

<b>Program</b>	Business-Marketing (319 non-co-op and 359 co-op)
<b>Ministry of Training, Colleges, Universities Program Descriptions</b>	52900
<b>Credential</b>	Ontario College Diploma
<b>Dean</b>	Piero Cherubini
<b>Associate Dean</b>	Jane Cooper
<b>Program Review Membership</b>	Program Faculty: Pat Kolodziejski, Coordinator, Janice Long, Mark Valvasori, Deborah Weston, Bill Lucas, Christina DeVries, and Kevin Meens Associate Dean: Jane Cooper Curriculum Design Specialist: Lisa Pegg Institutional Research: Carmelinda DelConte Academic Lead: Jo-Ann Lamore
<b>Program of Studies</b>	2012/2013 12-A
<b>Final Analysis Session</b>	April 2013
<b>Date of Next Program Review</b>	2017/2018 Academic Year
<b>Date Submitted to VPA Office</b>	July 2013

This report represents the findings of Program Review for the Business-Marketing program in the McKeil School of Business. The review was performed during the period May 2012-April 2013.

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 McKeil School of Business, and the Vice President Academic. The signatures of the representative parties demonstrate their acceptance of the content of this report.

For the Program (Dean or Associate Dean):

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

For the Vice President Academic:

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Signature

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Date

## Summary: Highlights

### Background

This report presents the comprehensive program review for Business-Marketing (319) and Business-Marketing Cooperative Education (359).

### Program Description

At Mohawk, the two-year Business-Marketing program “allows students to experience theory and practical applications in Marketing. Students in the Business-Marketing program will explore market segmentation, target market selection, marketing mix development and study product development and management.”<sup>1</sup>

<sup>1</sup> Mohawk College online calendar, March 2013

**Phase 1-Curriculum:** courses in the Program of Studies (POS) contribute to the program learning outcomes (MTCU code 52900 as required by the Ministry of Training, Colleges and Universities (MTCU)). The Business-Marketing program is compliant with the General Education requirements but is under the minimum program timelines outlined in the MTCU Framework for Programs of Instruction (based on 12 A POS).

*Recommendations:*

- 1) *Utilize the Annual Program Review and Curriculum Committee processes to make changes to curriculum content and assessment to address curriculum gaps, meet changing industry requirements and provide more opportunities for laddering and scaffolding of skill development to achieve higher level graduate outcomes; and*
- 2) *Evaluate opportunities for student pathways and develop a plan to implement a pathways plan for the program.*

**Phase 2-Environmental Scan:** Applications and registrations have decreased slightly over 4 trended years under MTCU code 52900. KPI scores are higher for the Mohawk College program in comparison to the other colleges, scores in the Associate Dean portfolio and scores for Mohawk College.

*Recommendations:*

- 1) *Utilize the Annual Program Review process to monitor enrolment, student success and placement trends.*
- 2) *Utilize the Annual Program Review process to monitor changes in competitor programs, delivery options, course offerings and direction of any specialization.*
- 3) *Utilize the Annual Program Review process to monitor program scorecard metrics and develop strategies to address issues that result.*
- 4) *Explore calculation of financial performance metric and assess for reasonableness.*
- 5) *Explore Business-Marketing program role in College retention strategy.*
- 6) *Monitor proportion of enrolment based on transfers from other business programs.*
- 7) *Monitor job placements trends and explore additional pathways for graduates.*
- 8) *Look for ways to incorporate additional opportunities for students to improve their writing, computer, and math skills, and work placement or other opportunities for experiential learning activities.*
- 9) *Develop strategies to address issues as a result of the environmental scan.*

**Phase 3-Program Quality and Strategic Initiatives:** The program meets *most* requirements of the Program Quality analysis (learning plans etc.) Program mapping to strategic priorities is no longer a requirement of program review (as of Winter 2012).

*Recommendations:*

- 1) *Utilize program level assessment mapping to monitor student success and retention data.*
- 2) *Update review of remaining courses for Prior Learning Assessment and Recognition (PLAR).*
- 3) *Revise and update Program Advisory Committee (PAC).*
- 4) *Ensure or oversee an annual review of Business-Marketing part-time program offering through Continuing Education.*

## Summary: Overall Findings by Program Review Component

Phase	Component	Met	Partially Met	Not Met	Evidence
<b>Curriculum</b>	Course Outlines	X			-Course Outline Review -Program meets requirements outlined in course outline policy.
	Curriculum Mapping Matrix (CMM)		X		-Program meets requirements outlined in program review and program quality policy in keeping with MTCU framework for programs of instruction. (CMM to be updated for semester 3)
	MTCU Framework for Programs of Instruction	X			-Meets general education and timelines components of MTCU framework for programs of instruction. 1) COMM 10265 – Critical & Innovative Thinking 2) OPEL GE100 – General Education Band Selection 3) BUSN OB371 – Organizational Behaviour
	Program Advisory Committee (PAC)		X		-Partially meets the requirements of the PAC -PAC met In winter 2012 and winter 2013. The meeting scheduled for fall 2012 was cancelled due to lack of quorum
<b>Environmental Scan</b>	Key Performance Indicators (KPI)	X			-KPI indicators, trended over several years, higher than Mohawk College and other programs under Associate Dean
	Program Scorecard		X		-5/8 Program Scorecard metrics at low level (1st and 2nd quartiles)
	Applicant/Enrolment	X			-Applicants in fall decreasing, but in winter increasing, slight increase in first year enrolment over 5 years trended data
	Student Success				-deferred to Annual and 5-Year Action Plan
<b>Strategic Priorities</b>					Program Mapping to Strategic Priorities is no longer a requirement of program review (as of Winter 2012)
<b>Quality Priorities</b>	PLAR	X			-PLAR has been identified for 90% (26 of 29) of courses in the POS
	Learning Plans	X			-all program courses in the POS have a learning plan
	eLearn	X			-an eLearn/blended-learning plan is in progress in order to meet college's goal for Dec 2013

## Summary: Commendations, Affirmations and Recommendations

### Commendations

There are a number of areas where the Business-Marketing program demonstrates best practices and leadership in regard to program quality. They are:

- Business-Marketing students participated in the Vanier Case Competition, a national competition open to colleges and universities across Canada, winning the gold medal in 2008 and 2012.
- Each year, a group of approximately 12 to 16 Business-Marketing students, with the support of faculty coaches, participate in the Ontario Colleges Marketing Competition (OCMC), an event hosted by Mohawk College in 2009.
- Classroom resources include guest speakers and real world cases.
- Students are given an opportunity to develop their creative skills, through such activities as the presentation of retail display windows.
- The Sales Lab donated by Xerox is utilized by students to capture role play exercises and enhance the development of their skills in applied selling.
- Student have the opportunity to assist in the solving of real world marketing problems by developing marketing plans, Integrated Marketing Communications (IMC) plans or conducting market research for not-for-profit clients through The Agency, a “living lab” for students in the McKeil School of Business.
- Students benefit from the support of program graduates who provide mentoring advice, volunteer as guest speakers, and attend the program’s annual Meet the Grad event.

### 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:

- Impact on applications and enrolment in Business-Marketing as a result of applicant confusion over the decision of the Ministry of Training, Colleges and Universities (MTCU) to change the name of the Advertising program to “Advertising and Marketing Communications Management”.
- Student perception of the number of co-op jobs available and the quality of those jobs, whether they are paid or unpaid positions.
- Support for part-time faculty, financially and professionally.
- The delivery of the first semester of the Business-Marketing program is part of a common cluster with other business programs.

## Resources

Program Review Phases	Source	File Name	Date Completed/ Accessed	Used (Y/N)
<b>Phase 1: Curriculum</b>	Course Outline Review	319 359 Course Outline Review.xls	April 2012	Y
	Curriculum Mapping Matrix (CMM)	319 359 Curriculum Mapping Matrix.xls	December 2012	Y
	Competitive Curriculum Analysis (CCA)	319 359 Competitive Curriculum Analysis.xls  319 359 APS Comparison.docx	March 2013	Y
	Program of Studies (POS)	319 POS 12 A.pdf	January 2012	Y
	Vocational Standards (VS)	319 359 Vocational Standards.pdf	April 2012	Y
	Strategic Curriculum Discussion (SCD)	319 359 SCD.doc	February 2013	Y
	Program Advisory Committee (PAC) Minutes	319 359 PAC Meeting Minutes.pdf	February 2012 January 2013	Y
	Credentials Framework (Diploma)	319 359 Credentials Framework.pdf  (includes General Education Electives)	October 2012	Y
	POS Trend Analysis		Internal trend analysis not required for this review since there were no significant POS changes.	N
	Program System Matrix	319 359 Business-Marketing Systems Matrix.xlsx	March 2013	Y

	Pathways Graphic	319 359 Pathways Graphic.doc 319 359 Pathways College Transfers to other colleges.pdf	March 2013	Y
	Other-Job categories	319 359 NOC.pdf National Occupation Categories	April 2013	Y Y
<b>Phase 2: Environmental Scan</b>	Program Scorecard	319 359 Program Scorecard.xlsx	2011-2012 Fiscal Year	Y
	Key Performance Indicators (KPI)	319 KPI.xls 359 KPI.xls	March 2013	Y
	Surveys	Marketing Co-op Employer Survey Results.xls	Feb. 2013	y
	Competitive Program Profile	319 359 Competitive Curriculum Analysis.xls	March 2013	Y
	Student Success and Retention		Data not available	N
	Labour Market Demand	319 359 Mohawk Grad Survey.xls	Survey in summer 2010	Y
	Program Job Search	<a href="http://www23.hrsdc.gc.ca/occupationssummarydetail.jsp?&amp;tid=19">http://www23.hrsdc.gc.ca/occupationssummarydetail.jsp?&amp;tid=19</a>	April 2013	N
	Applicant vs. Registrant analysis	319 359 Business-Marketing Systems Matrix.xlsx	March 2013	Y
	Student Entrance survey	319 359 SES.pdf	April 2013	Y

	Employment Profile	319 359 Employment Report.pdf 319 Grad Employment Survey.pdf 359 Grad Employment Survey.pdf	2009-2010 profile six months after graduation	Y
	Employment Outlook	<a href="http://www23.hrsdc.gc.ca/occupationssummarydetail.jsp?&amp;tid=19">http://www23.hrsdc.gc.ca/occupationssummarydetail.jsp?&amp;tid=19</a>	April 2013	Y
	OSAP Default Rates			N
	Assessment for Success		Not Available at time of review	N
	Other			N
<b>Phase 3: Quality Processes</b>	Program Quality	319 359 Quality Processes.xls	May 2012	Y
	Re-Thinking Assessment Workshop	Hardcopy results available in Program Quality office	Workshop attended by Faculty in May 2012	Y
	Program Level Assessment Mapping	No documentation available	Defer to annual and 5-year plan	N
	Other			N
<b>Supporting Policies</b>	Course Outline Policy		Accessed Winter 2013 via: <a href="http://www.mohawkcollege.ca/about/policies/CorpSect5.html">http://www.mohawkcollege.ca/about/policies/CorpSect5.html</a> Policy AC512	Y
	Program Review Policy		See Policy AC550	Y
	Program Quality Policy		See Policy AC570	Y
	Program Advisory Committee (PAC)		See Policy AC501	Y

	Prior Learning and Recognition (PLAR)	TBD by College how to display to students	See Policy AC511	N
	General Education		See Policy AC530	Y
	Program of Studies		See Policy ACP552	Y
	Academic Scheduling	Administered by the College	See Policy ACP565	N
<b>Supporting MTCU Framework documents</b>	Framework for Programs of Instruction		Framework for Programs of Instruction accessed March 2013 via: <a href="http://www.accc.ca/ftp/es-ce/MTCUCollegeFramework.pdf">http://www.accc.ca/ftp/es-ce/MTCUCollegeFramework.pdf</a>	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 Strategic Curriculum Discussion, external stakeholders such as employers, graduates of the program and current students are also involved in this phase of program review as described under Strategic Curriculum Discussion below.

### Highlights

- All course outlines for the Business-Marketing program for semesters 1, 2 and 4 are available in the course outline application (CORE) as per the Course Outline Policy. Course outlines for semester 3 will be updated by PQ (Program Quality) in Spring 2013 in preparation for Fall 2013.
- A comprehensive curriculum mapping matrix (CMM) for the program provides evidence that the curriculum and content meets *most* expectations for development of graduate skills.
- The Business-Marketing program meets the Ministry requirements outlined in the Framework for Programs of Instruction



## Background

- Phase 1 of Program Review for Business-Marketing was completed on January 3, 2013 by participants: Christina DeVries, Janice Long, Pat Kolodziejki, Coordinator, Mark Valvasori, Deborah Weston, Bill Lucas, Kevin Meens and Jane Cooper - Associate Dean, with Lisa Pegg - Curriculum Specialist and Jo-Ann Lamore - Academic Lead, Program Review Team.
- Results of review and analysis of Vocational Learning Outcomes (VS) and Curriculum Mapping Matrix (CMM) are included in this report.

## External Standards

Not required for completion of the Business-Marketing diploma. However, some individual courses and groups of courses are externally accredited with Canadian Professional Sales Association (CPSA).

## Recommendations – Phase 1: Curriculum Currency and Renewal

Analysis of various data sources from program review identified the following areas that will assist in maintaining the quality and student satisfaction of the program.

*Recommendations:*

- 1) Utilize the Annual Program Review and Curriculum Committee processes to make changes to curriculum content and assessment to address curriculum gaps, meet changing industry requirements and provide more opportunities for laddering and scaffolding of skill development to achieve higher level graduate outcomes; and*
- 2) Evaluate opportunities for student pathways and develop a plan to implement a pathways plan for the program.*

### 1) Utilize the Annual Program Review and Curriculum Committee

- Establish a Business-Marketing Curriculum Committee to gather evidence to support future curriculum revisions and to propose curriculum changes for faculty input, evaluation by Program Advisory Committee and approval by Associate Dean.
- Utilize the Annual Program Review and Curriculum Committee processes to make changes to curriculum content and assessment to add depth and complexity in order to ensure students meet graduate outcomes. Update and utilize the Curriculum Mapping Matrix to monitor progress towards improvements.
- Utilize the feedback from the Strategic Curriculum Discussion to explore curriculum changes in Marketing career strategies and the scope of entry skills needed by Business-Marketing graduates to prepare for employment.
- Explore ways to include ongoing input from part-time faculty into the curriculum review process.
- Re-consider the option bands of courses in the program and explore how they can better contribute to identified career paths, and development of higher level graduate outcomes.
- Explore the integration of experiential learning and/or short-term work placements for all students. See Recommendations-Co-op that follow on page 18.
- Follow the process for evaluating best practices in Assessment Design with Program Team to ensure alignment of assessment to outcomes with a focus on recognizing student experience, by utilizing the program level assessment mapping process in the program, in order to monitor the student experience.
- Facilitate Strategic Curriculum Discussions with current students and recent graduates to assess curriculum and employment opportunities relevant to the vocational standards.
- Assess adequacy of POS hours to meet program and graduate outcomes.

2) Evaluate opportunities for student pathways and develop a plan to implement a pathways plan for the program.

- a. Assess opportunities for various pathways between other college programs (e.g. Business Administration, Advertising and Marketing Communications Management, Public Relations, Event Management, and a pathway to a degree and university.
  - Utilize the expertise of the Institutional Research department to provide data pertinent to this analysis.
- b. Adapt curriculum in advance of opportunities for college-to-college transfer arrangements.

**Data Sources:** Competitive analysis overview sourced from college and program websites, Curriculum mapping matrix (CMM), POS, Program Learning Outcomes, Vocational Standards and Essential Employability Skills and Co-op Employer Survey

## Curriculum: Mapping Analysis

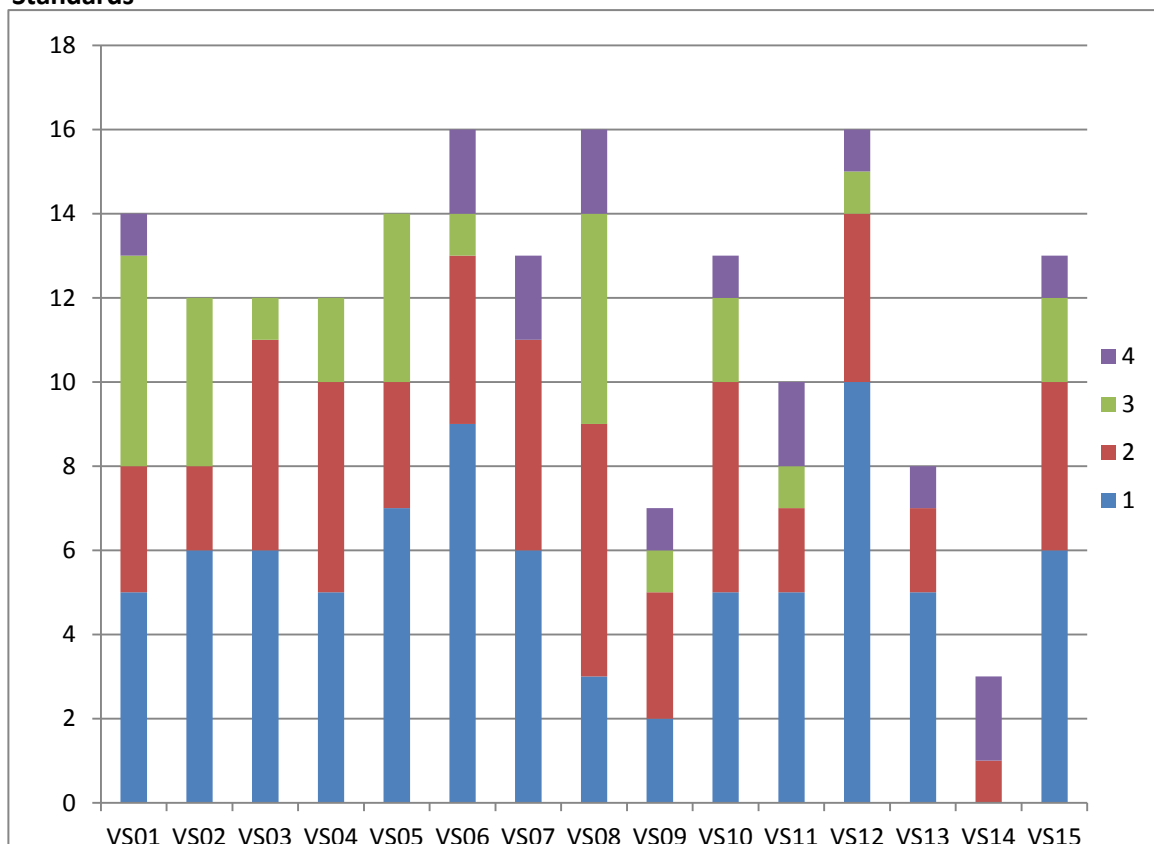
### Overview

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 analysis for the Business-Marketing program is based on a complete curriculum mapping matrix. Due to the diversity of types of courses in the option band selections (foundational or specialized) they were excluded from the Clinking matrix.

### Course Learning Outcome Links to Program Learning Outcomes

#### Curriculum Mapping Matrix: Business-Marketing Course Learning Outcome Links to Vocational Standards



### Breadth of Learning Summary

An analysis of the CMM for courses in the POS indicates that students are exposed to all vocational standards for the Business-Marketing program:

- Semester 1, semester 2 and semester 4 CLinks to all the VSs;
- Semester 3 CLinks to all but one of the VSs.
- Scaffolding in Semester 2 laddering is justified as this is the first semester with a concentration in “Marketing”.

### Vocational Standards

- There are 179 CLinks from course learning outcomes to the 15 VSs.
- There are 15 Vocational Standards for Business-Marketing a relatively large number, creating high expectations for a two year program.
- VS 2,3,4 and 5 have no grad Level 4 Clinks
- Only 1 VS (14)has no basic Level 1 Clinks
- Closer review may suggest: VS13 a CLO rather than a VS.
- VS09 and VS05 could be consolidated.
- VS15 regarding technology may still be relevant if it relates to the soft skill of adapting to changing technologies

### Business Marketing

Column Labels-level of contribution (levels 3 & 4, significant or very significant)	Significant level 3	Very significant level 4	Total CLinks Levels 1 to 4	% of Clinks at level 3 and 4
Columns: number of CLinks Rows Vocational Standards to be CLinked:				
VS01	5	1	14	43%
VS02	4		12	33%
VS03	1		12	8%
VS04	2		12	17%
VS05	4		14	29%
VS06	1	2	16	19%
VS07		2	13	15%
VS08	5	2	16	44%
VS09	1	1	7	29%
VS10	2	1	13	23%
VS11	1	2	10	30%
VS12	1	1	16	13%
VS13		1	8	13%
VS14		2	3	67%
VS15	2	1	13	23%
Grand Total	29	16	179	25%

- Statistics clicks to only one VS (VS 10). On that basis, it should be specialized rather than foundational.
- INFO 10048 is clicked at a level 4 for VS 8 and VS14, which doesn't appear to be an appropriate level for a first semester course. This may be a symptom of courses being service courses rather than integrated into the program.
- Overall levels of learning show 75% of CLinks to VS as contributing to a minor (1) or moderate (2) degree to a graduates ability to demonstrate the skill or ability.
- Only 25% of total CLinks to VS are characterized as contributing to a significant (3) or very significant (4) degree to a graduates ability to demonstrate the skill or ability.

### Characterization of CLinking by Vocational Standard

Clicking reflects the level to which the course contributes to preparing the student for graduate level skills with:

- 1 = minor
- 2 = moderate
- 3 = significant
- 4 = very significant
- Approximately 25% of total CLinks to VS are characterized as contributing to a significant (3) or very significant (4) degree to a graduates ability to demonstrate the skill or ability.
- There is a concentration of marketing courses in 2<sup>nd</sup> semester. The Business-Marketing program is currently structured so that students can take 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> semesters or 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup> and then 3<sup>rd</sup> semester. Some of the third and fourth semester courses are described as "introductory".

### Recommendation:

The laddering of vocational skill development in marketing to the graduate level should be in more depth and complexity both between courses, and in 3<sup>rd</sup> and 4<sup>th</sup> semesters.

### Characterization of CLinking by Vocational Standard by semester:

Semester number	Clicks to VS by semester				
		Moderate Degree (2)	Significant Degree (3)	Very significant Degree (4)	Total by Semester
1	28	10	4	2	44
2	34	17	8	1	60
3	9	12	10	2	33
4	9	15	7	11	42
Overall	81	56	32	20	179

## Course Learning Outcome Links to Program Learning Outcomes

### Program Composition

- There are 9 Foundational courses, 8 Specialized, 1 Integrational and 3 General Education courses: COMM 10265 Critical & Innovative Thinking - Semester 2, BUSN OB371 Organizational Behaviour and OPEL GE100 – General Education Band Selection plus 3 option bands of program course selections.
- Total of 179 CLO links spread over courses in 4 semesters: 46% of CLO are in Foundational courses, 43% in Specialized and 11% in Integrational
- Specialized courses have 43% of the CLinks to VSs. However, specialized courses CLink to 11% of VSs that contribute to a graduates ability to demonstrate the skill or ability at a significant (3) or very significant (4) degree.

### Recommendations:

- Reclassify courses: All first semester should be Foundational; Consumer Behaviour should be specialized rather than Foundational.
- Explore achieving higher level course learning outcomes in some of the specialized courses.
- Re-assess contribution of courses in option band to vocational outcomes of the curriculum.

### Overall Depth & Complexity Summary

#### Vocational Standards- Overall Highlights

- There are a total of 179 course links to VS
- Approximately 25% of total course links to VS are characterized as contributing to a significant (3) or very significant (4) degree to graduates' ability to demonstrate the outlined skill or ability
- Approximately 45% of total course links to VS are characterized as contributing to a minor (1) degree and 30% of total course links to VS are characterised as contributing to a moderate (2) degree
- Overall levels of learning are limited in complexity as 75% of outcomes are at the minor and moderate degrees of learning.
- Scaffolding across semesters is limited with a concentration of Marketing courses in semester 2, with three terminal optional program courses and with a lack of scaffolding between semesters 3 and 4.
- First semester common platform makes it more difficult to get to grad level in three remaining semesters. With order of course offering for students as 3<sup>rd</sup> and then 4<sup>th</sup> semester, or alternatively, 4<sup>th</sup> and then 3<sup>rd</sup> semester, the graduate level of skill development achieved is even further restricted.
- Specialized courses have 43% of the CLinks to VSs. However, specialized courses CLink to 11% of VSs that contribute to a graduates ability to demonstrate the skill or ability at a significant (3) or very significant (4) degree.
- In 4<sup>th</sup> semester, there are not enough Marketing courses.

**Recommendations:**

Explore further:

- Content gaps in the program: in writing skills, computer skills, and math skills.
- Statistics course is a significant barrier to success in the program. However, it is a requirement for many post graduate pathways. **Recommendation:** Explore alternative course content such as “Statistics and Marketing Metrics” rather than generic Statistics.
- The marketing process starts with statistical analysis using technology. **Recommendation:** The research techniques learned in Marketing Research course should ladder into later courses.
- Whether The Agency experience could be offered as a credit course.

Data:

	% of Clicks to VS by Course Classification				
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4	Total by Semester
Foundational	25%	14%	4%	2%	46%
Specialized	18%	14%	8%	3%	43%
Integrational	2%	2%	3%	4%	11%
Overall	45%	30%	16%	9%	100%

**Course Learning Outcomes Linked to Essential Employability Skills**

Data is not available at this time.

**Course Learning Outcomes Linked to External Standards**

Not Applicable for the Program.

**Compliance: Framework for Programs of Instruction:**

<b>Compliance: Framework for Programs of Instruction – Business-Marketing Diploma</b>		✓
Scope: Depth, Breadth and Complexity	<ul style="list-style-type: none"> <li>• Meets all specific Vocational Outcomes as defined by the provincial program standards (<a href="http://www.accc.ca/ftp/es-ce/MTCUCollegeFramework.pdf">http://www.accc.ca/ftp/es-ce/MTCUCollegeFramework.pdf</a>)</li> <li>• Involve alternative approaches to skill and knowledge application across a broad range of technical and/or administrative requirements; coordination; and evaluation.</li> <li>• Performance of a range of skills, with associated knowledge, showing substantial depth in some areas where judgment is required in the planning and selecting of appropriate services, or techniques for self and others.</li> <li>• Applications involve participation in the development of strategic initiatives, as well as personal responsibility and autonomy in performing operations or organizing others.</li> <li>• Applications may include participation in teams, including teams concerned with planning and evaluation functions. Group or team coordination may be involved.</li> </ul>	✓

Essential Employability Skills	<ul style="list-style-type: none"> <li>Basic fundamental personal management and teamwork skills</li> </ul> <p><i>NOTE: Program Faculty completed the mapping requirements for this MTCU requirement. The analysis of the data has been deferred to the 5-Year Action Plan.</i></p>	Unable to Assess
General Education	<ul style="list-style-type: none"> <li>Exposure to at least ONE discipline outside field of study</li> <li>Access to 3-5 courses designed discretely from vocational standards. Gen Ed courses offered are: <ul style="list-style-type: none"> <li>COMM 10265 – Critical &amp; Innovative Thinking</li> <li>OPEL GE100 – General Education Band Selection (Gen ed)</li> <li>BUSN OB371 – Organizational Behaviour</li> </ul> </li> </ul>	✓
Typical Duration	<ul style="list-style-type: none"> <li>Approximately, four semesters or 1200-1400 equivalent instructional hours <ul style="list-style-type: none"> <li>POS as of Fall 2012 program was 985 POS hours, which is somewhat lower than the minimum recommended by MTCU.</li> </ul> </li> </ul>	x

## Curriculum: Competitive Curriculum Analysis

### Overview

Competitive Curriculum data is used to analyze the program based on several variables such as admissions, model of delivery, tuition, program of studies, intake schedule, and experiential learning opportunities in comparison to other colleges with the same program. This data is used to determine if other colleges are adopting innovative practices within the program.

Source: 319 359 Competitive Curriculum Analysis.xls

### Highlights

- Comparison of the programs of study (POS) for various Business-Marketing programs in the college system indicates that there are:
  - 14 colleges offering Business-Marketing
  - Fall intakes (14 colleges), Winter intakes (11 colleges), and Spring intakes (4 colleges); Mohawk has 2 intakes, with no applications for Spring intake.
  - Two Business-Marketing programs offer co-op options (of which Mohawk is one). In 2012 Mohawk was the only co-op offering. In Fall 2013, Fanshawe will offer co-op.
  - Two colleges offer accelerated non-co-op deliveries, in four consecutive semesters, Mohawk and Conestoga.
  - Algonquin offers an option for the first year of the program online (new), with the second year classroom based.
- Admissions requirements in the Business-Marketing program for the seven colleges compared in the CCA analysis all require applicants to have OSSD and in addition, English and Math.

**Recommendation:**

Monitor comparator colleges for programs (Business-Marketing MTCU code 52900 and Business-Sales and Marketing MTCU code 52936), CAAT “2900” family of programs and scope of pathways for graduates.

## Curriculum: Strategic Curriculum Discussion (SCD)

**Overview**

Various stakeholders for the program are invited to attend a strategic discussion in regard to curriculum, essential skills for an entry level position, trends in the industry, graduate employment, and experiential learning opportunities.

- Participants - Graduates / Employers: Cory Aitken, Sales Representative; Annette Brennan, PAC, owner Crock-a-Doodle; Rob Carron, PAC, Director of National Sales, Grand and Toy; Cindy Hills, Brand Manager; Erin Kimball, insurance; Steve Kosh, MSA-Marketing & Communications Officer; Tyler McKenna, A/P; Chelsea Moore, PAC, Packaging; Neil Reeve-Newson, PAC, Internet Marketing; Evan Slinger, Account Manager
- Jane Cooper, Associate Dean; Lisa Pegg, Curriculum Specialist; Jo-Ann Lamore, Academic Lead; Jacqueline Cowden-Scott, Recorder.

**Highlights**

- The industry specialists who attended the Business-Marketing Program and provided insight into the strengths, challenges, opportunities and threats of the program were all program graduates and represented few employers. Minutes of the SCD are posted in the Appendix.
- In addition to the SCD held with industry specialists, a SCD with current students was held on February 25, 2013.

Source: 319 359 SCD.pdf

**Recommendations:**

- Utilize the feedback from the Strategic Curriculum Discussion to explore curriculum changes in career discovery and Marketing career strategies.
- Research marketing employers and scope of entry skills expected and communicate diversity of entry opportunities.
- Facilitate sessions with current students and recent graduates to assess curriculum and employment opportunities relevant to the vocational standards.
- Utilize the feedback from the Strategic Curriculum Discussion to explore curriculum changes for skills needed by graduates to meet employer expectations.
- Facilitate sessions with employers to determine the scope of skills required for entry positions.



## Strengths, Challenges, Opportunities, Threats

### Strengths

- The Business- Marketing Program graduates were pleased with the program faculty.
- Sales training in the program was well received.
- Program was helpful to graduates to prepare for further study.
- Students valued the opportunity to do research for actual businesses.

### Challenges

- Computer skills:  
Graduates reported the need for upgrading basic computer skills, particularly in Excel.
- Marketing courses:  
Marketing courses are heavily weighted in traditional media. The approach should be balanced with applications in new media.
- Work experience:  
Integrating some practical experience would be helpful for all students.
- Project Management:  
Introducing and applying project management techniques were recommended by graduates.
- Employment opportunities:  
Would be enhanced by defining realistic expected entry level positions for Business-Marketing diploma graduates and by helping students to develop analytical and adaptive learning skills.

### Threats

- Challenge in recruiting employer participation for the Program Advisory Committee (PAC) outside of that provided by Mohawk graduates.
- Increased competition from advanced diplomas, degree programs and current practitioners.
- Graduates/Employers may be seeing “marketing” positions as generally requiring a level of skill beyond a diploma. Employers are looking for specialized skills.

### Opportunities

- Improve skill development within the program by adding experiential learning for all students.
- Employers need help sorting out the new media. Explore revising curriculum to enable students not only how to use it, but how to add value by measuring the effectiveness of alternate sources of new media use with an adaptive learning approach.
- Explore whether offering skills development in web-design, maintenance and/or assessment, reported to be in some demand, would be a good fit for the program, or worthy of consideration for a post grad certificate.
- Explore a re-focus for retailing by altering course content to integrate both traditional and online approaches.
- Explore extending a pathway to offer additional skill development with an advanced diploma, such as Business Administration or Advertising and Marketing Communications Management.
- Provide alternate content or post-graduate opportunities in social media, web design, advertising, copywriting
- Additional ongoing feedback from industry representatives would be helpful.

## Curriculum: Co-op Program

### Data Summary:

#### Co-op Employer Survey

The survey of over 400 employers conducted over January 21-31 2013 yielded 6 responses (one of the six responses from Mohawk College). See Mohawk College website at: [http://www.mohawkcollege.ca/business-programs/employers/Marketing\\_Coop\\_Employer\\_Survey.html](http://www.mohawkcollege.ca/business-programs/employers/Marketing_Coop_Employer_Survey.html)

The low response rate is disappointing. For those employers who responded, the skills identified by employers were mainly “other” which could mean the traditional marketing job titles (as provided by co-op and our faculty) do not reflect the scope of responsibilities. The specific skills mentioned by employers in this small sample include: event marketing, committee coordinator and social media assistant.

#### Feedback from Business-Marketing Faculty on Co-op (Feb 2013)

- Although the co-op course offered by the co-op department has a topic on resume writing, it is descriptive and does not provide the opportunity for students to submit their resume for grading and feedback. As a result, Business-Marketing students may be under-prepared for applying for co-op positions.
- Students are looking for jobs and have expressed their dissatisfaction that many of the co-op job posting include voluntary or unpaid positions.
- Many students, after experiencing their first co-op term, elect to transfer to the non co-op marketing stream; they do not see the benefit of a second co-op term.
- Students no longer see co-op as an opportunity to get their foot in the door, since few co-op positions actually lead to full-time employment opportunities

#### Feedback: from Co-op Department

- Over the last 4 co-op work terms we had 197 job postings. Since the participation rate is extremely low, employers don't come back or repost.
- Cover letters and resumes are poorly done. Marketing students tend to miss 2 or more, out of 5, co-op prep classes. Most of them never submit their documents for a review.

Term	Number of co-op students	Number of students participating
W2013	29	4
S2012	39	16
W2012	24	4
S2011	29	10

#### Statistics from W2013:

- 12 students missed 2 out of 5 co-op prep classes
- 8 students missed 3 out of 5 co-op prep classes
- 4 students missed 4 out of 5 co-op prep classes

### Feedback: from Graduates and Current Students

- the jobs were not of high quality
- many jobs were unpaid – appreciated the opportunity, but I needed to make money
- maybe a work placement for all students is more feasible – one month or a couple of weeks; employers are less obligated than on a bigger co-op commitment
- wanted to finish in April; did not want to wait until August
- a lot of jobs weren't marketing jobs
- reviewed positions and found they weren't interesting or not suitable
- not interested in working in a call centre
- access to positions (i.e. in Toronto) not feasible
- field placement instead of classes – interesting because it might lead to other opportunities

### Recommendations: Co-op

- Suspension of the marketing co-op program. As can be seen from the data above, participation in the second co-op work term, which occurs in the winter semester, is minimal, with most students choosing to transfer to the non co-op option, leaving few co-op students remaining to complete the 4<sup>th</sup> semester as scheduled in the program of studies. In 2011, there was one student remaining; in 2012, there were five.
- As an alternative to co-op, provide enhanced experiential learning opportunities to students in the marketing program. For example, the current program of studies could be modified to include an "Agency Experience" course, as marketing students who have participated in Agency projects have reported that it is an extremely positive experience.
- Explore the possibility of adding an internship component to the marketing program. For example, students could job shadow or assist a marketing practitioner for a short-term period (e.g. two weeks) and then write a report on the experience gained.
- Given the current rate of transfer into the marketing non co-op option, if the marketing co-op program was suspended, it is anticipated that a large number of students would apply to either the non co-op program, or to other programs in the McKeil School of Business.

## Curriculum: Pathways and Partnerships

### Overview

Pathways and partnerships analysis provide opportunities to explore and identify strengths and challenges associated with internal and external pathways and partnerships for the program.

### Highlights

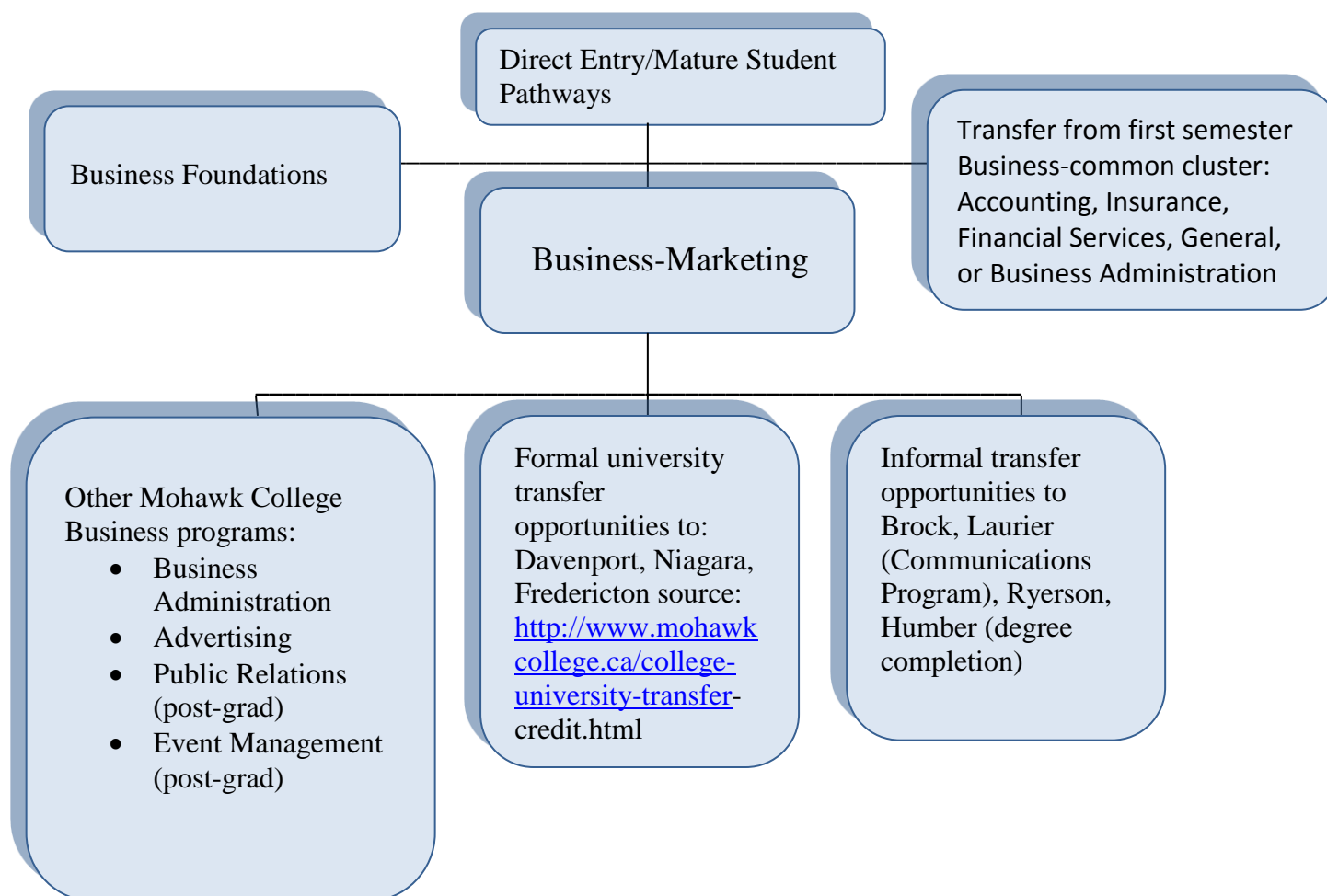
- CAAT College to College transfer agreement (expected to eventually lead to a university transfer agreement). Should Mohawk College choose to participate, will need additional course in writing skills.
- The Business-Marketing program attracts graduates from the foundational programs offered at Mohawk College (i.e. Business Fundamentals).

See other analysis in the Program System Map section of the report

**Recommendations:**

Evaluate opportunities for student pathways and develop a plan to implement a pathways plan for the program.

- Explore adapting curriculum to meet conditions for proposed inter-college transfer opportunities.
- Explore pathways to:
  - a three year Marketing advanced diploma. Within CAAT, there are currently 14 Business-Marketing programs and 14 Business Administration-Marketing programs.
  - a Marketing post-diploma certificate. Within CAAT, 6 programs are offered.
  - a University or applied degree program.
    - Utilize the expertise of the Institutional Research department to provide data pertinent to this analysis.
- Assess opportunities for various pathways between other related college programs (e.g. Business Administration-Marketing, Media Marketing and Sales, Advertising and Marketing Communications, Public Relations, and Event Management) or graduate certificate programs in areas such as Social media or Marketing Management.

**Pathways: Fall 2012**

## **Partnerships**

Canadian Professional Sales Association (CPSA)

All students can apply for a CPSC certificate once they have graduated from the Business-Marketing program.

Source: 319 359 Pathways College Transfers.pdf

## Curriculum: Program System Map

### Overview

A program system map provides data used to determine pathways between certain types "families" of credentials. Families of credentials refer to program outcomes and MTCU codes that are relevant for specific industries and sectors.

### Highlights

The MTCU "family" code for the Business-Marketing industry is spread over MTCU codes 2900. The Business-Marketing program from a college system view and has the following observations based on the November 2012 APS-MTCU table:

- Based on the family code, there are 21 colleges that offer some type of Business-Marketing credential. Within these 21 colleges are 42 marketing related programs.
- The 42 marketing programs include: 17 Business-Marketing diploma programs, 18 Business Administration-Marketing advanced diploma programs and 7 Marketing Management graduate certificate programs (OGCP - post-graduate).
- 15 of the 21 colleges offer 2 or more marketing programs as pathways
- 6 colleges only have 1 offering of a marketing program—Mohawk fits into this category

### Recommendation:

Utilize the Annual Program Review process to monitor changes in competitor programs under code 52900

**Data Summary:** APS analysis of marketing programs in the 2900 family:

## Curriculum: Program Level Assessment Mapping

### Overview

Program Level Assessment Mapping provides an opportunity and process for program teams to reflect on best practices in assessment through a program level lens. Generally, reflection on assessment practices is completed at a course level; however, a review at a program level can indicate areas of strengths and challenges from a student perspective, as well as a faculty perspective.

### Recommendation:

Utilize the program level assessment mapping process for the Business-Marketing program in order to monitor the student experience.

## Environmental Scan Phase 2

### Participants in Phase 2 Program Review, Feb. 25, 2013:

Jane Cooper, Associate Dean; Pat Kolodziejcki, Coordinator; Bill Lucas, Professor; Mark Valvasori, Professor; Janice Long, Professor; Christine DeVries, Part-time Professor; Carmelinda Del Conte and Shannon Gould, Institutional Research; Jo-Ann Lamore, Academic Lead.

Most Part time and service faculty did not participate in this phase of program review.

**Highlights**

Mohawk's Business-Marketing program:

Marketing	319-non co-op	359-co-op
is the first choice program for Fall 2013 (Feb.25)	16% of applicants	16% of applicants
Applications 2009-2012 trending	Fall, up from 250 to 269 Winter, up from 120 to 132	Fall, down from 248 to 205 Winter, no co-op intake
Applications for Fall 2013 (Feb.25)	159	119
2012 KPIs for student satisfaction:		
knowledge & skills	94% (up from 77% in 2011)	92% (92% in 2011)
learning experiences, program quality and overall	91% (up from 74% in 2011)	87% (up from 78% in 2011)
graduate satisfaction in 2010	79%	79%

- Business-Marketing has an applicant pool as part of the Business program cluster. Applications data for the Business cluster is not available.
- The Mohawk Business-Marketing Program is now facing increased competition
- None of the Business-Marketing programs in the college system are oversubscribed.
- Employer satisfaction data is based on small response rate.

**Background**

- Phase 2 of Program Review for Business-Marketing took place Feb. 25, 2013 and includes:
  - trend analysis of: OCAS applicant and registrant data, KPIs
  - Program Scorecard, Employment report, Student Engagement Survey
- Up-to-date course activity and course failure information was not available at this time.

**Recommendations-Phase 2: Environmental Scan:**

- 1) Utilize the Annual Program Review process to monitor enrolment, student success and placement trends, and graduate and employer satisfaction trends.
- 2) Utilize the Annual Program Review process to monitor comparator colleges for programs Business-Marketing MTCU code 52900 and Business-Sales and Marketing MTCU code 52936. Watch for additional competitive activity that could affect demand (such as Advertising and Marketing Communications Management, formerly, Advertising).
- 3) Utilize the Annual Program Review process to monitor changes in competitor programs, delivery options, course offerings and direction of any specialization.
- 4) Utilize the Annual Program Review process to monitor program scorecard metrics and develop strategies to address issues that result.
- 5) Explore calculation of financial performance metric and assess for reasonableness.
- 6) Explore Business-Marketing program role in College retention strategy.
- 7) Monitor proportion of enrolment based on transfers from other business programs
- 8) Monitor job placements trends and explore additional pathways for graduates

- 9) Look for ways to incorporate additional opportunities for students to improve their writing, computer, and math skills, and work placement or other opportunities for experiential learning activities.
- 10) Develop strategies to address issues as a result of the environmental scan.

Source: 319 359 Business Marketing Services Systems Matrix.xlsx

Source: 319 359 ProgramChoice.xlsx

## Environmental Scan: Competitive Overview

### Overview

The following section provides a brief overview of comparator Business-Marketing programs in the college system in regard to applicant, enrolment, program choice, funding units etc. The following observations based on the Nov. 2012 MTCU APS Table, OCAS Data Warehouse and websites of individual Colleges:

- 1) There are 48 programs in the marketing area offered through 21 of the Ontario Colleges:

Number	type	Program
0	1-year	none
16	2-year diploma	Business-Marketing, Business-Sales and Marketing
26	3-year advanced diploma	Business Administration, Business Administration-Marketing
6	1-year post graduate certificate	OCGC (post graduate certificate) in Marketing Management
0	4-year applied degrees	Bachelor of Applied Business-Marketing
48	Total programs	(12 in Business Admin have no specific marketing specialty)

Within these 21 colleges are **36** marketing related programs and **12** advanced diploma programs (in Business Administration with no marketing specialty) are offered for a total of **48** programs.

- 2) At Mohawk there is a 2-year program. There are no pathways to an advanced diploma or OCGC.
- 3) New CAAT Program titled “Advertising and Marketing Communications” has an advertising focus and only slightly overlaps in content with Business-Marketing. Additional competitive activity as a result of this change could affect demand.
- 4) One 2-year business program with similar content called “Sales and Marketing” is being offered at Niagara and Loyalist Colleges where “Business-Marketing” is not offered.
- 5) The 5 largest competitors by size based on 2012 (first year enrolment): Fanshawe (252), Algonquin (179), Humber (146), Mohawk (124) and Centennial (89).



- 6) Mohawk and Northern are the only two colleges to offer only a 2-year Business-Marketing diploma and no other marketing programs.
- 7) Seven colleges offer both Business Administration and Business Administration-Marketing advanced diplomas.

## Summary Environmental Scan: Competitive Overview

- To provide a broad overview, the Marketing program data is compared for (1) MTCU code 2900 family, (2) the CAAT 52900 Marketing programs offered and (3) Business-Marketing programs approved and listed on APS-MTCU code 52900.
- 14 colleges offer a 2-year Business-Marketing program under MTCU code 52900
- 2 colleges (Niagara and Loyalist) offer a 2-year Business-Sales and Marketing program under the MTCU code 52936.
- From the APS analysis of Marketing programs in the 2900 family: 15 of the 21 Ontario colleges offer 2 or more Marketing programs as pathways.
- 6 of the 21 colleges only have 1 offering of a Marketing program. Mohawk fits into this category along with Sir Sanford Fleming, La Cite, Lambton, Loyalist, and Northern Colleges.
- For Mohawk, the pathways are: Business Fundamentals, Business-Marketing, and Business Administration which requires a bridge semester.
- Not included in the analysis above is information that Humber College will be offering a new applied degree program, Bachelor of Commerce – Marketing, in Fall 2013 (which has not yet been assigned an MTCU code).

**Data Summary:** based on the Nov. 2012 MTCU APS Table, OCAS Data Warehouse and websites of individual Colleges. The chart below displays the “2900” family and the Business-Marketing MTCU code 52900 offerings.

	2 Year		3 Year		1 Year	Total program offerings
	Diploma		Advanced Diploma		Graduate Certificate	
	BUSINESS - MARKETING (52900)	BUSINESS SALES & MARKETING (52936)	BUSINESS ADMINISTRATION -60200	BUSINESS ADMINISTRATION - MARKETING -62900	MARKETING MANAGEMENT -72900	
MTCU	52900	52936	60200	62900	72900	
ALGO	✓		✓		✓	3
CAMB			✓			1
CENT	✓		✓	✓		3
CONE	✓			✓		2
CONF	✓			✓		2
DURH	✓			✓		2
FANS	✓				✓	2
FLEM			✓	✓		2
GRBR	✓		✓	✓	✓	4
GEOR	✓		✓	✓		3
HUMB	✓		✓		✓	3
LA CITÉ			✓	✓		2
LAMB			✓	✓		2
LOYA		✓				1
MOHA	✓		✓			2
NIAG		✓		✓		2
NORT	✓		✓			2
SENE	✓			✓	✓	3
SHER				✓	✓	2
STCL	✓			✓		2
STLW	✓		✓	✓		3
<b>TOTAL</b>	<b>14</b>	<b>2</b>	<b>12</b>	<b>14</b>	<b>6</b>	<b>48</b>

## Environmental Scan: Applicant Trends

### Highlights

- Applications system-wide have declined 18% over the period 2009-2012 for fall from 4,274 to 3,526, and, increased slightly in winter from 864 to 886.
- Mohawk applications were down 5% in fall semester from 498 in 2009 to 474 in 2012 and in winter semester increased 10% from 120 in 2009 to 132 in 2012/2013.
- Mohawk has sustained reasonable applicant and registrant demand. There has been a net market gain in applicants from local colleges each year 2009 to 2012. Mohawk enrolment has increased over this period.

### Data Summary

#### Application/Registrant activity by year by College:

For Business-Marketing (MTCU 52900) (Funding at 2.0)

MTCU 52900 Intake year:	2009		2012		2013 (as of Feb. 23)
<b>College:</b>	<b>Fall</b>		<b>Fall</b>		
<b>Mohawk</b>					
Non-co-op	250		269		159
Co-op	248		205		119
Fanshawe	966		639		374
Algonquin	831		606		468
Humber	628		558		413
MTCU 52900 Intake year:		2009/2010 Winter		2012/2013 Winter	
<b>Mohawk</b>					
Non-co-op		120		132	
Co-op		0		0	
Fanshawe		180		145	
Algonquin		0		0	
Humber		197		132	
Total of above	2923	497	2277	409	
Total CAAT system	4274	864	3526	886	

Applications trend: 2009 to 2012

System-wide decline from 4,274 to 3,526 in fall; increase from 864 to 886 in winter

Mohawk decline from 498 (250+248) to 474 (269+205) in fall; increase from 120 to 132 in winter.

Data Source: 319 359 Business Marketing Systems Matrix.xlsx

## Environmental Scan: Enrolment, Catchment

### Highlights:

- Despite the downward trend in applications system-wide for Business-Marketing, the system-wide program enrolment is up slightly from 1,044 to 1,067 (fall audit).
- At Mohawk, first year fall audit enrolment is up significantly, 31% over 2009 to 2012 from 95 to 124 students (as part of first semester common Business-cluster enrolment).
- Enrolment for first year increased from 95 to 124, and from 103 to 130 in second year over 2009 to 2012. The number of students enrolled at Mohawk College reflects an increase and net market gain from local colleges.
- At Mohawk, over the period 2009-2012, for Business-Marketing there was an increase in fall registrants from 97 to 109 and an increase in winter registrants from 29 to 44.
- Catchment analysis: net market gain in enrolment in 2009 through 2012 is from “local” colleges Conestoga, Niagara, Fanshawe and Sheridan.
- Mohawk's Business-Marketing program is losing few students to other Business-Marketing programs, and has a consistent net market gain 2009 to 2012.
- 19% of Mohawk's non-co-op and 24% of co-op enrolment is over the age of 21 in fall 2012.
- Enrolment is more heavily skewed male (56-63% in 2012)
- Business-Marketing has a higher percentage of international students at 24% than MTCU at 14%.

### Data Summary:

#### First year enrolment data:

#### **Enrolment activity by year by College: 1st year fall trend 2009 to 2012**

For Business-Marketing (MTCU 52900) (Funding at 2.0)

MTCU 52900 Intake year:	Fall 2009(audit)	Fall 2012 (audit)
<b>Mohawk</b>		
Non-co-op	48	62
Co-op	47	62
Fanshawe	314	252
Algonquin	219	179
Humber	148	146
Total of above	776	701
Total CAAT system	1044	1067

Enrolment trend: 2009 to 2012

System-wide 1<sup>st</sup> year enrolment increased from 1,044 to 1,067 in fall (audit).

Mohawk 1<sup>st</sup> year enrolment increased from 95 (48+47) to 124 (62+62) in fall (audit).

**First year enrolment profile data:**

Market Demand Profile - 1 <sup>st</sup> Year Enrolment -2012-2013	MTCU	Mohawk's Business – Marketing 319	Mohawk's Business – Marketing Co-op 359
	November Audit 2012	November Audit 2012	November Audit 2012
Applicant Type	52% non-direct	63% non-direct	61% non-direct
Age Group	46% age 20-21	55% age 20-21	58% age 20-21
Gender	63% male	63% male	56% male
Fee Category			
Funded	86%	76%	100%
International	14%	24%	%

Applicant Data: 2013 non-co-op Program choice Feb.25, 2013:

- 16% of Mohawk applicants indicate Business-Marketing as their first choice (decrease from 24% previous year)
- 23% indicate as 2<sup>nd</sup> choice (decrease from 26% previous year)
- 28% indicate as 3<sup>rd</sup> choice (increase from 26% previous year)

Applicant Data: 2013 co-op Program choice Feb.25, 2013

- 13% of Mohawk applicants indicate Business-Marketing as their first choice (decrease from 31% previous year)
- 26% indicate as 2<sup>nd</sup> choice (increase from 21% previous year)
- 27% indicate as 3<sup>rd</sup> choice (increase from 23% previous year)

Source: 319 359 Business-Marketing Systems Matrix.xlsx

## Summary: Trend Analysis- Applicant, Registrant and Enrolment, Catchment:

### MTCU (52900) system-wide:

- Applications system-wide declined from 4,274 to 3,526 in fall; increased from 864 to 886 in winter.
- Enrolment system-wide enrolment increased from 1,044 to 1,067 in fall (audit) first year enrolment.

### Mohawk College (319 and 359):

- Mohawk applications declined from 498 to 474 in fall; increased from 120 to 132 in winter.
- Mohawk enrolment increased from 95 to 124 in fall (audit) first year enrolment.
- Mohawk has sustained reasonable applicant and registrant demand. Mohawk enrolment has remained fairly stable with a net market gain from local colleges.
- Mohawk's Business-Marketing program is facing increased competitive pressure with other colleges and universities offering extended pathway opportunities.

**Recommendations:**

- 1) Utilize the Annual Program Review process to monitor enrolment, student success and placement trends.
- 2) Monitor comparator colleges for programs (Business-Marketing MTCU code 52900 and Business-Sales and Marketing MTCU code 52936), CAAT "2900" family of programs and scope of pathways for graduates. Watch for additional competitive activity that could affect demand. Utilize the Annual Program Review process to monitor changes in competitor programs, delivery options, course offerings and direction of any specialization.
- 3) Develop strategies to address issues as a result of the environmental scan.

## Environmental Scan: Employment

**Overview**

Graduate Employment is analyzed using a variety of sources such as the Graduate Employment Report and a survey implemented 6 months after graduation. Graduate Employment for graduates of the Mohawk College Business-Marketing program is based on:

- 2009-2010 Graduates: graduated in either August 2009, December 2009, or April 2010
- 2010-2011 Graduates: graduated in either August 2010, December 2010, or April 2011

**Highlights**

- Overall, there has been a decrease in graduates employed in full-time, program related positions between 2009 and 2010 graduates. The percentage has also decreased slightly from 2009 to 2010.
- In 2009-2010, more graduate respondents from non-co-op Business-Marketing went on to further education than were employed in full time related positions.
- Based on the 2010 Graduate Employment Report, 44\*% of graduates available for employment were employed in full-time, program related positions earning an average salary of approximately \$41,000. In comparison, 57% of all Mohawk College graduates were employed in full-time, program related positions with an average salary of approximately \$37,000. (<http://www.mohawkcollege.ca/about/research/gradReport.html>).  
\*(5+3)/(12+6)
- Few employers of Business-Marketing graduates participated in the 2010-2011 Graduate Employer Survey (total of 4)

**Recommendations: Graduate Employment:**

- Utilize the Annual Program Review process to monitor enrolment and satisfaction trends.
- Explore additional pathways for program graduates.
- Develop strategies to address issues as a result of the environmental scan.

**Data Summary****Graduate Employment Report:**Data source: <http://www.mohawkcollege.ca/about/research/gradReport.html>.

<b>From Mohawk College Graduate Report for 2010-2011 and 2009-2010</b>	<b>2010-2011 Non co-op graduates</b>	<b>2010-2011 Co-op graduates</b>	<b>2009-2010 Non co-op graduates</b>	<b>2009-2010 Co-op graduates</b>
Full-time Employed, Program Related	5	3	12	12
Full-time & Part-time Employed, Program Unrelated	6	2	11	2
Part-time Employed, Program Related	1	1	1	3
Subtotal: available	12	6	24	17
Unemployed-seeking	1	1	1	3
Not in Labour Force:				
<b>Further education</b>	4	2	13	4
Not seeking	3	0	1	0
<b>Total respondents</b>	<b>20</b>	<b>9</b>	<b>39</b>	<b>24</b>
Percentage of Graduates Employed	60% (12/20)	67% (6/9)	62% (24/39)	71% (17/24)
<b>Graduate Outcomes: Labour Force Participation (Excludes Graduates Not in Labour Force)</b>				
Percentage of Graduates Employed Full-time	55% (5+6)/20	55% (3+2)/9	59% (12+11)/39	58% (12+2)/24
Percentage of Graduates Employed Full-time + Part-time Program Related	30% (5+1)/20	44% (3+1)/9	33% (12+1)/39	63% (12+3)/24
Percentage of Graduates Employed Full-time Program Related	25% (5/20)	33% (3/9)	31% (12/39)	50% (12/24)
<b>Total respondents</b>	<b>20</b>	<b>9</b>	<b>39</b>	<b>24</b>

Data Source 319 359 KPI Grad Survey.pdf

<b>Grad and Employer Survey (OCAS)</b>	<b>319 for 2011-12</b>	<b>319 for 2010-11</b>	<b>CAAT System 2011-12</b>	<b>CAAT System 2010-11</b>
Grad satisfaction	79%	72%	79%	79%
Employer satisfaction	91 % (3 employers)	91%	93%	93%
<b>Grad and Employer Survey (OCAS)</b>	<b>359 for 2011-12</b>	<b>359 for 2010-11</b>	<b>CAAT System 2011-12</b>	<b>CAAT System 2010-11</b>
Grad satisfaction	75%	78%	82%	71%
Employer satisfaction	100 % (1employer)	100%	93%	90%

Data Source: 319 Grad Employer Survey.pdf and 359 Grad Employer Survey.pdf

## Environmental Scan: Program Scorecard

### Overview

Program Scorecard data is used to analyze the program based on 8 key metrics: 1) applicant first choice, 2) enrolment, 3) conversion, 4) retention, 5) graduation rate, 6) student satisfaction, 7) employment demand, and 8) financial performance.).

### Highlights

- The Business-Marketing non-co-op program scored in the:
  - 1<sup>st</sup> quartile for 1) applicant first choice and 8) financial performance
  - 2<sup>nd</sup> quartile for 3) conversion, 5) graduation rate, 7) employment demand,
  - 3<sup>rd</sup> quartile for 2) enrolment , 4) retention, and 6) student satisfaction
- The Business-Marketing co-op program scored in the:
  - 2<sup>nd</sup> quartile for 1) applicant first choice ,3) conversion, 5) graduation rate, 7) employment demand, and 8) financial performance
  - 3<sup>rd</sup> quartile for 2) enrolment
  - 4<sup>th</sup> quartile for 4) retention, and 6) student satisfaction

### Recommendations:

- *Utilize the Annual Program Review process to monitor program scorecard metrics.*
- *Develop strategies to address issues as a result of the program scorecard and environmental scan.*
- *Explore Business-Marketing program role in College retention strategy.*
- *Explore calculation of financial performance metric and assess for reasonableness.*

### Data Summary

#### Program Scorecard

Program 319							
First Choice	SEM One Student Enrolment	Conversion	Retention	Graduation Rates	KPI Student Satisfaction	Graduate Employment	Financial Performance
19% (1 <sup>st</sup> Quartile)	70 (3 <sup>rd</sup> Quartile)	26% (2 <sup>nd</sup> Quartile)	71% ( 3 <sup>rd</sup> Quartile)	49% (2 <sup>nd</sup> Quartile)	88% (3 <sup>rd</sup> Quartile)	42% (2 <sup>nd</sup> Quartile)	17% (1 <sup>st</sup> Quartile)

Program 359							
First Choice	SEM One Student Enrolment	Conversion	Retention	Graduation Rates	KPI Student Satisfaction	Graduate Employment	Financial Performance
31% (2 <sup>nd</sup> Quartile)	55 (3 <sup>rd</sup> Quartile)	28% (2 <sup>nd</sup> Quartile)	88% ( 4 <sup>th</sup> Quartile)	54% (2 <sup>nd</sup> Quartile)	88% (4 <sup>th</sup> Quartile)	50% (2 <sup>nd</sup> Quartile)	29% (2 <sup>nd</sup> Quartile)



With respect to the program scorecard for Business – Marketing co-op (Program 359), it is important to note that, with respect to both retention and KPI Student Satisfaction, students who are surveyed in second semester have not yet participated in a co-op work term. As previously indicated, by the time students are surveyed in fourth semester, there are very few students remaining in the co-op program.

With respect to graduation rates, of the 45 students enrolled in Business – Marketing co-op for the 2009/2010 academic year, 9 (or 18%) graduated in 2011. Of the 33 students enrolled in Program 359 for the 2010/2011 academic year, 8 (or 24%) graduated within two years. The graduation rates for this program are low, as a large number of students transfer out of the program.

## Environmental Scan: Key Performance Indicators

### Overview

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

Resource: 319 KPI.xls and 359 KPI.xls

### Highlights

- Mohawk's Business-Marketing program was rated first in the province, more highly rated in KPIs than competitors in 2012 for non co-op and over 2009 to 2012 for co-op.
- Strengths of the Business-Marketing program, for both co-op and non-co-op, are that the program provides (Q.3) with skills and abilities specific to your chosen career (Q4) topics relevant to your future success (Q20) quality of classroom learning and (Q43) college facilities.
- Strengths of the Business-Marketing program non-co-op also included: (Q15) teachers' knowledge of their subjects (Q17) teachers' presentation of the subject material (Q33) (Q35).
- Strengths of the Business-Marketing program co-op also included: (Q28) open access resources.
- Priorities for non-co-op were: (Q21) quality of lab learning, and (Q41) Co-op placement services; for co-op (Q40) financial aid services.
- Overall KPI student satisfaction scores (2012) for the Business-Marketing program (88%) higher than the overall Mohawk College score (81.9%) and higher than other programs under the Associate Dean (86.5%). This is a consistent trend over time (2009-2012) and within the capstone questions.

### Recommendation: KPIs:

- *Look for ways to incorporate additional opportunities for students to improve their writing, computer, and math skills*
- *Since fewer students take the co-op option, ensure work placement or other opportunities for experiential learning activities are available within the program.*

## Mohawk Key Performance Indicators (KPIs)

	Student Satisfaction (Satisfied/Very Satisfied)	
	2011	2012
<b>Overall non-co-op</b>	<b>71%</b>	<b>88%</b>
14. OVERALL, your program is giving you knowledge and skills that will be useful in your future career.	77%	94%
26. The OVERALL quality of the learning experiences in this program.	74%	91%
44. The OVERALL quality of the facilities/resources in the college.	70%	86%
45. The OVERALL quality of the services in the college.	64%	82%
<b>Overall co-op</b>	<b>87%</b>	<b>88%</b>
14. OVERALL, your program is giving you knowledge and skills that will be useful in your future career.	92%	92%
26. The OVERALL quality of the learning experiences in this program.	78%	87%
44. The OVERALL quality of the facilities/resources in the college.	89%	87%
45. The OVERALL quality of the services in the college.	89%	87%

## Environmental Scan: Student Success and Retention

Deferred to annual and 5-Year Action Plan

Attrition rates are highest between first and second semester for all programs in the business cluster: Accounting, Business Administration, General, Financial Planning and Marketing. However, students not eligible for their program of choice based on first semester grades, tend to move to programs with lower pre-requisites: Business-General or Business-Marketing. This helps to explain both the low attrition from first to second semester and increase the number of students in Business-Marketing. However, these students tend to be more academically challenged and consequently contribute to the high attrition/low graduation rate in fourth semester Business-Marketing.

### Recommendations:

- *Monitor proportion of 2<sup>nd</sup> semester enrolment based on transfers from other business programs.*
- *Monitor student enrolment and success rates by course and by semester.*
- *Identify those courses and/or semesters that present the biggest hurdle for students to achieve graduate level outcome.*
- *Explore student success strategies to decrease possible barriers to student success.*

## Environmental Scan: Student Engagement Survey

### Overview

The Student Engagement Survey is implemented to all students upon registration. The survey is designed to identify students classified as "at risk" based on a set of questions specific to behaviours and situations that are potential barriers to student success.

### Highlights

- There is a higher proportion of students with low math scores at 48% and 50% when compared to School of Business at 13% and Mohawk overall at 41%



Students' COMMRisk									
	At risk	1	2.1%	1	1.8%	24	5.2%		5.5%
Students' high school average of < = 59% in the final year									
	At-risk final High School Average	6	12.5%	7	12.5%	83	18.0%		10.2%
Students' Computer Comfort									
	Low computer comfort	6	12.5%	2	3.6%	37	8.0%		13.0%
<b>Risk Factors - Attitude &amp; Experience</b>									
Students' Career Clarity									
	Low career clarity	11	22.9%	8	14.3%	61	13.3%		17.6%
Students' College Transition									
	College transition issues	4	8.3%	6	10.7%	36	7.8%		16.7%
Students' Financial Concern									
	Financial concerns	20	41.7%	20	35.7%	178	38.7%		34.3%
Students' Confidence									
	Confidence issues	N/A	N/A	1	1.8%	2	.4%		N/A
Students' Educational Commitment									
	Low educational commitment	N/A	N/A	N/A	N/A	N/A	N/A		N/A
<b>Risk Factors - Demographic</b>									
College Entry Profile (OSSD   Mature)	OSSD (direct)	13	27.1%	18	32.1%	126	27.4%		38.7%
	Mature (non-direct)	35	72.9%	38	67.9%	334	72.6%		61.3%
First Generation									
	First Generation	16	33.3%	21	37.5%	175	38.0%		35.9%
Disability									
	Person with a disability	2	4.2%	2	3.6%	27	5.9%		8.1%
Aboriginal									
	Aboriginal ancestry	4	8.3%	3	5.4%	22	4.8%		5.8%
International									
	International student	10	20.8%	1	1.8%	39	8.5%		5.4%
Recent Immigrant									
	immigrated within last 3 yrs	5	10.4%	N/A	N/A	16	3.5%		3.0%

Primary Caregiver (children   elder dependents)									
	Have children or elder dependents	4	8.3%	4	7.1%	66	14.3%		13.0%
Employment Commitments									
	Work more than 15 hrs a week in paid employment	24	50.0%	31	55.4%	212	46.1%		44.3%
Commute Commitments									
	Live more than 10 kms from campus	12	25.0%	12	21.4%	126	27.4%		38.4%

## Phase 3 Program Quality and Strategic Priorities: Summary

### Overview

Phase 3 of program review is under revision in order to meet new strategic priorities, Program Quality Assurance Process Audit (PQAPA) requirements and the Academic Plan requirements. The Re-Thinking Assessment and Assessment Alignment are still required for Phase 3.

Phase 3 of program review was designed to ensure that programs are recognizing and incorporating best practices in teaching and learning such as learning plans, PLAR, elearn into the program. These aspects of teaching and learning are reviewed during regular provincial audits through PQAPA.

### Participants

- Data collection for Phase 3 of the Business-Marketing program review was conducted in workshops during Winter 2012. Further data was collected in Winter 2013. Information for all courses within the program was provided by Pat Kolodziejski, Program Coordinator and Program faculty. Part time and service faculty did not participate in this phase of program review.
- Jane Cooper, Associate Dean, Lisa Pegg, Curriculum Design, Jo-Ann Lamore, Academic Lead

### Highlights

- Business-Marketing is delivered on a full-time basis with an optional co-op offering. The program is available on a part-time basis through Continuing Education. The program is delivered through a third-party, Pures College, for international students only, at the Mohawk College Toronto Campus location.
- Business-Marketing full time faculty have completed the Re-thinking Assessment workshop prior to program review.
- The program is compliant with General Education policy. All program courses have learning plans developed as do most service courses.
- Program has high scores on KPIs.
- The Business-Marketing Program has a plan for meeting institutional blended-learning requirements by end of 2013.

### Recommendations-Phase 3: Program Quality and Strategic Priorities:

*Complete Program Level Assessment Mapping to monitor student success and retention data.*

- *Revise and update PAC Program Advisory Committee:*
  - *Re-structure composition of Program Advisory Committee to include: employers and potential employers in industries targeted for entry level employment, marketing specialists familiar with scope of entry level opportunities for diploma graduates and regional employment, international marketing specialists, and students.*
  - *Re-focus PAC agenda to ensure compliance with data gathering purpose. Ensure PAC agenda includes gathering feedback about industry trends and employment opportunities for grads.*
  - *Rotate faculty participation at PAC meeting in accordance with College policy.*

### Re-thinking Assessment

Prior to program review, the Business-Marketing Coordinator completed the Rethinking Assessment workshop at a special professional development session where faculty were asked to bring copies of their course outline, learning plan, and student assessment/evaluation instruments for analysis.

Since faculty had previously completed this workshop, they were not required to repeat the work for this program review.

### **Quality Assurance**

PLAR, learning plan, general education, and program advisory committee data collected will be used to address gaps identified during the PQAPA self assessment and final report.

### **PLAR**

Although no longer documented on course outlines, based on an enquiry of faculty, it was reported that approximately 90% of program courses have been assigned PLAR.

### **Learning Plans**

All program courses have learning plans developed as do most service courses.

### **Program Advisory Committee**

Assessment of the efficacy and currency of the Program Advisory Committee (PAC) is required based on criteria established in the Program Advisory Committee Policy.

### **Highlights**

- PAC met once during academic year 2012-2013, having difficulty getting a quorum for a second meeting.
- PAC membership is comprised of industry experts from a variety of industry specialties, most of whom are graduates from the College. However, employers of graduates are not well represented.

### **General Education**

Courses are: COMM 10265 – Critical & Innovative Thinking, OPEL GE100 – General Education Band Selection, and BUSN OB371 – Organizational Behaviour

Data Source: 319 359 Quality Processes.xlsx

## Program Quality Action Plan

Objectives	Action Strategies	Timelines	Responsibility	Status
<b>Short Term (within the next 18 months)</b>				
Utilize the Annual Program Review and Curriculum Committee processes to make changes to curriculum content and assessment to address scaffolding and laddering of curriculum in order to ensure students meet graduate outcomes for diploma.	<ul style="list-style-type: none"> <li>a. Develop a Marketing program team to include part-time faculty.</li> <li>b. Establish a Marketing Curriculum Committee to gather evidence to support future curriculum revisions and to propose curriculum changes for faculty input, evaluation by PAC and approval by AD.</li> <li>c. Update CMM. Utilize the Curriculum Mapping Matrix to re-assess curriculum gaps.</li> <li>d. Identify recent employers of program graduates. Analyze position categories (NOC may provide basis) and skill requirements.</li> <li>e. Update curriculum gaps: marketing career strategies, writing, computer and math skills, online marketing applications, and experiential learning activity.</li> <li>f. Define graduate entry level marketing skill requirements consistent with Vocational Standards. Re-align content of option band courses. Adjust laddering and scaffolding of marketing course learning outcomes, semesters 2 through 4, to contribute more significantly to graduate level.</li> <li>g. Plan for Fall 2013 and ongoing to facilitate Strategic Curriculum Discussions with current students and recent graduates to assess curriculum and employment opportunities relevant to the vocational standards.</li> </ul>	2013/14	AD and Coordinator  Program Team and Program Quality	Not Started
Evaluate opportunities for student pathways and develop a plan to implement a pathways plan for the program.	<ul style="list-style-type: none"> <li>a. Assess opportunities for various pathways between other college programs (e.g. College-to-college, Business Administration) and a pathway to degree programs and university. <ul style="list-style-type: none"> <li>o Utilize the expertise of the Institutional Research department to provide data pertinent to this analysis.</li> </ul> </li> <li>b. Assess opportunities for pathways to related programs or OGCP in advertising, public relations, event</li> </ul>	Fall 2013	Program Team and Program Quality	Not Started



	management, and online/web/social-media services.			
Ensure that programs are recognizing and incorporating best practices in teaching and learning such as learning plans, PLAR, elearn into the program, aspects of teaching and learning reviewed during regular provincial audits through the Program Quality Assurance Process Audit (PQAPA) process.	<ul style="list-style-type: none"> <li>a. Utilize the process in Assessment Design for evaluating best practices to ensure alignment of assessment to outcomes with a focus on recognizing student experience.</li> <li>b. Utilize the program level assessment mapping process in order to monitor the student experience.</li> <li>c. Develop strategies to improve scorecard financial performance.</li> <li>d. Revise composition and update membership on program Advisory Committee.</li> <li>e. Conduct/oversee review of Continuing Education offering of program on part-time basis.</li> <li>f. Utilize Annual Review process to review quality assurance related to Pures College third-party delivery of program to international students at Toronto campus.</li> </ul>	Fall 2013	Program Team	Not Started
<b>Medium Term (within the next 18-36 months)</b>				
Utilize the Annual Program Review process to monitor enrolment, satisfaction trends, and student success.	<ul style="list-style-type: none"> <li>○ Update Curriculum Mapping Matrix</li> <li>○ Monitor competitors for applicant, enrollment and possible opportunities for new program development and pathways</li> <li>○ Develop strategies to address issues as a result of the environmental scan.</li> <li>○ Analyze de-clustered data (Semesters 2 through 4) to assess student success and retention</li> </ul>	TBD	<p>Program Quality AD/PQ team</p> <p>Institutional Research/Program Quality/Program Team</p>	Not Started
Monitor short-term and medium-term program quality enhancements and adjust as required	<p>Monitor job placements trends to explore mix and scope of opportunities for graduates.</p> <p>Utilize Annual Program Review process to monitor program quality enhancements.</p>	TBD	AD	Not Started
<b>Long Term (within the next 36-60 months)</b>				
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		Not Started
		Spring 2014		

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		(tentative)		
	Submit interim program quality report to Program quality area	Fall 2015	AD	Not Started
	Plan and prepare for Comprehensive Program Review	Spring 2017	AD	Not Started