

Program	Concurrent Disorders (252)
Ministry of Training, Colleges, Universities Vocational Standard	70733 -- Ontario College Graduate Certificate
Dean	Paul Armstrong
Associate Dean	Neil McMahon
Program Review Membership	Program Faculty: J. Duda-Kosar, S. Kalles, J. St. Pierre Curriculum Design Specialist: Lisa Pegg Institutional Research: Carmelinda DelConte
Program of Studies	2012/2013 12-A
Final Analysis Session	November 2, 2012
Date of Interim Status Report	2015/2016 Academic Year
Date of Next Program Review	2017/2018 Academic Year
Date Submitted to VPA Office	January 2013

This report represents the findings of Program Review for the Concurrent Disorders program in the Faculty of Community and Urban Studies. The review was performed during the period May 2012-December 2012.

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 Human, 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 2015.

For the Program (Dean or Associate Dean):

Signature

Date

For the Vice President Academic:

Signature

Date

Summary: Highlights

Program Description

Recently, there has been increasing recognition of the unique needs of people who live with concurrent disorders in the helping professions. Co-occurring substance use and mental health problems present challenges for people in accessing comprehensive support and services. Most promising practices in social and health service agencies include integrated treatment approaches that are based on processes of empowerment that compliment a person centered model of wellness and health. Similarly, stakeholders locally and provincially have acknowledged the need for employees with an understanding of people who live with concurrent disorders as well as supports, resources, and evidence based approaches.

This is the first formal review of the Concurrent Disorders program which had its first intake of students in Fall 2009. The focus of the program review is to create a benchmark curriculum mapping matrix and analyze of various metrics from an environmental scan to develop actions to maintain and/or enhance curriculum and program quality.

Evidence from program review for the Concurrent Disorders program indicates that:

Phase 1-Curriculum: The Concurrent Disorders program meets all requirements outlined in the MTCU Framework for Programs of Instruction. Courses in the Program of Studies (POS) contribute to the program learning outcomes (MTCU code 70733). The Concurrent Disorders program meets the General Education requirements and general program timelines based on 12- A POS. *Recommendations: Consolidate several vocational standards to improve the accuracy of the mapping. Renew curriculum and model of delivery in specific courses in the POS based on stakeholder input and data from the CMM. Utilize existing strategies to maintain current course outlines and curriculum mapping matrix through the Annual Review process.*

Phase 2-Environmental Scan: There are approximately 3 other colleges offering the Concurrent Disorders program in the CAAT. Mohawk College's program is an established program in comparison to Confederation and Niagara which are relatively new programs to the CAAT system. Applicant and registrant trends for the Mohawk College program have remained stable with 50% of enrolment acquired from other catchments. The overall KPI student satisfaction score for the Concurrent Disorders program is higher than the Mohawk College score. *Recommendations: Utilize the Annual Program Review process to monitor applicant, enrolment and other trends in the college system.*

Phase 3-Program Quality and Strategic Initiatives: Phase 3 of program review is under revision in order to meet new strategic priorities, PQAPA requirements and the Academic Plan requirements. The Re-Thinking Assessment and Assessment Alignment is still required for Phase 3. Program Faculty focused on curriculum enhancements for program review with a plan to evaluate best practices in assessment as a result of the curriculum enhancements. *Recommendations: Evaluate best practices in assessment and make appropriate adjustments as a result of the evaluation.*

Summary: Overall Findings by Program Review Component

Phase	Component	Met	Partially Met	Not Met	Evidence
Curriculum	Course Outlines	X			-Course Outline Review -Programs meet requirements outlined in course outline policy.
	Curriculum Mapping Matrix	X			-Programs meet requirements outlined in program review and program quality policy in keeping with MTCU framework for programs of instruction.
	MTCU Framework for Programs of Instruction	X			-Meets timelines of MTCU framework for programs of instruction. General Education is not an MTCU requirement for this program.
	Program Advisory Committee	X			-PAC meeting minutes
Environmental Scan	Key Performance Indicators	X			-Overall KPI student satisfaction scores higher than the Mohawk score.
	Applicant/ Enrolment	X			-Applicant/Enrolment data stable over several years.
	Student Success				-deferred to 5-Year Action Plan
Program Quality and Strategic Priorities	Curriculum Content Flexible Delivery Flexible Operationally Experiential Learning Applied Research Entre/ Intrapreneurship Sustainable Curriculum Sustainable Practices PLAR Learning Plans eLearn Student Feedback about Progress				-Data capture and analysis of these components are under review in the program review process. -Not Applicable
	Rethinking Assessment			X	-program faculty to prepare for Re-thinking Assessment
	Program Level Assessment Alignment			X	-program faculty to prepare for evaluation of program level assessment alignment

Summary: Commendations, Affirmations and Recommendations

Commendations

There are a number of areas that the Concurrent Disorders program demonstrates best practices and leadership in regard to program quality, innovation and student success.

The Concurrent Disorders faculty philosophy of teaching and learning relies heavily on concepts of collaboration and engagement and the development of the initiatives in this report are no exception. Indeed, the integration of key services that is indicative of best practice in treatment and support of people living with concurrent disorders provides the foundation from which to model this practice. However, these initiatives mean nothing in isolation. They are the product of the synergy created via ongoing support from the Associate Dean, Neil McMahon, who supported a proposal entitled "Premises for Improvement" in April 2012 which articulated a vision for a more collaborative way of working and learning.

The outcomes of this initiative include:

1. utilization of a cross-curriculum teaching, coordination, and leadership model that paired coordinators from the concurrent disorders program and the social service worker fast track program to create efficiencies and supports.
2. emphasis on teaching and design strategies that utilize a community engagement model for delivery and application of knowledge.
3. implementation of field placement practicum models that create collaborative partnerships with relevant community stakeholders, instructors, and students.

Highlights of the initiative:

- Our ability to ask and listen to community need has been enhanced thereby providing avenues for the development of more partnerships in the future. The reciprocal nature of community engagement reaps positive outcomes for students and curriculum outcomes alike. There has been an increase in the number of stakeholder speakers, community visits, and innovative curriculum assessments that position our students as **partners in the process of community health promotion** both on and off the Mohawk College campus.
- A concept map of our many **community engagement initiatives** for the term Fall 2012 can be viewed at: <http://www.mindmeister.com/maps/show/205262898#info>. Some program highlights in the fall term of 2012 included participation in World suicide prevention day, participation in planning for Mohawk College's Disable the Label Committee to promote awareness of mental health issues using student ideas and initiatives, and contributing student and faculty painters to the Dulux Day of Painting at Eva Rothwell Center.
- **Learning Hubs** for field placement practicum have been established over the last year in partnership with 3 community partners; Eva Rothwell, Good Shepherd, and Wesley Urban Ministries. This approach places small student groups (4-5) at one setting to work in tandem with their field placement liaison and the agency supervisor to determine the focus, goals, and initiatives of the placement as a collaborative. This has resulted in positive feedback from community stakeholders and students alike. Faculty report the benefits and efficiencies of immediacy by conducting seminars on site. Agency participants report feeling supported by the college. The learning hub model has encouraged meaningful **community engagement and long term commitments** between the college and the community regarding practicum.

- A **retreat day** at the beginning of the program as means of orientation has allowed students to build relationships with their colleagues and faculty while learning as a community from professional experts on concurrent disorders. Students engage with community stakeholders on topics such as mental health, addictions, self-care, to learn about promising practices.
- The use of **StrengthsQuest** as an identification tool for awareness and subsequent personal and professional development is introduced to students early in the program and then used as a basis for asset based collaboration in academic work as well as for use in the application of processes of empowerment in professional practice.
- We have literally taken the **college to the community** by holding one of our classes off- site at Eva Rothwell Community Centre. This immersion experience has enhanced student understanding of community conditions.
- Each open house or VIP day we have arranged for youth from Eva Rothwell Community Centre to be picked up in the Future Ready Bus, greeted, and hosted by students as guests of Mohawk College in order to demystify the college experience and enhance access. Our students are actively engaged in supporting this initiative.

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 retreat review involving all faculty who teach in the program to focus on touch points in the curriculum such as integration of blended learning, assessment, and ensuring current professional practices are reflected in the course outcomes
- Embed the creation of professional portfolio into the curriculum to ensure that students are capturing their community engagement experience along with other transferrable skills
- Advocate for a mental health strategy that is consistent with best practices in other post-secondary institutions in Ontario that supports education and training for students and employees alike
- Ensure professional development opportunities that are specific to concurrent disorders are available to program faculty and participation in such activity is done annually
- Ensure that all faculty in concurrent disorders are trained in mental health 101 and ASIST so as to adequately support curriculum outcomes as well as industry/professional standards
- Advocate for student scheduling that promotes engagement, flexible learning and retention.
- Innovative delivery of Concurrent Disorders program highlights the barriers inherent in current systems and infrastructure.

Recommendations

Analysis of various data sources from program review identified some action items area that will assist in maintaining the quality and student satisfaction of the program. They are:

Curriculum

- Adapt curriculum and course content based on analysis of curriculum mapping matrix and input from focus group
 - Includes curriculum enhancements to Pharmacology course and the Healthy Lifestyles, including model of delivery.
 - Incorporate portfolio development into curriculum, specifically the field placement preparation course
 - Incorporate integrational courses rather than maintaining the specificity of courses
 - Enhance the curriculum with content identified by industry experts which include:
 - 1) social determinants of health would give context
 - 2) cultural perspectives
 - 3) trauma informed perspectives
 - 4) program evaluation (as a continuation of the Research and Report Writing course)
 - 5) system initiatives happening in Ontario – legislation, provincial directions, utilize government plan

- Enhance the Field Placement Preparation and Experience
 - Create evaluation criteria for placement opportunities based on stakeholder and MTCU program learning outcomes and essential employability skills
 - Explore placement opportunities outside of the Hamilton catchment
 - Develop a more rigorous communication strategy with potential employers and field placement organizations. Employers are requesting more information specific to Concurrent Disorders in order to make informed decisions about placement and hiring practices.

- Modify the admissions requirements for the Mohawk College Concurrent Disorders program to include additional specificity (see comparator colleges)

- Explore the alignment of equivalencies of the continuing education courses with the Concurrent Disorders program.

Environmental Scan

- Monitor impact of Niagara's program on Mohawk College applications and enrolment and Durham's continuous intake model (Jan, May, Sept intake)
- Develop a strategy specific to the program to market to internal programs
- Review Labour Market Demand and Employment Demand
- Develop a second co-hort for delivery at Mohawk-Laurier
- Explore college system pathways for Human Services programs to determine appropriate pathways into and out of the program based on comparator colleges

Program Quality

- Evaluate best practices in assessment and make appropriate adjustments as a result of the evaluation.
- Participate in workshops to support the evaluation and provide evidence of best practices in assessment.

Resources

Program Review Phases	Source	File Name	Date Completed/ Accessed	Used (Y/N)
Phase 1: Curriculum	Course Outline Review	252 Course Outline Review.xls	Winter 2012	Y
	Curriculum Mapping Matrix (CMM)	252 Curriculum Mapping Matrix.xls	September 2012	Y
	Competitive Curriculum Analysis (CCA)	252 Competitive Curriculum Analysis.xls	September 2012	Y
	Program of Studies (POS)	POS 252 12A.pdf	September 2012	Y
	Vocational Standards (VS)/ Program Description	MTCU 70733 252 program learning outcomes.doc	Established 2009	Y
	Focus Group Notes	252 Focus Group Notes.doc	November 2012	N
	PAC Minutes	252 PAC Meeting Minutes.docx	March 2012 November 2012	Y
	Credentials Framework (OCGC)	252 Credentials Framework.doc	November 2012	Y
	POS Trend Analysis	Not Applicable		N
	Program System Matrix	Not Applicable		N
	Pathways Graphic	252 Pathways and Partnerships.doc	October 2012	Y
	Other (e.g. accreditation letters etc.)	Not Applicable		N
Phase 2: Environmental Scan	Key Performance Indicators	252 KPI.xls	2011-2012	Y
	Surveys			N
	Competitive Program Profile	252 Environmental Scan Presentation.pptx	Fall 2012	Y
	Student Success and Retention			N
	Labour Market Demand			N
	Program Job Search			N
	Applicant vs. Registrant analysis	252 Environmental Scan Presentation.pptx	Fall 2012	Y
	Student Entrance survey			N
	Employment Profile			N
	Employment Outlook			N
	OSAP Default Rates			N
	Assessment for Success			N
	Other			N

Phase 3: Quality Processes	Program Quality	Not Applicable		N
	Strategic Activities	Not Applicable		N
	Re-Thinking Assessment	Not Completed		N
	Program Level Assessment Mapping	Not Completed		N
Supporting Policies	Course Outline Policy		Accessed Winter 2012 via: http://www.mohawkcollege.ca/about/policies/CorpSect5.html	Y
	Program Review Policy		See Course Outline Policy	Y
	Program Quality Policy		See Course Outline Policy	Y
	Program Advisory Committee		See Course Outline Policy	Y
	Prior Learning and Recognition			N
	General Education			N
	Program of Studies			N
	Academic Scheduling			N
Supporting MTCU Framework documents	Framework for Programs of Instruction		Accessed Winter 2012 via: http://www.accc.ca/ftp/es-ce/MTCUCollegeFramework.pdf	Y
	Essential Employability Skills		See Framework for Programs of Instruction	Y
	General Education		See Framework for Programs of Instruction	Y
	Credentials Framework		See Framework for Programs of Instruction	Y

Curriculum: Summary

Overview

Phase 1 of program review is designed to develop and analyze a Curriculum Mapping Matrix which links course curriculum to program learning outcomes, essential employability skills and external standards (where applicable). Curriculum mapping is a ministry requirement and provides evidence of curriculum compliance to the program learning outcomes. Through focus groups, external stakeholders such as employers, graduates of the program and current students are also involved in this phase of program review.

Highlights

- Curriculum Mapping provides evidence that the Concurrent Disorders program ensures compliance to the program learning outcomes
- There are some curriculum enhancement opportunities based on an analysis of the Curriculum Mapping Matrix and feedback from a focus group

Background

- Phase 1 of Program Review for Concurrent Disorders was completed by the program team through participation in the Spring 2012 program review workshops.

Recommendations

- Adapt curriculum and course content based on analysis of curriculum mapping matrix and input from focus group
 - Includes curriculum enhancements to Pharmacology course and the Healthy Lifestyles, including model of delivery.
 - Incorporate portfolio development into curriculum, specifically the field placement preparation course
 - Incorporate integrational courses rather than maintaining the specificity of courses
 - Enhance the curriculum with content identified by industry experts which include:
 - 1) social determinants of health would give context
 - 2) cultural competence
 - 3) trauma informed perspectives
 - 4) program evaluation (as a continuation of the Research and Report Writing course)
 - 5) system initiatives happening in Ontario – legislation, provincial directions, utilize government plan
- Enhance the Field Placement Preparation and Experience
 - Create selection criteria for placement opportunities based on student interest and employer need
 - Develop a more rigorous communication strategy with potential employers and field placement organizations. Employers are requesting more information in order to make informed decisions.
- Modify the admissions requirements for the Mohawk College Concurrent Disorders program to include additional specificity (see comparator colleges)

Curriculum: Mapping Analysis

Overview

A Curriculum Mapping Matrix (CMM) is developed based on links between course curriculum and program learning outcomes, essential employability skills and external standards (where applicable). The CMM provides program areas with data in order to make decisions about curriculum, scaffolding/laddering and breadth, depth and complexity of student experience with the curriculum.

Course Level Links to Program Learning Outcomes

Breadth of Learning Summary

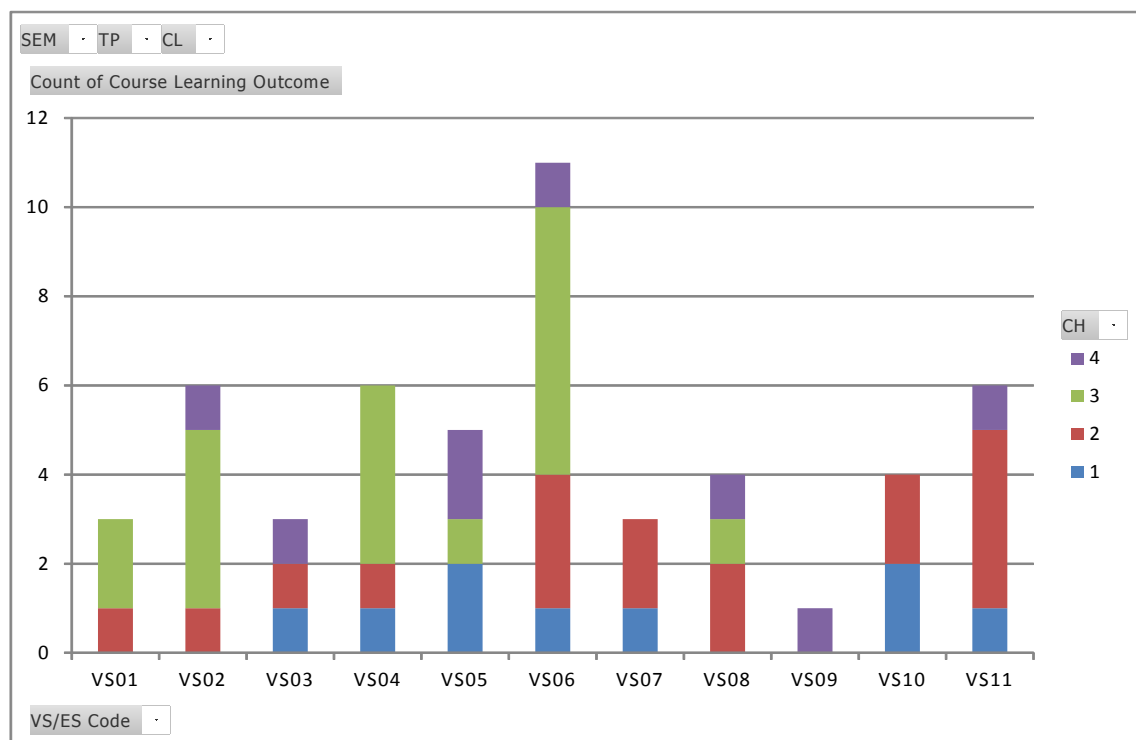
An analysis of the CMM shows students are exposed to all program learning outcomes (PLOs) for the Concurrent Disorders program which is an indication of breadth of learning. However, there appears to be opportunity for enhancing the exposure to the PLOs through the consolidation and revision of the PLOs to more accurately reflect the experience of the learners in the program.

Program Learning Outcomes

- 4/11 PLOs have an adequate number of course level links (ranging from approximately 6 to more than 11) from a broad range of courses in the program of studies
- 7/11 PLOs require consideration for additional course content; new course development; Or, consider consolidation of discrete PLO codes to more accurately reflect a broader range of learning within the program.
- 1 PLO (VS09) appears to require additional curriculum and assessment to promote student learning experience in regard to this outcome. Program Faculty report that this could be done through the CD Treatment Models course.

External Standards: Not Applicable

Curriculum Mapping Matrix: Breadth of Learning Concurrent Disorders (252) (2012 12A POS)



Course Level Links to Program Learning Outcomes

Depth and Complexity of Learning Summary

An analysis of the CMM shows students are exposed to most program learning outcomes (PLOs) for the Concurrent Disorders program at various levels of scaffolding and laddering which is an indication of depth and complexity of learning.

Program Learning Outcomes

- Approximately 69% of total course level links to PLOs are characterized as contributing to a significant (3) or very significant (4) degree to graduates' ability to demonstrate the outlined skill or ability which is appropriate considering the credential--Ontario College Graduate Certificate.
- A large proportion of the links are characterized as contributing moderately (2) or significantly (3) to the graduate outcomes. It is reasonable to expect that there is slightly less focus on developing skills at a level 1 characterization due to the nature of the program (graduate certificate) and the admissions requirements (degree/diploma).

Characterization of Linking by Program Learning Outcome

Row Labels	1	2	3	4	Grand Total
VS01		1	2		3
VS02		1	4	1	6
VS03	1	1		1	3
VS04	1	1	4		6
VS05	2		1	2	5
VS06	1	3	6	1	11
VS07	1	2			3
VS08		2	1	1	4
VS09				1	1
VS10	2	2			4
VS11	1	4		1	6
Grand Total	9	17	18	8	52

Course Level Links to Program Learning Outcomes

Semester

An analysis of the CMM shows students are exposed to most program learning outcomes (PLOs) for the Concurrent Disorders program at various levels of scaffolding and laddering within each semester. Course links to PLOs at a significant or very significant level are not unusual for an Ontario College Graduate Certificate.

- It appears as though course level links to PLOs are *somewhat* dispersed throughout all four the levels in semester 1.
- It appears as though the majority of the links are at a moderate (2) and significant (3) level

of Course Level Links to PLOs by Semester

SEM	Minor (1)	Moderate (2)	Significant (3)	Very Significant (4)	Total
One	7	4	8	5	24
Two	2	13	10	3	28

Course Learning Outcome Links to Program Learning Outcomes

Program Composition

An analysis of the CMM shows students are exposed to most program learning outcomes (PLOs) for the Concurrent Disorders program at various levels of scaffolding and laddering within each semester. Course links to PLOs at a significant or very significant level are not unusual for an Ontario College Graduate Certificate.

- There are 6 Foundational courses, 7 Specialized courses, 0 Integrational courses and 0 General Education courses in the POS. NOTE: General Education courses are not a ministry requirement for Ontario College Graduate Certificates.
- Total of 52 course level links spread over 11 courses in 2 semesters
- Approximately, 50% of course level links are in Foundational courses, 50% in Specialized courses and 0% in Integrational
- Students are not being exposed to curriculum at the foundational level for PLO 07 and 09
 - Recommendation: Consider integrational courses in POS

Foundational Courses						Specialized Courses										
Count of Course Learning Column Labels						Count of Course Learning Column Labels										
Row Labels	1	2	3	4	Grand Total	Row Labels	1	2	3	4	Grand Total					
VS01				2	2	VS01				1	1					
VS02				2	1	3	VS02			1	2	3				
VS03				1	1	1	3	VS04			1	2	3			
VS04				1	2	3	VS05				1	1	2			
VS05				2	1	3	VS06				2	4	6			
VS06				1	1	2	1	3	VS07			1	2	3		
VS08				1		1	VS08				1	1	1	3		
VS10				2		2	VS09					1	1			
VS11				1	1	2	VS10				2		2			
Grand Total				7	4	8	5	24	VS11			4		4		
									Grand Total			2	13	10	3	28

Course Learning Outcomes Linked to Essential Employability Skills

Due to issues with the CORE database in regard to Essential Employability Skills, this section is not completed.

Course Learning Outcomes Linked to External Standards: Not Applicable

Compliance: Framework for Programs of Instruction

Ontario College Graduate Certificate - Credentials Framework	Meets Criteria
1. Scope of Curriculum Outcomes: Breadth	

and Depth		
1.1 Complexity of Knowledge and Vocational Outcomes	Meets all specific program learning outcomes as defined by provincial program descriptions as approved by Credential Validation Service and Ontario College Quality Assurance Service.	√
	Breadth, depth, and complexity of knowledge would enhance the ability of graduates to perform a more specialized range of activities, most of which would be complex or nonroutine. Leadership and guidance may be involved when organizing self or others, as well as when contributing to technical solutions of a nonroutine or contingency nature. Performance of a prescribed range of skilled operations that includes the requirement to evaluate and analyze current practices and develop new criteria, and may include the provision of some leadership and guidance to others in the application and planning of skills.	√
	Applications may involve some complex or nonroutine activities involving individual responsibility or autonomy and/or leadership and guidance for others as part of a team or group. The qualification may involve broadening the skills individuals have already gained in a postsecondary program of instruction, or developing vocational knowledge and skills in a new professional area.	√
1.2 Essential Employability Skills	<i>Locally determined</i> <i>NOTE: the Mohawk College Curriculum Overview, Research and Evaluation (CORE) database is unable to extract Essential Employability Skills mapping due to a technological error in the programming. Program Faculty completed the mapping requirements for this MTCU requirement but due to the technological issues with CORE the data cannot be analyzed.</i>	Unable to Assess
1.3 General Education	<i>Locally determined</i>	Not Applicable
2. Typical Duration for Completion	Typically the duration to achieve this credential is 2 academic semesters or approximately 600 to 700 equivalent instructional hours. The POS hours for 12-A is 550 hours which is similar to the MTCU recommended hours for an Ontario College Graduate Certificate	√
3. Admission Requirements	Ontario College Diploma, Ontario College Advanced Diploma, Degree, or equivalent	√
4. Name of Credential	Ontario College Graduate Certificate	√

Curriculum: Focus Group Nov. 1, 2012

Strengths, Challenges, Opportunities, Threats

Strengths

- Professors understanding for adult learners balancing different roles
- Placement opportunity at end of program
- Graduate preparedness for employment

Challenges

- Diversity in student experiences which impact learning environment
- First seven weeks of winter semester is very challenging in regard to courses and field placement preparation

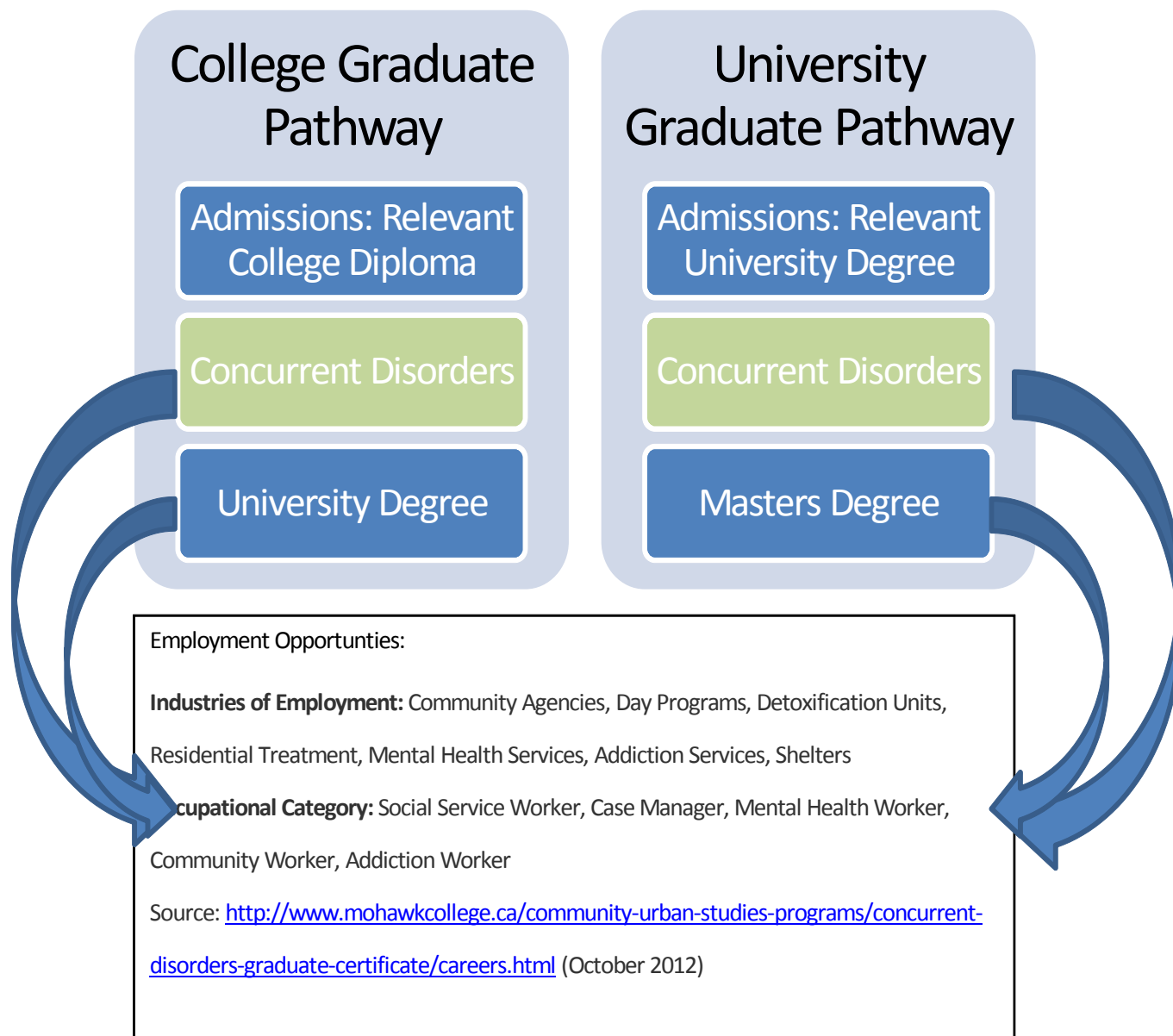
Opportunities

- Selection criteria for placement opportunities
- Curriculum revisions to Pharmacology course and the Healthy Lifestyles, including model of delivery. Note: this was observed in the curriculum mapping analysis.
- More rigorous communication strategy with potential employers and field placement organizations. Employers are requesting more information in order to make informed decisions.
- 5 curriculum recommendations that can be embed in the program
 - 1) social determinants of health would give context
 - 2) cultural perspectives
 - 3) trauma informed perspectives
 - 4) how to evaluate success of a program - continuous improvement (i.e. add in a program evaluation module to the Research and Report Writing course)
 - 5) system initiatives happening in Ontario – legislation, provincial directions, (context and allow students be in a class by self) ... government plan

Threats

- Cannibalization of placements between Human Services programs

Curriculum: Pathways and Partnerships



Pathways

Faculty observations indicate that many students come to the Concurrent Disorders after receiving previous post-secondary credential at both college and university. Some students report that they come to the program in an effort to prepare for continued degree level education such as Bachelor of Social Work. Some students are graduates from diploma programs such as Social Service Work and Child and Youth Work. There are no formal articulations that are specific to program graduates outside of existing pathways to degree completion. Graduates who also possess a SSW diploma are eligible for membership in the College of Social Work and Social Service Work.

There are three courses offered through Continuing Education which could be a pathway into the Concurrent Disorders program. These courses could be recognized as equivalencies to the Introductory Concurrent Disorders course in the Concurrent Disorders program.

Partnerships

Due to the nature of identification, assessment, and intervention models that are highly integrated but paradoxically specific to the needs of people who live with both mental health and substance issues our partnerships are essential to the sustainability and effectiveness of our program. The program has long standing partnerships of a formal nature with many critical stakeholders in the community who provide curriculum specific field placement experiences and service learning for the students.

The agencies, to name a few, include but are not limited to:

Good Shepherd Centres, Hamilton Health Sciences – Men’s Withdrawal Management; Womankind, Mission Services, Holmes House, Haldimand Norfolk Resource Center, Grand River Community Health Centre, Wesley Urban Ministries, City of Hamilton – Ontario Works, City of Brantford – housing, Ontario Works, Alcohol Drug and Gambling Services

Informal partnerships are planned in terms of:

- program specific recruitment by visiting final term classes of students in both Social Service Work and Child and Youth Work at Mohawk college to increase our market share of in house applicants that are well suited for specialized certificate study.
- The engagement of college resources to enhance initiatives for youth who live in identified communities where post-secondary education access is a concern. Each open house or VIP day we have arranged for youth from Eva Rothwell to be picked up, greeted, and hosted as guests of Mohawk College in order to demystify the college experience and enhance access. Our students are actively engaged in supporting this initiative.

Affiliations

Not applicable for this program

Curriculum: Competitive Curriculum Analysis

A Competitive Curriculum Analysis (CCA) provides program areas with a comparison and snapshot of program characteristics, admissions and program of studies for other colleges in the system with the same program. The CCA is useful to program areas for validation of the program characteristics, admissions and program of studies, as well as data to identify opportunities for improvements to the program

Highlights

- The program of studies for the Mohawk College Concurrent Disorders program sets the standard for the curriculum in comparison to other colleges with the same program.
- The wording of the admissions requirements for the Mohawk College Concurrent Disorders program requires additional specificity when compared to the admissions requirements identified at Confederation College and Durham College.
 - Durham College requires applicants to have a 2.5 GPA or average grade of 65% from Social Service Worker, Child and Youth Worker, Psychology or Social Work programs.
- There is no consistent model of delivery in the college system for the program
 - It appears as though the Mohawk delivery of this program is a best practice
 - Durham offers 3 intakes of the program (Sept., Jan., May)
 - Confederation attempted to offer the program online and was not successful.

Curriculum: Program Advisory Committee

Assessment of the efficacy and currency of the Program Advisory Committee (PAC) is required based on criteria established in the Program Advisory Committee Policy.

Highlights

- PAC met a minimum of 2 times in 2012
- PAC membership is relatively new and will need to be monitored
- PAC membership is comprised of a sufficient cross-section of internal and external stakeholders

Recommendations

None

Environmental Scan: Summary

Overview

Phase 2 of program review analyzes several data sources such as Key Performance Indicators and data direct from the Ontario College Application System to complete an "environmental scan" of the program in comparison to other colleges with the same program, Mohawk College overall and other programs under the Associate Dean.

Highlights

- The Mohawk College Concurrent Disorders program is a niche program with little competition from other Ontario colleges.
- Applications and registrations have risen steadily since the inception of the program in 2009 due to new programs in the CAAT.
- Mohawk College's applications for this program have decreased slightly but enrolment has remained stable at approximately 40 -45 students.
- In Fall 2010, 100% of students were retained between semesters and 91% of the Fall 2009 intake graduated
- Overall KPI Student Satisfaction Scores have risen significantly for the Concurrent Disorders program (85.8%) and are higher than the Mohawk College score (81%) for 2011-2012.

Recommendations

- Monitor impact of Niagara's program on Mohawk College applications and enrolment and Durham's continuous intake model (Jan, May, Sept intake)
- Develop a strategy specific to the program to market to internal programs (program directed)
- Review Labour Market Demand and Employment Demand
- Develop a second co-hort for delivery at Mohawk-Laurier (program directed)
- Explore college system pathways for Human Services programs to determine appropriate pathways into and out of the program based on comparator colleges (program directed)

Environmental Scan: Competitive Overview

Competitive Overview

- 4 colleges offer the Concurrent Disorders Ontario College Graduate Certificate program (MTCU 70733) as a full-time day offering with some variations in model of delivery and experiential learning opportunities.
- The program is offered through Continuing Education at other colleges.
- Several colleges cancelled the program in 2007

College	APS	APS Title	WT	FU	Status	Duration	OccCI	TF	Start	Cancel
CAMB	1123	Community Mental Health - Multidiscipline	1.10	0.50	C	H325	A17	0.50	1987-09-01	2007-04-17
CONF	1155	Community Mental Health - Multidiscipline	1.10	0.50	C	H310	A17	0.50	2000-09-01	2007-04-13
CONF	1186	Concurrent Disorders	1.10	0.50		S002	A17	0.50	2010-09-01	
CONS	1098	Community Mental Health - Multidiscipline	1.10	0.50	C	H300	A17	0.50	1996-09-01	2007-04-20
FANS	1170	Community Mental Health - Multidiscipline	1.10	0.50	C	H305	A17	0.50	1996-09-01	2007-04-16
LACI	1167	Santé mentale et toxicomanie	1.10	0.50		S002	A17	0.50	2010-09-01	
MOHA	1134	(P-T) Psychosocial Rehabilitation	1.10	0.50		H234	A17	0.50	1996-09-01	
MOHA	1237	Concurrent Disorders	1.10	0.50		S002	A17	0.50	2009-09-01	
NIAG	1165	Community Mental Health - Multidiscipline	1.10	0.50		H450	A17	0.50	1999-09-01	
NIAG	1175	Community Mental Health - Gerontology	1.10	0.50		H375	A17	0.50	2001-01-01	
SLAW	1155	Psychosocial Rehabilitation	1.10	0.50	C	H285	A17	0.50	1997-09-01	2007-04-23

Source: 2012-09-28 APS-MTCU Table

Environmental Scan: Applicant, Enrollment, Catchment, Conversion

Overview

OCAS data, market demand data and labour market trends are used to analyze and compare the Concurrent Disorders programs to comparator programs in the college system.

Student Profile for Concurrent Disorders

Background Information

→Concurrent Disorders programs in Ontario are mapped to MTCU code 70733.

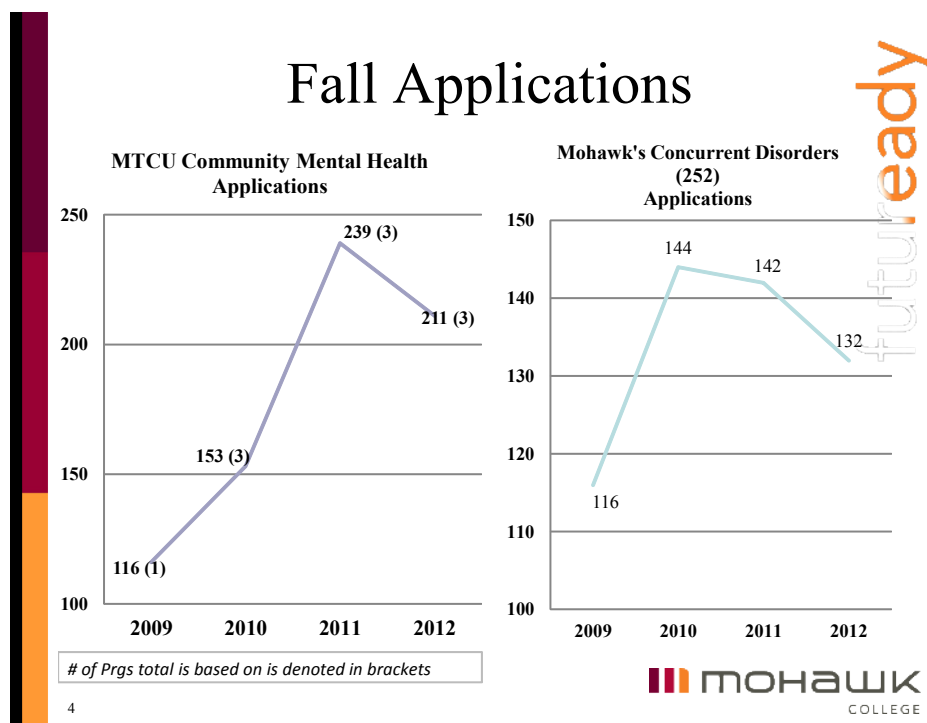
→None of the programs are oversubscribed programs. In order to have oversubscribed status, a program usually has more qualified applicants than there are seats available.

→Concurrent Disorders programs are classified as high demand tuition programs which means students pay a higher than basic tuition. The tuition for Mohawk College's Concurrent Disorders program is approximately \$4,000.

→For Fall 2012, there are 4 colleges offering 6 Concurrent Disorders programs. Mohawk College's program is offered as a full-time day post-secondary program and there is a Continuing Education program (Psychosocial Rehabilitation) mapped to the same program learning outcomes.

Applications and Registrations: 4 Year Trend Analysis

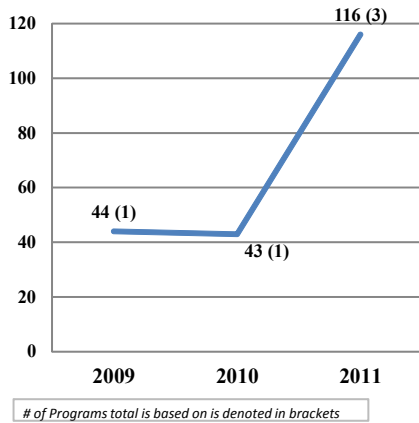
- Applications to the program have risen steadily since 2009.
 - Applications to Mohawk's program have decreased slightly with a peak in 2010
- Enrolment have remained stable at approximately 40 students for the Mohawk College
- Competitor colleges accepted applications to the program since 2010, however, it appears as though Fall 2012 was the first year that the programs were implemented.
 - Recommendation: monitor impact of Niagara's program on Mohawk College applications and enrolment.



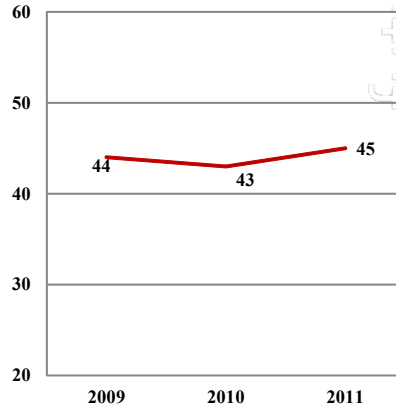
Enrolment- November Audit

future ready

MTCU Community Mental Health
Enrolment



Mohawk's Concurrent Disorders
252
Enrolment



Fee Category: Enrolment

- It appears as though most students registered in the Mohawk College program are considered as domestic and funded through MTCU
- Niagara College's enrolment is significantly focused on attracting internationally funded students. At the time of the analysis, 50 students registered in Niagara's program were categorized as international students. Based on this information, Niagara's program does not appear to be a competitor to Mohawk's program, however, the impact of Niagara's offerings should be monitored on a regular basis.
 - Recommendation: Mohawk College can consider an international co-hort for this program. As well, the impact of Niagara's offerings should be monitored on a regular basis.

Enrolment Profile- Fee Category

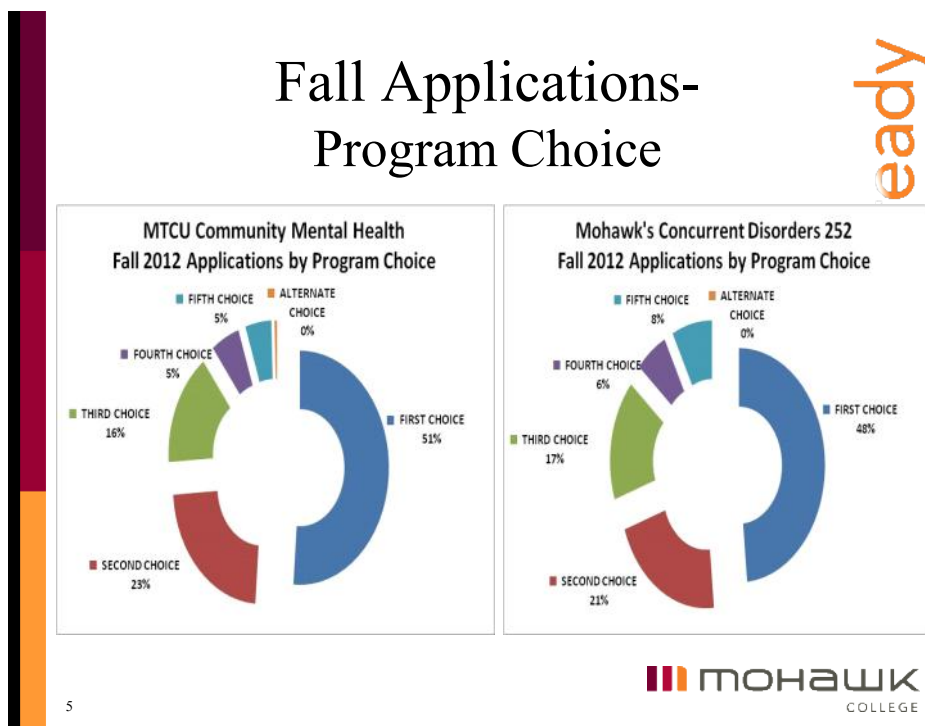
future ready

Enrolment		2009	2010	2011
CONF - 0190 - CONCURRENT DISORDERS (POST DIPLOMA)	FUNDED	0	0	18
	SECOND CAREER	0	0	2
	Fee Category	0	0	20
LACI - 71644 - SANTÉ MENTALE ET TOXICOMANIE	FUNDED	0	0	1
	Fee Category	0	0	1
	MOHA - 252 - CONCURRENT DISORDERS			
	FUNDED	43	42	39
	INTERNATIONAL	0	0	5
	OTHER	1	0	0
	SECOND CAREER	0	1	1
	Fee Category	44	43	45
NIAG - 0219 - COMMUNITY MENTAL HEALTH MULTI	INTERNATIONAL	0	0	50
	Fee Category	0	0	50
	70733 - COMMUNITY MENTAL HEALTH - MULTIDISCIPLINE			
	FUNDED	43	42	58
	INTERNATIONAL	0	0	55
	OTHER	1	0	0
	SECOND CAREER	0	1	3
	Fee Category	44	43	116



Program Choice

- 48% of applications to Mohawk College's Concurrent Disorders program choose this program as their first choice. This is similar to the MTCU (51%).



Market Gain and Market Drain

- Approximately 15% of Mohawk College's students come from the Sheridan catchment
- 50% of students enrolled in Mohawk College's program come from catchments outside of Mohawk College
- There are no students from Mohawk's catchment attending competitor programs

Where are Students from Other Catchments Going?

ready

College Catchment	College Name	Program Code	Program Title	APPLICATION				ENROLMENT		
				2009	2010	2011	2012*	2009	2010	2011
CONS_CATCHMENT	CONFEDERATION	0190	CONCURRENT DISORDERS (POST DIPLOMA)				1			
	MOHAWK	252	CONCURRENT DISORDERS	4	7	14	13	3	3	2
FANS_CATCHMENT	MOHAWK	252	CONCURRENT DISORDERS	2	4	8	4	1	1	3
NIAG_CATCHMENT	CONFEDERATION	0190	CONCURRENT DISORDERS (POST DIPLOMA)				1			
	LA CITÉ COLLÉGIALE	71644	SANTÉ MENTALE ET TOXICOMANIE				1			
	MOHAWK	252	CONCURRENT DISORDERS	17	14	17	17	6	4	2
SHER_CATCHMENT	MOHAWK	252	CONCURRENT DISORDERS	16	15	16	14	6	1	6

10



Retention and Graduation

- In Fall 2010, 100% of students were retained between semesters and 91% of the Fall 2009 intake graduated

Environmental Scan: Employment and Labour Market Demand

At the time of review, there was no data available about KPI graduate employment because of the way this data is implemented and captured via the KPI graduate employment survey

Labour Market Demand analysis will be included in the Program Quality Action Plan as a result of program review.

Environmental Scan: Key Performance Indicators

Overview

Key Performance Indicators (KPI) are an MTCU directive and the data is used to analyze the program based on student satisfaction, teaching and learning, facilities etc. KPIs also provide comparator data for other programs in the college, programs under the Associate Dean, all programs at Mohawk, and similar programs in the college system

- Key KPI metrics (Overall, Q14. and Q. 26) have increased significantly from 2010 to 2011
- In 2011, the overall KPI score (85.8%) was approximately 4 points higher than the Mohawk College score
- Generally, Student Engagement Indicators for 2012 were slightly lower than under the Associate Dean portfolio as well as Mohawk College
- There is no comparator data for competitor colleges because these colleges had first enrolment in 2011

Overall KPI Student Satisfaction Score Based on Q. 14, 26, 44, 45

	Province		Mohawk College	# resp	MTCU-Province 70733	# resp	Program 252FF	# resp
2007/2008 (S07/F07/W08)	77.9%	91,023	76.3%	5,479	---	---	---	---
2008/2009 (S08/F08/W09)	78.4%	99,583	77.1%	6,514	---	---	---	---
2009/2010 (S09/F09/W10)	76.3%	111,513	73.7%	7,636	40.5%	29	40.5%	29
2010/2011 (S10/F10/W11)	76.1%	117,082	79.3%	7,664	71.7%	23	71.7%	23
2011/2012 (S11/F11/W12)	76.8%	117,811	81.9%	7,234	85.8%	30	85.8%	30

Environmental Scan: Student Success and Retention

The data for this section of the report is not available due to an illness with a Mohawk Staff member.

Deferred to 5-Year Action Plan

Quality and Strategic Priorities: Summary

Overview

Phase 3 of program review is under revision in order to meet new strategic priorities, PQAPA requirements and the Academic Plan requirements. The Re-Thinking Assessment and Assessment Alignment is still required for Phase 3.

Highlights

- Program Faculty focused on curriculum enhancements for program review with a plan to evaluate best practices in assessment as a result of the curriculum enhancements.

Recommendations

- Evaluate best practices in assessment and make appropriate adjustments as a result of the evaluation.

Program Quality Action Plan

Objectives	Action Strategies	Timelines	Responsibility	Status
Short Term (within the next 18 months)				
Generate an aggregate set of vocational standards to include sustainability and to address the dispersion within the current standards.	Revise program learning outcomes/vocational standards based on faculty input Re-Map program (include courses not included in original mapping)	Spring 2013	Program Quality	In progress
Adapt curriculum and course content based on analysis of curriculum mapping matrix and input from focus group	<ul style="list-style-type: none"> ○ Includes curriculum enhancements to Pharmacology course and the Healthy Lifestyles, including model of delivery. ○ Incorporate portfolio development into curriculum, specifically the field placement preparation course ○ Incorporate integrational courses rather than maintaining the specificity of courses ○ Enhance the curriculum with content identified by industry experts which include: <ol style="list-style-type: none"> 1) social determinants of health would give context 2) cultural perspectives 3) trauma informed perspectives 4) program evaluation (as a continuation of the Research and Report Writing course) 5) system initiatives happening in Ontario – legislation, provincial directions, utilize government plan 	Spring 2013	Program Team	Not Started
Evaluate best practices in assessment and make appropriate adjustments as a result of the evaluation.	Participate in workshops to support the evaluation and provide evidence of best practices in assessment.	Spring 2013	Program Team	Not Started
Present program review summary to Program Advisory Committee		Spring 2013	Associate Dean	Not Started
Annual Program Review	Adopt an annual program review process to monitor curriculum and program quality enhancements (including environmental scan, learning plans)	Spring 2013- Ongoing	Program Quality /AD/ CD Team	Not Started
Develop a second co-hort for delivery at Mohawk-Laurier	Program directed	Spring 2013 for Fall 2014 delivery	AD/ CD Team	In progress
Medium Term (within the next 18-36 months)				
Enhance the Field Placement Preparation and Experience	<ul style="list-style-type: none"> ○ Create evaluation criteria for placement opportunities based on stakeholder and MTCU program learning outcomes and essential employability skills ○ Explore placement opportunities outside of the Hamilton catchment ○ Develop a more rigorous communication strategy with potential employers and field placement organizations. Employers are requesting more information specific to Concurrent Disorders in order to make informed decisions about placement and hiring practices. 	TBD	AD/ CD team	Not Started
Explore the alignment of equivalencies of	Liase with Human Services C.E. Associate	TBD	AD	Not

the continuing education courses with the Concurrent Disorders program.	Dean to develop equivalencies and a pathway from CE courses to full-time day program			Started
Explore college system pathways for Human Services programs to determine appropriate pathways into and out of the program based on comparator colleges		TBD	Program Quality/ AD	Not Started
Monitor short-term and medium-term program quality enhancements and adjust as required	Utilize Annual Program Review process to monitor program quality enhancements.	TBD	AD	Not Started
	<ul style="list-style-type: none"> • Monitor impact of Niagara's program on Mohawk College applications and enrolment and Durham's continuous intake model (Jan, May, Sept intake) • Develop a strategy specific to the program to market to internal programs • Review Labour Market Demand and Employment Demand 	Spring 2014	AD	Not Started
Long Term (within the next 36-60 months)				
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 Spring 2014 (tentative)		Not Started
	Submit interim program quality report to Program quality area	Fall 2014	AD	Not Started
	Plan and prepare for Comprehensive Program Review	Spring 2016		Not Started