

2020-22 Program Audit Report Due March 24, 2022

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

PROGRAM QUALITY:

1. Discuss how the program determines that the courses, certificates, and degrees are still viable and relevant? We meet with our advisory committee at least twice a year to identify industry needs. We also collaborate with our ECTPC committee on developing and implementing common courses and materials. We also work closely with EWU, CWU and WSU on DTA educational pathways. This allows us to offer both Early Childhood and Elementary Education pathways.
2. Does the curriculum meet industry standards? How do you know? What needs to change?
Yes- Our curriculum is aligned with the NAEYC and WAEYC standards.
3. Since the last audit (in the last three years), did your program invest in technology or equipment used to improve content delivery or student performance? No
 - a. If so, please describe the purchase and the impact it has on content and/or student performance.
4. Select all methods that are used by your program to integrate the academic and technical skills of your students and ensure that they are taught with the same coherence and rigor as all other students, including transfer students.

Please provide short descriptions for each method selected.

Contextualized Instruction

Team-Teaching

Math-First Initiatives

College-Level Core Curriculum

College-Wide Student Learning Outcomes

GE 1 and GE 3 - The ECE program follows the assessment schedule the institution is using to ensure coherence and rigor.

STEM Initiatives

Industry Standardized Tests/Exams

Tutoring

Flipped Classrooms

Industry-Standard Equipment/Facilities

I-BEST **CTE Programs** (offering early childhood and education CTE credits in four communities within BBCC's service district: Moses Lake, Othello, Ephrata and Lind/Ritzville-credits lead to the Initial Certificate, which is required for employment in licensed, state and federally funded ECE programs)

Other

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

Offering early childhood courses in Spanish, in rural communities, and in modalities that allow working providers to complete required certificates to sustain employment in licensed, state and federally funded ECE programs.

Working on developing a pipeline from completing ECE certificates to an AAS in ECE degree to an Elementary Education degree.

6. What was the most successful or noteworthy development with respect to program quality and/or program improvement since the last audit (in the last three years)? Revision of several courses to include more variety in teaching strategies, updated textbooks (including two courses moving to OER materials) and creating of online opportunities for students.
7. What were the most significant challenges (e.g., funding, enrollment, performance, staff retention or turnover, equity, etc.) encountered since the last audit (in the last three years)?
The most significant challenge has been providing support for Spanish-speaking providers needing certifications. With the new CTC Link system, it is very challenging for second-language learners to go through the admissions process. It creates a lot of “behind-the-scenes” work for ECE, WES and admissions staff to help them go through the onboarding and admissions process.
 - a. What impact did the challenge have on the program?
Extra work for staff to support students through the admissions process to ensure we don’t “lose” them along the way. Requires a lot of follow-up support from ECE and WES staff, which if not provided, impacts enrollment and funding.
 - b. How could BBCC assist in addressing these challenges?
Provide translated materials to support Spanish-speaking populations and additional bilingual support staff to assist students with on-boarding/admissions process.

FACULTY/STAFF PROFESSIONAL DEVELOPMENT:

8. Please provide the dates and a brief description of any professional development in which you participated in since the last program audit (in the last three years).
Both Jenny and Michele attended the WAEYC conferences and the ECTPC council meetings. We also attend the monthly WAEYC zoom meetings as often as possible.
9. Did the professional development activities support the required activities in your vocational certification plan? Please describe. (Be sure these are reported so they can be recorded.)
10. Did any of your program faculty or staff earn industry-recognized credentials or certification since the last program audit (in the last three years)? Please describe.
 1. Michele – renew of K-12 Teaching Certificate
11. What was the most successful or noteworthy development with respect to faculty/staff retention and professional development since the last audit (in the last three years)?
 1. Continued support by our Dean for all requested Professional Development opportunities.
12. Select the methods employed to provide professional development opportunities for faculty/staff.

Provide a brief description of each method selected.

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

13. How did the professional development impact your program?

INDUSTRY/COMMUNITY INVOLVEMENT:

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

Our advisory committee is comprised of state and local stakeholders such as Department of Children, Youth and Families, Childcare Aware, Inspire Development Centers (Head Start, Migrant Head Start, Early Head Start, Region X, ECEAP), Family Services of Grant County (Head Start), school districts and university partners. The advisory group provides input to ensure our program and student outcomes are meeting state and industry standards. The ECE staff and faculty are also on the Early Childhood Teacher Preparation Council (ECTPC), which includes stakeholders from various agencies who provide support for program improvement, assessment, and implementation across the community college systems.

15. Since the last audit (in the last three years), has course/program content been updated to reflect industry needs/feedback from advisory committee?

- a. If yes, please describe how. Yes, WKED 103 was added to the AAS degree to provide industry requested soft skills and job readiness.
- b. If no, please describe why not.

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

- a. Should these activities be reported/used in outreach/marketing?
- b. Were there any changes to your committee? Have these been reported to Julia? Only changes have been elected officials (President, VP)
- c. Have all minutes been submitted to Julia? Yes
- d. Has an advisory committee audit form been completed annually? Yes

17. Provide information about how this program is involved in building and/or maintaining specific internal and external partnerships/relationships:

- a. Internal: list and discuss each partner (examples: Career Services, WES, ASB, Business Office, Registration, etc.)

We work very closely with many programs on campus, but specifically WES, Financial, TRIO, Business Office, Testing Center, Admissions, Library, Bookstore, Accommodation & Accessibility, Writing Center

- b. External: list and discuss each partner (examples: business/ industry, Job Corps, WorkSource, labor unions, accrediting agencies, etc. Department of Children, Youth, and Families, Child Care Aware, EWU, CWU, WSU, local school districts, Family Services of Grant County, Inspire Development Center and local, licensed childcare centers and family home providers.

K-12 ENGAGEMENT:

18. Does your program provide opportunities for CTE Dual Credit (Tech Prep) articulations with area high schools/skills centers? Yes, we offer CTC credits to four high schools within our service district.

- a. If yes, could this be expanded? Yes How? Work with additional high schools, specifically in rural communities, to offer CTE credits that lead to ECE certificates and degree pathways. In doing so, this will help industry partners fill positions with qualified employees.
- b. If no, is this an area that can be developed? How? **OR** Why not?

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

ECE Program Coordinator serves on the Othello School District and Moses Lake School District advisory boards. Has also been asked to serve on Inspire Development Centers board and Family Services of Grant County board as well.

20. Since the last audit (in the last three years), how did your program partner with high schools and districts to engage and recruit students and market your program?

Program Coordinator has done presentations at MLHS and Ephrata HS on what the ECE program has to offer regarding funding, and transfer options. Plan to expand this to other schools within our service area in the future.

21. Since the last audit (in the last three years), what was the most successful or noteworthy development with respect to high school partnerships?

We have developed strong partnerships with local school districts within our service district. Most recently, we added another school district to our CTE offerings to support students in completing their ECE initial certificate at the high school level. There are employers needing highly qualified staff, particularly in rural communities, to fill assistant preschool teacher positions. The partnerships we have with community employers and high schools will support this need in filling open positions.

22. Select all methods employed by your program to engage, recruit, and/or provide career and academic guidance to prospective students.

Please provide a brief description of each method selected.

- High School Visits
- CTE Open Houses
- Try-a-Trade Events
- Youth Re-Engagement Programs
- Mailings featuring Programs of Study and/or Pathway Information
- Community-Based Organization Visits (ECE Coordinator visits childcare centers, high school CTE and preschool programs within BBCC's service district to observe students in the field, and advise potential students)
- Faith-Based Organization Visits

- TV or Web Video Ads
- WorkSource Co-Location
- Veteran Center Visits
- Tribal or Cultural Center Visits
- Corrections Center Visits or Re-Entry Programs
- Labor Union Visits
- Other

TECHNOLOGY:

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

- 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.)*

24. Did your department invest in technology or equipment used to improve content delivery or student performance? If so, please describe the purchase and the impact it has had on content and/or student performance. No – But there is a need for classrooms to be updated for F2F instructions if we return to that modality

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

We have no equipment except laptops for Jenny and Michele

- a. When replacement/update is/will be needed
 - i. Classroom tech needs updated before we return to F2F (Internet access and Projectors and doc cams that are user friendly and do not require set up time by instructors)
- b. Technology/equipment that is obsolete
- c. Technology/equipment that requires repair, disposal, etc.

2020-22 Program Audit Report Due June 20, 2022

LAB FEES:

1. Does your program maintain a lab fee account? **Yes, for online courses and an additional one for field practicum mileage reimbursement.**
 - a. If yes, please answer the remaining questions regarding lab fees.
 - b. If no, should your program consider developing a lab fee account?
 - c. If no, please skip the remaining questions regarding lab fees.

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

3. Is the lab account balance adequate for purchasing needed equipment/technology updates? **N/A- we don't have any equipment and technology needs**
 - a. If YES, what will be purchased and when?
 - b. If NO, do fees need to be increased to help support these?
 - What is needed and what will it cost?
 - How much do the fees need to increase? Discuss.
 - Should this discussion be used to request a fee increase?

SPECIAL POPULATIONS AND NON-TRADITIONAL FIELDS:

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

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

4. Using the data provided in the [BBCC and Perkins dashboards](#)
 - a. Where are the biggest gaps in performance indicators for this program?
 - Demographic subgroups-41% Hispanic or Latino and 47% white
 - **Perkins special populations**
 - Non-traditional enrollment-less than 1% of males enrolled
 - b. How is the program addressing the performance gaps identified above?

5. Please provide a brief description of any example in the five areas below of initiatives, events, or strategies implemented in the past year pertaining to students in *special populations* or *non-traditional fields*.
 - a. Decreasing barriers to participation
Offering classes via online, hybrid, and in virtual modalities to allow students to work and maintain family obligations. Also, offering classes in rural communities to decrease barriers to access their education.
 - b. Ensuring equitable access to programs

Offering ECE classes in Spanish, in rural communities, to ensure our ELL learners have access to education.

c. Increasing enrollment

Offering additional ECE classes for Inspire Development staff who need credentials. Also, held BBCC, Mattawa, and Othello Preview Days to increase enrollment.

d. Improving completion rates

e. Promoting and maintaining a discrimination-free environment

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

Offering classes for Inspire Development Center staff in Spanish, at their location in Mattawa.

WORK-BASED LEARNING:

7. How is work-based learning integrated into your program? Please describe and identify all types of work-based learning that is required in your programs.

Students are required to complete ECED& 120 Practicum as part of their certificate and degree requirements. Students are placed in a preschool classroom to complete 33 hours of child observations and interactions. Students are also required to complete 9 credits of EDUC 190 Classroom Experience for the degree. Students are placed in three different settings with three different age groups to complete a total of 198 hours of volunteer work. Students are also required to do fieldwork for other ECED and EDUC courses, which includes observations, interviews, etc.

8. Select all methods employed that are used in your program to provide your students with experience in and an understanding of all aspects of industry.

Provide short descriptions of each method selected.

Industry Speakers-we have guest speakers present information on the various resources and services they offer so our students can share with the families they serve (e.g. Autism Therapy, Dept. of Children, Youth, and Families, Child Care Aware, school district specialists, Parent to Parent, etc.)

Workplace Tours-this year, we provided a virtual tour of a licensed childcare (former ECE graduate)

Job Shadows

Job & Career Fairs

Simulations

Required Internship or Clinical Experience-students are required to complete 33 hours of observations for ECED& 120 and 198 hours of volunteer work for EDUC 190.

Optional Internship or Clinical Experience

Cooperative/Capstone Projects-students are required to complete a portfolio that showcases what they have learned prior to degree completion

Student Clubs

Business/Industry Mentoring

Other

CAREER GUIDANCE:

9. How does your program provide career counseling with information on employment trends, wages, and opportunities to assist students plan their education? **We post information on job opportunities, which includes wages.**

10. Since the last audit (in the last three years), what was the most successful or noteworthy development with respect to program academic guidance and career counseling this year?
Hired full-time faculty for ECE/ED program.
11. Select all methods employed to provide students with comprehensive and labor market-informed guidance, counseling, and coaching related to career discernment, academic transfer, and job search strategies.

Please provide a brief description of each method selected.

- Online Job Search Engines
- X Career Exploration Workshops-we advertise these when offered by Career Services, WES, TRIO and/or other programs on-campus provide them
- Mock and On-Campus Interviews
- WorkSource
- Interactive/Online Pathway Tools
- X Hardcopy Career Pathway Tools (Posters, Brochures, Worksheets, etc.) students are provided an advising map, based on their chosen pathway
- X Resume Workshops-we advertise these when offered by Career Services, or other programs on-campus
- X Credit-Bearing Career Readiness Courses-WKED 103
- X Credit-Bearing College Readiness Courses-CSS 100
- X College/Transfer Fairs-we advertise these when offered-we also have representatives from EWU and CWU present the different ECE and EL Ed options available on our campus
- X BA-S Program Presentations/Open Houses-we have referred ECE students to Anne who have been interested in the BAS option
- X Other-we post job and professional development opportunities for students in our ECE Advising course in Canvas

SCHEDULING:

12. Discuss how the scheduling for your courses is developed and how it is evaluated to determine access/availability for students.
Courses are scheduled based on faculty and student availability and need. We ask industry partners, who also serve on our advisory committee, what their staff needs are and develop courses and/or our schedule accordingly. We also work with academic faculty to identify when certain courses are offered to ensure they are available for our students as well (e.g. modality, day, time, etc.).
13. Has this program considered providing other options for offering the program content; such as, online, hybrid, nights, competency-based, weekends, etc? **We already offer online, hybrid, virtual, evenings, and weekends (if needed)**
- a. If yes, what is being considered and why?
 - b. If no, is this something that should be considered and why/why not?
14. Using the schedule and MCOs provided, please
- a. review schedule and MCOs for accuracy or required changes
 - b. identify classes that should be retired
 - c. identify changes to the quarters, time, and modality offered