

Program Review



ADP/Program Review - Social Work/Human Services

2020 - 2021

1. Department Goals - Current Progress: Goal #1: Increase enrollment in SWHS courses on campus.

Status: On-Going

Update: We used student survey feedback to modify our course scheduling to better meet the needs of our SWHS students. We moved the majority of our courses to a hybrid modality and created a schedule to offer courses back to back on Monday and Wednesday mornings. With these changes, our on-campus enrollments increased by 10% from 2018-19 to 2019-20. Now that we have developed our new AA-T, we anticipated enrollments on-campus will continue to grow.

Goal #2: Develop AA-T in SWHS.

Status: Goal Met

Update: The A.A. for Transfer degree in Social Work & Human Services was drafted and submitted in Fall 2019 and approved in Spring 2020. The AA-T was cataloged on June 1, 2020. We already have 25 declared majors for this new degree.

Goal #3: Expand SWHS offerings in the Prison Education & Re-entry Program.

Status: On-Going

Update: We have continued to expand SWHS course offerings in the Prison Education & Re-entry Program (PREP). We started the program on C yard at Mule Creek State Prison (MCSP) in Spring of 2016. Since that time, we have expanded to offer SWHS courses at MCSP on A & D yards and we started our second cohort of students at Folsom Men's Prison this fall. We will expand to MCSP E yard in spring 2021, and we are working with Folsom Women's Prison to plan for courses for Fall 2021. We will continue to advocate to increased FTEf for the continued expansion of SWHS PREP courses. We will also continue to advocate for another FT Faculty position to ensure our appropriate FT to PT faculty ratios.

Goal #4: Develop a Re-entry program on campus for justice-involved students.

Status: On-Going

Update: The college was awarded a \$180,000 grant to develop a re-entry program on campus. Dr. Jones is spearheading that project, working closely with Dr. Mariko Pesho -McGarry, Prison & Re-entry Education Program Director. Dr. Jones is working in collaboration with CRC and SCC faculty who are also working on Re-entry programs for their colleges.

Goal #5: Streamline internship class & process within the Prison Education & Re-entry Program.

Status: On-Hold

Update: This goal was put on hold this year while the department focused on developing the AAT. We will maintain this goal and work to address internship needs in the PREP courses during this upcoming year.

Goal #6: Address ADA accessibility needs our of students.

Status: On-Going

Update: We continue to work closely with DSPS to ensure that students with accessibility needs are receiving the support they need to succeed in the classroom.

We are continuing to encourage our department faculty to participate in professional development opportunities to learn about ADA requirements and available resources. Faculty teaching hybrid and online courses are using the accessibility checker in Canvas to review accessibility of course materials make modifications as we are able. We continue to discuss accessibility needs at our Professional Learning Community meetings, where faculty share best practices. We strive to use videos that are closed captioned, and we strive to use the available resources to caption videos we are creating ourselves. We have struggled to coordinate and manage the requests of DSPS students to ensure ADA compliance in the areas of captioned videos and reader-accessible print materials; these requests are placing very high workload demands on faculty that are not feasible. We have submitted a resource request to address this on-going need.

Goal #7: Participate in the development of a Strategic Plan for the Prison Education Program.

Status: On-Going

Update: The SWHS department has continued its discussions about the best ways to manage the SWHS PREP issues related to scheduling, communication and collaboration with our prison education partners, and the recruitment, on-boarding, and retention of faculty to teach on the inside. We will continue to advocate for a PREP Coordinator position to manage these on-going needs.

2. Department Goals - Future: Goal #1: Increase enrollment in SWHS courses on campus.

Goal #2: Expand SWHS offerings in the Prison Education Program.

Goal #3: Develop a Re-entry program on campus for justice-involved students.

Goal #4: Streamline internship class & process within the Prison Education Program.

Goal #5: Address ADA accessibility needs of our students.

Goal #5: Participate in the development of a Strategic Plan for the Prison Education Program.

Goal #6: Explore opportunities for internship/field practicum development.

Goal #7: Expand online course offerings to meet student needs.

3. Special or Long Term Projects: 1) PREP: Re-entry Grant. The college was awarded a \$180,000 grant to develop a re-entry program on campus. Dr. Jones is spearheading that project, working closely with Dr. Mariko Pesho -McGarry, Prison & Re-entry Education Program Director.

2) PREP: Expansion of Course Offerings. Continue with expansion of SWHS course offerings in Folsom State Prison Mens' facility. Continue discussions with FSP Women's facility about developing a SWHS program in their facility. Requesting dedicated FTEf for program expansion. Develop a Strategic Plan for the Prison Education Program. Faculty Coordinator position request to support this need.

3) Development of Internship Opportunities. The SWHS Department would like to expand opportunities on campus for students to complete the internship hours in a wide variety of existing student support services areas, such the Veterans Center, Equity Center, Welcome & Student Success Center, DSPS, etc. We would also like to explore the possibility of becoming a field education placement site for BSW and MSW students completing their degrees in Social Work at Sacramento State University. We envision opportunities for students to gain valuable internship/field experience at FLC, while also providing the college with student workers who have training and expertise in working with a wide variety of special populations. Student interns will require "field instructors" who meet the certain qualifications, complete required orientations, and professional development, and have set hours available to provide direct supervision and oversight of interns. The SWHS department will seek out possible avenues to fund field instructors.

4) Sabbatical Request: Dr. Bradshaw is planning to request sabbatical release time for the 2021-2022 academic year to work on the development of internship opportunities, to revise current certificates, to explore the development of additional certificates (including a review of SLOs and PSLOs), and to explore the need for online course offerings.

4. Department/Discipline Plans - Curriculum and Course Sequencing: 1) Deletion of Gerontology: The SWHS department is no longer offering courses or awards in Gerontology. There was not enough student interest in this specialization to fill the courses. The Human Services AA degree in Gerontology has been deleted this year. There are two GERON course that will be deleted once they are deleted as course options from existing awards.

2) Explore Need for Online Course Offerings: This fall is the first time we have offered SWHS courses in a 100% online modality. All of our SWHS online courses filled to capacity, with an additional 20 students on each waitlist at the start of the term. Based on anecdotal information from current students, we believe that there is an interest and need for the continuation of 100% online education opportunities beyond the current COVID-related required scheduling. We will further explore the needs of our students and the expertise of our faculty to determine if it would be feasible to create more online courses and possibly a 100% online degree pathway.

5. Program Development & Revision: 1) Revision of AA & Certificates: Now that the AAT has been developed, the department

will review the existing certificates and AA and try to align those awards so that the courses and awards build on one another, creating “stackable” awards. We are considering eliminating the second internship course for the AA degree, to align with the new AA-T.

2) Explore Additional Certificates: We have feedback from students that they are interested in specialized certificates in the areas of coaching, addictions, and case management. Our department will explore what other colleges are offering similar certificates and identify the feasibility to creating new certificates at FLC to meet these needs.

Program Maps: Program maps are current for all awards.

6. Percent of SLOs assessed: The SWHS department has 10 core classes. 5 of the 10 classes have been assessed and entered into Improve = 50%. Within the 10 courses, there are a total of 45 specific SLOs; 14 of those 45 SLOs have been assessed and entered into Improve = 31%.

We feel confident that all of our SLOs are being regularly assessed for each class through course assignments and grading. Our department has a Professional Learning Community that meets throughout the year. At those meetings we discuss SLOs, student progress, areas of need, curricula and SLO revisions needs, etc. We feel confident that we are aware of SLO needs and that we are putting strategies into place to address those needs.

We acknowledge that do not have a well-organized system for getting SLO data and analysis into Improve, as needed for tracking purposes. We have a number of classes that are only taught by adjunct faculty who do not receive funding to cover SLO data analysis and data entry into Improve as part of their contract. Last year the SWHS department put together a plan to increase of percentage of SLO assessed. Two adjuncts were approved for ESAs to complete SLOs, and they are planning to complete all the SLOs for 300, 302, 340 and 331 within the year. One adjunct reached her goal, other adjunct was not to complete any due to unanticipated personal issues. We revised our plan of action for this year, and we hope to enter data into Improve at least one SLO for each course by this time next year.

7. Course SLOs - Synopsis: SLOs were completed this year for SWHS 331 and SWHS 302 for classes on-campus only (did not include PREP classes). Overall, the students were able to meet the criteria set for each SLO. Areas of outstanding student performance were high levels of student engagement in classroom discussions and in-class exercises. Areas in need of improvement were study skills to improve test scores, and some students struggled with access to technology to submit homework assignments through Canvas.

Based on SLOs completed in previous years, we have identified that many students struggle with college-level reading and writing skills. Additionally, many students are unfamiliar with the standard APA formatting requirements for our discipline. For our students in the PREP program, not only do they struggle with reading and writing skills, but they also struggle with basic college-readiness, study skills, and time management. Another area of need identified through SLO assessment for the PREP program students is basic educational materials and resources, such as lined paper, pens, dictionary, thesaurus, APA reference manual, time management tools (calendars/planners), course materials organization items (folders/envelopes/portfolios) and general access to library resources.

8. Course SLOs - Strategies for Improvement/Maintenance: In an effort to improve student success in reaching SLOs, we regularly refer our SWHS students to the Reading & Writing Center for support with assignments. In our SWHS300 course, we have added a section on APA formatting, as well as a library workshop with training on APA citations. We have also developed our 2-year program maps with the proposed schedule for students to take ENGWR their first semester, which we believe will best prepare them for the writing requirements of our courses. Many of our faculty have also incorporated some basic college-readiness resources and exercises into our curriculum, such as learning style assessments, calendars, assignment/grade tracking systems, and supplemental readings and videos on effective study habits.

To improve student success in reaching SLOs for our students in the PREP program, we are working with educational partners in the prisons to identify which basic educational resources they can provide to students and which resources we need to bring into the classroom. We have set aside funding in CE Perkins budget to purchase lined paper, pens, folders, and portfolios. We are planning to purchase a dictionary/thesaurus for each enrolled student that they can check out for use along with the course textbook. Additionally, we are planning to purchase a number of reference and support books to keep in each education building for student use. We are currently working with prison partners to ensure that all materials can be used in the facilities as anticipated prior to purchase. Additionally, we are trying to schedule more HCD classes in the PREP program and we are encouraging first-time students to enroll in those classes to develop college-readiness skills.

Our SWHS students in the PREP also struggle to reach SLOs because they lack access to tutoring and other student support

services found on campus (computer labs, Reading & Writing Center, DSPS, regular access to Academic Counseling, etc.). The SWHS department is continuing to advocate for bringing student services into the prisons setting to ensure all student have equitable access to FLC support services. Many of our sister community colleges around the state have found creative ways to bring student services into the prisons, and we are hopeful that FLC can create similar opportunities for our students and thereby address this significant equity gap.

9. Program SLOs - Synopsis: PSLOs are assessed using the Graduate Exit Survey. The Graduate Exit Survey is being administered electronically to students on campus, and in a paper format to students in the prison setting. The Graduate Exit Survey was administered last year, but the data was not analyzed or reported out due to a vacancy in the SLO Coordinator position. For that reason, the PSLO data reported here reflects historical PSLO data only.

For students who completed the Human Services Associates Degree, a total of 6 students completed the survey over the past 3 years. On a five point scale, where 5 is excellent and 1 is inadequate, students reported that their classes in SWHS well-prepared them to meet the PSLOs at an average of 4.4 points. The highest rated PSLO was "Evaluate one's own values and attitudes as they apply to ethical decision making" (4.67). The lowest rated PSLO was "Analyze public policy issues, complexities and controversies affecting social service agencies and their clients" (3.67)

For students who completed the Human Services certificate, a total of 31 students completed the survey over the past 2 years. On a five point scale, where 5 is excellent and 1 is inadequate, students reported that their classes in SWHS well-prepared them to meet the PSLOs at an average of 4.5 points. The highest rated PSLO was "Describe the application of clients' rights in the social service delivery system" (4.74). The lowest rated PSLO was "Identifying the community resources used in assisting clients" (4.23). The qualitative feedback provided by students was overwhelmingly positive; most students reported high levels of satisfaction with the quality and dedication of their instructors.

10. Program SLOs - Strategies for Improvement/Maintenance: One of the biggest challenges for our PREP students in meeting their PSLOs, and being awarded earned certificates and degrees, is the lack of consistent and reliable access to academic counseling services. Typically, an academic counselor has come to prison for a single day during the term, and this does not allow sufficient time for each student to meet with a counselor. And typically, only students who are further along in completing the SWHS certificate courses are offered the chance to meet one on one with a counselor. Additionally, many of these students have completed coursework at other colleges and they need support in requesting transcripts and having those transcripts evaluated.

The lack of equitable access to academic counseling mean that many students have completed required coursework, but they are not able to petition to receive the award they have earned. Additionally, this creates a delay in students earning "milestones" within the CDCR system which allows students to have time taken off their sentence for reaching academic goals. The milestone for completing an Associate's Degree is 6 months; each class is 3 weeks. The long delays that students are experiencing in accessing counseling and A&R services results in delays in release from prison, which is high cost to the State to maintain the student in CDCR custody. More importantly, these long delays represent a very high cost to the students (financial, psychological, social, etc.). We will continue to advocate that our PREP FLC students have equitable access to student services.

Another challenge for the SWHS Department is maintaining an appropriate Full Time to Part Time faculty ratio. Since 2018-2019, the SWHS department requested an additional FT position to address our concerns with our low FT/PT ratio. We are continuing to advocate for the FT faculty position again this year. Justification for the request: According to the FTE Enrollment Data Report by Department that was produced by the Office of Research for faculty prioritization in Fall 2019, the SWHS Department SWHS has the highest 5 year growth rate (143.5%) and 1 year growth rate (42.7%) of any department requesting a full-time hire. Further, our FT/PT ratio is 47.9%. This is the lowest FT/PT ratio among the Social/Behavioral Sciences and the 4th lowest in the overall requests for full-time positions. Although the report indicates that SWHS has 2 full time faculty, this is misleading as the department has 1 full time faculty at 100% (Kalinda Jones) and 1 full time faculty member at 40% (Jill Bradshaw). A more accurate FT faculty FTEf number is 1.4. The SWHS department has continued to expand its course offerings, which means out FT/PT ratio gap is continuing to grow.

The majority of the SWHS department growth has been in the prison education program. Students who are incarcerated are FLC students and should be afforded the same rights and resources as on-campus students. Unfortunately, the needs of this student population can be shuffled low on the priority list because 1) these students cannot express their educational needs by scheduling on-campus meetings or communicate via e-mail or phone calls and 2) there is the risk that unconscious bias is at play when FLC employees make decisions regarding the distribution of resources regarding this population. We urge the college to be aware of the lack of student voice and the potential for unconscious bias when considering this request for a full-time hire in the SWHS department. We would like to note are not asking for a faculty member to teach full-time in the prison. A new full-time faculty member would teach in the prison and on campus. However, it is important to note that across the state, other

community colleges that have prison education programs have hired full-time faculty to teach in the prisons, an indication that the state is moving toward providing stability to prison education programs via faculty hires.

11. Improving Course and Program Success Rates - Data Analysis: Overall Course Success Rates:

The 5-year overall course success rate of students taking SWHS classes is 75.7%, which is slightly higher than the college-wide average success rate of 75.0%. Our course success rates are noteworthy, given that the majority of students enrolled in SWHS courses (60+%) are taking courses through our prison education program, and the PREP population of students experience barriers to success in higher education at much higher rates than student's in traditional on-campus classes. For example, most PREP students are not high school graduates – the majority were pushed out of the K-12 educational system by 8th or 9th grade, many only recently completing their GED (only 37% have HS diploma). Many of the PREP students have co-occurring mental health, physical health, and/or learning disabilities. Many PREP students are first generation college-students, who lack not only familial support for higher education, but are at times discouraged by friends and family to participate in higher education. PREP students face often significant limitations on their ability to come to class and complete coursework due to long work hours, limitations on movement, disruptions in living situations, lockdowns, and now additional environmental restriction due to COVID-19. Additionally, PREP students have no access to student support services such as tutoring, library services, academic counseling, DSPS services, or any forms of technology.

Another reason why our course success rates are noteworthy is that our retention rates are lower than college-wide rates: 82.2% vs. 86.2%. A reduced retention rate generally translates to a reduced course success rates (as drops are factored in success rates as well as retention rates), but in fact our course success rates remain higher than college-wide averages despite our issues with retention. Note: Our lower retention rates are primarily a result student drops in our PREP classes, typically due to extenuating circumstances that are beyond the students control (e.g. moved to another yard or prison; moved to another facility or yard for medical treatment; withdrawal of educational privileges due to critical incident in which student was present but not involved; and more recently COVID-related quarantine issues). We work closely with our prison colleagues to address retention issues, and we have made some substantial headway in limiting student moves during the semester, but there are many institutional barriers that make retention an ever-present challenge.

Course Success Rates through an Equity Lens:

Looking at course success rates for different DI groups, we note some areas of success and some areas where improvement is needed. Considering course success rates by ethnicity, none of our SWHS students are experiencing equity gaps based on their identified ethnicity, with the exception of Native American students. We believe that the very small size of this cohort of Native American students (n=11) is leading to skewed data, and that once this population size increases over time, that the data will more accurately reflect course success rates for this population of students that aligns with overall SWHS success rates.

Course success rates are somewhat different by gender, but not substantively significant: Female=68%; Male = 72%.

Course success rates for students using DSPS services are significantly lower than non-DSPS students: DSPS = 61%; Non-DSPS=72%. Two things to note related to students with disabilities in our department. First, is that there are no DSPS students identified in the PREP program cohort (which makes up the majority of enrollments in our courses). This is simply because no DSPS services are being offered in that setting, so no assessment or program enrollment is available. Secondly, there are significantly more DSPS students enrolled in SWHS class on-campus than college-wide average enrollments: 12% DSPS students in SWHS classes; 5% DSPS students in college-wide enrollments. It is not uncommon for people with disabilities to seek out social work education, as many people who have received helping services themselves often want give back and help others like they themselves have been helped (or not helped, in some cases). But we have also heard from DSPS students anecdotally, that they were encouraged by their academic counselors (both in high school and at FLC) to seek our Career Education certificate programs rather than AA degrees, and offered SWHS as a good "fit". In many cases, these students struggle with significant cognitive impairments that limit their reading and writing abilities, and they are unable to meet course SLOs or complete course assignments at an appropriate level of proficiency. Our faculty continue to work closely with the DSPS department to support students to the best of our ability and make referrals to student support services and behavioral support services as needed.

Course success rates for students who identify as foster youth (FY) or formerly foster youth are significantly lower than non-FY students: Foster Youth = 62%; Non-FY=73%. While FY in SWHS courses are performing better than FY college-wide (62% vs. 56%), this is still a major area of concern we hope to address. The majority of students who identify as FY are part of the PREP program (82%), and therefore not currently receiving any of the support services offered through our on-campus Foster Youth program. The are also significantly more FY students enrolled in SWHS classes than college-wide average enrollments: 12% FY students in SWHS classes; 2% FY students in college-wide enrollments.

Course success rates for SWHS students who are veterans is not currently available because there are less than 10 students in that cohort. It should be noted that there are also no PREP students included in the Veterans data because those students do

not have access to sign up for those services. We know anecdotally from talking with our PREP students that many of them are veterans, and we hope we are able to identify those students and connect them with support services available to veterans on campus

12. Improving Course and Program Success Rates - Strategies and Resources Needed: Academic Counseling

To assist students on campus who have completed SWHS courses but have not applied for their certificate, targeted academic counseling would be helpful. For our PREP students, academic counseling is essential to declaring their major, gathering and reviewing transcripts, and applying for their awards as earned. The SWHS department will continue to advocate for a dedicated academic counselor for the PREP students.

Learning resource support services/tutoring

We believe that many SWHS students will benefit from targeted support services that will assist them to gain college-level proficiency in writing and critical reading skills. Experience with the program's target audience suggests that student success will be enhanced with increased availability of peer tutors both within the SWHS field and in general study skills and strategies. It will be critical moving forward to identify ways to develop tutoring services for our PREP students.

Internship Opportunities

To finish the SWHS program, students need to complete 2 internships. Currently, internship sites in El Dorado County that were utilized in the past are being re-established by the SWHS department. Internship sites in Sacramento County are non-existent. For the program to expand and meet the needs of students in either Sacramento county or within the Prison Education Program, internship sites and opportunities will need to be identified, vetted, and maintained. For students in the Prison Education Program, this involves creating internships within the prison setting.

Workshops/Professional Development:

Faculty will continue to seek out professional development opportunities in numerous areas including: culturally-responsive pedagogy, trauma-informed pedagogy, curriculum development, collegial consultation, prison pedagogy, online education, as well as involvement with professional organizations within the field of Social Work/Human Services in order to stay current on emerging issues.

Development of Online Courses:

Our students have expressed interest in more online or hybrid courses. Faculty need time in their schedules and funds to participate in professional development activities to develop the skills needed to be effective online educators. Faculty need to be paid for the time it takes to convert face to face courses into hybrid or online courses. They need support from a ADA specialist to ensure course accessibility. And the college needs to develop resources for students to develop their own online education skills to be successful in online coursework - including in-depth training on the use of Canvas. All students need access of high-speed internet, laptop computer and/or access to computer labs, and IT support.

13. Suggestions for Improving the ADP/PR process: None at this time.

14. Is your ADP complete and ready for review by the Dean and Vice President?: N/A - Completing Program Review

Program Review Questions (skip if not completing program review)

15. Mission Statement: The mission of the FLC Social Work & Human Services program is to graduate future social work/human services professionals who are well-prepared for and committed to addressing individual, family, group, organization, and community needs by improving problem-solving capacities, strengthening communities, and creating a more equitable society.

We strive to provide a high-quality education that stresses critical thinking, self-reflection, ethical decision-making, and the demonstration of core competencies. We emphasize humanistic and strengths-based approaches rooted in the foundational values of cultural humility, service, and integrity. We advocate for social and economic justice for poor and oppressed populations and enhancing the quality of life for all.

16. Pre-Requisite and Co-Requisite Validation: There are no out-of-discipline pre-requisites for SWHS courses. The within-discipline pre-requisites have been validated by faculty through a review of student learning outcomes and core competencies needed to progress successful to higher level courses.

17. Maintaining Program Currency: The faculty in the SHWS department are committed to maintaining currency in our disciplines. Collectively, we belong to a wide range of social science professional associations, including: the National Association of Social Workers, the Council on Social Work Education, the Society for Social Work Research, the American Psychology Association, and the American Association for Marriage and Family Therapy. We regularly participate in continuing education / professional development opportunities offered by our professional associations, and we keep up with the related

academic journals and research.

Our department also hosts a Professional Learning Community (PLC), made possible through Perkins grant funding for ESAs for adjunct faculty and FT faculty volunteering their time. Professional learning communities serve to two broad purposes: (1) improving the skills and knowledge of faculty through collaborative study, expertise exchange, and professional dialogue, and (2) improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching. Our SWHS faculty teaching in PREP have dedicated very significant amounts of time to developing and maintaining currency in pedagogy in the prison setting. We have participated in and presented at the National Conference on Higher Education in Prisons. Dr. Jones has worked with PREP student groups to publish two papers that have significantly contributed to the field in understanding the student perspective. We also regularly participate in state and local planning meetings to support PREP planning and to address emerging student needs.

One critical student issues that we have noted is that the vast majority of our PREP students have experienced high levels of trauma as children and across their lifetimes, including “educational trauma”. We know that trauma can greatly impact student success and academic outcomes. We have focused on expanding our understanding of trauma through professional development conferences, webinars, and readings. We are working to enhance and expand our “trauma-informed” teaching strategies.

18. Evidence of Program Relevancy: The Social Work & Human Services certificates and AA prepare students to immediately enter the workforce in a wide variety of paraprofessional direct-care positions. According to the California Employment Development Department, entry level human services workers (e.g. home health aides, personal care aides, and behavioral health aides) are one of the fastest growing occupations in the state (<https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>).

For the past several years, many different studies have projected significant shortages of mental health professionals at all levels of practice, from direct-care behavioral health technicians to licensed clinicians (<https://www.sacbee.com/news/local/health-and-medicine/article214019489.html>). As mental and physical stressors have greatly increased due impacts of COVID-19, the need for mental health services has dramatically risen and the projected shortages are now a reality. Julie Holt, our regional director for employer engagement through the Health Workforce Initiative, has identified significant needs in the Greater Sacramento Region in a wide variety of behavioral/mental health occupations. We anticipate that our SWHS graduates will be able to meaningful contribute to our community workforce to fill these many unstaffed mental health positions.

19. Is your PR ready for review by Dean/VP?: Yes