

INSTITUTIONAL ASSESSMENT REPORT

SOCIOLOGY / 2012

Department's Relationship to the College Mission and Strategic Plan

(completed Spring semester or on accreditation cycle)

In a paragraph or two, discuss how the department's work carries out the Mission and Strategic Plan.

The Sociology department plays a key role in the fulfillment of Jefferson College's Mission. Through the courses offered, the department promotes 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. In preparing students for careers that encompass a wide variety of disciplines and professions, the Sociology department utilizes *student-centered* approaches to teaching and learning. Through *ongoing assessment* of student learning, the department makes changes to instruction and curriculum that ensure students are provided a *quality college experience*. Additionally, the department stays abreast of workforce needs for Social Work professionals and 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 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: Student Learning, Student Support, Community Collaboration, Support for Employees and Assessment. In regards to the Student Learning aim, the department meets the objectives addressing quality education, flexible instruction, ratio of full-time to part-time faculty, percentage of Jefferson College residents with post-secondary degrees, success and retention in online courses, and post-completion success. Within the Student Support aim, the work of the department addresses the objectives dealing with academic and support services, student growth and development, and safe and secure educational environment. Regarding the aim of Community Collaboration, the 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. Support for Employees is provided by the department as it relates to improved efficiency, quality and cost effectiveness, recruitment and retention of high quality faculty, maintenance of an inclusive, welcoming and supportive work environment, and open accurate and responsive communication. Lastly, regarding the Assessment aim, the Sociology department meets the objective to review programs to support quality and innovation.

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 2006-2007 academic year. The goals from that review and the status of each are listed below:

Goal 1: Continue to develop on-line courses, specifically SOC 210 and SOC 250

This goal was met; SOC 210 was offered for the first time in Fall 2007 and SOC 250 in Fall 2008.

Goal 2: Develop additional strategies that encourage critical thinking and college-level writing and reading

With the increased use of research as a teaching and learning strategy by instructors in recent years, in part facilitated by Library Use Instruction specifically for Sociology students, this goal has been met. The addition of the Reading Proficiency Requirement as a prerequisite for all Sociology courses and increased full-time faculty mentoring and support of adjunct faculty are additional strategies implemented to increase critical thinking and college-level writing and reading.

Goal 3: To attend Professional meetings to enhance teaching and learning techniques

This goal has also been met. Full-time faculty have enhanced teaching and learning through attendance at professional meetings, including the MCCA Convention, and the Mo. Heartland Compact Conference. Further, the current full-time faculty member recently joined the Council on Social Work Education to gain additional resources to enhance teaching and learning. Adjunct faculty participate in Jefferson College professional development in order to enhance teaching and learning techniques.

Goal 4: Examine possibilities of a Pre-social work program.

An examination of the possibilities of a pre-social work program has been successful, and next steps have been defined, as stated in this report, to facilitate student transfer to B.S.W. programs at four year institutions.

~ DEPARTMENTAL ACTIVITIES FOR PERIOD UNDER REVIEW ~

For a two year period, from June 2009, upon the retirement of Brenda Bauch, to August 2011, when Susan Welch was hired as a full-time faculty member, the Sociology department functioned without a full time faculty member. Adjunct faculty provided instruction for all

Sociology classes. During those years, the program remained stable, but improvements were not made. Since 2011, and the hiring of a full time faculty member, efforts to prepare students for successful transfer to Bachelors of Social Work (BSW) programs at four year institutions resumed and the rigor of Sociology courses has increased. Goals have been set, and progress has been made. Specifically, the department has created a Social Work Advisory Board. This board has helped to guide 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 department since August 2011.

Development of a Social Work Advisory Board

During the 2011-2012 academic year a Social Work Advisory Board was established. This board's purpose 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 from 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." Currently, the Board is comprised of twelve members. Ten members are social workers. Six of these members have a Bachelor's degree in Social Work and four have a Master's degree in Social Work. Additionally, four are licensed clinical social workers. Dr. Mindy Selsor, Vice President of Instruction, and Ms. Sandy Frey, Social Science Division Chair, serve as College representatives. The inaugural meeting for this board was held May 3, 2012. The second meeting is scheduled for November 15, 2012.

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.

Transferability and Cooperation with BSW Programs

Extensive knowledge of four year institutions' Bachelors of Social Work (BSW) programs is essential to the development of a Pre- Social Work program at Jefferson. To that end, several meetings took place with BSW program coordinators at four year institutions to which our students frequently transfer, as identified by the Jefferson College Registrar's office:

- On March 9, 2012, Susan Welch met with Lori Curtis, University of Missouri- St. Louis, BSW Advising Coordinator & Associate Professor.
- On March 16, 2012, Dr. Michael Parker, Social Work Department Chair, at Southeast Missouri State University.
- On September 7, 2012 Susan Welch met with Sharon Jackson, Director of Social Work Education, Fontbonne University.

At each meeting, discussion included the following topics: Jefferson courses that may be accepted for transfer, new courses Jefferson could offer that would transfer, transfer guides, and

formal articulation agreements between the schools. It was discovered that students taking Jefferson Social Work courses for transfer to BSW programs are required to have MSW- or DSW-degreed instructors for these courses. Specifically, this is a requirement of the Council on Social Work Education, which guides four year institutions.

Impact: Beginning with the Spring 2012 semester, only adjunct faculty with a Master's Degree in Social Work will be contracted to teach the SOC105 (changed to SWK105) Introduction to Social Work course. Likewise, future SWK courses, including the new SWK110 Social Work Lab, and courses specifically designated by transfer institutions, will have MSW degreed instructors. Adjunct instructors with degrees in Sociology will still 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.

Quality Instruction

Full-time Faculty - The full time faculty member has enrolled as 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. The direction from CSWE will be 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, plans for the re-establishment of Blackboard for Sociology/Social Work faculty members on Blackboard 9 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 - Instruction in online courses has significantly improved with the addition of more interactive activities, films on demand, and discussion boards. 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>

- 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.

Impact: Through an alternating schedule, a variety of Sociology classes are offered at all locations. Two courses, SOC105 Introduction to Social Work and SOC210 Alcohol, Drugs and Society, previously taught in the online delivery format only, were also taught in a face-to-face format during the period under review. Specifically, in Fall 2011, SOC 105 Introduction to Social Work was taught in the online and face-to-face formats. Delivery in both formats continued into Spring 2012 and Fall 2012. Also, in Spring 2012, SOC 210 Alcohol, Drugs and Society was offered online and face-to-face. Enrollment was strong in all sections.

Two new courses were approved by the Curriculum Committee on October 8, 2012: SOC125 Human Diversity and SWK110 Social Work Lab. These two courses were approved for transfer by the following four-year institutions: Southeast Missouri State University, Fontbonne University, Missouri State University, University of Missouri-Columbia, and University of Missouri-St. Louis. In addition, a prefix change was approved for Introduction to Social Work from SOC105 to SWK105.

Multi-Section Assessment

The department completed its first multi-section assessment for General Sociology in May 2012. See the next section of this report for detailed information. It revealed that students were better able to provide an example for a particular concept than to define the term, collective behavior. The results serve as a baseline for the multi-section assessment to be completed in the Fall 2012 semester.

Impact: Review of programs, instruction and specific courses that will support quality and innovation will be accomplished in two specific ways. First, multi-section assessment, first instituted this year, will be conducted every semester. 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.

Identifying, Advising & Tracking Students

During the period under review, the number of Jefferson students declaring Social Work as a major has increased. This is likely due in part to the enthusiasm of the new full-time faculty member and her efforts to keep the ARC up to date on changes in the Sociology department. 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: On Sept. 26, 2012, Advisor Training was provided to the Advising and Retention Center (ARC) staff to outline new SOC/SWK courses and future transfer opportunities for students interested in Social Work degrees. Additionally, frequent contact with the Director of the ARC has resulted in successful communication about new courses, the SWK prefix, 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.

Academic Rigor

Changes to Pre-requisites: During the period under review, Reading Proficiency was added as a prerequisite for all Sociology and Social Work courses. Additionally the minimum grade for prerequisite courses for 200 level Sociology and Social Work course was raised to C or better. These changes ensure students are adequately prepared so that instructors can focus less on reviewing prerequisite knowledge and more on new learning.

Increased Utilization of Research: Students in Sociology courses in recent semesters have been required by the full-time faculty member and an increasing number of adjunct faculty to utilize scholarly references, including journals and items on reserve in the library, for assignments. Faculty are encouraged to take classes to the Library for formal Library Use Instruction. Additional books related to Sociology and Social Work have been ordered and will remain on reserve in the Library for student use.

Impact: The concerted effort to increase the academic rigor of existing Sociology courses has provided students with a richer learning experience that better prepares them for coursework at four year institutions and future careers in the field. Academic rigor will be built into new Sociology and Social Work courses.

Service Learning

In Spring 2011, 29 students enrolled in a General Sociology course taught by Susan Welch participated in a Service Learning project. Students were required to complete 13 hours of service in order to meet one of the course's expected learning outcomes.

Each student chose a learning outcome and site for their service. Students contacted the service partner and arranged the days/ times for service. One day of the semester, faculty work day, was set aside for students to complete their service and the instructor visited each of the sites where students served on that day. Some of the community partners served were Ride On St. Louis, Arnold Food Pantry, Ronald McDonald house, and St. Vincent De Paul Society.

During weekly breakout discussions, students' experiences at service sites were related to course expected learning outcomes. The integration of experience in the community and course concepts was especially effective in facilitating students' understanding of "Sociological Imagination." Students viewed themselves as individuals, but also saw themselves as part of the larger society.

Twenty nine students completed this course and three withdrew during the course of the semester.

Impact: Service Learning has been incorporated into the recently approved SWK110 Social Work Lab course. This provides students with an excellent learning experience and provides services to constituents in our district, especially the underserved populations. Instructors will be encouraged to use Service Learning as a teaching method in other Sociology and Social Work courses as well.

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).

Faculty Indicators for Sociology (SOC), (School Years 2007-2012) School Terms 200801 through 201203 (Summer 2007 through Spring 2012)

Number of Course Sections Taught	Total Students	Attrition Number ("W" Grades)	Attrition Percent	Student Credit Hours Earned	Average Students	Average GPA	Annualized 5-Year Program FTE
221	5,310	413	7.8%	13,005	24	2.953	86.7

Notes: Attrition % represents the number of "W" grades conferred as a percentage of ALL students.
Annualized Program FTE is the number of graded credit hours divided by 150 (30 hours/yr for 5 years).

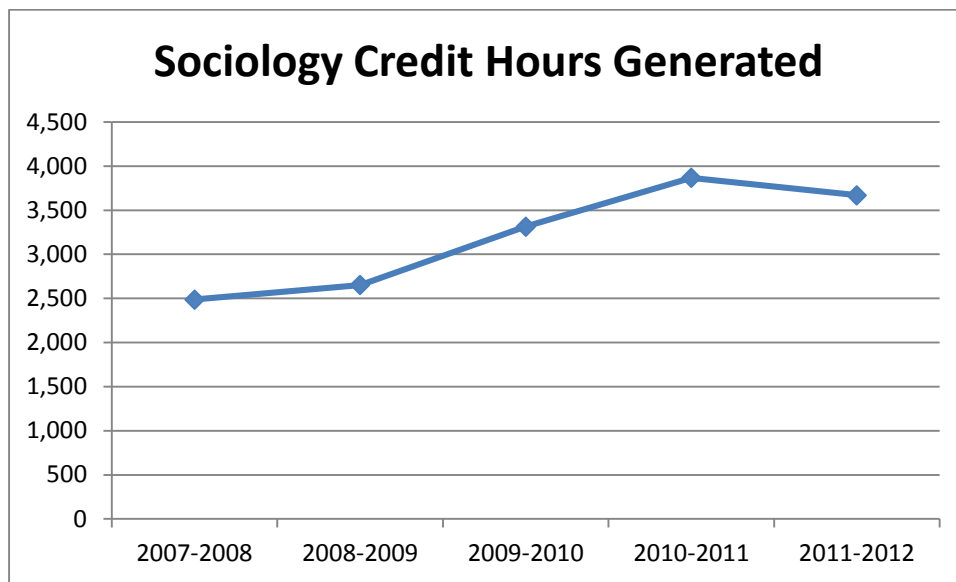
Analysis

Two of the faculty members had unusually high attrition rates. They are no longer teaching in the department. The vast majority of students enrolled in Sociology courses during the five years under review were taught by adjunct instructors. This was due in part to the unfilled full-time faculty position from July 2009 through July 2011; Brenda Bauch, the full-time faculty member retired in June of 2009 and the position was not filled until August of 2011 when Susan Welch was hired.

However, even with a full-time faculty member in place, the majority of students receive instruction from adjunct instructors. Susan actively mentors the Sociology adjunct instructors in an effort to provide students enrolled in sections taught by adjunct instructors with a quality learning experience consistent with the experience students in sections taught by the full-time faculty member receive.

Program Enrollment Trends

Academic Year	Seats	Credit Hours
2007-2008	829	2,487
2008-2009	884	2,652
2009-2010	1,105	3,315
2010-2011	1,289	3,867
2011-2012	1,223	3,669



Analysis

The above chart and table show the credit hours generated through enrollment in Sociology classes during the years under review. As indicated in the chart below, during the first four years of the five year period under review, enrollment in Sociology courses steadily rose. In the most recent academic year under review (2011-2012) enrollment in Sociology courses slightly dipped from the previous academic year; however, this decline was less than the overall institutional decline for the same period. Enrollment is expected to increase as a result of our efforts to facilitate students' transfer into BSW programs at four year institutions and with the addition of new Sociology and Social Work courses at Jefferson.

~ MULTI-SECTION ASSESSMENT ~

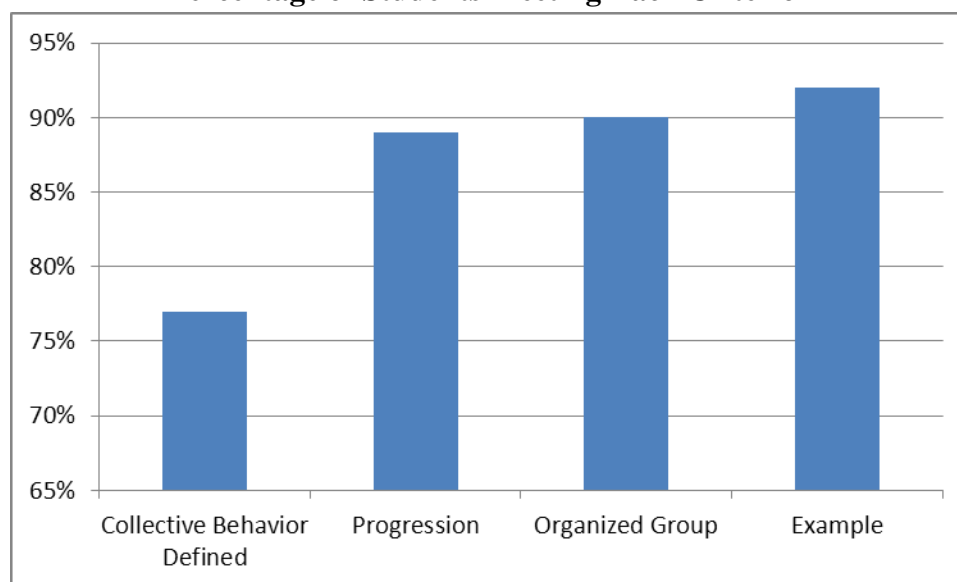
A multi-section assessment of SOC 101 General Sociology was conducted in May 2012. This assessment addressed the following expected learning outcome: "The student will cite the way collective behavior and social movements are important sources of social change in society, explaining the relationship between collective behavior and social change." All instructors teaching SOC 101 General Sociology, including online and face-to-face formats, during the Spring 2012 semester were required to include the following short answer essay question on the semester's last exam: "Explain the relationship between collective behavior and social movement. Give an example of a collective behavior that led to social change."

Upon students' completion of the final exams, each instructor submitted all copies of the essay from each section taught, unscored, with students' names, section numbers and instructors' names deleted. For online sections, Vickie Morgan, Instructional Designer, provided unscored printouts of all students' answers to these questions, with the same information deleted. The total number of essays received was 270. A random sample of 90 student responses were scored using a rubric designed by Susan Welch, Instructor of Sociology, in consultation with Sandy Frey,

Division Chair. Four criteria were used to assess student mastery of the outcome: Collective Behavior Defined, Progression, Organized Group, and Example. Each criteria was scored 0 to 3 points dependent upon whether the response to the criteria was met well (3) met (2), met with concern (1) or not met (0).

Percentage Of Students Meeting Criteria That Assess Knowledge of the Relationship Between Collective Behavior & Social Change	
Criterion	Percentage of Students who Met the Criterion*
Collective Behavior defined	77
Progression	89
Organized Group	90
Example	92
* Includes students who “met with concern” and “met well”	

Percentage of Students Meeting Each Criterion



Analysis

These percentages indicate that the vast majority of students are able to (minimally or better) meet the criteria used to measure the expected learning outcome. This indicates instruction was effective. However, increasing learning is always the goal, so to provide insight for curricular improvements, the data were further analyzed with a more holistic approach.

Students who earned a total score of 8 points out of 12 (67%) or above were determined to have met the Expected Learning Outcome that was outlined for this Multi Section Assessment. The essays in the random sample were divided into two groups: those that met the Expected Learning Outcome using the higher standard (8 to 12 points) and those that did not (0 to 7 points.) Of the 90 essays, one was thrown out because it was unreadable. Of the remaining 89 essays, 55

(61.7%) were in the group that met the Expected Learning Outcome and 34 (38.2%) were in the group that did not meet the Expected Learning Outcome. While the majority of students met the outcome using this standard, it is a goal of the department to increase the number of students who can do so. Across both groups, students were better able to give an example than to explicitly state the definition. This could be due to the wording of the question; a definition was not specifically requested. Wording of the question will be revised for the Fall 2012 multi-section assessment to better assess students' ability to define terms.

Summary

The data from this first multi-section assessment for General Sociology has been useful; the assessment has revealed a baseline for the department which is satisfactory in terms of students meeting this expected learning outcome. This baseline will be used as a basis for comparison to data gathered in the Fall 2012. If a consistent pattern is revealed, changes to instruction will be considered. To gather more accurate data, in the Fall 2012 Multi-section Assessment, the wording of the essay question will be revised to include a specific request to define Collective Behavior. As a result of this multi-section assessment, adjunct faculty members are more aware of the need to assess students' mastery of course Expected Learning Outcomes and to provide students with a quality learning experience aligned with the outcomes. Adjunct faculty were and continue to be receptive of measuring outcomes and using the results of multi-section assessment.

~ DEMAND FOR SOCIAL WORK PROFESSIONALS ~

Data

According to the Occupational Outlook Handbook: US Bureau of Labor Statistics (accessed 9/5/2012), "Employment of social workers is expected to grow by 25% from 2010 to 2020, faster than the average for all occupations. Growth will be due to an increase in demand for health care and social services but will vary by specialty."

<http://www.bls.gov/ooh/Community-and-Social-Service/Social-workers.htm>

The Missouri Economic and Research Information Center also indicates strong growth potential for careers in Social Work.

http://missourieconomy.org/occupations/occ_proj.stm

Analysis

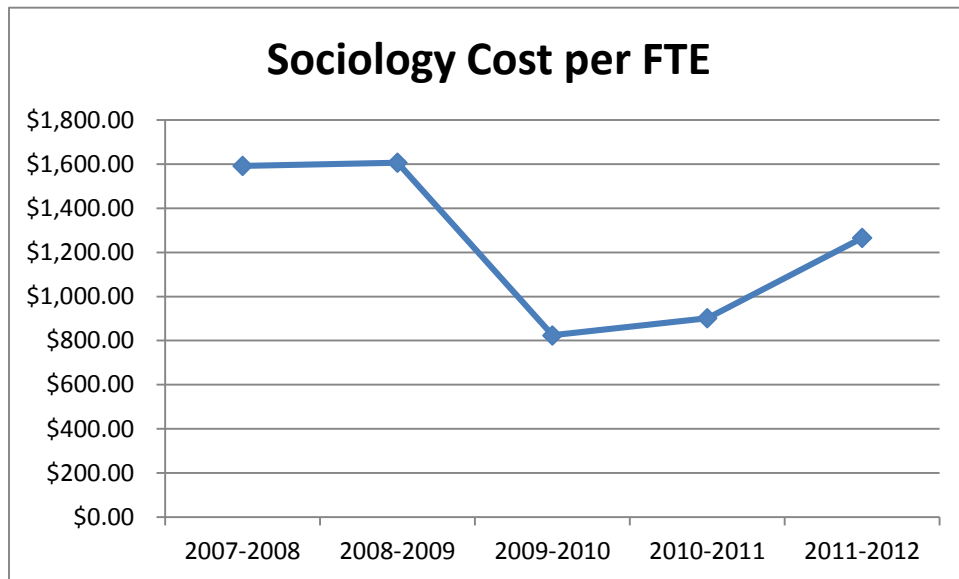
There is a strong labor market for professionals in the Social Work field. By providing quality instruction and developing new courses, transfer guides, and articulation agreements, the department facilitates students' successful matriculation to four year institutions' BSW programs, and ultimately entrance into the workforce as Social Work professionals. The department will work to communicate to students the excellent opportunities available to them in the field of Social Work.

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

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

Cost per FTE

Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Credit Hours	2,487	2,652	3,315	3,867	3,669
FTE	82.9	88.4	110.5	128.9	122.3
Program Cost	\$132,020.08	\$142,071.52	\$91,059.95	\$116,205.92	\$154,849.34
Cost per FTE	\$1,592.52	\$1,607.14	\$824.07	\$901.52	\$1,266.14



Analysis

The table and chart above show cost per FTE for the period under review. The lower cost per FTE in the 2009-2010 and 2010-2011 academic years is due to the unfilled full-time faculty position for Sociology. With the hiring of a full-time Sociology faculty member for the 2011-2012 academic year, cost per FTE approached the levels of the 2007-2008 and 2008-2009 academic years when the previous full-time faculty member was in place. The lower cost per FTE for the 2011-2012 academic year as compared to the 2007-2008 and 2008-2009 academic years is attributed to the lower level in academic rank of the new full-time faculty member as compared to the full-time faculty member who retired.

SWOT Analysis (completed by Fall semester)

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

Internal Strengths

- There is strong enrollment in SOC/SWK courses. See the information in the *Program Enrollment Trends* section of this report for detailed information.
- Rigorous coursework facilitates students' mastery of expected learning outcomes.
- Excellent adjunct faculty teach the Sociology courses as indicated by classroom visit evaluations and student course evaluations. Faculty are involved in improvements to rigor, course offerings, and teaching and learning strategies.
- Efforts to create cooperative relationships with Schools of Social Work, including Fontbonne University, University of Missouri-St. Louis, University of Missouri-Columbia, and Southeast Missouri State University, have been effective. Networking, review of courses for transferability, and discussions aimed at moving toward future articulation agreements have been successful thus far.
- The first multi-section assessment was completed by Sociology faculty in May 2012, and the results were positive.

Internal Weaknesses

- Formal articulation agreements have not yet been achieved.
Action Plan: Discussions with four year universities aimed at developing articulation agreements will continue. Efforts to expand course offerings and create transfer guides are expected to move the department toward formal articulation agreements. The Social Work Advisory Board will continue to guide these efforts and offer feedback needed for development of curriculum.
- Considerably more students are taught by adjunct faculty than full time faculty due to the predominance of adjunct faculty.
Action Plan: As course offerings continue to expand and new adjunct are hired, support for adjunct instructors will be expanded. Specifically, a Sociology department Adjunct Handbook and Blackboard page will be created and a mentoring process will be formalized. Efforts to ensure that students taught by adjunct faculty experience rigor, quality, and substance equivalent to those taught by full time faculty will be ensured through observation and evaluation of adjunct instructors, and multi-section assessment.
- An Honors section of General Sociology is not offered at this time.
Action Plan: Work with the Director of the Honors Program to begin offering an Honors section of SOC 101 General Sociology.
- Service Learning as a teaching strategy is underutilized.
Action Plan: Encourage adjunct instructors to use Service Learning as a teaching strategy to increase student learning and serve the community.

External Opportunities

- Due to the increasing demand for social work professionals, as outlined by the Bureau of Labor Statistics and Metric, Jefferson College is in an optimal position for growing enrollment in Sociology and Social Work courses to meet the needs of pre-BSW students and the community.

Action Plan: See the first Action Plan in the Internal Weaknesses section of this report and the Action Plans in the External Threats section of this report.

- During the past year, the interest in Articulation Agreements by four year institutions has increased. Following up on this interest in a timely manner offers Jefferson College opportunities for recognition by four year institutions as a source for transfer students.

Action Plan: See the first Action Plan in the Internal Weaknesses section of this report.

External Threats

- There is competition from Missouri Baptist University and other community colleges who offer “helping” degrees such as a bachelor’s in Behavioral Health and an AAS in Human Services. However, these degrees are not advantageous to students wanting a career in Social Work because most jobs in the field require a BSW degree. Another source of competition comes from Mineral Area College where students can earn a BSW from UMSL by attending classes on Mineral Area’s campus.

Action Plan: The department will work with the ARC to achieve early identification and effective advising of students considering a career in Social Work.

- Economic conditions in the United States are such that many students are struggling financially.

Action Plan: Students considering a career in Social Work will be identified and tracked to ensure that they are aware of the BSW degree track, support services, and scholarship opportunities through four year institutions.

External Accreditation (if applicable)

Link to accreditation report.

External accreditation for Social Work programs is not applicable to community colleges, however, most 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 BSW. Thus, it is imperative that Jefferson 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.

Additional information is available at this link:

<http://www.cswe.org/Accreditation/2008EPASHandbook.aspx>

INSTITUTIONAL ACTION PLANS for *Sociology* / 2012

Org	Aim	Obj	Action Plan	KPI	\$	Other Req	Responsible Party	End Date	Status	Target Year	Metric Desc	Metric Value	Benchmark Desc	Benchmark Value	Target Desc	Target Value
55410	1	10	Collaborate with four year, accredited universities and the ARC to update and develop transfer guides	3	0		Susan Welch		Pending (New Plan)	Spring 2014	Up-to-date transfer guides	0			Number of up-to-date transfer guides	4
55410	1	10	Collaborate with four year, accredited Universities and Jefferson's registrar to develop formal Articulation Agreements	3	0		Susan Welch		Pending (New Plan)	Spring 2016	Formal articulation agreements	0			Number of formal articulation agreements	2

DEPARTMENTAL ACTION PLANS for *Sociology* / 2012

Org	A i m	Obj	Action Plan	KPI	\$	Other Req	Responsible Party	End Date	Status	Target Year	Metric Desc	Metric Value	Benchmark Desc	Benchmark Value	Target Desc	Target Value
55410	1	1	Develop additional 100 and 200 level Sociology and Social Work courses to facilitate transfer and meet the needs of students interested in related fields	1	0		Susan Welch		Pending (New Plan)	Fall 2014	New courses offerings				Number of new courses	1
55410	4	25	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	24	0		Susan Welch		Pending (New Plan)	Fall 2013	Adjunct faculty support initiatives				New adjunct faculty support initiatives	3
55410	1	7	Increase observation of online instructors	2	0		Susan Welch and Sandy Frey		Pending (New Plan)	Spring 2014	Online instructors observed				Number of online instructors observed	4
55410	1	4	Develop and implement a process to identify & track students interested in earning a BSW	3	0		Susan Welch and Sandy Frey		Pending (New Plan)	Spring 2014	Tracking process				Number of tracking processes	1
55410	1	1	Utilize Service Learning as a teaching strategy in Social Work courses	1	0		Susan Welch		Pending (New Plan)	Spring 2014	Sections in which students are engaged in a Service Learning project				Number of sections in which students are engaged in a Service Learning project	3
55410	1	6	Offer an Honors section of SOC 101 General Sociology	2	0		Susan Welch		Pending (New Plan)	Spring 2016	Sections of SOC101H				Number of sections of SOC101H	1
55410	3	20	Change the name of the Sociology Department to include Social Work	7	0		Susan Welch		Pending (New Plan)	Spring 2014	Department name change				Updated name change	1

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: _____

Comments: _____ (Date)

Approvals

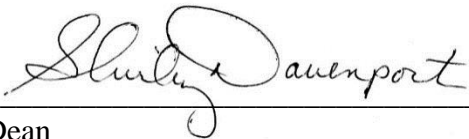


Division Chair/Director

Comments:

11-5-12

Date



Dean

Comments:

November 8, 2012

Date



Vice President/President

Comments:

January 31, 2013

Date