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? **As an Industrial electrician with a degree. The IST student is heads above a non-degree employee. Also with the certificates of Achievements and Accomplishments. Those shows that the possible employee has the basics skills to learn, and improve over years of employment. With factories looking for skilled and trained employees. Also with Covid pandemic slowly coming under control. More and more companies are ramping up their manufacturing processes. JA**

2. Does the curriculum meet industry standards? How do you know? What needs to change? **Curriculum meets Washington State requirements for the Labor and Industries Electrical non-residential license requirements. Which also meets factory needs. As to improvements, more automation courses could be added to the Manufacturing and Process controls degree. These would/could align with the advancements towards more automation being added to ALL factories in the USA. Especially Washington State. JA**

3. Since the last audit (in the last three years), did your program invest in technology or equipment used to improve content delivery or student performance?
    a. If so, please describe the purchase and the impact it has on content and/or student performance. **With the addition of specific lab equipment and test equipment Industrial Electrical program is constantly improving. Instrument trainers are being build on campus. Mainly because no small individual trainers are available from lab trainer design companies. These trainers teach the basic introduction to flow, temperature and level controls. They are only basic introduction. They do not merge with industrial controls. Future design and more industrial controls courses can be added to the Manufacturing and Process Control degree (MPT) degree. For now, the instrument trainer demo system in building 3700 room 131. Can be used to train automation students in the future. JA**
        New Programable controller (PLC) trainers have been purchased to replace ones that have been in service for twelve plus years. With the addition of Human Machine interface screens and specific training on building pictorial screens that interact with the PLC and industrial machines (IST 252). JA
        With three-phase live power training in IST 207. Students learn the basic's of simple controls. And with the addition of troubleshooting issues added to several boards. This prepares student for live power in factories. JA

4. Select all methods that are used by your program to integrate the academic and technical skills of your students and ensure that they are taught with the same coherence and rigor as all other students, including transfer students.

    <u>Please provide short descriptions for each method selected.</u>
    ☐Contextualized Instruction
    ☐Team-Teaching
    ☐Math-First Initiatives
    ☐College-Level Core Curriculum

☐College-Wide Student Learning Outcomes
☐STEM Initiatives
X Industry Standardized Tests/Exams

Subject matter based on industrial standards instructional materials (textbooks) and training labs meet or exceed industrial needs. JA

☐Tutoring
☐Flipped Classrooms
X Industry-Standard Equipment/Facilities

With the addition of new trainers and newer equipment instruction will improve and the quality of graduates who enter the workforce will improve in the next three years. JA

☐I-BEST CTE Programs
☐Other

5. Please provide examples of any innovative projects, initiatives, or state-of-the-art equipment undertaken since the last audit (in the last three years).
    a. Please describe and include attachments of or links to any social media posts and/or press/media coverage, if applicable. **Newer Control logics (PLC) newer HMI screens. The incorporation of teaching communication properties that the basic electrical worker will be allowed to perform is vital to acquiring a progressive position in any factory. By incorporating additional courses in the MPT program. Future courses can cover more courses for factory controls technicians and controls programmers. JA**

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)?
    The addition of powered panels. By stabilizing the Industrial electrical labs and having student perform equipment "Lock-Out and Tagout" process. This will give the student confidence that when they graduate that the courses they took in college better prepared them for a future as an electrician. JA

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)?
    a. What impact did the challenge have on the program? **The removal of Covid restrictions as to the electrical program. The return to in-class training. The majority of electrical work is hands on! Reading a book does very little as to giving a student the basic practical training and understanding of exactly how electricity works. JA**

    b. How could BBCC assist in addressing these challenges? **Our dean back the programs and assisted with needed funds for improving our courses. JA**

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).

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.

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)?

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. **We need to get the local factories involved! The lockdowns from Covid has severed advisory board meeting and local factory input. Staffing has changed which also impacts the process for improving the lost last two years plus years. With the relocation into the new WEC building and the Covid impact. The sooner that the factory advisory boards can be reestablished the better for the college's future. JA**

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. **Read above! JA**
   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? **NONE! Covid shut down all communication! JA**
   a. Should these activities be reported/used in outreach/marketing?
   b. Were there any changes to your committee? Have these been reported to Julia?
   c. Have all minutes been submitted to Julia?
   d. Has an advisory committee audit form been completed annually?

17. Provide information about how this program is involved in building and/or maintaining specific internal and external partnerships/relationships: **See number 16. JA**
   a. Internal: list and discuss each partner (examples: Career Services, WES, ASB, Business Office, Registration, etc.)
   b. External: list and discuss each partner (examples: business/ industry, Job Corps, WorkSource, labor unions, accrediting agencies, etc.

K-12 ENGAGEMENT:
18. 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, with the IST, MCT (Mechatronics) and the MPT degrees all excepting each programs courses as either alternatives or as electives. JA**
   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. **Tours are finally returning to campus after a a long pause for relocating to new WEC building and Covid mandates. JA**

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? **See number 19. JA**

21. Since the last audit (in the last three years), what was the most successful or noteworthy development with respect to high school partnerships? **The decreasing of Covid mandates has/will drastically improve all college and high school interactions.**

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.
   X High School Visits **JA**
   X CTE Open Houses **JA**
   ☐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
   X TV or Web Video Ads **JA**
   ☐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.
   a. If YES,
      - Include how you know it is technology used in business/industry. **Yes, see above notes. JA**
   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 <u>current</u> 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. **Yes, see above notes. JA**

25. Provide a current equipment/technology inventory that indicates the following: **Yes, see above notes. JA**
   a. When replacement/update is/will be needed
   b. Technology/equipment that is obsolete
   c. Technology/equipment that requires repair, disposal, etc.