

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

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.

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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, the nursing program definitely leads to credentials of value; the nursing shortage was escalating before Covid and is much worse now. Our graduates are well prepared for licensure demonstrated by a nearly 100% first time pass rate on the NCLEX (licensing exam) <https://nursing.wa.gov/sites/default/files/2023-03/NCLEX-pass-rates-669336-2023-03.pdf>*
2. Does the curriculum meet industry standards? How do you know? What needs to change? *We work closely with our clinical partners to ensure that we are meeting standards; local employers serve on our advisory committees and compete for our graduates.*
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

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. *The NCLEX exam is changing this year ("Next Generation NCLEX") to include significantly more clinical judgment questions. Preparing our students for this new exam format has been ongoing over the past two years. This year we piloted clinical experiences utilizing more outpatient settings to broaden the students' experience and expose them to more settings.*
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)? *Continued work to maintain quality and reduce attrition is our ongoing focus*
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)? *We had significant turnover; a new and inexperienced director and the loss of an experienced faculty member. This created instability and turmoil with the students and resulted in increased attrition. We have since added a new faculty member and have an experienced director; the turmoil seems to be settling down.*
 - a. What impact did the challenge have on the program?
 - b. How could BBCC assist in addressing these challenges?
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? *To the best of our ability, we ensure that we have industry-standard equipment and facilities. The flipped model instruction we use prepares our students for critical thinking and clinical judgment. We work closely with our clinical partners to ensure that students are ready for the workforce upon program completion.*
8. Does your program have the technology available that is needed to prepare students for industry? Discuss. *YES: we monitor what is in use in our local facilities, and sometimes are able to partner with obtain those materials*
 - 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 did not make any major purchases since the last audit.*

10. Provide a current equipment/technology inventory that indicates the following:
 - a. When replacement/update is/will be needed
 - b. Technology/equipment that is obsolete
 - c. Technology/equipment that requires repair, disposal, etc.

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.*
Mercedes Gonzalez-Aller: On-going education to maintain her ARNP. Hannah Leaf: completed her DNP in January 2023. Emily Eidson: On track to complete her MSN/Ed by the end of 2023.
All faculty: Sept 2022 ACEN Self-Study Forum.

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. 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.
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)? *Preparation from educational programs are brought back to the students; in particular, preparation for Next Gen NCLEX*

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?
- 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?

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

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?
- b. Were there any changes to your committee? Have these been reported to Julia? *Committee updates have been reported.*
- c. Have all minutes been submitted to Julia? Yes
- d. Has an advisory committee audit form been completed annually? *I don't know about 20-22.*

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? *CBTech has visited; recently had a recruiting visit from Vanguard Academy.*

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? *The college is expanding articulations specifically focused on Medical Assistant; this can also be used to increase nursing pathway. How?*

- 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. *No*
21. Are your students receiving adequate career guidance, counseling, and individualized academic support? *Yes*
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
- 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

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

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.

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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. **For nursing, clinical experiences (WBL) are a key part of every quarter; students provide real time care in long term care and acute care settings, as well as one quarter of community based experiences. Clinical experiences vary from 66 hours in first quarter to 132 hours in the sixth quarter preceptorships. In addition to clinical experiences, simulation using high-fidelity mannequins and virtual simulations provide opportunities to engage in critical thinking and clinical judgment necessary for the work place.**
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.

X Industry Speakers: **Up to 6 employer focus sessions held quarterly either face to face or virtually to discuss employment opportunities and benefits**

Workplace Tours

Job Shadows

X Job & Career Fairs: **Students are encouraged to participate in the campus fairs**

X Simulations: **Both high fidelity and virtual simulations are part of each quarter's experience**

X Required Internship or Clinical Experience: **During sixth quarter, students complete a 132 hour preceptorship working with an assigned staff nurse on their regular schedule.**

Optional Internship or Clinical Experience

Cooperative/Capstone Projects

X Student Clubs: **Students participate in the Nursing Student Club; community service is encouraged and fundraising for a live NCLEX review course**

Business/Industry Mentoring

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? **This is primarily done by the employer focus sessions.**
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? **As a result of some misunderstandings among students entering the 22-23 year which resulted in poor performance and high attrition, we have revised the initial advisement process and will be incorporating new material into the orientation process for 23-24.**
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
- Career Exploration Workshops
- Mock and On-Campus Interviews **Incorporated in their final quarter theory course**
- WorkSource
- Interactive/Online Pathway Tools
- Hardcopy Career Pathway Tools (Posters, Brochures, Worksheets, etc.)
- Resume Workshops **Incorporated in their final quarter theory course**
- Credit-Bearing Career Readiness Courses
- Credit-Bearing College Readiness Courses
- College/Transfer Fairs
- BA-S Program Presentations/Open Houses
- Other

SCHEDULING:

1. Discuss how the scheduling for your courses is developed and how it is evaluated to determine access/availability for students. **Clinical site availability is the primary driver for scheduling; theory and skills courses are planned around that. Theory is taught in large blocks one day/week to reduce travel time/expense; Skills labs have been clustered so that students do not need to come to campus every week.**
2. Has this program considered providing other options for offering the program content; such as, online, hybrid, nights, competency-based, weekends, etc?
3. If yes, what is being considered and why? **We already utilize a hybrid/flipped model; and clinical rotations include an evening option at least one quarter per year.**
4. If no, is this something that should be considered and why/why not?
- 5.
6. Using the schedule and MCOs, please review for accuracy or required changes **MCO's are reviewed at least every three years; this year's review is almost complete**
7. identify classes that should be retired ; **None to be retired; any changes to state approved curriculum would require a Substantive Change report to the nursing commission**
8. identify changes to the quarters, time, and modality offered **No changes at this time**
 - a.

LAB FEES:

1. Does your program maintain a lab fee account?
 - 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?
 - If yes, do fees need to be reduced? Discuss. **Fees were reviewed in May 2023; due to a revised pricing structure on one of our support programs, we were able to reduce student fees for all quarters.**

3. Is the lab account balance adequate for purchasing needed equipment/technology updates?
 - a. If YES, what will be purchased and when? **We recently purchased new beds and IV pumps; fees are set to plan for these purchases.**
 - 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](#)

4. What gaps do you see in student achievement based on different demographic disaggregations?
No discernible achievement gaps noted for 19-21. Most attrition occurs in Fall quarter, but no pattern noted either by demographics or Special populations/non-traditional enrollment
5. Where are the biggest gaps in performance indicators for this program?
 - Demographic subgroups
 - Perkins special populations
 - Non-traditional enrollment
6. What interventions/strategies are you going to implement or are currently implementing to try to address one of the achievement gaps listed above? **Attrition is high across the board; anticipating changes in orientation to better prepare all students for success; also planning to add a “refresher” to the beginning of the second year to ensure those students are on board with the flipped model and current expectations**
7. 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
 - b. Ensuring equitable access to programs
 - c. Increasing enrollment **In both 21-22 and 22-23, admission numbers were increased from 24 to 27; however, that did not improve retention.**
 - d. Improving completion rates
 - e. Promoting and maintaining a discrimination-free environment
8. What was the most successful or noteworthy development with respect to support for *special populations* and students in *non-traditional fields* this year? **For the current graduating class, males comprised 16% of the incoming cohort, 23% of the graduating cohort.**

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.

9. Based on your prior assessments, what were the issues (problems) that you were trying to address in an effort to improve student learning? **We are required by WAC to assess course effectiveness; our goal is to ensure that all learning objectives are assessed and that students are meeting the target.**
10. What changes did you make in your instruction and/or program to address the problems identified in the question above? **One example was the institution of a pre-test for calculations (NUR 114) to identify learning deficits.**
11. After implementing your changes, what impact did the changes have on student learning? How do you know/What did the data tell you? **First time performance on the required calculations test improved**
12. What are the implications for your academic program or department? (What are your next steps now?)

SUMMATIVE QUESTIONS:

13. What are some key things you have learned about your program/department as you completed the program audit? **Retention is an ongoing concern, as students come in with a poor understanding of the expectations and demands of the program.**
14. 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? **Continuous revision of orientation and advisement to ensure students are prepared for the expectations.**
15. What goals do you want to accomplish over the next three years to improve your program/department? **We would like to improve our retention while maintaining the NLCEX first time tester pass rate above 80%**