

Major Highlights

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Report 2004-05**

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**Mental Health/Social Work
Major Highlights
August 2006**

Overview

The information contained within this binder represents supporting reports and data associated with the CRC's review of the Mental Health/Social Work program. These documents are intended to provide a historical perspective, as well as an idea of current and future issues which may impact the short and long term viability of the program.

Major Highlights

- The average number of students graduating from the Mental Health/Social Work program has, overall, decreased in the last five years. However, the program continues to have a relatively high number of graduates, with it being ranked the sixth largest college-wide.
- After showing a steady decrease in student credit hours for seven consecutive academic years, there has been a slight increase in credit hours beginning in 2001/02. However, the number of credit hours remains below the peak attained in 1995/96. Annual credit hour generation has also declined in the last ten years, relative to other curriculum offerings, dropping from 35th largest in the college to 42nd.
- During 2004-05, a total of 14 sections were offered, none of which were canceled. Furthermore, sections were filled to 88.7% of capacity, slightly higher than the college-wide percentage. This suggests that current scheduling is meeting overall student demand.
- The percent of minority students in this program is at 31.5%, above the college-wide average of 27.8%.
- Retention, as measured by the percent of withdrawals, is notably higher in the program at 7.1%, compared to 17.5% college-wide, however the percentage of incompletes (13.5%) is much higher than the college-wide 1.8%. Meanwhile, 75% of all students successfully past the courses with a "C" or higher, which exceeds the 68.6% college-wide percentage.
- Occupations associated with Mental Health/Social Work are all expected to experience growth over the next ten years. The number of new jobs and replacement jobs is forecasted to increase, with replacement jobs showing even higher increased demand in most of these occupations. The occupation that is showing the largest growth in new jobs in the next ten years and also a very large increase in replacement jobs is Social and Human Service Assistants, yet this occupation shows the lowest earnings in the four county region of Oakland, Wayne, Macomb and Livingston.
- Historically, the program has demonstrated on-going implementation of its Program Assessment Plan.
- Between May 2004 and June 2006, the program conducted assessments on eight out of its fourteen benchmarks. Of the eight benchmarks that were assessed, six of them were met.

- Nonetheless, it was stated that refinement, innovation, and assessment would continue. Meanwhile, two of the benchmarks were not met and specific actions were stated. These actions involved a revision of the workbook used in the group class and an addition of special tutoring hours to help students as they are designing their group proposals. Also, regarding the internships for the program, a new evaluation form is being developed for students to give the instructors feedback prior to the instructors going out to the agencies to meet with supervisors. The form will include information regarding problems/concerns students may have regarding their internships.
- During 2005-06 the Program Assessment Plan was revised based on input from SOAC. Currently, the plan has three Learning Outcomes with one Benchmark per Outcome.

Oakland Community College Program Dashboard 2004-05

The purpose of the program dashboard is to provide a data driven tool designed for the systematic and objective review of all curriculum offerings. Based on a common set of measures which apply to all programs/disciplines the program dashboard facilitates the systematic identification of well performing as well as ailing curriculum so early intervention (triage) efforts can be undertaken. In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually.

Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term programmatic decision-making needs. As in an airplane, the dashboard consists of a wide variety of indicator lights to provide the "pilot" information about the overall performance of the highly complex machine.

Program Dashboard Detail Report

Prefix MHA

Dashboard Score 10.1

Title Mental Health / Social Work

	Program	College Wide
Sections Filled to Capacity	88.7%	81.3%
Percent of Completed Sections	100.0%	87.7%
Headcount Trend Ratio	1.09	1.02
Credit Hour Trend Ratio	1.08	1.01
Percent of Minority Students	31.5%	27.8%
Percent of Withdrawals	7.1%	17.5%
Percent of Incompletes	13.5%	1.8%
Student Course Completion Rate	75.0%	68.6%

Sections Filled to Capacity

Prefix MHA

Prefix Title Mental Health / Social Work

Total Students 344

Total Capacity 388

Sections Filled To Capacity 88.7%

Definition:

The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

Percent of Completed Sections

Prefix MHA

Prefix Title Mental Health / Social Work

Active Sections 14

Cancelled Sections 0

Total Sections 14

Percent of Completed Sections 100.0%

Definition:

Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

Methodology:

Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

Headcount Trend Ratio

Prefix	MHA
Prefix Title	Mental Health / Social Work
Headcount Year 1	263
Headcount Year 2	301
Headcount Year 3	350
Headcount Year 4	347
Headcount Period 1	305
Headcount Period 2	333
Headcount Ratio	1.09

Definition:

Trend in student headcount based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term. (Note: this measure is not used in the calculation of the Program Dashboard score since it parallels trends depicted in Credit Hours.)

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student headcount.

The formula used to calculate this measure involves three simple steps:

- a. $\square \text{Year 1} + \text{Year 2} + \text{Year 3} / 3 = \text{Period 1}$
- b. $\square \text{Year 2} + \text{Year 3} + \text{Year 4} / 3 = \text{Period 2}$
- c. $\square \text{Period 2} / \text{Period 1} = \text{Ratio}$

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Credit Hour Trend Ratio

Prefix	MHA
Prefix Title	Mental Health / Social Work
Credit Hour Year 1	1,302
Credit Hour Year 2	1,432
Credit Hour Year 3	1,704
Credit Hour Year 4	1,664
Credit Hour Period 1	1,479
Credit Hour Period 2	1,600
Credit Hour Ratio	1.08

Definition:

Trend in student credit hours based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student credit hours.

The formula used to calculate this measure involves three simple steps:

- a. $\square \text{Year 1} + \text{Year 2} + \text{Year 3} / 3 = \text{Period 1}$
- b. $\square \text{Year 2} + \text{Year 3} + \text{Year 4} / 3 = \text{Period 2}$
- c. $\square \text{Period 2} / \text{Period 1} = \text{Ratio}$

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Percent of Minority Students

Prefix MHA

Prefix Title Mental Health / Social Work

Minority Students 52

Total Students 165

Percent of Minority Students 31.5%

Definition:

The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Percentages are based on those students enrolled on the terms official census date (one tenth day) and excludes missing data.

Percent of Withdrawals

Prefix	MHA
Prefix Title	Mental Health / Social Work
Total Withdrawals	24
Total Grades	340
Percent of Withdrawals	7.1%

Definition:

The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Percent of Incompletes

Prefix	MHA
Prefix Title	Mental Health / Social Work
Total Incompletes	46
Total Grades	340
Percent of Incompletes	13.5%

Definition:

The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Student Course Completion Rate

Prefix MHA

Prefix Title Mental Health / Social Work

Successful Grades 255

Total Student Grades 340

Student Course Completion Rate 75.0%

Definition:

The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).

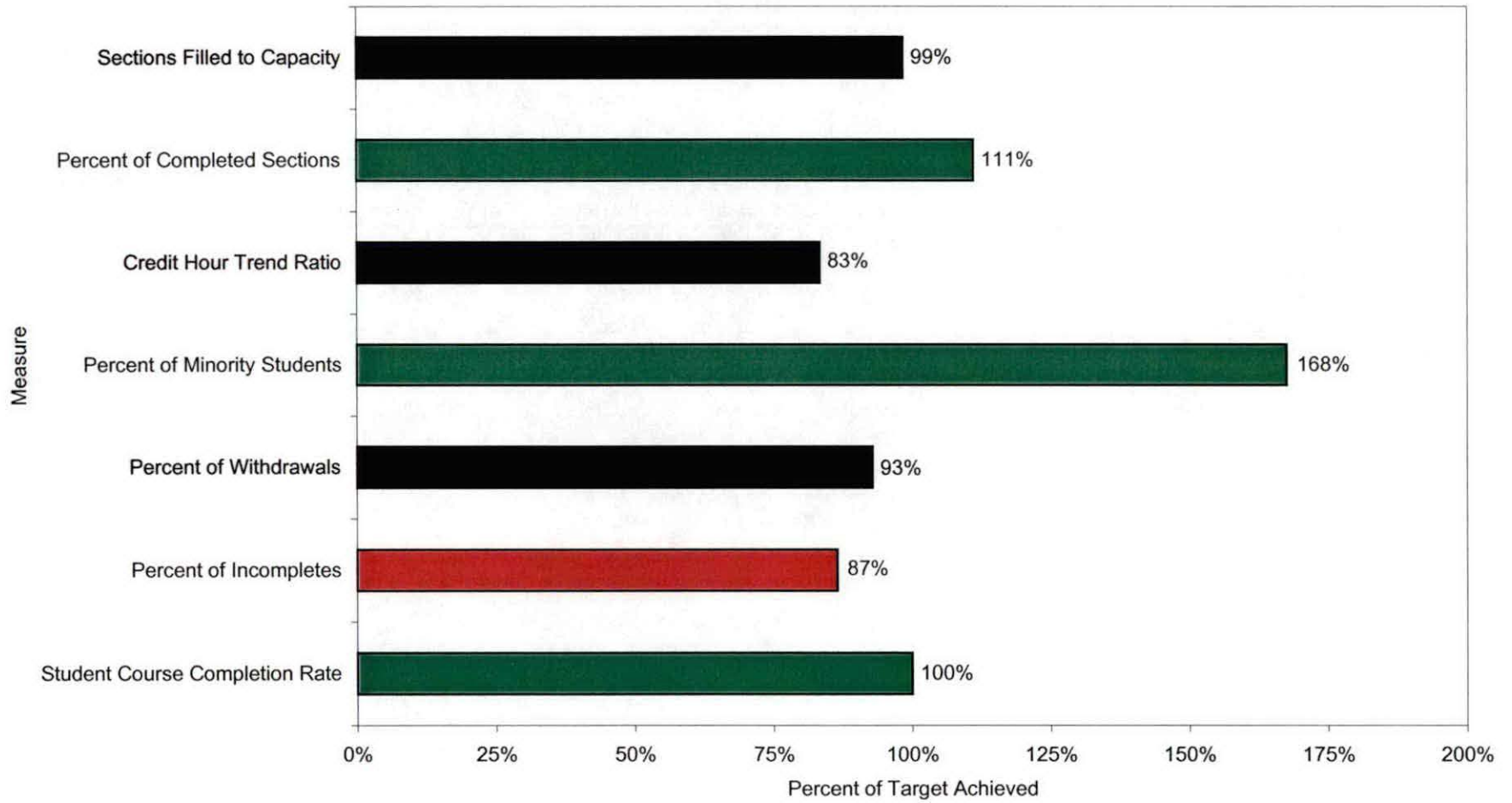
Oakland Community College Program Dashboard Report 2004-05

Mental Health / Social Work MHA Dashboard Score: 10.10

Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target			
Sections Filled to Capacity	88.7%	75.0%	90.0%	98.6%	18.0%	1.77
Percent of Completed Sections	100.0%	75.0%	90.0%	111.1%	14.2%	1.58
Credit Hour Trend Ratio	1.08	0.75	1.30	83.4%	15.3%	1.28
Percent of Minority Students	31.5%	16.9%	18.8%	167.6%	6.1%	1.02
Percent of Withdrawals	7.1%	15.0%	0.0%	92.9%	12.0%	1.11
Percent of Incompletes	13.5%	3.0%	0.0%	86.5%	7.9%	0.68
Student Course Completion Rate	75.0%	60.0%	75.0%	100.0%	26.5%	2.65

Oakland Community College Percent of Target Achieved 2004-05

Mental Health / Social Work MHA



Institutional Research Report

**Mental Health/Social Work
Degree and Credit Hour Trends Reports
for
Curriculum Review Committee**



**OAKLAND
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MHA Three-Year Moving Mean

MHA Rate of Change

College-Wide Ten-Year Trend



OAKLAND
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Degree Trends Report
Mental Health/Social Work
MHS
2004-05

Prepared by:
Oakland Community College
Office of Institutional Research
July 28, 2006

**Oakland Community College
Degree Trends Report
Mental Health/Social Work (MHS)
1995-96 through 2004-05**

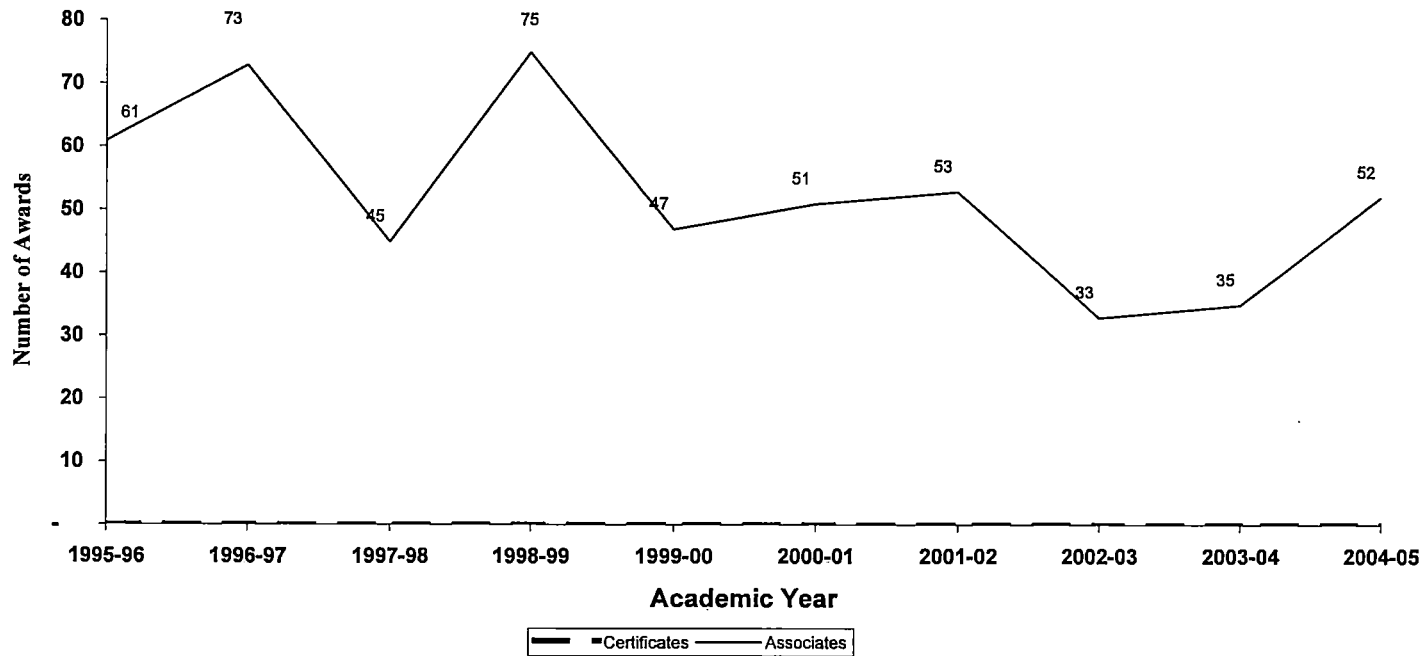
The Degree Trends Report is developed by the Office of Institutional Research based on data compiled from official college records which are submitted to the State of Michigan for the IPEDS (Integrated Post-Secondary Education System) Annual Degrees Conferred Report. The Degree Trends Report examines trends of OCC degrees, based on specific programs. The standard format offers information about certificates and associate degrees awarded. In the event that a given program offers only a certificate or an associate degree, information describing the other type of award will not be shown.

Trends over a specified period of time are illustrated by the following graphs for Mental Health/Social Work (MHS)

- Ten-year trend showing the annual awards conferred in Mental Health/Social Work
- Rate of change in annual awards conferred in Mental Health/Social Work
- The three-year Moving Mean for annual awards conferred in Mental Health/Social Work
- Ten-year trend in awards conferred collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

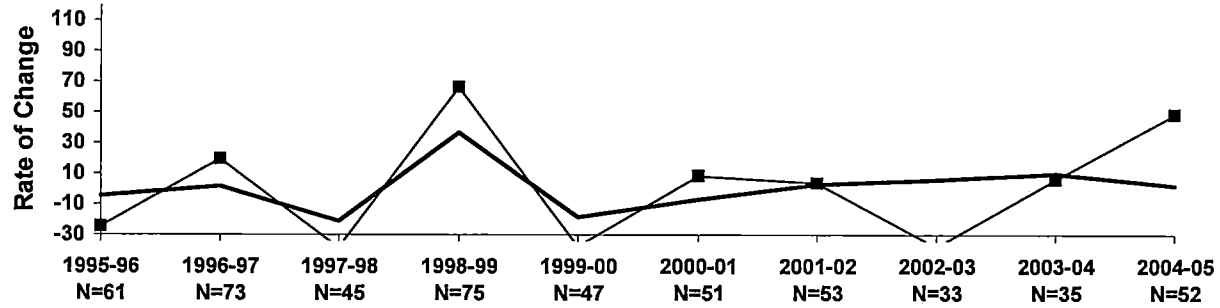
**Oakland Community College
Associate Degrees and Certificates Awarded
Mental Health/Social Work
1995-96 through 2004-05**



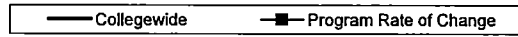
<u>Academic Yr.</u>	<u>Certificates</u>	<u>Associates</u>
1995-96	0	61
1996-97	0	73
1997-98	0	45
1998-99	0	75
1999-00	0	47
2000-01	0	51
2001-02	0	53
2002-03	0	33
2003-04	0	35
2004-05	0	52

**Oakland Community College
Rate of Change in Annual Awards
College-Wide
1995-96 through 2004-05**

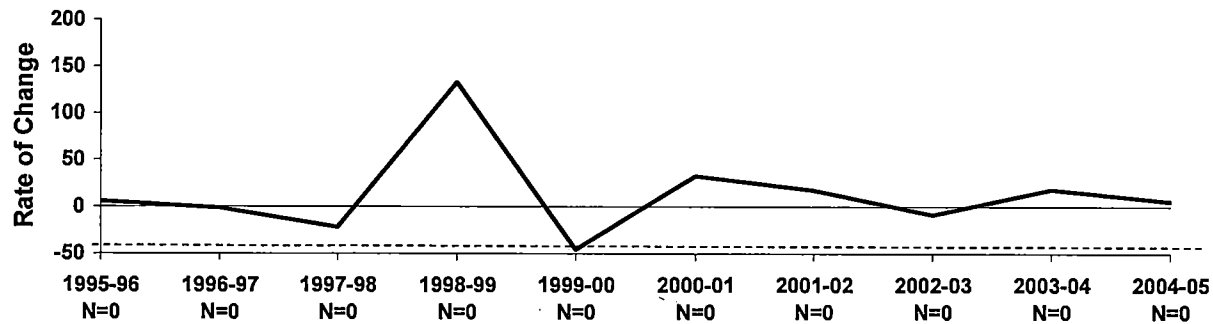
Associate Degrees



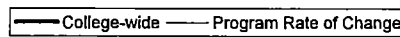
Academic Year, N = Number of Program Degrees



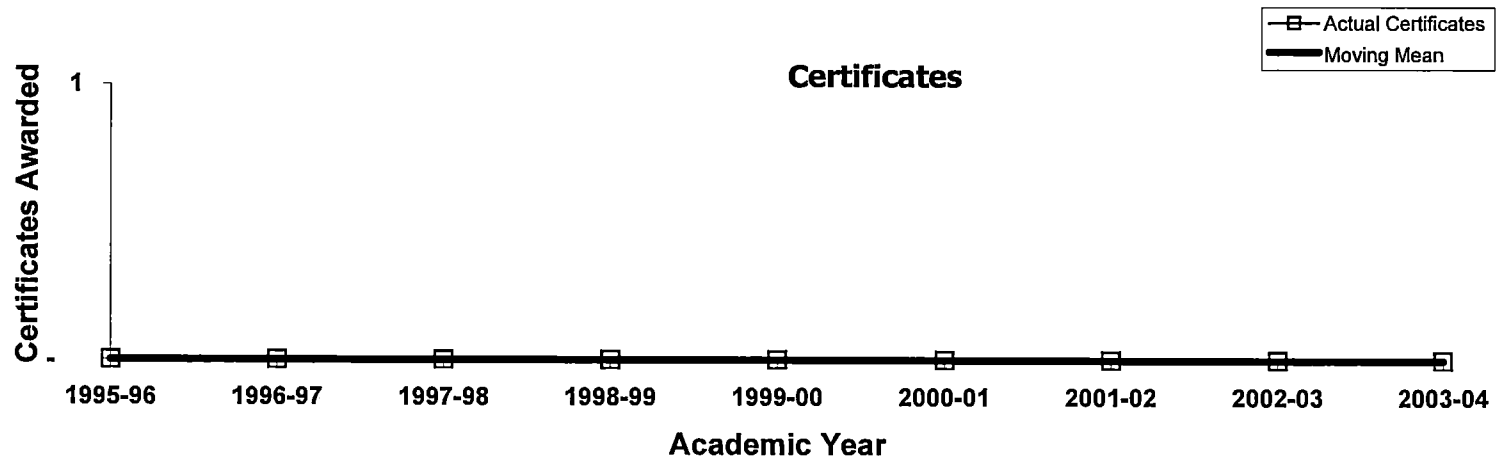
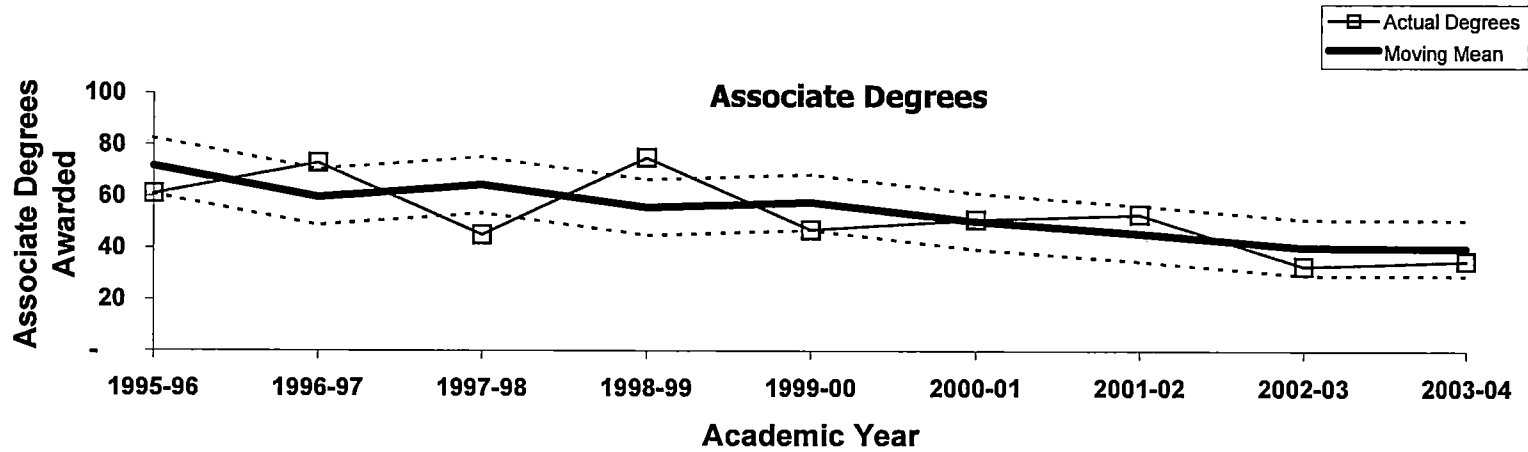
Certificates



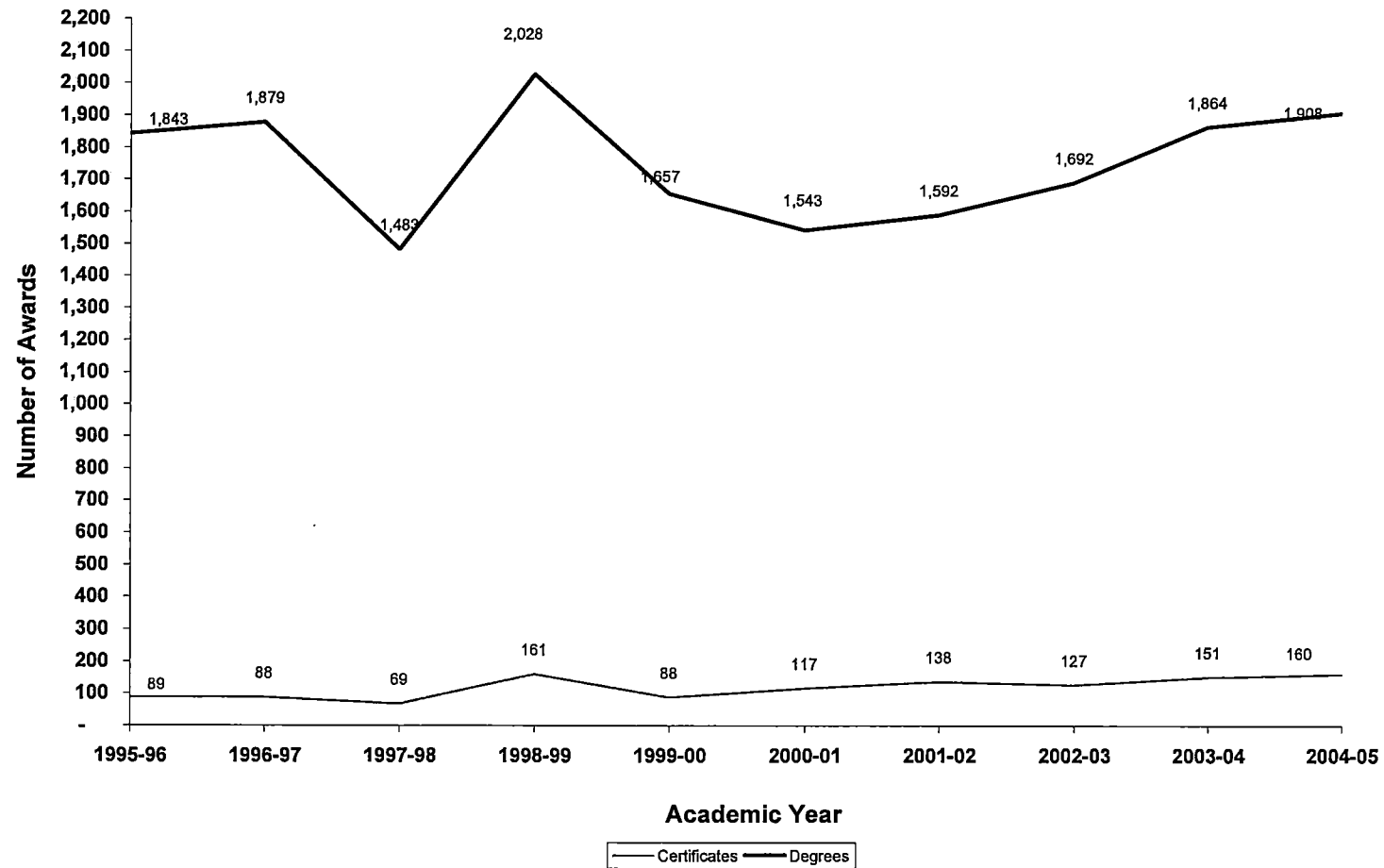
Academic Year, N = Number of Program Certificates



**Oakland Community College
 Three Year Moving Mean in Annual Awards
 Mental Health/Social Work
 1995-96 through 2003-04**



**Oakland Community College
Associate Degrees and Certificates Awarded
College-Wide
1995-96 through 2004-05**





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**Credit Hour Trends Report
Mental Health
MHA
2004-05**

**Prepared by:
Oakland Community College
Office of Institutional Research
July 28, 2006**

**Oakland Community College
Credit Hour Trends Report
Mental Health
1994-95 through 2004-05**

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

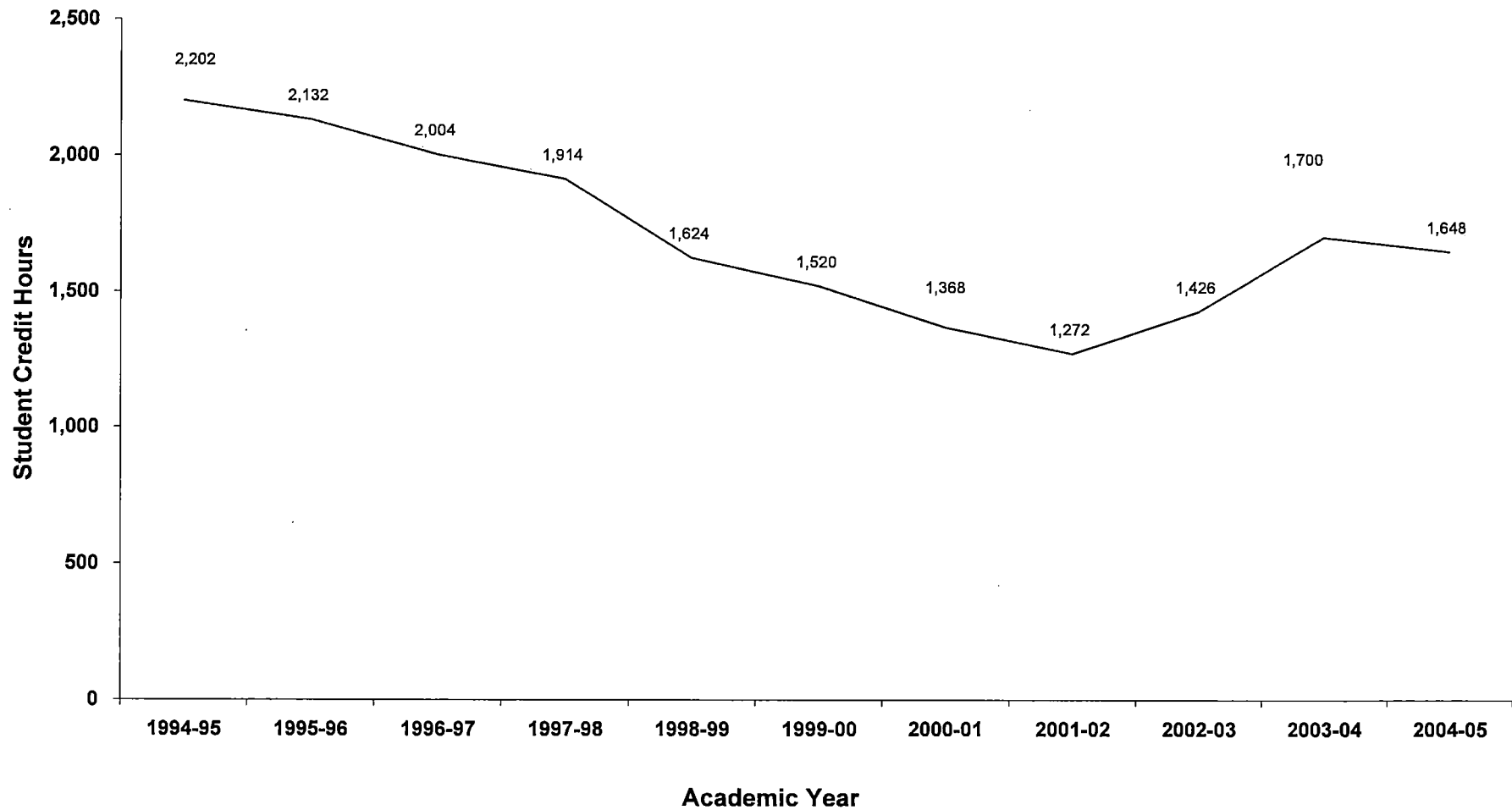
Trends over a specified period of time are illustrated by the following graphs for Mental Health.

- Graph depicting ten-year trend in student credit hours generated by Mental Health
- Graphs depicting three-year moving mean and rate of change in student credit hours for Mental Health.
- Ten-year trend in annual credit hours generated Collegewide.

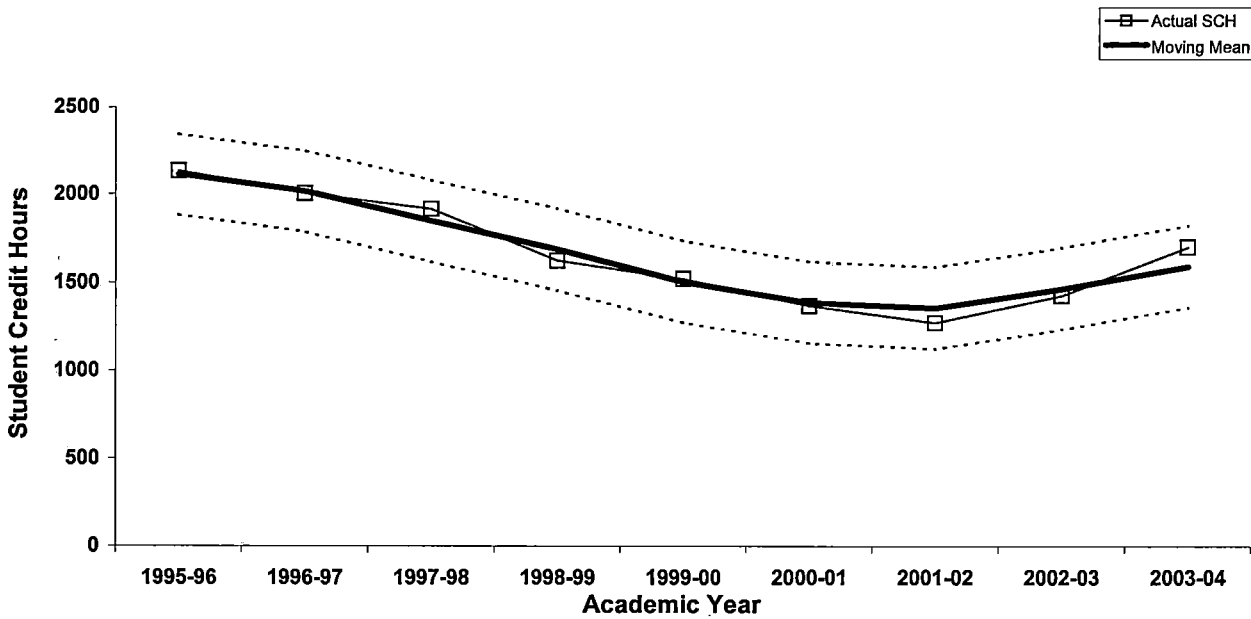
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**Oakland Community College
Ten-Year Trend in Student Credit Hours
Mental Health
1994-95 through 2004-05**

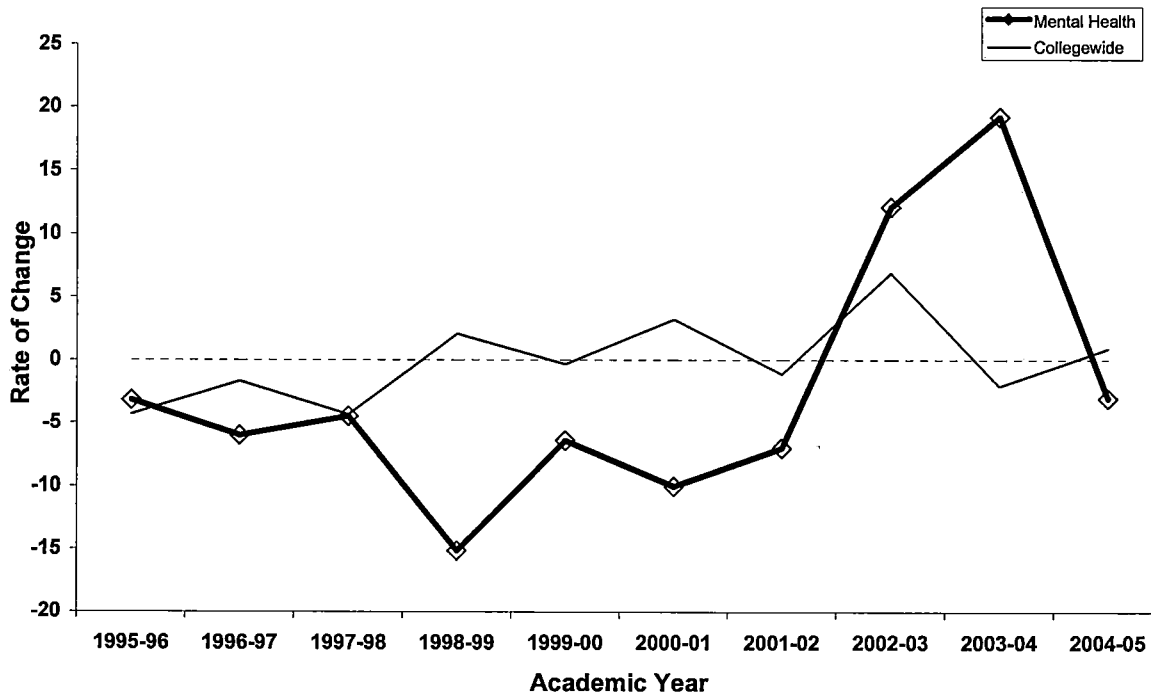
	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	5-Year % Change	10-Year % Change
Mental Health	2,202	2,132	2,004	1,914	1,624	1,520	1,368	1,272	1,426	1,700	1,648	8.4	-25.2
College Wide Totals	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	7.7	0.3



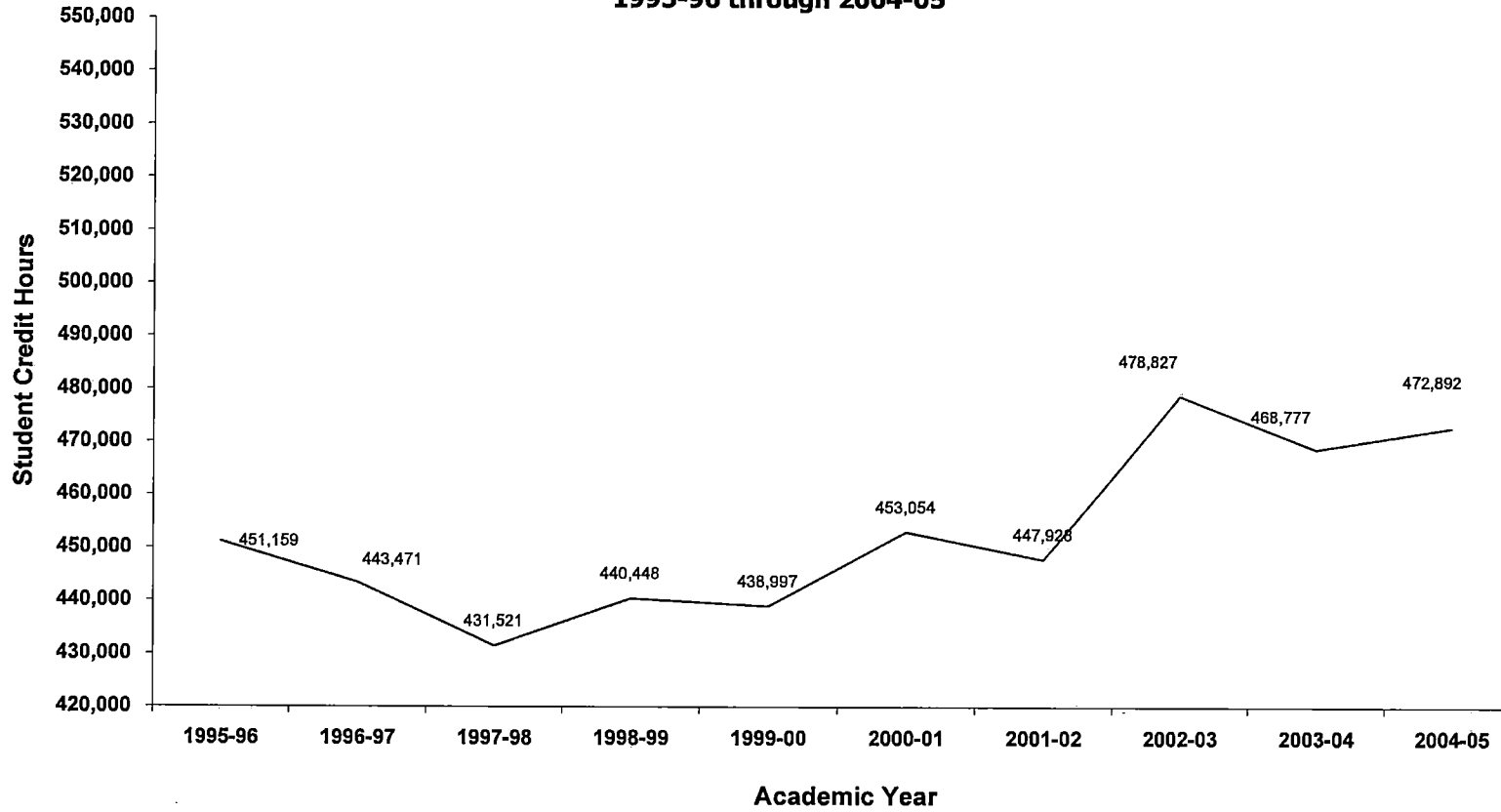
**Oakland Community College
Three-Year Moving Mean
Mental Health
1995-96 through 2003-04**



Rate of Change in Student Credit Hours 1995-96 through 2004-05



**Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1995-96 through 2004-05**



1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892

Occupational Projections (2005 – 2015)

The following projections are for those occupations most closely associated with this program. However, the extent to which specific OCC programs lead to jobs reflected within SOC codes is highly dependent upon the way in which the U.S. Department of Labor groups specific occupations.

Occupational projections are presented at the "Detailed Standard Occupational Code" (N = 749) level according to the U.S. Department of Labor.

Projections are subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

Source for this information was obtained from CCbenefits Inc. Community College Strategic Planner (CCSP).

Data presented in the following tables include:

- Base Year: Current number of jobs in 2005.
- Five Year: Number of projected jobs in 2010.
- Ten Year: Number of projected jobs in 2015.
- New Jobs: Projected number of new jobs between 2005 and 2015.
- Replacement Jobs: Projected number of replacement jobs between 2005 and 2015.
- % New Jobs: Percent of projected new jobs in 2015 using 2005 as the base year.
- % Replacement Jobs: Percent of projected replacement jobs in 2015 using 2005 as the base year.
- % New and Replacement Jobs: Percent of projected new and replacement jobs in 2015 using 2005 as the base year.
- Earnings: Average annual earnings within the SOC code in 2005.

Note: Percent change figures must be interpreted carefully since they are based on actual number of jobs. In some cases the actual number of jobs may be quite low, thereby giving a misleading picture if only the percentage was considered.

Mental Health/Social Work Related Occupations (2005 - 2015)

SOC Detail Group

SOC Code	Name	Base Year	Five Year	Ten Year	New Jobs	Rplmnt Jobs	% New Jobs	% Rplmnt	% New & Rplmnt	Earnings
21-1011	Substance Abuse and Behavioral Disorder Counselors	593	702	757	163	138	28.0%	23.0%	51.0%	\$38,459
21-1012	Educational, Vocational, and School Counselors	2,477	2,541	2,549	72	545	3.0%	22.0%	25.0%	\$56,950
21-1014	Mental Health Counselors	625	719	763	138	145	22.0%	23.0%	45.0%	\$31,928
21-1015	Rehabilitation Counselors	708	772	804	96	157	14.0%	22.0%	36.0%	\$41,018
21-1019	Counselors, All Other	246	271	284	38	46	15.0%	19.0%	34.0%	\$38,459
21-1021	Child, Family, and School Social Workers	4,336	4,758	4,961	625	737	14.0%	17.0%	31.0%	\$43,742
21-1022	Medical and Public Health Social Workers	1,626	1,804	1,890	264	276	16.0%	17.0%	33.0%	\$46,197
21-1023	Mental Health and Substance Abuse Social Workers	1,880	2,158	2,304	424	321	23.0%	17.0%	40.0%	\$34,382
21-1029	Social Workers, All Other	523	573	596	73	97	14.0%	19.0%	32.0%	\$42,848
21-1093	Social and Human Service Assistants	3,575	4,123	4,453	878	618	25.0%	17.0%	42.0%	\$25,022
21-1099	Community and Social Service Specialists, All Other	2,801	3,167	3,420	619	510	22.0%	18.0%	40.0%	\$42,598
Totals:		19,390	21,588	22,781	3,390	3,590				

**Mental Health/Social Work Related Occupations
Definitions**

SOC Code 21-1011

Name Substance Abuse and Behavioral Disorder Counselors

Definition: Counsel and advise individuals with alcohol, tobacco, drug, or other problems, such as gambling and eating disorders. May counsel individuals, families, or groups or engage in prevention programs. Exclude "Social Workers" (21-1021 through 21-1029), "Psychologists" (19-3031 through 19-3039), and "Mental Health Counselors" (21-1014) providing these services.

Examples: Addiction Counselor, Chemical Dependency Counselor, Drug Counselor

SOC Code 21-1012

Name Educational, Vocational, and School Counselors

Definition: Counsel individuals and provide group educational and vocational guidance services.

Examples: Curriculum Counselor, Guidance Counselor, Educational Adviser

SOC Code 21-1014

Name Mental Health Counselors

Definition: Counsel with emphasis on prevention. Work with individuals and groups to promote optimum mental health. May help individuals deal with addictions and substance abuse; family, parenting, and marital problems; suicide; stress management; problems with self-esteem; and issues associated with aging and mental and emotional health. Exclude "Social Workers" (21-1021 through 21-1029), "Psychiatrists" (29-1066), and "Psychologists" (19-3031 through 19-3039).

SOC Code 21-1015

Name Rehabilitation Counselors

Definition: Counsel individuals to maximize the independence and employability of persons coping with personal, social, and vocational difficulties that result from birth defects, illness, disease, accidents, or the stress of daily life. Coordinate activities for residents of care and treatment facilities. Assess client needs and design and implement rehabilitation programs that may include personal and vocational counseling, training, and job placement.

Examples: Coordinator of Rehabilitation Services, Homemaking Rehabilitation Consultant

SOC Code 21-1019

Name Counselors, All Other

Definition: All counselors not listed separately.

Examples: Mental Hygienist, Race Relations Adviser

SOC Code 21-1021

Name Child, Family, and School Social Workers

Definition: Provide social services and assistance to improve the social and psychological functioning of children and their families and to maximize the family well-being and the academic functioning of children. May assist single parents, arrange adoptions, and find foster homes for abandoned or abused children. In schools, they address such problems as teenage pregnancy, misbehavior, and truancy. May also advise teachers on how to deal with problem children.

Examples: Adoption Agent, Child Abuse Worker, Foster Care Worker

SOC Code 21-1022

Name Medical and Public Health Social Workers

Definition: Provide persons, families, or vulnerable populations with the psychosocial support needed to cope with chronic, acute, or terminal illnesses, such as Alzheimer's, cancer, or AIDS. Services include advising family care givers, providing patient education and counseling, and making necessary referrals for other social services.

Examples: Bereavement Counselor, Hospice Social Worker, Medical Caseworker

SOC Code 21-1023

Name Mental Health and Substance Abuse Social Workers

Definition: Assess and treat individuals with mental, emotional, or substance abuse problems, including abuse of alcohol, tobacco, and/or other drugs. Activities may include individual and group therapy, crisis intervention, case management, client advocacy, prevention, and education.

Examples: Community Mental Health Worker, Psychiatric Social Worker

SOC Code 21-1029

Name Social Workers, All Other

Definition: All social workers not listed separately.

Examples: Case Worker, Case Supervisor, Welfare Investigator

SOC Code 21-1093

Name Social and Human Service Assistants

Definition: Assist professionals from a wide variety of fields, such as psychology, rehabilitation, or social work, to provide client services, as well as support for families. May assist clients in identifying available benefits and social and community services and help clients obtain them. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or adult daycare. Exclude "Rehabilitation Counselors" (21-1015), "Personal and Home Care Aides" (39-9021), "Eligibility Interviewers, Government Programs" (43-4061), and "Psychiatric Technicians" (29-2053).

Examples: Case Aide, Home Visitor, Human Services Worker

SOC Code 21-1099

Name Community and Social Service Specialists, All Other

Definition: All community and social service specialists not listed separately.

Examples: Community Organization Worker, Veteran's Service Officer

Program Assessment Plan Mental Health Social Work

Catalog Description

This Associate in Applied Science Degree Program is designed to prepare students for employment in a wide variety of human service agencies as assistants to professionals. The program is also designed to transfer as the first two years in the professional career programs of social work, counseling, special education, substance abuse, gerontology and human resource development. Articulation agreements have been developed with several four-year institutions to better ensure transferability. Students intending to transfer are encouraged to discuss their plans with the program coordinators early in their studies to work out a transfer plan. In addition to general education courses, students receive supervised field practice in cooperating agencies including mental health clinics, drug and alcohol abuse centers, special education facilities, community action programs, public assistance offices, hospitals, rehabilitation programs and residential care programs. Students have the opportunity to work with a variety of clients including terminally ill, AIDS, developmentally disabled and geriatric clients. All mental health core classes include both classroom experience and agency placement. The classes are designed to teach the skills and knowledge needed for the field as well as provide a forum for discussion on the field work. After a student is accepted to the program, he or she may begin the mental health classes in either the fall or winter semester. Classes may be taken one or two at a time. In addition to the general education and core courses, a student may modify his or her program to suit his or her individual career plans by choosing the needed electives and support courses. The field and internship may be chosen to meet a certain area of specialization or a variety may be selected for the purpose of exploration. These are the most common areas of specialization: General Human Service; Gerontology; Substance Abuse; Residential Care Programming; Special Education or Classroom Paraprofessional. Upon completion of the program, students will be eligible to apply for and obtain a Social Work Technician Certificate from the state of Michigan. Requirements for acceptance to the program include: The completion of 25 college credits with a grade point average of 2.5 or higher; Completion of three psychology classes (PSY 2510 or above) and ENG 1510 with a grade of "C" or better; Two interviews with the coordinators of the Mental Health/Social Work Program at the Auburn Hills Campus. The interviews should be scheduled during the student's freshman semester; No current substance abuse, physical or mental health problems which might affect the students' ability to work in this field.

Statement of Purpose

Prepare students for further education, and ethical, professional, competent practice.

Learning Outcome

Graduates will demonstrate knowledge and application of facilitating groups in a Social Work setting (MHA 2406).

Benchmark 1

90% of the students working for the grade of A will complete the required project. 85% of students working for the grades of C+ or higher will complete the required project. This benchmark will be re-evaluated in 2008 as this class is only taught in the Fall semester.

Assessment Method 1

Utilizing a rubric: Students will demonstrate their group skills by completing either the entire group proposal or the introductory proposal. Proposals will show understanding of group process by including the necessary components of developing and facilitating a group using the model taught in class. This benchmark reflects a change in class requirements from previous years due to the full group proposal project having been shown to cause too much stress in students. This stress is reflected during the

entire semester. The end results of the proposal project with the students with lower GPAs has not been shown to validate the feeling and reactions students have stated through out the semester. Students will decide after the first exam if they want to work for an A grade or less than an A. 1. All students will facilitate one three-hour group during the semester. 2. Depending in the time available as many students as possible will also co-facilitate a group during the semester. 3. Students working for a grade of A will develop an eight-week interactive group proposal for the agency where they are doing their internship. Students working for a grade less than A will write a paper on a group they see is necessary for their agency and provide introductory information and the first week schedule for their group. This is the only class requirement the will differentiate the A students requirements from other students. 4. The students will be graded based on a worksheet provided stating all the required part of the group proposal and the points lost for not completing any item. The proposal will be graded both on form and content and following directions. 5. A students will be expected to have a score of 17 or higher on the proposal. Students working for a B or less s will be expected to score a C+ or higher (based on #4) will be the expected level of performance. 6. 88% of students will achieve the grade goal they decide is the appropriate grade for them to work on.

Assessment Date 1 5/1/2007

Findings Sent to OAE Date 1 6/1/2007

Learning Outcome

Graduates will demonstrate knowledge and application of individual counseling skills (MHA 1404).

Benchmark 1

88% of the students will receive a grade of C+ or higher based on the reflective responses.

Assessment Method 1

Utilizing a rubric: 80% of students will demonstrate their counseling skills by making at least 10 reflective responses that include a feeling word, the source of the feeling, and under current feelings and sources. The quality of these responses will average 2.5 on a 3-point scale. 1. Students will produce two 10-15 minute recorded tapes of interviews. 2. Each of their counselor responses in the tapes will be rated on a scale of 1-3. 3. The scale will be based on the quality of empathic response which includes a feeling word, a tentafier, a source of feeling, and undercurrent feelings and sources. 4. A rating of 2.5 or high (based on #3) will be the expected level of performance. This class will be re-evaluated Fall 2008 as this class is only taught once a year.

Assessment Date 1 5/1/2007

Findings Sent to OAE Date 1 6/1/2007

Learning Outcome

Graduates will demonstrate their knowledge and skills in applying Behavioral Principles to practice problems (MHA 1410)

Benchmark 1

85% of the students will complete this project with a grade of B (80%) or higher.

Assessment Method 1

Utilizing a rubric: Behavior Modification Project. Students will complete a behavior modification project in a real-life setting. They will define the collect baseline data, design and implement a 10-day program for behavioral change while charting the progress. A written report will include an analysis of the results. The students will be assessed on the quality and content of the five components of behavioral change projects included in their completed assignment: Narrative report writing, Collection, analysis

and recording of baseline data, Development of a balanced and well worded contract, Collection and recording of project data, Implementation of program. Each of these components are worth 20% of the total 100% grade for the project. 85% of the students complete the project with a grade of 80% or higher. This will be re-evaluated in 2008 due to the class only being taught in the Winter semesters.

Assessment Date 1 5/1/2007

Findings Sent to OAE Date 1

6/1/2007

Summary of Program Assessment Results
Mental Health Social Work
(January 2005 through June 2006)

Catalog Description

This Associate in Applied Science Degree Program is designed to prepare students for employment in a wide variety of human service agencies as assistants to professionals. The program is also designed to transfer as the first two years in the professional career programs of social work, counseling, special education, substance abuse, gerontology and human resource development. Articulation agreements have been developed with several four-year institutions to better ensure transferability. Students intending to transfer are encouraged to discuss their plans with the program coordinators early in their studies to work out a transfer plan. In addition to general education courses, students receive supervised field practice in cooperating agencies including mental health clinics, drug and alcohol abuse centers, special education facilities, community action programs, public assistance offices, hospitals, rehabilitation programs and residential care programs. Students have the opportunity to work with a variety of clients including terminally ill, AIDS, developmentally disabled and geriatric clients. All mental health core classes include both classroom experience and agency placement. The classes are designed to teach the skills and knowledge needed for the field as well as provide a forum for discussion on the field work. After a student is accepted to the program, he or she may begin the mental health classes in either the fall or winter semester. Classes may be taken one or two at a time. In addition to the general education and core courses, a student may modify his or her program to suit his or her individual career plans by choosing the needed electives and support courses. The field and internship may be chosen to meet a certain area of specialization or a variety may be selected for the purpose of exploration. These are the most common areas of specialization: General Human Service; Gerontology; Substance Abuse; Residential Care Programming; Special Education or Classroom Paraprofessional. Upon completion of the program, students will be eligible to apply for and obtain a Social Work Technician Certificate from the state of Michigan. Requirements for acceptance to the program include: The completion of 25 college credits with a grade point average of 2.5 or higher; Completion of three psychology classes (PSY 2510 or above) and ENG 1510 with a grade of "C" or better; Two interviews with the coordinators of the Mental Health/Social Work Program at the Auburn Hills Campus. The interviews should be scheduled during the student's freshman semester; No current substance abuse, physical or mental health problems which might affect the students' ability to work in this field.

Program Statement of Purpose

Prepare students for further education, and ethical, professional, competent practice.

Learning Outcome

Graduates will demonstrate knowledge and application of individual counseling skills.

Benchmark 1

80 % of students will demonstrate their counseling skills by making at least 10 reflective responses that include a feeling word, the source of the feeling, and under current feelings and sources. The quality of these responses will average 2.5 on a 3-point scale.

Assessment Method 1

15-minute interviews, taped and self critiqued.

Benchmark Scheduled To Be Assessed:

6/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 7/1/2004

Findings 1

Students completed fifteen- minute taped interviews of individual counseling sessions that included at

least ten responses. Combined with a self-critique, this exercise demonstrated that eighty (85%) of the students were able to perform counseling responses with a skill level that averaged 2.5 or higher on a three-point scale. Results indicate a higher level of skill achieved in the outcome than the original expectation. This would indicate that the method of instruction and assessment should be maintained. Refinement, innovation and assessment will continue.

Benchmark 2

80% of students will demonstrate their counseling skills by making at least 10 reflective responses that include a feeling word, the source of the feeling, and under current feelings and sources. The quality of these responses will average 2.5 on a 3-point scale.

Assessment Method 2

15-minute interviews, taped and self critiqued.

Benchmark Scheduled To Be Assessed:

5/1/2006

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2006

Findings 2

Students completed 15 minute taped interviews of individual counseling sessions that included at least 10 responses. Combined with a self-critique, this exercise demonstrated that 85% of the students were able to perform counseling responses with a skill level that averaged 2.5 or higher on a 3-point scale. Results indicate a higher level of skill achieved in the outcome than the original expectation. This would indicate that the method of instruction and assessment should be maintained. Refinement, innovation and assessment will continue.

Learning Outcome

Graduates will demonstrate their knowledge and skills in group design, dynamics and facilitation.

Benchmark 1

80% of students will demonstrate facilitation skills by facilitating a group for at least one week. They will analyze their group's dynamics through a written assignment. Group proposal will include a design, an 8 week plan and documentation. (See attached).

Assessment Method 1

Facilitation of one group session.

Benchmark Scheduled To Be Assessed:

6/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 7/1/2004

Findings 1

Every student (100%) in MHA 2406 facilitated one group during the semester. Half of the students were also able to co-facilitate a group. Students were observed by the instructor and teaching assistants while they were facilitating and co-facilitating groups. A facilitating form was completed while the students facilitated giving student feedback (both positive feedback and constructive criticism) on their facilitating. After the facilitating was completed students were given the information from the observation. All students completed designing an eight-week proposal appropriate for their internship agency. Seventy-three proposals were submitted. Sixty-seven received passing grades on their proposals. Of the six proposals that were not passing quality, five were resubmitted and received passing grades after the students received further instructions and tutoring to complete the assignment. Twenty-two students were able to submit their proposals for a new group to their agency supervisor and get permission to facilitate the new group at the agency.

Will changes be made to the way in which the information is presented to students as a result of these findings? Yes

If Yes, specifically what changes will be made?

Format for the class will continue as it is currently presented. Workbook used in the group class is being revised in line with feedback from students and teaching assistants for the fall 2005 semester. In addition special tutoring hours are being designed to help students as they are designing their proposals.

When will these changes be completed? 3/1/2005

Benchmark 1

80% of students will demonstrate facilitation skills by facilitating a group for at least one week. They will analyze their group's dynamics through a written assignment. Group proposal will include a design, an 8 week plan and documentation. (See attached).

Assessment Method 1

Facilitation of one group session.

Benchmark Scheduled To Be Assessed: 6/1/2005

Assessment Results Sent To Office of Assessment & Effectiveness: 7/1/2005

Findings 1

Assessment not implemented.

Will changes be made to the way in which the information is presented to students as a result of these findings? Yes

If Yes, specifically what changes will be made?

Format for the class will continue as it is currently presented. Workbook used in the group class is being revised in line with feedback from students and teaching assistants for the fall 2005 semester. In addition special tutoring hours are being designed to help students as they are designing their proposals.

When will these changes be completed? 3/1/2005

Learning Outcome

Graduates will demonstrate their knowledge and skills in group design, dynamics and facilitation.

Benchmark 2

80% of students will demonstrate facilitation skills by facilitating a group for at least one week. They will analyze their group's dynamics through a written assignment. Group proposal will include a design, an 8 week plan and documentation. (See attached).

Assessment Method 2

Analysis of group dynamics.

Benchmark Scheduled To Be Assessed: 5/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2004

Findings 2

Assessment not implemented.

Benchmark 2

80% of students will demonstrate facilitation skills by facilitating a group for at least one week. They will analyze their group's dynamics through a written assignment. Group proposal will include a design, an 8 week plan and documentation. (See attached).

Assessment Method 2

Analysis of group dynamics.

Benchmark Scheduled To Be Assessed:

5/1/2006

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2006

Findings 2

Sixty-four out of sixty-seven students (97%) completed designing an eight-week proposal appropriate for their internship agency. Sixty (93% of the students completing the assignment or 89% of the students in the classes) received passing grades on their proposals. Of the four proposals (6.6%) that were not passing quality, two were resubmitted and received passing grades after the students received further instructions and tutoring to complete the assignment. In total 92.5% of the students completed the assignment with a passing grade. In addition twelve students actually facilitated the group they designed at their agencies.

Learning Outcome

Graduates will demonstrate their knowledge and skills in group design, dynamics and facilitation.

Benchmark 3

80% of students will demonstrate facilitation skills by facilitating a group for at least one week. They will write an 8 week group proposal.

Assessment Method 3

Write an 8 week group proposal

Benchmark Scheduled To Be Assessed:

5/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2004

Findings 3

Assessment not implemented.

Benchmark 3

80% of students will demonstrate facilitation skills by facilitating a group for at least one week. They will write an 8 week group proposal.

Assessment Method 3

Write an 8 week group proposal

Benchmark Scheduled To Be Assessed:

5/1/2005

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2005

Findings 3

Assessment not implemented.

Learning Outcome

Graduates will demonstrate their knowledge and skills in applying Behavioral Principles to practice problems.

Benchmark 1

Students will complete a behavior modification project in a real-life setting. They will define the collect baseline data, design and implement a 10-day program for behavioral change while charting the progress. A written report will include an analysis of the results.

Assessment Method 1

Behavior Modification Project.

Benchmark Scheduled To Be Assessed:

6/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 7/1/2004

Findings 1

Eighty percent (80%) of the students were able to complete a behavior modification project with a performance level of B- or better. This would include all of the elements indicated in the benchmark. Results matched original expectation. This would indicate that the method of instruction and assessment should be maintained. Refinement, innovation and assessment will continue.

Benchmark 1

Students will complete a behavior modification project in a real-life setting. They will define the collect baseline data, design and implement a 10-day program for behavioral change while charting the progress. A written report will include an analysis of the results.

Assessment Method 1

Behavior Modification Project.

Benchmark Scheduled To Be Assessed:

5/1/2006

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2006

Findings 1

80% of the students were able to complete a behavior modification project with a performance level of B-or better. This would include all of the elements indicated in the Benchmark. Results matched original expectation. This would indicate that the method of instruction and assessment should be maintained. Refinement, innovation and assessment will continue.

Learning Outcome

Graduates will demonstrate their knowledge and skills in family systems assessment and treatment.

Benchmark 1

Students will successfully complete a Genogram, which analyzes four generations of their family history and dynamics. They will also successfully complete an ecomap on themselves and a class Partner.

Assessment Method 1

Genogram and Ecomap Project.

Benchmark Scheduled To Be Assessed:**6/1/2004****Assessment Results Sent To Office of Assessment & Effectiveness: 7/1/2004****Findings 1****Benchmark 1**

Students will successfully complete a Genogram, which analyzes four generations of their family history and dynamics. They will also successfully complete an ecomap on themselves and a class Partner.

Assessment Method 1

Genogram and Ecomap Project.

Benchmark Scheduled To Be Assessed:**5/1/2006****Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2006****Findings 1**

All students (100%) enrolled in MHA 2461 completed genogram and ecomaps. Genograms were completed on both their dyad partners and their own family. Students were able to understand how family history affects current family dynamic through completing the genograms. Ecomaps allowed students to learn how to use an ecomap to understand how to develop goals for clients. Students completed genograms and ecomaps both on their own families and that of their dyad partners. These items are then discussed in class with the discussion showing how to use these tools with clients. Students take this information and do ecomaps and genograms at their internship agencies. All students enrolled in MHA 2461 completed genogram and ecomaps. Genograms were completed on both their dyad partners and their own family. These items are then discussed in class with the discussion showing how to use these tools with clients. Students were able to understand how family history affects current family dynamic through completing the genograms. Ecomaps allowed students to learn how to use an ecomap to understand how to develop goals for clients. Students take this information and do ecomaps and genograms at their internship agencies. Results matched original expectation. This would indicate that the method of instruction and assessment should be maintained. Refinement, innovation and assessment will continue.

Learning Outcome

Graduates will practically apply their knowledge and skills in a real-world agency setting.

Benchmark 1

Students will complete 460 hours of supervised internship in a human service setting directly with clients and staff. 80% will complete this work with an evaluation grade of C+ or better.

Assessment Method 1

Field work and Internship evaluations by field work supervisors.

Benchmark Scheduled To Be Assessed:**6/1/2004****Assessment Results Sent To Office of Assessment & Effectiveness: 7/1/2004****Findings 1**

Of eighty-seven students in the Fall 2004 semester ninety-five (95%) of the students enrolled in MHA 1404.

Will other steps be taken as a result of these findings? Yes

If Yes, specifically what steps will be taken?

This method of assigning internship and monitoring student's progress has been very successful. Future plans call for continuing internships in this manner. Also continuing to meet with agency supervisors for feedback on both the internships and the agencies relationship with the Mental Health Program. In addition a new evaluation form is being developed for students to give instructors feedback prior to the instructors going out to agencies to meet with supervisors. The form will include information regarding problems or concerns students may have regarding their internships. The form will be utilized in the winter 2005 semester.

When will this be completed? 3/1/2005

Benchmark 1

Students will complete 460 hours of supervised internship in a human service setting directly with clients and staff. 80% will complete this work with an evaluation grade of C+ or better.

Assessment Method 1

Field work and Internship evaluations by field work supervisors.

Benchmark Scheduled To Be Assessed: 6/1/2005

Assessment Results Sent To Office of Assessment & Effectiveness: 7/1/2005

Findings 1

Assessment not implemented.

Will other steps be taken as a result of these findings? Yes

If Yes, specifically what steps will be taken?

This method of assigning internship and monitoring student's progress has been very successful. Future plans call for continuing internships in this manner. Also continuing to meet with agency supervisors for feedback on both the internships and the agencies relationship with the Mental Health Program. In addition a new evaluation form is being developed for students to give instructors feedback prior to the instructors going out to agencies to meet with supervisors. The form will include information regarding problems or concerns students may have regarding their internships. The form will be utilized in the winter 2005 semester.

When will this be completed? 3/1/2005

Recommendations for Mental Health/Social Work

Review January 19, 2007

- Upon retirement of the present full-time faculty consider hiring a minority faculty since the population served is 50% minority.
- Work with transfer and articulation agreements especially for Oakland University and Wayne State.
- Consider teaching MHA 1500 and 1501(substance abuse courses) at other campuses.
- Send the Mental Health/Social Work Power Point orientation to Gail Mays for distribution to the Career Centers on each campus.
- Review with the Mental Health/Social Work dean the ration of contact hours to internship hours.
- Consider placing the necessary Field Work or Internships hours in the catalogue description.
- Clarify the difference between Field Work and Internship.
- Faculty now will need FERPA on their syllabi. Appropriate wording will be sent to the Faculty coordinator.
- Follow up with IT to have Website designed and developed.
- Consider developing professional video/posters (IT/Graphics) to be use for recruitment and in PSY classes (Perkins dollars/special initiative funds).
- Use statements from students on the Mental Health/Social Work brochure.
- Place in the catalogue course description the courses which will support the student sitting for the State certification as an Alcohol Counselor, and the Social Work Technician Certification is to be in the program description.
- Check with the State regarding necessary Internships hours to determine classroom/internship ratio.

Recommendations for Mental Health/Social Work

Review January 19, 2007

- Upon retirement of the present full-time faculty consider hiring a minority faculty since the population served is 50% minority.
There are no plans for either of the MHA instructors to retire in the near future.
- Work with transfer and articulation agreements especially for Oakland University and Wayne State.
Completed Winter 08. WSU articulation agreement was updated and OU Social Work school Transfer agreement was developed and is in place.
- Consider teaching MHA 1500 and 1501(substance abuse courses) at other campuses.
Still under consideration. There are staffing issues with offering classes at other campuses.
- Send the Mental Health/Social Work Power Point orientation to Gail Mays for distribution to the Career Centers on each campus.
Power point presentation needs updating.
- Review with the Mental Health/Social Work dean the ratio of contact hours to internship hours.
MHA internship hours were reduced from 240 to 200 hours per semester. This reduction in hours is still in compliance with
Hours required from the state to allow student to obtain their Social Work technician certification from the State of Michigan upon graduation from the MHA/SW program.
- Consider placing the necessary Field Work or Internships hours in the catalogue description.
Targeting 2009/2010 catalogue for hours and changes in program.
- Clarify the difference between Field Work and Internship.
Targeting 2009/2010 catalogue for hours and clarification of the above terms..
- Faculty now will need FERPA on their syllabi. Appropriate wording will be sent to the Faculty coordinator.
Done

- Follow up with IT to have Website designed and developed.
Will follow up 2008/2009 school year.
- Consider developing professional video/posters (IT/Graphics) to be use for recruitment and in PSY classes (Perkins dollars/special initiative funds).
Presently not planned as classes are currently full and could not accommodate additional classes with current staffing levels.
- Use statements from students on the Mental Health/Social Work brochure.
Will attempt to update during 08/09 year.
- Place in the catalogue course (1)description the courses which will support the student sitting for the State certification as an Alcohol Counselor, and the (2) Social Work Technician Certification is to be in the program description.
 1. Alcohol counseling information not appropriate to be placed in the OCC catalogue at this time.
 2. Done
- Check with the State regarding necessary Internships hours to determine classroom/internship ratio.
Completed. Change to internship and fieldwork hours were coompleted Fall 2007. Catalogue descriptions will be revised to reflect this change.