

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?
We have an Advisory committee that meets to discuss course curriculum. The Advisory committee has reviewed the course curriculum and has agreed that the courses that are currently offered meet the needs of the certificates and degrees. The Advisory committee has also offered feedback on improvements to courses that can be better suit the demands of the industry. In the last year we have made improvements to our courses based on the discussions with the Advisory committee.
2. Does the curriculum meet industry standards? How do you know? What needs to change?
The curriculum currently is meeting industry standards. We have met with an Advisory committee that has been made of professionals in the community. This committee has helped provide feedback in various ways, one of the ways that we have received feedback is in BUS 115 Workplace Skills and Behaviors and BIM 262 Professional Preparation, students have had mock interviews with professionals in our community this has allowed us to review the skills that the students are learning and make changes based on the interview process.
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 **The college has three institutional outcomes that we have to assess for as well. We are doing this.**
- STEM Initiatives
- ✓Industry Standardized Tests/Exams **We have MOS Word and Excel Certification Exams that students are required to pass as part of their program.**
- ✓Tutoring
- ✓Flipped Classrooms **In our BUS 119 Business Grammar and Edit class, we used Flipped Instructions for our class.**
- ✓Industry-Standard Equipment/Facilities **We have updated our lab to have dual monitors with standing desk. We now have Adobe Acrobat as a software that students can use and learn.**
- I-BEST CTE Programs
- Other

4. Please provide examples of any innovative projects or initiatives undertaken since the last audit (in the last three years).
- a. Please describe and include attachments of or links to any social media posts and/or press/media coverage, if applicable.

We moved all our classes online in the last three years. We also worked to follow quality matters and better utilize resources from book publishers. Students while working through their class will complete simulations for Microsoft Office to further reinforce learning. This was major overhaul of our program and design.

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)?
- In this past three years we have been able to update classes to be online. We have updated to digital books which has improved the cost effectiveness for students. With the digital books we are able to use the digital tools that are offered such as simulations which has improved the opportunities for practical application in the courses. The digital tools have greatly improved the ability to reinforce the skills that students will need once they are entering the workplace.**
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)?

I think our most significant challenge in the last few years is due to enrollment. College wide enrollment has been an issue.

- a. What impact did the challenge have on the program?
- We have seen enrollment go down, but it is working to go back up. We have been trying to make sure we are present at all outreach events to get our program out there.**
- b. How could BBCC assist in addressing these challenges?
- We need more help with marketing our program. I need more ideas and help doing it.**

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?
Our program currently is up-to-date with equipment in our lab. We have updated the lab with laptops, standing desks, updated office chairs, all workstations have dual monitors and docking stations for laptops. We have worked to create a lab space that would replicate the workplace environment. Using digital books allows us to use the online tools in our instruction which also mirrors the workplace. One area that could use improvement is finding more opportunities for the work-based learning. Finding opportunities to have students more involved in the workplace would strengthen skills that aren't easily taught in a classroom and would allow for reinforcement of the importance of these skills to the students.
8. Does your program have the technology available that is needed to prepare students for industry? Discuss.
Yes, we have the technology that is needed to prepare students for industry. We know this because of working with our advisory boards and it is standard in the industry to use computers in the office.
- a. If YES,
 - Include how you know it is technology used in business/industry.
 - a. If NO,
 - Has your program identified the needed technology or equipment?
 - How do you know this is the technology/equipment that is used in business/industry?
 - Please describe the technology or equipment and share the plan for purchasing or provide the barriers to purchase.
 - Is business/industry an option for providing and/or donating **current** technology/equipment? *(Remember that BBCC cannot become the dumping grounds for outdated or broken equipment.)*
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.
We have invested in new standing desks, new office chairs, new laptops, docking stations and updated Microsoft Office and now have access to Adobe. These purchases and updates have helped students by being able to adapt to their physical needs, we are able to meet special accommodations allowing all students opportunity to be successful in their courses. By now having access to Adobe we are providing additional skills that will be beneficial in the workplace as we are becoming a more digital society.
10. Provide a current equipment/technology inventory that indicates the following:
- a. When replacement/update is/will be needed
The office equipment such as desks and chairs shouldn't need replacement in the foreseen unless normal wear and tear is more than expected. The laptops are all updated and shouldn't need replaced for several years.
 - b. Technology/equipment that is obsolete
All of our technology and equipment is currently updated. We have removed any obsolete equipment from our lab.
 - c. Technology/equipment that requires repair, disposal, etc.

None at this time.

FACULTY/STAFF PROFESSIONAL DEVELOPMENT:

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

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.*

I attended an Appreciative Advising training last summer that lasted four days. This was to help in my development in advising and to help build an advising module for the campus. Due to Covid, training was limited with what was available. I did complete two Spanish classes to learn basic conversation Spanish.

12. Select the methods employed to provide professional development opportunities for faculty/staff.

Provide a brief description of each method selected.

- New Instructor/Faculty Conference
- Workforce Boot Camp
- Deans Academy
- Return-to-Industry
- Faculty Peer Mentoring
- Professional Development Days
- CTE Certification Workshops
- Distance Learning/Online Teaching Training
- Technology and E-Learning Tools
- Data and Assessment Workshops
- Industry Conferences
- Other

Appreciative Advisory Training as described above.

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. **No**
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)? **Professional Development was limited due to Covid. Advising has change since my trainings.**

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

- 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?

We have retired BIM 102 Document formatting as it is not need. We retired BIM 130 Filing and created a new class called BIM 131 Records Management. We have also moved away from related instruction courses (BUS 120, Human Relations on the Job; BUS 102, Business Math; CMST 100, Human Communications; and BUS 121, Business English) and moved to transferable classes. We have updated the order of our Microsoft Office 180, 280, and 285 classes to better align with high schools for CTE Dual Credit. We created a Workplace Skills and Behaviors class to address soft skills needed in the place. We also made updates to our BIM 262 class and the mock interview process. These updates listed above were as result of the state wanting to get rid of related instruction courses and making sure classes transfer. Other changes are a result of feedback received from our advisory board.

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.*)

I work with WES and Trio the most. Many of my students use WES for funding and have extra student support through Trio. Open communication is best, and we are working to help students continue in their education and be successful. I also work with the Business and registration office when needed for student issues related to student's schedule. I work with Kerri for program certificates. I could do more in Career Services.

- b. External: list and discuss each partner (*examples: business/ industry, Job Corps, WorkSource, labor unions, accrediting agencies, etc.*)

In the last year, we offered classes at WorkSource. WorkSource is part of our advisory committee. We have an Advisory board that has people from Medical to non-medical offices from front of the office receptionist and managers/owners.

17. Since the last audit (in the last three years), what noteworthy activities did your program advisory committee undertake?

- a. Should these activities be reported/used in outreach/marketing?

No

- b. Were there any changes to your committee? Have these been reported to Julia?

Yes

- c. Have all minutes been submitted to Julia?
No, but will send.
- d. Has an advisory committee audit form been completed annually?
No and was not aware of an audit form that needed to be completed annually.

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?

Our program has attended multiple career fairs at local high schools as well as events at the college. Our most successful event was at Othello High School College and Career fair. We had a booth there that had a typing test set up with the challenge to beat the college president's typing speed. This challenge created a great engagement with students and allowed us to promote the program to a large volume of students.

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?
Yes. I think that we doing all we can in this area. We are continuing to look for other opportunities to expand.
- b. If no, is this an area that can be developed? How? **OR** Why not?

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

We currently participate in committees with Moses Lake High School and Wilson Creek High School. In the last year I have attended as a member for both high schools, at this time I have only attended as a member of the committee and haven't been asked to serve in any other capacities.

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

Yes. We work very close with our students as they are working in our program. We provide individual class schedules based on the students needs and desires. Through zoom and lab hours our students are able to come in for guidance or counseling. Students are able to easily seek help in these areas as they need it.

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 Career fairs (Othello, Quincy and Mattawa High Schools)
- CTE Open Houses
- Try-a-Trade Events
- Youth Re-Engagement Programs
- Mailings featuring Programs of Study and/or Pathway Information
- Community-Based Organization Visits
- Faith-Based Organization Visits
- TV or Web Video Ads
- WorkSource Co-Location Office hours in the WorkSource Location
- Veteran Center Visits

- Tribal or Cultural Center Visits
- Corrections Center Visits or Re-Entry Programs
- Labor Union Visits
- Other

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.
 In our program, students complete Mock Interviews in our BIM 262 Professional Preparation class. This is one of our main area of work-based learning that we are currently using. We used to do Job Shadows with employers in the area in one of our classes but did not this year due to a class being retired. We are looking to add Job shadows to our BUS 115 Workplace Skills and Behaviors class. This was a new class and was taught for the first time this year.
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
- Required Internship or Clinical Experience
- Optional Internship or Clinical Experience
- Cooperative/Capstone Projects
- Student Clubs
- Business/Industry Mentoring
- Other

Our program attends Job and Career Fairs and encourages students to attend. When they are offered during the year, we have assignment related to them so they can attend. Second, we have used Job Shadows for our students where they can get hands on experiences learning from Employers on what is expected in the workplace. Lastly, we have students' complete multiple mock interviews with employers during one of their final classes, BIM 262 Professional Preparation. This also helps students' network. We have had students offered jobs from these interviews in the past. This year one of the employers offered to be a mentor to the student told them that they could come back anytime and work with them on interviewing and the application process. He said if he had a position open, he would hire them because he knows

how could of an employee in the front office they would make. He loved how teachable they were. Other employers told students to look for jobs with them currently because they would hire them if they applied. This was great experience for my students.

CAREER GUIDANCE:

3. How does your program provide career counseling with information on employment trends, wages, and opportunities to assist students plan their education?
We talk about this in advising appointments and in our BIM 262 class.
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 our advising appointments, we have ben able really help students get on the right path for their classes with a goal of where they want to end Career wise when they leave school.
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 This is discussed and taught in our BIM 262 Profession Preparation Class.
- Career Exploration Workshops
- Mock and On-Campus Interviews This is discussed and taught in our BIM 262 Profession Preparation Class.
- WorkSource We have offered hours at SkillSource and they are part of our Advisory Committee.
- Interactive/Online Pathway Tools
- Hardcopy Career Pathway Tools (Posters, Brochures, Worksheets, etc.)
- Resume Workshops This is discussed and taught in our BIM 262 Profession Preparation Class.
- Credit-Bearing Career Readiness Courses If I am understanding what this means, I would think our BIM 262 class, Professional Preparation would count as this.
- Credit-Bearing College Readiness Courses We require our students to take CSS 100 College Success Skills and helps students prepare to be successful in college.
- College/Transfer Fairs
- BA-S Program Presentations/Open Houses
- Other

SCHEDULING:

6. Discuss how the scheduling for your courses is developed and how it is evaluated to determine access/availability for students.
All the BIM Lab classes are listed as online. This allows students to have classes available as they need them. We have daily lab hours that students can come in for assistance as well as zoom hours that allow from students to drop in. We also schedule appointments as needed for individual help if normal lab hours aren't sufficient.
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?

Yes, We already provide online, hybrid, night office hours, and competency-based. These options seem to be serving students well.

- 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
 - b. identify classes that should be retired.

Classes that will need to be retired this year will be BIM 130, BIM 181, 182, 183, and BIM 184. These Due to changes of other programs, there is not a need for these classes. We also need to retire BUS 121 Business English and BIM 103 Administrative Professional Services. This class was replaced with BUS 115 Workplace Skills and Behaviors.
 - c. identify changes to the quarters, time, and modality offered

Our BIM lab classes are offered year round and we currently have a schedule if when to offer our not lab classes that works for the BIM and Accounting/Business programs on campus.

LAB FEES:

9. Does your program maintain a lab fee account?
 - a. If yes, please answer the remaining questions regarding lab fees. **Yes**
 - 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?
 - a. If no, have fees been reviewed? Why/why not?
 - What is needed to ensure consumables are covered. Discuss.
 - Should this discussion be used to request a fee increase?
 - a. If yes, do fees need to be reduced? Discuss.

Yes. It does not need to be reduced.
11. Is the lab account balance adequate for purchasing needed equipment/technology updates?
 - a. If YES, what will be purchased and when?

Yes. We will need to update computers as they become outdated. Estimating 4-5 years. As well as other equipment such as docking stations.
 - a. 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 selectin 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?
When comparing the different demographics disaggregation it seems equal across the board. There aren’t any extremes that would lead me to believe that there could be changes made. The program based on grades seems to be equitable to all.
13. Where are the biggest gaps in performance indicators for this program?
I am not seeing any major gaps.
 - Demographic subgroups
 - Perkins special populations
 - Non-traditional enrollment
14. What interventions/strategies are you going to implement or are currently implementing to try to address one of the achievement gaps listed above?
While 80% of total students are finishing in the A or B grade level I have roughly 9-10% of total students who have failed my class in the last 3 years. I have also had 9% of total students withdraw from my class. This is a small percentage I want to look at how we can decrease this

percentage to increase success. This data is only showing as recent at Spring 2022. In the last year, major changes have been made to update the program to help with success. We are waiting to see how the changes affect out data in the future.

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

All of our classes are hybrid/online. We offer assistance face-to-face through the lab, and appointments either in person or on zoom.

b. Ensuring equitable access to programs

Same as above

c. Increasing enrollment

Attended Career Fairs and Job fairs at local High schools in our service district.

d. Improving completion rates

Updated classes following Quality Matters Guidelines, along with using publisher resources and simulations for student to better retain knowledge.

e. Promoting and maintaining a discrimination-free environment

We always are making sure our environment is discrimination free and all are welcome in a safe learning environment.

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

Updated the lab to have dual monitors and all our desks are standing/sitting desks. We worked with Accessibility Coordinator to put a touch screen computer in the library for a student with limited mobility.

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?

In the last 2 years we assessed IO3 as it relates to Human Relations on the Job and Workplace Skills. During this time we were looking at how our students were doing in their Microsoft Office classes and keyboarding.

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

We moved more digital by having our students complete a Textbook Project that worked them through the book/chapter. They could then upload and submit this project in Cengage 3 times to improve their score and understanding of the Microsoft Office concepts. They then completed a simulation training in Cengage to reenforce what they learned from the chapter/textbook project. Once this was done, they would complete a review assignment to test themselves

before they took their test. When testing, students needed to meet the minimum competency level of 85% or better.

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

Students were more successful in their classes and retained knowledge better. There were less retakes on tests.

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

Continue to access these changes.

SUMMATIVE QUESTIONS:

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

As we have reviewed the program through the audit, we have seen that we are trying to stay on top of making changes as they are needed and being proactive on making changes to help with students' success. One area we would like to add to our focus is work based learning.

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?

Moving classes to online has helped improve the student outcomes utilizing the tools that are offered online has helped students retain knowledge. We focused on these things that developed through the complications due to COVID. As we have returned to campus, we have focused on updating our lab and equipment to ensure that we are able to meet student needs. We have seen students need to retake tests decrease which would indicate that we are making progress.

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

Being that we have made several changes to the program I would like to monitor and see how those changes affect the program and see how those improve our program. We plan to increase our use of work-based learning by reaching out to local businesses for job shadows, guest speakers and other opportunities as they present themselves.