



## Comprehensive Program Review 2022

Program Name: **Social Work**

Semesters Reviewed:

AY 2020: Fall 2019, Spring 2020, and Summer 2020 AY

2021: Fall 2020, Spring 2021, and Summer 2021

AY 2022: Fall 2021, Spring 2022, and Summer 2022

Completed by: Robert Perez

Date: 1/25/2023

### **Assessment Committee Recommendation:**

The committee recommends Category 2 instead of Category 3 to align with the objectives and goals set forth by all programs up to this point. It is noted that a supplemental contract may be needed for the Social Work program to pay for coordination of all the clinical sites that students visit within this program as that goes above what a normal adjunct is responsible for.

### **President's Council Recommendation:**

Council agrees with the Assessment Committee's recommendation of Category 2 and the potential need for a supplemental contract.

## 1.0 Program Summary

Provide a descriptive summary of the program.

Narrative:

The Social Work program at Labette community college is designated for students who are planning to continue their education at a four-year university in the Social Sciences. The Social Work program provides fundamental academic knowledge to students who intend to become eligible for licensure to serve the underrepresented community through the Social Service programs, or students' who continue bachelor's level programs at various area Universities.

## 2.0 Student Success

Provide a definition of how student success is defined by the program.

Narrative:

The LCC Social Work program defines student success through its Introduction to Social Work, Basic Helping Skills, and Basic Helping Skills Experience core curricula. The core curricula are structured in order to develop student competency that demonstrates ethical, professional behavior and judgment. The development of these competencies will provide students with the foundation of transferable skills to deliver quality practice that serves individuals, and families, of the underrepresented communities.

## 2.1 Achieve/Promote Student Success

Describe how the program achieves and promotes student success. Focus on those activities and innovation that are within the three-year comprehensive cycle.

Narrative:

The Social Work program includes a collaborative relationship with designated program affiliation agencies as part of the Basic Helping Skills experience course. The collaborative agreement between Labette Community College and the participating practicum affiliated agency offers a mentorship-guided opportunity where student can accompany a social worker at a social service agency to learn about the various responsibilities associated at the Social Service agency. It is within this collaborative setting that students also learn how to respect their client's culture, ethnicity, religion, and beliefs that are key components of a successful relationship. Numerous students who have participated in the Basic Helping Skills class field experience have been offered positions within the agencies where they have completed their observation hours. This speaks to not only the need for more social workers/social work students in this area, but also for the reputation that these students have obtained as representatives of LCC. Students have also sent feedback that they have completed their degree in Social Work from LCC, and have started bachelor's level programs at various area Universities, and have felt prepared and competent in doing so.

### 3.0 Reflection on Current Curriculum

Please describe curriculum holistically, speaking specifically to the breadth, depth, and level of the discipline. Additionally, provide narrative on the coherence of the curriculum and the processes by which the program updates and keeps curriculum relevant.

Narrative:

The Introduction to Social Work course provides a foundational level of knowledge about social work as a profession, as well as its history and formation, and what types of jobs social workers can expect to pursue. It also provides an overview of the social work ethical code and an introduction to most common theories/theorists. The level of knowledge gained in this class is appropriate for students who will then be applying for a Bachelor's level Social Work program, with the end goal of being eligible for licensure. This program and curricula remain relevant by using updated textbooks as they are released, and by providing real-life examples of the need for social work which occur within our area on a regular basis.

## 3.1 Degrees and Certificate Offerings

List what degrees and certificates are offered and describe how the program curriculum supports other degrees and certificates awarded by the college (if applicable).

Narrative: The Associate of Science degree in Social Work includes coursework that aligns with specific lower-division major requirements for the Social Work major at various universities within the Kansas Board of Regents system-wide transfer systems.

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<p>If you're looking for a career with meaning, action, diversity, satisfaction, and an abundance of options, consider social work. Social workers are people who care about people, who want to make things better, who want to relieve suffering, who want their work to make a difference (Careers.socialworkers.org). Social workers work in social services, hospitals, mental health facilities, hospice centers, and schools. They work with children, the elderly, veterans, people with medical, behavioral, and mental health issues, individuals with substance abuse issues, and those on probation or parole. Social workers act as case workers, administrators, and counselors.</p> <p><b>Credits Required:</b> 60</p> <p><b>Major Advisor:</b> Robert Perez 620-820-1138 robertp@labette.edu</p> <p><b>Recommended Course Sequence</b>  <b>SEM 1:</b> SOCI 101  <b>SEM 2:</b> SWK 101  <b>SEM 3:</b> SWK 102, SWK 103  <b>SEM 4:</b> SOCI 207</p> <p><b>After Graduation</b>            This Associates degree is designed for students who plan to transfer to a four-year college. Entry level positions in the field are available with an Associates degree. However, there are greater opportunities for those with further education. Accredited Bachelor's programs prepare students for Licensed Baccalaureate Social Worker (LBSW) certification, which expands employment opportunities. A graduate degree in the field opens the doors to becoming a counselor with private practice options. Overall employment of social workers is projected to grow 12 percent from 2014 to 2024, faster than the average for all occupations.            *Students should be aware that criminal background checks are required for most social work positions, as well as for Bachelor's and graduate education programs. A criminal conviction or past infraction does not always mean that licensure will be denied. It can depend on the seriousness of the crime and other circumstances or mitigating factors.            For information on wages, job outlook, and more see:  <a href="http://www.bls.gov/ooh/community-and-social-service/mobile/social-workers.htm">http://www.bls.gov/ooh/community-and-social-service/mobile/social-workers.htm</a></p>	<table border="0"> <tr> <td colspan="2"><b>Concentration Requirements</b></td> <td style="text-align: right;">7</td> </tr> <tr> <td><input type="checkbox"/></td> <td>SWK 101</td> <td>Introduction to Social Work</td> <td style="text-align: right;">3</td> </tr> <tr> <td><input type="checkbox"/></td> <td>SWK 102</td> <td>Basic Helping Skills</td> <td style="text-align: right;">3</td> </tr> <tr> <td><input type="checkbox"/></td> <td>SWK 103</td> <td>Basic Helping Skills Experience</td> <td style="text-align: right;">1</td> </tr> <tr> <td colspan="2"><b>Pathway Requirements</b></td> <td style="text-align: right;">36-38</td> </tr> <tr> <td colspan="2"><b>Written Communication</b></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>ENGL 101</td> <td>English Composition I</td> <td style="text-align: right;">3</td> </tr> <tr> <td><input type="checkbox"/></td> <td>ENGL 102</td> <td>English Composition II</td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2"><b>Verbal Communication</b></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>COMM 101</td> <td>Public Speaking</td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2"><b>Quantitative/Analytic Methods</b></td> <td></td> </tr> <tr> <td colspan="2">Choose one class</td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>_____</td> <td></td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2"><b>Human Experience</b></td> <td></td> </tr> <tr> <td colspan="2">Choose one class</td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>_____</td> <td></td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2"><b>Human Systems/No companion Elements</b></td> <td></td> </tr> <tr> <td colspan="2">Choose one class</td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>_____</td> <td></td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2"><b>Human Systems/Diverse Perspectives</b></td> <td></td> </tr> <tr> <td colspan="2">Choose two classes</td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>_____</td> <td></td> <td style="text-align: right;">3</td> </tr> <tr> <td><input type="checkbox"/></td> <td>_____</td> <td></td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2"><b>Human Systems/Social Responsibility</b></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>POLS 105</td> <td>American Government</td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2"><b>Natural World/Scientific Inquiry</b></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>BIOL 120</td> <td>General Biology OR</td> <td></td> </tr> <tr> <td></td> <td>BIOL 122</td> <td>Environmental Life Science</td> <td style="text-align: right;">5</td> </tr> <tr> <td colspan="2"><b>Wellness Strategies/No Companion Elements</b></td> <td></td> </tr> <tr> <td colspan="2">Choose one class</td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>_____</td> <td></td> <td style="text-align: right;">1-3</td> </tr> <tr> <td colspan="2"><b>Wellness Strategies/Scientific Inquiry</b></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>PSYC 101</td> <td>General Psychology</td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2"><b>General Electives</b></td> <td style="text-align: right;">15-18</td> </tr> <tr> <td><input type="checkbox"/></td> <td>SOCI 201</td> <td>Marriage &amp; 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## 4.0 Faculty Success

Faculty success over the three-year comprehensive cycle should be highlighted in this section. The accomplishments can embrace academic achievement in the discipline, national or regional honors, campus activities that support student success, or other innovations, research, teaching, and community service.

Narrative:

Adjunct faculty used, overseen by Full-time Sociology instructor.

## 5.0 Program Accomplishments and Reflection on Data/Trends

In this section, departments should highlight noteworthy program accomplishments over the three-year comprehensive cycle. Programs should also provide thoughtful reflection on the data provided on student success, attrition, completion, etc. Programs should also report on findings from course and program assessment data. Programs should also provide context of any trends in the data, as well as external trends that may have affected the data.

Narrative:

The data (taken from the Social Work Program Review Data Summary Chart AY 2020-2022) in the below chart for the Introduction to Social Work (SWK 101), Basic Helping Skills (SWK 102) and Basic Helping Skills Experience (SWK 103) courses over the three-year review period reflects the following total enrollment, student success, student completion and student attrition rates:

### **Total Enrollment**

The rate of student total enrollment for each of the Social Work courses during the 2020-2022 AY reflects a steady increase over the three-year review period. As reflected in the following tables, the Introduction to Social Work (SWK 101) course increased from 21 enrolled students in 2020 to 27 enrolled students in 2022. The Basic Helping Skills course (SWK 102) and Basic Helping Skills Experience course (SWK 103) increased from 12 enrolled students in 2020 to 14 enrolled students in 2022. This could be due to a renewed interest in the social work field of study.

See Appendix 1.

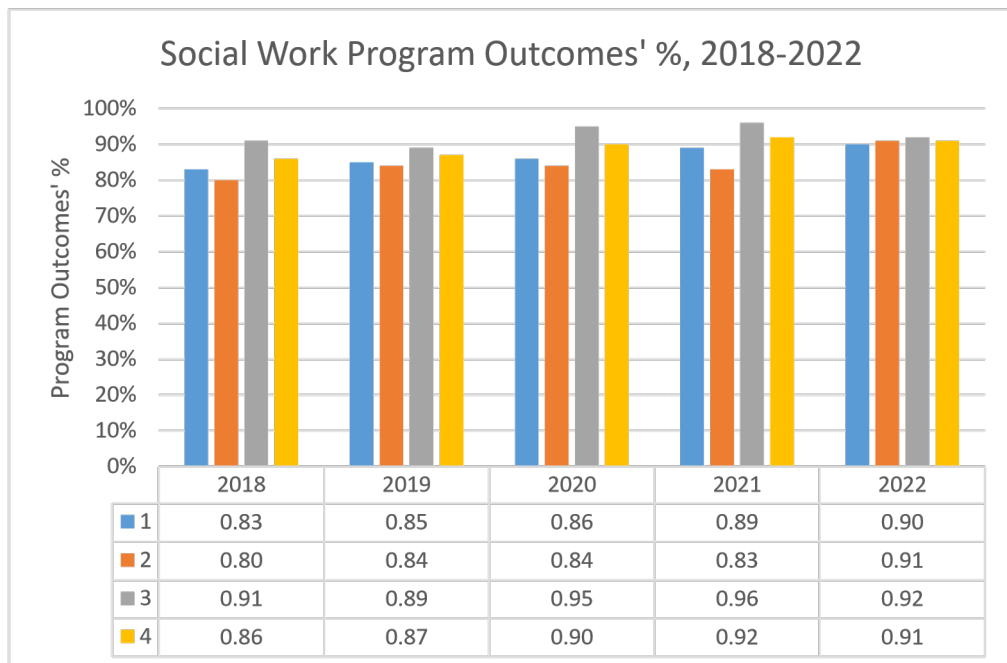
### **Student Completion and Success Rates**

The data of student completion, and success rates over the three-year review period for the Introduction to Social Work (SWK 101) course reflects an upward trend, however, the data in student success and completion rates for the Basic Helping Skills (SWK 102) and Basic Helping Skills Experience (SWK 103) courses in the social work program reflects a gradual decline from 2020 AY through 2022 AY.

### **Student Attrition Rates**

The attrition rate in the Introduction to Social Work (SWK 101) course was 0% in 2020, had a slight increase of 7% in AY 2021, but returned to 0% in AY 2022, over the three-year review.

However, the attrition rate for both Basic Helping Skills (SWK 102) and Basic Helping Skills (SWK 103) reflected an increase from 0% in 2020 to 11% in AY 2021 and 21% in AY 2022.



1. What did you learn from this past year's program data?

- An improvement was shown in the data, I think at least partially based off of changes in my grading strategies, which do not allow for students to successfully complete the course (they receive a W or F) if they do not complete all major exams. This ensures that I am able to evaluate my outcomes more accurately. This semester I have also added a final project which is also required, and will focus on some of the areas of information that I have received feedback from students on which they would like to learn in more depth.

Additionally, I took the class time for the Basic Helping Skills from 1 hour a month (as it was previously taught) to meeting for two hours every other week. This allows student more learning time, as well as an opportunity to process what they are experiencing at their volunteer sites. Feedback I have gotten from my students has been positive, and I have noticed that their papers tend to be more in-depth and substantial when we discuss more in class.

2. What did you not learn from the data?

- Though looking at how well students learn the concepts and theories of social work is essential and gives data that can then be studied, the personal growth and ability to apply those concepts to their own lives is absolutely valuable as well. Many students have very little experience in the professional world, or have not had any experience with social services, and then are able to leave the social work program with a wide range view of what social workers do, the professional values that we are required to hold, and often a new outlook on their own lives, as well. I find all of these aspects to be important in the development of prospective social workers.

3. What to you hope to learn and/or do for this upcoming school year?

- I am excited to give my students an opportunity to create a more “creative” assignment in their final project that will address some of the areas that students have mentioned wanting to learn more. I am looking forward to seeing the kinds of projects they create in various presentation mediums.

## 6.0 Mission Alignment

Programs should indicate how the program’s offerings align with the LCC mission: Labette Community College provides quality learning opportunities in a supportive environment for success in a changing world.

Narrative:

The Social Work Program at Labette Community College is provided for students who are planning to continue their education at a four-year university in the Social Sciences. Students can choose an emphasis in Sociology or Social Work. The Social Work program provides fundamental academic knowledge to students who intend to become certified to serve the underrepresented community through the Social Service programs, or to students who continue bachelor’s level programs at various area universities.

## 7.0 Fiscal Resource Narrative

Based on program data review, planning and development for student success, programs will complete the budget worksheet to identify proposed resource needs and adjustments. Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the DOI/VPAA and other decision-makers and to inform financial decisions made throughout the year. In the narrative below, please explain any requests for additional dollars over the current academic year budget, then include the budget amounts on the budget worksheet.

Narrative:

There have been no requests for resource needs over the three-year review period, and there are no requests planned for the current academic year budget.



## 8.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program directors/faculty should document the relevant information within this section.

### Other External Constituencies:

#### Service Learning Agencies:

Through the Basic Helping Skills (SWK 102) and Basic Helping Skills Experience (SWK 103) courses students are provided with the opportunity to receive practical experience in the field. This course is the result of a joint effort between Labette Community College (LCC) and the Practicum Affiliated Agency (PAA). This affiliated agreement will provide an appropriate setting for students to learn under guidelines and stipulations understood and agreed upon by the Practicum Affiliated Agency and the Labette Community College. It is important to note that this collaborative effort between the professional community (Social Service Agencies) and Labette Community College must continue in order to provide real-world experience to students who are majoring in Social Work.

#### Significant Trends:

According to the most recent Bureau of Labor Statistics report\* Social Work Employment Opportunities; overall employment of social workers is projected to grow 9 percent from 2021 to 2031, faster than the average for all occupations. About 74,700 openings for social workers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Projected employment of social workers varies by occupation. Child and family social workers will be needed to work with families to strengthen parenting skills, prevent child abuse, and identify alternative homes for children who are unable to live with their biological families. However, employment growth of child, family, and school social workers may be limited by federal, state, and local budget constraints. Healthcare social workers will continue to be needed to help aging populations and their families adjust to new treatments, medications, and lifestyles.

Employment of mental health and substance abuse social workers will grow as more people seek treatment for mental illness and substance abuse. In addition, drug offenders are increasingly being directed to treatment programs, which are staffed by these social workers, rather than being sent to jail.

The median annual wage for social workers was \$50,390 in May 2021. The median wage is the wage at which half the workers in an occupation earned more than that amount, and half earned less. The lowest 10 percent earned less than \$36,520, and the highest 10 percent earned more than \$82,840.

Median annual wages for social workers in May 2021 were as follows:

- |                                                    |          |
|----------------------------------------------------|----------|
| • Social workers, all other                        | \$61,190 |
| • Healthcare social workers                        | \$60,840 |
| • Child, family, and school social workers         | \$49,150 |
| • Mental health and substance abuse social workers | \$49,130 |



In May 2021, the median annual wages for social workers in the top industries in which they worked were as follows:

- Local government, excluding education and hospitals \$61,190
- Ambulatory healthcare services \$58,700
- State government, excluding education and hospitals \$48,090
- Individual and family services \$46,640

[Bureau of Labor Statistics, U.S. Department of Labor, Occupational Handbook, Social Workers](#) (visited November 28, 2022).

## 9.0 Program Vitality Assessment

Program faculty should use all available information to consider the category assignment which best reflects the program's current status and subsequent goals and anticipated action plans.

### **Vitality Category Chosen: Category 3—Revitalization Opportunities or Needs.**

#### **Student Completion and Success Rates**

The Social Work program over the three-year review period reflects two different trends. The below table reflects an upward trend regarding the student completion and success rates in the Introduction to Social Work (SWK 101) academic course, but a gradual decline in the success and completion rates in the Basic Helping Skills (SWK 102) and Basic Helping Skills Experience (SWK 103) courses.

The data in the following tables indicate that the students have demonstrated the ability to succeed in the traditional academic class setting as reflected in the Introduction to Social Work (SWK 101) course, but, the student's ability to successfully transition to the understanding and application of theory and practice in the Basic Helping Skills (SWK 102) and Basic Helping Skills Experience (SWK 103) as required in the student learning outcomes does not reflect a positive trend.

The student learning outcomes in the Basic Helping Skills (SWK 102) course and the Basic Helping Skills Experience (SWK 103) are structured to reflect the student's understanding and application of the Generalist Social Work principles as; professional conduct as a social worker, knowledge of the field of study, professional organization, current issues within the field of Social Work, as well as demonstrate awareness of diversity in a practicum setting and employ sensitivity skills in working with diverse clients as well as learning the fundamental theories and models used in generalist practice.

As such there is a need for improvement in student success and student completion rates for the Basic Helping Skills (SWK 102) and Basic Helping Skills Experience (SWK 103) courses.

Many students do not have work experience in the professional world or have very little experience with public social services programs. Therefore, the restructuring of the Basic Helping Skills (SWK 102) and Basic Helping Skills (SWK 103) courses to a more inclusive curricula to help students successfully understand the relationship between the learning outcomes of a course and real life social work experiences should be considered in addressing the downward trend of student success and completion rates for these courses. The restructuring strategy should include various representatives from different Behavioral Health Agencies as

guest speakers. As a representative of a social service agency, the guest speaker would offer students a deeper understanding of the connection of Social Work principles and real-life generalist social work experience.

### **Attrition Rates**

As noted earlier in this report, the attrition rate in the Introduction to Social Work (SWK 101) course was 0% in 2020, had a slight increase of 7% in AY 2021, and returned to 0% in AY 2022, over the three-year review period.

However, the attrition rate for both Basic Helping Skills (SWK 102) and Basic Helping Skills (SWK 103) reflected an increase from 0% in 2020 to 11% in AY 2021 and 21% in AY 2022. While it is difficult to assess factors that may be associated with increased rates of student attrition, a review of the data suggests that every effort should be made available by the instructor to assist and maintain student's active interest in successfully completing the Basic Helping Skills and Basic Helping Skills Experience courses in the Social Work program.

## 10.0 Program Goals

Each program should set 1-3 short-term goals (will be completed in the next year) and 1-3 long-term goals (will be completed by next comprehensive program review). These goals should be SMART goals that can be reflected upon in the upcoming annual or comprehensive review.

### **Short-Term:**

The following short-term goals are proposed:

1. Orient the new adjunct for the program to the courses we offer and have them take over teaching of the classes seamlessly prior to the beginning of the Fall 2023 semester.

### **Long-Term:**

1. Increase the number of participating practicum affiliated agencies by a minimum of 2 in the next 2 years.



Note: All Definitions of data pulled for this summary can be found in Appendix 1 of the Academic Program Review, Planning, and Development Handbook.

Subject: Social Work

### Average Class Size, Completer Success, and Attrition

Year (AY dates)	Subject Prefix	Course Name	Total Enrollment	# of Sections	Average Class Size	% Student Completion	%Student Success	%Student Attrition	Student Credit Hours
2020	SOCI 112 or SWK101	Intro to Social Work	21	1	21	100%	81%	0%	63
2021			30	2	15	93%	90%	7%	90
2022			27	2	14	100%	96%	0%	81
2020	SOCI 122 or SWK102	Basic Helping Skills	12	1	12	100%	100%	0%	36
2021			9	1	9	89%	89%	11%	27
2022			14	2	7	79%	71%	21%	42
2020	SOCI 123 or SWK 103	Basic Helping Skills Experience	12	1	12	100%	100%	0%	12
2021			9	1	9	89%	78%	11%	9
2022			14	2	7	79%	71%	21%	14

### Course Completion, Success, & Attrition by Location

Year (AY dates)	Location	Total Enrollment	# of Sections	Average Class Size	% Student Completion	%Student Success	%Student Attrition	Student Credit Hours
2020	Online	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021		39	3	13	92%	90%	8%	117
2022		41	4	10	93%	88%	7%	123
2020	Main Campus	18	2	9	100%	78%	0%	54
2021		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020	Cherokee Center	15	2	8	100%	100%	0%	45

2021		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020	Concurrent	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020	Other (Arrgt, Off-campus, etc.)	12	1	12	100%	100%	0%	12
2021		9	1	9	89%	78%	11%	9
2022		14	1	14	79%	71%	21%	14

Declared Awards, Transfers, and Placements

Year (AY Dates)	# of Degrees/Certs Awarded	# of Graduates Transferring from previous AY year	% Placement Rate for Graduates (CTE Only)
2020	9	7	N/A
2021	3	1	N/A
2022	9	4	N/A

Student Credit Hours by Faculty Type

Year (AY)	Number of Faculty		Student Credit Hours by Faculty Type				Total Credit Hours
	Full Time	Part Time	Full Time	% for Full Time	Part Time	% for Part Time	
2020	0	1	0	0%	156	100%	156
2021	0	1	0	0%	87	100%	87
2022	0	1	0	0%	176	100%	176

Faculty Name by Type for Most Recent Academic Year

Full Time:

Part Time: Brenna Shepard