

Program Review Final Report

Program	384 Event Management - Convention & Meeting
Ministry of Training, Colleges, Universities (MTCU) Vocational Standard	77502 (Appendices 1a & 1b)
Credential	Ontario College Graduate Certificate
Dean	Piero Cherubini
Associate Dean	Jane Cooper
Program Review Membership	Jane Cooper, Associate Dean Julie Aumais, Coordinator Ted Strauch, Professor Shirley Nielsen, Professor Catharine Ozols & Lisa Pegg, Curriculum Design Carmelinda Del Conte, Research and Planning Analyst Jaspreet Grewal, Course Outline/Program Review Support
Program of Studies	2009/10 (Appendix 2)
Final Analysis Session	Spring 2011
Date of Interim Status Report	Spring 2013
Date of Next Program Review	Spring 2016
Date Submitted to VPA Office	

For the Program (Dean or Associate Dean):_____
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	✓			CORE	
	Curriculum Mapping Matrix	✓			Appendix 3	
	Framework for Programs of Instruction	✓			Appendix 4	
	Program Advisory Committee			✓	<i>Presently combined with Travel & Tourism.</i>	
	Focus Group	✓			Appendix 5	
	Curriculum Analysis	✓			Appendix 6	
Phase Two Environmental Scan	Key Performance Indicators	✓			Appendix 7	
	Program Performance Indicators (2009/10)	✓			Appendix 8	
	Competitive Analysis	✓			Appendix 9	
	Enrolment	✓			Appendix 10	
	Student Success and Retention (Course Grades)	✓			Appendices 11-14	
	Environmental Scan	✓			Appendix 15	
Phase Three Program Quality and Strategic Initiatives	Re-thinking Assessment	✓			Appendices 16-19	
	Quality—Curriculum and Content	✓				
	Quality—Flexible Delivery	✓				
	Quality—Flexible Operationally	✓				
	Quality—Experiential Learning	✓				
	Innovation—Applied Research	✓				
	Innovation—Entre/ Intrapreneurship	✓				
	Sustainability--Curriculum/Practices	✓				
	PLAR	✓				
	Learning Plans	✓				
	eLearn	✓				
	General Education	NA				
	Student Feedback on Progress	✓				

Summary of Findings

Introduction

Launched as a 1 year Ontario Graduate Certificate Program in 2005, Mohawk's Event Management - Convention and Meeting trains students to organize meetings, trade shows, conferences, or corporate parties. The program helps students develop the practical skills and knowledge to successfully research, plan, organize, manage, promote, and execute these events. Students experience the industry first hand via on-site inspections, volunteer and networking opportunities.

The Event Management - Convention and Meeting program competes in an increasingly fragmented market in which Niagara is the market leader. However, Mohawk's program has a number of experiential learning and living lab opportunities that set it apart from other programs. Currently 12 colleges have approval to offer similar programs under the MTCU Code of 77502 - Event Management. Seneca and George Brown's programs were scheduled to start Fall 2011 and Humber has approval to start their new program Fall 2012. Mohawk's applicant and registrant numbers remain fairly constant. There were 144 applications to the Mohawk program for Fall 2011 (as at August 26, 2011) which exceeds anticipated enrolment of 25 students at the November 1st audit date. The program has low attrition rates and is gaining students from related Mohawk diploma programs. There are 3 faculty members, Ted Strauch (Coordinator), Julie Aumais, and Shirley Nielsen who participated in program review.

Evidence from program review indicates that Event Management meets or exceeds the requirements outlined in MTCU Vocational Standards and it is compliant with the Credentials Framework. Program review began in 2009 with Phase 1 Curriculum Review with Julie Aumais and Ted Strauch. Program faculty also participated in Phase 3 workshops in May 2010. Due to conflicting CTL departmental priorities, the Final Analysis session did not take place until May 2011 when the Event Management - Convention and Meeting program (384) successfully completed program review.

Phase 1- Curriculum

During the curriculum mapping process, each course was classified as Foundational (F), Specialized (S), or Integrational (I). Course learning outcomes were linked to relevant vocational standards, essential employability skills, and professional competencies 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, showed that the 2009/10 Program of Studies (POS) for the Event Management program was compliant with MTCU's Vocational Standards for 77502 (Figure 1). Course learning outcomes (CLO) link to all vocational standards (VS) in both semesters as well as in Specialized and Integrational courses Each VS has CLO links from a broad range of courses in the program of studies. No obvious duplication of CLOs was noted.

As shown in Figures 1, the majority of links to Vocational Standards in this program are characterized as significant or very significant and there is a fairly even spread between moderate, significant, and very significant links. Given that this course is only 2 semesters long and the students have previous post secondary experience, learning that contributes to a minor degree occurs fairly quickly during the

first few weeks of a semester as part of a larger, more complex learning outcome. All Semester 2 courses have CLO links characterized as significant and/or very significant. Most VS show an ideal range and progression of characterizations over the two semesters.

Two Vocational Standards, however, have no CLOs that contribute at a very significant degree. VS01 *Develop and implement financial initiatives based on event objectives through methods such as sponsorship programs, grant applications, and fundraising initiatives* is an area that is not as fully developed as others since the Program’s focus is on Conventions and Meetings and not Festivals and Events. As for VS02 *Plan, design, and coordinate effective site and facility operations*, the Program’s current focus is on the planning and set up of events but, should space become available at the College (i.e. green space) it might be possible to incorporate this more fully.

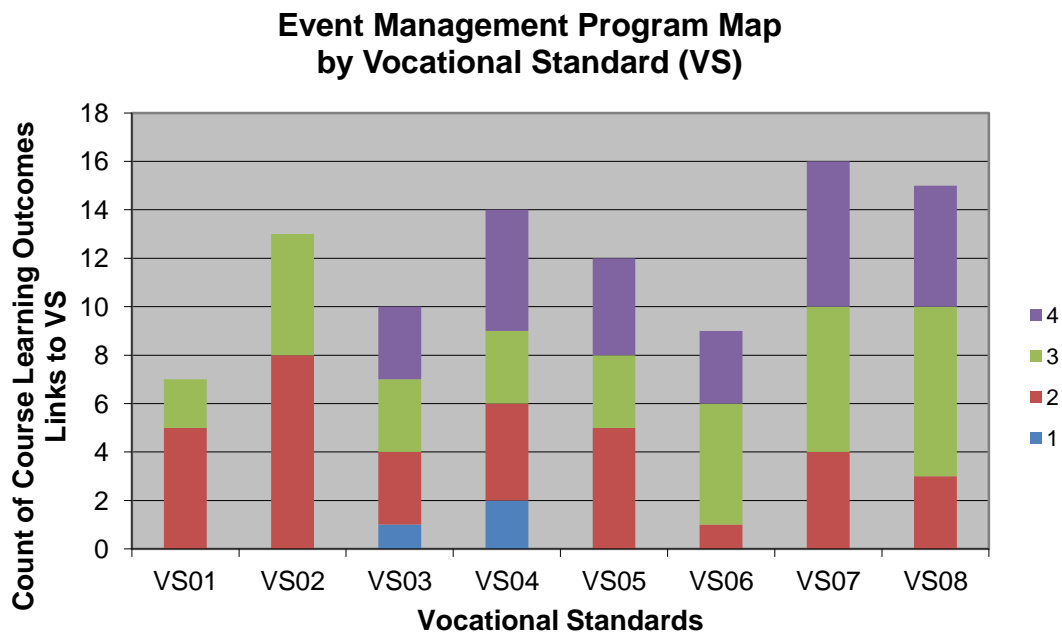


Figure 1 - 2009/10 Event Management CLO Links to Vocational Standards

Focus group participants seemed to place emphasis on the need for students to demonstrate:

- More professional behaviours (i.e. business etiquette, proofing, motivation, time management)
- Better computer skills
- Increased knowledge about databases and social media

It should be noted, however, that enhancements to course learning outcomes made during course outline review and enhancement address the comments made during the focus group. For instance, social media and project management were added to the HOSP 1006 course.

(See Appendices 1-6 for detailed Phase 1 documents.)

Phase 2 - Environmental Scan

The Event Management program's applicant and registrant numbers have grown steadily since it was launched in 2005. The vast majority of applicants and registrants are female and over 50% of are from out of catchment (Sheridan, Conestoga, Niagara). However, many students from the Mohawk catchment choose to go to other colleges, most notably Niagara. Graduation rates from the Mohawk program are over 90%, higher than the provincial, college, or MTCU average while graduate employment numbers have generally been in line with those benchmarks. In the past two years, new Event Management programs have been approved at George Brown, Seneca, and Humber colleges. It is rumoured, also, that Niagara College has increased the number of students being accepted into their program.

In terms of KPIs, student satisfaction numbers had shown steady increases each year since the program's launch, especially in Capstones 14 (Knowledge & Skills - Future Career) and 26 (Learning Experiences - Program Quality). While student satisfaction peaked in 2008/09 at 100% for both Q14 and 26, KPIs for 2009/10 were closer to previously noted trends and somewhat lower than either Mohawk or MTCU numbers. Graduate satisfaction also tended to be significantly lower than the province and Mohawk levels but close to that of the MTCU. In 2009/10, however, graduate satisfaction peaked at 100%. Faculty reflected that Event Management KPIs may be lower than in other post secondary programs because the students are experienced in the education system, tend to have a certain 'personality type' that is more demanding, and may have unrealistic expectations about job prospects after graduation vis a vis working full time in Hamilton and/or starting their own business. However, full time jobs in this field are not easy to find, especially in Hamilton; students need to look in Toronto or Niagara and to consider part time positions initially. Additionally, the program and MTCU standards do not focus on building the student's entrepreneurial skill set.

(See Appendices 7-15 for detailed Phase 2 documents.)

Phase 3 - Program Quality and Strategic Initiatives:

All courses in the Event Management program have been assigned PLAR requirements and have learning plans. General education courses are not required for an Ontario Graduate Certificate program. Every course has a master course developed in eLearn; however, the program is struggling with how to fully develop courses with part time faculty and also how to maintain the quality. The Program shares an Advisory Committee with Travel and Tourism but hopes, at some point, to be able to develop their own.

The Event Management program has a very strong culture of providing experiential learning opportunities for students. These opportunities range from the use of workplace documents, to case studies, completing applied projects, working with real clients, and participating in real world experiences such as conducting meetings, building events from beginning to end, and mock interviews. The majority of courses in the Event Management program provide some opportunity for experiential learning with the majority of those opportunities contributing to a moderate or significant degree. In future, there may be the opportunity for students to be involved in integrated projects with the Advertising and Public Relations students.

With regard to differentiated learning, students in this program have some opportunities in terms of curriculum, content, and flexible delivery. It is anticipated that flexible delivery opportunities will increase as more courses move toward blended learning, especially those courses taught by full time faculty. It was noted, however, that both experiential learning and flexible delivery options are constrained by the students' and faculty schedules. A 3 day timetable may allow students to take advantage on internship opportunities and allow for them to participate in multi-day convention or

meeting projects.

In addition, there is some focus on research in the program. Students have several opportunities to perform research for real world clients and apply that research when planning campaigns. Likewise, plans are for students to take into account all three facets of sustainability when developing plans and campaigns and completing projects. Faculty will continue to demonstrate and reinforce sustainable practices in all courses in the program. Most courses are now facilitated online with electronic copies of course outlines and learning plans. Some courses incorporate the electronic submission of assignments, completion of online quizzes, and electronic feedback on student progress. These green practices will increase as more courses move into a more web facilitated or blended format.

During Phase 3, program faculty also completed the Rethinking Assessment Workshop and evaluated 2 courses, HOSP 10003 and HOSP 10007.

(See Appendices 16-19 for detailed Phase 3 documents.)

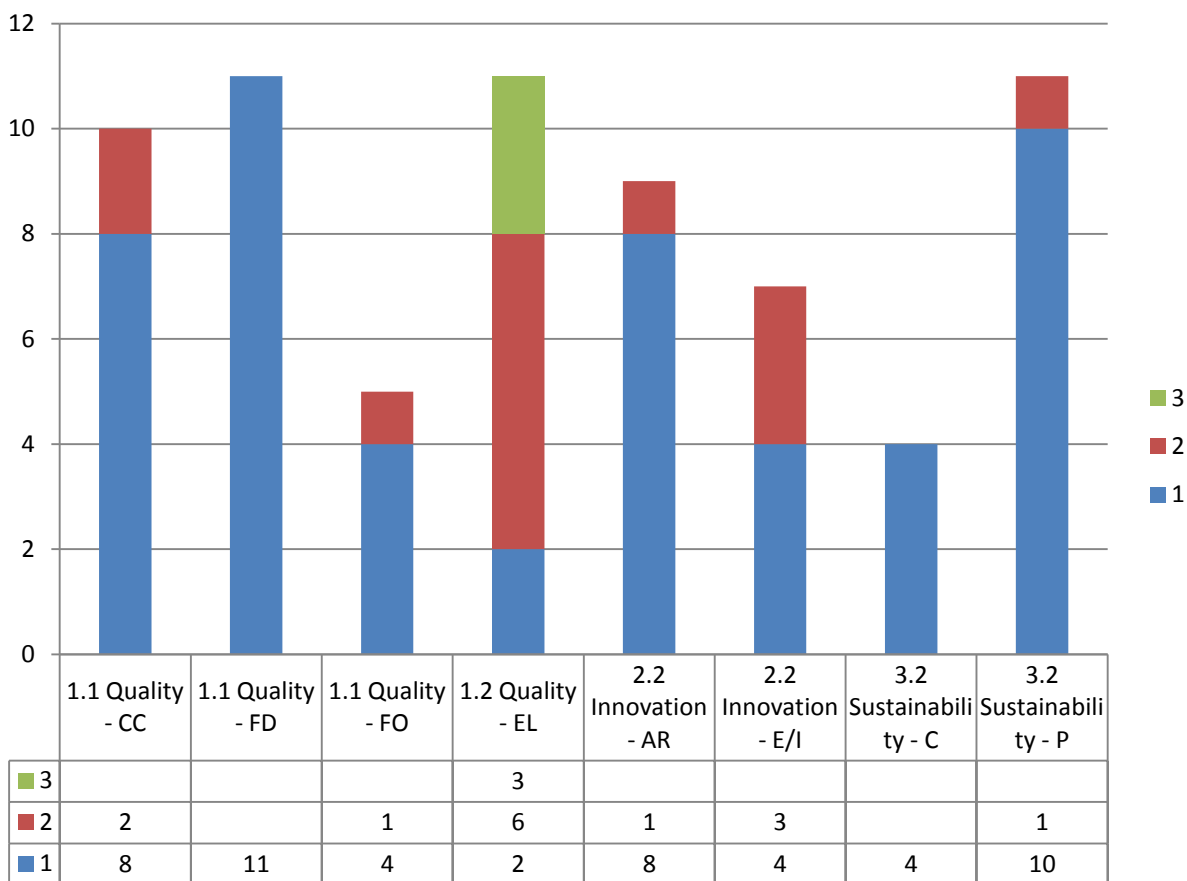


Figure 2 - Event Management Links to Key Strategic Priorities

Commendations

There are a number of areas that the OTA/PTA program demonstrated best practices and leadership. They are:

- Experiential learning opportunities - The majority of courses in the Event Management program (11/13) provide some opportunity for experiential learning with the majority of those

opportunities contributing to a moderate (6) or significant degree (3).

- Providing a pathway for graduates of Mohawk diploma programs such as Advertising, Business (Marketing), and Travel and Tourism (to name a few).
- Promoting student success with low attrition rates, high pass rates, average grades between 77-90%.
- Providing for flexible learning experiences, often through experiential learning (i.e. Special Events, planning gala dinner, Wing Fest, Ice Rink Opening, Gerald Marshall Fundraising, Tourism placement)
- Incorporating sustainability and greening themes into courses PLAN10007/HOSP10002 – sourced green delegate bags and recyclable products (Grape Expectations & Arthroplasty)
- Enhancing course learning outcomes during the course outline review (i.e. addition of social media and project management in HOSP 10006).

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 ensuring that:

- There is some form of evaluation by Week 3 so that by KPI time, students have some idea of where they stand. Students have earned 50% of their grade by mid-term. Tests and assignments are returned in a timely fashion.
- Part time faculty receive support for transitioning courses to eLearn and to a blended format.
- Develop a distinct Program Advisory Committee for this program.
- **Make experiential learning/work experience more transparent in the POS**

Recommendations

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

- **Conduct a competitive analysis to:**
 - **Evaluate Mohawk's Event Management Program's current market share of applicants, registrants, enrolled, 1st/2nd choice selections, and the market gain/loss.**
 - **Evaluate KPI results**
 - **Compare program of studies**
 - **Gauge the effect of work experience in attracting students**
 - **Appraise program names**
- **Initiate program name change**
- **Review program learning outcomes for Event Management, remap program, identify gaps**
- **Review and revise Program of Studies and curriculum, as necessary, to address gaps**
- **Examine ways to make experiential learning/work experience more transparent in the program of studies and marketing materials**

- Develop a set of criteria for accepting community events to enhance learning experiences for students
- Encourage students to take advantage of opportunities to further develop professional behaviours (i.e. Alumni Etiquette Dinner, mentoring, etc.)
- Analyze KPI data to identify trends and opportunities for improvement
- Establish a separate Program Advisory Committee
- Monitor competitive activity and enrolments
- Formulate a plan to make program more appealing to post graduate students (i.e. 3 day timetable, marketing materials, etc.)

5 Year Program Quality Enhancement Action Plan

Objectives	Action Strategies	Timeline	Responsibility
Short Term (within the next 18 months)			
Initiate program name change	<ul style="list-style-type: none"> Consult with PAC 	Spring & Summer 2012	AD/Program Faculty
	<ul style="list-style-type: none"> Perform competitive analysis 		IR/CD/AD/Program Faculty
	<ul style="list-style-type: none"> Obtain target group feedback 		CD/AD/IR
	<ul style="list-style-type: none"> Establish timelines for program modification to Board of Governors 		AD/Coordinator/Program Quality
	<ul style="list-style-type: none"> Establish timelines for modification of OCAS and marketing information 		AD/Coordinator/Registrar/Marketing
	<ul style="list-style-type: none"> Inform appropriate internal stakeholders re: program name change 		AD/Quality/Stakeholders
	<ul style="list-style-type: none"> Prepare Program Modification documents for internal approvals 		AD/Program Quality/CD
	<ul style="list-style-type: none"> Review and revise program learning outcomes, as appropriate 		Program faculty/CD Team
	<ul style="list-style-type: none"> Submit program modification to CVS 		Program faculty/CD Team
	<ul style="list-style-type: none"> Remap program 		Program faculty/CD Team
Modify curriculum and/or course design to address issues	<ul style="list-style-type: none"> Review and revise Program of Studies and curriculum, as necessary, to address gaps 	Fall 2012	AD/Program faculty (CD Team as required)
	<ul style="list-style-type: none"> Incorporate work experience into program of studies 		AD/Program faculty/Marketing
	<ul style="list-style-type: none"> Develop rubrics that focus on writing skills 	Ongoing	Program Faculty
	<ul style="list-style-type: none"> Incorporate personality/strengths based focus into CRED course 	Spring 2012	Program Faculty
	<ul style="list-style-type: none"> Move assessments upfront so student have some form of assessment prior to week 3 and 50% of grades by mid-term 	Spring 2012	Program Faculty
Expand and enhance experiential learning/flexible delivery/differentiated curriculum components of the program	<ul style="list-style-type: none"> Inventory and map out current partnerships 	Ongoing	Program Faculty
	<ul style="list-style-type: none"> Develop a process for interdisciplinary, community based, high profile projects 	Spring 2012	Program Faculty
	<ul style="list-style-type: none"> Develop a set of criteria for accepting community events to enhance learning experiences for students 		Program Faculty
Investigate admission requirements for mature students	<ul style="list-style-type: none"> Add: at least three years documented work experience in event, convention ,and meeting planning for mature students without post secondary education 	Spring 2012	AD/Program Coordinator/Registrar's Office
Continue to move courses toward web enhanced and blended formats	<ul style="list-style-type: none"> Blended Learning - PLAN 10007 Convention and Meeting Planning 	Ongoing	Program Faculty
Monitor student/graduate KPIs	<ul style="list-style-type: none"> Analyse 2011/12 KPI results 	Spring/Summer 2012	AD/Program Faculty
Medium Term (within the next 18-36 months)			
Set up separate PAC for Event Management		TBC	AD/Program Faculty
Develop an Annual Program Review Process	<ul style="list-style-type: none"> Utilize the annual program review process created in the short-term plan to monitor program quality. 	Spring 2013	CD Team/AD
Long Term (within the next 36-60 months)			
Monitor short-term and long-term program quality enhancements and adjust as required	Utilize Annual Program Review process to monitor program quality enhancements.	To be determined pending outcome of medium term objectives	
	Submit interim program quality report to Program quality area		
	Plan and prepare for Comprehensive Program Review		