III mohawk COLLEGE

For the Program (Dean or Associate Dean):

Program Review Final Report

Program	Journalism
Ministry of Training, Colleges, Universities (MTCU) Vocational Standard	MTCU Funding Code 62006 (Appendix 1)
Credential	Ontario College Advanced Diploma
Dean	Tony Thoma
Associate Dean	Ken Wallis
Program Review Membership	Kurt Muller, Program Coordinator Darryl Hartwick, FT Faculty David Smillie, FT Faculty Catharine Ozols, Curriculum Design Lynda Morgan Murdoch, Academic Lead, Program Review Carmelinda Del Conte, Research and Planning Analyst Jaspreet Grewal, Course Outline/Program Review Support
Program of Studies	2010/11 (Appendix 2)
Final Analysis Session	March 27, 2013
Date of Interim Status Report	
Date of Next Program Review	2018
Date Submitted to VPA Office	April 4, 2013

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   Signature   Date

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	✓			Files, CORE
	Curriculum Mapping Matrix	✓			Appendix 4
	Framework for Programs of Instruction	✓			Appendix 6
	Program Advisory Committee	✓			Appendix 7
Phase Two Environmental Scan	Key Performance Indicators	✓			Appendix 8
	Competitive Analysis	✓			Appendices 9-10
	Student Success and Retention	✓			Appendix 11
	Analysis Notes	✓			Appendix 12
Phase Three Quality Processes	PLAR	✓			Appendix 13
	Learning Plans	✓			
	eLearn	✓			
	General Education	✓			
	Student Feedback on Progress	✓			
	Re-thinking Assessment	✓			Completed Spring 2012

Introduction

Mohawk College has offered diploma programs in Journalism for more than three decades, changing the program's focus, duration and title in response to the evolution of the industry. The current three year Ontario Advanced Diploma program was first offered in 2010, and the program title changed to Journalism to reflect the realities of the news industry: journalists navigate among multi-platform environments in which divisions between forms of media are rapidly disappearing.

The program is delivered at the Fennell Campus within the School of Media and Entertainment's newly renovated space. Students prepare for careers in multi-platform environments by working in a state of the art HD television studio, an authentic newsroom and the campus radio station. Using the city as their lab, they produce television newscasts, write, report and anchor a radio newsmagazine, produce and edit content on a multimedia website, and publish a newsmagazine. These experiences prepare graduates for employment as reporters, writers, on-air talent, producers and editors by conventional and digital media outlets and also in the fields of media and public relations, corporate communications and publishing.

Athough applications to Journalism programs at all Ontario colleges declined significantly over the past five years, and Mohawk's program experienced a higher than average decline, it is important to note that enrolment targets identified through the Strategic Enrolment Management process have not been reduced and that the program has continued to be oversubscribed during this period. Although the provincial trend toward fewer applicants continued in 2012 at competitor colleges, Mohawk's applicant numbers levelled off last year; as of March 28, applications for Fall 2013 applications are up 9% from total applications in the 2012 admission cycle.

Numerous colleges offer Journalism diploma programs. In the Advanced Diploma category, Mohawk has four competitors: Humber, Centennial, Durham and Loyalist Colleges. Degree programs also offer strong competition: Mohawk recently launched a joint program with Brock University that enables Brock students to earn a Mohawk advanced diploma in addition to their Communications degree. However, degree completion pathways for Mohawk Journalism grads are still relatively limited.

The Journalism program participated in Program Review over the Spring and Fall 2012 and Winter 2013 semesters. The process of reviewing and revising course outlines and ensuring the alignment and validity of assessments began in Program Review workshops in Spring 2012. Revision of outlines and linking to Vocational Standards and the Phase 2 Environmental Scan were completed in Fall 2012. Curriculum analysis, Phase 3 Strategic Priorities and Program Quality data collection and analysis were completed 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 futher 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.

Course learning outcomes (CLOs) were linked to relevant vocational standards and essential employability skills, and each link was then characterized (CH) by the degree to which it contributed to the graduate's ability to perform the outlined skill:

CH	Degree of Contribution
1	Minor
2	Moderate
3	Significant
4	Very Significant

The resultant Curriculum Mapping Matrix (CMM) showed that the 2012/13 Program of Studies (POS) for the Journalism program is compliant with MTCU's Vocational Standards.

2012/13 Journalism Course Links to Vocational Standards
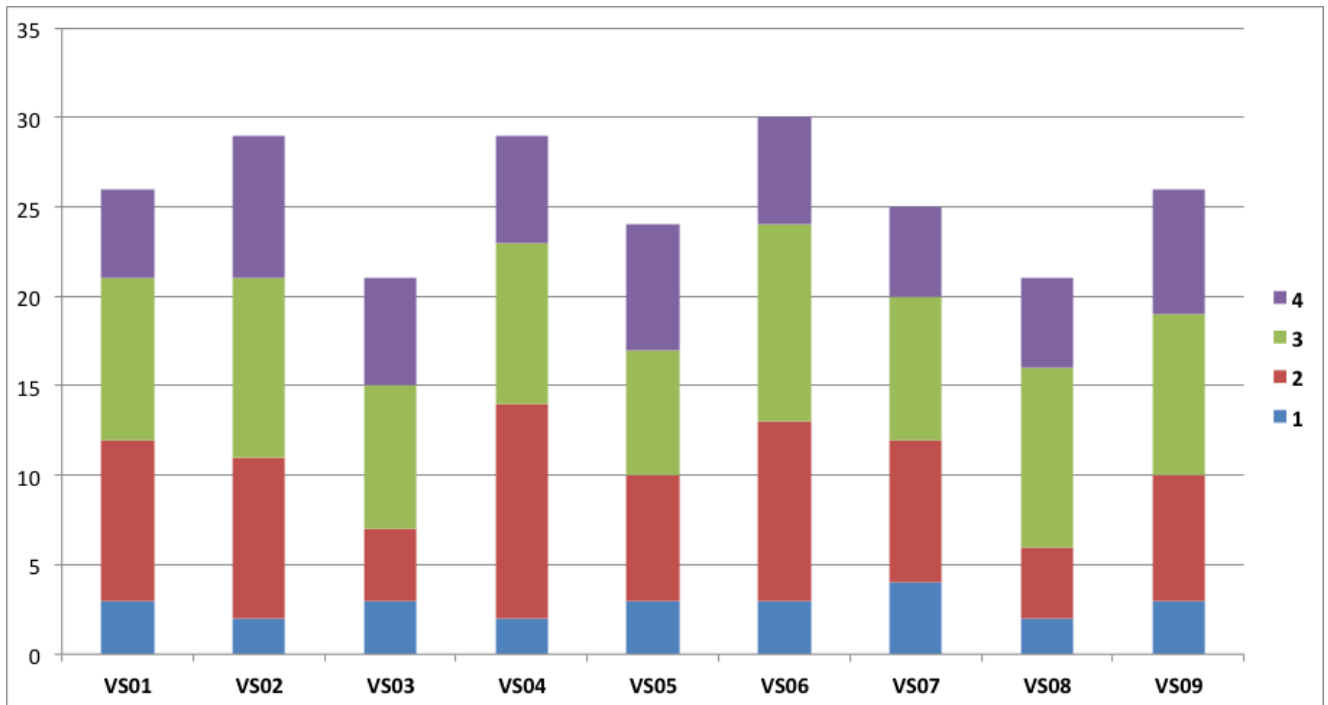
	CH					
VS Statement	1	2	3	4	Grand Total	3 & 4 as %
VS01 - Report on a range of stories in an accurate, detailed, balanced, professional, and timely manner.	3	9	9	5	26	54%

VS02 - Apply computer and technical skills to a range of production and research functions in journalism.	2	9	10	8	29	62%
VS03 - Provide leadership within editorial and production teams, while valuing independence and fostering collaboration.	3	4	8	6	21	67%
VS04 - Analyze knowledge from communities, current events and public affairs, and history to interpret and express the context for a range of journalism publications and/or productions.	2	12	9	6	29	52%
VS05 - Develop strategies for personal and professional development	3	7	7	7	24	58%
VS06 - Comply with and promote adherence to relevant Canadian legislation, standards, and the principles and practices of journalism.	3	10	11	6	30	57%
VS07 - Write and edit complex content for a range of media platforms.	4	8	8	5	25	52%
VS08 - Publish and broadcast content for a range of media platforms.	2	4	10	5	21	71%
VS09 - Apply production skills and use production equipment in the preparation and distribution of content for a range of media platforms.	3	7	9	7	26	62%
Grand Total	25	70	81	55	231	

The CMM for Journalism provides evidence that the program complies with the published MTCU program standard for Journalism. This is shown by links to all Vocational Learning Outcomes (VS) in the program standard.

Breadth of learning is reflected both in the overall number of links and the fact that the CMM includes links to each VS from a variety of courses across the six semesters of the program. Characterization of more than 50% of all links to each VS at the significant/very significant level indicates that the curriculum is structured to develop the level of depth and complexity specified by the Credentials Framework for an Ontario Advanced Diploma. No unplanned duplication is apparent; where repetition exists, it is evidence of courses that build upon each other to enable students to achieve the graduate-level outcomes articulated in the VS.

The relatively smaller number of links characterized as contributing to a minor degree to students' ability to achieve graduate level performances raises the question of whether students would benefit from additional emphasis on foundational learning. The Journalism team reported plans for revision of curriculum in two first semester courses: (*i.e.* Introduction to Mass Communications and Story One & Two), which will address this issue to some extent.

Focus Group
Program Advisory Committee members, including employers, graduates and current students, have a very positive impression of the program. Members recommended that consideration be given to the following strategic recommendations for ensuring future graduates continue to be future-ready:
- Increase curriculum leading to graduates' ability to engage effectively with multimedia audiences

- Create opportunities for students to use Google Analytics and SEO (Search Engine Optimization) Analytics to customize websites to audiences
- Incorporate courses or learning outcomes addressing entrepreneurship to ensure graduates develop skills that will enable them to create their own opportunities in a market offering fewer full time jobs.

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

Phase 2 - Environmental Scan

Applications and Enrolments
The wide variety of Journalism programs at both the college and university level creates a confusing landscape for potential applicants interested in pursuing careers in this field. The Ontario Colleges website lists 32 college offerings with Journalism in their titles. Of these, 22 are located within the GTHA and southwestern Ontario, relatively close to Mohawk.

Across the province, total applications to Journalism programs across the show a 23% decline over the past five years; at Mohawk, applications declined 40% over this period. The province-wide decline is generally attributed to anxiety about employment opportunities generated by both the economic downturn and significant restructuring within the industry. Effects on application numbers at Mohawk may have been more dramatic because of widely publicized job losses at local news organizations (*i.e* CHCH and Astral Media). Despite this, the program has not only continued to meet enrolment targets but has also remained on the OCAS list of Highly Competitive Programs. Employment opportunities at local media organizations have rebounded and, as emerging roles in the industry replace traditional jobs, the Hamilton media scene is growing. The conversion of CHCH to an all news format, CBC's return to Hamilton, the launch of MyHamiltonBiz.ca, and the expansion of Postmedia's digital publishing centre in Hamilton are all part of this positive trend.

In 2012, with applications across the province continuing to decline, Mohawk's numbers showed no drop from the previous year; in fact, the program achieved a net market gain of 36 students. As of March 28, applications for Fall 2013 are up 9% from the full 2012 admission cycle.
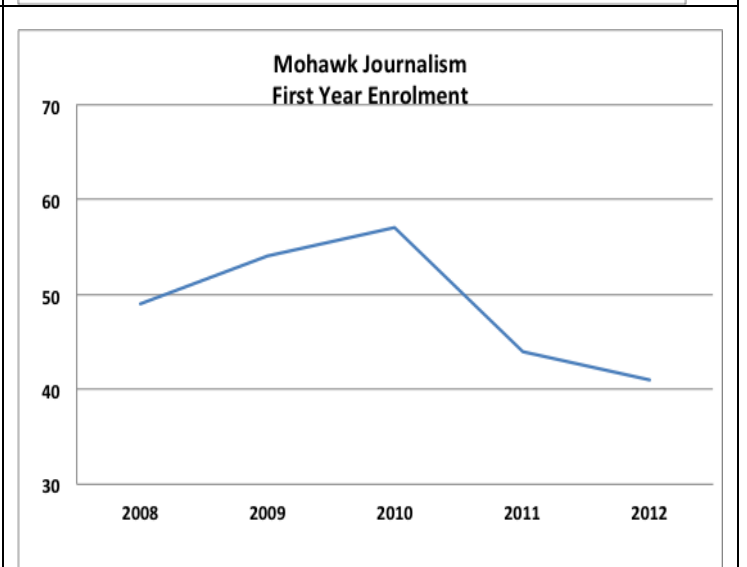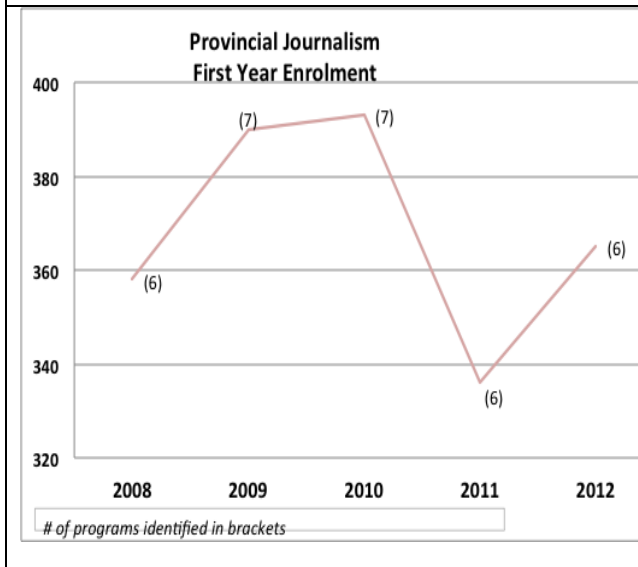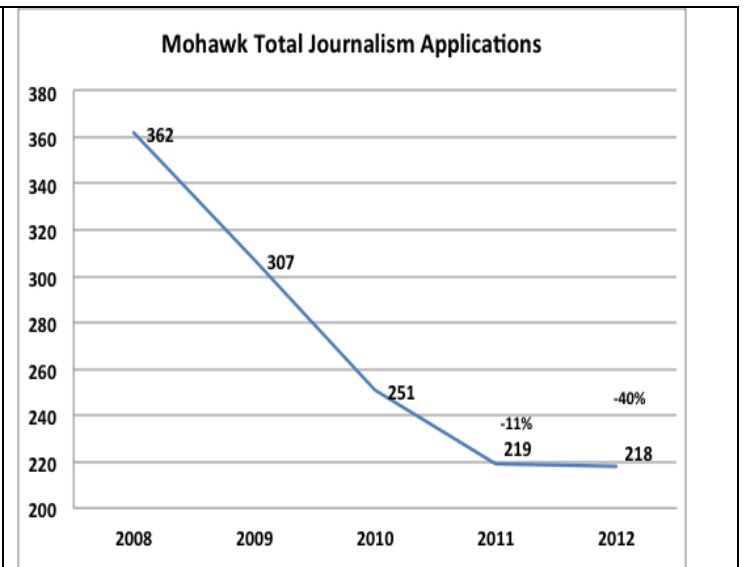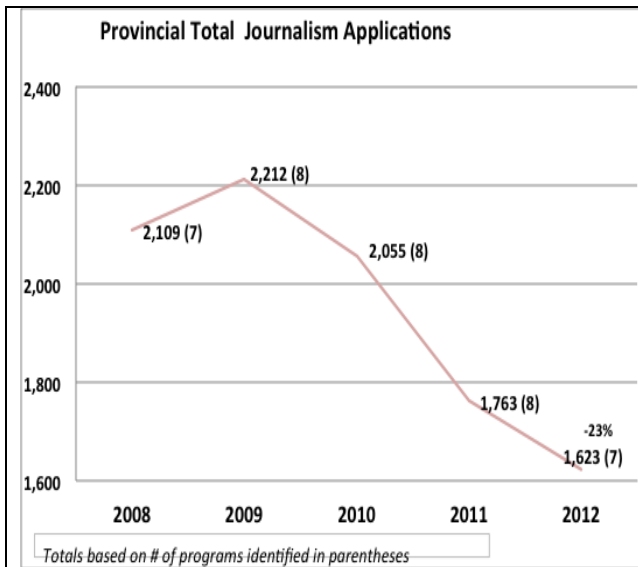
Little demand is evident among applicants from the catchment areas of nearby Conestoga and Niagara colleges offering diploma-level Journalism for similar programs outside those areas. The situation is different for applicants from Sheridan's catchment area. Although Sheridan offers a two-year diploma program, an average of 55 students leave that catchment each year to enrol In Journalism programs at other colleges; 55-60% of these enrol in the Advanced Diploma Journalism program at Humber.

Mohawk's competitors in the Advanced Diploma category are Centennial, Humber and Loyalist Colleges. Durham also offers a pathway to an Advanced Diploma through a two-semester program open to graduates of diploma-level Journalism programs. However, very few students leave Mohawk's catchment area to enrol in other Advanced Diploma Journalism programs, and Mohawk's offering is the only waitlisted program in this category in Ontario. A comparison of admissions requirements (Appendix 13) indicates that other colleges have higher and/or additional admission requirements and processes. Increasing admission requirements is an option for Mohawk since the program is oversubscribed. The program is exploring adding a requirement for a credit in Grade 12 university level English; applicants with applied level English would only be considered if their grade is >80%.

University graduates seeking applied skills represent a pool of potential students with an academic background highly predictive of persistence and graduation. Centennial offers these students a Fast-Track program, and Humber an

Accelerated four-semester Advanced Diploma program. In 2012, Mohawk responded by introducing a fast-track pathway to enable university and some college graduates to enrol directly in the third semester of the program upon completion of an intensive course in journalism fundamentals. Response has been positive: to date, five university grads have confirmed acceptance for Fall, 2013.

Degree programs in journalism, attractive to many prospective students, are offered at Centennial, Humber and Fanshawe Colleges. Fanshawe's program, offered through a collaboration with Western, is considered strong competition for Mohawk since it enables students to graduate with a dual credential (*i.e* diploma and degree) in four years. The university's prestigious Faculty of Information and Media Studies delivers the theory component of the program on the Western campus and the college offers the production courses.

Provincial Total Journalism Applications

2,212 (8)	
2,109 (7)	
	2,055 (8)
	1,763 (8)
	-23%
	1,623 (7)

Totals based on # of programs identified in parentheses

Mohawk Total Journalism Applications

362	
	307
	251
	-11%
	219
	218
	-40%

Provincial Journalism First Year Enrolment

(7)	(7)
	(6)
(6)	
	(6)

# of programs identified in brackets

Mohawk Journalism First Year Enrolment

Student Success
Retention rates for the first year of the program for 2010 and 2011 average 87.5%, which compares favourably to the average 82.5% first year retention rating for other provincial colleges offering Journalism programs.

Mohawk's graduate employment report for the last year for which data is available shows that 72% of Journalism graduates who responded to the survey were employed and 14% were pursuing further education.

Average results of the Fall 2010 and 2011 Student Entrance Survey show that students enrolled in the Journalism program entered with a significant number of risk factors with the potential to affect their performance:

- o 22% scored at-risk in the Communication assessment
- o 12% reported a final year high school average <59%
- o 44% reported financial concerns
- o 31% identified themselves as First Generation
- o 50% expected to work more than 15 hours weekly while attending college

Faculty report that the weakness in basic writing skills identified in the Communication Assessment is evident in student work and represents the most significant barrier to student success in the program.

The program has recently introduced regular in-class presentations by Financial Assistance and Counselling to raise awareness and encourage use of these resources that provide support for students at-risk due to financial, personal or academic issues.

Key Performance Indicator (KPI) Data
The program's KPI ratings are outstanding: an analysis of 2012 KPI data for Journalism by CCI Research identified eight areas of program strength and not a single priority for improvement. The program's overall student satisfaction rating for Journalism is 94% for 2012, 12% higher than the same rating across all Mohawk programs, 10% higher than all programs in the School of Media and Entertainment and 16% higher than the average rating for all provincial programs in its category. This is the second consecutive year in which the program has topped provincial ratings for Journalism; its average overall satisfaction rating for the past five years is 84%, compared to 79% for other programs in the province. These results are attributed to upgraded facilities, industry-standard equipment and the expertise, dedication and passion of faculty.

Analysis did identify gaps (ranging from 22.6-27.6%) between Journalism students' ratings for importance of and satisfaction with feedback about progress, quality of lab/shop learning, course materials and field placements. Placed within the context of ratings in the same category across the college, within the School of Media and Entertainment and for Journalism programs province-wide, satisfaction ratings for Mohawk journalism either exceed or closely match those of comparators. However, the program will further explore ways in which student satisfaction with these components of the program can be increased.

(See Appendices 8-13 for detailed Phase 2 documents)

Phase 3 - Program Quality and Strategic Initiatives:

All courses in the Journalism program have been assigned PLAR requirements. Learning Plans have been developed for 100% of core courses, and course information and materials are available on eLearn for all courses.

Journalism exceeds the requirement of the Credentials Framework by offering four General Education courses: Critical and Innovative Thinking, Current Affairs: Canada and the World, Politics and Government for Journalists, and a General Education Elective.

(See Appendix 13: Phase 3 Quality Processes)

Commendations

The Journalism program has demonstrated best practices and leadership in a number of areas:

- As evidenced by program mapping, the program meets or exceeds MTCU Vocational Standards.

- The program has been rated highest among all provincial college Journalism programs in overall student satisfaction for the past two years, and consistently achieves above average KPI ratings within the college.

- The program offers secondary school students opportunities to explore the program by completing co-op education placements in Journalism labs. This practice has resulted in applications to and enrolment in the program.

- For more than a decade, Journalism has offered a "boot camp" orientation program incorporating practices recommended by Don Fraser, originator of the Making Your Mark initiative being introduced across the college in Fall, 2013. This year they have also developed a video to welcome incoming students, provide information on orientation activities and encourage participation.

- Journalism is actively pursuing pathways for students by negotiating with Brock University to create joint diploma/degree options and with McMaster University to provide a realistic route to degree completion for Journalism grads and a diploma pathway for McMaster students.

- The program provides students with authentic experience in the field: using the college and the city as their lab, they publishing a profitable newsmagazine, operate and produce radio, television and online content for the school's news website, publish a newsmagazine, and contribute to projects at The Agency at Mohawk College.

- A team of Mohawk Journalism and Broadcasting Television students competed successfully on the national level against college and university teams to win a prestigious award from the Broadcast Educators Association of Canada in 2011 for their work in Electronic News Gathering (ENG) reporting and writing.

- The program's active and engaged Program Advisory Committee provides input on industry trends and program planning and facilitates internship and employment opportunities for students. Members also champion partnerships with the organizations they represent, creating create valuable learning and community engagement experiences for students.

- Program faculty are active in the community and the industry:

- o Coordinator Kurt Muller leads a team of Journalism student volunteers in activities that contribute to Mohawk's Access Initiative, helping raise awareness among young people in the community who would not normally consider postsecondary education. He also organizes and participates in social and recreational activities such as ball hockey to build a sense of community within each cohort in support of student engagement.

  o Professor Darryl Hartwick , a two-time recipient of the Mohawk College Students' Association's Applied Arts Instructor Appreciation Award, has worked with Don Fraser to identify student success strategies for adoption by the program. An active member of RTNDA (Radio Television Digital News Association), a national professional organization, Darryl recently examined current industry best practices during a one-year professional development leave.

  o Professor David Smillie won the 2011 Golden Trilobite Award from the U.K.-based Paleontological Association and the 2012 Ontario Museum Association Award of Excellence for his work producing an interactive educational website for the Royal Ontario Museum.

- Recent Journalism graduates who have achieved prominence in the field include CHCH news reporter Melissa Raftis (2010), CBC associate producer Lucas Lubin (2010), CP24 supervising editor Jonathan Vize (2008) and his wife, City TV senior editor Shayla Scott (2008).

- The program recently forged a connection with Joey Coleman, a very successful local independent journalist. Coleman raises student awareness of current and emerging entrepreneurial opportunities within the field, and has committed to contributing to serving as a regular guest speaker; he has also agreed to deliver free summer workshops to students on topics such as branding and entrepreneurism.

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:

- Low literacy levels of incoming students continue to be a major issue with a significant negative impact on student success. Too many students still need basic instruction on spelling and grammar.
- University pathways for graduates remain relatively limited.

- Reduced application numbers over the past several years have not affected achievement of enrolment targets; the program continues to be oversubscribed. However, marketing and admission strategies should focus on attracting and selecting applicants with the greatest potential.

- Faculty workloads are not reflective of the increased attention required to mentor students and foster critical thinking and innovation during lab and residency experiences. Mohawk is currently the only college offering Journalism that does not assign a full-time faculty member to supervise production of the student newspaper.

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

Curriculum

- Review curriculum for Semester 1 and 2 to identify courses in which an increased focus on foundational learning may contribute to student success throughout the program.

- Investigate strategies for improving students' writing skills.

- Reassess time allocated to lab work and improve communication to students about expectations and outcomes of this component of the program to improve both learning and student satisfaction.

- Review links to Essential Employability Skills and Identify opportunities to increase links to EE-2 (Numeracy) throughout the curriculum.

- Generate and investigate cost-effective options for adjusting faculty workload to reflect the increased attention required to mentor students and foster critical thinking and innovation during lab and residency components of the program. For example, a mentoring program could develop leadership skills of senior students and provide supervision of junior students.

- Review distribution of assignments and assessments within each semester.

- Explore options for developing apps for student media.

Retention/Recruitment

- Examine opportunities to target and engage qualified potential applicants in Sheridan's catchment area.

- Explore ways to increase applications to fast-track program to maintain enrolment and improve graduation rates.

- Investigate strategies for ensuring that applicants offered admission have writing skills at a level that increases their likelihood of success in the program and in the field.

- Review admission requirements and processes in light of the program's "highly competitive" status.

- Continue to use the fast-track option for university grads as a strategy to improve both retention and graduation rates

Pathways

- Continue to provide co-op experiences for secondary school students.

- Continue to identify and pursue degree completion and other further educational opportunities for Journalism graduates.

Competitive Activity

- Continue to monitor competitive activity.

- Compare Journalism program admission requirements across the system, along with retention data as available.

5 Year Program Quality Enhancement Action Plan

Objectives	Action Strategies	Timelines	Responsibility	Status
Short Term (within the next 18 months)				
Increase foundational learning opportunities in program	Revise Semester 1 courses (Introduction To Mass Communication and Story 1&2) and reappraise linking	Spring 2013	Coordinator, Faculty	Course revisions completed
Improve student success by ensuring adequate writing skill levels in incoming students	Consult with Associate Dean, School of Language Studies to gather information on options for adjusting Communication Assessment benchmarks for incoming students and providing support to students whose writing skills	Spring 2013	Associate Dean, Coordinator	
	Compare admission requirements across the system	Fall 2013	Program Quality	Completed
	Review admission requirements and processes	Fall 2013	Dean, Associate Dean, Registrar	
Enhance student exposure to & experience with a variety of digital technologies (*e.g.* Photoshop & Illustrator)	Identify courses into which digital technologies could be incorporated; revise curriculum.	Spring 2013	Coordinator, Faculty	
	Consult with IdeaWorks to explore options for developing apps for student media.	Spring 2013	Coordinator	

Improve strategic placement of Essential Employability Skills instruction and assessment across program	Define ways in which EE skills are demonstrated in the field; identify relevant curriculum and opportunities for authentic assessments within courses; review distribution of EEs across program	Spring 2013	Coordinator, Faculty	
Enhance graduates' skill levels in digital photojournalism	Revise POS to move Digital Photojournalism to 1st semester to provide additional opportunities for skill development across program	Spring 2013	Associate Dean	
Expand range of skills developed by graduates	Explore desirability and feasibility of creating opportunities for students to gain exposure to coding and develop an understanding of how browsers read and render stories	Spring 2013	Associate Dean, Coordinator, Faculty	
	Consult with Computer Science and Information Technology	Fall 2013	Associate Dean, Coordinator	
	Utilize community resources to increase awareness of and skills related to entrepreneurism (*e.g.* Joey Coleman)	Spring 2013	Coordinator, Faculty	In progress
Improve retention and graduation rates	Consult with Chief Marketing & Recruitment Officer and Registrar about increasing enrolment in fast-track program	Spring 2013	Associate Dean	
	Maintain delivery of repeat/remedial courses introduced in Spring, 2012 to enable students to progress to Semester 3.	Spring 2013	Associate Dean	In progress
Medium Term (within the next 18-36 months)				
Monitor short and medium-term program quality enhancements	Utilize annual Program Review process to monitor program quality enhancements	2014	Associate Dean	

and adjust as required				
Contribute to integration of Media & Entertainment and Technology programs	Identify ways for Journalism students to interact with technology programs (*e.g.* raising profile of and/or promoting programs)	2014	Associate Dean, Faculty	
Enhance validity and authenticity of assessment of Residency and Field Placement courses	Reassess academic weight of grading in residency and placement and residency components of program. Explore implications of competency-based assessment for these components of program.	2014	Associate Dean, Faculty	
Enhance leadership development opportunities for students	Explore ways to assign mentoring role to upper level students in field placement component of program	2014	Coordinator, Faculty	
Long Term (within the next 36-60 months)				
Monitor medium and long-term program quality enhancements and adjust as required	Utilize annual Program Review process to monitor program quality enhancements	Spring 2016	Associate Dean, Coordinator, Faculty	
	Plan and prepare for comprehensive Program Review	Spring 2017		
Expand industry partnerships	Consult with Advisory Committee members	Winter 2016	Associate Dean, Coordinator, Faculty	