

Program	Autism & Behavioural Sciences (164)
Ministry of Training, Colleges, Universities Vocational Standard	70711
Credential	Ontario College Graduate Certificate
Dean	Paul Armstrong
Associate Dean	Neil McMahon
Program Review Membership	Program Faculty: Michelle Turan Curriculum Design Specialist: Lisa Pegg with support from Catharine Ozols Institutional Research: Carmelinda DelConte
Program of Studies	2008/09
Final Analysis Session	Fall 2010
Date of Interim Status Report	Fall 2013
Date of Next Program Review	Fall 2015
Date Submitted to VPA Office	TBD October 19, 2012

This report represents the findings of Program Review for the Autism and Behavioural Sciences Program (164) in the School of Community and Urban Studies. The review was implemented between May 2008-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 Autism and Behavioural Sciences Program (164) 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).

There are several practices employed by the Autism and Behavioural Sciences program that can be adopted by other programs at Mohawk College to improve program quality.

Evidence from program review indicates that the Autism & Behavioural Sciences (ABS) Program:

- **Phase 1-Curriculum:** courses in POS contribute to all of the vocational standards (VS) (MTCU 70711) as required by the Ministry of Training, Colleges and Universities (MTCU). There is, however, some curriculum and delivery method adjustments required based on an analysis of the Curriculum Mapping Matrix and competitive curriculum information, and input from a focus group of industry experts.
- **Phase 2-Environmental Scan:** consistently had Key Performance Indicator (KPI) student satisfaction scores and capstone question scores similar to or higher than the average Mohawk College scores; MTCU 70711 scores and overall college system scores. The results are the same for all of the Program Performance Indicator (PPI) scores. Applicant and registrant trends have remained stable but will require monitoring due to changes in the college system in regard to the ABS program.
- **Phase 3-Program Quality and Strategic Initiatives:** was deferred to the next program review with the exception of assessment practices. The ABS program provides students with experiential learning experiences and applied research practices which are strengths of the ABS program. Action plans will be implemented to integrate 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	Unable to Assess	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				POS is approx 70 hours over recommended hours for credential. Not impacting Gross Financial Contribution. Students pay high demand tuition due to OCGC credential.
	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				
	Applicant/Enrolment	X				
	Student Success and Retention (Course Grades)	X				
Phase Three Program Quality and Strategic Initiatives (Indicating partially met for these requirements is OK. I'll explain in planning session.)	Quality—Curriculum and Content				X	deferred to 2015 program review
	Quality—Flexible Delivery				X	
	Quality—Flexible Operationally				X	
	Quality—Experiential Learning				X	
	Innovation—Applied Research				X	
	Innovation—Entre/Intra entrepreneurship				X	
	Sustainability--Curriculum				X	
	Sustainability--Practices				X	
	PLAR				X	
	Learning Plans	X				Program developed comprehensive program and course manuals.
	eLearn		X			
	General Education					Not applicable
Student Feedback on Progress			X			

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

- Eg. Satisfaction with Field Placement—this program has significantly higher scores compared to other programs. May be used for best practices
- What makes the Mohawk College ABS program unique?
 - Accreditation
 - Most qualified faculty
 - Student satisfaction with field placement.
 - Able to secure most appropriate placements compared to other colleges.
 - Students at other colleges are being “forced” to go into school under no supervision.
 - Competitive top-notch field opportunities
- Way the program was developed and implemented
- Program and course manuals

Affirmations Affirmations are declarations, based on evidence, of areas requiring an action plan 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
- Program Advisory Committee

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

1. Curriculum Renewal
 - Content mapping to address content gaps, overlaps and scaffolding, specifically in regard to VS05 Explore issue with provincial team re: VS05. Options: revise the outcome or add content to add to depth, breadth, complexity of VS05.
 - Prior Learning and Recognition (PLAR) reporting--Program area to provide final copies for all curriculum documents. Curriculum to liaise with Banner expertise and PLAR expertise in regard to tracking this information
 - Program Advisory Committee (PAC)
 - Program Advisory Committee review for membership due to attrition because of retirements.
 - Develop procedures for role of program advisory committee, follow-up etc.
 - Add PAC membership lists to website to add credibility and show recognition for members
 - ISSUE: minutes are no longer taken. PAC members are sharing re: initiatives happening in Ontario, political issues, events that are happening. Is this an internal issue? All minutes get edited by co-ordinator. What is the issue? Roundtable discussions are the best part of the PAC meetings. Loosing quality information and a valued feedback mechanism.
2. Develop an Annual Program Review plan which includes monitoring of applicant/enrolment/conversion and model of delivery
 - Are more students in comparator programs coming in with a degree?
 - Analysis of withdrawal applicants. Determine patterns for evidence-based decision-making for admissions and communications. What types of students

- tend to be more successful? Possibly build in supports based on academic history.
- KPI improvement strategies for Feedback to Students about Progress (this item is not used in the overall KPI student satisfaction score and capstone scores).
 - In progress, via D2L
 - Use of rubrics for all assignments which includes terminology Feedback about Progress
 - Monitor KPI satisfaction score for Feedback to Students about Progress
3. Differentiated Learning and Graduate Pathways
- Elearn@Mohawk
 - 3 of SEM1 courses currently in elearn. No content being delivered in elearn. Actively using drop boxes and discussion boards. All courses for SEM2 will be on elearn.
 - **Idea: Elearn@mohawk**--add in a section of blended-delivery with Part-time students. Is there a market for people who are in-field but need to upgrade skills?
 - Explore the opportunities and functionality of elearn (i.e. portfolio)
 - Visual representation of pathways, including possible articulation with Brock University
 - Research opportunities to attract the CYW skill set. Do other colleges have a CYW program as a feeder to ABS?
 - Other: International and English exams (entrance exams)
 - Possibly offer the program fully on-line to international students

5 Year Program Quality Enhancement Action Plan

Following is a summary of the ABS 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	Timeline	Responsibility
<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> <ol style="list-style-type: none"> Specific - Objectives should specify what they want to achieve. Measurable- You should be able to measure whether you are meeting the objectives or not. Achievable - Are the objectives you set, achievable and attainable? Realistic - Can you realistically achieve the objectives with the resources you have? Time – When do you want to achieve the set objectives? 	<p>Strategy exists only in relation to some goal, end or objective. Strategies describe how 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>Be specific about the timelines during which you expect to accomplish your objectives.</p>	<p>Assign those involved in implementing the 5 Year Action Plan.</p>
<p>Short Term (within the next 18 months)</p>			
<p>Develop and implement a Curriculum Renewal Plan</p>	<p>Content mapping to address content gaps, overlaps and scaffolding, specifically in regard to VS05. Explore the issue of VS05 with provincial team and consider whether or not VS05 is too specific an outcome.</p>		
	<p>PLAR Reporting--program area to provide PLAR documentation for all courses in POS. Liase with Program Quality, BANNER and PLAR departments to maintain documentation and tracking.</p>		
<p>Develop an Annual Program Review Process</p>	<p>Utilize college staff and resources to monitor program quality on an annual basis, including "just-in-time" issues that arise which requires data for decision-making.</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>		
	<p>Develop an Annual Program Review framework with the support of the program quality area based on best practices</p>		
	<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)</p>		
	<p>Monitor KPI Student Satisfaction score for "Feedback about Progress"</p>		

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)		
	Research opportunities to attract the CYW skill set into the ABS program.		
Medium Term (within the next 18-36 months)			
Develop and implement a Curriculum Renewal Plan	Review Program Advisory Committee membership, roles and responsibilities. Research possibility of adding PAC membership organizations to program website (adds credibility and provides recognition)	To be determined pending outcome of short term objectives	
Develop an Annual Program Review Process	Utilize the annual program review process created in the short-term plan to monitor program quality.		
Research and Implement opportunities for differentiated learning and graduate pathways	Implement an articulation with Brock University. Liase with the articulations department to complete the task.		
	Develop a visual representation of graduate pathways for the ABS program including Transitions In, Diploma, Transitions Out (including articulations)		
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. Submit interim program quality report to Program quality area	To be determined pending outcome of medium term objectives	
	Plan and prepare for Comprehensive Program Review		
Research and Implement opportunities for differentiated learning and graduate pathways	Research opportunities to support international students with a goal to possibly offering the program through distance education to this target group.		

Phase 1 Analysis Summary Notes

- Participants: Michelle Turan, Program Co-Ordinator. Regrets: PT faculty (?). No part-time faculty participated in Phase 1 program review.
- The Curriculum Mapping Matrix (CMM) includes CLinking of vocational standards (VS) to all ABS courses included in the 2008/09 program of studies.
 - 6/8 VS had adequate CLinks at appropriate levels of scaffolding.
 - 2/8 VS may require consideration of additional content and assessment at appropriate levels of scaffolding.
 - WORK (field placement) courses were Clinked to VS and EES
 - 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.
- ABS is compliant with all requirements in the MTCU Framework for Programs of Instruction for Ontario College Graduate Certificate (OCGC) programs
 - Typical duration of the program is 69 hours over the approximate number of hours (600-700) recommended by MTCU framework.
- Input from a focus group implemented by the provincial level Autism & Behavioural Sciences curriculum advisory group provided recommendations for curriculum revisions which were implemented by all ABS programs in the college system.
- Sources (as appendices): **(NOTE: Not included in the report at this time. Will be added when final report approved by program)**
 - Curriculum Mapping Matrix (complete version in Appendix A)
 - MTCU 70711 Vocational Standards (Appendix B)
 - Program of Studies (Appendix D)
 - Course Outlines (Appendix E)
 - Course Outline Review
 - Course Outline Policy
 - Focus Group Qualitative Analysis (Appendix F)

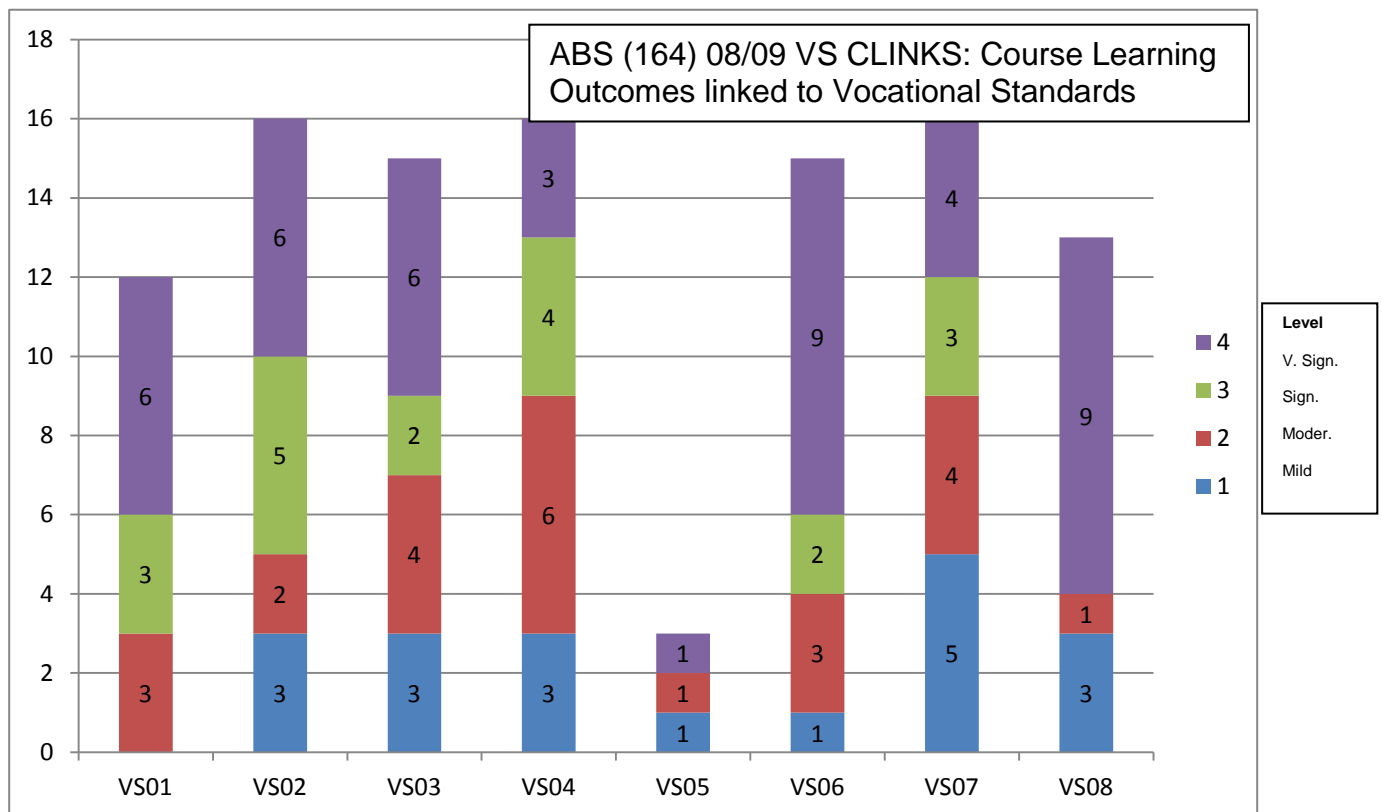
Curriculum Mapping Matrix Analysis

Breadth of Learning Summary

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

Vocational Standards

- 6/8 VS have an adequate number of CLO links (ranging from approximately 12 to more than 16) from a broad range of courses in the program of studies. NOTE: course learning outcome revisions provided the opportunity to streamline total number of course learning outcomes. This combined with the discrete nature of the courses results in fewer overall number of course learning outcomes for the program.
 - 2/8 VS require consideration for additional course content, new course development or a review of assessment practices
 - Links to VS05 restricted to one course. The VS may be too specific to one course.
 - Options: add content and assessment specific to VS05 in more courses; or, revise VS05 to be more general
 - Links to VS01 may require scaffolding of content and assessment to support student success.



Overall Depth & Complexity Summary

VS- Overall Highlights

- There are a total of 106 CLO links to VS
- Approximately 60% 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.
 - 40% of total CLO links to VS are characterized as contributing to a very significant (4) degree to the 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.
 - Monitor student success in SEM2 due to large % of Clinks at very significant (4) degree.

Consideration Semester	% of CLO Links to VS by Semester			
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4
1	17	19	12	12
2	2	5	7	32
Overall	19	24	19	44

Program Composition

- There are 4 Foundational, 2 Specialized, 4 Integrational, and 0 General Education (not required) courses in the POS
- Total of 106 CLO in program spread over 10 courses in 2 semesters
 - 54% of CLO are in Foundational courses, 14% in Specialized, and 31% in Integrational

	% of CLO Links by Course Classification				Overall
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4	
Foundational	14	17	14	13	58
Specialized	2	2	3	8	15
Integrational	3	5	2	23	33

Compliance: Framework for Programs of Instruction – Ontario College Graduate Certificate		✓
Scope: Depth, Breadth and Complexity	<ul style="list-style-type: none"> • Meets all specific Vocational Outcomes as defined by the provincial program standards • Analysis, diagnosis, design, planning and execution are essential skills applied across a broad range of technical or managerial functions • Requirement to analyze current practices and develop new criteria with some development of leadership skills • Applications may involve complex and non-routine problem solving skills involving personal responsibility, autonomy in performance, and leadership 	✓
Essential Employability Skills (EES)	<ul style="list-style-type: none"> • Locally determined • Mohawk College guidelines require all programs regardless of level of credential map to EES. ABS will be mapped to EES upon next program review. 	Not Applicable
General Education	<ul style="list-style-type: none"> • Locally determined 	Not Applicable
Typical Duration	<ul style="list-style-type: none"> • Approximately two semesters or 600-700 equivalent instructional hours <ul style="list-style-type: none"> ○ Current POS is 69 hours over the recommended # of hours outlined in Framework for Programs of Instruction 	✓

Focus Group Observations & Recommendations	Data as at January, 2008
<p>BACKGROUND: The MTCU mandated Autism & Behavioural Sciences curriculum advisory group implemented a focus group in January 2008. The goal of the focus group was to identify gaps in curriculum and assessment based on the input of various stakeholders.</p> <p>The final report, published by the Autism & Behavioural Sciences curriculum advisory group, is available as Appendix ?? of this report.</p>	

Phase 2 Analysis Summary Notes

- Participants: Michelle Turan, Program Co-Ordinator. Regrets: PT faculty (?). No part-time faculty participated in Phase 2 program review.
- Overall, applicant demand for program has increased due to the increased number of colleges offering the program.
 - Applicants to this program at Mohawk has remained stable from 2007-2009 but has lost share as market has become more competitive/fragmented.
 - Applicants to the program at Mohawk are more likely to be non-direct, female between the age of 20-23. In fact, the ABS program at Mohawk appears to attract significantly younger applicants compared to other colleges with the same program.
 - In 2005, 61% of applicants chose the Mohawk ABS program as the first choice compared to 37% in 2008 (most likely due to fragmentation of the program in the college system).
- Registrant numbers for Mohawk have decreased between the 2005-2008 when most other colleges have increased registrants despite the new St. Clair offering.
 - Appear to be enough registrants for 1 section. **Is this an informally “regulated” program? i.e. cap on enrolment?**
 - **Recommendation:** Would not want to have any other colleges offer this program at this point, especially when St. Clair has a new program offering and the program offerings through continuing education (5) as well as the Distance Education offering.
- As number of ABS programs in the college system increased, Mohawk college’s conversion rate has decreased.
 - Applicants from outside of catchment not likely to convert with the exception of applicants from the Conestoga catchment.
 - **Recommendation:** Mohawk could market more aggressively to applicants from the Sheridan and Niagara catchment. Consider the implications of this recommendation. Requires differentiation from competitor programs and may require additional focus on pathways. Is there an opportunity to offer courses in blended delivery format to tap into Part-time student market?
- Based on the Key Performance Indicator (KPI) data, it appears as though the ABS program has student satisfaction, overall quality of learning experience and student satisfaction with instruction results consistently higher than overall Mohawk results or MTCU 70711.
 - **Recommendation:** Review implications of moving to elearn@mohawk. Will this increase satisfaction for Q22 Overall quality of learning experience (includes computer assisted learning)?
 - **Recommendation:** Implement strategies to improve resultQ19. Feedback about progress scores, while higher than MTCU and Mohawk, is low at 65%.
- Based on Program Performance Indicator (PPI) data, the ABS program is in the Top 10 list of programs at Mohawk College.
- Analysis of Student Success and Retention data (course grade) indicates that 87% of students are successful in the program.
 - **Michelle, can you comment on some info I received from Gary Jennings re: communications courses and the ABS program?**
- Sources (as appendices): **(NOTE: Not included in the report at this time. Will be added when final report approved by program)**

Category Profile

- 6 colleges offer Autism & Behavioural Sciences

Mohawk’s Program Profile

- Focus – ???

programs (MTCU Code 70711)	
<ul style="list-style-type: none"> Tuition ranges from ~ \$3,200 to ~ \$4224 	
Applicants	
<ul style="list-style-type: none"> # of applicants to ABS programs has grown from 272 in 2005 to 840 in 2008 <ul style="list-style-type: none"> 3 programs accepting applicants in 2005 and 6 programs accepting applicants in 2008. 	<ul style="list-style-type: none"> # of applicants grew from 81 in 2005 to 190 in 2008. In 2008, 73 were applicants from our catchment that applied to Mohawk. In 2008, 94 applicants are coming from other catchments and applying to Mohawk (Niagara--22, Sheridan—28).
<ul style="list-style-type: none"> GBC has largest # of applicants (284, 34% share of all ABS applicants) 	<ul style="list-style-type: none"> Mohawk has increased in number of applicants (109) but has lost share as market has become more competitive/fragmented.
<ul style="list-style-type: none"> St. Lawrence has lost applicants with a significant loss in market share 	
Applicant Type	
<ul style="list-style-type: none"> Majority applicants are non-direct (9/10,F08) compared to 50% CAAT 	<ul style="list-style-type: none"> 9/10 of Mohawk applicants are non-direct
<ul style="list-style-type: none"> Majority applicants are female (9/10, F08) compared to CAAT (54%) 	<ul style="list-style-type: none"> 9/10 of Mohawk applicants are female
<ul style="list-style-type: none"> 8/10 of F08 applicants are in their 20's compared to 43% CAAT. 1/3 of all applicants are 22-23 years of age. 	<ul style="list-style-type: none"> 9/10 of F08 applicants are in their 20's; 41% of all applicants are 22-23 AND 32% are 20-21. <ul style="list-style-type: none"> Mohawk applicants to ABS are younger than applicants for the whole MTCU 70711
<ul style="list-style-type: none"> 1st choice has declined from 71% in 2005 to 41% in 2008, compared to 32% CAAT possibly due to fragmentation. NOTE: 2nd and 3rd choice increases over time which support the increase in # of programs offered. 	<ul style="list-style-type: none"> 1st choice has decreased from 65% in 2005 to 37% in 2008 possibly due to fragmentation
	<ul style="list-style-type: none"> 31 applicants applied to competitive ABS programs in 2009 compared to 23 in 2008. <ul style="list-style-type: none"> 1 registered with a competitive college in 2009 and 0 in 2008.
Registrants	
<ul style="list-style-type: none"> 143 total registrants in ABS programs in 2008. <ul style="list-style-type: none"> Registrant growth from 2005 to 2008 because of an increase in # of programs being offered 	<ul style="list-style-type: none"> # of students from 2005 to 2009 has been enough for one section (26,23,32,30,28) <ul style="list-style-type: none"> Registrant numbers for Mohawk have decreased in the last 3 years when most other colleges have increased registrants despite the new St. Clair offering.
<ul style="list-style-type: none"> GBC has largest share (28%) of registrants <ul style="list-style-type: none"> GBC has grown from 40 in 2008 to 69 in 2009—catchment and impact on Mohawk 	

<ul style="list-style-type: none"> ○ Fanshawe has 20% market share 	<ul style="list-style-type: none"> ● 21% market share for Mohawk
<ul style="list-style-type: none"> ● In 2009, the number of students in each program is enough for 1-section ○ Would not want to have any other colleges offer this program at this point, especially when St. Clair has a new program offering and the program offerings through continuing education (5) as well as the Distance Education offering. 	<ul style="list-style-type: none"> ●
Registrant Type	
<ul style="list-style-type: none"> ● 100% of registrants are non-direct 	<ul style="list-style-type: none"> ● 100% registrants are non-direct
<ul style="list-style-type: none"> ● 9/10 of registrants are female 	<ul style="list-style-type: none"> ● 100% registrants are female
<ul style="list-style-type: none"> ● 9/10 of F08 registrants are in their 20's. 40% are 22-23 	<ul style="list-style-type: none"> ● 100% of F08 registrants are in their 20's <ul style="list-style-type: none"> ○ 20-21 age group has grown from 23% in 2005 to 37% in 2008 ○ Mohawk registrants to ABS are younger than registrants for the whole MTCU 70711 ○ George Brown and St. Lawrence have more students with university degrees (2008) which may account for older applicant/registrant age.
<ul style="list-style-type: none"> ● 28% of Algonquin students are from outside catchment; draws from a wide area (2 from Mohawk) 	<ul style="list-style-type: none"> ● >50% of registrants are from catchment
<ul style="list-style-type: none"> ● 58% of Niagara students are from outside catchment (14 total from Sheridan, 10 from Mohawk, 10 from Georgian) 	<ul style="list-style-type: none"> ● Total 6 students from Sheridan catchment, 3 from Conestoga, 2 from Niagara
Applicant to Registrant Conversion	
<ul style="list-style-type: none"> ● MTCU Code Conversion Rate = 17% in F08 compared to 20.8% for CAAT ● MTCU Code Conversion Rate has dropped for the majority programs since 2005. 	<ul style="list-style-type: none"> ● Mohawk conversion rate is 15.8% and below Mohawk overall (22.2%) <ul style="list-style-type: none"> ○ Conversion rates have decreased over time. ○ As # of programs in the college system increased, Mohawk's conversion rate dropped.
<ul style="list-style-type: none"> ● F08 – Lambton has the highest conversion rate ~ 30%, followed by St. Lawrence ~27%, and Niagara ~ 20.8% 	
	<ul style="list-style-type: none"> ● Applicants from outside catchment not likely to convert, except for Conestoga <ul style="list-style-type: none"> ○ ¼ applicants from Conestoga are converting. ○ Applicants from Fanshawe are not Mohawk's first choice. Applicants to the Fanshawe program tend to convert to Fanshawe registrants. ○ Increase in applicants from Niagara (08/09), however, conversion rate is low. <ul style="list-style-type: none"> ▪ 1/5 applicants from Niagara come to Mohawk. ○ Applicants from Sheridan's catchment

	<p>are more likely to go to GBC but the conversion rate is low.</p> <ul style="list-style-type: none"> • Even though students from the Mohawk catchment have applied to the other Autism programs, they tend to convert to Mohawk registrants. They are staying in the Mohawk area. <ul style="list-style-type: none"> ○ Consider implications of the program drawing from a small pool of prospects in the Mohawk catchment. • Mohawk could market more aggressively to applicants from the Sheridan and Niagara catchment. Consider the implications of this recommendation.
	<ul style="list-style-type: none"> • Most likely to convert from Conestoga and Niagara.

KPI Analysis – Overall & Capstone

Student Satisfaction

- Overall student satisfaction rate has increased to 90.2% in 08/09 from 76.2% in 07/08.
 - MTCU satisfaction is 75.6% which is significantly lower than the Mohawk satisfaction score
 - Regardless of year, Mohawk's Students Satisfaction rate has been higher than MTCU.
 - Student satisfaction for Capstone 14 (Knowledge & Skills – Future Career) was consistently higher than MTCU from 2006/2007 to 2008/2009
 - Mohawk's program student satisfaction is 4% higher than that for all ABS programs for Q. 14
 - Student satisfaction for Capstone 26 (Learning Experiences – Program Quality) rose significantly between 07/08 (76.2%) to 08/09 (100%)
 - It is slightly below Mohawk's Q.14 student satisfaction rate of 87.7% (-6%) but 23% higher than the overall for Q. 26 (81.3%)

Employer Satisfaction

- Not applicable. Only 2 employer respondents

Graduate Employment Rate

- 56.7%

Overall Quality Learning Experience

- Mohawk's ABS program has consistently higher scores than MTCU and Mohawk College overall for Q14/22/26/46/27
 - Q22. Overall quality of learning experience—Includes computer assisted learning, peer tutoring, project-based learning, independent or alternative learning opportunities—63% for Mohawk's ABS program, 63% MTCU, 59% Mohawk Overall.
 - **Review implications of moving to elearn@mohawk. Will this increase satisfaction for Q22?**
 - Q47. Overall college experience is 91%

Student Satisfaction with Instruction

- Mohawk's ABS program consistently scores higher on all metrics for Q5/15/16/17/18/19/20 compared to MTCU and Mohawk overall.
 - Q19. Feedback about progress scores, while higher than MTCU and Mohawk, is low at 65%.

Program Relevance and Experience

- Mohawk's ABS program consistently scores higher on all metrics for Q3/4/13/21/23 compared to MTCU and Mohawk overall.
 - **Q12. Opportunities for educational pathways is low**

Generic employability skills

--ability to work with others—strength of program
 --ability to solve problems—strength of program

Student Career and Communication Skills

--08/09—Michelle was only faculty using FRED. Re: computer skills. 33% compared to Mohawk 63%. Orientation "Intro to ELearn"

Program Demographics

--43% have a university degree
 --52% have a diploma

Detailed Questions - Graduate

22a. Course content

22b. Courses were up-to-date

22c. Overall quality of instruction

22d. Equipment was up-to-date

22e. Preparation for the job market

22f. Skills developed in Co-op/clinical/field placement experience, & career placement services

Program Performance Indicators (PPI)

- ABS program in Top 10 list of programs based on PPI calculation
- Meets KPI graduation rate calculation
- Meets program quality calculation
- Meets Gross Financial Contribution calculation compared to other Mohawk college programs.
- Meets graduate satisfaction calculation

Student Success and Retention: Course Grade

87% of students graduated from the program in 2009.

20% of students appear to have difficulty with Introduction to Applied Behaviour Analysis. This has been addressed through curriculum revisions.

All students who successfully completed SEM1 also successfully completed SEM2. There was no attrition in SEM2.

Observations & Actions

- How to make the Mohawk program unique, different—program expansion, adding a program, behavioural science umbrella and have streams
- Entrepreneurship—tap into wait lists and provide a service here at Mohawk that will allow students to get some on-site training
- **Elearn@mohawk**--add in a section of blended-delivery with Part-time students. Market for people who are in-field but need to upgrade skills. Feedback from focus groups for this delivery model.
- Are more students in comparator programs coming in with a degree? May explain the skew. Michelle has this data.
- May want to attract the CYW skill set. Do other colleges have a DSW program as a feeder to ABS?
- Use Student Satisfaction KPI to market the program. Significantly above average as compared to MTCU over 3 years.
- Communicate “feedback about instruction”
- Brock sending prospects to Athabasca to prepare for M.A. ???
- Relevance --Communicate graduate pathways in Sem1/2 curriculum BUT there are no pathways for individuals with a diploma.

Phase 3 Analysis Summary Notes— **THIS SECTION IS INCOMPLETE. WILL BE COMPLETED IN THE FUTURE.**

Rethinking Assessment

- 1 course was analyzed
- % of POS
- Outcomes (Anecdotal Evidence from Workshop & Session)

Future Initiatives

Key Strategic Priorities: Deferred until next program review

Quality Assurance and Student Success Processes

- **eLearn**-faculty report that they will participate in elearn training to have all courses in elearn by January 2012
- **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 placemen supervisors. Liason training.

Program Advisory Committee

- Sources (as appendices): **(NOTE: Not included in the report at this time. Will be added when final report approved by program)**