The Sociology and Social Work department plays a key role in the fulfillment of Jefferson College’s Mission. The courses offered in this department promote the intellectual, social and personal growth of students. The department works to meet the diverse needs of the students and the community and educates students about those diverse needs.

The Sociology and Social Work department prepares students for careers that encompass a wide variety of disciplines and professions. In order to accomplish this effectively, the department utilizes student-centered approaches to teaching and learning. Curricular and instructional changes are made by the department through the ongoing assessment of student learning to ensure that students are provided a quality college experience. Additionally, the department stays abreast of workforce needs for Social Work professionals through the Social Work Advisory Committee. This department works to meet these needs through curriculum development and collaboration with four year institutions. These efforts help to ensure Jefferson’s position as a responsive and progressive community college.

The Sociology and Social Work department also contributes to the realization of the College’s Strategic Plan. Through the department’s work, described above and throughout this report, the department most notably advances the following aims:

**Strategic Aim 1: Student Learning & Support:**
The department addresses the diverse educational needs of students by offering a variety of class formats, utilizing flexible instruction, promoting success and retention of students in online courses and maintaining an optimum ratio of full-time to part-time faculty. (Objectives 1.1.B; 1.1.C; 1.1.D; 1.1.E) The department supports the objective of post-completion success by developing and maintaining articulation agreements with accredited colleges and universities. (Objective 1.3.A)

**Strategic Aim 2: Community Collaboration** The Sociology and Social work Department expands educational opportunities and services to constituents, including underserved populations; utilizes the expertise of personnel to provide leadership in the community; and responds to new labor market needs. (Objective 2.1.A)

**Strategic Aim 3: Support for Employees** Members of the department have conducted Center for Teaching and Learning sessions (Objective 3.1.B.) In addition, the full-time faculty works with the adjunct faculty to support and retain quality faculty in the department (Objective 3.1.C.)
Summary of Departmental Activities, Assessment, and Use of Results
(completed Spring semester or on accreditation cycle)
(may include process flowchart)

Provide a brief overview of major accomplishments since the last review and how assessment results have been used to improve services/learning outcomes.

~Status of Previous Goals~

An Institutional Effectiveness Review of the Sociology department was completed in 2012-2013 academic year. The goals from that review and the status of each are listed below:

Goal 1: Collaborate with four year, accredited universities and the ARC to update and develop transfer guides
A Transfer Guide for Social Work students has been created and reviewed with the ARC. Degree plans for Sociology and Social Work are developed and are used in advising and registration for students each semester. Regular reviews of our transfer guide for Social Work have occurred with three local Bachelor in Social Work programs. These are revised, individually, with each program considering an articulation.

Goal 2: Collaborate with four year, accredited Universities and Jefferson’s registrar to develop formal Articulation Agreements
We have one fully developed and executed articulation agreement with Fontbonne University. Discussions with Lindenwood, University of Missouri- St. Louis, Southeast Missouri State University and Central Missouri University continue with a goal to complete a second articulation before the end of 2018.

Goal 3: Develop additional 100 and 200 level Sociology and Social Work courses to facilitate transfer and meet the needs of students interested in related fields.
This goal has been met. Five new courses have been developed. These include: SWK110- Social Work Lab; SOC115- Cultural Anthropology; SOC 101H- Honors General Sociology, SOC 125- Human Diversity and a COL100 Social Justice-themed course.

Goal 5: Expand mentoring and support of adjunct faculty through development of a Sociology/Social Work Adjunct Faculty Handbook, departmental Blackboard page, and a formalized mentoring process.
A departmental Blackboard page has been created. The formalized mentoring process is in the process of being developed.

Goal 6: Increase observation of online instructors
Online instructors are now observed on a rotating basis. Adjustments to staffing, interventions to guide instruction, and referral to Jefferson College’s Online Certification course were implemented as a result of the increased observations.
Goal 7: Develop and implement a process to identify & track students interested in earning a Bachelor’s in Social Work (B.S.W.)
The institution now has a Pre-Social Work endorsement for the AA. In addition, AA degree seeking students can declare themselves Social Work majors. For purposes of advising and graduation, this designation is part of the students’ record. Using this designation, paired with the advising guide, students will receive guidance about courses to take prior to transfer to a four year BSW program. [https://www.jeffco.edu/sites/default/files/PR/Web/CATALOG.2017-18.pdf](https://www.jeffco.edu/sites/default/files/PR/Web/CATALOG.2017-18.pdf) (p.63)

Goal 8: Utilize Service Learning as a teaching strategy in Social Work courses
Service Learning is a requirement of the Social Work Lab course (SWK 110) and is encouraged throughout all classes offered in the Social Work and Sociology department. Additional infusion of service learning throughout sociology courses is encouraged.

Goal 9: Offer an Honors section of SOC 101 General Sociology
First offered in the spring 2016 semester, Honors General Sociology is now offered each spring. The location varies between Hillsboro and Arnold campus.

Goal 10: Change the name of the Sociology Department to include Social Work
The Sociology Department now encompasses Social Work and is treated as one department for reporting, staffing and budgeting purposes.

~Departmental Activities for Period Under Review~

Since 2012, under the direction of a full time faculty member, efforts to prepare students for successful transfer to Bachelors of Social Work (BSW) programs at four year institutions and increasing the rigor of Sociology courses has increased. Goals have been met, progress has been made, and additional goals have been set.

Development of a Social Work Advisory Committee

The Social Work Advisory Committee has grown and continues to inform administration and faculty, offering guidance in decisions about course offerings and about trends in the field of Social Work. Quality instruction, course development, cooperation with BSW program coordinators at four year institutions, and multi-section assessment have been the focus of improvements to the Sociology and Social Work department since the last Institutional Assessment. Our current Advisory Committee consists of 12 community representatives from the field of Social Work, who meet once per semester. Members participate in additional events and activities, including the Careers in Social Work event each spring, interviews with students, and service learning opportunities. The stated purpose of the Committee is as follows:

“The purpose of the Jefferson College Social Work Advisory Committee is to provide a continuing forum to update and inform Jefferson College on current issues, trends, data, job opportunities and practices in the field of social work. The committee will be comprised of professionals representing a variety of practice settings including, but not limited to, Mental Health, School Social Work, Medical Social Work, Child Welfare and Substance Abuse.” The membership guidelines call for the inclusion of members with a Social Work degree and
specifically state that: “Membership will be comprised of professionals with a BSW, MSW and/or Social Work licensure currently employed in the field of social work or a related field.”

*Impact:* Based upon their knowledge of current trends in social work and job opportunities in the field, the members have provided information which is used to deliver relevant learning experiences for students. The committee has been active and visible both at the college and in the broader community.

**Transferability and Cooperation with BSW Programs**

The Pre-BSW Endorsement was first published in the 2012-2013 edition of the Course catalog.

An articulation agreement was entered into with Fontbonne University February 24, 2014.

*Impact:* Guidelines set by the accrediting body for Social Work BSW and MSW programs, from the Council on Social Work Education, are being followed to ensure transferability of any Social Work courses. Effective Spring 2012 semester, only adjunct faculty who have earned a Master’s Degree in Social Work are contracted to teach Introduction to Social Work (formerly SOC 105; changed to SWK 105,) Social Work Lab (SWK 110) and any future courses with an SWK prefix and courses specifically designated by transfer institutions as required for Social Work students will have MSW-degreed instructors. Adjunct instructors with degrees in Sociology will continue to teach some Sociology- prefixed courses at Jefferson.

Networking with four year institutions and efforts to facilitate matriculation of Jefferson graduates into Bachelors of Social Work (BSW) programs at four year institutions will continue. Yearly presentations by local BSW program directors (from Fontbonne, St. Louis University, University of Mo-St. Louis, and Lindenwood University) are offered to Social Work students each Fall. These are videotaped and presented to Spring semester students as well.

**Quality Instruction**

*Full time faculty*- The full time faculty member is a member of the Council on Social Work Education (CSWE), which is “a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.” While it is known that, at a community college level, CSWE does not accredit our programs, it is also understood that our students are transferring to accredited programs. To that end, it is necessary that they meet the same guidelines and competencies in their freshman and sophomore level courses that are required at the four year institutions’ BSW programs. The direction from CSWE and attendance at the Baccalaureate Program Directors Conference has been invaluable in planning for courses at Jefferson College.

*Adjunct faculty*- Establishment of open, accurate and responsive communication has begun and will continue with expansion of efforts begun during the period of this Institutional Assessment.
These efforts include frequent email/phone contact with adjunct faculty members, the initiation of regularly scheduled multi-section assessments, the re-establishment of Blackboard for Sociology/Social Work faculty members to use for collaboration, resource sharing, & teaching and learning strategies. Mentoring efforts continue with new adjunct faculty and a goal of establishing a more formalized mentoring program for new adjunct faculty has been initiated.

**Online instruction**- Additional adjunct faculty members have completed training for online instruction at Jefferson College. There are currently 11 adjunct certified for teaching online. Instruction in online courses has significantly improved with the inclusion of more interactive activities, Films on Demand, and discussion boards, as well as online Library Use Instruction, Libguides for Sociology and Social Work. Additionally, collaboration between instructors who teach a course face-to-face and those who teach the same course online has facilitated consistency across sections of the course.

**Impact:**  
**Full time faculty**- Through membership in the Council on Social Work Education (CSWE) and collaboration with four year institutions, the full-time faculty member attained information related to the specific competencies required of graduates of BSW programs. The competencies addressed by each of Jefferson’s courses will be communicated to the four year institutions. Additional information on these standards and a complete policy statement are available at the following link: [http://www.cswe.org/Accreditation/2008EPASHandbook.aspx](http://www.cswe.org/Accreditation/2008EPASHandbook.aspx)

**Adjunct faculty**- As evidenced by nearly-100% cooperation with completion of the multi-section assessment, adjunct faculty are committed to measuring outcomes for our students. A Sociology adjunct instructor meeting was held with adjunct faculty on Feb. 23, 2012 to share departmental updates, discuss concerns, etc. Again, strong participation and enthusiasm by adjunct faculty members was apparent. Adjunct faculty meetings will continue to be offered each semester in efforts to provide high levels of efficiency, quality, and cost-effectiveness, continued adjunct training, especially specific to topics in Sociology and Social Work, will be encouraged. With the hiring of a new full-time faculty member, mentoring of adjunct faculty has increased dramatically. To further improve adjunct mentoring, a more formalized orientation process is planned for adjunct faculty, including the development of a Sociology/Social Work Adjunct Handbook, a Blackboard site for faculty to share ideas and resources, and more frequent communication throughout an adjunct faculty member’s first year (mentoring.)

**Online instruction**- Two of the online instructors were evaluated for the period under review. In one instance significant problems were found and remedied. Going forward, in collaboration with the Instructional Support Center, a process for evaluating the online teaching of adjunct instructors will be put into place.

**Curriculum Development**

Through collaboration among the Jefferson College Registrar, Social Science Division Chair and full-time Instructor of Sociology, the Sociology and Social Work curriculum has expanded to facilitate transferability of courses and to meet student needs. These changes and updates
continue. Additional changes, specific to the needs of students transferring, have been implemented during this Institutional Assessment review period.

*Impact:* Through an alternating schedule, a variety of Sociology and Social Work courses are offered at Arnold and Hillsboro locations, as well as online. Transfer guides for Social Work, and Academic Plans for Sociology and Social Work have been created and are posted on the respective web pages.

Since the previous IA, two new courses have been added. SOC 215, Cultural Anthropology, was approved by the Curriculum Committee and was offered for the first time in fall 2017. This course has been approved for transfer to Lindenwood University, Missouri Baptist University, Missouri State University, Southeast Missouri State University and University of Missouri – St. Louis. SOC 101H, Honors General Sociology, was approved by the Curriculum Committee and offered for the first time in spring 2016.

**Multi Section Assessment**

A multi-section assessment for General Sociology (SOC 101) was completed in the spring of 2014. The multi-section assessment focused on the learning outcome that “student will cite the way collective behavior and social movements are important sources of change in society, explaining the relationship between collective behavior and social change.” As a result of this assessment, a chapter (Ch. 16- Social Movement and Social Change) was moved to the beginning of the final unit (across all sections of Sociology.) The change increased student mastery of the outcome. Information of the multi-section assessment were shared with the Assessment Committee and shared in the committee’s newsletter.

A multi-section assessment for Introduction to Social Work (SWK 105) was completed in order to better plan for Social Work majors. This assessment was not related to a particular expected learning outcome, but to assess the delivery of the course.

The following table illustrates the impact of the varied locations for instruction:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Day/ Evening</th>
<th>JCA/JCH/OL</th>
<th>Enrolled</th>
<th>Withdraw</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>Day</td>
<td>JCH</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>Day</td>
<td>JCH</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>Day</td>
<td>JCH</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>OL</td>
<td>OL</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Day</td>
<td>JCH</td>
<td>26</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Day</td>
<td>JCH</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Day</td>
<td>JCH</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Evening/ 8wk.</td>
<td>JCA/ Hybrid</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>Day</td>
<td>JCH</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Day</td>
<td>JCH</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Evening</td>
<td>JCA</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>Day</td>
<td>JCH</td>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>
After further analysis, it was determined that the location and the method of delivery (on campus or hybrid) had minimal impact on students withdrawing from the course. As a result, a 16 week/hybrid section of Introduction to Social Work will be added to the fall class schedule.

**Impact:** Review of programs, instruction and specific courses that will support quality and innovation will continue in the Sociology and Social Work department. After assessment, if it is determined that the goal has been accomplished, another expected learning outcome, or another course, will be selected for assessment. Results will be utilized to improve instruction and increase student learning and shared with the Assessment Committee.

**Identifying, Advising & Tracking Students**

Efforts to continue student interest and engagement in the Social Work degree include an annual BSW Information event (offered every Fall) and Careers in Social Work event (offered every March, during National Social Work Month) With the development of detailed transfer guides and articulation agreements, the number of students identified and recognized as requiring transfer assistance to BSW programs upon completion of their AA degree at Jefferson College is expected to rise further.

**Impact:** Advisor training is provided to the Advising and Retention Center (ARC) supervisor and staff to outline new SOC/SWK courses and future transfer opportunities for students interested in Social Work degrees. Additionally, contact with the Director of the ARC has resulted in successful communication about new courses, transfer options, and the favorable job market for Social Work professionals. Collaboration with the ARC will continue to ensure students considering a degree in Social Work or Sociology receive updated information about new courses, transfer guides, etc.

---

**Internal and External Data Collection and Analysis**

*(completed by Fall semester or on accreditation cycle)*

Gather and analyze relevant internal and external data (link to data).

---

**External Data**

The Bureau of Labor Statistics reports that “employment of social workers is projected to grow 12 percent from 2014 to 2024, faster than the average for all occupations. Employment growth will be driven by increased demand for healthcare and social services, but will vary by specialty.” The increase in demand for social workers provides opportunity for growth in the Social Work program. [https://www.bls.gov/ooh/community-and-social-service/social-workers.htm](https://www.bls.gov/ooh/community-and-social-service/social-workers.htm)
Internal Data

Grade Analysis
Since SOC101 General Sociology is the largest enrollment course in the Sociology/Social Work Department, grade distribution SOC101 courses was evaluated between the 2012-2013 academic year and the 2016-2017 academic year. The results of the comparison are below:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>261</td>
<td>190</td>
<td>95</td>
<td>41</td>
<td>87</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>35.2%</td>
<td>25.6%</td>
<td>12.8%</td>
<td>5.5%</td>
<td>11.7%</td>
<td>9.2%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>184</td>
<td>192</td>
<td>106</td>
<td>32</td>
<td>76</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>28.6%</td>
<td>29.8%</td>
<td>16.3%</td>
<td>5.0%</td>
<td>11.8%</td>
<td>8.5%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>230</td>
<td>138</td>
<td>76</td>
<td>37</td>
<td>86</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>37.7%</td>
<td>22.6%</td>
<td>12.5%</td>
<td>6.1%</td>
<td>14.1%</td>
<td>7.0%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>216</td>
<td>166</td>
<td>87</td>
<td>27</td>
<td>39</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>37.2%</td>
<td>28.6%</td>
<td>15.0%</td>
<td>4.6%</td>
<td>6.7%</td>
<td>7.6%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>199</td>
<td>117</td>
<td>66</td>
<td>28</td>
<td>49</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>41.3%</td>
<td>24.3%</td>
<td>13.7%</td>
<td>5.8%</td>
<td>10.2%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

In reviewing the data, the percentage of students receiving an A, B or C has increased. In addition, the percentage of students receiving an F or W has decreased. The hope is that there will be a decrease in the percentage of students receiving a grade of D.

Because of the increased enrollments in the Social Work courses, and the development of articulation agreements, the grade distribution of the Social Work Courses was also evaluated for academic years 2012-2013 to 2016-2017. The results of the comparison are below.

SWK105 Introduction to Social Work

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>11</td>
<td>13</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>25.6%</td>
<td>30.2%</td>
<td>7.0%</td>
<td>7.0%</td>
<td>16.3%</td>
<td>14.0%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>16</td>
<td>16</td>
<td>10</td>
<td>4</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>22.5%</td>
<td>22.5%</td>
<td>14.1%</td>
<td>5.6%</td>
<td>21.1%</td>
<td>14.1%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>18</td>
<td>12</td>
<td>7</td>
<td>2</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>35.3%</td>
<td>23.5%</td>
<td>13.7%</td>
<td>3.9%</td>
<td>13.7%</td>
<td>9.8%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>13</td>
<td>9</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>38.2%</td>
<td>26.5%</td>
<td>17.6%</td>
<td>2.9%</td>
<td>14.7%</td>
<td>0%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>27.6%</td>
<td>27.6%</td>
<td>10.3%</td>
<td>13.8%</td>
<td>17.2%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

In reviewing the data, the percentage of students receiving an A, B or C has increased. In addition, the percentage of students receiving a W has decreased. The hope is that there will be a decrease in the percentage of students receiving a grade of D or F. The increase in rigor and faculty advising, along with the Administrative Withdrawal process are also likely contributors to the increase in W and leveling off of that number.
In reviewing the data for SWK 110, the percentage of students receiving an A or B has decreased. The number of students receiving an F has decreased. The number of students withdrawing from the course increased in 2016-2017. During that particular semester, Social Work Lab experienced lower enrollment. In addition, several students withdrew from the course because the students found full time positions or were unable to complete the service learning aspect of the course due to schedule constraints.

**Annual Cost per FTE and Trend Analyses**
*(completed by Fall semester)*

*Provide cost per FTE and analyze for the period being evaluated.*

The FTE analysis for Sociology and Social Work is included in the table below.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours</td>
<td>3,741</td>
<td>2,936</td>
<td>2,764</td>
<td>2,435</td>
<td>2,047</td>
</tr>
<tr>
<td>FTE</td>
<td>124.7</td>
<td>97.9</td>
<td>92.1</td>
<td>81.2</td>
<td>68.2</td>
</tr>
<tr>
<td>Program Cost</td>
<td>$174,395.50</td>
<td>$144,502.90</td>
<td>$140,770.20</td>
<td>$144,480.90</td>
<td>$137,062.30</td>
</tr>
<tr>
<td>Cost per FTE</td>
<td>$1,398.52</td>
<td>$1,476.02</td>
<td>$1,528.45</td>
<td>$1,779.32</td>
<td>$2,009.71</td>
</tr>
</tbody>
</table>

**SWOT Analysis**
*(completed by Fall semester)*

*Using the data collected and analyzed, complete a SWOT analysis. Reference and link data for each.*
### Internal Strengths

- Active/involved Social Work Advisory Committee
- Continued contact with graduates of Jefferson College as they move into social work programs
- Honors General Sociology course created
- High school students familiar with Social Work
- Cultural Anthropology course created
- Successfully completed Articulation agreement with Fontbonne University for Social Work.
- Successful partnership, paired student activities with Fontbonne University Social Work program
- NEST/Sim Lab involvement-incorporate SOC & SWK into Health Occupations Programs.

### Internal Weaknesses

- SWK 110- Social Work Lab & Service learning
- SWK 105- class format
- Lack of student activities /organization for SWK majors
- Considerably more students taught by adjunct faculty
- Consistency in evaluation of student performance in Social Work courses as related to social work competencies.

### External Opportunities

- Efforts toward articulation continue- Central Missouri State University and Lindenwood University.
- A + Programs at non-public institutions may draw more students
- Lack of comprehensive Social Work marketing strategy

### External Threats

- General Education changes to 42-hour block-may affect SOC 101
- State funding threats/possible budget cuts

### Internal Strengths-

- The Social Work Advisory Committee is a committee that continues to grow in size and diversity. The Advisory Committee meets each semester and maintains an active role in planning for and interacting with students and development of programming.
- Social work graduates of Jefferson College continue contact with the Social Work faculty after graduation. Frequent requests are received by former students for letters of recommendation (required for application to accredited BSW programs.)
- The Honors General Sociology course (SOC 101H) was created and has been taught to several sections of students, including CAP students. Interest in Social Work among high school students has been apparent during Careers in Social Work events, contact from community members.
- The Cultural Anthropology course (SOC 215) was created and taught beginning spring 2017.
- A formal Articulation Agreement with Fontbonne University for Social Work students (2 +2) is in place. Numerous students have successfully completed the BSW program at Fontbonne, after successful transfer via this articulation agreement.
- Jefferson College has successfully partnered with Fontbonne University Social Work faculty and students for events each year, and sometimes each semester. These include Social Work Advocacy Day in Jefferson City, Building Bridges event, and BSW information events.
Internal Weaknesses-

- Social Work Lab (SWK 110) has a Service Learning requirement within its curriculum design. Students in this 8-week course find it difficult to investigate, plan and accomplish the service within an 8-week time frame.
  - **Action Plan:** A review of the current method for accomplishing the Service Learning will be completed. Revisions, including modification of Syllabus, will be accomplished whereby several opportunities for students will be outlined by instructor prior to the start of the course, chosen and implemented by students at the start of the 8 week class.

- SWK 105 has been taught in many formats- Hybrid, Online, 8 weeks along with the JCH day schedule, on campus class.
  - **Action Plan:** Additional analysis revealed the benefits of offering a Hybrid or Arnold 16 week evening Hybrid course. A Hybrid/JCA course will be offered opposite the JCH Day section of Introduction to Social Work.

- There are few opportunities for Social Work /Social Science majors for interaction with other majors outside of classes.
  - **Action Plan:** Review and pursue opportunities for students in this field of study, including a club; service opportunities outside of class; student involvement in Social Justice (Ripple of Hope) planning and events; paired events with Criminal Justice students, etc.

- There are considerably more students in this department taught by adjunct faculty than by the Full time faculty member.
  - **Action Plan:** Addition of a full time faculty member in the Sociology/Social Work department
  - **Action Plan:** continue development of mentoring relationships among adjunct faculty for Sociology and Social Work.

- There is a need for consistency in evaluation of student performance in Social Work courses related to the Social Work Competencies set forth by CSWE. A measure that will transfer easily to four year, BSW programs is needed.
  - **Action Plan:** Complete evaluation and pilot of Social Work Education Assessment Project (SWEAP) tool. Collaborate with Fontbonne University and other involved Universities regarding this consideration. Evaluate data and plan to implement this tool, or consider another.

External Opportunities-

- Interest in Articulations Agreements by four-year BSW programs with Jefferson College have increased.
  - **Action Plan:** Continue efforts toward development and completion of Articulation Agreements with Central Missouri State University and Lindenwood University. Pursue initiation of Articulation Agreement discussions with Southeast Missouri State University.

- A + programs are now in place at non-public institutions, which may increase enrollment as students from these institutions may consider attending Jefferson College.
- Action Plan: Offer Careers information and events to high school students, inviting them in to consider the program, shadow classes, participate in Careers in Social Work events, etc.
- Student outreach opportunities exist among Jefferson College students and in area high schools.
  - Action Plan: A Social Work brochure will be developed with the Marketing and Graphics departments, to ensure connection and delivery of accurate information to potential students.
  - Action Plan: Updates to Social Work webpage will be implemented and information about the program will be expanded.

External Threats:
- General Education changes to a 42 hour block may impact General Sociology (SOC 101.)
- State Funding threats and cuts.

External Accreditation (if applicable)

Link to accreditation report.

External Accreditation for Social Work programs is not applicable to community colleges. However, students taking SWK courses at Jefferson who are pursuing a career in Social Work will need to transfer to a four-year institution to earn a Bachelor’s degree in Social Work (B.S.W.) Thus, it is imperative that Jefferson College courses meet the same guidelines as freshman and sophomore level courses at Schools of Social Work accredited by the Council on Social Work Education (CSWE) which is the sole accrediting agency for Social Work education in the United States.
### INSTITUTIONAL ACTION PLANS for Sociology & Social Work / 2017

<table>
<thead>
<tr>
<th>Instl or Deptl</th>
<th>Org Code</th>
<th>Aim</th>
<th>Obj</th>
<th>Instl Strategy</th>
<th>Action Plan Description</th>
<th>Indicators</th>
<th>Addl Res ?</th>
<th>Amount</th>
<th>Type</th>
<th>Onetime Expense</th>
<th>Annual Expense</th>
<th>Funding Source</th>
<th>FY Compl Status</th>
<th>Responsible Party</th>
<th>Submitted by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Revise SWK110 in incorporate service learning within an 8-week format.</td>
<td>Revisions implemented</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Suzie Welch</td>
<td>Suzie Welch</td>
</tr>
<tr>
<td>SOC/ SWK</td>
<td>55410</td>
<td>1</td>
<td>1</td>
<td>D</td>
<td>Continue analysis of SWK105 and offering format at JCA.</td>
<td>Number of offerings at JCA</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Suzie Welch</td>
<td>Suzie Welch</td>
</tr>
<tr>
<td>SOC/ SWK</td>
<td>55410</td>
<td>1</td>
<td>2</td>
<td>D</td>
<td>Investigate the possibility of a student organization for social science majors.</td>
<td>Club</td>
<td>Yes</td>
<td>Unknown</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Suzie Welch</td>
<td>Suzie Welch</td>
</tr>
<tr>
<td>SOC/ SWK</td>
<td>55410</td>
<td>1</td>
<td>1</td>
<td>E</td>
<td>Add an additional full-time faculty member.</td>
<td>Number of full-time faculty</td>
<td>Yes</td>
<td>Salary</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Board of Trustees</td>
<td>Suzie Welch</td>
</tr>
<tr>
<td>SOC/ SWK</td>
<td>55410</td>
<td>3</td>
<td>1</td>
<td>B</td>
<td>Continue to strengthen mentoring relationships among adjunct faculty and Sociology/Social Work Department.</td>
<td>Number of interactions/meeting with adjunct</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Suzie Welch</td>
<td>Suzie Welch</td>
</tr>
<tr>
<td>SWK</td>
<td>55410</td>
<td>1</td>
<td>2</td>
<td>D</td>
<td>Complete evaluation and pilot of SWEAP tool for evaluation of social work students.</td>
<td>Implementation of SWEAP</td>
<td>Yes</td>
<td>Cost of SWEAP</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Suzie Welch</td>
<td>Suzie Welch</td>
</tr>
<tr>
<td>SOC/ SWK</td>
<td>55410</td>
<td>1</td>
<td>3</td>
<td>A</td>
<td>Identify and pursue additional articulation agreement opportunities,</td>
<td>Number of articulation agreements</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Suzie Welch</td>
<td>Suzie Welch</td>
</tr>
<tr>
<td>SWK</td>
<td>55410</td>
<td>2</td>
<td>2</td>
<td>A</td>
<td>Open current career events to high school students.</td>
<td>Number of career events</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Suzie Welch</td>
<td>Suzie Welch</td>
</tr>
</tbody>
</table>

### DEPARTMENTAL ACTION PLANS for Sociology & Social Work / 2017

<table>
<thead>
<tr>
<th>Instl or Deptl</th>
<th>Org Code</th>
<th>Aim</th>
<th>Obj</th>
<th>Instl Strategy</th>
<th>Action Plan Description</th>
<th>Indicators</th>
<th>Addl Res ?</th>
<th>Amount</th>
<th>Type</th>
<th>Onetime Expense</th>
<th>Annual Expense</th>
<th>Funding Source</th>
<th>FY Compl Status</th>
<th>Responsible Party</th>
<th>Submitted by</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK</td>
<td>55410</td>
<td>1</td>
<td>1</td>
<td>D</td>
<td>Revise SWK110 in incorporate service learning within an 8-week format.</td>
<td>Revisions implemented</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Suzie Welch</td>
<td>Suzie Welch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Continue analysis of SWK105 and offering format at JCA.</td>
<td>Number of offerings at JCA</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Suzie Welch</td>
<td>Suzie Welch</td>
</tr>
<tr>
<td>SOC/ SWK</td>
<td>55410</td>
<td>1</td>
<td>2</td>
<td>D</td>
<td>Investigate the possibility of a student organization for social science majors.</td>
<td>Club</td>
<td>Yes</td>
<td>Unknown</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Suzie Welch</td>
<td>Suzie Welch</td>
</tr>
<tr>
<td>SOC/ SWK</td>
<td>55410</td>
<td>1</td>
<td>1</td>
<td>E</td>
<td>Add an additional full-time faculty member.</td>
<td>Number of full-time faculty</td>
<td>Yes</td>
<td>Salary</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Board of Trustees</td>
<td>Suzie Welch</td>
</tr>
<tr>
<td>SOC/ SWK</td>
<td>55410</td>
<td>3</td>
<td>1</td>
<td>B</td>
<td>Continue to strengthen mentoring relationships among adjunct faculty and Sociology/Social Work Department.</td>
<td>Number of interactions/meeting with adjunct</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Suzie Welch</td>
<td>Suzie Welch</td>
</tr>
<tr>
<td>SWK</td>
<td>55410</td>
<td>1</td>
<td>2</td>
<td>D</td>
<td>Complete evaluation and pilot of SWEAP tool for evaluation of social work students.</td>
<td>Implementation of SWEAP</td>
<td>Yes</td>
<td>Cost of SWEAP</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Suzie Welch</td>
<td>Suzie Welch</td>
</tr>
<tr>
<td>SOC/ SWK</td>
<td>55410</td>
<td>1</td>
<td>3</td>
<td>A</td>
<td>Identify and pursue additional articulation agreement opportunities,</td>
<td>Number of articulation agreements</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Suzie Welch</td>
<td>Suzie Welch</td>
</tr>
<tr>
<td>SWK</td>
<td>55410</td>
<td>2</td>
<td>2</td>
<td>A</td>
<td>Open current career events to high school students.</td>
<td>Number of career events</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Suzie Welch</td>
<td>Suzie Welch</td>
</tr>
</tbody>
</table>

- 13 -
<table>
<thead>
<tr>
<th>SWK</th>
<th>55410</th>
<th>2</th>
<th>2</th>
<th>C</th>
<th>Develop a Social Work brochure.</th>
<th>Creation of brochure</th>
<th>Yes</th>
<th>Printing</th>
<th>X</th>
<th>Proposed</th>
<th>Suzie Welch</th>
<th>Suzie Welch</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK</td>
<td>55410</td>
<td>1</td>
<td>2</td>
<td>C</td>
<td>Update the Social Work webpage.</td>
<td>Updates to website</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluation

☐ Meets Expectations

Comments:

☐ Requires Attention and Submission of a Follow-Up Report

Comments:

☐ Does Not Meet Expectations and Requires Submission of a Follow-Up Report

Comments:

Follow-up report required by: ____________________________ (Date)

Comments: __________________________________________

Approvals

[Signature]
Division Chair/Director
Comments:

[Signature] Shundra Davenport
Dean
Comments: A thorough and well-articulated IA

April 9, 2018
Date

Vice President/President
Comments:

Date