



**Architectural Technician/ Technology (420/ 531)
2009/2010 Program Review
Phase 4 – Final Report &
5 Year Action Plan**

**Program
Quality
Fall, 2010**

Program	Architectural Technician/ Technology (420/ 531)
Ministry of Training, Colleges, Universities Vocational Standard	MTCU 50600/ 60600
Credential	Ontario College Diploma and Ontario College Advanced Diploma
Dean	Tony Thoma
Associate Dean	Chris Blackwood
Program Review Membership	Program Faculty: Gary Wignall (Coordinator); Dorota Goede; Shannon Kyles; Kevin Haluik; Peter Marzynski; Dan Robichaud; George Ziotek Curriculum Design Specialist: Lisa Pegg Institutional Research: Carmelinda DelConte
Program of Studies	2009/2010
Final Analysis Session	Fall 2010
Date of Next Program Review	Fall 2015
Date of Interim Status Report	Fall 2013
Date Submitted to VPA Office	October 2012

This report represents the findings of Program Review for the Architectural Technician (420) and Technology (531) programs in the School of Engineering Technology. The review was implemented between September 2009 and December 2010.

This report has been prepared, reviewed, and accepted by all parties to the review, including program faculty, Curriculum Design, Institutional Research, Dean/Associate Dean in the school of Engineering Technology, and the Vice President Academic. The signatures of the representative parties demonstrate their acceptance of the content of this report and a commitment to prepare an interim status report in Fall 2013.

For the Program (Dean or Associate Dean):

Chris Blackwood
Signature

October 2012
Date

For the Vice President Academic:

Signature

Date

Summary

The Architectural Technician (420) and Architectural Technology (531) programs successfully completed program review in Fall 2010. These programs demonstrate a commitment to program and curriculum quality, student success and adherence to Mohawk College policies and strategic initiatives, the Framework for Programs of Instruction required by the Ministry of Training, Colleges and Universities (MTCU), and criteria outlined in the Program Quality Assurance Process Audit (PQAPA).

Evidence from program review for the Architectural programs indicates that:

- **Phase 1-Curriculum:** courses in the POS contribute to all of the vocational standards (VS) (MTCU 50600 and 60600) as required by the Ministry of Training Colleges and Universities and to all external standards. There is, however, a significant dispersion in the curriculum mapping matrix due to above average number of vocational standards required by MTCU. *A key recommendation to address this issue is to develop Mohawk specific program learning outcomes and re-map the program to these outcomes.* The Architectural programs should also be cognizant of industry changes in regard to the external standards and opportunities for accreditation.
- **Phase 2-Environmental Scan:** analysis of applicant and enrolment data indicates that applicants to the Mohawk Architectural Technology program are more likely to choose this program as their first choice compared to other colleges with an Architectural Technology program. The program area may be able to develop strategies to capitalize on this advantage to improve conversion rates. KPI indicators for the Architecture programs have trended below comparator averages. A KPI improvement plan is recommended which aligns with the requirements of the 08/09 Multi-Year Accountability Agreement (MYAA).
- **Phase 3-Program Quality and Strategic Initiatives:** curriculum and student experiences contribute to a significant number of components of Mohawk College's strategic priorities. Action plans will be developed to investigate a January intake for these clustered programs (clustered with Civil Engineering Technician #421, Civil Engineering Technology #534, Transportation Engineering Technology #543) and to integrate learning plans into elearn@mohawk with a focus on improving feedback to students about progress.

Overall Findings by Program Review Component

Program Review Phase	Program Review Component	Met	Partially Met	Not Met	Evidence
Phase One Curriculum	Course Outlines	X			Program meets requirements of course outline policy
	Curriculum Mapping Matrix	X			Program meets requirements outlined in program review and program quality policy in keeping with MTCU framework for programs of instruction.
	Framework for Programs of Instruction	X			Program compliant with MTCU framework for program of instruction
	Program Advisory Committee	X			
Phase Two Environmental Scan	Key Performance Indicators		X		KPI satisfaction scores trending lower than comparator scores
	Program Performance Indicators		X		Program Performance Indicators Report
	Applicant/Enrolment	X			Applicant/Enrolment data stable over several years.
	Student Success and Retention (Course Grades)	X			Consistent student success and retention
Phase Three Program Quality and Strategic Initiatives	Quality—Curriculum and Content	X			Students in the Architecture programs are exposed and contribute to most college strategic priorities to a significant degree.
	Quality—Flexible Delivery	X			
	Quality—Flexible Operationally		X		
	Quality—Experiential Learning	X			
	Innovation—Applied Research	X			
	Innovation—Entre/Intra preneurship	X			
	Sustainability--Curriculum	X			
	Sustainability--Practices	X			
	PLAR	X			
	Learning Plans		X		
	eLearn		X		Targeting Fall 2011 for implementation
	General Education	X			
	Student Feedback on Progress		X		

Commendations

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

- Student exposure to comprehensive experiential learning opportunities through:
 - juried projects and capstone courses
 - Building Information Modeling
 - History of Architecture course which includes local content and contributes to the local architectural heritage of the community
 - Bridge Building Competition implemented through Applied Mechanics and Structural Design courses includes participants from other college programs and high school students.
- The program has LEED Accredited Professional instructors who provide leadership in Sustainable Design and Construction courses
- Professional Development Leave—Dorota Goede, program faculty, completed a professional development leave to develop a “sustainability” course ENVR10032 Green Building Fundamentals with a focus on LEEDS curriculum for all the clustered programs.

Affirmations

Affirmations are declarations, based on evidence, of areas requiring an action plan to support program quality improvements. The areas identified include:

- Program requires dedicated lab space with adequate computer hardware and software support. (eg. AutoCAD, Revit, and 3DSMax design software requires significant computer memory and computational speed.) Opportunity to consult with the Integrated Animation program about collaboration re: 3DS MAX and laptop program. (Lisa Pegg to look into whether or not other colleges with Architecture programs are a laptop program.
- Can there be more hours in the POS? How can the CMM support this? How can the competitive curriculum analysis support this (i.e. do other colleges cluster program. If yes, by how much?)
- Can the 1st year cluster course offerings be modified, but not impact on the flexibility in program choice that this structure offers students.
- Idea: Gary is teaching students how to design a day care facility/Sarah Roarke. Initial meeting for End of January to look at collaborative opportunities.

Recommendations

Curriculum Renewal

- Consider additional course content, a review of assessment practices or, a revision of MTCU vocational standards to Mohawk specific program learning outcomes to enhance the depth and complexity of 6/15 ES.
- The Program Quality area recommends a review of the vocational standards to develop less discrete program learning outcomes for the technician program. There are too many provincially established vocational standards resulting in significant variability in CLINKS for 8/14 standards.
- Review student retention and success based on assessment practices to determine appropriate characterization. It appears as though there is variability in characterization that could impact student success and retention.

Implementation Plan

Objectives	Action Strategies
<p>Objectives flow from program quality enhancement goals to define what we want to accomplish and help us focus on specific aims over a period of time. A simple acronym used to set objectives is called SMART:</p> <ol style="list-style-type: none"> 1. Specific 2. Measurable. 3. Achievable 4. Realistic 5. Time 	<p>Strategy exists only in relation to some goal, end or objective. Strategies describe how the objectives will be accomplished and outline a general plan of attack, an approach to a problem, the first step in linking the means or resources at our disposal with the ends or results we hold in view. Strategy does not detail, step-by-step, how the objectives will be accomplished.</p>
Short Term (within the next 18 months)	
<p>Develop an Annual Program Review Process to monitor trends in industry and MTCU and maintain curriculum currency, including updated course outlines and mapping matrix.</p>	<p>Utilize college staff and resources to monitor program quality on an annual basis, including "just-in-time" issues that arise which requires data for decision-making. Utilize the PAC members, graduate employers, coop employers to monitor student/graduate performance on an annual basis.</p> <p>Use the 5-year action plan as a resource for developing the Annual Program Review Process</p>
Medium Term (within the next 18-36 months)	
<p>Transition to a blended-learning model of delivery using eLearn@mohawk</p>	<p>Referral to eLearn@mohawk team for development</p> <p>Develop a checklist to monitor implementation of desire-2-learn with a goal of meeting the blended-learning college initiative by 2013 (program directed)</p>
Long Term (within the next 36-60 months)	
<p>Monitor short-term and long-term program quality enhancements and adjust as required</p>	<p>Utilize Annual Program Review process to monitor program quality enhancements.</p> <p>Submit interim program quality report to Program quality area</p> <p>Plan and prepare for Comprehensive Program Review</p>

Phase 1 Analysis Summary Notes

- The Curriculum Mapping Matrix (CMM) includes CLinking of vocational standards (VS) to all core Architecture courses included in the 2009/2010 program of studies. Service courses require mapping (COMM, COMP, and MATH). However, it appears as though there is significant variability in CLINKS due to the disparity in the new MTCU published standards for this cluster of programs.
 - Recommendation: The Program Quality area recommends a review of the vocational standards to develop less discrete program learning outcomes for the technician program. There are too many vocational standards resulting in significant variability in CLINKS for 8/14 standards. Note: This is Provincial jurisdiction and should be raised as a concern if program standards are reviewed in the near future.
 - Recommendation: Review student retention and success based on assessment practices to determine appropriate characterization. It appears as though there are variability in characterization that could impact student success and retention.
- Although CLinking to Essential Employability Skills has been captured and input into The CORE, the Curriculum Mapping Matrix does not include Essential Employability Skills (EES); this capability will be included with the next CORE upgrade.
- SEM1 Architectural Technician courses CLINK to 8/14 VS as required by MTCU upon publication of new vocational standards and provides a solid foundation for further study in the program
- Technician program is not cLinked to external standards
- Generally, all course outlines meet college policy and guidelines.
- The Architectural programs are compliant with all requirements in the MTCU Framework for Programs of Instruction for Ontario College Diploma and Advanced Diploma programs.

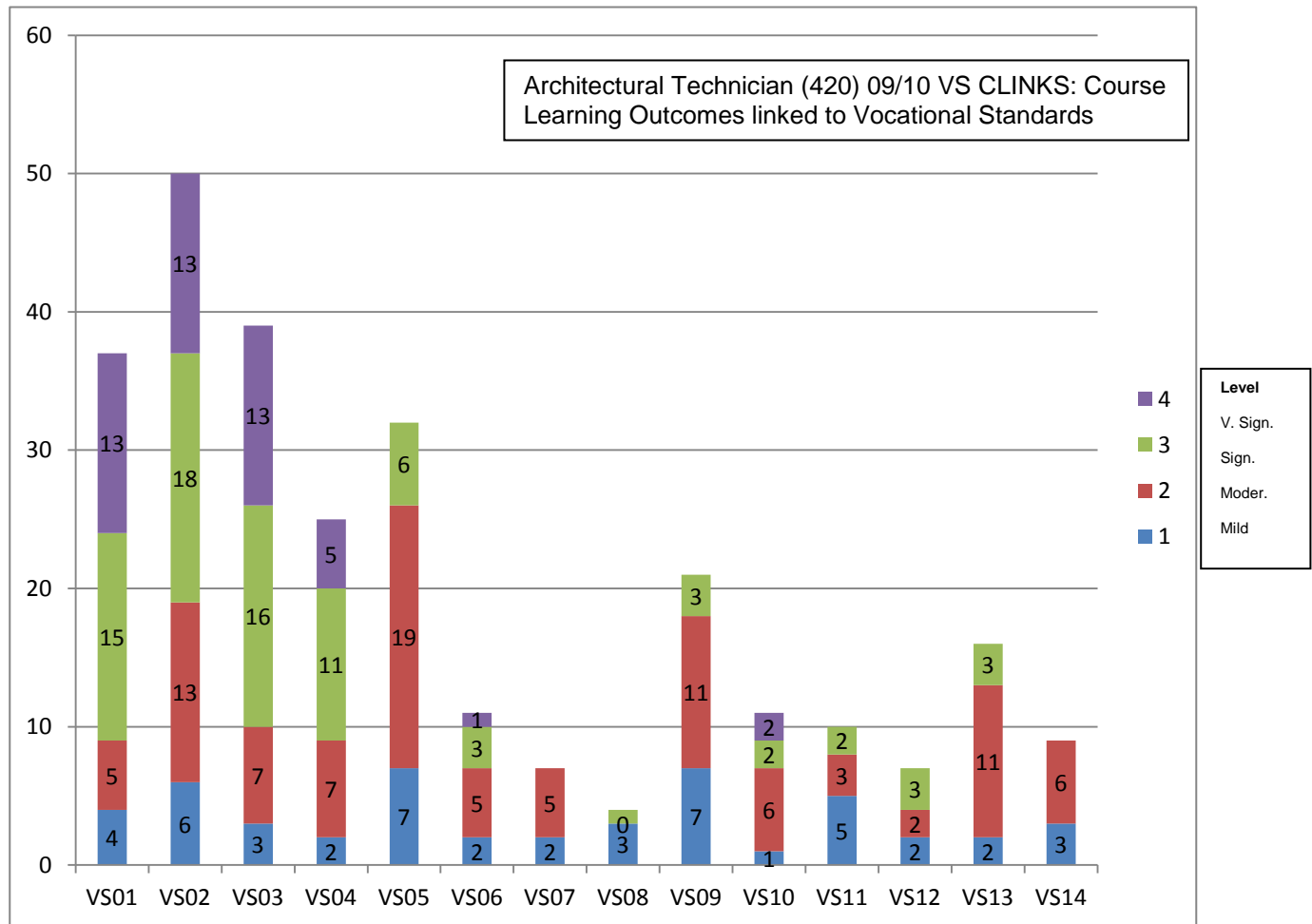
Vocational Standards Curriculum Mapping Matrix Analysis: Architectural Technician (420)

Breadth of Learning Summary

- An analysis of the CMM shows students are exposed to all vocational standards for the Architectural Technician program.

Vocational Standards

- 6/14 VS have an adequate number of CLO links (ranging from approximately 21 to 50) from a broad range of courses in the program of studies.
- 8/14 VS require consideration for additional course content, new course development or a review of assessment practices
- Recommendation: Consider additional course content, a review of assessment practices or, a revision of MTCU vocational standards to Mohawk specific program learning outcomes to enhance the depth and complexity of 8/14 VS.



Overall Depth & Complexity Summary

VS- Overall Highlights

- There are a total of 279 CLO links to VS
 - Approximately 47% of total CLO 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 65% of the CLO links to VS are characterized as contributing to a moderate (2) or significant (3) degree to graduates' ability to demonstrate the outlined skill or ability.
 - Recommendation: Review student retention for SEM1 based and assessment practices to determine appropriate characterization. It appears as though there are variability in characterization that could impact student success and retention.

Semester	% of CLO Links to VS by Semester: Architectural Technician			
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4
1	15	19	4	6
2	5	26	19	12
3	13	20	29	12
4	16	35	31	17
Overall	49	100	83	47

Program Composition

- There are 15 Foundational, 5 Specialized and 1 Integrational courses in the POS
- 60% of CLO are in Foundational courses, 38% in Specialized, and 2% in Integrational

	% of CLO Links by Course Classification				
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4	Overall
Foundational	27	64	45	28	164
Specialized	22	34	22	19	107
Integrational		2	6		8

Vocational Standards

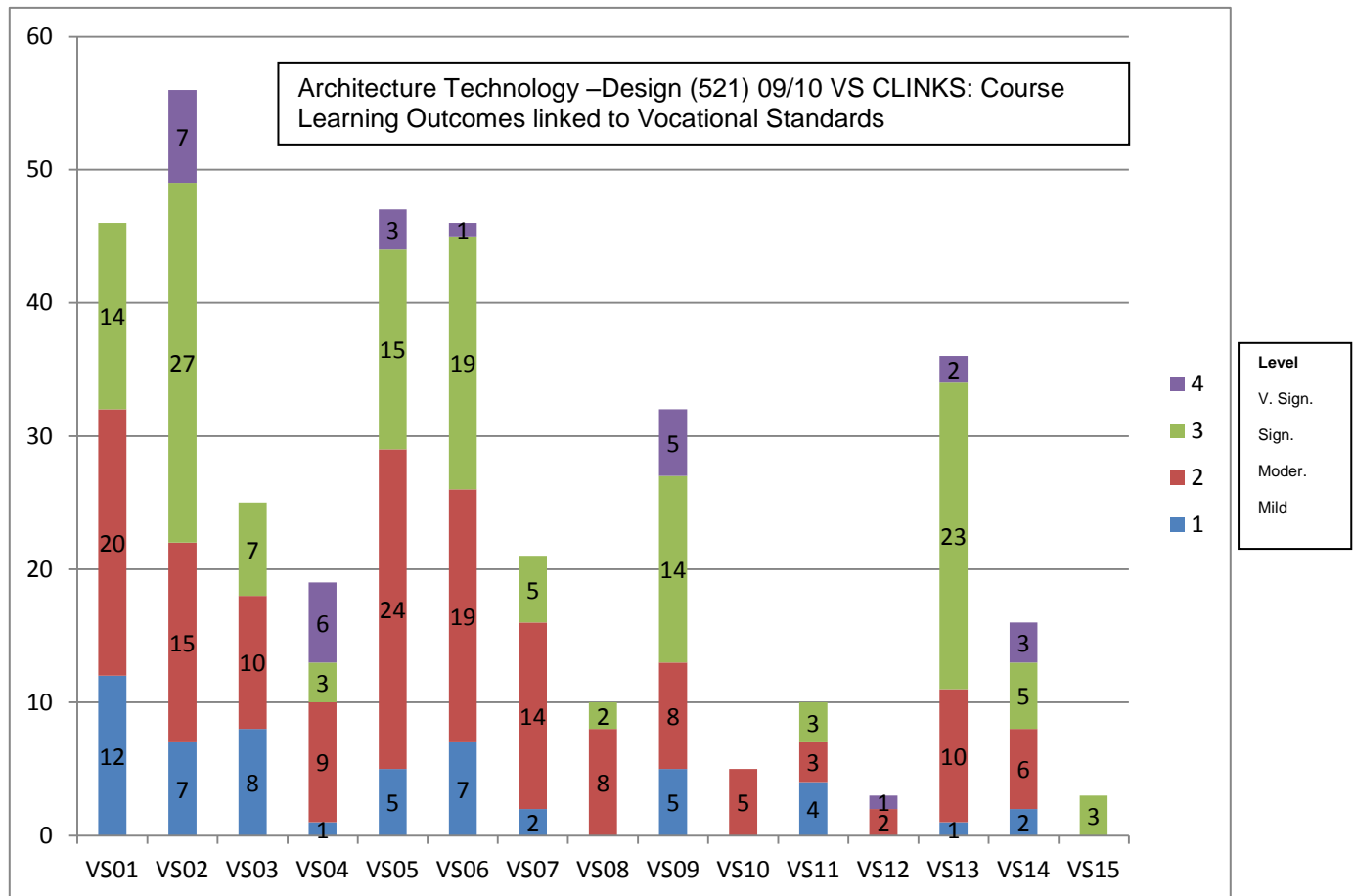
Curriculum Mapping Matrix Analysis: Architectural Technology-Design (531)

Breadth of Learning Summary

- An analysis of the CMM shows students are exposed to all vocational standards for the Architecture Technology--Design (531) program.

Vocational Standards

- 9/15 VS have an adequate number of CLO links (ranging from approximately 21 to 60) from a broad range of courses in the program of studies.
- 6/15 VS require consideration for additional course content, new course development or a review of assessment practices.
- Recommendation: Consider additional course content, a review of assessment practices or, a revision of MTCU vocational standards to Mohawk specific program learning outcomes to enhance the depth and complexity of 6/15 VS.



Overall Depth & Complexity Summary

VS- Overall Highlights

- There are a total of 375 CLO links to VS

- Approximately 47% of total CLO 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 65% of the CLO links to VS are characterized as contributing to a moderate (2) or significant (3) degree to graduates' ability to demonstrate the outlined skill or ability.
- Recommendation: Review student retention for SEM1 based and assessment practices to determine appropriate characterization. It appears as though there is variability in characterization that could impact student success and retention.

Semester	% of CLO Links to VS by Semester: Architectural Technician			
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4
1	7	15	6	8
2	6	31	21	1
3	8	16	21	3
4	14	32	38	11
5	4	32	33	
6	15	27	21	5
Overall	54	153	140	28

Program Composition

- There are 13 Foundational, 17 Specialized and 3 Integrational courses in the POS
- 32% of CLO are in Foundational courses, 54% in Specialized, and 13% in Integrational

	% of CLO Links by Course Classification				
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4	Overall
Foundational	15	58	36	10	119
Specialized	27	70	87	18	202
Integrational	12	25	17		54

External Standards

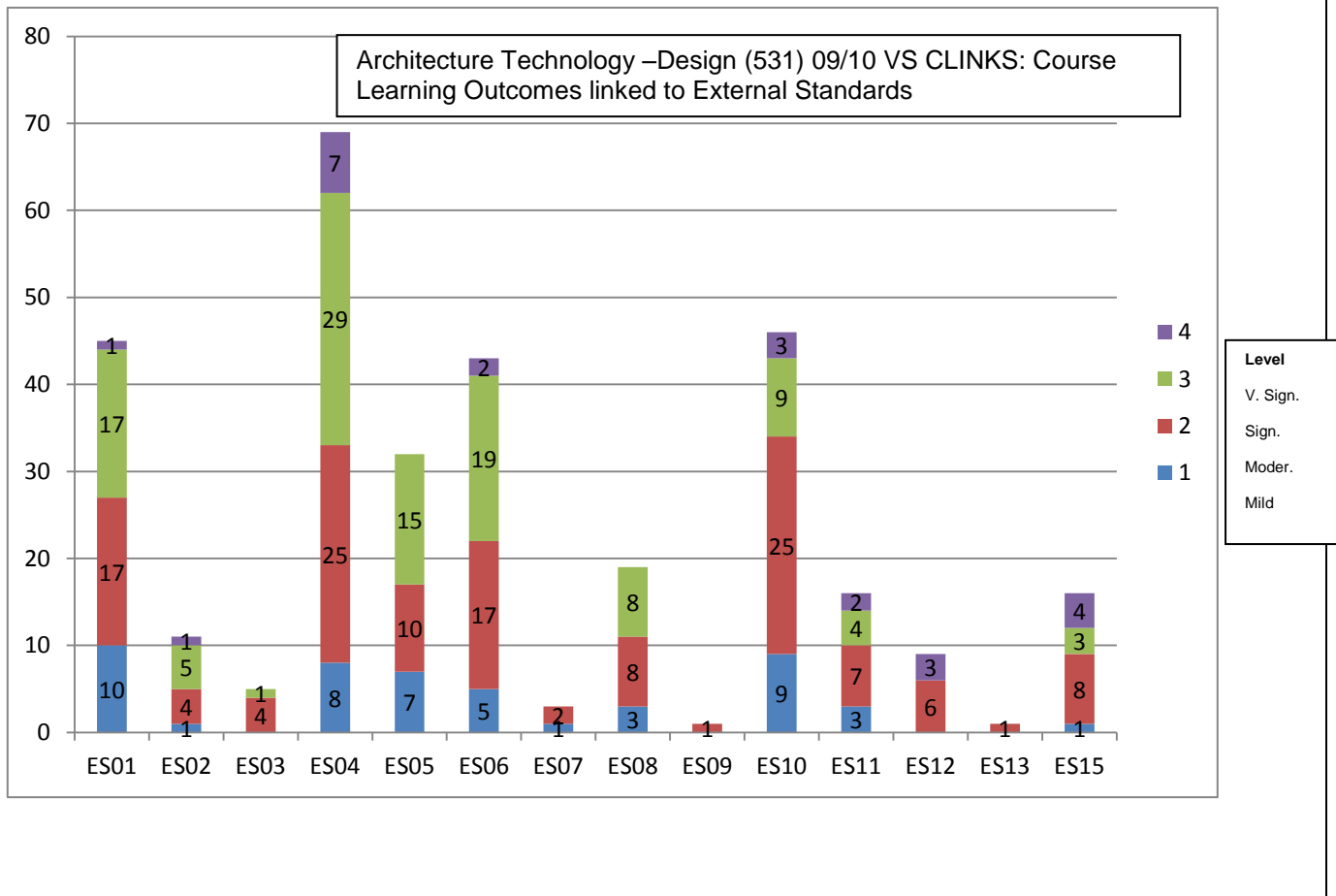
Curriculum Mapping Matrix Analysis: Architectural Technology-Design (531)

Breadth of Learning Summary

- An analysis of the CMM shows students are exposed to all external standards (ES) for the Architecture Technology--Design (531) program.

External Standards

- 9/15 ES have an adequate number of CLO links (ranging from approximately 15 to 60) from a broad range of courses in the program of studies.
- 6/15 ES require consideration for additional course content, new course development or a review of assessment practices.
- Recommendation: Consider additional course content, a review of assessment practices or, a revision of MTCU vocational standards to Mohawk specific program learning outcomes to enhance the depth and complexity of 6/15 ES.



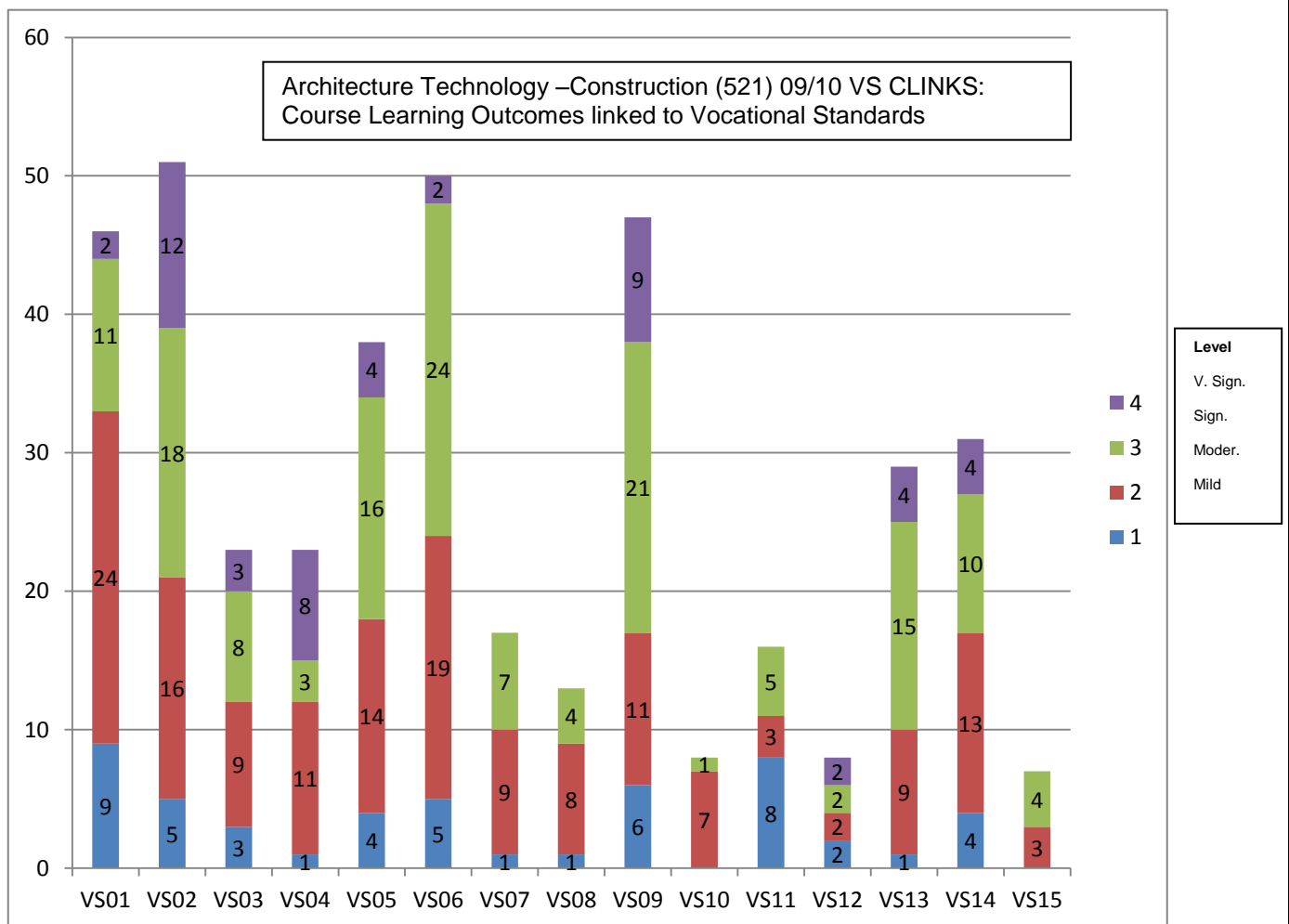
Vocational Standards Curriculum Mapping Matrix Analysis: Architectural Technology-Construction (531)

Breadth of Learning Summary

- An analysis of the CMM shows students are exposed to all vocational standards for the Architecture Technology--Construction (531) program.

Vocational Standards

- 9/15 VS have an adequate number of CLO links (ranging from approximately 21 to 60) from a broad range of courses in the program of studies.
- 6/15 VS require consideration for additional course content, new course development or a review of assessment practices.
- Recommendation: Consider additional course content, a review of assessment practices or, a revision of MTCU vocational standards to Mohawk specific program learning outcomes to enhance the depth and complexity of 6/15 VS.



Overall Depth & Complexity Summary

VS- Overall Highlights

- There are a total of 407 CLO links to VS
 - Approximately 50% of total CLO 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 76% of the CLO links to VS are characterized as contributing to a moderate (2) or significant (3) degree to graduates' ability to demonstrate the outlined skill or ability.
 - Recommendation: Review student retention for SEM1 based and assessment practices to determine appropriate characterization. It appears as though there is variability in characterization that could impact student success and retention.

Semester	% of CLO Links to VS by Semester: Architectural Technician			
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4
1	7	15	6	8
2	6	31	21	1
3	8	16	21	3
4	14	32	38	11
5	4	32	33	
6	15	27	21	5
Overall	54	153	140	28

Program Composition

- There are 17 Foundational, 16 Specialized and 2 Integrational courses in the POS
- 32% of CLO are in Foundational courses, 54% in Specialized, and 13% in Integrational

	% of CLO Links by Course Classification				Overall
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4	
Foundational	15	75	46	10	146
Specialized	30	79	87	22	218
Integrational	5	4	16	18	43

External Standards

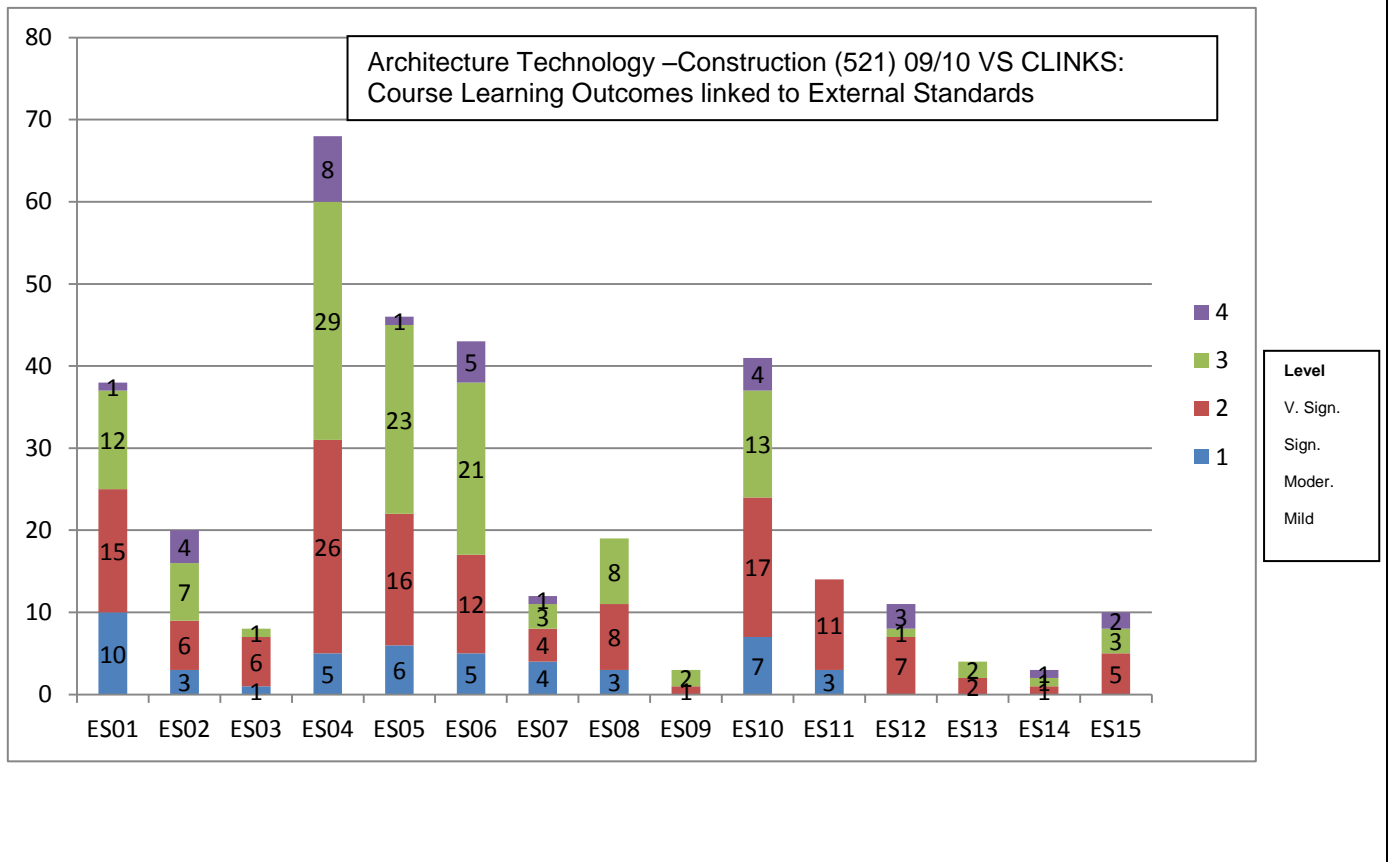
Curriculum Mapping Matrix Analysis: Architectural Technology-Construction (531)

Breadth of Learning Summary

- An analysis of the CMM shows students are exposed to all external standards (ES) for the Architecture Technology--Construction (531) program.

External Standards

- 8/15 ES have an adequate number of CLO links (ranging from approximately 15 to 70) from a broad range of courses in the program of studies.
- 7/15 ES require consideration for additional course content, new course development or a review of assessment practices.
- Recommendation: Consider additional course content, a review of assessment practices or, a revision of MTCU vocational standards to Mohawk specific program learning outcomes to enhance the depth and complexity of 6/15 ES.



Compliance: Framework for Programs of Instruction – Diploma Architectural Technician		✓
Scope: Depth, Breadth and Complexity	<ul style="list-style-type: none"> • Meets all specific Vocational Outcomes as defined by the provincial program standards • Planning and implementation of alternative approaches to skill and knowledge application across a broad range of technical and/or administrative requirements showing substantial depth in some areas where judgement is required • Applications involve personal responsibility, autonomy in performance, working in teams 	✓
Essential Employability Skills	<ul style="list-style-type: none"> • Basic fundamental personal learning and time management and teamwork skills • Depth of achievement consistent with EEs outcomes (based on CMM 2009) 	✓
General Education	<ul style="list-style-type: none"> • Exposure to at least ONE discipline outside field of study • Access to 3-5 courses designed discretely from vocational standards 	✓
Typical Duration	<ul style="list-style-type: none"> • Approximately, four semesters or 1200-1400 equivalent instructional hours <ul style="list-style-type: none"> ○ POS as of Oct 2009 was 1,216 	✓

Compliance: Framework for Programs of Instruction – Advanced Diploma Architectural Technology		✓
Scope: Depth, Breadth and Complexity	<ul style="list-style-type: none"> Meets all specific Vocational Outcomes as defined by the provincial program standards Analysis, Diagnosis, Design, planning, execution and evaluation across a broad range of functional and management functions which involve significant technical leadership or guidance functions Most weighting placed on depth versus breadth Applications involve personal responsibility, autonomy in performance, working in teams 	✓
Essential Employability Skills	<ul style="list-style-type: none"> Basic fundamental personal development and time management and teamwork skills Depth of achievement consistent with EEs outcomes (based on CMM 2006) 	✓
General Education	<ul style="list-style-type: none"> Exposure to at least ONE discipline outside field of study Access to 3-5 courses designed discretely from vocational standards 	✓
Typical Duration	<ul style="list-style-type: none"> Approximately six semesters or 1800-2100 equivalent instructional hours (exclusive of coop work terms) <ul style="list-style-type: none"> POS as of Oct 2009 was <ul style="list-style-type: none"> Design= approximately 1812 POS hours Construction= 1818 POS hours 	✓

Program Learning Outcomes: Focus Group Architectural Technician and Technology Program	Jan, 2010
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<p>KNOWLEDGE</p> <ul style="list-style-type: none"> Excel Building code knowledge (BCIN - Building Code Identification Number) Bill 124 knowledge Knowledge and understanding of Canadian contract law basics (necessary for bidding and tendering – important area to touch) 	<p>SKILLS</p> <ul style="list-style-type: none"> Project Management Communication skills (face to face) Writing skills – establish reports that are well written (e.g. site reports – progress reports, minutes) Fundamental skills in detailing (technicians do this) Soft skill: the ability to team well, in a collaborative manner Problem solve on the fly Reviewing drawings and specs 3D literacy <ul style="list-style-type: none"> ➤ Software ➤ Sketching ➤ Thinking Differentiate self <ul style="list-style-type: none"> ➤ Negotiation skills ➤ Facilitation skills
<p>ABILITIES</p> <ul style="list-style-type: none"> Understand sectional drawings Feel for things in 3D 	<p>ATTITUDES</p> <ul style="list-style-type: none"> Enthusiasm (career oriented) Curiosity

<ul style="list-style-type: none"> • Able to see the big picture – graduates should be able to realize where they fit after graduation • Strong foundation in skill sets 	<ul style="list-style-type: none"> • Self Motivation • Broad range of interests • Proactive • Dedication (long hours in the field) • Willing and Wanting • Passion • Be teachable • Discipline • Portfolio – the attitude students have when presenting their portfolio
<p>STRENGTHS</p> <ul style="list-style-type: none"> • LEED • Tendering • Co-op • Good overview of the process (see the Opportunities section) • Transferable skills to other career paths • Solve complex problems • There is a huge demand for Revit (BIM) – manages the information about the building; AutoCAD would probably not exist in 10 years from now • Groups <ul style="list-style-type: none"> ➢ Random selection ➢ Revolving roles 	<p>CHALLENGES</p> <ul style="list-style-type: none"> • Contract Management <ul style="list-style-type: none"> ➢ Shop drawings – process and review (not covered by the POS) ➢ Contract Documents • AutoCAD needs upgrading – the POS has to include the latest software • Teamwork – how to help people develop these skills? <ul style="list-style-type: none"> ➢ Review feedback guidance ➢ Evaluate ➢ Random Selection • Having more professionals coming in class and teaching courses from their experiences – there is a gap in funds • Writing skills – reports are not looking very well these days • Create more opportunities for grads after they leave the program
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Sustainability (aka Best Practices) – should represent the foundation and includes Time and Quality <ul style="list-style-type: none"> ➢ Best practices in sustainability in broad strokes (i.e. recycling, stewardship, environmental/ energy) ➢ LEED AP requirements – apply to design and also during construction ➢ Understanding LEED and the principles and practices involved and internalizing ➢ BIM (Building Information Modeling) – Revit – used for Estimating packages (Green building and Scheduling) ➢ PMP – project management designation ➢ BCIN • Contract Management and Risk Management <ul style="list-style-type: none"> ➢ Overview of the whole process from beginning to end 	<p>THREATS</p> <ul style="list-style-type: none"> • Students show resistance to learning how to use the latest software – Revit (BIM) • Employers are looking for those graduates that know how to use Revit • Negative trend – inability to communicate because everyone uses the email

<ul style="list-style-type: none"> ➤ Introduce MHPH as part of the process ➤ Leadership, Management, Project Management, Cost (Excel) • Involvement of more working professionals • Portfolio development (represents the differentiation between jobs; the way graduates present their portfolio is really important to the employer) • Current shortage in industry 	
<p>Other Notes</p> <ul style="list-style-type: none"> • PD Beyond <ul style="list-style-type: none"> ➤ Conestoga degree program ➤ Project Management Prof ➤ Gold Seal Certification ➤ AATO ➤ OACETT ➤ CAPM ➤ CIQS ➤ OAAAS • Advancement based on initial diploma and on experience – lines blurred between the Technician/ Technology programs and degrees in terms of jobs/ roles. 	

Phase 2 Analysis : Summary Analysis

- Overall applicant growth in MTCU for Architecture Programs from 2008-2010 has resulted from an increase in # of colleges offering the program or because of implementation of different delivery models.
 - 50% of applicants to the technician program and 40% of applicants to the technology program in the MTCU are direct. The Mohawk programs reflect this breakdown.
 - 40% of applicants to the technology program are direct. The Mohawk program
 - Applicants to the Technology program are 37% more likely to apply to this program compared to other Mohawk programs.
 - **Applicants are more likely to choose the Mohawk technology program as a first choice as compared to the same program at other colleges**
- Overall registrant growth in MTCU for Architecture Programs has remained stable. However, caution is advised if any other college starts a new program.
 - In 2009, there were enough registrants in each technician program for one section.
 - Mohawk registrants are older than registrants for the whole MTCU 50600 possibly due to high incidence of students attending the program through Workplace Safety and Insurance Board (WSIB) and second career whereby they are choosing a program that is funded for 2-years (Technician).
 - **the index of registrants to the technology program compared to all Mohawk College registrants has decreased over 3 years of trending data (155, 142,119).**
- Applicants from outside of Mohawk’s catchment are not likely to convert.

- Mohawk could market more aggressively to applicants from the Sheridan and Niagara catchment. Consider the implications of this recommendation.
- Overall Student Satisfaction scores (KPI) for the Architecture programs have been below CAAT, MTCU and Mohawk scores for most of the trended academic years (2005-2010).
 - Student Satisfaction scores for Capstone Q14 (knowledge and skills useful for future) are similar to CAAT, MTCU, and other Mohawk programs (between 85% and 88%).
 - Student Satisfaction scores for Capstone Q26 (quality of learning experience) for the technician program is slightly lower than MTCU, division, and other Mohawk programs for 2010.
 - Student Satisfaction scores for Capstone 26 (quality of learning experience) for the technology program (66%) is several percentage scores lower than MTCU, division and other Mohawk programs (71% and 78%) for 2010.
- Graduates: Graduation rate for the technician program has increased significantly over trended data (44%-2005 to 69%-2009) which is higher than MTCU and Mohawk College with significant fluctuations of graduate satisfaction.
- Graduates: Graduation rate for the technology program has been inconsistent between 2005 and 2009 while graduate satisfaction has remained similar to or higher than MTCU or other Mohawk programs.

Phase 2 Analysis : Comprehensive Analysis

- 7 colleges offer Architectural Technician programs (MTCU Code 50600)
 - Algonquin offers 2 programs—one of them a weekend offering. New for Fall 2009.
 - As of April 29, 2010, Algonquin’s program is wait listed—could be due to geography
 - Georgian and Sheridan offer co-op
 - 5/7 offered for second career
- 11 colleges offer the Architectural Technology program (MTCU Code 60600)

Applicants—Fall 2010 data as of April 15, 2010 (Technician)

<ul style="list-style-type: none"> ● # of applicants to this program has grown from 272 in 2005 to 840 in 2008 <ul style="list-style-type: none"> ○ Program cluster has grown from 5 programs in 2007 to 8 in 2009. 	<ul style="list-style-type: none"> ● # of applicants grew from 81 in 2005 to 190 in 2008. ● In 2008, 73 were applicants from our catchment that applied to Mohawk. ● In 2008, 94 applicants are coming from other catchments and applying to Mohawk (Niagara--22, Sheridan—28).
<ul style="list-style-type: none"> ○ Algonquin* has largest # of applicants (37% share of all applicants in 2007) <ul style="list-style-type: none"> ▪ Share of applicants has dropped 10% in 2009 ○ All colleges with existing programs in 2007, had a decrease in share points to 2009 <p>NOTE: Faculty report that Algonquin has run out of space and offers full-time day to 10pm and/or weekends.</p>	<ul style="list-style-type: none"> ● Mohawk had the third highest % (15%) of market share in 2007 for applicants. <ul style="list-style-type: none"> ○ Applicants to this program has remained stable from 2007-2009 but has lost share as market has become more competitive/fragmented.

- Sheridan suspended the program from 2003 and 2004 and offered a modified curriculum in 2009.
- Sault College suspended program and tried to offer it through existing Construction Engineering Technician

Appears as though some colleges are piloting different models of delivery without success.

Appears as though the Algonquin weekend offering is successful. 23 are non-direct; 5 are direct. 11 registrants are female and 17 are male. Attracting more females. 50% are 24-29 and 21% are 30+.

Applicants—Fall 2010 data as of April 15, 2010 (Technology)

<ul style="list-style-type: none"> • # of applicants to this program has fluctuated slightly over 4 years of trended data, with approximately 3,300+ applicants <ul style="list-style-type: none"> ○ Average # of applicants has decreased over 4 years of trended data (306, 313, 279, 277) 	<ul style="list-style-type: none"> • # of applicants ranges from 460-481 over 4+ years of trended data. <ul style="list-style-type: none"> ○ Approximately 14% market share has remained stable
<ul style="list-style-type: none"> • GBC and Humber have the largest share of applicants (F09) <ul style="list-style-type: none"> ○ Fanshawe, Mohawk and Sheridan have slightly lower market share compared to GBC and Humber <p>*OCAS application process for Algonquin program requires students to apply to both programs under one code.</p>	<ul style="list-style-type: none"> • Applicants to Mohawk are 37% more likely to apply to this program as compared to other Mohawk college programs

Applicant Type-- Fall 2010 data as of April 15, 2010 (Technician)

<ul style="list-style-type: none"> • Generally, majority applicants are (50%) are non-direct and 50% direct (F07-F08) which is a similar pattern for all colleges and all programs (CAAT). <ul style="list-style-type: none"> ○ For F10, appears as though direct applications show a higher percentage of direct (52%), following the CAAT trend. ○ Algonquin-80% applicants are non-direct. 	<ul style="list-style-type: none"> • Direct and Non-direct applicants for Mohawk are trending the same as other colleges and CAAT.
<ul style="list-style-type: none"> • Majority applicants are male (75% (F07-F09) compared to CAAT (45%) 	<ul style="list-style-type: none"> • 80% Mohawk applicants are male
<ul style="list-style-type: none"> • 50% of applicants are 18-19 years of age • 68% of applicants are 18-21 years of age <ul style="list-style-type: none"> ○ 79% of applicants for CAAT are 18-21 years of age • Algonquin—weekend offering—68% (F09) are 24+ 	<ul style="list-style-type: none"> • 68% of applicants are 18-21 years of age <ul style="list-style-type: none"> ○ The age of Mohawk applicants to this program are similar to other colleges with the same program
<ul style="list-style-type: none"> • 1st choice (approx. 33%) has remained stable from F07-F08 <ul style="list-style-type: none"> ○ Sheridan—only 15% first choice. Not choosing Sheridan as a first choice. ○ Algonquin—50% first choice. 200 applicants to Algonquin choose this program as 1st choice. • Algonquin, George Brown and Georgian have highest % of applicants for 1st choice 	<ul style="list-style-type: none"> • 20% of Mohawk applicants are 1st choice

Applicant Type-- Fall 2010 data as of April 15, 2010 (Technology)	
<ul style="list-style-type: none"> • Generally, majority applicants are (40%) are non-direct and 60% direct. <ul style="list-style-type: none"> ○ For F10, appears as though direct applications show a higher percentage of direct (52%), following the CAAT trend. ○ Algonquin-80% applicants are non-direct. 	<ul style="list-style-type: none"> • Direct and Non-direct applicants for Mohawk are trending the same as other colleges. <ul style="list-style-type: none"> ○ 5% increase in non-direct from F08-F09 could be due to second career
<ul style="list-style-type: none"> • Majority of applicants are male-- approximately 80% compared to CAAT (45%) 	<ul style="list-style-type: none"> • 80% Mohawk applicants are male
<ul style="list-style-type: none"> • 30% of applicants are 18 years of age • 76% of applicants are 18-21 years of age • 23% of applicants for CAAT are 18 • 65% of applicants for CAAT are 18-21 years of age 	<ul style="list-style-type: none"> • 26% of applicants are 18 years of age • 75% of applicants are 18-21 years of age <ul style="list-style-type: none"> ○ The age of Mohawk applicants to this program are similar to other colleges with the same program. However, there is a larger % of 18 year olds as compared to CAAT.
<ul style="list-style-type: none"> • 1st choice (approx. 27%) has remained stable from F07-F08-F09 <ul style="list-style-type: none"> ○ Confederation has highest % of first choice applicants (40%-45%) 	<ul style="list-style-type: none"> • Approximately, 35% of Mohawk applicants are 1st choice <ul style="list-style-type: none"> ○ 20% for the technician program • Applicants are more likely to choose the Mohawk program as a first choice as compared to the same program at other colleges
Registrants—complete data trending for 2007, 2008, 2009 as of April 2010 (Technician)	
<ul style="list-style-type: none"> • 298 total registrants in F09. Overall, 10% increase in registrants between F08/F09 <ul style="list-style-type: none"> ○ Registrant growth from 2007 to 2009 because of an increase in # of programs being offered ○ Algonquin-15% decrease in registrants between F08/F09 	<ul style="list-style-type: none"> • Market share has decreased, however, actual #'s of registrants remained stable. • # of students from 2007 to 2009 has been enough for one section (27, 22, 28)
<ul style="list-style-type: none"> • In 2009, the number of students in each program is enough for 1-section • Would not want to have any other colleges offer this program at this point, especially when St. Clair has a new program offering and the program offerings through continuing education (5) as well as the Distance Education offering. 	
Registrants—complete data trending for 2007, 2008, 2009 as of April 2010 (Technology)	
<ul style="list-style-type: none"> • Total # of registrants over 3 years of trending data is approximately 700 • Average # of registrants ranged from 62 to 71 	<ul style="list-style-type: none"> • # of registrants ranged from 113 to 140 with market share decreasing slightly over 3 trending years of data (20%, 18%, 16%) • People are 37% more likely to apply to this

	<p>program as compared to other Mohawk college programs and 19% more likely to register.</p> <ul style="list-style-type: none"> ○ NOTE: the index of registrants to this program compared to all Mohawk College registrants has decreased over 3 years of trending data (155, 142,119)
Registrant Type (Technician)	
<ul style="list-style-type: none"> • More registrants are non-direct (57%) as compared to applicants (50%) 	<ul style="list-style-type: none"> • 61% registrants are non-direct <ul style="list-style-type: none"> ○ Implications: older registrants are more anxious to get out
<ul style="list-style-type: none"> • 75% of registrants are male 	<ul style="list-style-type: none"> • 75% registrants are male
<ul style="list-style-type: none"> • 59% F09 registrants are 18-21 years old <ul style="list-style-type: none"> ○ It appears as though the older applicants are registering 	<ul style="list-style-type: none"> • 32% F09 registrants are 18-21 years old <ul style="list-style-type: none"> ○ 30% of registrants are 30+. This age group has grown from 15% in F07 to 40% in F09 ○ Mohawk registrants are older than registrants for the whole MTCU 50600 ○ Many WSIB students—only funded for 2-years <ul style="list-style-type: none"> ▪ Prior career in construction or trades and get injured ○ Possibly second career
Registrant Type (Technology)	
<ul style="list-style-type: none"> • 55% F09 of applicants are direct which is lower than the previous two years of data 	<ul style="list-style-type: none"> • 64% F09 registrants are direct
<ul style="list-style-type: none"> • 82% F09 of registrants are male 	<ul style="list-style-type: none"> • 86% F09 registrants are male
<ul style="list-style-type: none"> • 26% F09 registrants are 18 years old • 73.7% F09 registrants are 18-21 years old • 22.2% F09 registrants are 18 years old CAAT • 69% F09 registrants are 18-21 years old CAAT 	<ul style="list-style-type: none"> • 24% F09 registrants are 18 • 75% are 18-21 <ul style="list-style-type: none"> ○ 41% of registrants are 19 years old. • There has been a 37.5% increase in applicants between 24-29 years of age <ul style="list-style-type: none"> ○ Mohawk registrants are slightly younger than registrants for the whole MTCU 60600 and significantly younger than CAAT with a large # of registrants 19 years of age
Catchment (Technician)	
<ul style="list-style-type: none"> • 103 applicants from other catchments applying to Mohawk <ul style="list-style-type: none"> ○ 12/103 registered for Mohawk's 	<ul style="list-style-type: none"> • 90 applicants F09 from own catchment • 16/90 registrants F09 from own catchment

<ul style="list-style-type: none"> ○ program (Market Gain) ○ 4 Niagara; 3 Sheridan; Confederation 	
	<ul style="list-style-type: none"> • There are applicants who are interested in the Mohawk program. Tend to be applicants who are from the Mohawk catchment. • Overall, results in Market gain for the program.
<p>Catchment (Technology)</p>	
<ul style="list-style-type: none"> • 246/459 applicants F09 from outside of catchment • 46/113 registrants F09 from outside of catchment • 12 students from Mohawk’s catchment registered in the program at a different college • Net result—Market Gain 	
<p>Applicant to Registrant Conversion (Technician)</p>	
<ul style="list-style-type: none"> • MTCU Code Conversion Rate = 19% in F09 compared to 21% for CAAT 	<ul style="list-style-type: none"> • Mohawk conversion rate is 14.5% F09 and below Mohawk overall (22.2%) -possibly because registering in Technology first
<ul style="list-style-type: none"> • F09 – Loyalist has the highest conversion rate ~ 31% 	
<ul style="list-style-type: none"> • George Brown has 7 registrants from Sheridan catchment from a total of 53 applicants. • Algonquin students are from own catchment <ul style="list-style-type: none"> ○ 44% conversion rate for weekend offering <ul style="list-style-type: none"> ▪ 28/63 =44% conversion • None of the programs are oversubscribed 	<ul style="list-style-type: none"> • Applicants from outside catchment not likely to convert <ul style="list-style-type: none"> ○ Niagara tends to apply to Mohawk’s program but don’t convert • Mohawk could market more aggressively to applicants from the Sheridan and Niagara catchment. Consider the implications of this recommendation.
<p>Applicant to Registrant Conversion (Technology)</p>	
<ul style="list-style-type: none"> • MTCU Code Conversion Rate = 21% in F09 compared to 21% for CAAT 	<ul style="list-style-type: none"> • Mohawk conversion rate is 25% F09 but has declined since F07 (30%) and is higher than Mohawk’s overall conversion rate of (22.2%)
<ul style="list-style-type: none"> • F09 – Sheridan’s conversion rate for the program with a modified curriculum is 72% (note: # registrants is 8) • F09—Confederation and St. Clair had 30+% conversion rates 	
<ul style="list-style-type: none"> • None of the programs are oversubscribed 	<ul style="list-style-type: none"> •

KPI Analysis

**KPI Overall Student Satisfaction, Capstone and Indicators
See Phase 2 Summary Analysis**

Course Grade

Generic computer training course –avg. grade=30%
Grades generally tend to be in 60's for first semester, however, they have improved from 2007-2008.
Ontario Building Code grade fluctuations.

Promotion—SEM 1:

- can transfer to technology if marks are good
- if only fail 1 course will allow to continue. Students go to night school to pick up course
- Math—avg. grade is getting better and % failure getting worse.
- Efforts to improve generic computer training
- Withdrawn students offered seats in pre-technology or other programs

-student migration between technology and technician program on a regular basis—is this a good student success strategy? Issue for program completion, grad rates etc.

--Electives—picking up courses to dual credential in Civil Engineering Technician—come for 3 years to get two diplomas.



**Phase 3 – Program Quality and
Strategic Initiatives**

**Program Quality
March, 2010**

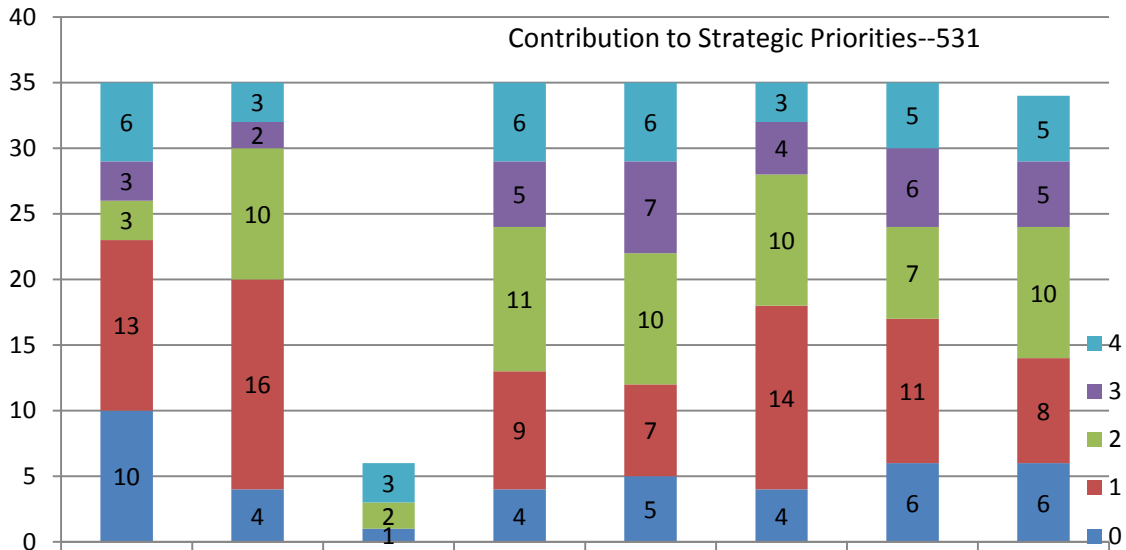
Phase 3 Analysis Summary Notes—

Rethinking Assessment

7 courses were analyzed and evaluated in the Re-Thinking Assessment Workshop

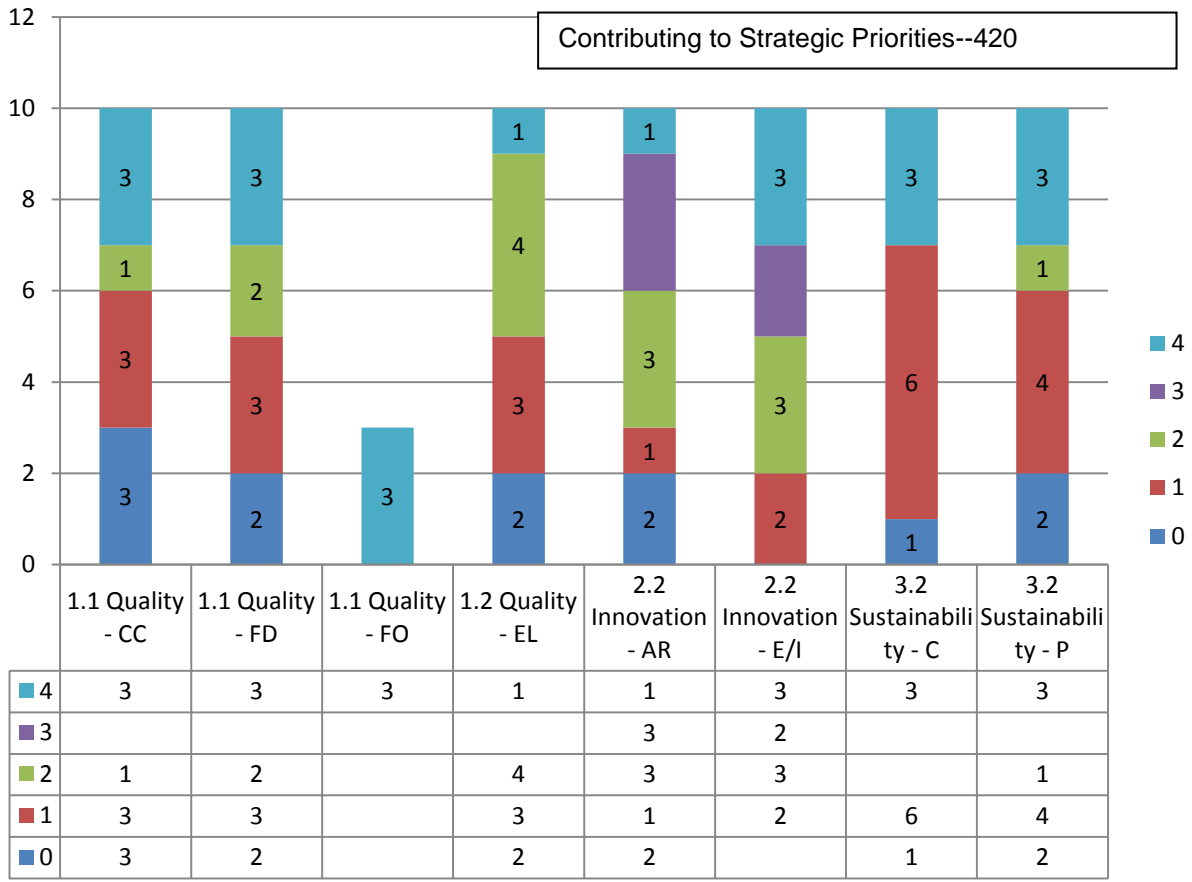
Key Strategic Priorities

The Architecture programs contribute to 7/8 key strategic priorities. Faculty report that students are exposed to regular teaching/learning opportunities with significant sustainable content while participating in entrepreneurial and intrapreneurial learning experiences. Students have the opportunity to learn course content via self-directed learning and participate in a capstone course that integrates course content from a broad range of courses. Experiential learning is further enhanced through use of surveying equipment, performing estimates using blueprints, etc.



Level
V. Sign.
Sign.
Moder.
Mild
N/A

	1.1 Quality - CC	1.1 Quality - FD	1.1 Quality - FO	1.2 Quality - EL	2.2 Innovation - AR	2.2 Innovation - E/I	3.2 Sustainability - C	3.2 Sustainability - P
4	6	3	3	6	6	3	5	5
3	3	2		5	7	4	6	5
2	3	10	2	11	10	10	7	10
1	13	16		9	7	14	11	8
0	10	4	1	4	5	4	6	6



Quality Assurance and Student Success Processes

- **eLearn**-faculty report several self-study opportunities integrated into the curriculum to support the wide variety of applied learning, experiential learning opportunities.
- **Program Advisory Committee**—the program is compliant with PAC requirements according to the Mohawk College PAC policy.
- **PLAR**—a PLAR type has been identified for all courses in the POS

Appendix A

Program Advisory Committee Minutes 2009
Program Advisory Committee Minutes 2010

Mohawk College of Applied Arts and Technology
School of Engineering Technology
Architectural Advisory Committee
Tuesday, May 26, 2009
President's Board Room

MINUTES

Present

T. Gill
R. Mech
D. Premi
B. Stieva
G. Zebroski
M. Strba (Guest)
C. Blackwood
C. Hardy
G. Wignall

Regrets

V. Pala
W. Beitel
D. Clark
M. Karp
L. King
J. Lane
M. Lostracco
J. Venditti

Recorder: Donna Ruhloff

1. Welcome and Introduction
Mr. Zebroski agreed to chair the meeting for Mr. Pala. Mr. Zebroski asked the committee members to introduce themselves and state their affiliation. He extended a special welcome to Mr. Mark Strba, MHPM Project Managers Inc.
2. Chair's Remarks
Mr. Zebroski noted he has no remarks at this time.
3. Approval of Minutes of Meeting – Tuesday, October 28, 2008
Moved by Mr. Premi, seconded by Mr. Mech to accept the minutes of the last meeting. **Carried.**
4. Business Arising from Minutes
Co-op Model and Semester Rotation
Mr. Blackwood informed the members that the college is reviewing a more feasible co-op rotation with the focus of moving a teaching semester back into the summer (May to August) period. The option of three - four month work terms; 8 month plus one four month or a 12 month work term. A lengthy discussion ensued with the following points noted:
 - Mr. Zebroski noted with the current climate it would be difficult to make a commitment for 12 month co-op.
 - Mr. Premi said the 4 month is too short and students require at least three semesters of school before their first work term.

- Mr. Mech noted that he preferred the three-four month co-ops when he was a student as it allowed you to graduate earlier.
- Mr. Hardy explained the 12 month co-op can be posted as a 4 and 8 month placements and/or a 12 month.

Page 2

4. Co-op Model and Semester Rotation – Cont'd

- Mr. Blackwood commented on the transition is somewhat of a challenge as the college would not want to have a term with no students available for co-op.
- Mr. Stieva mentioned the 4 month co-op is very labour intensive on their company as they hire several co-op students; each new hire requires training and orientation.

5. Co-op Report and Graduate Report

Mrs. Hardy distributed and reported the following co-op placement statistics:

Winter 2009 – 3rd semester – first work term

A total of 66 students with 57 actively seeking co-op positions.

- 55 employed (55 students placed at 29 companies)
- 9 students not eligible or not seeking
- 2 seeking employment
- placement rate is 97%
- the average salary was \$14.23 per hour

Summer 2009 – 3rd semester – second work term

A total of 63 students with 51 actively seeking co-op positions.

- 49 employed
- 12 students not eligible or not seeking
- 2 seeking employment
- placement rate is 96%
- the average salary is \$14.80 per hour

Summer 2009 – 5th semester – third work term

A total of 65 students with 53 actively seeking co-op positions.

- 45 employed
- 11 not eligible or not seeking
- 9 seeking employment
- placement rate is 85%
- the average salary is \$15.00 per hour

Graduate and Student Employment – October 28, 2008 to May 20, 2009

Sixty-one full-time, part-time, contract and summer jobs have been posted for the Architectural Technology programs since our last meeting on October 27, 2008.

6. Enrolment Report

Mr. Blackwood reported that the enrolment for the Building and Construction Sciences area is very healthy and there is a chance that he will have to create a third class in Architectural Technology, semester three this fall. The first year enrolment target of 280 students has 294 confirmed accepts with 164 being Architectural students. The following are the enrolment numbers expected for the next academic year.

Architectural Technician

- semester 3 – 30 to 35 students

Page 3

6. Enrolment Report – Cont'd

Architectural Technology

- semester 3 – 90 students
- semester 4 – 65 students
- semester 5 – 68 students (evenly split between Design and Construction Option)
- semester 6 - 57 (22 Design and 35 Construction Option)

Building Renovation Technician

- semester 1 – currently @ 31 accepts for Fall 2009
- semester 3 – expect 20 students

Construction Engineering Technician

- semester 1 – currently @ 74 accepts for Fall 2009
- semester 3 – expect 35 students

Eighteen Architectural Technicians and forty-eight Architectural Technologists will graduate June 2009.

7. New Business

Mr. Gill mentioned the college is waiting for the funding announcement in order to either move forward with a major building addition or improve the infrastructure if the college does not receive the funding requested. Mr. Blackwood mentioned the Marshall Trucking addition at STARRT is waiting for the final building permit.

Meet the Grad/Meet the Employer night is scheduled for Wednesday, October 14, 2009. The last function was attended by approximately 250 students, 23 employers and 50 graduates creating a mini job fair.

Mr. Wignall announced the semester five design group's project was a Health and Wellness Centre in Temagami. The students attended an overnight field trip to Temagami to gather information presented by the client. The client's intent is to create a Health and Wellness Centre which includes both conventional medicine and naturopathic medicine. The best

concept design will be selected and the group will receive a monetary award. These concept designs will be used in semester six for their final jury project.

Mr. Wignall mentioned that a second 42 hour LEED course will be added to the Construction Management option. Mr. Premi noted the design group should also receive the LEED course.

Mr. Wignall in responding to Mr. Premi stated that REVIT is introduced in semester four. Mr. Mech also noted that REVIT is used 100% in his job.

8. Next Meeting

The next meeting is scheduled for Tuesday, October 20, 2009.

9. Adjournment

The meeting adjourned at 9:40 a.m.

MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY
School of Engineering Technology
Architectural Advisory Committee
Tuesday, October 20, 2009
MSA Boardroom – G111

MINUTES

Present

W. Beitel
T. Gill
J. Lane
M. Lostracco
R. Mech
D. Premi
B. Stieva
M. Strba
G. Zebroski
C. Blackwood
C. Hardy
G. Wignall

Regrets

D. Clark
M. Karp
L. King
A. Mantecon
V. Pala (Chair)
J. Venditti

Recorder: Donna Ruhloff

1. Welcome and Introduction

Mr. Zebroski agreed to chair the meeting for Mr. Pala who is on vacation. Mr. Zebroski asked the committee members to introduce themselves and state their affiliation.

2. Chair's Remarks

Mr. Zebroski welcomed new member Mr. Mark Strba.

3. Approval of Minutes of Meeting – Tuesday, May 26, 2009

Moved by Mr. Lane, seconded by Mr. Mech to approve the minutes as presented with the following corrections - C. Clark to D. Clark and adding J. Lane as regrets.

Carried

4. Business Arising from Minutes

Mr. Blackwood asked the members to refer to page 2 of the handout outlining the changes to the co-op rotation. At the last meeting members stated their preference for at least one 8-month co-op which resulted in two models being created – Year A and Year B. This was necessary to ensure that students were available to employers throughout the transition time. The 8-month co-op will always follow semester 4 which means students will have completed several key courses i.e. Residential and Commercial Design, Construction and Services, and the Ontario Building Code before their 8 month work term.

Page 2

Business Arising from Minutes – Cont'd

Discussion followed with the following comments:

- Year B is good for students that have a degree and wish to fast track because they can complete the program in 2 years and 4 months.
- The number one criteria in creating this format was to have students always available for co-op.
- Employers prefer graduates with their co-op experience.
- Many of the fast track students are internationally trained with an Architectural degree and continue with the OAA to get certified.
- Advisory Members can email their comments to Gary Wignall or Chris Blackwood. gary.wignall@mohawkcollege.ca
chris.blackwood@mohawkcollege.ca

A copy of the Ontario Association for Applied Architectural Sciences Program Guide to become a licensed Technologist OAA was circulated to the Advisory Members.

Mr. Blackwood indicated that he can send an electronic version to anyone that is interested.

5. Co-op Report and Graduate Report

Mrs. Hardy distributed and reported the following co-op placement statistics:

Fall 2009 – Semester 5 – 4th Work Term

Total 68 Students

- 50 Actively Seeking
- 50 Employed
- 18 Not Seeking
- The 50 students were placed at 31 companies (100% Placement)

The 18 Not Seeking

- One student secured full time employment
- Two students graduating early
- Eight students have already secured 2 work terms and will graduate with a co-op credit
- Seven students will graduate with a non co-op diploma

Salary range: \$16.12/hour High: \$27.58 and Low: \$10.00

Winter 2010 – Semester 3 – 1st Work Term

Total 99 Students

- Two students have secured their own job
- Twenty-nine jobs posted – 35 positions
- Interviews commenced Monday, October 19th

May 21, 2009 to October 19, 2009 – Thirty-four companies posted a total of 39 positions for part-time, full time and contract work.

May 13, 2008 to October 27, 2008 – Seventy-eight companies posted a total 85 positions for part-time, full time and contract work. There is a significant decline in job posting from last year.

Career Fair

Business and Engineering Technology Career Fair is scheduled for Wednesday, February 10, 2010 at the Fennell Campus. There will be over thirty employers on campus recruiting.

6. Enrolment Report

Mr. Blackwood announced this year's cluster started with 140 Architectural students – twenty-nine technicians and 111 technologists.

Year 1

Construction Engineering Technicians – 67 students

Building Renovation Technicians – 58 (Fall 2008 started with 30 students)

Year 2

Semester 3 – Architectural Technician – 35 students

Semester 3 – Architectural Technologist – 98

Semester 4 – Architectural Technologist – 60

Year 3

Semester 6 – Architectural Technologist – 65 students (2 classes)

In response to Mr. Zebroski, Mr. Blackwood said weak Math and English skills continue to be the main reason for unsuccessful students. The math is a constant struggle however the college is working with the Local Boards of Education creating a pathway in the math curriculum.

7. New Business

Meet the Grad/Meet the Employer Night

Mr. Blackwood was pleased to announce this year's Meet the Grad/Meet the Employer held on Wednesday, October 14, 2009 from 5:00 to 8:00 p.m. was a success with over 200 students, 30 grads and 25 employers attending.

Mr. Strba indicated that his company (MHPM Project Managers Inc.) would be interested in attending the next Meet the Grad/Meet the Employer Night. The next Meet the Grad event is scheduled on Thursday, February 11, 2010.

Curriculum Issues

Mr. Blackwood reported the Facility Management course offered in semester 6 with a total of 5 hours is now split into two courses - Facility Management – 2 hours and Sustainable Construction Techniques – 3 hours.

Program Review

Mr. Wignall indicated that the Architectural Program is up for review and he needs to create a focus group to review the curriculum. Messrs. Mech, Strba and Premi volunteered to meet for an evening dinner meeting. Mr. Mech recommended Gary Neil from OAAAS for his input.

2009/10 Jury Project Update

Mr. Wignall noted the 5th semester design competition regarding the Temagmi Health and Wellness Centre will now move into semester 6 as their Jury Project for both the Design and Construction options.

8. Next Meeting

The next meeting is scheduled on Tuesday, May 18, 2010.

9. Adjournment

The meeting adjourned at 9:40 a.m.

MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY
Faculty of Engineering Technology
Architectural Advisory Committee Meeting
Tuesday, May 11, 2010
MSA Boardroom – G111

MINUTES

Present

V. Pala (Chair)
L. Clack (Guest)
D. Clark
T. Gill
J. Lane
M. Lostracco
D. Premi
M. Strba
K. Tindall (Guest)
C. Blackwood
C. Hardy
G. Wignall

Regrets

W. Beitel
M. Karp
L. King
R. Mech
B. Stieva
J. Venditti
G. Zebroski

1. Welcome and Introduction

Chair Pala welcomed all committee members and staff to the meeting and called on those present to introduce themselves and state their affiliation.

2. Chair's Remarks

Chair Pala extended a special welcome to guests Lauren Clack of EllisDon and Keith Tindall of Turkstra Lumber.

3. Approval of Minutes of Meeting – Tuesday, October 20, 2009

The minutes were approved as presented.

4. Business Arising

Program Review Update

Mr. Wignall gave a brief update on the program review status as of to-date:

- All course outlines have been reviewed
- Twenty hours of meetings have taken place with faculty and Program Review Facilitators
- Focus group including Advisory Members took place
- Catchment area – the college attracts more students from outside its catchment area than other colleges.
- Other colleges are offering weekend courses i.e. Algonquin College (complete your diploma by attending weekends).
- Changes in the curriculum include a sustainability course plus the two specific courses on the Building Code.

Page 2

Program Review Update – Cont'd

- The program review process confirms the Architectural programs are moving in the right direction.
- Mr. Blackwood noted this particular process is very thorough ensuring the curriculum concurs with the provincial standards. The final report is expected to be complete by the late Fall.

5. Co-op Report and Graduate Report

Mrs. Hardy distributed and reviewed information with respect to the co-op placements:
Winter 2010 – First Work Term – 3rd Semester

Total students – 83

Employed - 60

Not Seeking - 12

Seeking - 11

Average salary \$14.01

Sixty students were placed at 31 companies.

The economic downturn resulted in a lower number of postings for the January 2010 work term resulting in some students not securing a co-op work term.

Summer 2010 – Third Work Term – 5th Semester

Total students - 69

Employed - 46

Not Seeking - 23

Seeking - 0

Average salary \$15.62

Forty-six students were placed at 29 companies.

Many students secured their required two co-op credits in order to graduate; therefore they did not participate in the 2010 summer work term.

OACETT

Mrs. Hardy announced that OACETT currently recognizes co-op work experience at 50% of the time worked and gives credit up to six months towards the work experience requirement. One of the requirements for certification is at least two years of relevant work experience in the discipline. It is now possible to receive up to one full year of credit for eligible co-op work if it falls under one of these categories:

- the applicant is attending or has attended a nationally accredited program, or
- the applicant's supervisor during the co-op placement was a certified member of OACETT or a licensed professional such as P.Eng., OAA, P.Geo., O.L.S.

In response to Mr. Premi's question, Mr. Blackwood noted our program is not certified and it is a fairly rigorous and costly process. It took Mechanical Engineering Technology 1.5 years to complete.

Page 3

6. Enrolment Report

Mr. Blackwood presented the following enrolment numbers:

The Building and Construction Sciences cluster for Fall 2010 has 287 students confirmed for the 280 seats and the program is wait listed. Of the 287 students, 130 are Architectural Technology and 24 Architectural Technicians. Construction Technicians have 57 confirmed and the target is 60 and the Building Renovation Technicians have 53 confirmed with a target of 60.

September 2010 – Semester 3

Three technology classes with a total of 84 students (target of 90)

One technician class with 50 students (target of 40 - several of these students will move back into technology once they complete failed courses from semester 1 and 2)

Spring/Summer 2010 – Semester 4

Three technology classes with 80 students registered however expecting 85 to 90

Winter 2010 – Semester 6

Design option – 31 students

Construction option – 28 students

Architectural Technicians – semester 4 has a total of 36 students

7. New Business

Meet the Grad/Meet the Employer Night

Mr. Blackwood announced the next Meet the Grad/Meet the Employer night is scheduled for Wednesday, October 13, 2010. The STARRT Campus held their first Meet the Grad night with over fifteen employers attending.

Curriculum Issues: Advanced Residential Design Graduate Certificate

Mr. Blackwood asked for input from the Advisory Members with regards to offering this certificate following graduation. Mr. Blackwood questioned if there is a market for this certificate and also noted that it would take approximately one year to get the program in place. The following comments/suggestions were noted:

- Mr. Lane questioned if this program will conflict with Peter Mann's Residential Design Course offered through Continuing Education?
- In response to Mr. Premi's question, Mr. Lane noted the Residential Design course prepares a wide range of students and contractors for residential construction.
- Mr. Blackwood said the Residential Design Certificate would be more advanced and geared towards Architectural graduates and noted some of the possible topics/courses:
 - Part 9 OBC
 - LEED for residential
 - Services and solar energy
 - Sustainability

- Green technology
- Project management
- Advanced design

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Curriculum Issues: Advanced Residential Design Graduate Certificate – Cont’d

Discussion ensued and the following suggestions were noted:

- Only a small group of home designers are BCIN qualified
- Focus on sustainability
- Retrofit existing properties – mechanical and insulation
- How do you make old homes energy efficient?
- Mr. Pala noted that he feels uncomfortable with the name “advanced”.
- Mr. Premi suggested the name “High Performance Residential Design”.

8. Next Meeting

The next meeting is scheduled for Tuesday, October 5, 2010.

9. Adjournment

The meeting adjourned at 9:20 a.m.

MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY
 Faculty of Engineering Technology
 Architectural Advisory Committee Meeting
 Tuesday, October 5, 2010
 MSA Boardroom – G111

MINUTES

Present

V. Pala (Chair)
 W. Beitel
 T. Gill

Regrets

L. Clack
 D. Clark
 J. Lane

R. Mech
D. Premi
B. Stieva
K. Tindall
C. Blackwood
C. Hardy
T. Thoma

M. Lostracco
M. Strba
G. Wignall
G. Zebroski

Recorder: Donna Ruhloff

10. Welcome and Introduction

Chair Pala welcomed all committee members and staff to the meeting and called on those present to introduce themselves and state their affiliation.

11. Chair's Remarks

Chair Pala noted this is the second and last meeting for 2010.

12. Approval of Minutes of Meeting – Tuesday, May 11, 2010.

Moved by Mr. Gill, seconded by Mr. Mech to accept the minutes of the last meeting.
Carried.

13. Business Arising

Program Review Update

Mr. Blackwood reported on behalf of Mr. Wignall with regards to the status of the Architectural Program Review. The data collection and analysis sessions for phase 1, 2 and 3 (curriculum, environmental scan and quality processes) are complete. A draft of the final report (phase 4) is in development and this report summarizes the data and recommendations from phase one, two and three.

The final draft report will be presented before reading week and a two hour meeting will be scheduled with faculty to review and revise the draft report with a plan to finalize by the end of October. Mr. Blackwood noted the report, if complete, will be presented at the spring Advisory Meeting.

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14. Co-op Report and Graduate Report

Mrs. Hardy distributed and reviewed information with respect to the co-op placements:
Fall 2010 – 4th semester – second work term

- 80 Students

- 65 Actively seeking
- 64 Employed
- 15 Not eligible – not seeking – low participation
- 1 Seeking
- 99% Placement Rate

The fifteen students that are not eligible, fourteen were low participation (they applied to less than five job postings) and one student is not seeking for the fall work term.

Sixty- four students were placed at forty companies. Eighteen students will continue with their fall co-op employer for the winter 2011 work term.

The salary range is \$11.00 to \$20.66 with the average salary of \$14.45.

Mrs. Hardy reviewed the comparison in job placements to the Fall 2009 work term.

Graduate and Student Employment

From May 10, 2010 to October 4, 2010 a total of seventy-five positions (full-time, part-time, contract and summer jobs) have been posted at fifty-six companies for the Architectural programs since our last meeting.

Mrs. Hardy announced the upcoming events:

Lunch & Learns are held on Wednesdays 12:00 to 1:00 p.m. Kenaidan Contracting Ltd. will host a lunch and learn Wednesday, October 13th. This is a great opportunity for students and also the company.

Meet the Grad/Employer Night – Tuesday, October 12th from 5:00 to 8:00 p.m. in the Arnie at the Fennell Campus.

Career Fair – Business and Engineering Technology – Wednesday, February 16, 2011 from 11:00 a.m. - 2:00 p.m. in the gym, Fennell Campus.

15. Enrolment Report

Mr. Blackwood presented the Fall 2010 enrolment numbers:

The first year cluster - 280 students with 150 in Architectural Technology and Technician.

Year 3 – semester 6 – 28 design and 28 construction option

Year 2 – semester 3 – 91

Year 2 – semester 3 (technician) – 33

Currently on co-op – 81 students that will return for 5th semester in summer 2011

Building Renovation Technician – Year 1 – 64 and Year 2 – 48

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Enrolment Report – Cont'd

Mr. Blackwood mentioned the first class of Building Renovation Technicians graduated in June 2010 and several of the grads have started their own business employing their classmates.

In response to Mr. Pala's questions, Mr. Blackwood stated that the Building Renovation program attracts students as young as seventeen and up to forty year old laid-off workers. Mr. Blackwood also noted that the building code is an integral component of every theory course.

16. New Business

Meet the Grad/Meet the Employer Night – Tuesday, October 12, 2010

Mr. Blackwood mentioned the Meet the Grad/Meet the Employer Night has moved to the Arnie due to the recent renovations of the cafeteria. Over two-hundred and fifty tickets have been sold to the students, twenty-eight companies and thirty graduates plan to attend. Mr. Blackwood said Dan Robichaud has taken the lead in organizing this event that was started two years ago by Peter Olynyk.

Changes in BCS Portfolio of Programs

Mr. Blackwood announced that his portfolio of programs has changed. He no longer is responsible for the construction based apprenticeship programs and the Industrial Woodworking Techniques/Technician programs at the STARRT Campus. The Building Renovation and Construction Technician programs (at the STARRT Campus) remain under his jurisdiction and the post secondary programs at the Fennell Campus have not changed. To replace the apprenticeship portfolio, Mr. Blackwood now has responsibility for the delivery of Mathematics to the Engineering Technology and Health Sciences faculties.

New Program Ideas: Surveying Technician

Mr. Blackwood mentioned the Civil/Construction Engineering Advisory Members have indicated a need for survey technicians. The Building and Construction Science area received funds to purchase more total stations. The proposed program would entail such topics: GPS; Total Stations; Robotic Total Stations; GIS; ArcView; Surveying law; Construction layout; Highway design and layout; Remote sensing and advanced surveying technologies.

Mr. Blackwood also noted this past summer, A.J. Clarke Land Surveyors laid out property bars, registered plans of official survey around the Alumni House for our surveying classes.

New Engineering Technology Building Proposal

Mr. Thoma, Dean, Faculty of Engineering Technology announced the potential revitalization of E-Wing. This section was built in the late sixties and the HVAC, heating and electrical are in need of updating. The College will lobby to the Federal and

Provincial government to fund this 60 million dollar project. The plan is to renovate the E-wing building and build a new building to accommodate computer and specialty labs in Engineering Technology.

New Construction

Mr. Gill mentioned more activity during the spring/summer semester leaves little swing space to move staff while renovations are taking place.

Mr. Gill reported on the renovations/improvements to the college:

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New Construction – Cont'd

- C-Wing was renovated bringing in more natural light
- renovations to twenty-two classrooms
- the new H building currently being constructed will be the front entrance to the college
- the STARRT campus installed a ¼ million dollar dust collector system
- Phase two – the new front entrance will host all student services
- planning phase – existing library space to be renovated for student services
- a proposal for a new transit hub on the corner of West 5th and Fennell Avenue, including retail opportunities in the next 4 to 5 years

Mr. Blackwood announced the following information:

- Mr. Blackwood has been appointed to the Rapid Transit Citizens Advisory Committee
- A new Aviation Program started this September with a class of 30 aviation mechanics. Next phase is aviation electronics and possibly structural programs.

8. Next Meeting

The next meeting is scheduled for Tuesday, May 10, 2011.

9. Adjournment

The meeting adjourned at 9:20 a.m.