

Social Work PUR Self Study 2022-23

Sociology & Social Work:

Date: 09-15-2023

- Social Work 2022-23 PUR Self-Study

Sorted by: Program

SI Section Templates: 1.A. Program or Unit Description, 1.B. Program or Unit Mission, 1.C. Program Learning Outcomes, 2.A. Progress on Previous Findings and Recommendations, 2.B. Workforce Needs (AAS degrees and certificates; allied health programs only), 2.C. Accessibility and Cost of Instructional Materials, 2.D. Catalog Review, 3.B. Evidence of Program Learning Outcomes Assessment, 3.C. General Education Outcomes Assessment (if applicable), 3A. Curriculum Mapping, 4.A. FTE and Section Count, 4.B. Course Fill Rates and Unsuccessful Enrollment Attempts, 4.C. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, and Age Range, 5.A. Course Completion Rates, 5.B. Graduation and Transfer, 6. A. Faculty Achievement, 6.B. FT/PT Faculty and Student Credit Hours Taught, 6.C. Support Staff, 6.D. Facilities and Technology, 7.A. Five-Year Plan, 8.A. Resource Requests, Academic Standards and Assessment Committee Findings and Recommendations, Dean's Findings and Recommendations, Vice President of Academic Affairs' Findings and Recommendations

Sociology & Social Work

1.A. Program or Unit Description

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Briefly describe (1 paragraph) the program/unit, including but not limited to the following: academic division that the program/unit belongs to, the academic area(s) represented, degrees/certificates offered, average student enrollment, number of full-time faculty, type of curriculum or pedagogical approaches, and any other pertinent aspect of the program/unit.

The Social Work program was established at TMCC in 2017. It is housed within the Division of Business and Social Sciences/Department of Social Sciences. The Associate of Arts, Social Work degree was designed as a transfer degree for students seeking careers in social work or related fields. Program curriculum provides students with major concepts, theoretical perspectives, and an overview of modern practices in social work. Further, students are introduced to social work research, human development, and social welfare history.

During Fall 2021, the headcount by major for the Social Work AA was reported to be 203, making this the third most popular degree within the Division of Business and Social Sciences. The average yearly FTE for Social Work, which includes Career and Personal Development (CPD) and Social Work (SW) subject areas, is 73.36 (spanning AY 2017-2018 through AY 2021-2022). In Spring 2022, we hired our first and only full-time (temporary) faculty member for this program.

1.B. Program or Unit Mission

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State the department's or unit's mission. Describe how it aligns to the College's Mission, and how program learning outcomes (PLOs) for degrees and certificates offered, or for the unit, align to the department/unit mission. If your department or unit does not currently have a mission statement, please discuss among your colleagues and develop one.

Social Sciences Department Mission Statement

The Social Sciences Department at Truckee Meadows Community College provides students with a sense of the importance of cultural influences, a sense of scope of changing cultural themes, and a sense of their own worth as human beings.

These understandings are refined through a sound curriculum in the behavioral sciences, which explains variations in human behavior based on theoretical models, instruction in research methods used by contemporary social scientists, and a special focus on interdisciplinary connections among topical social issues. As a group, we are committed to the excellence in the classroom delivered by instructors with deep and up-to-date knowledge of their subject and an understanding of the science of pedagogy.

TMCC's Social Sciences Department mission underscores faculty commitment to contemporary and interdisciplinary curriculum and pedagogy, which supports TMCC's mission to provide "accessible, innovative educational opportunities".

The Social Work AA program learning outcomes state that students completing the degree will: 1) apply knowledge of diversity and individual differences in specific social work scenarios; 2) engage in evidence-based, research-informed practices and apply these practices to their coursework; and 3) apply critical analysis of specific social work scenarios demonstrating knowledge of social work ethics, values, and frameworks.

The Social Work AA PLO 1 aligns with the Social Sciences Department mission to provide "students with a sense of the importance of cultural influences, a sense of scope of changing cultural themes," while PLO 2 aligns with the objective to provide "instruction in research methods used by contemporary social scientists" and PLO 3 aligns with the objective to introduce students to "curriculum in the behavioral sciences, which explains variations in human behavior based on theoretical models". In doing so, social work students can learn to apply said curriculum to social work scenarios.

1.C. Program Learning Outcomes

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Program Learning Outcomes (PSLOs or PLOs)
Sociology & Social Work
AA Social Work
PSLO1: Apply knowledge of diversity and differences in specific social work scenarios. (Active from Spring 2020)
PSLO2: Engage in research-informed practices and apply these practices to their coursework. (Active from Spring 2020)
PSLO3: Apply critical analysis of specific social work scenarios demonstrating knowledge of social work ethics, values, and frameworks. (Active from Spring 2020)

2.A. Progress on Previous Findings and Recommendations

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Describe your progress on the major findings and recommendations for the program/unit from the last PUR, any annual progress reports (APRs), and if applicable, external reviews, (e.g. advisory boards, articulation committees, and program accreditors).

- **Which findings and recommendations have the program/unit addressed?**
- **Which have yet to be accomplished? Which are no longer relevant, and why?**
- **Has the program/unit undergone any major changes as a result or that would impact the findings and recommendations since the last PUR?**

This is the first Program Unit Review for Social Work. The Social Work Program has not had any annual progress reports nor external reviews since its inception at TMCC.

2.B. Workforce Needs (AAS degrees and certificates; allied health programs only)

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Describe how your program(s) is/are meeting workforce needs, especially in the Northern Nevada region, by answering the accompanying questions. The following are potential resources for labor market data, though other sources may be referenced. Nevada Department of Employment Training and Rehabilitation (DETR) (<https://detr.nv.gov/>)

Economic Development Authority of Western Nevada (EDAWN) (<http://edawn.org/>)

U.S. Bureau of Labor Statistics (<http://www.bls.gov/>)

- **What is the evidence for the regional need for the program (DETR and EDawn data)?**
- **What is the evidence that program curriculum meets the latest industry trends or workforce needs?**

Not applicable for the Social Work, AA degree.

2.C. Accessibility and Cost of Instructional Materials

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- **What are faculty in the department/unit currently doing or planning to help ensure that instructional materials are accessible to students with disabilities? Examples include attending Professional Development accessibility sessions, running accessibility checkers on materials, and completing the “Creating Accessible Content” workshop.**
- **What are faculty in the department/unit currently doing or planning to offer affordable instructional materials to students? Examples would include internal development of educational materials or utilization of open educational resources (OER).**

Our full time faculty member, Jennifer Griffin:

- Completed Canvas I, II, and III training as well as various professional development workshops and CEU modules related to accessibility and developing dynamic, accessible content & curriculum.
- Established a working relationship and frequent dialogue with Disability Resource Center (DRC) in effort to proactively address identified roadblocks while overcoming emergent issues in an equitable and student-focused manner.
- Identified outdated and non-inclusive course materials, addressed disparities with students and DRC, actively sought resources with a focus on Equity, Diversity, and Inclusion (EDI) and sustainability.
- Identified appropriate and inclusive OER to support Social Work program related course, CPD 116 (Substance Abuse Fundamentals). This is a course taken by social work, counseling, and criminal justice students.
- Participated in VPAA’s OER summer program to develop new curriculum that is timely, relevant, sustainable, efficient, and cost effective. Department staff worked with printer and book store staff to determine the most cost efficient way to print a hardcopy of the newly selected OER book, as needed. OER selection resulted in savings of approximately \$100-\$150/student (NOTE: All part-time CPD 116 instructors are now using OER materials for their sections as well)
- Uses various modalities to instruct, including: videos, closed captioning, slides, and lecture.

- Is mindful of her student's needs and routinely touches-base to ensure no gaps in support or learning.

2.D. Catalog Review

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- **Is the program information in the catalog correct, including descriptions, PLOs, course descriptions, and course offerings, accurate?**
- **Does the program's suggested course sequence in the catalog allow for completion of degrees within 2 years and/or certificates within 2 semesters for full-time students?**
- **Are there any courses that the department has not offered in 4 or more years? Please indicate whether you plan to update and offer, or deactivate the(se) course(s) in the next academic year.**

Overall, the Social Work AA program description, PLOs, course descriptions and course offerings are accurate. Within the program description, it currently states "In addition, students have the possibility to begin work on a minor in addiction treatment services at UNR." In recent years, the Addiction Treatment Services minor at UNR has undergone enough substantive changes to render this statement somewhat meaningless. In other words, TMCC offers one substance abuse-related course, CPD 116, and overall does not mirror the 100-200-level offerings that UNR provides through their Center for the Application of Substance Abuse Technologies. As a department, we will deliberate whether to revisit our curriculum, or delete this statement.

Otherwise, the Social Work AA was updated in May 2022 to reflect UNR's updated 2022-2023 catalog. The recommended course sequence supports 2 year completion for full-time students.

All Social Work (SW) courses listed within the catalog are active and offered on a semesterly basis.

3.B. Evidence of Program Learning Outcomes Assessment

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Summarize the most significant program assessment results since your last PUR. These will come from past CARS, APRs, and Action Plans and assessment data within eLumen. Please discuss course assessment findings as they apply to the program and program learning outcomes.

Admittedly, assessment for the Social Work program is backlogged. In 2012, SW 220-Introduction to Social Work was assessed; however, SW 220 has since been deactivated and replaced with SW 101. Because these two courses have distinct learning outcomes, and SW 220 predates development of the Social Work AA, this past assessment does not contribute to our current (and first) program review.

During Fall 2022, two outcomes associated with SW 250 were assessed. Results of this assessment (below) demonstrated that 100% of students who submitted the assignment that was assessed met CSLO 1, which maps onto PLOs 2 & 3, while 87.5% of students who submitted the assignment that was assessed met CSLO 4, which maps onto PLOs 1, 2 & 3. Of course, this is an incomplete picture of overall program health and effectiveness; however, it is a promising start.

SW250 - Social Welfare, History, and Policy

Active from 08/29/2016

				SLO Performance	
CSLO		Start Date	End Date	Expected	Fall 2022
<input type="checkbox"/>	1. Analyze at what government level examples of social policy are managed.	08/28/2010	Not specified	70 %	100 %
<input type="checkbox"/>	2. Describe and identify conservative, liberal, and radical political ideologies and their influence on social work policy development.	08/28/2010	Not specified	70 %	-
<input type="checkbox"/>	3. Examine the effects of current trends and policy choices on social service provisions and clients.	08/28/2010	Not specified	70 %	-
<input type="checkbox"/>	4. Explain and analyze social policy, in terms of the policy objectives, who benefits from it, who does not, utilizing electronic data sources to identify relevant scholarly resources.	08/28/2010	Not specified	70 %	87.5 %

Describe how department faculty implemented plans to improve students’ achievement of program learning outcomes. What changes did you make to the program based on assessment results and improvement plans?

To be determined. During Spring 2023, we are scheduled to assess SW 101 and CPD 116 in an ongoing commitment to meet assessment and planning requirements. Following Spring 23 assessment, I will work with Jennifer Griffin to evaluate our course learning outcomes and program learning outcomes in a comprehensive manner.

3.C. General Education Outcomes Assessment (if applicable)

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- Describe which general education learning outcomes (GELOs) you assessed in your department/unit and summarize the most significant assessment results.
- Describe how department faculty implemented plans to improve students’ achievement of GE learning outcomes. What changes did you make to general education based on assessment results and improvement plans? Do any CLOs need to be changed to align with GELOs?

None of our SW nor CPD courses are identified as General Education Courses.

3A. Curriculum Mapping

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AA Social Work Courses AA Social Work <input type="checkbox"/> Include inactive Courses	PSLO1: Apply knowledge of diversity and differences in specific social work scenarios.	PSLO2: Engage in research-informed practices and apply these practices to their coursework.	PSLO3: Apply critical analysis of specific social work scenarios demonstrating knowledge of social work ethics, values, and...
ANTH101 Introduction to Cultural Anthropology Active since 8/2016			
1. Students will apply key anthropological principles by differentiating... Active since 8/2010	✓ Introduced		
2. Students will compare two or more cultures in terms of their social... Active since 8/2010	✓ Introduced		
3. Students will deconstruct the concept of "race" by identifying "race" as a... Active since 8/2010	✓ Introduced		
BIOL105 Introduction to Neuroscience Active since 8/2016			
1. Students will describe the basic symptoms, treatment options and impact of... Active since 8/2010	✓ Introduced		
2. Students will identify and define the divisions of the human nervous system,... Active since 8/2010			
3. Students will identify the connection between neural functioning and select... Active since 8/2010	✓ Introduced		

AA Social Work Courses AA Social Work <input type="checkbox"/> Include inactive Courses	PSLO1: Apply knowledge of diversity and differences in specific social work scenarios.	PSLO2: Engage in research-informed practices and apply these practices to their coursework.	PSLO3: Apply critical analysis of specific social work scenarios demonstrating knowledge of social work ethics, values, and...
COM101 Oral Communication Active since 8/2016			
1. Students will analyze oral communication with a focus on rhetorical... Active since 8/2010			
2. Students will use key strategies of effective speaking including... Active since 8/2010			✓ Introduced
3. Students will work cooperatively with members of a team. Active since 8/2010			✓ Introduced
CPD116 Substance Abuse-Fundamental Facts and Insights Active since 8/2010			
1. Students will be able to explain the use of treatment/counseling for people... Active since 8/2010	✓ Introduced	✓ Introduced	✓ Introduced
2. Students will be able to explain the effects of substance abuse. Active since 8/2010	✓ Introduced	✓ Introduced	

AA Social Work Courses AA Social Work <input type="checkbox"/> Include inactive Courses	PSLO1: Apply knowledge of diversity and differences in specific social work scenarios.	PSLO2: Engage in research-informed practices and apply these practices to their coursework.	PSLO3: Apply critical analysis of specific social work scenarios demonstrating knowledge of social work ethics, values, and...
ECON102 Principles of Microeconomics Active since 8/2010			
1. Students will apply economic indicators to assess the state of a product... Active since 8/2010			✓ Introduced
2. Students will apply graphic analysis in order to determine the effect of... Active since 8/2010			
3. Students will know the basic differences among the major industrial... Active since 8/2010			
HDFS201 Lifespan Human Development Active since 8/2016			
1. Compare and contrast theories in developmental science. Active since 1/2021			
2. Describe developmental attributes at different stages of the lifespan. Active since 1/2021		✓ Reinforced	
3. Apply research methodology to examine factors that influence behaviors... Active since 1/2021		✓ Reinforced	

AA Social Work Courses AA Social Work <input type="checkbox"/> Include inactive Courses	PSLO1: Apply knowledge of diversity and differences in specific social work scenarios.	PSLO2: Engage in research-informed practices and apply these practices to their coursework.	PSLO3: Apply critical analysis of specific social work scenarios demonstrating knowledge of social work ethics, values, and...
PHIL102 Critical Thinking and Reasoning Active since 8/2016			
1. Students will identify, analyze, and compare basic logical fallacies and... Active since 8/2010			✓ Introduced
2. Students will plan, write, and present logical and fallacy-neutral arguments. Active since 8/2010			✓ Introduced
PSY101 General Psychology Active since 8/2016			
1. Identify and define key concepts in the areas of social and cross-cultural... Active since 8/2022	✓ Introduced		
2. Draw conclusions about psychology-relevant issues and support conclusions... Active since 8/2022		✓ Introduced	
3. Identify and explain behavioral or cognitive changes that can benefit mental... Active since 8/2022			

AA Social Work Courses AA Social Work <input type="checkbox"/> Include inactive Courses	PSLO1: Apply knowledge of diversity and differences in specific social work scenarios.	PSLO2: Engage in research-informed practices and apply these practices to their coursework.	PSLO3: Apply critical analysis of specific social work scenarios demonstrating knowledge of social work ethics, values, and...
PSY105 Introduction to Neuroscience Active since 8/2016			
1. Students will describe the basic symptoms, treatment options and impact of... Active since 8/2010	✓ Introduced		
2. Students will identify and define the divisions of the human nervous system,... Active since 8/2010			
3. Students will identify the connection between neural functioning and select... Active since 8/2010			
PSY241 Introduction to Abnormal Psychology Active since 8/2016			
1. Students will identify and explain theories and symptoms associated with the... Active since 8/2010	✓ Introduced		
2. Students will identify tertiary, preventative mental health programs. Active since 8/2010	✓ Introduced	✓ Introduced/Reinforced	

AA Social Work Courses AA Social Work <input type="checkbox"/> Include inactive Courses	PSLO1: Apply knowledge of diversity and differences in specific social work scenarios.	PSLO2: Engage in research-informed practices and apply these practices to their coursework.	PSLO3: Apply critical analysis of specific social work scenarios demonstrating knowledge of social work ethics, values, and...
SOC275 Introduction to Marriage and the Family Active since 8/2016			
1. Students will demonstrate experiences in exploring ideas contrary to their... Active since 8/2010	✓ Introduced		
2. Students will demonstrate familiarity with basic marriage/family terms and... Active since 8/2010		✓ Introduced	
3. Students will demonstrate knowledge of marriage and family theory and... Active since 8/2010	✓ Introduced		

AA Social Work Courses AA Social Work <input type="checkbox"/> Include inactive Courses	PSLO1: Apply knowledge of diversity and differences in specific social work scenarios.	PSLO2: Engage in research-informed practices and apply these practices to their coursework.	PSLO3: Apply critical analysis of specific social work scenarios demonstrating knowledge of social work ethics, values, and...
SW101 Introduction to Social Work Active since 8/2016			
1. Students will analyze common forms of structural oppression as expressed in... Active since 8/2010	✓ Introduced	✓ Introduced/Reinforced	✓ Introduced
2. Students will identify and describe the core values reflected in the ethical... Active since 8/2010	✓ Introduced		✓ Introduced
3. Students will identify the basic fields of practice in Social Work. Active since 8/2010	✓ Introduced	✓ Introduced	✓ Introduced
SW250 Social Welfare, History, and Policy Active since 8/2016			
1. Analyze at what government level examples of social policy are managed. Active since 8/2010		✓ Introduced	✓ Reinforced
2. Describe and identify conservative, liberal, and radical political... Active since 8/2010	✓ Introduced	✓ Introduced/Reinforced	✓ Introduced
3. Examine the effects of current trends and policy choices on social service... Active since 8/2010	✓ Introduced	✓ Introduced/Reinforced	
4. Explain and analyze social policy, in terms of the policy objectives, who... Active since 8/2010	✓ Introduced	✓ Introduced/Reinforced	✓ Reinforced

Please analyze the following. Remember to paste a copy of your curriculum map.

- **PLOs:** Do all PLOs reflect what you want students to demonstrate once they complete the program? Are there any PLOs that need to be updated?
- **Potential gaps and redundancies:** Are there any PLOs that are

not addressed in the curriculum? Are there any unwanted redundancies of PLOs in the curriculum?

- **CLO alignment: Is there a need to modify any course learning outcomes so that courses better support PLOs?**
- **Course sequencing: Is there a need to modify the course sequencing so that learning is scaffolded throughout the program? In other words, courses taken earlier in the program sequence should introduce PLOs, and courses taken later in the sequence should reinforce PLOs by offering students additional opportunities to practice.**
- **Curriculum and learning opportunities: Is it necessary to introduce new learning opportunities to reinforce learning in specific courses? These could be modules or assignments in courses, additional courses, and/or co-curricular opportunities that would be required of all students in the program.**
- **Do you need to make any changes to the curriculum map after this analysis?**
- **Other?**

Within the screenshots provided is the original curriculum map developed for the Social Work AA. As noted within section 2.D, updates to the program curriculum were submitted and approved in May 2022, which will ultimately change this map a bit. For example, courses like CPD 116, BIOL/PSY 105 and ANTH 101 changed from program requirements to recommended electives. Thus, not all students completing this program of study will complete these courses.

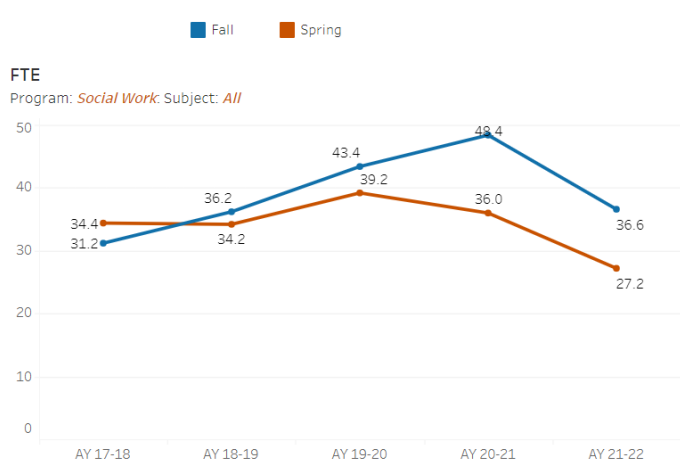
Fortunately, assessment of the social work program learning outcomes is not dependent upon the aforementioned courses. As demonstrated in the curriculum map, required courses such as SW 101 and SW 205 have learning outcomes that map onto all three program outcomes. There is some obvious redundancy and overlap seen within the course map. For example, instances of single course learning outcomes mapping onto all three program learning outcomes. In part, this is a reflection of diversity and differences, empirical research, and ethics and values being separate but essential guiding factors when it comes to analyzing social work policy and issues. Currently, attainment levels are set to introduce, introduce/reinforce or reinforce which is deemed appropriate for a degree that has been designed for transfer to a Baccalaureate program.

It is expected that as regular assessment becomes routine within the Social Work program, this map may change. For instance, as common measures get developed and implemented, we will have a more realistic set of expectations for how (in practice) specific learning outcomes and their measures map onto program outcomes/measures.

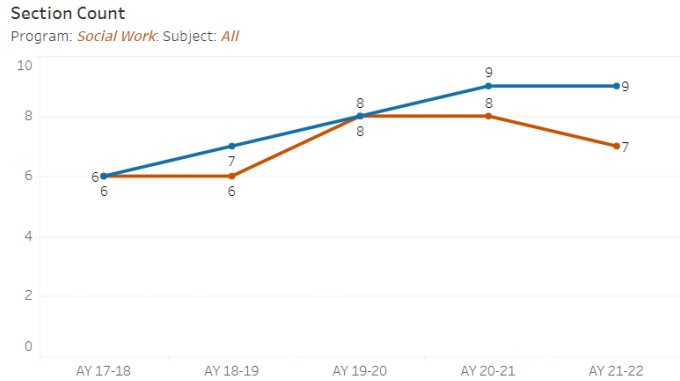
In addition, future updates to program learning outcomes may include reference to National Association of Social Work (NASW) standards related to proper use of technology in provision of social services & care, as well as practiced self-care for practitioners.

4.A. FTE and Section Count

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	Fall	Spring
CPD	28%	-45%
SW	11%	2%
Division	Fall	Spring
Business and Social Sciences	-3%	-9%
Liberal Arts	-18%	-23%
Life Sciences, Allied Health & Public Safety	-7%	-6%
Math & Physical Sciences	-13%	-16%
Technical Sciences	7%	7%
TMCC	-8%	-12%



	Fall	Spring
CPD	100%	-33%
SW	25%	67%
Division	Fall	Spring
Business and Social Sciences	-5%	-7%
Liberal Arts	-23%	-26%
Life Sciences, Allied Health & Public Safety	0%	3%
Math & Physical Sciences	14%	-23%
Technical Sciences	0%	-12%
TMCC	-5%	-14%

Please analyze the trends in FTE and course section counts. Discuss what these trends suggest about the viability of program enrollment.

As noted in previous sections of this PUR, the Social Work program includes the following subject areas: SW and CPD. Collectively, this includes the following courses: SW 101 (Introduction to Social Work), SW 250 (Social Welfare, Policy and History) and CPD 116 (Substance Abuse Fundamentals).

The five year change in FTE for CPD shows a 28% increase during Fall and a 45% decline during Spring. When analyzed by academic year, a 5 year change of -15%. This is a slightly greater decline in FTE when compared to TMCC’s overall 5 year change (-10%). CPD 116 has become somewhat of a relic. It is still offered at most Community Colleges in Nevada; however, University of Nevada, Reno teaches their substance abuse courses out of their Center for the Application of Substance Abuse Technologies under the CAS prefix. Fortunately, we have a transfer agreement that counts CPD 116 as an equivalent course to CAS 154 (Problems of Substance Abuse and Addiction). Previously, CPD 116 was a required course for the Social Work AA. Effective AY 22-23

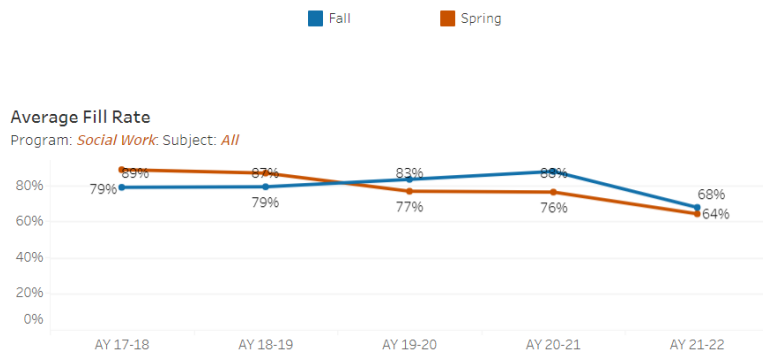
it is a recommended elective. It follows that demand for CPD 116 is not likely to grow; however, it is an important course for those pursuing an education in Social Work, Criminal Justice, Counseling and Psychology.

Despite the reduced FTE in CPD, the 5 year change for CPD section count has increased 20%. Over the course of the pandemic, more variety has been built into scheduled course modes. For example, a Web Live section in addition to face-to-face. Continuing to offer more variety in course delivery might provide some modest benefits to enrollment; however, we'll need to monitor section fill rates so that we don't oversaturate our schedule with CPD sections.

The five year change in FTE for SW shows an 11% increase during Fall and a 2% increase during Spring. When analyzed by academic year, a 5 year change of 7% growth. Section count grew by 43%. This growth in FTE during a 5 year period in which the college saw an overall decline speaks to program demand and the importance of investing in its future.

4.B. Course Fill Rates and Unsuccessful Enrollment Attempts

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5 Yr Avg Course Level Fill Rate
Program: *Social Work*; Subject: *All*

	Fall	Spring
CPD 116	85%	85%
SW 101	84%	75%
SW 250	60%	70%

	5 Year Average Fill Rate	
	Fall	Spring
CPD	85%	85%
SW	76%	73%
Division	Fall	Spring
Business and Social Sciences	69%	63%
Liberal Arts	82%	75%
Life Sciences, Allied Health & Public Safety	80%	78%
Math & Physical Sciences	87%	78%
Technical Sciences	49%	46%
TMCC	73%	67%

5 Yr Average Unsuccessful Enrollment Attempts

An enrollment attempt is considered unsuccessful if the student tried to enroll in one or more sections of a course but could not because the section was full, and who ultimately did not take the course that term. If they eventually enrolled in another section, they are not counted as unsuccessful. And a student is only counted once per course no matter how many section-level attempts they had.

Course Level

Program: Social Work

CPD 116	3.25
SW 101	5.22
SW 250	2.00

Division & College Wide

Business and Social Sciences	4.41
Liberal Arts	8.57
Life Sciences, Allied Health & Public Safety	7.80
Math & Physical Sciences	21.56
Technical Sciences	3.14
TMCC	7.73

Please analyze the trends in course fill rates and unsuccessful enrollment attempts. Discuss what these trends suggest about meeting student demand.

The 5 year average course fill rate for CPD 116 (85%) and SW 101 (80%) are strong when compared to our division (66%) and the college as a whole (70%). The five year average course fill rate for SW 250 (65%) is weaker. Typically, SW 250 is offered in two modes: one face-to-face section and one WEB section. I believe it is important to offer a remote and in-person option; however, in-person

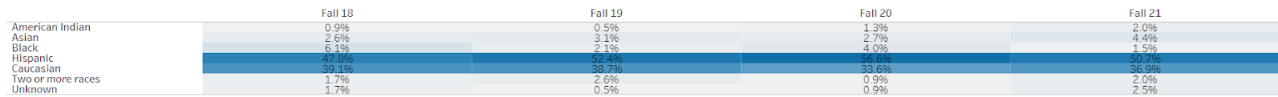
enrollment is on average lower than WEB enrollment for this course. In future semesters we can adjust the face-to-face section time to a “prime time,” aligning it with other courses typically taken in conjunction with SW 250. These changes might capture additional face-to-face enrollment and improve fill rate.

The 5 year average unsuccessful enrollment attempt rate for CPD 116 (3.25) and SW 250 (2.00) are lower compared to our division (4.41) and the college as a whole (7.73). The five year average unsuccessful enrollment attempt rate for SW 101 (5.22) is modestly higher when compared to the division, but lower when compared to the college as a whole. Overall, looking at section fill rates and unsuccessful enrollment attempts combined, I believe we are doing a good job of meeting student demand.

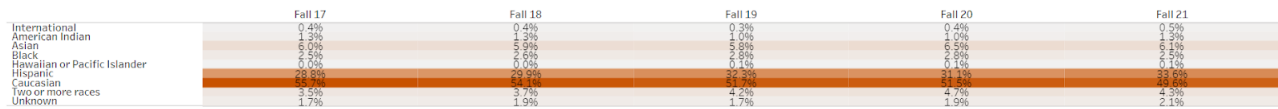
4.C. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, and Age Range

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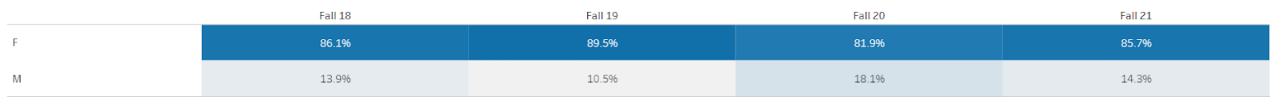
Program Majors by Ethnicity
Term: Fall Program: Social Work



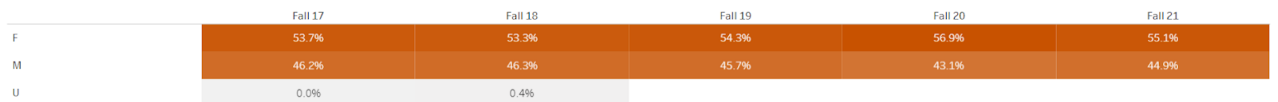
TMCC by Ethnicity
Term: Fall



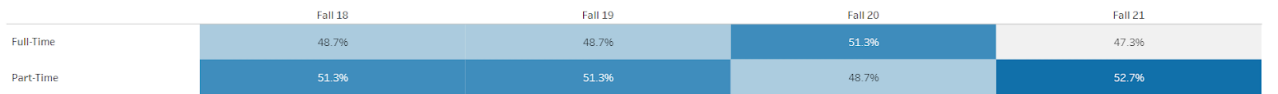
Program Majors by Gender
Term: Fall Program: Social Work



TMCC by Gender
Term: Fall



Program Majors by Credit Load
Term: Fall Program: Social Work



TMCC by Credit Load
Term: Fall



Program Majors by Student Status

Term: Fall Program: Social Work

	Fall 18	Fall 19	Fall 20	Fall 21
New	23.5%	17.3%	19.5%	15.3%
Continuing	68.7%	76.4%	77.9%	79.3%
New Transfer	7.8%	6.3%	2.7%	5.4%

TMCC by Student Status

Term: Fall

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
New	14.0%	15.2%	14.6%	13.5%	16.3%
Continuing	69.8%	65.5%	62.1%	60.9%	61.0%
New Transfer	3.9%	11.0%	8.7%	7.8%	8.1%
New High School	3.8%	5.7%	11.1%	12.4%	8.3%
Continuing HS	2.5%	2.6%	3.5%	5.4%	6.4%

Program Majors by Age Range

Term: Fall Program: Social Work

	Fall 18	Fall 19	Fall 20	Fall 21
<18	0.9%			
18-24	58.3%	59.7%	65.0%	59.6%
25-34	24.3%	26.2%	17.7%	21.7%
35-49	13.9%	10.5%	11.1%	16.3%
50+	2.6%	3.7%	2.2%	2.5%

TMCC by Age Range

Term: Fall

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
<18	5.5%	7.1%	12.7%	15.0%	11.8%
18-24	56.3%	54.6%	52.9%	51.4%	52.8%
25-34	23.8%	23.9%	22.2%	22.8%	23.6%
35-49	10.3%	10.5%	9.0%	8.4%	9.3%
50+	4.1%	3.9%	3.3%	2.4%	2.5%

Briefly describe the typical student profile in terms of ethnicity, gender, credit load, student status, and age range in your program/unit, including how they compare to demographics of the college. Please note any potentially underserved student populations and discuss ideas for closing potential equity gaps. An equity gap is where there is a significant and persistent disparity in access or achievement between different groups of students.

Does the program’s teaching staff look like its student population? If not, discuss ideas for how faculty can use more inclusive teaching methods.

The predominant ethnicity of Social Work program majors at TMCC is Hispanic, followed by Caucasian. Compared to the college as a whole, our program serves a higher proportion of Hispanic students. The overwhelming majority identify as female. This is consistent with national trends, which suggest that new social workers are predominantly female (90%) and diverse with respect to identified race and ethnicity. There are slightly more part-time students than full-time students; however, the balance between full-time and part-time is more equitable when compared to the college as a whole. The majority of our majors are continuing students. The common age range for Social Work students is comparable to the average TMCC student, with the majority falling within the age range of 18-24, followed by 25-34.

Our Social Work instructors (FT and PT) are predominantly Caucasian females, ages unknown. In terms of gender, our teaching staff are representative of our student population. In terms of ethnicity, there is room for improvement.

Social Workers are, by and large, trained to be culturally sensitive. The National Association of Social Work (NASW) Code of Ethics, which is integrated into all SW courses, emphasizes social justice, human relationships, dignity and worth. In addition to teaching these values, our faculty report being conscious of diversity and representation when selecting videos, images and other

materials that get embedded into their curriculum and courses.


5.A. Course Completion Rates

Social Work 2022-23 PUR Self-Study

Please describe any substantial trends or shifts that you see in the overall course completion rate and successful completion (C or better). What might these trends or shifts mean? Next, disaggregate the data by student demographics. Discuss any potential equity gaps and ideas for closing these gaps. An educational equity gap is where there is a significant and persistent disparity in educational attainment between different groups of students.

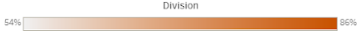
Within the Social Work program, the 5 year average for completion (CPD=89%, SW=83%) and successful completion (CPD=83%, SW=76%) rates are comparable to our division, and higher than the overall college completion (79%) and successful completion (69%) rates. Compared to the college, Social Work males and females demonstrated higher completion and successful completion rates. Our Hispanic students have a higher than average rate of successful completion relative to the college. This holds true for Caucasian, Asian, Black, International and American Indian students; however, our students who identify with two or more races demonstrated lower completion (59%) and successful completion (59%) rates compared to the college as a whole. Comparatively, this is a smaller subset of students within our Social Work program, which could be affected by outliers. This is the only explanation I can offer, given the overall trend that traditionally underrepresented groups tend to successfully complete this program. Additionally, first generation and Pell eligible students have a higher than average rate of completion and successful completion relative to the college. No notable gaps nor disparities were identified.

Avg Completion & Successful Completion Rates by Subject
Program: Social Work Subject: All



Subject	AY 17-18 AY	AY 18-19 AY	AY 19-20 AY	AY 20-21 AY	AY 21-22 AY	5 yr Avg
CPD Completion Rate	87%	93%	89%	88%	87%	89%
CPD Successful Completion	83%	88%	85%	79%	79%	83%
SW Completion Rate	85%	86%	82%	81%	79%	83%
SW Successful Completion	81%	81%	78%	75%	66%	76%

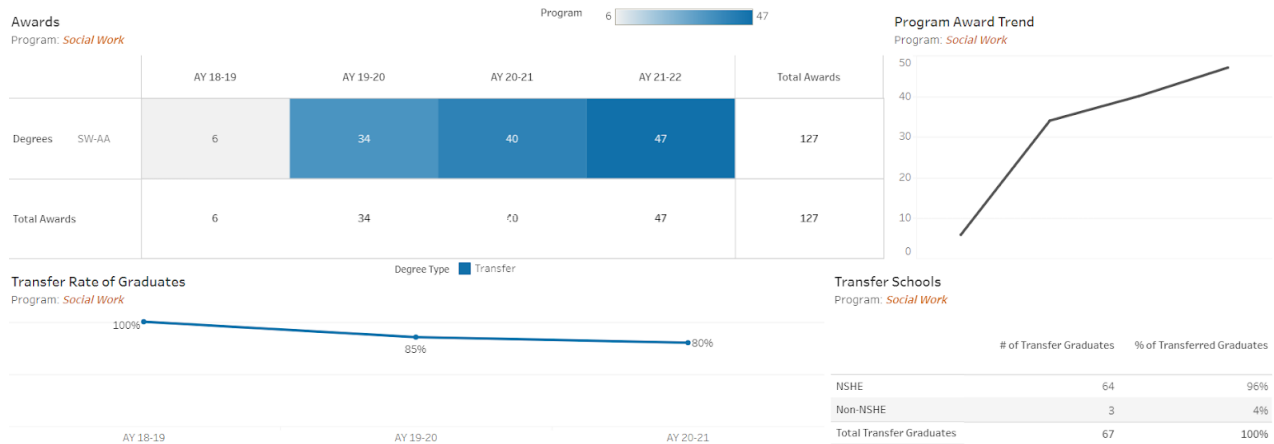
5 Yr Avg Completion & Successful Completion Rates by Division



Division	Completion Rate	Successful Completion
Business & Social Sciences	80%	72%
Liberal Arts	78%	70%
Life Sciences, Allied Health & Public Safety	83%	76%
Math & Physical Sciences	70%	54%
Technical Sciences	82%	75%
TMCC	79%	69%

5.B. Graduation and Transfer

Social Work 2022-23 PUR Self-Study



Please discuss any trends or shifts that you see in the number of graduates and graduates who have transferred in the past 5 years.

Next, disaggregate the data by student demographics, and discuss any potential equity gaps: Which student populations are earning degrees or certificates compared to the demographic makeup of the program? Do graduates resemble the student demographics of the program? If not, discuss ideas to mitigate potential equity gaps.

Between AY 18-19 and AY 21-22, we awarded 127 Social Work AA degrees. Our program award trends show an upward trajectory and our transfer rate of graduates from AY 18-19 through AY 20-21 averages 88.33%. Of those who transfer, 96% transfer to an NSHE institution. Of degrees awarded, 52% of recipients were Hispanic, 39% were Caucasian 9% of recipients were: American Indian, Asian, Black or identified with 2 or more races. With regards to gender, 86% of graduates identified as female, 14% identified as male. Thus, our graduates resemble the student demographics of the program. Equity gaps were not identified.

6.A. Faculty Achievement

Social Work 2022-23 PUR Self-Study

Describe the program/unit's full-time (FT) faculty credentials, experience, and highlights of significant activities and/or contributions to TMCC. Please use the format below for each FT faculty member.

- **Faculty Name, FTE**
- **Degree(s) or professional certification(s) awarded, discipline, awarding institution**
- **Substantial accomplishments or contributions to the**

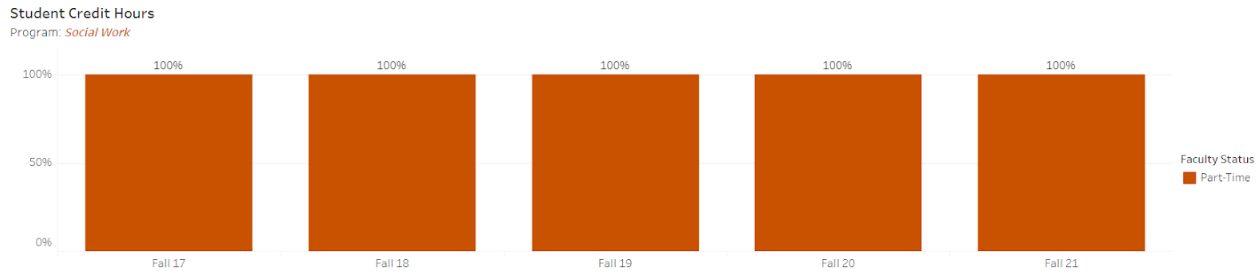
community, especially those related to education or your discipline (e.g. mentoring, community service) (Please limit to 3)

- **Number of years teaching at TMCC**
- **Total number of years in academia**
- **Primary courses taught**
- **Significant activities or contributions made to TMCC (Please limit to 3)**

- Faculty Name, FTE
 - Jennifer L. Griffin
- Degree(s) or professional certification(s) awarded, discipline, awarding institution
 - LMSW – State of Nevada
 - MSW – Univ. of Nevada Reno, Dean's List
 - BA Psych – National Univ, Magna Cum Laude
- Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g. mentoring, community service) (Please limit to 3)
 - Tutor (online), LMSW Exam Study Group
 - Founding Member, Grapevine: Reno Women for Good
 - Founding Member, Underground Friends Network (Reproductive Rights)
- Number of years teaching TMCC
 - 1.5 yrs
- Total number of years in academia
 - 1.5 yrs (this does not include time as a student teacher during undergrad)
- Primary courses taught
 - SW101: Introduction to Social Work
 - SW250: Social Welfare, History, and Policy
 - CPD116: Introduction to Substance Use Disorder
- Significant activities or contributions made to TMCC (Please limit to 3)
 - VPAA's OER Project: Identified and created a new curriculum for CPD116 that is more current, relevant, and diverse while eliminating the need for an extra book. This resulted in a savings of approx. \$100 per student.
 - Overwhelmingly positive feedback from students.

6.B. FT/PT Faculty and Student Credit Hours Taught

Social Work 2022-23 PUR Self-Study



The above section shows the percent of student credit hours that were taught by Full-Time vs Part-Time faculty within your program's subject area. These student credit hours are not necessarily enrollments of your declared majors, they are enrollments by all students taking your courses. Student credit hours are defined as the sum of (enrolled students x units).

Headcount & FTE
Program: Social Work

	Headcount	FTE
Fall 17	3	1.2
Fall 18	4	1.4
Fall 19	4	1.6
Fall 20	5	1.8
Fall 21	6	1.8

Describe the trends or shifts in the number of full-time (FT) and part-time (PT) faculty, and the number of student credit hours (SCH) taught by FT and PT faculty since the last program/unit review. What Impact, if any, have these trends or shifts had on the program/unit?

Spanning AY 2017-2018 through AY 2021-2022, 100% of Social Work courses were taught by part-time faculty. While I am new to staffing this program, our previous chair has described that social workers within our community have demanding, well-paying jobs with limited daytime availability. This has made it challenging to find part-time faculty who are available to teach classes during “prime” scheduling hours (morning and early afternoon). To boot, many of the part-time faculty hired have little to no teaching experience within higher education, which requires a great deal of mentoring.

The Social Work program at TMCC has yet to have a tenured or tenure-track faculty member associated with it. Ideally, this program would have had a tenure track line created for it when it was proposed and approved by our former Dean of Liberal Arts; however, that was not the case. Because there are no existing faculty members in our department qualified to teach social work courses, let alone develop curriculum, in AY 2019-2020 one of our Psychology tenure-track lines was converted to a hybrid position intended to attract applicants qualified to teach Social Work and Psychology or Social Work and Sociology. During Spring 2020, a hiring committee was established. By the end of March 2020, this position was frozen due to pandemic budget cuts. In Spring 2022, we welcomed a temporary full-time, one year hire for Social Work.

We have since learned that it is rare to find academics with graduate training in both social work and other social science specialties. If and when we advertise for a tenure-track social work faculty position in the future, that line will be dedicated towards social work and substance abuse education.

As a department, we recognize that there are important updates that could be made to our program curriculum, such as: proposing new 100-200 level Social Work courses, proposing new 100-200 level substance abuse courses that reflect UNR’s minor in addiction studies, revisiting program and course learning outcomes and identifying accessible and cost-effective course materials for SW 101 and SW 250. Additionally, assessment of this program has been a challenge with an ever-changing pool of part-time faculty and no full-time members to really take “ownership” of a program that requires specialized subject matter expertise and real-world work

experience. Our Social Work students deserve ongoing mentorship that is most commonly achieved through investment in full-time faculty. **Further, long term projections for Social Work employment provided by Nevada Department of Employment, Training, and Rehabilitation, underscore the value of investing in this program's future. For example, predicted growth (% change) in NV Social Work employment opportunities from 2020-2030 is as follows:**

- **19.17%- Community Counseling Social Workers**
- **13.74%- Child Family and School Social Workers**
- **20.62%- Healthcare Social Workers**
- **24.93%- Mental Health and Substance Abuse Social Workers**
- **12.83% - All Other Social Workers**

6.C. Support Staff

Social Work 2022-23 PUR Self-Study

Describe the program/unit's support staff, including their FTE, major duties, and any specialized credentials necessary to carry out their duties. Is the number of staff adequate to support the program/unit? Explain.

As part of the Social Sciences Department, the Social Work program has one full-time Administrative Assistant that assists with schedules, book orders, room assignments, contracts, and other duties. The Department Chair of Social Sciences is responsible for scheduling, staffing, mentoring and assessing this area. There are no additional support staff dedicated to the Social Work program; while gaps have been identified in the area of teaching faculty, no gaps in support staff have been identified.

6.D. Facilities and Technology

Social Work 2022-23 PUR Self-Study

Describe the facilities and technology used by the program/unit, and discuss any unique requirements. These may include labs, studios, off-campus sites, computer classrooms, specialized equipment, etc. Are program/unit facilities and technology adequate to support the program? Explain.

SW and CPD courses at TMCC are offered on Dandini campus, as well as remotely in WEB format. The Social Work program does not have a designated lab nor computer classroom.

Full-time faculty in this area have identified a lack of integration between iOS and Canvas, which adversely impacts students and faculty that routinely use iOS. It would be ideal to have iOS connections in the classroom so the ELMO can be used with iPad resources provided during the OER project. It would be even better to have the option of an iOS device and iCloud in the office for ease of access/hand off.

Regularly scheduled classrooms for this program are not set-up to be accessible to non-right handed faculty and as such our full time faculty member was unable to fully access and integrate the ELMO/overhead system. There should be some flexibility in placement of devices.

Additionally, it has been observed that students who are hearing impaired and/or visually impaired experience frustration with Canvas not integrating well with accessibility and special readers.

7.A. Five-Year Plan

Social Work 2022-23 PUR Self-Study

Using your analyses from previous sections, develop a 5-year plan for the program(s). Include an estimated timeline of goal completion. Please address the following questions:

- **Using the most significant curriculum and assessment-driven findings, describe strategies to sustain or improve student learning. This may include deactivating existing courses or introducing new courses or programs to meet current trends in the discipline or industry.**

- **After considering the most significant enrollment findings, discuss strategies, if needed, to improve enrollment and address these factors. These may include more efficient scheduling, streamlining pathways to completion, outreach to underserved students, internal or external factors anticipated to impact future enrollment, etc.**

- **With respect to course completion rate, graduation, and transfer, discuss strategies to enhance student success and close equity gaps. These may include curriculum changes, pedagogical changes, streamlining pathways to completion, improving advising, mentoring, retention efforts, etc.**

Considering the above strategies, what are the major goals that the department/unit hopes to accomplish in the next 5 years? Include an estimated timeline of goal completion. How does the department or unit plan align with the Academic Affairs Strategic Plan or the College's Strategic Master Plan?

Following our next round of program course assessment scheduled for Spring 23, I will work with Jennifer Griffin to evaluate our course learning outcomes and program learning outcomes in a comprehensive manner. While revisiting program outcomes, we will look to NASW guidelines to ensure our program aligns well with national standards. From there, we will make any necessary modifications to our existing curriculum map. This set of goals can be accomplished by the end of AY 23-24.

Since this program was developed, we (as a department) have tried to keep it afloat. The data presented in this PUR demonstrate that we have done that reasonably well; however, this is a vital program for our students and our surrounding community. It deserves resources. Looking

towards the future, the goal should be to expand, attract and inspire future Social Workers. With the promise of at least one tenure-track line dedicated to Social Work, we could grow our program and explore new course offerings (e.g. SW 230- Crisis Intervention, CAS 256- Substance Abuse Across Diverse Populations). Additionally, we could explore the viability of offering fundamental courses aligned with UNR's minor in addiction studies. In sum, we need dedicated, full-time faculty who are current within their field to ensure that our program curriculum is up-to-date. Achievement date TBD.

8.A. Resource Requests

Social Work 2022-23 PUR Self-Study

Identify any resource requests. For each request, please indicate whether the request is for an additional faculty and/or staff position, capital improvements (facilities), technology or specialized instructional resources, or professional development. Address the following items:

- **Request (Additional faculty/staff, capital improvements, technology or other specialized instructional resources, or professional development)**
 - **Estimated time to hire or time the request will be made.**
 - **Projected measurable outcomes. Which PLOs and/or student success metrics does the department hope to improve as a result of the request?**
 - **Alignment to the Academic Affairs or College's Strategic Plan**

Request # 1: A new, dedicated tenure-track line for the Social Work program. This would reallocate the previously converted Psychology tenure-track position back to Psychology.

Timeline: Approval was received for a renewed, one-year hire in AY 23-24; thus, our goal would be to conduct a tenure-track position search in Spring 2024.

Outcomes: Expansion of Social Work program, measured through updated course offerings and/or curriculum, materials and experiential learning (e.g. off-site learning opportunities such as observing the legislative session in Carson City for SW 250; observing the booking process, issues, and treatment of suspects at WCSO; visiting UNR's School of Medicine to address service areas and how multiple disciplines work together to meet community and individual health needs/goals; implementation of Narcan training sessions and provision of Narcan to students in CPD 116).

Alignment: Objective 3 of the Academic Affairs Plan: "Prepare students for further education and employment in the community by offering well-planned, in-demand, and high-quality programs." Objective 6 of the Academic Affairs Plan: "Improve student completion through curricular enrichment activities and academic support services."

Request # 2: Subscription access to YouTube Premium, TedTalks or TedEx unlimited. These resources would be highly beneficial for sourcing educational content. These platforms provide engaging infographics, educational videos, pop culture experiences, documentaries, and readings that allow students to apply lessons to the real world.

Timeline: AY 23-24

Outcomes: Higher than college average course completion rates.

Alignment: Objective 6 of the Academic Affairs Plan: “Improve student completion through curricular enrichment activities and academic support services.”

Request # 3: Social Work program faculty have observed that students who get left behind are working, experiencing time management issues and/or lack reliable transportation to campus. It is requested that the college recommit to advertising transportation options to students (e.g. student-discounted or free city transit bus passes).

Timeline: AY 23-24

Outcomes: Improved retention and course completion rates.

Alignment: Objective 1 of the Academic Affairs Plan: “Improve completion and retention among part-time (PT) students.”

Academic Standards and Assessment Committee Findings and Recommendations

Social Work 2022-23 PUR Self-Study

Social Work PUR 2022-2023

Date of ASA Review: 2/10/2023

Academic Standards and Assessment Committee’s Findings:

The Social Work program is a valuable program to TMCC and the community, where there is a demonstrated need for social workers. The committee is concerned that no program-level assessment and very little course-level assessment have occurred over the past 6-years. Given the apparent demand for the program (203 declared AA-SW majors in Fall 2021), the committee supports the resource request for a FT tenure-track position.

Program Strengths:

- The program has robust enrollment with no apparent equity gaps. In fact, it attracts a higher percentage of Hispanic students than the college as a whole.
- Unsuccessful enrollment attempts are near zero, suggesting that the department is offering an appropriate number of sections to meet student demand.
- As noted by the dean, the program is focused on diversity, accessibility, and cost for students. The part-time faculty member participated in the OER project and has implemented OER across all CPD 116 sections.
- Course completion and successful course completion outpace the college.
- Numbers of graduates are robust, continue to trend upward, and reflect the demographics of the program. No equity gaps are apparent.
- Program viability is supported by the overall FTE, section counts, and the noted need for social workers.

Areas of Concern or Improvement:

- There has been no program-level assessment in the 6 years of the program’s existence and very little course assessment, which began only recently.
- Future plans regarding assessment address alignment of PLOs to national standards but do not include specific implementation strategies for assessing program learning outcomes.
- There is a noticeable drop in the overall successful SW course completion rates over the last

5 years (from 81% > 81% > 78% > 75% > 66%) that may warrant continued monitoring and intervention; this may be due to the impact of COVID.

- The program has a sizable number of majors but has no permanent full-time faculty, which hampers assessment, growth, and additional specializations.
- The program improvement plan is dependent on the hiring of a new FT tenure-track faculty member.
- The five-year plan addresses needs to align with NASW during AY23-24 after programmatic assessment in Spring23. Other goals discussed include potentially offering new courses and alignment with UNR's minor in addiction studies with no timeline presented and these are dependent on a FT tenure-track faculty member.

Recommendations:

- The need for a new FT faculty line for this program is supported. If a new faculty line is not possible, transferring a vacant line from a program with less demand should be considered. If current faculty lines are available but frozen we support unfreezing them.
- Develop and implement program-level assessment across the curriculum that addresses all PLOs.
- Develop a Social Work specific mission statement that aligns with, but is distinct from the department statement.
- Update program description with the change to the addiction treatment services at UNR and evaluate the relevance of CPD courses based on alignment.
- Align PSLOs with NASW guidelines as suggested in the self-study.
- Generate a five-year plan with concrete goals, plans, and an actionable time-line.

Other comments:

- Adding information about workforce needs for social workers, which is alluded to in the PUR, would strengthen resource requests.
- Is low enrollment in SW 250 due to course scheduling (e.g., not at "prime time") or that students are leaving the program after SW 101?
- The Dean's comments suggest using department funds for requested subscriptions which seems reasonable.

Dean's Findings and Recommendations

Social Work 2022-23 PUR Self-Study

Academic Dean's Findings:

I have found this Social Work Program Unit Review to be very well done. The Social Work program is excelling overall despite it's desperate need for full time faculty to lead the program. In general the program achieves higher results in all areas when compared to the College as a whole and oftentimes also when compared to the Division. Students are persisting and completing and we seem to be meeting student needs with our course offerings. Another great aspect of this program is the solid 2+2 agreement with UNR which we recently updated to comply with their changes. I am happy to see that the chair and temporary full time faculty member are also interested in exploring how we might also partner with their substance abuse program as I think that may also draw in a lot of interest from students. I am in agreement with all of the suggestions made and resources requested to enhance this program and look forward to seeing its future

potential.

Strengths:

The Social Work program has many strengths. Some of the more notable ones include:

- The program generates a lot of student interest. This fall semester we had 145 declared majors in this program. Overall the program has been growing since its inception.
- Students are successfully completing in this program at higher rates than the College as a whole.
- The program has a diversity focus and attracts students of diversity. The program serves a greater percentage of Hispanic students than the College as a whole.
- The temporary full time faculty member participated in the OER project and implemented an OER text for a class saving students in this course approximately \$100. All sections of this course now use this OER and students are responding very positively to it.
- The program is accessible and there is an ongoing awareness of accessibility issues and needs.
- TMCC's Social Work AA transfers fully to UNR where students can complete their bachelor's degree and continue on for their master's degree in Social Work as well. The chair and temporary full time faculty member stay on top of any changes at UNR and have ideas for further appropriate course development and partnerships relevant to Social Work.

Areas for Improvement:

The Social Work Program is doing very well overall and there are not too many areas that I will note for improvement. However, a few include:

- The primary area for improvement in this program is that it lacks any full time faculty. As Social Work is a very specialized field, we do not have other full time faculty that can lend support to this program. We had an approved full time tenure track position for Social Work that has since been frozen despite the great need for this position. As Social Work is one of TMCC's largest degree completion programs this should be made a high priority.
- Course assessments have not been done. This is largely due to having no full time faculty in the discipline until we were recently allowed to hire a temporary full time faculty member. However, the previous department chair should have worked with the part timers to assess the courses as scheduled. As that was not done, the program is playing catch up now which I do know is planned so I anticipate this will no longer be an area noted for improvement in the next PUR.
- Diversity is lacking among our instructional faculty. When hiring from the part time instructor pool in the future, I recommend that the team select diverse candidates when possible and when candidates are otherwise equally qualified.

Summary Action Recommended (Continue program(s), significantly revise, discontinue, etc. followed by explanation):

There is no doubt the program should be continued. However, it must be considered that when this program was created it should have included the hire of a full time faculty member. As that was not done with its creation, the College needs to make that right by hiring one now. This will benefit the College as it will help the program grow effectively, expand and produce excellent outcomes.

Recommendations and Implementation Timeline:

The three requests made in this PUR are realistic and very modest. I agree with them all.

1. The need for a full time faculty member has been addressed throughout the PUR. I agree that it should have a new line assigned to it so that we do not have to take away from the Psychology program which is what we were doing out of desperation when that line was frozen. I agree with the suggested timeline of hiring in Spring 24 for a Fall 24 start as long as we are able to keep the full time temporary position in place until that hire is established.

2. The request for the video subscriptions is a modest request. I understand the value of not having to watch ads throughout class time in order to show a video that will benefit the students. This is something we should be able to accommodate with department funds.

3. The final request benefits the whole college, not just the Social Work program as it is helpful to all students to know that they can access free bus passes and get to school for every class on time. While it is obvious that there is a total correlation with class attendance and successful completion, it cannot be overemphasized to the student enough how important it is to come to class and that we can help with transportation if that is an issue. A student awareness campaign can easily be done at no further marketing costs on a semesterly basis.

Resources Necessary for Implementation of Recommendations:

The only additional resources not currently appropriately allocated that are needed to meet the needs of this program and implement the above recommendations are the resources needed to hire a full time tenure track faculty member for this program.

Impact of Recommendations on Division Planning:

As scheduling is very difficult with Social Work when relying on part time faculty, the impact on the division planning would be on the positive side if we were able to hire a full time faculty member. The only other anticipated impact is the time for faculty to serve on a search committee and then to mentor a new faculty member as needed.

Impact of Recommendations on Program/Unit Faculty:

The above mentioned impacts are the same as they are faculty impacts overall: As scheduling is very difficult with Social Work when relying on part time faculty, the impact on the division planning would be on the positive side if we were able to hire a full time faculty member. The only other anticipated impact is the time for faculty to serve on a search committee and then to mentor a new faculty member as needed.

Vice President of Academic Affairs' Findings and Recommendations

Social Work 2022-23 PUR Self-Study

**VPAA's Findings and Conclusions:
(Include which of the ASA Committee's and Dean's findings and recommendations were upheld or not upheld.)**

Firstly, kudos to the designers of this program and the author of this PUR. This is a great-news story all around. A strong new major with significant enrollment, widespread persistence, significant major counts, great student performance, strong completion rates, solid OER adoption, ethnic diversity, and a strong transfer articulation. What else can be said?

Strengths:

This program is serving a vital need and offers a significant transfer opportunity to our students. They could end up in a wide variety of occupations related to Social Work, or carry on to graduate degree programs. Students have clearly found this program and have told their friends. Jennifer Griffin is clearly doing terrific work, and she needs some new FT faculty colleagues to keep the momentum going.

Areas for Improvement:

I cannot identify any, save for the need to expand and diversify the faculty ranks.

Recommendations and Next Steps for the Program Based on the PUR:

(Include whether the program should be continued, significantly revised, or discontinued, followed by a rationale.)

Definitely continue this program, for the reasons outlined above.

Resources Needed to Implement Recommendations Towards Program Improvement or Enhancement:

My office will aim to align any future position restoration opportunities with this program as they come available.