

**Program Review Final Report**

<b>Program</b>	Pre-Media and Entertainment
<b>Ministry of Training, Colleges, Universities (MTCU) Vocational Standard</b>	MTCU Funding Code 41904 (Appendix 1)
<b>Credential</b>	Ontario College Certificate
<b>Dean</b>	Tony Thoma
<b>Associate Dean</b>	Ken Wallis
<b>Program Review Membership</b>	Sue Prestedge, Program Coordinator Lynda Morgan Murdoch, Academic Lead, Program Review Catharine Ozols, Curriculum Design Carmelinda Del Conte, Research and Planning Analyst Jaspreet Grewal, Course Outline/Program Review
<b>Program of Studies</b>	(Appendix 2)
<b>Final Analysis Session</b>	January 18, 2013
<b>Date of Interim Status Report</b>	
<b>Date of Next Program Review</b>	2018
<b>Date Submitted to VPA Office</b>	April 4, 2013

**For the Program (Dean or Associate Dean):**\_\_\_\_\_  
Signature**For the Vice President Academic:**\_\_\_\_\_  
Signature\_\_\_\_\_  
Date

### Overall Findings by Program Review Component

Program Review Phase	Program Review Component	Met	Partially Met	Not Met	Evidence
Phase One Curriculum	Course Outlines	✓			CORE and Files
	Curriculum Mapping Matrix	✓			Appendix 4
	Framework for Programs of Instruction	✓			Appendix 5
	Program Advisory Committee			✓	
	Analysis Notes	✓			Appendix 6
	Focus Group	✓			Appendix 7
Phase Two Environmental Scan	Key Performance Indicators	✓			Appendix 8
	Competitive Analysis	✓			Appendix 9
	Student Success and Retention	✓			Appendix 10
Phase Three Quality Processes	PLAR	✓			Appendix 11
	Learning Plans		✓		
	eLearn	✓			
	General Education	✓			
	Student Feedback on Progress	✓			
	Re-thinking Assessment	✓			

## Summary of Findings

### Introduction

The Pre-Media & Entertainment certificate program at Mohawk College was approved for launch in Fall 2008. It is delivered at the Fennell Campus within newly renovated space occupied by the School of Media and Entertainment that embodies the creative nature of programs situated here and showcases the skills of students. The area is a hive of activity related to careers students explore through this one-year certificate program: television studios, the college radio station, a multi-media newsroom, graphic design labs and a digital printing centre.

Graduates of the program have an overview of current and emerging opportunities in the communications media industry including television, radio, journalism and graphic arts, and information about postsecondary educational programs leading to employment in these fields. They have learned and applied strategies for developing personal and academic skills that will contribute to their future success and explored the use of digital photography, video and editing tools.

Mohawk's Pre-Media & Entertainment program competes in an increasingly crowded market. Eight other colleges offer variously titled but similar programs; four of these have intakes in the Winter as well as the Fall semester. Applications to programs in this category at most colleges, including Mohawk, returned to 2010 levels after a drop in Fall, 2011. Some consideration is being given to the feasibility of adding a Winter intake; however, three-semester delivery could involve a significant increase in costs, since the Coordinator is the only full-time faculty member in the program.

There is no published Provincial Program Standard for Pre-Media. Although curriculum mapping showed that all vocational learning outcomes in Mohawk's initial program proposal are addressed, the review process identified a discrepancy between the level of learning articulated in the current program outcomes and the requirements of the MTCU Credentials Framework.

KPI ratings for the program are close to those for similar program offerings across the province. The average retention rate for Pre-Media & Entertainment at Mohawk over the past three academic years is 84%; this compares very favourably to the average retention rate of 76% for similar programs at other Ontario colleges.

Program review for Mohawk's Pre-Media & Entertainment program was begun in Spring, 2012 and completed during the Fall 2012 and Winter 2013 timeframe. Course outlines were reviewed and linked to vocational standards in Fall 2012. The Phase 2 Environmental Scan was held in Fall, 2012; Program Quality data was collected in Fall 2012 and Winter 2013; focus groups were held in Winter, 2013.

### Phase 1 – Curriculum

During the curriculum mapping process, each course outline was reviewed and revised as required, and also classified as

- Foundational (F): courses in which outcomes indicate that students have developed a broad introduction to or context for further learning;
- Specialized (S): courses in which outcomes demonstrate that students have achieved in-depth or focused learning; or
- Integrational (I) – courses in which outcomes demonstrate that students have synthesized various concepts and skills at a program-exit level.

Since no Ministry of Colleges and Universities (MTCU) program standard has been published for this program, courses were linked to the Program Learning Outcomes (VS) articulated by Mohawk when the program proposal was submitted to the Credentials Validation Service (CVS) and MTCU, and also to the Essential Employability Skills included in all MTCU program standards. Each link was then characterized (CH) by the degree to which it contributed to the graduate’s ability to perform the outlined skill:

<b>CH</b>	<b>Degree of Contribution</b>
1	Minor
2	Moderate
3	Significant
4	Very Significant

The resultant Curriculum Mapping Matrix (CMM) shows that the 2012/13 Program of Studies (POS) for the program addresses all Program Learning Outcomes. However, very few courses link to VS02. Exploration of the reason for this led to discussion of the fact that linking was challenging because the outcome statement is somewhat unclear.

A review of vocational program learning outcomes included in Program Descriptions attached by MTCU to programs funded under the same code (41904) and similar programs funded under code 41903) revealed outcome statements that describe graduate-level demonstrations of learning classified in Bloom’s Taxonomy of Educational Objectives at the levels of knowledge, comprehension and application (Appendix 3). Learning characterized by this level of depth and complexity is appropriate for an Ontario College Certificate III program according to the Ontario Qualifications Framework.

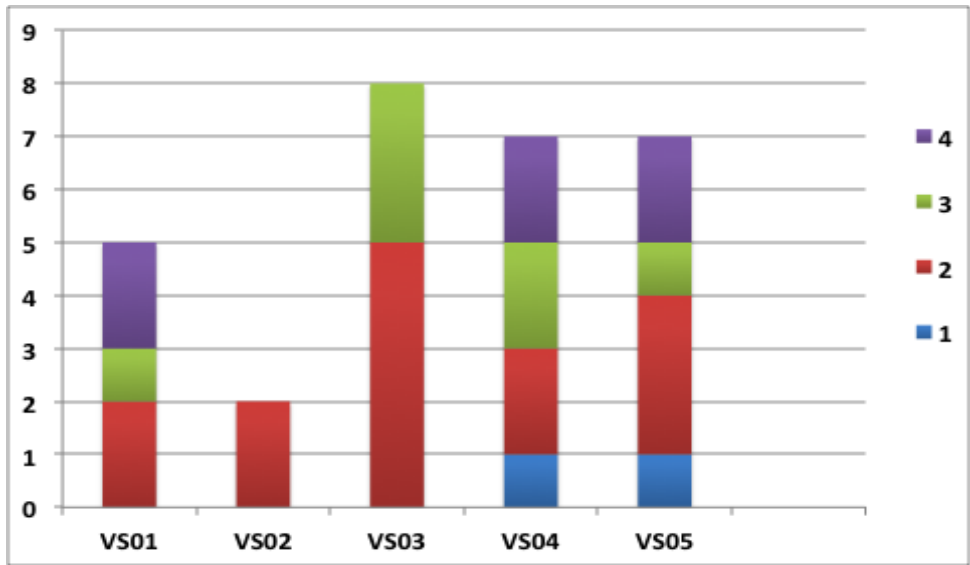
Although MTCU requires that vocational program learning outcomes be consistent with the requirements of the Credentials Framework for the proposed credential, with one exception, the outcomes articulated in Mohawk’s application the Credentials Validation Service describe graduate-level demonstrations of learning at the highest levels in Bloom’s Taxonomy (*i.e.* analysis, synthesis and evaluation). This inconsistency between the level of learning expressed in the current outcomes and that achievable in a two-semester foundations program accounts for the fact that 48% of total course links to VS are characterized as contributing to only a moderate degree to graduates’ ability to achieve program outcomes.

In addition, the concise, clearly articulated outcome statements in MTCU Program

Descriptions for both 41904 and 41903 such as provide both clarity for students and prospective applicants and a well-defined focus for curriculum development lacking in the current Mohawk Program Learning Outcomes. MTCU’s Ontario Qualifications Framework identifies the ability to “undertake further training and develop new skills within a structured and managed environment” as an expected outcome of Level III Certificate programs.

The CMM’s representation of limited depth and complexity of learning addressing VS02 and VS03 as limited is indicative of the elevated levels of the outcome statements. However, the CMM does show a progression of learning for VS01, VS04 and VS05 that accurately reflects intended areas of emphasis in curriculum (i.e. examination of career opportunities, the role of media, and the history of media).

**2012/13 Pre-Media & Entertainment Course Links to Program Outcomes**



**Mohawk College Pre-Media & Entertainment Program Learning Outcomes**

VS Statement	CH					Total	3 & 4 as %
	1	2	3	4			
<b>VS01</b> - Examine career opportunities in the various media arts and entertainment sectors, taking into consideration the social, political, economic and cultural influences of the various media, and identifying the educational and personal criteria essential for ensuring a professional	0	2	1	2	5	60%	

level of practice and an appropriate career fit.						
<b>VS02</b> - Critically appraise the function and duties associated with the production of media arts and entertainment text in various genres, aesthetic forms, practices and structures for diverse audiences and with specific communication registers.	0	2	0	0	2	0%
<b>VS03</b> - Creatively assess the audio, visual and verbal components of the production, circulation and consumption links of media and cultural work that demonstrates the manipulation of sound, image and the written word.	0	5	3	0	8	38%
<b>VS04</b> - Critically examine the economic, political, cultural and social forces within media arts and entertainment industries and the ethical and professional role of such industries in specific areas of the contemporary symbolic, political, social, aesthetic and cultural life of its audience.	1	2	2	2	7	57%
<b>VS05</b> - Evaluate the historical development of the media arts and entertainment industry, with emphasis on significant innovators and innovations that have advanced media and cultural products and services, modes of communication, and practices and structures in the various segments of the industry.	1	3	1	2	7	43%

### Focus Groups

Members of a focus group composed of graduates of Pre-Media and Entertainment currently enrolled in Mohawk College diploma programs reported being motivated to apply to/enrol in the program primarily by anxieties about their ability to succeed in postsecondary education and/or commit to a two or three year program. They believed the program helped them assess themselves against the expectations of a postsecondary environment and make informed choices about further education and careers. Graduates credited faculty with providing insights and experiences that opened their minds to opportunities in the field and new possibilities created by the trend to convergence in media and entertainment industries.

Current students who participated in a separate focus group also described their overall Pre-Media experience in positive terms. They expressed a wish for increased hands-on experience and access to labs equipped with industry-standard software, and disappointment with what they described as outdated editing software used in the program. They recognized and valued the expertise of faculty, although several reported being less satisfied with the instruction and guidance provided by some part-time faculty.

Both graduates and current students groups stressed the importance of the exposure to related diploma programs provided by Pre-Media and suggested it be increased, possibly through class visits and shared activities. Current students would also welcome more opportunities to interact with students in diploma programs related to their goals, and proposed shadowing or mentoring as ways in which these might be provided.

A third focus group was composed of coordinators/faculty members from three diploma programs to which most Pre-Media and Entertainment students apply: Broadcasting- Television and Communications

Media, Broadcast- Radio, and Journalism. They agreed most Pre-Media and Entertainment grads display a level of confidence coordinators attributed to certainty about program choices, successful completion of postsecondary courses, and familiarity with the college environment. The broad context of political and cultural knowledge students gained in Pre-Media was identified as a strength these students brought to diploma programs.

Coordinators' recommendations included increased focus on writing skills and additional opportunities for students to practice media editing skills. Their discussion also generated several ideas for increased collaboration among faculty and interaction among students within the School of Media and Entertainment.

(See Appendices 1-7 for detailed Phase 1 documents)

## **Phase 2 - Environmental Scan**

### **Key Performance Indicator (KPI) Data**

KPI data shows that Mohawk's Pre-Media and Entertainment program achieved overall student satisfaction ratings averaging 74% over the past five years, close to the 76% average rating for similar provincial programs. As measured by the four KPI Capstone questions summarizing overall student satisfaction with Knowledge & Skills, Learning Experiences, Facilities & Resources, and Services, ratings for the program have averaged 80%, slightly higher than the 76% average rating for similar programs at other colleges.

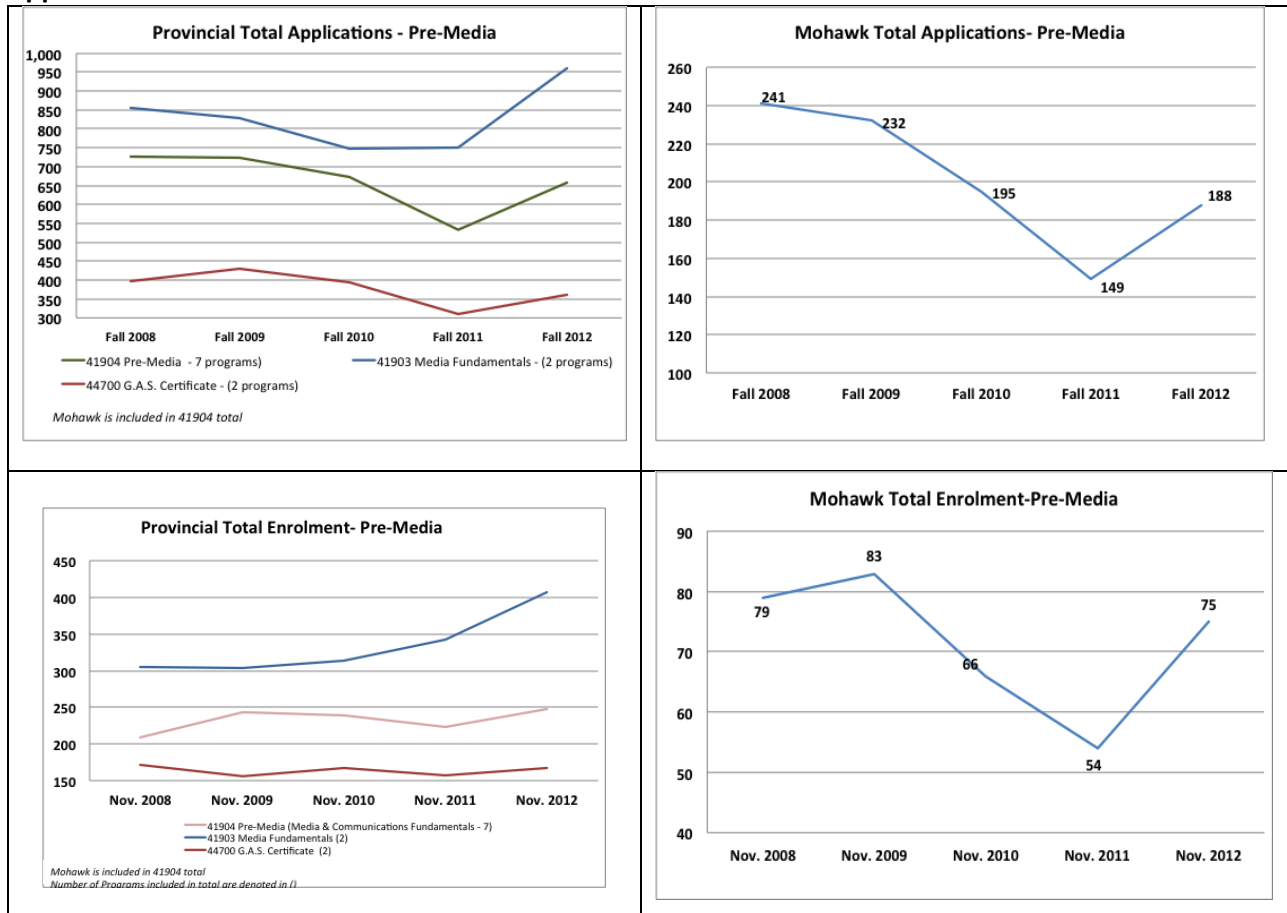
However, KPI ratings for two of the four Capstone Questions specific to the program itself lag somewhat behind those of similar offerings across the province. Ratings for overall satisfaction with the learning experiences provided by the program and with knowledge and skills that will be useful in future careers are each 7 percentage points lower than the average ratings for other colleges.

A detailed analysis of KPI results found that, although students are generally very satisfied with the Pre-Media and Entertainment program, opportunities for improvement exist with regard to

- improving the quality of lab/shop learning: students' average satisfaction rating for the past five years is 46 % at Mohawk compared to 63% at other colleges offering similar programs.
- improving student satisfaction with teachers' presentation of the subject material: the program's rating for this question averages 61% over the past 5 years, compared to 69% for similar programs at other colleges.

## **Market Demand**

## Applications and Enrolments



The significant dip in applications to and enrolment in Mohawk's Pre-Media program in Fall 2011 is considered to be partially a reflection of a provincial trend, and partly an outcome of a temporary issue in June of that year that resulted in alternative offers of admission to the program not being issued to unsuccessful applicants to other programs. Once this issue was identified and rectified, alternative offers were generated, but it is likely that in the time that elapsed many applicants made other plans.

Mohawk's overall market gain (*i.e.* the difference between total numbers from all areas applying to/registering in Pre-Media for 2012 and the total number from our catchment area applying to/registering at other colleges) was 157 applicants/64 registrants.

Mohawk competes for applicants with six other Ontario colleges offering variously titled but similar programs, including Conestoga and three in the Greater Toronto and Hamilton Area (GTHA). In addition, Algonquin and Niagara Colleges offer similar certificate programs as streams within their General Arts and Sciences programs. Applications to Humber and Sheridan Pre-Media programs reached record numbers in Fall 2012.

The strongest competition for applicants from Mohawk's catchment area in 2012 came from Humber (14 applicants/4 registrants), Sheridan (13 applicants, 10 registrants) and Conestoga (8 applicants, 4 registrants). Of the 50 students from Mohawk's area who applied to all other Ontario colleges, a total of



21 registered elsewhere.

Our most significant market drain was to Sheridan College, where 10 of 13 applicants from Mohawk's catchment enrolled. Although this was counterbalanced by the fact that 11 of 34 applicants from Sheridan's catchment area registered at Mohawk in 2012, Sheridan is a competitor to watch, drawing an average 225 applications each year from other catchment areas and registering 100 of these.

### **Student Success**

Assessments for Success results and responses to the Student Entrance survey over the past three years identified the following factors likely to affect the success of students enrolling in Pre-Media and Entertainment:

- 30% at risk due to communication assessment score
- 36% at risk due to low career clarity
- 18% identify themselves as persons with disabilities

It is notable that the proportion of Pre-Media and Entertainment students who identify themselves in the Student Entrance Survey as persons with disabilities has been significantly higher than the 8.1% college-wide average for the same three years. In Fall 2012, this proportion was much more dramatic: 28% of students enrolled in Pre-Media identified themselves as having a disability, compared to 9.3% across the college. Many of these are students with Autism Spectrum Disorder. The Coordinator has responded by applying principles of Universal Design for Learning to curriculum revisions to enhance the level of structure in course materials and increase the variety of ways and formats in which information is presented.

(See Appendices 8-10 for detailed Phase 2 documents.)

### **Phase 3 - Program Quality and Strategic Initiatives:**

All courses in the program have been assigned PLAR requirements. Learning Plans are available for all courses taught by full-time faculty. The coordinator plans to work with part-time faculty to ensure that this practice is being applied to all courses in the program. All courses use eLearn.

Although MTCU policy does not mandate the inclusion of General Education courses in Ontario College Certificate programs, Pre-Media and Entertainment includes two courses eligible for General Education credit in diploma programs in which graduates enrol (i.e. Current Affairs: Canada and the World and Behind the Lens).

A commitment to providing timely feedback is evident in the program's standard practice of returning assignments to students within two weeks. Grades for all tests and assignments are readily available to students through Gradebook in eLearn. In addition, Coordinator Susan Prestedge, who teaches 40% of courses in the program, meets individually with every student at the beginning and end of each semester, and with teams who work on group projects.

(See Appendix 11: Phase 3 Quality Processes document)

## **Commendations**

There are a number of areas in which the Pre-Media and Entertainment program has demonstrated best practices and leadership. They are:

- High student satisfaction with teachers' knowledge of their subjects reflects the work of outstanding faculty involved in delivery of the program, including
  - Program Coordinator and Professor Susan Prestedge, who offers students the benefits of her perspective as a Mohawk alumna, an award-winning broadcaster with more than 30 years of experience at the local and national levels, and an industry executive.
  - Part-time instructor Alan Aylward, an independent producer whose award-winning documentaries have been broadcast on CH, CTV, CBC and PBS
  - Part-time instructor Hamilton Spectator Music Editor and columnist Graham Rockingham.
- A best-practice that benefits both students and the program is the opportunity for students to meet individually with the Program Coordinator at the beginning and end of each semester; these meetings provide opportunities for advising and for students to receive feedback on performance and provide feedback on the program.

## Affirmations

Affirmations are declarations, which may/may not be supported by evidence gathered in the program review process, that faculty identify as areas requiring attention to support program quality improvements. The areas identified include:

- Current Program Learning Outcomes are of limited value to students, prospective applicants, faculty and the program quality assurance process since they lack clarity and describe graduate-level performances inconsistent with the level of depth and complexity specified by the Credentials Framework for Ontario College Certificate programs.
- Pre-Media and Entertainment currently has no dedicated advisory committee; however, plans are underway to establish one. Mohawk College Program Advisory Committee Policy (AC501) states that "An Advisory Committee must be established for every program of instruction or cluster of related programs offered at the College."
- Updated media editing software for instruction and increased access to labs in which it is installed was recommended by focus groups. Once made aware of this student concern, the program immediately responded to this feedback by installing updated editing software.

## Recommendations

The detailed recommendations that evolved from each phase of program review are summarized below:

**Curriculum**

- Improve program outcomes. Consider adopting the Program Outcomes included in the MTCU Program Description attached to the code (41904) under which Mohawk’s program is funded, or revising Mohawk’s current Program Outcomes to clearly communicate program goals to students and potential applicants and guide curriculum development until the Ministry publishes a Program Standard. This initiative is not likely to get underway until at least 2015. MTCU was scheduled to initiate development of a Program Standard for Pre-Media and other similar programs in 2013-14; however, according to the Programs Standards Branch, this has been postponed pending finalization of policy regarding preparatory programs.
- Examine POS and delivery in relation to those of comparator and competitor colleges, especially Sheridan.
- Find ways to increase opportunities for Pre-Media students to gain exposure to related diploma programs and interact with students and graduates of the School of Media and Entertainment.
- Review instructional design of GRAP 10070: Graphic Design to increase breadth of learning and provide exposure to and an overview of the field.
- On basis of student focus group feedback, review instructional design of Digital Photography course to identify means to assess students’ skills on entry and enable more intensive foundational learning for those with limited knowledge/experience and increased challenge for those with previous knowledge/experience.

**Recruitment/ Retention**

- Investigate Sheridan’s program marketing and recruitment strategy, which has attracted an average of 100 registered students annually over the past 5 years from outside catchment.
- Consult with Accessible Learning Services to Investigate additional strategies to support students with disabilities.

**Competitive Activity**

- Monitor competitive activity in light of winter intakes at Centennial, Loyalist and Seneca, and especially recent (2012) addition of winter intake at Conestoga College.

**5 Year Program Quality Enhancement Action Plan**

Objectives		Timelines	Responsibility	Status
<b>Short Term (within the next 18 months)</b>				
Revise outlines as per program review; update in CORE for Fall 2013.	Consult with Program Quality team as required.	Spring 2013	Faculty, Program Quality	In progress

Establish appropriate Program Outcomes until new provincial program standard is published	Schedule Consultation among Associate Dean, Coordinator and Curriculum Design team. Review existing Program Learning Outcomes; consider revising outcomes or adopting outcomes in MTCU Program Description attached to Program Code 41904	Fall 2013	Associate Dean	
	Re-map curriculum to new/revised Program Learning Outcomes	Winter 2014	Coordinator, Program Quality	
Identify strategies to support large numbers of students with disabilities	Monitor At-Risk Reports prior to Fall intake	Summer 2013	Coordinator, Institutional Research	
	Schedule consultation with Institutional Research and Accessible Learning Services to monitor enrolment of students with disabilities and identify appropriate support strategies.	Summer 2013	Coordinator, ALS	
	Incorporate principles of Universal Design for Learning into curriculum revisions	Summer 2013	Coordinator	In progress

Increase opportunities for Pre-Media student exposure to related diploma programs and interaction with students and graduates of the School of Media and Entertainment	Revise Media Career Discovery course to include learning activities and assignments based on exposure to diploma programs.	Spring 2013	Coordinator	Underway
	Schedule consultation with Associate Dean, School Coordinators and faculty teaching in diploma programs in the School.	Spring 2013	Coordinator	
Establish Program Advisory Committee	Determine whether to establish separate PAC or add Pre-Media to another PAC within the School.  Establish PAC composed of representatives of diploma programs relevant to Pre-Media grads, graduates and current students	Fall 2013	Associate Dean	
Explore opportunities for developing a forum to facilitate knowledge transfer and problem-solving among coordinators of foundations programs at Mohawk	Consult with Associate Dean, Dean and Curriculum Program Quality team	Winter 2014	Program Quality	
<b>Medium Term (within the next 18-36 months)</b>				
Monitor short-term and medium-term program quality enhancements and adjust as required	Utilize Annual Program Review process to monitor program quality enhancements	Fall 2014	Associate Dean	
Revise curriculum as	Map existing	Dependent	Coordinator,	

necessary to comply with MTCU program standard when published	curriculum to new standard & revise as appropriate	upon MTCU (Possibly 2015)	Curriculum Team	
<b>Long Term (within the next 36-60 months)</b>				
Monitor medium-term and long-term program quality enhancements and adjust as required	Plan and prepare for Comprehensive Program Review	2016	Associate Dean	
Ensure compliance with new MTCU Program Standard	Map curriculum to published standard	2015-16	Associate Dean, Program Quality	