


Cover Page

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|---|---|---------------------------------------|
|  | General Arts and Sciences Certificate (230), Diploma (208), Aboriginal Certificate (203*) 2009-2011 Program Review Phase 4 – Final Report & 5 Year Action Plan | Program Quality Fall, 2011 |
|---|---|---------------------------------------|

| | |
|---|---|
| Program | General Arts and Science Certificate (230), Diploma (208), Aboriginal Certificate (203*) |
| Ministry of Training, Colleges, Universities Vocational Standard | 44700, 54701 |
| Credential | Ontario College Certificate and Ontario College Diploma |
| Dean | Jim Vanderveken |
| Associate Dean | Alison Horton (with support from Al Ersser former Associate Dean) |
| Program Review Membership | Program Co-Ordinator: Linda Frank Curriculum Design Specialist: Lisa Pegg Institutional Research: Carmelinda DelConte |
| Program of Studies | Program of Studies 10 A |
| Final Analysis Session | Fall 2011 |
| Date of Interim Status Report | 2014/2015 Academic Year |
| Date of Next Program Review | 2016/2017 Academic Year |
| Date Submitted to VPA Office | TBD |

This report represents the findings of Program Review for the General Arts & Science Programs (203/208/230) in the School of Interdisciplinary Studies. The review was performed during the period May 2009-December 2011.

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 Interdisciplinary 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 2014.

For the Program (Dean or Associate Dean):

Signature

Date

For the Vice President Academic:

Signature

Date

Summary

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The General Arts and Sciences (GAS) cluster of programs (203*/208/230) successfully completed program review in Fall 2011. These programs demonstrate a commitment to program and curriculum quality, student success and adherence to Mohawk College policies and strategic initiatives, the Framework for Programs of Instruction required by the Ministry of Training, Colleges and Universities (MTCU), and criteria outlined in the Program Quality Assurance Process Audit (PQAPA).

Evidence from program review for the GAS programs indicates that:

Phase 1-Curriculum: courses in the Program of Studies contribute to all of the program learning outcomes (MTCU codes 44700 and 54701) as required by the Ministry of Training, Colleges and Universities (MTCU). However, there are curriculum and delivery method adjustments required based on an analysis of the Curriculum Mapping Matrix, competitive curriculum information, stakeholder input and general education requirements for the diploma program.

Phase 2-Environmental Scan: applicant and registrant trends have remained stable but will require monitoring due to changes in the college in regard to the foundations programs and possible streaming of the GAS cluster. Action plans for quality improvements may be required to address some inconsistencies in student success and retention (course grades).

Phase 3-Program Quality and Strategic Initiatives: students are exposed to experiential learning experiences, applied research practices and sustainability focused curriculum which are strengths of the GAS program. Action plans will be implemented to intergrate learning plans into elearn@mohawk with a focus on improving feedback to students about progress (a college initiative based on KPI scores for this question).

*NOTE: An alternative review of all programs specific to aboriginal students is being conducted concurrently with this program.

Overall Findings by Program Review Component

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| Phase | Component | Met | Partially Met | Not Met | Evidence |
|---|--|-----|---------------|---------|--|
| Curriculum | Course Outlines | X | | | -Course Outline Review -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. |
| | MTCU Framework for Programs of Instruction | | X | | -Not compliant with 1) General Education; 2) total POS hours slightly lower than the recommended range outlined in the framework |
| | Program Advisory Committee | | X | | -PAC is in flux with changes to membership. |
| Environmental Scan | Key Performance Indicators | | | | -Data not available at time of review. Analysis will be included in 5-Year Action Plan. |
| | Program Performance Indicators | | | | -Data not available |
| | Applicant/ Enrolment | X | | | -Applicant/Enrolment data stable over several years. |
| | Student Success | | X | | -Some inconsistencies in student success and retention (course grades). |
| Program Quality and Strategic Priorities | Quality--Curriculum Content | X | | | -Students in the GAS programs are exposed to a significant degree to three areas of the strategic plan: 1) Quality— Experiential Learning; 2) Innovation— Applied Research and 3) Sustainability--Curriculum and Practices. Students are exposed to other areas of the strategic plan but not to the same extent as experiential learning, applied research and sustainable practices. |
| | Quality--Flexible Delivery | | | | |
| | Quality--Flexible Operationally | | X | | |
| | Quality--Experiential Learning | X | | | See Quality--Curriculum Content |
| | Innovation--Applied Research | X | | | See Quality--Curriculum Content |
| | Innovation--Entre/ Intrapreneurship | | X | | |
| | Sustainability--Curriculum | X | | | See Quality--Curriculum Content |
| | Sustainability--Practices | X | | | See Quality--Curriculum Content |
| | PLAR | | X | | |
| | Learning Plans | | X | | Plans to include learn plans in eLearn as an essential element |
| | eLearn | | | | Not Assessed |
| | Student Feedback about Progress | | | | -Data not available at time of review. Analysis will be included in 5-Year Action Plan. |

Commendations, Affirmations and Recommendations

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Commendations

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

- Class Advisor Model--student success retention strategy
 - Faculty provide intensive support and linkage of theory and practice to students in order to meet professional and personal goals
- Faculty mentoring program for part-time faculty

Affirmations

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

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

Recommendations

Analysis of various data sources from program review identified three areas that will assist in maintaining the current quality of the program and provide opportunities for improving program quality in specific areas identified by the Associate Dean and program faculty. They are:

- 1) Curriculum Renewal
 - POS revisions to address the issue non-compliance for general education in the diploma program
 - Identify General Education courses in order to meet the requirements of the Framework for Programs of Instruction
 - Develop Annual Program Review Plan
 - Use available sources (Curriculum Mapping Matrix, Key Performance Indicators, Strategic Enrolment Planning data) to monitor program quality on an annual basis.
 - Integrate data for all GAS program offerings (all campuses, CE)
 - Revise Program Learning Outcomes to reflect current curriculum and maintain a current Curriculum Mapping Matrix
- 2) Graduate Pathways
 - College branding and streaming
 - Consider and monitor implications of streaming, including the new college vocational program
 - Marketing and Communications
 - Visual representation of pathways
 - Identify and use key factors that differentiate the Mohawk College GAS program compared to competitors

Resources

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| Program Review Phases | Source | File Name | Date Completed/ Accessed | Used (Y/N) |
|--|--|--|------------------------------|------------|
| Phase 1: Curriculum | Course Outline Review | 208-230-203 Course Outline Review.xls | November 2011 | Y |
| | Curriculum Mapping Matrix (CMM) | 208 Curriculum Mapping Matrix.xls 230 Curriculum Mapping Matrix.xls | May 2010 | Y |
| | Competitive Curriculum Analysis (CCA) | 208-230 Competitive Curriculum Analysis.xls | May 2010 | Y |
| | Program of Studies (POS) | 208 POS 9 A.pdf 230 POS 9 A.pdf | February 2010 | Y |
| | Vocational Standards (VS)/ Program Description | 208 http://www.mohawkcollege.ca/interdisciplinary-studies/general-arts-science-diploma-2-year-fennell.html 230 http://www.mohawkcollege.ca/interdisciplinary-studies/general-arts-science-certificate-1-year-fennell/learning-outcomes.html | Not Available | Y |
| | Focus Group Notes | 208-230 GAS Focus Group Report.doc | April 2010 and November 2011 | Y |
| | PAC Minutes | 208-230 PAC Meeting Notes | September 2010 | Y |
| | Credentials Framework (OCD) | See Phase 1: Curriculum | September 2011 | Y |
| | POS Trend Analysis | Not Applicable | | N |
| | Program System Matrix | Not Applicable | | N |
| | Pathways Graphic | Not Applicable | | N |
| | Other (e.g. accreditation letters etc.) | | | N |
| Phase 2: Environmental Scan | Program Performance Indicators | Not Available | | N |
| | Key Performance Indicators | Not Available | | N |
| | Surveys | Not Applicable | | N |
| | Competitive Program Profile | 208-230 Competitive Curriculum Analysis.xls | 2010-2011 | Y |
| | Student Success and | Not Available | | N |

| | | | | |
|--|---------------------------------------|--|--|---|
| | Retention | | | |
| | Labour Market Demand | Not Available | | N |
| | Program Job Search | Not Applicable | | N |
| | Applicant vs. Registrant analysis | 208 Competitive Program Profile.xls 230 Competitive Program Profile.xls | May 2010 | Y |
| | Student Entrance survey | Not Available | | N |
| | Employment Profile | 436 Competitive Program Profile.xls | 2010-2011 | Y |
| | Employment Outlook | Not Applicable | | N |
| | OSAP Default Rates | Not Available | | N |
| | Assessment for Success | Not Available | | N |
| | Other | Not Applicable | | N |
| Phase 3: Quality Processes | Program Quality | Data resides in Program Quality area | | Y |
| | Re-Thinking Assessment | Data resides in Program Quality area | | Y |
| | Program Level Assessment Mapping | Not Applicable | | N |
| | Other | Not Applicable | | 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

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Participants: Associate Dean-Al Ersser, Program Co-Ordinators—Linda Frank, Alison Horton

- The Curriculum Mapping Matrix (CMM) includes linking of program learning outcomes (PLO) to all courses included in the 2009/2010 program of studies.
 - Recommendation: none
- Although linking 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.
 - Recommendation: Some specific courses were identified by students from various data sources as requiring curriculum revisions.
- The certificate program is compliant with all requirements in the MTCU Framework for Programs of Instruction for an Ontario College Certificate
- The diploma program does not meet the general education criteria from the MTCU Framework for Programs of Instruction for an Ontario College Diploma.
 - Recommendation: review the CMM and identify courses that could meet the program specific general education course based on the Mohawk College General Education Draft Policy.
- Recommend a revision of Program Learning Outcomes to reflect currency of curriculum and maintain an updated Curriculum Mapping Matrix.

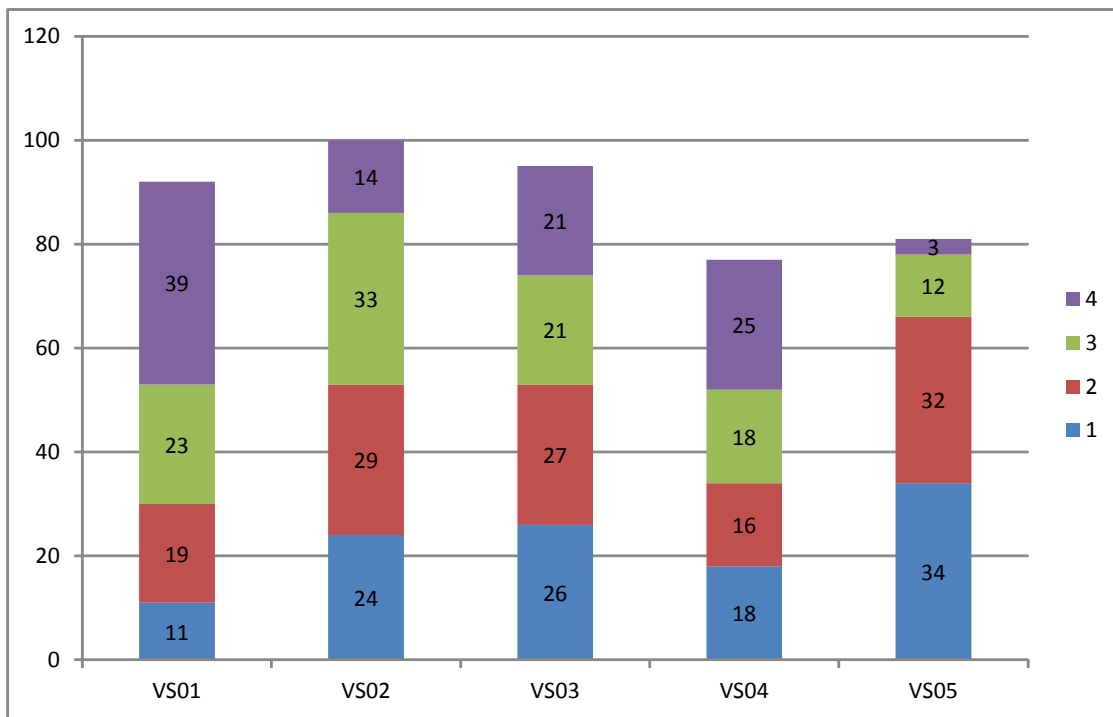
Curriculum: Diploma

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Course Learning Outcome Links to Program Learning Outcomes

Breadth of Learning Summary

- An analysis of the CMM shows students are exposed to all program learning outcomes (PLO) in the program.
- All PLOs have an adequate number of CLO links with more than 70 links from a broad range of courses in the program of studies



Course Learning Outcome Links to Program Learning Outcomes

Depth and Complexity of Learning Summary

- There are a total of 445 CLO links to PLO
- Approximately 47% of total CLO links to PLO are characterized as contributing to a significant (3) or very significant (4) degree to graduates' ability to demonstrate the outlined skill or ability

| PLO Code | 1 | 2 | 3 | 4 | Grand Total |
|-------------|-----|-----|-----|-----|-------------|
| PLO01 | 11 | 19 | 23 | 39 | 92 |
| PLO02 | 24 | 29 | 33 | 14 | 100 |
| PLO03 | 26 | 27 | 21 | 21 | 95 |
| PLO04 | 18 | 16 | 18 | 25 | 77 |
| PLO05 | 34 | 32 | 12 | 3 | 81 |
| Grand Total | 113 | 123 | 107 | 102 | 445 |

Course Learning Outcome Links to Program Learning Outcomes

Semester

- Overall levels of learning are appropriately scaffolded across semesters with most CLO links at a minor or moderate level in Semester 1 and 2 to most CLO links at a significant or very significant level in Semester 3 and 4
 - Consider of review of curriculum, assessment, instructional design and student retention for all PLOs, specifically in regard to links for semester 1. It appears as though there are a significant number of PLO links to CLOs at the significant (3) level of learning.

| Semester | # of CLO Links to VS by Semester | | | | Total |
|--------------|----------------------------------|---------------|------------------|--------------------------|------------|
| | Minor 1 | Moderate 2 | Significant 3 | Very Significant 4 | |
| 1 | 40 | 46 | 35 | 6 | 127 |
| 2 | 56 | 41 | 33 | 19 | 149 |
| 3 | 9 | 21 | 18 | 42 | 90 |
| 4 | 8 | 15 | 21 | 35 | 79 |
| Total | 98 | 95 | 135 | 181 | 509 |

Course Learning Outcome Links to Program Learning Outcomes

Program Composition

- There are 16 Foundational courses, 8 Specialized, 4 Integrational, and 0 General Education course
- Total of 445 CLO in program spread over 29 courses in 4 semesters (based on CMM)
 - 61% of CLO are in Foundational courses, 29% in Specialized, and 10% in Integrational
 - Recommendation: develop courses that are more integrational in nature whereby discrete skills from foundational or specialized courses are integrated into a capstone course

| | # of CLO Links by Course Classification | | | | Total |
|----------------------|---|-------------------------|----------------------------|------------------------------------|------------|
| | Minor Degree 1 | Moderate Degree 2 | Significant Degree 3 | Very Significant Degree 4 | |
| Foundational | 93 | 77 | 58 | 43 | 271 |
| Specialized | 16 | 33 | 43 | 38 | 130 |
| Integrational | 4 | 13 | 6 | 21 | 44 |
| Total | 113 | 123 | 107 | 102 | 445 |

Compliance: Framework for Programs of Instruction

| | | |
|--------------------------------------|---|---|
| Scope: Depth, Breadth and Complexity | <ul style="list-style-type: none"> • Meets all specific Vocational Outcomes (program learning outcomes) as defined by the provincial program standards • Planning and implementation of alternative approaches to skill and knowledge application across a broad range of technical and/or administrative requirements showing substantial depth in some areas where judgement is required • Applications involve personal responsibility, autonomy in performance, working in teams | ✓ |
| Essential Employability Skills | <ul style="list-style-type: none"> • Basic fundamental personal management and teamwork skills • Depth of achievement consistent with EEs outcomes (based on CMM 2005) | ✓ |
| General Education | <ul style="list-style-type: none"> • Exposure to at least ONE discipline outside field of study • Access to 3-5 courses designed discretely from vocational standards | X |
| Typical Duration | <ul style="list-style-type: none"> • Approximately, four semesters or 1200-1400 equivalent instructional hours <ul style="list-style-type: none"> • POS as of Nov 2009 was 1,022 which is slightly lower than the hours <i>recommended</i> by MTCU. However, based on the CMM, students are exposed to all PLOs at generally acceptable levels of scaffolding/laddering upon graduation | ✓ |

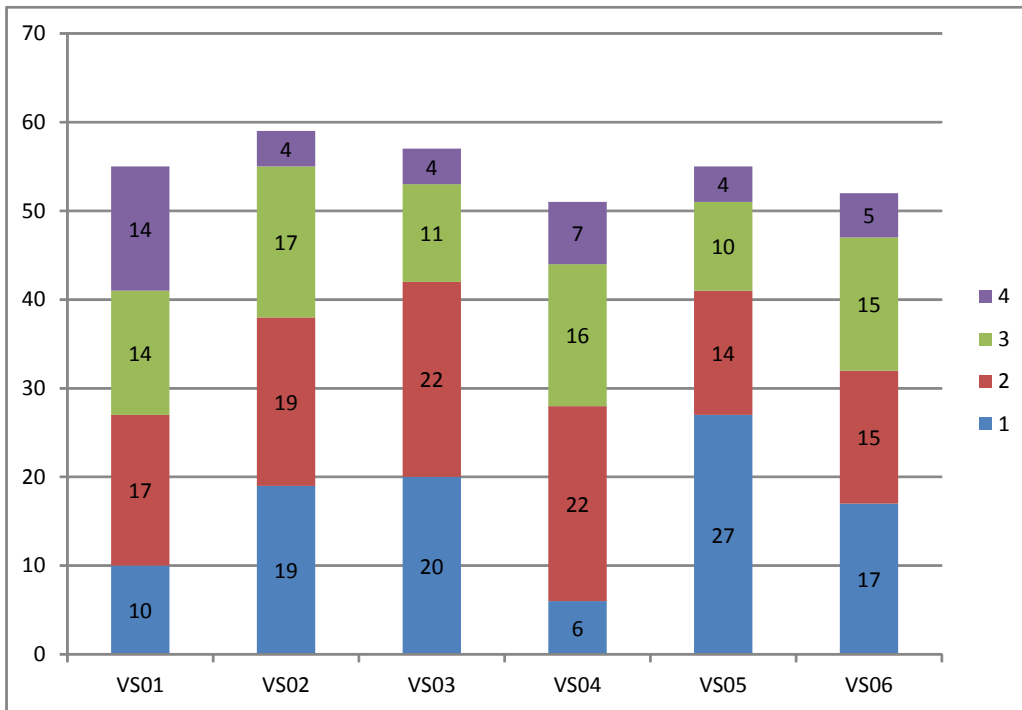
Curriculum: Certificate

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Course Learning Outcome Links to Program Learning Outcomes

Breadth of Learning Summary

- An analysis of the CMM shows students are exposed to all program learning outcomes (PLO) in the program.
- All PLOs have an adequate number of CLO links with more than 50 links from a broad range of courses in the program of studies



Course Learning Outcome Links to Program Learning Outcomes

Depth and Complexity of Learning Summary

- There are a total of 329 CLO links to PLO
- Approximately 63% of total CLO links to PLO are characterized as contributing to a minor (1) or moderate (24) degree to graduates' ability to demonstrate the outlined skill or ability

| PLO Code | 1 | 2 | 3 | 4 | Grand Total |
|-------------|----|-----|----|----|-------------|
| PLO01 | 10 | 17 | 14 | 14 | 55 |
| PLO02 | 19 | 19 | 17 | 4 | 59 |
| PLO03 | 20 | 22 | 11 | 4 | 57 |
| PLO04 | 6 | 22 | 16 | 7 | 51 |
| PLO05 | 27 | 14 | 10 | 4 | 55 |
| PLO06 | 17 | 15 | 15 | 5 | 52 |
| Grand Total | 99 | 109 | 83 | 38 | 329 |

Course Learning Outcome Links to Program Learning Outcomes

Semester

- Overall levels of learning are appropriately scaffolded across semesters with most CLO links at a minor or moderate level in Semester 1 and 2 to most CLO links at a significant or very significant level in Semester 3 and 4.

| Semester | # of CLO Links to VS by Semester | | | | Total |
|--------------|----------------------------------|-------------------|----------------------|---------------------------|------------|
| | Minor Degree 1 | Moderate Degree 2 | Significant Degree 3 | Very Significant Degree 4 | |
| 1 | 43 | 64 | 42 | 7 | 156 |
| 2 | 56 | 45 | 41 | 31 | 178 |
| Total | 99 | 109 | 83 | 38 | 329 |

Course Learning Outcome Links to Program Learning Outcomes

Program Composition

- There are 11 Foundational courses, 6 Specialized courses, 0 integrational courses and 0 general education courses
- Total of 329 CLOs in program spread over 18 courses in 2 semesters (based on CMM)
 - Recommendation: develop courses that are more integrational in nature whereby discrete skills from foundational or specialized courses are integrated into a capstone course

| | # of CLO Links by Course Classification | | | | Total |
|---------------|---|--------------|-----------------|----------------------|------------|
| | Minor (1) | Moderate (2) | Significant (3) | Very Significant (4) | |
| Foundational | 85 | 80 | 38 | 11 | 214 |
| Specialized | 14 | 29 | 45 | 27 | 115 |
| Integrational | 0 | 0 | 0 | 0 | 0 |
| Total | 99 | 109 | 83 | 38 | 329 |

Compliance: Framework for Programs of Instruction

| | | |
|--------------------------------------|---|---|
| Scope: Depth, Breadth and Complexity | <ul style="list-style-type: none"> • Meets all specific program learning outcomes as defined by the MTCU program description • Perform in a range of varied activities involving known routines and some accountability for outcomes. • Applications are clearly defined and complexity is limited • Preparation for further post-secondary education | ✓ |
| Essential Employability Skills | <ul style="list-style-type: none"> • Basic fundamental communication, personal management and teamwork skills (based on CMM 2005) | ✓ |
| General Education | <ul style="list-style-type: none"> • Locally determined • Recommendation by MTCU to provide breadth of learning outside of vocationally specific courses | ✓ |
| Typical Duration | <ul style="list-style-type: none"> • Approximately two semesters or 600-700 equivalent instructional hours <ul style="list-style-type: none"> • 2009-2010 academic POS is 512 which is slightly lower than the hours <i>recommended</i> by MTCU. However, based on the CMM, students are exposed to all PLOs at generally acceptable levels of scaffolding/laddering upon graduation | ✓ |

Environmental Scan: Summary

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- Data as of April, 2010
- 8 colleges offer GAS DIPLOMA programs
 - It appears as though most colleges are only offering a 1-year CERT; Or
 - Are offering topic specific 2-year diplomas (eg. Fanshawe—health and technology)
 - Fanshawe has a two year program but students apply to the 1-year CERT. Applicant data is for the 1-year CERT only.
 - Many programs don't exist any more
 - Loyalist has a GAS 2yr/3yr program
 - Niagara has a College Exporation 2-year program
 - Algonquin appears not to be offering a 2-year program but does offer several “preparation” certificates under the GAS program
 - Seneca program title is “Liberal Arts”
 - Sault College has a “Liberal Studies” program
- Anecdotal Information:
 - Sheridan focus on university stream.
 - Conestoga has healthy relationships with universities
 - Humber, Centennial, Fanshawe
 - Slight decrease in Mohawk's program registrants because of 50 course/pass grade

Environmental Scan: Applicants

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| Applicants—Fall 2010 data | |
|---|--|
| <ul style="list-style-type: none"> • # of applicants to this program has decreased Lisa Look Into This from 8084 in 2007 to 8379 in 2009. • Fall 2010 numbers are significantly lower. <ul style="list-style-type: none"> ○ Program cluster has grown from 5 programs in 2007 to 8 in 2009. ○ Niagara—4 offerings | <ul style="list-style-type: none"> • # of applicants stable in 2009 and 2010 • 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"> • Algonquin* has largest # of applicants (37% share of all applicants in 2007) <ul style="list-style-type: none"> ○ Share of applicants has dropped 10% in 2009 ○ All colleges with existing programs in 2007, had a decrease in share points to 2009 <p>*OCAS application process for Algonquin program requires students to apply to both programs under one code.</p> | <ul style="list-style-type: none"> • Mohawk had the third highest % (15%) of market share in 2007 for applicants. <ul style="list-style-type: none"> ○ Applicants to this program has remained stable from 2007-2009 but has lost share as market has become more competitive/fragmented. |
| Applicant Type-- Fall 2010 data as of April 15, 2010 | |
| <ul style="list-style-type: none"> • Generally, majority applicants are (50%) are non-direct and 50% direct (F07-F08). Tend to get a bit more direct compared to CAAT. | <ul style="list-style-type: none"> • 2009 2/3 applicants were non-direct. |
| <ul style="list-style-type: none"> • Slightly more females than males are applicants | <ul style="list-style-type: none"> • 2009 2/3 applicants are females. <p>Attract more females as applicants compared to other colleges with same program.</p> |
| <ul style="list-style-type: none"> • 22.8% F09 of applicants are 18 years of age | <ul style="list-style-type: none"> • 11% F09 of applicants are 18 years of age. Lower than MTCU because of more non-direct. <ul style="list-style-type: none"> ○ |
| <ul style="list-style-type: none"> • 1st choice (approx. 30%) has remained stable from F07-F09 <p>GAS programs are NOT a first choice as compared to CAAT</p> | <ul style="list-style-type: none"> • 36% of Mohawk applicants are 1st choice <p>6% points higher applicants choose Mohawk as first choice than other GAS programs in the college system.</p> |

Environmental Scan: Registrants, Catchment, Conversion

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Registrant Type

- 70% registrants are non-direct
- 75% are female

Students in the Mohawk program are more likely to be non-direct and older than other colleges with GAS programs. Mohawk registrants tend to be female—most likely going into RPN—which is why they are women.

NOTE: as more females enrol and want RPN will enrol in bio, chem., math, phys and less humanities focus.

Catchment

Overall results indicate Market gain for the program.

| | |
|--|--|
| <p>Applicant to Registrant Conversion</p> <ul style="list-style-type: none"> • MTCU code conversion rate=30% in F09 • Mohawk conversion rate is 35% F09 and below Mohawk overall (22.2%) <ul style="list-style-type: none"> ○ Possibly because of individuals wanting to go into nursing and students who applied to closed programs and want to go somewhere. | |
| <ul style="list-style-type: none"> • George Brown has 7 registrants from Sheridan catchment from a total of 53 applicants. • Algonquin students are from own catchment <ul style="list-style-type: none"> ○ 44% conversion rate for weekend offering <ul style="list-style-type: none"> ▪ 28/63 =44% conversion • None of the programs are oversubscribed | <ul style="list-style-type: none"> • Applicants from outside catchment not likely to convert <ul style="list-style-type: none"> ○ Niagara tends to apply to Mohawk's program but don't convert • 12 registrants from Sheridan's catchment • Niagara and Fanshawe registrants • Most registrants from own catchment 73/108 <p>Market Drain to Fanshawe College. Overall lost 54 students in 2009. Anecdotal: Fanshawe and Niagara have a deal with RPN program (Western). Articulation with Western.</p> <p>Overall, market gain to GAS program</p> |

Environmental Scan: Key Performance Indicators

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Not completed.

KPI database required programming fixes due to data inconsistencies.

This section will be added to the 5 Year Program Review Action Plan

Environmental Scan: Competitive Curriculum Analysis

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| Program Characteristics | | | | | | | Intake Status (as of April 13, 2010) | | | Credential | | Delivery Model | | | Delivery Method | | | Program Type | | | Funding | | | Tuition Costs | |
|-------------------------|--|--------------|-----------|-------------------|------------|-------------|--------------------------------------|-----------|---------------------|-------------------------|-------------------------|----------------|-------------|---------|-----------------|-----|---------|--------------|------------------|-------|---------------------|---------------------|----------------------------|----------------------------------|----------------------------------|
| College | Current Program Name (School Name) | Program Code | MTCU Code | Length of Program | 2nd Career | Ont. Learn* | May 2010 | Sept 2010 | Jan 2011 | Ontario College Certif. | Ontario College Diploma | Fast-track | Accelerated | Regular | In-class | Web | Blended | Co-op | Regular (FT day) | Other | Highly Competitive* | Weight ^A | Funding Units ^A | Domestic 1st Year- Two Semesters | Domestic 2nd Year- Two Semesters |
| MOHA | GENERAL ARTS & SCIENCE | 230 | 44700 | 1 YEAR | NO | NO | N/A | OPEN | OPEN | ✓ | | | | ✓ | ✓ | | | | ✓ | | No | 1.00 | 1.00 | \$2,220 | |
| MOHA | GENERAL ARTS & SCIENCE | 208 | 54701 | 2 YEARS | NO | NO | N/A | OPEN | OPEN | | ✓ | | | ✓ | ✓ | | | | ✓ | | No | 1.00 | 2.00 | \$2,220 | \$2,205 |
| NIAG | GENERAL ARTS & SCIENCE | 0820/0825 | | 1 YEAR | NO | YES | N.O.T.L. CLOSED WELLAND OPEN | OPEN | OPEN | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | No | 1.00 | 1.00 | \$3,295 | |
| NIAG | GENERAL ARTS & SCIENCE | 832 | | 1 YEAR | NO | YES | N/A | N/A | FEBRUARY START OPEN | ✓ | | | | ✓ | ✓ | | | | ✓ | | No | 1.00 | 1.00 | \$3,295 | |
| NIAG | GENERAL ARTS & SCIENCE | 0801/0805 | | 2 YEARS | NO | YES | N.O.T.L. CLOSED WELLAND OPEN | OPEN | OPEN | | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | No | 1.00 | 2.00 | \$3,239 | \$3,194 |
| GEOR | GENERAL ARTS & SCIENCE | GASC | | 1 YEAR | NO | NO | N/A | OPEN | OPEN | ✓ | | | | ✓ | ✓ | | | | ✓ | | No | 1.00 | 1.00 | \$1,631 | |
| GEOR | GENERAL ARTS & SCIENCE | GAAS | | 2 YEARS | NO | NO | N/A | OPEN | OPEN | | ✓ | | | ✓ | ✓ | | | | ✓ | | No | 1.00 | 2.00 | \$1,631 | N/A |
| CONS | GENERAL ARTS & SCIENCE | 789 | | 1 YEAR | NO | NO | N/A | OPEN | OPEN | ✓ | | | | ✓ | ✓ | | | | ✓ | | No | 1.00 | 1.00 | \$2,220 | |
| CONS | GENERAL ARTS & SCIENCE | 89 | | 2 YEARS | NO | NO | N/A | OPEN | OPEN | | ✓ | | | ✓ | ✓ | | | | ✓ | | No | 1.00 | 2.00 | \$2,220 | \$2,204 |
| ALGO | GENERAL ARTS & SCIENCE - ONE YEAR (PEMBROKE CAMPUS) | 1438M01F | | 1 YEAR | NO | NO | N/A | OPEN | N/A | ✓ | | | | ✓ | ✓ | | | | ✓ | | No | 1.00 | 1.00 | \$2,815 | |
| ALGO | GENERAL ARTS & SCIENCE (WINTER INTAKE) | 0438W01F | | 2 YEARS | YES | NO | N/A | N/A | OPEN | | ✓ | | | ✓ | ✓ | | | | ✓ | | No | 1.00 | 2.00 | \$2,815 | \$2,799 |
| FANS | GENERAL ARTS & SCIENCE - ONE YEAR | GAP1 | | 1 YEAR | NO | NO | OPEN | OPEN | OPEN | ✓ | | | | ✓ | ✓ | | | | ✓ | | No | 1.00 | 1.00 | \$3,069 | |
| FANS | GENERAL ARTS & SCIENCE (APPLY TO GENERAL ARTS & SCIENCE-ONE YEAR FOR 1ST YEAR) | GAS1 | | 2 YEARS | NO | NO | OPEN | OPEN | OPEN | | ✓ | | | ✓ | ✓ | | | | ✓ | | No | 1.00 | 2.00 | \$3,069 | \$3,054 |

Environmental Scan: Student Success and Retention

January-02-12
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Grammar, Chem, Bio and Math MA006—students need an average of 85% and up if want to go into RPN.

Canadian Studies: CDN Identity and Popular Culture are hard courses.

Promotion after SEM1—Students repeat SEM1 in January if not successful in fall. 2nd and 3rd SEM—more important--April or August and passed 10/12 courses with a GPA close to 60. Put them forward (PA) to third semester. Pick up two courses prior to 3rd semester.

SEM3 and SEM4—very few people fail

Strategic Priorities

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Analysis and plan to be developed pending consultation with Associate Dean and Program Co-Ordinator.

5 Year Action Plan

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Following is a summary of the GAS 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 | Strategy | Timelines |
|--|---|--|
| <p>Objectives flow from program quality enhancement goals to define what we want to accomplish and help us focus on specific aims over a period of time. A simple acronym used to set objectives is called SMART:</p> <ol style="list-style-type: none"> 1. Specific - Objectives should specify what they want to achieve. 2. Measurable- You should be able to measure whether you are meeting the objectives or not. 3. Achievable - Are the objectives you set, achievable and attainable? 4. Realistic - Can you realistically achieve the objectives with the resources you have? 5. 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 and reasonable about estimating timelines for completing strategies</p> |
| <p>Short-Term (within 18 months)</p> | | |
| <p>Develop and implement a Curriculum Renewal Plan</p> | <p>Utilize the Curriculum Mapping Matrix to determine the impact of various "what if" scenarios in order to: 1) address the issue of non-compliance to general education; 2) increase total # of hours in the Program of Studies</p> | <p>Fall 2012</p> |
| | <p>Submit a revised POS based on above analysis</p> | <p>Dec 2012 for Fall 2013</p> |
| <p>Develop an Annual Program Review framework with the support of the program quality area based on best practices</p> | <p>Utilize college staff and resources to monitor program quality on an annual basis (i.e. Institutional Research): -includes focus groups with current students</p> | <p>Spring 2012</p> |
| | <p>Use the 5-year action plan as a resource for developing the Annual Program Review Process</p> | <p>Ongoing</p> |
| | <p>Research best practices for annual program review with "heads of", internet sources and other sources</p> | <p>Ongoing</p> |
| <p>Medium-Term (18 months to 36 months)</p> | | |
| <p>Identified differentiated learning and graduate pathways</p> | <p>Develop a visual representation of graduate pathways for the GAS program including Transitions In, Diploma, Transitions Out</p> | <p>To be determined pending outcome of short-term objectives</p> |
| | <p>Identify and use key factors (i.e. KPI) to differentiate Mohawk's GAS program</p> | |

| | | |
|---|---|-------------|
| | Monitor the development of course content in desire-2-learn with a goal of meeting the blended-learning college initiative by 2015 (program directed) | |
| Long-Term (more than 36 months) | | |
| Monitor program quality enhancements and adjust as required | Utilize Annual Program Review process to monitor program quality enhancements | Fall 2014 |
| | Submit interim program quality report to Program quality area | Fall 2014 |
| | Plan and prepare for Comprehensive Program Review | Spring 2016 |