

<b>Program</b>	Social Service Worker (215)
<b>Ministry of Training, Colleges, Universities Vocational Standard</b>	50721
<b>Credential</b>	Ontario College Diploma
<b>Dean</b>	Paul Armstrong
<b>Associate Dean</b>	Neil McMahon
<b>Program Review Membership</b>	<b>Program Faculty:</b> Susan Kalles, Shelley Remple, Lisa Singh, Aukie Byker, Michelle Gibbs, Christine Sager <b>Curriculum Design Specialist:</b> Lisa Pegg with support from Catharine Ozols <b>Institutional Research:</b> Carmelinda DelConte
<b>Program of Studies</b>	2009/10
<b>Final Analysis Session</b>	Fall 2010
<b>Date of Interim Status Report</b>	Fall 2013
<b>Date of Next Program Review</b>	Fall 2015
<b>Date Submitted to VPA Office</b>	<b>TBD</b> October 19, 2012

This report represents the findings of Program Review for the Social Service Worker Program (215) in the School of Community and Urban Studies. The review was performed during the period May 2009-December 2010.

This report has been prepared, reviewed, and accepted by all parties to the review, including program faculty, Curriculum Design, Institutional Research, Dean/Associate Dean in the school of Community and Urban Studies, and the Vice President Academic. The signatures of the representative parties demonstrate their acceptance of the content of this report and a commitment to prepare an interim status report in Fall 2013.

**For the Program (Dean or Associate Dean):**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**For the Vice President Academic:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Summary

The Social Service Worker Program (215) successfully completed program review in Fall 2010. This program demonstrates a commitment to program and curriculum quality, student success and adherence to Mohawk College policies and strategic initiatives, the Framework for Programs of Instruction required by the Ministry of Training, Colleges and Universities (MTCU), and criteria outlined in the Program Quality Assurance Process Audit (PQAPA).

Evidence from program review for the Social Service Worker (SSW) program indicates that:

- **Phase 1-Curriculum:** courses in POS contribute to all of the vocational standards (VS) (MTCU 50721) as required by the Ministry of Training, Colleges and Universities (MTCU) and to all external standards (ES). There is, however, some curriculum and delivery method adjustments required based on an analysis of the Curriculum Mapping Matrix, competitive curriculum information, and input from a focus group of industry experts.
- **Phase 2-Environmental Scan:** Key Performance Indicators (KPI) had student satisfaction scores and capstone question scores similar to or higher than the average Mohawk College scores; MTCU 50721 scores and overall college system scores. The results are the same for most of the Program Performance Indicator (PPI) scores, with the exception of Gross Financial Contribution. Applicant and registrant trends have remained stable but will require monitoring due to changes in the college system in regard to the SSW program. Action plans for quality improvements may be required to address some inconsistencies in student success and retention (course grades), specifically for some general education electives and for the variability in student success in semester four of the program.
- **Phase 3-Program Quality and Strategic Initiatives:** provides students with experiential learning experiences and applied research practices which are strengths of the SSW program. Action plans will be implemented to intergrate learning plans into elearn@mohawk with a focus on improving feedback to students about progress (a college initiative based on KPI scores for this question).

### Overall Findings by Program Review Component

Program Review Phase	Program Review Component	Met	Partially Met	Not Met	Evidence
Phase One Curriculum	Course Outlines	X			Program meets requirements outlined in course outline policy.
	Curriculum Mapping Matrix	X			Program meets requirements outlined in program review and program quality policy in keeping with MTCU framework for programs of instruction.
	Framework for Programs of Instruction		X		Not compliant with 1) General Education; 2) total POS hours approximately 150 hours over the recommended range outlined in the framework
	Program Advisory Committee	X			
Phase Two Environmental Scan	Key Performance Indicators	X			Student Satisfaction scores consistently higher than CAAT, MTCU and Mohawk College over several years.
	Program Performance Indicators		X (this X belongs between the M/MP)		Gross Financial Contribution (GFC) impacting PPI score possibly due to POS hours. GFC will be monitor post POS revisions for Fall 2012 POS.
	Applicant/Enrolment	X			Applicant/Enrolment data stable over several years.
	Student Success and Retention (Course Grades)		X		Some inconsistencies in student success and retention (course grades), specifically for some general education electives and for the variability in student success in semester three of the program.
Phase Three Program Quality and Strategic Initiatives	Quality—Curriculum and Content		X		Students in the SSW program are exposed to a significant degree to three areas of the strategic plan: 1) Quality—Experiential Learning; 2) Innovation—Applied Research and 3) Sustainability--practices. Students are exposed to other areas of the strategic plan but not to the same extent as experiential learning, applied research and sustainable practices.
	Quality—Flexible Delivery		X		
	Quality—Flexible Operationally		X		
	Quality—Experiential Learning	X			
	Innovation—Applied Research	X			
	Innovation—Entre/Intra preneurship		X		
	Sustainability--Curriculum		X		
	Sustainability--Practices	X			
	PLAR	X			
	Learning Plans		X		
	eLearn		X		
	General Education			X	
Student Feedback on Progress			X		

## **Commendations**

There are a number of areas that the SSW program demonstrated best practices and leadership in regard to program quality. They are:

- Student Satisfaction with Field Placement—the SSW program has significantly higher student satisfaction KPI scores compared to other Mohawk College programs.
  - Faculty provide intensive support and linkage of theory and practice to students in order to meet professional and personal goals while on field placement.
- Utilize existing processes and policies to support student success.
  - Student-handbook used as a procedural reference for problem-solving etc.
  - Faculty are student-focused and responsive to student needs and experience.
- Program faculty participate in regular team-building exercises that are facilitated by the faculty development department. The facilitators examine team processes and help the program team set goals to improve the team process.
  - A program-specific, professional development elearn course is being developed as an outcome of the team-building exercises.
- The program team meets on a regular basis to:
  - identify students at risk 2X/month with SSA for follow-up;
  - maintain a consistent message to students;
  - outreach to Disability Services on a regular basis
  - use facilitators to examine the team process and develop team goals to improve to team process
  - develop program specific elearn course
- Program faculty have created a Master Assessment Calendar which outlines assessment practices for all courses.
- Common “keep free” time on timetable for speakers

## **Affirmations**

Affirmations are declarations, which may/may not have evidence as a result of program review, that the program faculty identify are areas required to support program quality improvements. The areas identified include:

- Develop an Annual Program Review plan which includes curriculum review, Environmental Scan review, and Program Quality/Strategic Initiatives review
- Student support services at the Brantford campus--Library access; counselling; testing; medical emergency
- Support for part-time faculty, financially and professionally.

## **Recommendations**

Analysis of various data sources from program review identified three areas that will assist in improving program quality for the SSW program. They are:

1. Curriculum Renewal
  - Content mapping to address content gaps, overlaps and scaffolding, specifically in regard to VS08, VS09 and external standards
  - POS revisions to address the issue of a less than 35% Gross Financial Contribution.
  - Identify General Education courses in order to meet the requirements of the Framework for Programs of Instruction
  - Re-map the course learning outcomes to vocational standards and external standards post renewal.
  - Develop strategies to address SEM4 student success and retention issue and course grade issues (pass/fail) for students in SOC 1, 2 general education electives

- Research field placement model of delivery (appears to be a school issue rather than an SSW issue)
- 2. Annual Program Review Plan
  - Use available sources (Curriculum Mapping Matrix, Key Performance Indicators, Strategic Enrolment Planning data) to monitor program quality on an annual basis.
  - Integrate data for all SSW program offerings (all campuses, CE)
  - Implement strategies to provide Feedback to Students about Progress
  - Maintain a current Curriculum Mapping Matrix
- 3. Differentiated Learning and Graduate Pathways
  - Assess the implications of implementing a screening process for applicants.
    - Based on data from college websites, 3 colleges screen applicants via interview or portfolio assessment. Research colleges with applicant screening vs. no screening
  - Research implications of “intensive” model of delivery for SSW program
    - Requires analysis of applicant data re: diploma, degree upon application
    - Are more students in comparator programs coming in with a degree?
    - May want to attract the CYW skill set. Do other colleges have a CYW program as a feeder to SSW?
  - Marketing and Communications
    - Visual representation of pathways
    - Identify and use key factors that differentiate the Mohawk College SSW program compared to competitors
  - elearn@Mohawk
    - Consider a section of blended-delivery for part-time students. Requires analysis to determine need. Is there a market for students working in the field that want to upgrade skills?
    - Create a plan to continue to develop course content using Desire-2-Learn with a goal of meeting the college initiative of blended-learning

## 5 Year Program Quality Enhancement Action Plan

Following is a summary of the SSW Action Plan. A detailed action plan is available through the Office of the VPA requested from the Program Quality area. The detailed action plan that resides in the Office of the VPA is the action plan of record.

Objectives	Action Strategies		Responsibility / Timelines
<p>Objectives flow from program quality enhancement goals to define what we want to accomplish and help us focus on specific aims over a period of time. A simple acronym used to set objectives is called SMART:</p> <p><b>1. Specific</b> - Objectives should specify what they want to achieve.</p> <p><b>2. Measurable</b>- You should be able to measure whether you are meeting the objectives or not.</p> <p><b>3. Achievable</b> - Are the objectives you set, achievable and attainable?</p> <p><b>4. Realistic</b> - Can you realistically achieve the objectives with the resources you have?</p> <p><b>5. Time</b> – When do you want to achieve the set objectives?</p>	<p>Strategy exists only in relation to some goal, end or objective. Strategies describe <b>how</b> the objectives will be accomplished and outline a general plan of attack, an approach to a problem, the first step in linking the means or resources at our disposal with the ends or results we hold in view. Strategy does not detail, step-by-step, how the objectives will be accomplished.</p>	<p>Timeline</p>	<p>Assign those involved in implementing the 5 Year Action Plan.</p> <p>Be specific about the timelines during which you expect to accomplish your objectives.</p>
<b>Short Term (within the next 18 months)</b>			
<p>Develop and implement a Curriculum Renewal Plan</p>	<p>Utilize the Curriculum Mapping Matrix to determine the impact of various "what if" scenarios in order to: 1) address the issue of non-compliance to general education; 2) reduce total # of hours in the Program of Studies; 3) evaluate content overlap to address issues related to VS08, VS09 and external standards; 4) evaluate curriculum laddering and scaffolding to address student retention issues in SEM4</p>	<p>May/June 2011</p>	
	<p>Utilize the Competitive Curriculum Analysis to assess the field placement model of delivery. NOTE: requires an overall "school" approach to field placement quality issue.</p>	<p>May/June 2011</p>	
	<p>Submit a revised POS based on above analysis</p>	<p>Dec 2011 for Fall 2012</p>	
	<p>Strategically manage new course development, including updated mapping, for SEM1/3 courses (Fall 2012)</p>	<p>Winter/Spring 2012</p>	
<p>Develop an Annual Program Review framework with the support of the program quality area based on best practices</p>	<p>Utilize college staff and resources to monitor program quality on an annual basis (i.e. Institutional Research)</p>	<p>May/June 2012</p>	
	<p>Use the 5-year action plan as a resource for developing the Annual Program Review Process</p>		
	<p>Research best practices for annual program review with "heads of", internet sources and other sources</p>		

	Develop a checklist to monitor implementation of desire-2-learn with a goal of meeting the blended-learning college initiative by 2015 (program directed)		
Research and Implement opportunities for differentiated learning and graduate pathways	Create a plan to continue to develop course content in desire-2-learn with a goal of meeting the blended-learning college initiative by 2015 (program directed)		
<b>Medium Term (within the next 18-36 months)</b>			
Develop and implement a Curriculum Renewal Plan	Continue to strategically manage new course development, including updated mapping, for SEM2/4 courses (Winter 2013)	To be determined pending outcome of short term objectives	
Research and Implement opportunities for differentiated learning and graduate pathways	Utilize Competitive Curriculum Analysis and other research approaches to assess the implications of implementing a screening process for applicants.		
	Research "intensive" model of delivery for SSW		
	Develop a visual representation of graduate pathways for the SSW program including Transitions In, Diploma, Transitions Out		
	Identify and use key factors (i.e. KPI) to differentiate Mohawk's SSW program		
	Consider a section of blended-delivery for part-time students		
Monitor the development of course content in desire-2-learn with a goal of meeting the blended-learning college initiative by 2015 (program directed)			
<b>Long Term (within the next 36-60 months)</b>			
Monitor short-term and long-term program quality enhancements and adjust as required	Utilize Annual Program Review process to monitor program quality enhancements.	To be determined pending outcome of medium term objectives	
	Submit interim program quality report to Program quality area		
	Plan and prepare for Comprehensive Program Review	Spring 2015	

## Phase 1 Analysis Summary Notes

- Participants: Susan Kalles, Shelley Remple, Lisa Singh, Aukie Byker, Michelle Gibbs, Christine Sager. All full-time program faculty were involved in Phase 1 Workshops. Almost all full-time program faculty were involved in the Phase 1 Analysis session (regrets: Christine Sager). No part-time faculty participated in Phase 1 program review.
- The Curriculum Mapping Matrix (CMM) includes CLinking of vocational standards (VS) and external standards (ES) to all SSW courses included in the 2009/10 program of studies.
  - 7/9 VS had adequate Clinks at appropriate levels of scaffolding. 2/9 VS may require consideration of additional content and assessment at appropriate levels of scaffolding.
  - 5/8 ES had adequate Clinks at appropriate levels of scaffolding. 3/8 ES may require consideration of additional content and assessment at appropriate levels of scaffolding.
  - WORK (field placement) courses were Clinked to VS and ES
  - Although CLinking to Essential Employability Skills has been captured and input into The CORE, the Curriculum Mapping Matrix does not include Essential Employability Skills (EES); this capability will be included with the next CORE upgrade.
- Generally, all course outlines meet college policy and guidelines.
- SSW is compliant with almost all requirements in the MTCU Framework for Programs of Instruction for diploma programs
  - General Education: The SSW program is not compliant with the MTCU Framework for Programs of Study- General Education requirement. COMM 10034 and a Gen. Ed. Elective are identified as Gen Ed courses. These courses were not CLinked to VS or ES. HMNS SO127 could be an additional General Education course as identified by faculty.
  - Typical duration of the program is 152 hours over the approximate number of hours (1200-1400) recommended by MTCU framework.
- Input from focus group focused on 2 key areas: 1) field placement model and implementation requirements; and 2) possible content or new program ideas (ie gerontology, DSW, addictions, ethics)



## Curriculum Mapping Matrix Analysis

### Breadth of Learning Summary

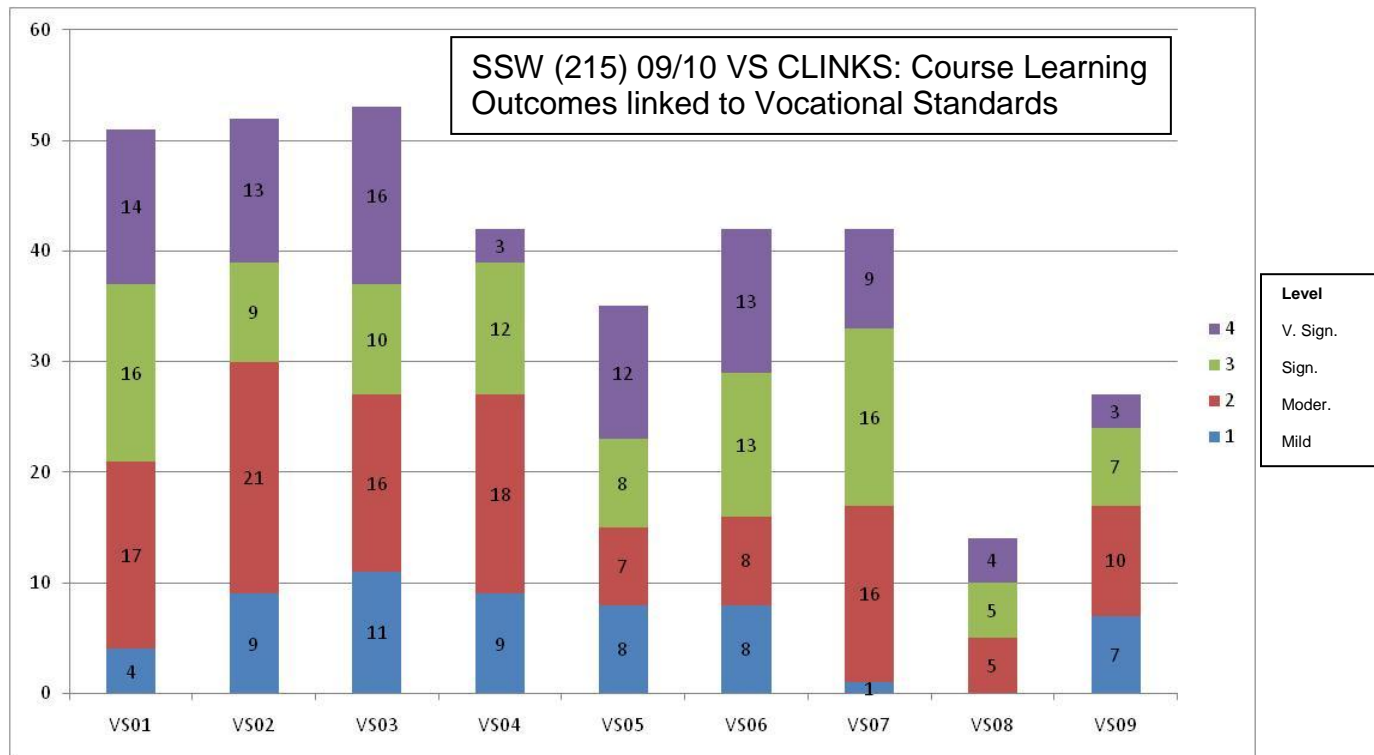
- An analysis of the CMM shows students are exposed to all vocational and external standards for SSW. There is no unplanned duplication of course learning outcomes (CLOs).

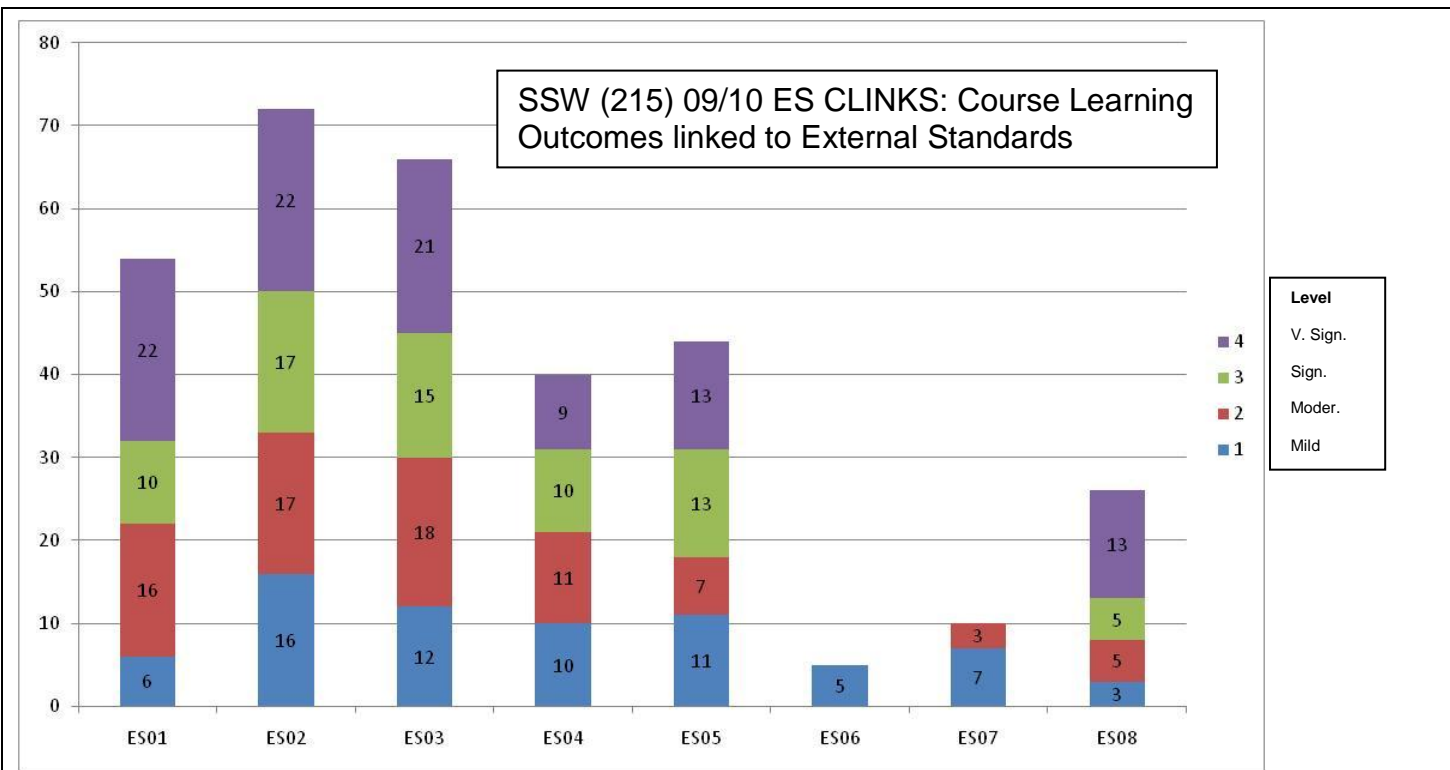
### Vocational Standards

- 7/9 VS have an adequate number of CLO links (ranging from approximately 30 to more than 50 from a broad range of courses in the program of studies)
  - 2/9 VS require consideration for additional course content or new course development

### External Standards

- 5/8 ES have an adequate number of CLO links (ranging from approximately 30 to more than 50 from a broad range of courses in the program of studies)
  - 3/8 ES require consideration for additional course content or new course development





### Overall Depth & Complexity Summary

#### VS- Overall Highlights

- There are a total of 358 CLO links to VS
- Approximately 50% of total CLO links to VS are characterized as contributing to a significant (3) or very significant (4) degree to graduates' ability to demonstrate the outlined skill or ability
- Patterns of emphasis (i.e. # of links to VS) relate closely to the core/essential skills that run through the majority of courses in the program of studies
- Overall levels of learning are scaffolded across semesters with most CLO links at a minor level in Semester 1 to most CLO links at a very significant level in Semester 4
  - Consideration of review of curriculum ,assessment and/or instructional design for VS01, VS07, VS08. Reported variability in scaffolding for these VS.

Semester	% of CLO Links to VS by Semester			
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4
1	39	42	9	10
2	18	40	23	20
3	2	26	43	29
4	8	27	24	43
<b>Overall</b>	<b>24</b>	<b>20</b>	<b>31</b>	<b>34</b>

#### ES - Highlights

- There are a total of 317 CLO links to SSW External Standards

- Approximately 50% of total CLO links to ES are characterized as contributing to a significant (3) or very significant (4) degree to graduates' ability to demonstrate the outlined skill or ability
  - 33% of total CLO links to ES are characterized as contributing to a very significant degree
  - Appears to be some variability in linking to ES depending on the semester. Not all ES are linked in a semester
    - Consider curriculum revisions to address this gap

Semester	% of CLO Links to ES by Semester			
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4
1	55	24	11	9
2	7	38	25	29
3	5	12	38	45
4	18	27	37	29
<b>Overall</b>	<b>26</b>	<b>22</b>	<b>26</b>	<b>24</b>

### Program Composition

- There are 12 Foundational courses, 10 Specialized, 6 Integrational, and 2 General Education (COMM 10034 & Gen. Ed. Elective)
- Total of 358 CLO in program spread over 27 courses in 4 semesters
  - 28% of CLO are in Foundational courses, 47% in Specialized, and 25% in Integrational

	% of CLO Links by Course Classification				
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4	Overall
<b>Foundational</b>	42	50	7	0	28
<b>Specialized</b>	10	31	31	29	47
<b>Integrational</b>	0	19	40	41	25

Compliance: Framework for Programs of Instruction – Diploma		✓
Scope: Depth, Breadth and Complexity	<ul style="list-style-type: none"> <li>• Meets all specific Vocational Outcomes as defined by the provincial program standards</li> <li>• Planning and implementation of alternative approaches to skill and knowledge application across a broad range of technical and/or administrative requirements showing substantial depth in some areas where judgement is required</li> <li>• Applications involve personal responsibility, autonomy in performance, working in teams</li> </ul>	✓
Essential Employability Skills	<ul style="list-style-type: none"> <li>• Basic fundamental personal management and teamwork skills</li> <li>• Depth of achievement consistent with EES outcomes (based on CMM 2005)</li> </ul>	✓
General Education	<ul style="list-style-type: none"> <li>• Exposure to at least ONE discipline outside field of study</li> <li>• Access to 3-5 courses designed discretely from vocational standards</li> </ul>	✓
Typical Duration	<ul style="list-style-type: none"> <li>• Approximately, four semesters or 1200-1400 equivalent</li> </ul>	✓

	<p>instructional hours</p> <ul style="list-style-type: none"> <li>○ POS as of July 2009 was 1552 POS hours-slightly more than MTCU recommended requirement.</li> <li>○ POS comparison of Algonquin, Cambrian, Confederation, Conestoga, SSFL (colleges with data available via web) indicates that 3/5 colleges have POS hours within MTCU guidelines for program duration.</li> </ul>	
--	--	--

## Focus Group Observations & Recommendations

Data as at June 24,2009

**PARTICIPANTS:** Glenys Currie (St Joseph's Home Care), Bonnie Dion (Cambridge Self-Help Food Bank), Pattiesue (Cambridge Self-Help Food Ban), Marilyn Kohler (City Housing Hamilton), Linda Smith (Southern Network of Specialized Care), Chantal Scott (SAM Program/Graduate), Steve McCann (HWDSB), Veronica Phillips, Dale Duncan, Neil McMahon (Associate Dean, Human Services), Shannon Bowerman (Administrative Assistant)

**Recommendations:**

- Consider curriculum content such as gerontology, developmental, addictions, professionalism, boundaries, transitions to placement
- Consider an alternative model of delivery for work (school opportunity)

**STRENGTHS**

- Supervisors like the liaison visits at placement because it keeps everyone focused and allows for communication.
- Graduates of the program often work in positions where they are a supervisor of PSW's (Mohawk has great supervisory courses).
- Field placements can lead to job opportunities.
- Sometimes a partner is chosen for the student because of a common client, and those partners are able to provide a full range of services to that client with multiple agencies.

**CHALLENGES**

- Little knowledge of gerontology
- It can be hard to match the students' wants, needs and motivations
- SSW versus BSW students-SSW need to represent self as a professional/ BSW may not have applied knowledge
- Students should be evaluated on the basis that they could be an employee of the agency after graduation.
- Are supervisors aware of the placement and allowing for student input?
- Documentation needs vary by agency
- Some agencies have their own code of ethics for students and employees. Agencies and students should go over this code of ethics and talk about it.
- A lot of students are making ethical decisions every day. There should be a framework to help them come to the right conclusion. An ethical framework is an expectation for agencies.
- Students are very young and sometimes do not have the maturity or life experience to switch from high school to college/placement
- They are not sure how far they can go – should deal with issues as they arise
- For a block placement, a student who is weak requires a lot of supervision, which takes a lot of time from the supervisor.
- The supervisor has the responsibility to provide an adequate learning environment for the student.
- Documentation might be different at work than in the classroom. Each agency has different needs, and the student should understand that they must adapt to the needs of their agency.

- More communication between students and supervisors should take place regarding the courses that the student has taken or is taking.
- Communication between the student and agency should take place between the interview and the placement start date.
- There is no requirement for a graduate to become a member of the OCSWSSW, but if they choose not to, they can not use the title of SSW. In order to hold that title, they must join the school.
- Concurrent Disorders students do not necessarily have a SSW diploma. Students in this one year program can have any diploma or degree.
- Funding will depend greatly on partnerships (students will need to know how to develop them and sell a proposal).
- Disclosure: How to talk to their supervisor about peer and client issues.
- At times entry level students defer opportunities to do counseling

## **OPPORTUNITIES**

- Certification for Crisis and Suicide Intervention
- Specialization( in CE):
  - Developmental
  - Addictions
  - Gerontology
- Placement (400 hrs) – big learning experience because students get to know things about them and it's a huge exposure
- Place students where they want to go so they can see if it is in fact where they want their career to go.
- More liaison visits, or a conference call with the liaison, supervisor and student to remain in contact.
- Agencies can give a project to students for a sense of accomplishment. They could also have the student present the project to coworkers to improve their presentation skills.
- Use workplace documents as assignments: students could prepare resource documents as projects on placements as they are present there to learn (i.e. bed bugs)
- The agency could do a presentation for students to inform them what is expected at placement and give information about their agency.
- A 1yr introductory Human Services course has been suggested in the past for helping students as they do not have the maturity or life experience
- A course on working along and how to stay safe while in a hostile environment would be advantageous to students. It would teach them how to present themselves with confidence.
- Counselling/intervention techniques: Opportunities to develop these skills are necessary. Many entry level employees defer this to counselling. Ideally, students and entry level employees would be mentored and shown that this is their responsibility.
- Seem to be a lot of benefits in having a block placement of 2 weeks, followed by 1 or 2 days per week of placement after that. A solid relationship can be formed in the initial 2 weeks. This might also help them become a part of the team and participate in what happens (i.e. meetings).
- An internship type placement at the end of their schooling after they have completed all of their core courses. The student could complete volunteer hours while completing their school work in order to get a feel for the profession. If this were to happen, students would be older and more mature, and have better knowledge and life skills by the time they are put into placement.
- With this type of placement, the student could focus on placement instead of having to do school homework and studying at the same time. This would include 4 days of placement per week and one day per week to meet and discuss the placement with their peers and a professor.
- The Field Placement Manual should also be available through e-mail so that supervisors can refer to the electronic copy if necessary.
- Improved communication between the supervisor and college is required. It was suggested that monthly reports be done, or that supervisors be able to see student logs.
- Supervisors should be verifying hours regularly. They should find out the wants/needs of the student and acknowledge any issues.
- This Suicide Intervention course could be a certified course that can be placed on the students resume, making

them more employable.

- Mock interviews with panel debrief with checklist should take place to prepare the students for agency interviews.
- Opportunities should be available for upgrading, bridging for BSW and MSW, workshops and courses, and networking opportunities.
- Mentoring should be available for new employees to network (some students get this in placement).
- They could be given real life situations, such as touring a homeless shelter or visiting a soup kitchen
- Courses should be available for the student to specialize in a specific area after graduation (e.g. addictions, mental health, development, gerontology, etc.).
- Bridging to MSW
- Articulation agreements for BSW
- Management/ supervisory/ ABI/ new legislation

## THREATS

- How the students present themselves in an interview might be different from how they conduct themselves at placement.
- Boundaries: Facebook, texting, etc. on weekends. It's a slippery slope. Should this be allowed? Some students are placing negative comments about their day at work on Facebook.
- Group work: Students are intimidated by the parent group and do not know how to interact with them.
- Students miss out on a lot of opportunities by only working 2 days per week as is disjointed and difficult to develop relationships (no continuity). It would be better to have a few weeks of straight placement so that students could develop a better relationship with clients and feel comfortable in their placement. A lot can happen during their 5 days off.
- There is a drawback in regards to having an internship type placement at the end of their schooling: It would limit the experience because the students would only get to try one area and might miss out on a future career opportunity.
- Volunteer hours should be mandatory for admission to the program so that students understand what they are getting into. Students sometimes take the SSW program because they think it is an easy program with an easy job afterwards.
- Career expectations can be misguided (e.g. Daily activities).
- Concurrent Disorders students do not necessarily have a SSW diploma. Students in this one year program can have any diploma or degree.
- In the future, there will likely be more work with fewer resources. Expectations from students/ graduates will likely be higher and less supervision will be available.(work self-directed)
- Students have changed. They are less willing to give %110 as expected during the placement
- Students are not able to tell what they expect from their placement and they can't often articulate what they've achieved
- Regarding placement supervision :
  - conference (?)
  - aware of placement (?)
  - student input
- These days students go into the placement without volunteering before and with no work experience and this is a big issue

**Phase 2 Analysis Summary Notes**

- Participants: Susan Kalles, Shelley Remple, Lisa Singh, Aukie Byker, Michelle Gibbs, Christine Sager (regrets) program faculty were involved in the Phase 2 Analysis session. No part-time faculty participated in Phase 2 program review.
- Overall, applicant demand for program has increased despite a saturated program offering within the college system. However, the increase in applicant demand appears to be from Seneca and George Brown.
  - Applicants to this program at Mohawk has remained stable from 2007-2009 but has lost share as market has become more competitive/fragmented.
- Appears as though some colleges are piloting different models of delivery with some success (i.e fast track, accelerated), however, registrant numbers are relatively low. (Confederation, Loyalist, St. Lawrence), as well as the Mohawk college equivalent “intensive” model of delivery
- Higher proportion of registrants are aged 30+ when compared to Mohawk and MTCU 50721
- Oversubscribed—screening—based on data from college websites, 3 colleges screen applicants via interview or portfolio assessment.
- Overall, had more students leave Mohawk catchment to go elsewhere. Possible reason is because Mohawk has not increased # of spaces for students who then decide to go elsewhere. Need BF data to substantiate this statement.
- Based on the Key Performance Indicator (KPI) data, it appears as though the SSW program has student satisfaction results similar to or higher than overall Mohawk results or MTCU 50721.
- Based on Program Performance Indicator (PPI) data, it appears as though the SSW has higher indicator scores for enrolment targets, KPI Graduation Rate, program quality and graduate satisfaction when compared to most other Mohawk college programs. The PPI score for SSW is in the top 40 Mohawk College programs.
  - The score for Gross Financial Contribution, however, is significantly lower than other Mohawk College Programs. This metric is impacting the overall PPI score.
- Analysis of Student Success and Retention data (course grade) indicates that 85% of students are successful in SEM1.
  - Some courses, usually general education courses, are problematic and set up barriers to student success (not necessarily in SEM1).
  - SEM4 appears to have higher course failure rates compared to other semesters.

Category Profile	Mohawk’s Program Profile
<ul style="list-style-type: none"> <li>• 21 english colleges offer SSW programs for a total of 40 programs (MTCU Code 50721)               <ul style="list-style-type: none"> <li>○ Algonquin and Fanshawe offer 3 variations of the program at 2 different campuses.</li> <li>○ Cambrian and Sault offers regular option and native specialization</li> <li>○ Confederation offers regular option and accelerated (with 3 students)</li> <li>○ Durham started program in Fall 2010</li> <li>○ Loyalist significant # of applicants and registrants for accelerated program</li> <li>○ 39 programs are available for Fall 2010</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> year through night school</li> <li>• Multiple ways of completing the program</li> </ul> <p><b>Oversubscribed—screening—research importance of screening on applicants and success of students; importance of types of screening; how do colleges determine oversubscribed</b></p>
<b>Applicants—Fall 2010 data as of June 7, 2010</b>	
<ul style="list-style-type: none"> <li>• 17, 537 applicants for F2010               <ul style="list-style-type: none"> <li>○ Significant growth over 4 years</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mohawk applicant rates are relatively stable (F2007 to F2009) while other colleges have</li> </ul>

<ul style="list-style-type: none"> <li>○ 35% growth in comparison to F2007</li> <li>○ 3000 applicant increase from F2009 to F2010</li> <li>○ 14% increase in applicants comparing F2007/F2009</li> </ul> <p><b>Overall, applicant demand for program has increased despite a saturated program offering within the college system. However, the increase in applicant demand appears to be from Seneca and George Brown.</b></p>	<p>increased applicant #'s.</p> <ul style="list-style-type: none"> <li>○ Increased by 90 applicants from F2009 To F2010</li> </ul> <ul style="list-style-type: none"> <li>• <i>Observation: even though offered program in BF—it appears that we just moved students. Why?</i></li> </ul>
<ul style="list-style-type: none"> <li>• Seneca has the largest # of applicants (15% combined for 2 program offerings for F2010)</li> <li>• Similarly, George Brown has the largest # of applicants (12.7% share of all applicants for F2010) <ul style="list-style-type: none"> <li>○ Both colleges contribute to significant increase in # of applicants (1200 applicants F2009 to F2010)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mohawk is ranked 8<sup>th</sup> out of 39 programs for applicant market share (5% F2010) <ul style="list-style-type: none"> <li>○ Other 7 colleges are the big colleges.</li> <li>○ Applicants to this program has remained stable from 2007-2009 but has lost share as market has become more competitive/fragmented.</li> </ul> </li> </ul>
<p><b>Appears as though some colleges are piloting different models of delivery with some success (i.e fast track, accelerated), however, registrant numbers are relatively low. (Confederation, Loyalist, St. Lawrence)</b></p> <p><b>1 program renamed from Human Services to Social Services (Durham)</b></p>	

**Demographic Profile-- Fall 2010 data as of June 7, 2010—OCAS**

	Mohawk's SSW Profile		MTCU 50721 Profile	
	Applicant	Registrant	Applicant	Registrant
<b>Applicant Type</b>	non-direct applicants	non-direct registrants	non-direct applicants	non-direct registrants
<b>Gender</b>	heavy female skew	heavy female skew	heavy female skew	heavy female skew
<b>Age Group</b>	age 18-21	age 18-21, 30+	age 18-21, 30+	age 30+, age 18-19
<b>Program Choice</b>	heavier skew on 1st choice; 2nd and 3rd choices are second	n/a	heavier skew on 1st choice; 2nd and 3rd choices are second	n/a
<b>Program Conversion Rate</b>	2 in 10		1 in 3	

**Registrants—complete data trending for 2007, 2008, 2009 as of June 2010**

<ul style="list-style-type: none"> <li>• 2,547 total registrants in F09. Overall, 21% increase in registrants between F07/F09 <ul style="list-style-type: none"> <li>○ Sault College doubled # of registrants year over year</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Market share has remained stable.</li> </ul> <p><b>Even though other colleges had an increase in registrants, this did not affect Mohawk registrant</b></p>
---	--



<ul style="list-style-type: none"> <li>○ Seneca increased # of registrants by 120 students <ul style="list-style-type: none"> <li>▪ 156% increase in registrants for immigrant and refugee program</li> </ul> </li> </ul>	<p><b>numbers. It appears as though the college system has increased # of spaces available for students (compare 14% applicant increase with 21% registrant increase F2008/F2009).</b></p>
---	--

**Catchment**

<ul style="list-style-type: none"> <li>• Market Gain: Mohawk's SSW program dependent upon Conestoga, Sheridan, Niagara and Fanshawe for registrants.</li> <li>• F2009—34 registrants from outside Mohawk catchment.</li> <li>• 25% of registrants are from outside of Mohawk catchment.</li> </ul>	<ul style="list-style-type: none"> <li>• Market Drain: 40 registrants left Mohawk catchment to go elsewhere.</li> </ul> <p><b>Overall, had more students leave Mohawk catchment to go elsewhere. Possible reason is because Mohawk has not increased # of spaces for students who then decide to go elsewhere. Lisa: need BF data to substantiate this statement.</b></p> <p>50/50 from Mohawk catchment and 50% from outside catchment for applicants</p> <p>Lots of applicants to contestoga from Mohawk catchment but not getting into program</p> <p>Sheridan taking more of Mohawks students and 1/2 to gerontology program</p>
--	--

## KPI Analysis – Overall & Capstone:

### Student Satisfaction Fall 2010--FF

- Overall student satisfaction rate for F2009/2010 was 75.8% compared to 77.5% for MTCU. Higher than Mohawk 73.5%.
  - 83.1% for 2008/2009 (decrease) compared to 80% for MTCU
- Student satisfaction for Capstone 14 (Knowledge & Skills – Future Career) was 91% similar to MTCU. Higher than Mohawk 86%.
  - Slight decrease compared to previous year 2008/2009 (93%)
- Student satisfaction for Capstone 26 (Learning Experiences – Program Quality) 87% 09/10 compared to 83% MTCU. Higher than Mohawk 78%.
- Quality of Facilities/Resources Capstone 44 was 62% compared to 67% MTCU 09/10 which has decreased from previous year. Lower than Mohawk 66%.
- Quality of Services Capstone 45 was 64% compared to 70% MTCU. Slightly lower than Mohawk 65%

#### Other metrics:

- 98% important to be available after class. 60% are satisfied or very satisfied with this item compared to 65% MTCU. Slightly lower than Mohawk 62%.
  - 97% important to be available after class. 75% satisfied or very satisfied. 08/09 compared to 70% for MTCU.
- 96% important re: feedback about progress. 44% are satisfied or very satisfied with this item compared to 57% MTCU. Lower than Mohawk 49%.
  - 51% Mohawk, 61% MTCU 08/09
- Students appear to be more satisfied with field placement experiences 75% 09/10 and 79% 08/09. Higher than Mohawk 62%.

### Graduate Satisfaction

- Mohawk program -90% compared to 77.4% MTCU.
  - Mohawk's graduate satisfaction for all programs is 79.6%

***Based on the KPI data, it appears as though the SSW program has student satisfaction results similar to or higher than overall Mohawk results or MTCU 50721.***

### Employer Satisfaction

- 92% (based on 12 employers) compared to 94% MTCU. Slightly lower than Mohawk 95%.

### Graduate Employment Rate

- Graduate employment rate 88% and 83% MTCU
  - Mohawk 85%

## Detailed Questions – Graduate—deferred to Annual Program Review

### Employment Profile of Graduates (07/08)

1591 graduates from 21 colleges.  
 34% employed full-time program related  
 25% not in labour force  
 66% of all grads are employed in some way (FT/PT, program related or not related)  
 Average starting salary \$32,768. Males make approximately \$9000 more than females.

**It would appear that these statistics reflect the some of the trends that we see in human services locally,**

**provincially, inequities, marginalization of females. Something the college should be concerned about re: public awareness/partnerships. Curriculum and macro lessons within the community.**

### **Program Performance Indicators (PPI)**

- Meets enrolment targets
- Meets KPI graduation rate calculation
- Meets program quality calculation
- Significantly lower Gross Financial Contribution calculation compared to other Mohawk college programs. This metric is impacting the overall PPI score.
- Meets graduate satisfaction calculation

### **Student Success and Retention: Course Grade**

85% of students are passing all courses in semester 1.

15% of students are failing at least 1 course in semester 1. Sociology 1—for gen.ed needs to be very different instead of being close to core courses.

Computer course—link to KPI Q.11. and on the employer survey re: computer skills. Problematic course. Students get access to computers in other courses. Need CLOs/CLEs for technology to support the development of this skill. What does the college offer to support students? This course stops students from graduating when Lisa Singh went through the grad clearing process.

Idea: POS change to replace Sociology 1 and/or computer course.

Field placement prep and awareness—Avg. grade 30% with 12% failing.

SEM2—average failure rate 4% with the exception of Practice with Diverse Groups (11% failure rate). Changed assessment practices to shorter assignments worth 5%. According to Lisa, the assessment practice suits what the student needs to do.

SEM4—failure rates higher than SEM3 and in comparison to previous years. Seems to be the semester whereby students go into more crises. Transitional term. Techniques 2 course—family journal application of family theory which is very upsetting to students. Culminating assessment and if not attending don't have journal done. Crisis course—really hard to learn about crisis when in crisis. See a trend whereby students choose to come to class. 2 emotionally charged courses in same term. Practice 4 needs to go to self and wellness model. Crisis—student feedback—shame we didn't get this earlier. LAW is shifting from SEM3 to SEM4.

Gen. Ed

3/8 students failed video games

21% of 28 students failed power of pictures

BF—students should have selection of general education. Specifically, online.

Are there too many POS hours in comparison to other colleges?

**Phase 3 Analysis Summary Notes**

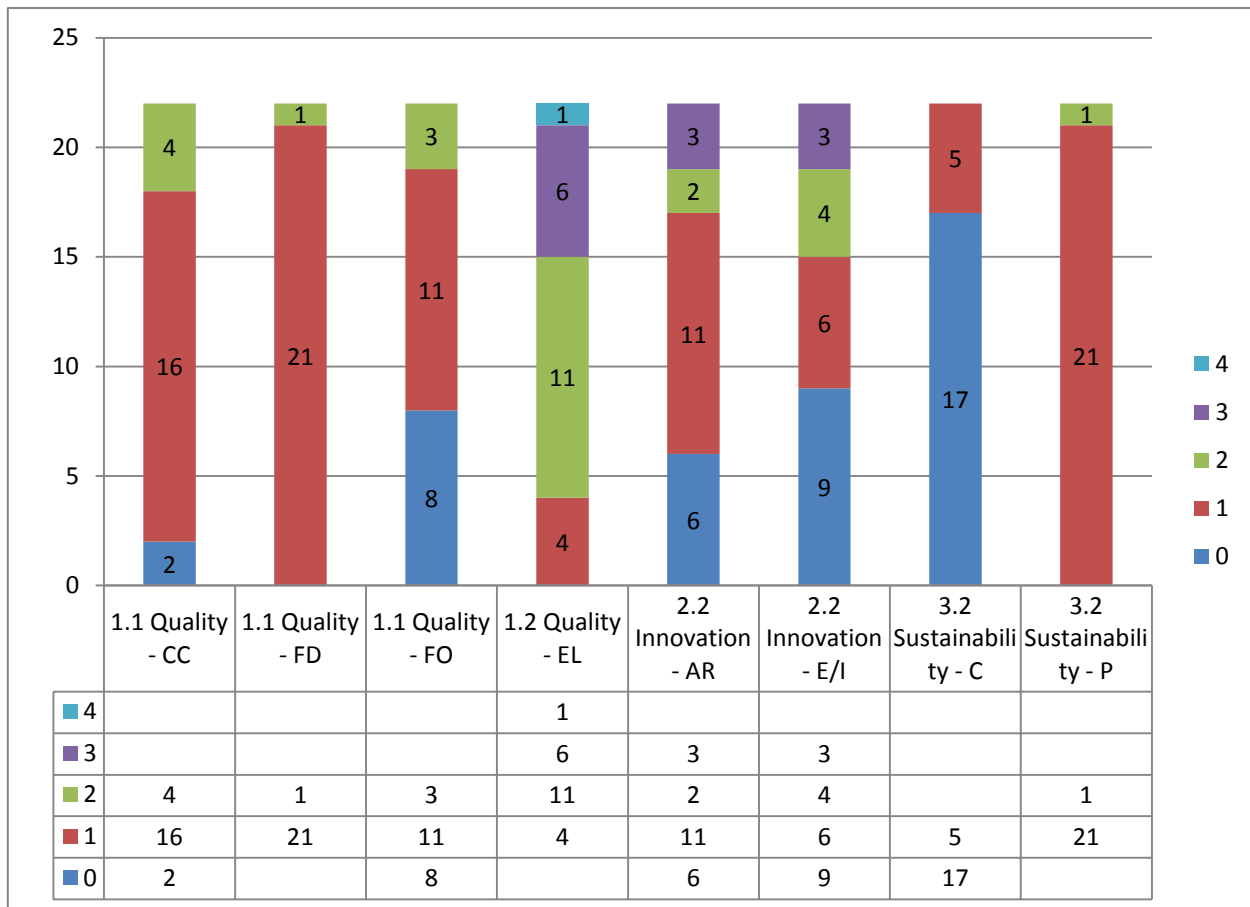
**Rethinking Assessment**

- 6 courses were evaluated based on the criteria outlined in the Re-Thinking Assessment workshop
- Outcomes—deferred to next program review

Future Initiatives—deferred to next program review

**Key Strategic Priorities**

- Experiential learning and applied research practices are strengths of the SSW program



- Current Practices in regard to experiential learning and applied research include:
  - Assessment practices based on research and APA style formatting, applied assignments, culminating assignments
  - Student choice in regard to assignment topics and implementation
  - Community partnerships and relationships

- Future Initiatives—Requires input from faculty
  - Flexible Delivery
  - Development of applied research skills

### **Quality Assurance and Student Success Processes**

- **PLAR**—most courses in the POS are identified as having a challenge evaluation to determine prior learning. Need to determine if this is indicated on all course outlines.
- **Learning Plans**-faculty report that learning plans will be developed upon successful completion of elearn training
- **eLearn**-faculty report that they will participate in elearn training to have all courses in elearn by January 2012
- **General Education**—see Phase 1 report
- **Strategies for Feedback to Students about Progress**-Faculty report the following possible actions in regard to improving the KPI student satisfaction score for Feedback to Students about Progress:
  - Peer evaluation or feedback. Early feedback. Show case artifacts. Onsite clinical feedback. One on one feedback. Feedback forms. Mid-term summary of marks. Rubrics. Adopt KPI terms in assessments. Better training for field placement supervisors. Liason training.
- **Program Advisory Committee**—faculty report that the SSW Program Advisory Committee meets all of the criteria outlined in the Policy.