adjusting the BAS-AM curriculum by adding a diversity course requirement and eliminating the PHIL& 120 course recommendation. Adding a diversity course ensures that BAS-AM students gain exposure to diversity and equity issues, a key competency for successful managers. Students are encouraged to complete the diversity course in their first quarter of the BAS-AM program. This change goes into effect Fall 23, and may be too early for this audit.

Commented [BD34]: why? what instigated this?

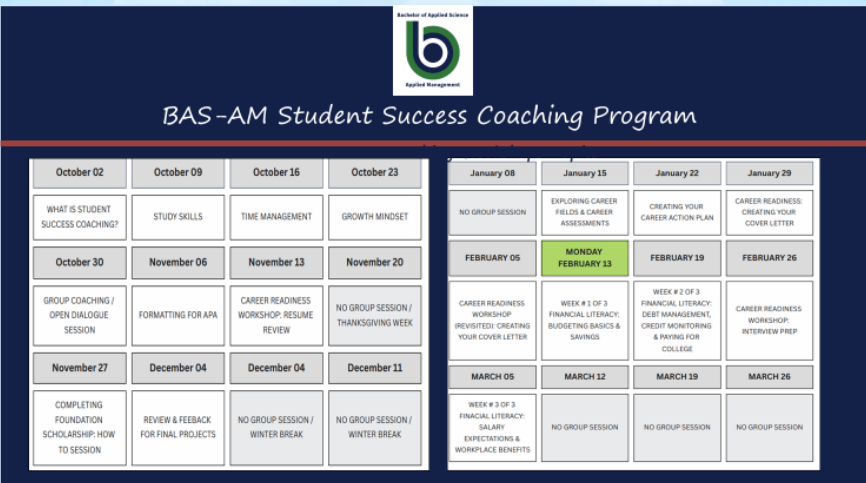
16. What was the most successful or noteworthy development with respect to support for *special populations* and students in *non-traditional fields* this year?

Success Coaching in the BAS-AM program was the most noteworthy development for supporting special populations and students in non-traditional fields over the last year. Coaching is unique in the BAS-AM program and focuses on providing wrap around support services for adult, working students, first generation college students, and students with low socioeconomic resources.

To serve adult students, many of which are parents of dependent children, coaching hours are scheduled outside of typical campus service hours, aligning instead with working students' availability, mainly occurring on Sunday afternoons and weekday evenings. The Success Coach offers small group, guided workshops and individual, targeted coaching sessions. They are delivered through the Zoom platform. Students often join from their kitchen tables or in cars (not driving) with kids playing in the background. Workshop slides and content are also shared in the Success Coach Canvas Course for students to access as needed. Workshops are tailored for first generation, low income, and adult students and topics have included: financial literacy, applying for scholarships, how to start a job search, preparing for job interviews, developing a LinkedIn profile, designing a resume, and more.

The Success Coach works with students, the BAS Coordinator, and program faculty to identify areas of need and builds high quality, online supplemental instruction. Supplemental Instruction provides just-in-time support, particularly useful for first generation college students to help fill in important college resources and academic support. Student intake survey data, collected in summer onboarding, also informs workshop and supplemental instruction topics for the incoming cohort. Supplemental instruction topics have included APA formatting and citations, delivering a professional presentation, time and priority management, growth mindset, and building self-management skills. The Success Coach continues to develop supplemental instruction materials based on student needs. Supplemental Instruction materials are available through Canvas and can be accessed anytime.

Success Coaching has been an integral component for maintaining high student retention and completion for BAS-AM Students. Here is an example of workshops offered in fall and winter quarters.



The image shows a calendar for the BAS-AM Student Success Coaching Program. It is divided into two main sections: Fall/Winter Quarters (October to December) and Spring Quarters (January to March). The calendar lists various workshops and sessions, including 'What is Student Success Coaching?', 'Study Skills', 'Time Management', 'Growth Mindset', 'Group Coaching / Open Dialogue Session', 'Formatting for APA', 'Career Readiness Workshop: Resume Review', 'Completing Foundation Scholarship: How to Session', 'Review & Feedback for Final Projects', 'Career Readiness Workshop: Creating Your Cover Letter', 'Financial Literacy: Debt Management, Credit Monitoring & Paying for College', and 'Financial Literacy: Salary Expectations & Workplace Benefits'. Some sessions are marked as 'No Group Session' or 'Winter Break'.

October 02	October 09	October 16	October 23	January 08	January 15	January 22	January 29
WHAT IS STUDENT SUCCESS COACHING?	STUDY SKILLS	TIME MANAGEMENT	GROWTH MINDSET	NO GROUP SESSION	EXPLORING CAREER FIELDS & CAREER ASSESSMENTS	CREATING YOUR CAREER ACTION PLAN	CAREER READINESS: CREATING YOUR COVER LETTER
October 30	November 06	November 13	November 20	FEBRUARY 05	MONDAY FEBRUARY 13	FEBRUARY 19	FEBRUARY 26
GROUP COACHING / OPEN DIALOGUE SESSION	FORMATTING FOR APA	CAREER READINESS WORKSHOP: RESUME REVIEW	NO GROUP SESSION / THANKSGIVING WEEK	CAREER READINESS WORKSHOP: REVISITED: CREATING YOUR COVER LETTER	WEEK # 1 OF 3 FINANCIAL LITERACY: BUDGETING BASICS & SAVINGS	WEEK # 2 OF 3 FINANCIAL LITERACY: DEBT MANAGEMENT, CREDIT MONITORING & PAYING FOR COLLEGE	CAREER READINESS WORKSHOP: INTERVIEW PREP
November 27	December 04	December 04	December 11	MARCH 05	MARCH 12	MARCH 19	MARCH 26
COMPLETING FOUNDATION SCHOLARSHIP: HOW TO SESSION	REVIEW & FEEDBACK FOR FINAL PROJECTS	NO GROUP SESSION / WINTER BREAK	NO GROUP SESSION / WINTER BREAK	WEEK # 3 OF 3 FINANCIAL LITERACY: SALARY EXPECTATIONS & WORKPLACE BENEFITS	NO GROUP SESSION	NO GROUP SESSION	NO GROUP SESSION

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.

17. Based on your prior assessments, what were the issues (problems) that you were trying to address in an effort to improve student learning?

During the first two years of program implementation, program faculty with support of the BAS Coordinator assessed, or are scheduled to assess, four of the program outcomes and each of the new upper-division courses created for the program. Since these assessments were completed in each course's pilot delivery, there were no initial issues/problems that we were aiming to address.

18. What changes did you make in your instruction and/or program to address the problems identified in the question above?

Based on assessment results, program faculty and college staff made modifications to course assessments and assignments that will be implemented in the second and third years of program delivery. The faculty will assess these changes for their impact on student learning. The following are examples of assessment of student learning in newly implemented BAS-AM courses.

Commented [BD35]: what were those results that instigated the change?

Example 1: Accounting Simulation

Assessed Course: MGMT 310 Accounting for Managers, completed Spring Quarter 2022

Assessed Outcome: IO3 Human Relations/Workplace Skills: Demonstrate effective leadership, critical thinking, teamwork, and technical and information literacy competencies needed to make business-critical decisions to resolve interpersonal and organizational challenges that most often occur in the modern workplace.

Assessment Description: In course development, the program faculty and Instructional Designer built an accounting simulation, aimed to apply critical thinking, leadership, technical literacy, and teamwork that paralleled course content in a real-world workplace simulation. In the simulation, each student group formed and ran a bike company creating a brand, distributing products, creating advertising campaigns, hiring and compensating employees, scheduling production, and managing cash flow. Organizational challenges including unrelenting competitors (peer groups), demanding customers, and environmental shifts challenged students to be nimble to maintain cash flow and generate profits. Quarterly assessments included knowledge checks, executive briefings justifying decisions, decision outcomes, and teamwork assessments. The final simulation report required students to reflect on IO3 through answering: *Your observations and reflections of the accounting simulation, the challenges, and successes that your classmates and you took part in over the course of the simulation (styles, differences, team and group effectiveness; your role(s) in the process, what worked, what did not and why); How you plan to apply certain theories, models, and styles to make your personal management practice better; Ethical considerations you will implement in your management style and expectations of those that manage you.*

Example 2: Strengths for Managers Assessment

Assessed Course: MGMT 380 Human Resource Management, completed in Fall Quarter 2022

Assessed Outcome: IO3: Human Relations/Workplace Skills: Demonstrate effective leadership, critical thinking, teamwork, and technical and information literacy competencies needed to make business-critical decisions to resolve interpersonal and organizational challenges that most often occur in the modern workplace.

Assessment Description: In MGMT 380 Module 1, students were asked to refer back to the Clifton Strengths for Managers Assessment that was completed in a first quarter BAS-AM course, SOC 320 Organizational Behavior, and connect these strengths with HR competencies covered in Chapter 1: *Based on the HR Competencies covered in Chapter 1, reflect on the human resources management competencies that are important. Of those competencies, which ones are already strengths of yours? Which would you like to develop? Please answer in 2 or 3 well developed paragraphs. Tip: To answer this question, you may also refer to the Clifton Strengths Finder report you received in SOC 320.*

Next, students reflected on how they synthesized their leadership qualities in a final reflection essay at the end of the quarter: *Now look back at the reflection that you wrote for the first quiz in this course: Week 1, HRM Competencies. As a result of this course, how are you better prepared to demonstrate HR leadership with your personal strengths? Please address 1-3 competencies listed below and explain which learning activities in this course contributed to your growth.* Growth was assessed in the final competency demonstration through the rubric, which assessed: *Content Reflection: Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments.*

19. After implementing your changes, what impact did the changes have on student learning? How do you know/What did the data tell you?

Example 1: MGMT 310

Results: The average score of the final simulation report was 83.25%, with 6 students earning less than the average (3 earned 0 points) and 22 earning at or above the average score.

Conclusions and Outcomes: The instructor concluded that the accounting simulation and supporting assignments were effective tools for applying course content to real-world business scenarios and necessitating students to take professional roles in the project environment.

Example 2: MGMT 380

Results: Based on the points received in the Content Reflection section, 92% of the students fell in the *high degree* of Critical Thinking category. They demonstrated their ability to synthesize their leadership qualities with their personal strengths, and identify those activities that contributed to their leadership growth.

Conclusion and Outcome: Based on the results, the course will not be changed as it has delivered on its purpose.

20. What are the implications for your academic program or department? (What are your next steps now?)

MGMT 310 Implications: BAS-AM will continue utilizing this simulation in the course. Additionally, a similar simulation project was added to MGMT 350 Marketing for Managers, which shares IO3. This ensures students have two opportunities to engage in a professional simulation and interact in a variety of professional roles to engage in leadership, critical thinking, teamwork, and technical and information literacy to make business-critical decisions. Program faculty will assess these changes for their impact on students learning when MGMT 350 is taught for the first time in Spring 2023.

MGMT 380 Implications: The Clifton Strengths for Managers Assessment will continue to be utilized in the first and fifth quarters of the program to synthesize personal strengths as leadership competencies. The writing assignments and case studies prepared the students to analyze the scenarios from a leadership stance and provide solutions. Paired with the curriculum development was the instructor's commitment to continually provide substantive feedback to help reinforce the Human Resource Management learning.

SUMMATIVE QUESTIONS:

21. What are some key things you have learned about your program/department as you completed the program audit?

With Cohort 1 preparing to graduate in June 2023, the audit has provided an opportunity to review the development, formative change, and strategic planning for the BAS-AM program. Many questions and responses were covered in the BAS-AM Ad Hoc Accreditation Report, and the audit provided another lens to review the program. The audit has reminded me to center the needs of Perkins Special Population and Non-traditional students as we are building supports and services for the program. The audit has also highlighted the importance of collaboration and input from employers, advisory committee, community members, and students. This has been critical in the program's development and launch, and continues to be imperative to stay aligned and relevant with the needs of local employers. Although there are no immediate concerns with student success, utilizing dashboards to disaggregate student progress will continue to be part of the regular course review process in the BAS-AM program. I am proud of the accomplishments the BAS-AM staff, faculty, and students have made in the last 3 years, and the audit has also served to highlight those achievements.

Commented [BD36]: good reflection :)

22. 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?

Standardizing course design and delivery: Standardizing course design and delivery was a primary action the BAS-AM program took for improving student outcomes and building a consistent foundation for all core program courses. The Instructional Designer branded the new upper-division courses following a similar template and design, including utilizing the Washington Checklist and Quality Matters standards in course design. Based on student and faculty feedback, and the dependence on part-time associate faculty, a BAS-AM Instructor's Guide was developed to streamline quarterly course preparation, delivery, and follow-up. The program faculty, BAS Coordinator, and Instructional Designer have standardized best practices for supporting online, working students including: providing teacher-level access for BAS Coordinator and Success Coach to ensure current student progress and stay abreast to course changes, making due dates for assignments visible by day one of instruction, consistent scheduling for competency demonstrations with most projects due on Monday nights to give students the weekend plus a weekday to access campus resources, utilizing OER and reusable library texts, and opening the introduction and first course module one

week prior to the quarter start date allowing students to get started with reading course materials and planning time management strategies. This consistency has become part of the culture of the program, and is consistently highlighted as a positive feature in students survey feedback.

Commented [BD37]: consider for presentation

Success Coaching has been imperative for maintaining strong student outcomes in the BAS-AM program. Our coaching model is outlined in #16, so I won't reiterate it here but it's important to note that the strategies have evolved as the program has progressed and needs arose. We've learned that coaching needs to be pro-active and reactive to the student environment. In the first year of the program, as curriculum was piloted we identified the need for supplemental instruction to fill equity gaps, particularly for student bridging from Workforce Education programs into BAS-AM. Support was designed to help students with technology requirements in the program, collaborating remotely, and utilizing APA formatting. Once this was built, coaching in the second year has been more personalized. Workshop topics are driven from student feedback on quarterly surveys. The focus has shifted for many students from academic support to career readiness. There continue to be a need for support with time management, which is understandable since most students are working full time jobs and parenting while participating in the BAS-AM program. Quarterly surveys consistently ask student if they are satisfied with the support delivered in advising and coaching—90% ++ agree it is meeting their needs. Qualitative responses consistently share that coaching and staff support are vital for their academic success.

Commented [BD38]: what gaps?

Belongingness: With the BAS-AM program delivered 100% online and asynchronously, it has been imperative to create belongingness in the program to improve and maintain positive student outcomes. Strategies to build comradery and connectedness have evolved as the program has moved forward, but a few key components have included: using a cohort model, focus on applied real-world projects, and use of text messaging. The cohort model is vital for maintaining a close-knit student group. Students are onboarded together, meeting at the fall welcome event and taking the core courses together. Students are assigned quarterly groups to alleviate scheduling issues and build strong small group work dynamics. We see now with Cohort 1 completing the program, the importance of relationship building and the deep bonds created in the program that we hope will transition into a local leadership network. The BAS-AM program also utilizes text messaging to connect with students and provides a simple, convenient way to communicate with the BAS Coordinator. In student surveys, texting is consistently rated the #1 preferred way to communicate and share information in the BAS-AM program.

23. What goals do you want to accomplish over the next three years to improve your program/department?

As the first cohort of students prepare to graduate, the second student cohort nears completion of the first year, and the third cohort is selected and prepares to begin classes, the faculty and staff in the program are focusing on the following actions.

- **Strategic enrollment and growth of Hispanic student participation:** BBCC exceeded enrollment goals for BAS-AM, admitting 31 students into Cohort 1 and 30 in Cohort 2.

Cohort 1 persisted with a 90% fall-to-fall retention rate, and 26/31, 84%, completion in 2 years. Although BAS-AM has met maximum enrollment for each annual cohort, Hispanic student participation is lower than anticipated. The BAS-AM program is re-envisioning outreach, recruitment, and advising practices to center the student story. Moving forward, outreach materials, the program website, and social media presence will showcase a positive college experience for working, adult, and Latinx students. The program continues to practice innovative recruitment strategies to build enrollment of Hispanic-identifying students, with the intent that cohorts will mirror demographics in our service district communities (~47% Hispanic). *Update:* 47% of admitted Cohort 3 students identify as Latinx/Hispanic, a significant increase compared to prior cohorts.

Commented [BD39]: attributed to???? do you think the points for local attributed to this increase?

- **Scaling up Success Coaching focusing on paying for college and extending to all BBCC Students.** College-wide, students continue identifying college affordability as a barrier for participation and degree completion. BAS-AM has utilized Success Coaching as a high-touch method for supporting student retention. BBCC has adopted and scaled-up this coaching model to focus on targeted financial aid support. An additional part-time Success Coach was hired in Fall 2022 and is piloting strategies for delivering financial aid information workshops, supporting timely financial aid application submissions, working with students to understand SAP standards and assist with appeal submissions when necessary, and enhancing financial literacy. The BAS Coordinator is partnering with the Director of Financial Aid to collaborate on significant website improvements including targeted financial aid scenarios that align with a variety of student experiences. A BAS-AM student example is one of the scenarios in the project.
- **Career Readiness:** As BAS-AM students approach graduation, support services increasingly shift to supporting student job placement and developing professional leadership skills. BAS-AM staff and faculty work collaboratively with the BBCC Career Center, program advisory board, local hiring agents, and employers to ensure graduates are prepared to enter and succeed in the local workforce. BAS-AM staff are developing a student support model for growing professional readiness that is baked into the culture and curriculum of BAS-AM program. In Spring 2023, BAS-AM partnered with its advisory committee members to conduct mock interviews and networking with current students. The pilot will be discussed in our summer advisory committee meeting, improved as needed, and continue for future cohorts.
- **Applied Management Capstone Project:** In the final quarter of the BAS-AM program, senior-level students engage in an Applied Capstone Project. The Applied Capstone is a culminating project employing research and analysis of a current, real-world issue. The BAS-AM program partners with local organizations to provide project topics and mentorship for students through the process. Capstone Teams will work collaboratively to address a challenge or opportunity experienced at the organization. By applying business principles, Capstone Teams will develop recommendations delivered through a written report and presentation. The pilot year presentations will be held live, in a group meeting during the last week of classes. Capstone partners and BAS-AM community will be invited to attend and a light

dinner will be served. As grant funds expire, the program needs to determine a budget for these kinds of events.

Commented [BD40]: how do you feel the capstone process and presentation evening went?

I think these types of events help you develop that belongingness that you discussed so vip that be added to the fee / \$ support conversation :)

Commented [BD41]: great job, Anne. This was a very good audit report. I really liked your reflection and your tie to the ad hoc report. TY for your efforts!!