

Program	Graphic Design Production - Digital Media (273) Graphic Design Production - Creative Studio (271) Graphic Design Production - Integrated Animation (257) Graphic Design Production - Packaging (467) *
Ministry of Training, Colleges, Universities (MTCU) Vocational Standard	MTCU 51820
Credential	Ontario College Diploma
Dean	Piero Cherubini Tony Thoma (as of September 2012)
Associate Dean	Ken Wallis
Program Review Membership	Program Faculty: Phil Richardson, Wes Beckett, Dan MacQueen, David Carson Curriculum Design Specialist: Lisa Pegg Institutional Research: Carmelinda DelConte
Program of Studies	2010/2011 11-A
Final Analysis Session	Not Applicable
Date of Interim Status Report	2014/2015 Academic Year
Date of Next Program Review	2017/2018 Academic Year
Date Submitted to VPA Office	TBD

This report represents the findings of Program Review for the Graphic Design Program cluster * in the School of Media and Entertainment. The review was performed during the period December 2010-March 2012.

This report has been prepared, reviewed, and accepted by all parties to the review, including program faculty, Curriculum Design, Institutional Research, Dean/Associate Dean in the school of 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.

*see notes in Summary section

For the Program (Dean or Associate Dean):

Signature

Date

For the Vice President Academic:

Signature

Date

Summary: Highlights

The Graphic Design Production cluster* of programs successfully completed program review in Winter 2012. The cluster includes:

- Graphic Design Production - Digital Media (273)
- Graphic Design Production - Creative Studio (271)
- Graphic Design Production - Integrated Animation (257)
- Graphic Design Production - Packaging (467)

Evidence from program review for these programs indicate that:

Phase 1-Curriculum: Program of Studies for the Graphic Design Production cluster has gone through significant revisions over several years. As well, the program cluster went through several program title iterations through the program modification process. POS changes and program title changes resulted in an out of date curriculum mapping matrix, incomplete course outlines in the CORE database and difficulties with ensuring compliance to the Ministry of Training, Colleges and Universities (MTCU) Framework for programs of instruction. Faculty reported difficulty with keeping up with the pace of change. *A key recommendation is to develop a stable framework for curriculum development and course renewal through the program review process.*

Phase 2-Environmental Scan: Analysis of trends in the college system for the Graphic Design Production cluster indicates that most colleges have formally suspended the Ontario College Diploma (OCD) with MTCU and have adopted the Ontario College Advanced Diploma (OCAD). Based on the APS-MTCU table (Sept. 2011), the Graphic Design OCAD and the Animation OCAD provides a higher funding weight and high demand tuition. As well, employment data indicates that graduates of an OCAD have better success with acquiring a full-time job with significantly higher salaries. Based on this analysis, *a key recommendation is to submit a program modification to formally suspend the OCD programs and develop curriculum for the Graphic Design and Animation OCAD programs. This will require approval for a new credential from Credential Validation Service and funding from MTCU.* Based on the Program Performance Indicators (2009-2010), the Graphic Design Production-Packaging program had difficulty reaching enrollment and gross financial contribution targets. The program was suspended by the college with MTCU in Fall 2011.

Phase 3-Program Quality and Strategic Initiatives: deferred. Due to the credential and curriculum modifications outlined Phase 1 and 2, requirements for Phase 3 will be integrated into the 5 Year Action Plan.

***NOTES:**

- 1) The Graphic Design Production - Packaging program was formally suspended by the College with MTCU in Fall 2011.
- 2) Program Review for the Graphic Design Production cluster of programs was staggered, however, the final report contains the analysis and recommendations for all clusters.
- 3) The Graphic Design Program cluster has undergone significant curriculum modifications and several program name changes which required Board of Governor approval and Credential Validation approval.

Overall Findings by Program Review Component

Phase	Component	Met	Partially Met	Not Met	Evidence
Curriculum	Course Outlines			X	-Course Outline Review (as of Fall 2010) -Program cluster does not meet requirements outlined in course outline policy.
	Curriculum Mapping Matrix			X	-Program does not meet requirements outlined in program review and program quality policy in keeping with MTCU framework for programs of instruction.
	MTCU Framework for Programs of Instruction		X		-Compliant with general education and timelines components of MTCU framework for programs of instruction.
	Program Advisory Committee	X			-Compliant with PAC requirements
Environmental Scan	Key Performance Indicators				-Data not available at time of review. Analysis will be included in 5-Year Action Plan.
	Program Performance Indicators		X		-PPIs possibly impacted by the # of program offerings (6-excluding Integrated Animation) for the Graphic Design Production cluster.
	Applicant/ Enrolment etc.	X			-Applicant/Enrolment data stable over several years. Competitive analysis indicates that colleges with an Ontario College Advanced Diploma have higher applicant/enrolment rates, higher funding and tuition.
	Student Success				Deferred to 5 Year Action Plan
Program Quality and Strategic Priorities	Quality--Curriculum Content				Deferred to 5 Year Action Plan
	Quality--Flexible Delivery				Deferred to 5 Year Action Plan
	Quality--Flexible Operationally				Deferred to 5 Year Action Plan
	Quality--Experiential Learning				Deferred to 5 Year Action Plan
	Innovation--Applied Research				Deferred to 5 Year Action Plan
	Innovation--Entre/ Intrapreneurship				Deferred to 5 Year Action Plan
	Sustainability--Curriculum				Deferred to 5 Year Action Plan
	Sustainability--Practices				Deferred to 5 Year Action Plan
	PLAR				Deferred to 5 Year Action Plan
	Learning Plans				Deferred to 5 Year Action Plan
	eLearn				Deferred to 5 Year Action Plan
		Student Feedback about Progress			

Commendations, Affirmations and Recommendations

Commendations

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

- Provision of innovative experiential learning opportunities for students to work in the on-site print and graphic shop
- Implementation of a comprehensive course development/course renewal process utilized by program faculty that can be used as a model for other programs
- Alignment of course development for the Graphic Design program to external competencies from the Canadian Print Industry Sector Council in preparation for accreditation
- Additional competencies and technologies, such as digital video for referencing timing and action, required of graduates in the Integrated Animation program not found in other college programs
- Integration of course curriculum into a variety of culminating learning activities and assignments

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:

To be completed by program faculty. Following are some examples from other programs

- Develop an Annual Program Review plan which includes curriculum review, Environmental Scan review, and Program Quality/Strategic Initiatives review
- Continue to develop strong industry partners to stay current with industry trends and technology
- Support for part-time faculty, financially and professionally.

Recommendations

Analysis of various data sources from program review identified areas that will assist in improving the quality and student satisfaction of the program. They are:

1. Curriculum Renewal
 - Submit a program modification to establish a Graphic Design Ontario College Advanced Diploma program with intra-program streaming and an Animation Ontario College Advanced Diploma program
 - Inform the Board of Governors, CVS and MTCU of the new Graphic Design Ontario College Advanced Diploma and the Animation Ontario College Advance Diploma program.
 - Inform the Board of Governors and MTCU of formal program suspension for the Graphic Design Production program cluster including co-op option.
 - Establish a plan for curriculum development and mapping for the OCAD, including best practices in curriculum teaching and learning (eLearn, learning plans, PLAR, General Education, strategic priorities etc.)
 - Establish a quick map of the Graphic Design Production program cluster for the new curriculum and appropriate program learning outcomes to ensure a compliant transition for students in the 2-year program to the 3-year program
 - 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.
 - Maintain a current Curriculum Mapping Matrix
 - Create a plan to continue to develop course content using eLearn with a goal of meeting the college initiative of blended-learning
 - Establish a POS Quality Control process to document and provide evidence of proposed

changes and ensure appropriate calculation of POS hours (which impact Gross Financial Contribution)

- Investigate whether or not the 3-year OCAD meets the educational requirements of the Registered Graphic Designers (RGD) association

Resources

Program Review Phases	Source	File Name	Date Completed/ Accessed	Used (Y/N)
Phase 1: Curriculum	Course Outline Review	273 271 257 Course Outline Review.xls	January 2010	Y
	Curriculum Mapping Matrix (CMM)		Deferred to 5-Year Plan	N
	Competitive Curriculum Analysis (CCA)	273 271 257 Competitive Curriculum Analysis.xls	January 2010	Y
	Program of Studies (POS)	POS467 9A.pdf POS 465 9A.pdf POS 466 9A.pdf POS 477 9A.pdf POS 466 10A.pdf POS 467 10A.pdf POS 256 10A.pdf POS 477 10A.pdf POS 272 11a.pdf	September 2011	Y
	Vocational Standards (VS)	273 271 257 Vocational Standards.pdf	April 2003	Y
	Focus Group Notes	271 273 Focus Group Notes.doc	June 2011	Y
	PAC Minutes	See focus group notes	June 2011	Y
	Credentials Framework (Diploma)	271 273 257 Credentials Framework	September 2011	Y
	POS Trend Analysis	POS analysis	September 2011	Y
	Program System Matrix	Program System Analysis: Competitive Overview	September 2011	Y
	Pathways Graphic	271 273 257 Pathways.doc	February 2011	Y
	Other (e.g. accreditation letters etc.)			N
Phase 2: Environmental Scan	Program Performance Indicators	2009 2010 PPI Final.pdf	2009-2010 Fiscal Year	Y
	Key Performance Indicators			N
	Surveys			N
	Competitive Program Profile	271 273 257 Competitive Program Profile.xls	2010-2011	Y
	Student Success and Retention			N
	Labour Market Demand			N
	Program Job Search			N
	Applicant vs. Registrant analysis	271 273 257 Competitive Program Profile.xls	2010-2011	Y
	Student Entrance survey			N
	Employment Profile	271 273 257 Competitive Program Profile.xls	2010-2011	Y

	Employment Outlook			N
	OSAP Default Rates			N
	Assessment for Success			N
	Other			N
Phase 3: Quality Processes	Program Quality			N
	Re-Thinking Assessment			N
	Program Level Assessment Mapping			N
	Other			
Supporting Policies	Course Outline Policy		Accessed Winter 2012 via: http://www.mohawkcollege.ca/about/policies/CorpSect5.html	Y
	Program Review Policy		See Course Outline Policy	Y
	Program Quality Policy		See Course Outline Policy	Y
	Program Advisory Committee		See Course Outline Policy	Y
	Prior Learning and Recognition			N
	General Education			N
	Program of Studies			N
	Academic Scheduling			N
Supporting MTCU Framework documents	Framework for Programs of Instruction		Accessed Winter 2012 via: http://www.accc.ca/ftp/es-ce/MTCUCollegeFramework.pdf	Y
	Essential Employability Skills		See Framework for Programs of Instruction	Y
	General Education		See Framework for Programs of Instruction	Y
	Credentials Framework		See Framework for Programs of Instruction	Y

Curriculum: Summary

Overview

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

Highlights

- A college re-organization in 2011 moved the Graphic Design Production cluster at the Brantford Campus to the School of Media and Communications at the Fennell Campus. This move provided the program area an opportunity to review curriculum and establish practices suitable to the new learning environment.
- A significant number of course outlines were in development at the time of the review and were not available in the course outline application (CORE). As a result, a Curriculum Mapping Matrix for each program could not be developed to ensure MTCU compliance to the program learning outcomes.
- Additional course outline development is required in order to prepare a comprehensive curriculum mapping matrix.
- The Graphic Design Program cluster went through significant curriculum changes over a period of 3 years (see POS analysis) which resulted in incomplete course outlines and curriculum mapping matrix which resulted in possible student success and retention issues.

Background

- Phase 1 of Program Review for the Graphic Design Production cluster was superseded by the environmental scan which indicated that the cluster was not aligned with the college system*. As a result, a partial analysis of data for Phase 1 of Program Review (Curriculum analysis) was completed.
- *see Phase 2: Environmental Scan for comprehensive analysis

Curriculum: Mapping Analysis

Overview

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

The following data for the Graphic Design Production cluster is based on the data that was available at the time of analysis and does not represent a comprehensive review of curriculum .

Course Learning Outcome Links to Program Learning Outcomes

Course outlines, available through the CORE database, are required to complete a Curriculum Mapping Matrix to analyze the following:

- Breadth of Learning Summary
- Depth and Complexity of Learning Summary
- Laddering/Scaffolding of Learning by Semester
- Laddering/Scaffolding of Learning Program Composition
- Essential EmployabilitySkills
- External Standards

At the time of review, the Graphic Design Production program cluster had significant program of studies (POS) revisions several times over several academic years. The instability of the POS impacted development of course outlines in CORE. (see POS comparison)

Based on the analysis of Phase 2 environmental scan data and the decision to submit a formal program suspension to suspend the Graphic Design Production Ontario College Diploma cluster of programs and convert them to Ontario College Advanced Diplomas, it was decided that no further action would be taken to review curriculum for the cluster. To meet the requirements of an Ontario College Advanced Diploma, new curriculum will be developed with a goal to creating a POS that is stable and sustainable.

POS Analysis

	POS 09			POS 10			POS 11		
	# Courses	# New Courses	# Hours	# Courses	# New Courses	# Hours	# Courses	# New Courses	# Hours
Digital	35	18	1118	35	11	1118	37	7	1118
Creative	37	21	1146	39	10	1132	39	5	1132
Packaging	27	5	1118	32	24	1160	Not Applicable-- Program Suspended		

Compliance: Framework for Programs of Instruction (all streams combined)

Scope: Depth, Breadth and

• Meets all specific Vocational Outcomes (program learning

X

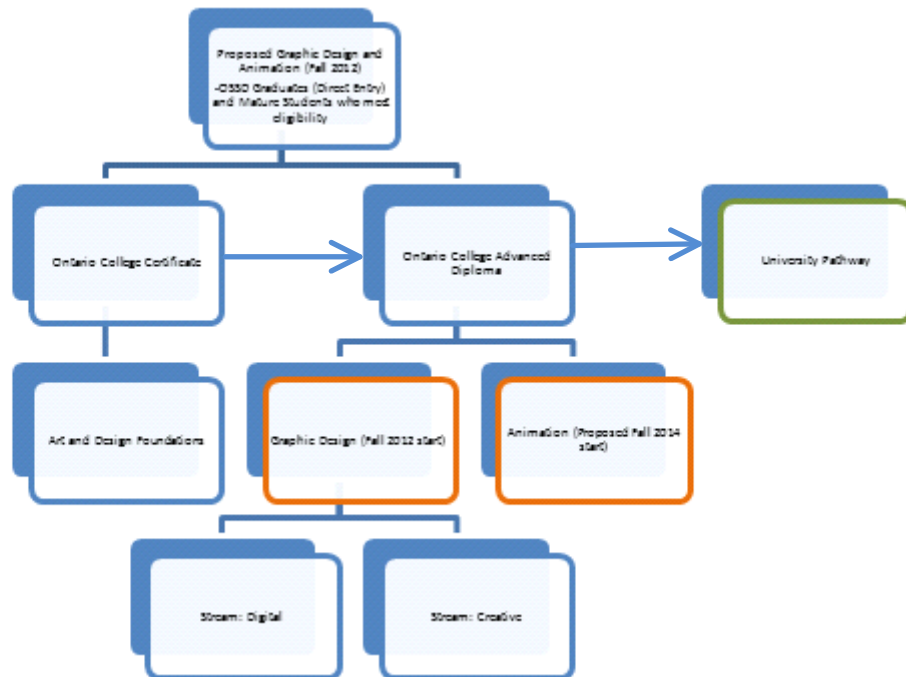
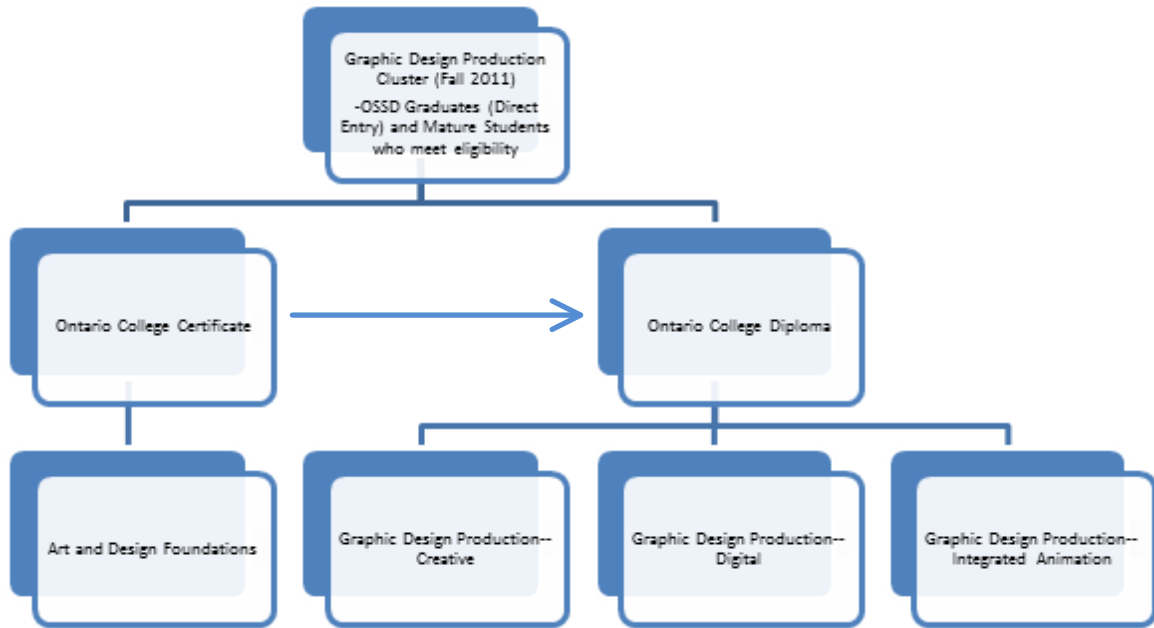
Complexity	<p>outcomes) as defined by the provincial program standards</p> <ul style="list-style-type: none"> • Planning and implementation of alternative approaches to skill and knowledge application across a broad range of technical and/or administrative requirements showing substantial depth in some areas where judgment 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) 	X
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 	√
Typical Duration	<ul style="list-style-type: none"> • Approximately, four semesters or 1200-1400 equivalent instructional hours • POS hours as of March 2010 was 1,132 (based on 256 10-A POS) 	√

Curriculum: Focus Group

Several focus groups with employers, graduates and current students will be incorporated into the 5-Year Action Plan. Data captured from this program review component will be used to inform curriculum enhancements to complete the mapping process and to inform strategies to improve student satisfaction and program quality.

A focus group was held on June 2011 with industry experts and Program Advisory Committee members to explore opportunities to develop a 3-year Ontario College Advanced Diploma. Participants overwhelmingly agreed that the curriculum for the current 2-year diploma did not meet the basic requirements for the workplace. Participants indicated that, if given the choice between hiring a graduate with a diploma vs. an advanced diploma, they would hire the individual with an advanced diploma. (271 273 focus group notes.docx)

Curriculum: Pathways and Partnerships



Environmental Scan: Summary

Overview

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

Highlights

- Mohawk's Graphic Design Production program cluster is 1 of 3 Ontario College Diploma's in the college system.
- Most other colleges in the college system with a Graphic Design program are at the Advanced Diploma credential level. These colleges had a 2-year diploma and formally cancelled them in favour of the 3-year advanced diploma.
- The Advanced Diploma credential has high demand tuition and higher funding.
- Applications over the last 4 academic periods has been variable and enrollment has been quite stable with a significant increase in the 2010/2011 academic year
- Caution: It is difficult to make a comparison of the Mohawk College Graphic Design Production cluster of programs to similar programs in the system due to how Mohawk positioned the cluster. In comparison to other colleges, the positioning of the Mohawk cluster of programs is fragmented (i.e. 6 program offerings on OCAS for 4 programs compared to other colleges who market the program as 1 program on OCAS)
- Note: Graphic Design Production- Packaging--this is a niche program specific to Mohawk College. Historically, students enrolled in this program transferred from one of the other graphic design production programs into this program. There were very few direct applicants and registrants via the Ontario College Application System (OCAS) to this program. This program was formally suspended with MTCU by Mohawk College.

Background

- Phase 2 of Program Review for Graphic Design Production took place in December 2010, with some information updates provided in Fall 2011, and included a:
 - competitive analysis overview sourced from college and program websites
 - trend analysis of OCAS applicant and registrant data
 - Analysis of APS-MTCU Table Sept. 2011
 - Competitive Curriculum Analysis
- Up-to-date course activity and course failure information was not available for analysis due to Mohawk staff illness.

Program System Analysis: Competitive Overview

- 4 colleges offered the Graphic Design Ontario College Diploma (MTCU 51820) with one college (Humber) positioning the program as Advertising and Graphic Design.
- 14 Graphic Design Production programs have been formally cancelled with MTCU since 1998. 5/14 programs were cancelled after 2006.

College	APS	WT	FU	Status	Duration	OccCl	TF	Lang	Start	Cancel
ALGO	1028	1.10	2.10	C		A04	2.00	E		1988-01-01
ALGO	1132	1.10	2.10	C		A04	2.00	F		1987-09-01
ALGO	1232	1.10	2.10	C	S004	A04	2.00	E	1985-09-01	2000-04-30
ALGO	1233	1.10	2.10	T	S004	A04	2.00	F	1985-09-01	1990-09-01
CANA	1018	1.10	2.10	C	S004	A04	2.00	E		2011-09-01
DURH	1001	1.10	2.10	C		A04	2.00	E		1998-09-01
GEOR	1014	1.10	2.10			A04	2.00	E		
GEOR	90001	1.10	2.10	C	S004	A04	2.00	E		2009-12-01
GRBR	1035	1.10	2.10	C		A04	2.00	E		2007-05-10
HUMB	1001	1.10	2.10			A04	2.00	E		
LACI	1015	1.10	2.10	C	S004	A04	2.00	F	1990-09-01	2004-09-01
MOHA	1100	1.10	2.10		S004	A04	2.00	E	1989-09-01	
MOHA	1201	1.10	2.10	S	S004	A04	2.00	E	2004-09-01	
MOHA	1202	1.10	2.10		S004	A04	2.00	E	2004-09-01	
MOHA	1239	1.10	2.10		S007	A04	2.00	E	2009-09-01	
NIAG	1099	1.10	2.10		S004	A04	2.00	E	1989-09-01	
SENE	1106	1.10	2.10	C	S004	A04	2.00	E		2007-04-17
SENE	1137	1.10	2.10	C	S004	A04	2.00	E	1986-01-01	2007-04-17
SENE	1138	1.10	2.10	C	S004	A04	2.00	E	1986-01-01	2007-04-17
SLAW	1144	1.10	2.10	C	S004	A04	2.00	E	1993-09-01	2004-09-01
STCL	1064	1.10	2.10	C	S004	A04	2.00	E	1980-07-04	2002-04-01

Source: 2011-09-09 APS-MTCU Table

- In comparison, 17 Ontario College Advanced Diplomas are currently being offered in the college system with higher funding and high demand tuition.

College	APS	MTCU	WT	FU	Status	Duration	OccCl	TF	Lang	Start	Cancel
ALGO	1329	61820	1.10	3.20		Y003	A04	3.00	E	1999-08-01	
CANA	1163	61820	1.10	3.20		S006	A04	3.00	E	2003-09-01	
CENT	1201	61820	1.10	3.20		S006	A04	3.00	E	2005-09-01	
CONS	1013	61820	1.10	3.20		S006	A04	3.00	E		
DURH	1017	61820	1.10	3.20		S006	A04	3.00	E		
FANS	1001	61820	1.10	3.20			A04	3.00	E		
GEOR	1015	61820	1.10	3.20			A04	3.00	E		
GRBR	1036	61820	1.10	3.20			A04	3.00	E		
HUMB	1299	61820	1.10	3.20		S006	A04	3.00	E	2006-09-01	
LACI	1117	61820	1.10	3.20		S006	A04	3.00	F	2000-09-01	
LOYT	1153	61820	1.10	3.20		S006	A04	3.00	E	2012-09-01	
NIAG	1207	61820	1.10	3.20		S006	A04	3.00	E	2008-09-01	
SAUL	1000	61820	1.10	3.20		S006	A04	3.00	E		

SENE	1031	61820	1.10	3.20			A04	3.00	E		
SHER	1033	61820	1.10	3.20	C		A04	3.00	E		1980-06-25
SHER	1038	61820	1.10	3.20	C		A04	3.00	E		2000-09-01
SHER	1039	61820	1.10	3.20	C		A04	3.00	E		2000-09-01
SHER	90008	61820	1.10	3.20	S	S006	A04	3.00	E		
SLAW	1030	61820	1.10	3.20		S006	A04	3.00	E		
STCL	1141	61820	1.10	3.20		S006	A04	3.00	E	1997-09-01	

Source: 2011-09-09 APS-MTCU Table

- None of the comparator colleges currently offer an Ontario College Graduate Certificate as a pathway
- Mohawk's 2 year Graphic Design cluster of programs is:
 - identified as not oversubscribed*
 - listed as 2nd career
 - not offered through OntarioLearn
 - *5/17 Ontario College Advanced Diplomas in the college system were identified as oversubscribed as of Dec. 2010.
- Tuition for 1st year is standard

Environmental Scan: Applicant, Enrollment, Catchment, Conversion, Employment

Overview

OCAS data, market demand data and labour market trends are used to analyze and compare the Graphic Design Production program cluster to comparator programs in the college system.

Market Demand – Applicants and Registrants	
Applicant trends indicate there is market demand for this program.	<p>Applications to the Graphic Design Production* programs in the CAAT have remained stable with approximately 1400 applications (2007-2010).</p> <p>Minor variations in applications can be attributed to the addition of co-op options to the program offerings at Mohawk which could be an indication of lack of attraction for the co-op offering. This should be monitored through the Annual Program Review Process.</p>
Registrant trends indicate there is a market demand for this program.	<p>Registrations to the Graphic Design Production* programs in the CAAT have remained stable with approximately 300 registrants (2007-2010).</p> <p>Minor variations in registrants can be attributed to the addition of co-op options to the program offerings at Mohawk which could be an indication of lack of attraction for the co-op offering. This should be monitored through the Annual Program Review Process.</p>
The applicant to registrant conversion rate indicates there is excess demand for this program.	The conversion rate for Fall 2009 for the Graphic Design Production program cluster ranged from 23.5% to 28.4%.
Other Information (Source: 2011 Program Modification)	<p>OCD Programs: as of June 13, 2011, applications for all OCD programs for Fall 2011 are down 16% from Fall 2010 for all Colleges. Mohawk has experienced increases in all non-co-op program applications, possibly due to the relocation of the programs from Brantford to Fennell. Collectively, Fall 2010 enrolment for Mohawk's programs were 178 representing a decline of 18% from previous year.</p> <p>OCAD Programs: as of June 13, 2011, applications for Fall 2011 are down 9% from Fall 2010 for all Colleges. Registrations increased 4% from 2009 to 2010, with all colleges experiencing small but steady increases every year from 2007 to 2010. 5 of the colleges with an OCAD are "oversubscribed" – Fanshawe, Conestoga, Seneca, St. Clair and Canadore.</p>

Market drain from Mohawk's catchment area indicates potential students are currently applying to and/or attending other colleges to take this program. (Source: 2011 Program Modification)	Application numbers from Mohawk catchment to other Colleges' 3-year programs has been stable from 2008 to 2010. However, registrations from Mohawk catchment to other Colleges for the OCAD programs have been steadily increasing over the same period, with Niagara College receiving the highest number of Mohawk registrants.			
<i>Source: OCAS Data Warehouse, Fall 2011 applicant data as of</i>				

<i>January, 2012</i>				
Comment on tuition and additional fees in competitive programs.	The 2-year program has standard tuition and funding The 3-year program offers opportunity for high demand tuition and funding	High Demand	\$3,900	Highest Tuition Charged
<i>Source: List of Highest 2009-2010 Tuition Fees by Program</i> http://caat.edu.gov.on.ca/HTMLpages/Finance_Eng.html				

Market Demand – Employment		
Listed industries/organizations and/or specific companies or groups would hire graduates of the proposed program.	Graphic Design companies, Package Design companies, Printing companies, advertising firms, textile printing industry and companies that require "in-house" design expertise. Animation graduates have opportunities for employment in television animation and commercials, along with various production opportunities such as feature animated film, gaming, web, promotion, instruction and education. Other opportunities include storyboarding and special effects for live action productions. Graphic Design and Animation experts also have a strong entrepreneurial focus with opportunities for self-employment, consulting etc.	
Industry support to partner in the provision of funding and/or resources for program start-up costs has been obtained or committed.	Qualitative data to support employer demand for the Graphic Design program was acquired through a focus group and survey with industry experts, graduates and current students. According to focus group discussions, the 3-year OCAD program will “put Mohawk graduates on the same level as Ryerson graduates” and will put Mohawk students “higher on employers’ lists”. In fact, 90% of respondents to the online survey indicated that they would hire a student from the 3-year OCAD program. 50% of the respondents indicated that they will be hiring in the next year. Graduates of the 3-year OCAD will be better prepared to meet the changing demands of the industry which require knowledge and skills that integrate technical skills with management and customer relations skills.	
Industry support to provide students with work-place experiences (i.e. co-op, clinical and field placements) has been confirmed.	Not Applicable	
Government priorities that support graduate demand and job vacancies are identified.	Not Applicable	

Statistics Canada National Occupational Classification Code (NOCC) 5431 for Graphic Designers	Stats Can predicts more job openings than job seekers in Canada for NOCC 5431 between 2014 and 2020
Local, regional, and/or national labour market trends indicate employment demand for graduates of this program. <i>(Links to data should be provided.)</i>	Not available

<i>Source: Government of Canada, www.workingincanada.gc.ca</i>	
Graduation rates/trends for competitive programs.	Data not available at time of review.
<i>Source: Latest KPI Graduation Rates</i>	
Graduate employment rates indicate there is employment demand for graduates of this program.	Data not available at time of review.
<i>Source: KPI Graduate Survey 2010-2011 Reporting Year (Based on 2009-2010 Graduates)</i>	
Data from the latest MTCU Employment Profile report identifies graduate outcomes that supports launch of this program.	Not available
<i>Source: MTCU Employment Profile 2007-2008 Graduates</i>	

Environmental Scan: Program Performance and Key Performance Indicators

Overview

Program Performance Indicators (PPI)s are used to analyze the program based on 5 key metrics (meeting enrollment, KPI graduation rate, program quality, gross financial contribution). A program score is calculated based on the 5 key metrics and compares the program to other programs in the college.

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

2009/10 Program Performance Indicators (Appendix X)

PPI for the Graphic Design Production program cluster indicates that the program is meeting enrollment targets. However, the program cluster has difficulty with meeting other components of the PPI.

	Enrollment Targets (15)	KPI Grad Rate (20)	Program Quality (25)	GFC (25)	KPI Student Satisfaction (15)	Total Score (100)
Digital	15	11.7	17.7	18.5	9.1	72
Digital Co-Op	5.6	0	20.6	25	0	51.2
Creative	12.2	12.4	18.8	18.8	8.8	71
Creative Co-Op	2.8	0	21.3	24.1	0	48.2
Packaging	2.4	11.6	20.8	11.4	0	46.2
Packaging Co-Op	10.1	0	22.7	1.6	9.6	44

* given program's change in format, KPI graduation rate data not available for this report

**given lack of graduation rate data, the final score is not provided; the report is considered incomplete

Mohawk Key Performance Indicators (KPIs) (Appendix X)

Not available at time of review. Deferred to 5- Year Action Plan

General 2010 KPI Observations

Not Available at time of review. Deferred to 5-Year Action Plan

Environmental Scan: Competitive Curriculum Analysis

Highlights

- Analysis of competitor data indicates that most colleges have converted from a 2-year Ontario College Diploma to a 3-year Ontario College Advanced Diploma. The benefits of this conversion include high demand tuition and funding.
- Most colleges with a 3-year OCAD do NOT offer a co-op option, however, there are some colleges that offer an experiential learning component via an internship or field placement. Most graphic design and animation programs are offered through regular full-time day.
- Applicants are required to submit a portfolio at time of offer.
- The Program of Studies for Graphic Design and Animation programs are quite consistent, containing development of foundational skills, including entrepreneurship and leadership courses.
- Graduates from the 3-year OCAD programs are eligible to pursue the Registered Graphic Designer (RGD). NOTE: the program needs to investigate if the curriculum for the 3-year OCAD meets the education requirements of the RGD.

Environmental Scan: Student Success and Retention

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

Deferred to 5-Year Action Plan

Strategic Priorities

The focus of program review for the Graphic Design Production program cluster was on curriculum development and mapping, and an environmental scan.

Phase 3 of program review is deferred to the 5-Year Action Plan.

5 Year Program Quality Enhancement Action Plan

Objectives	Action Strategies	Timelines	Responsibility	Status
Short Term (within the next 18 months)				
Submit program modification to BoG; CVS and MTCU for new 3-Year Graphic Design Ontario College Advanced Diploma	Write program modification. Develop new curriculum and quick map to vocational standards. Submit documentation to BoG, CVS, MTCU	Fall 2011	Associate Dean	Completed
Submit program modification to BoG; CVS and MTCU for new 3-Year Animation Ontario College Advanced Diploma	Follow program modification process to acquire approval to start this program Write program modification. Develop new curriculum and quick map to vocational standards. Submit documentation to BoG, CVS, MTCU	Winter 2013	Associate Dean	In Progress
Develop a complete benchmark curriculum mapping matrix to vocational standards, essential employability skills, external standards (MTCU requirement) and CPISC requirement (?)	Complete course outlines and mapping process (NOTE: phased process for SEM1 Fall 2012; SEM 2 Fall 2012; etc) Goal: Complete CMM by Fall 2015-- Graphic Design Goal: Complete CMM TBD-- Animation	May/June 2012	Program Quality to invite program area to workshops	In Progress
	Present results to Program Advisory Committee	Fall 2012 (December)	Associate Dean	Not Started
Transition to eLearn@Mohawk	Transition Year 2 courses in a predominantly web enhanced format	Ongoing	eLearn/Library Team	In Progress
Enhance course content	Access or create instructional audiovisual materials and case studies for skill courses to assist student learning	Ongoing	eLearn team	In Progress
Enhance program of studies	Review and revise POS as necessary, to enhance competencies of graduates as per program review findings.	Fall 2012 - ongoing	GD Team /CD Team	In progress
Update program of studies	Review and revise POS to ensure compliance to general education requirement based on MTCU framework for program of studies (NOTE: may impact CMM)	Fall 2012	GD Team/CD Team	In Progress
Communicate with various stakeholders	Implement and utilize data from focus groups to support curriculum and program quality enhancements	Fall 2012	GD Team/CD Team	Not started
Annual Program Review	Develop annual program review process to monitor curriculum and program quality enhancements	Fall 2012-Ongoing	GD Team/CD Team	Not started
Build stronger linkages with placement and graduate employers	Explore networking opportunities with graduates to obtain and share information	2012/2013 academic year	GD team	Not started
	Profile our graduates to employers (see Advertising graduate bios)	2012/2013 academic year	GD Team/Marketing	Not started
Medium Term (within the next 18-36 months)				
Perform ongoing curriculum enhancement	Re-develop at least one course in a blended delivery model	Summer 2012 & 2013	GD Team/ eLearn/Library Team	Not Started
	Integrate new or enhanced content. Ensure appropriate links to vocational standards, essential employability skills and external standards to maintain a current Curriculum Mapping Matrix	Summer 2012/13 and Ongoing	GD Team/ CD team	Not Started
Long Term (within the next 36-60 months)				
Monitor short-term and long-term program quality enhancements and adjust as required	Utilize Annual Program Review process to monitor program quality enhancements.	To be determined pending outcome of medium term objectives		
	Submit interim program quality report to Program quality area	Spring 2014 (tentative)	GD Team/ CD team	
	Plan and prepare for Comprehensive Program Review	Spring 2016	GD Team/ CD team	