

Program	Child & Youth Worker (610)
Ministry of Training, Colleges, Universities Vocational Standard	60701
Credential	Ontario College Advanced Diploma
Dean	Paul Armstrong
Associate Dean	Neil McMahon
Program Review Membership	Program Faculty: P. Anderchek, N. Brown-Brunton, A. Butty, J. Hambley, K. Hoyt, S. Nadwodny, Curriculum Design Specialist: Lisa Pegg with support from Catharine Ozols Institutional Research: Carmelinda DelConte
Program of Studies	2010/11
Final Analysis Session	Winter 2011
Date of Interim Status Report	2014/2015 Academic Year
Date of Next Program Review	2016/2017 Academic Year
Date Submitted to VPA Office	October 19, 2012

This report represents the findings of Program Review for the Child & Youth Worker Program (610) in the School of Community and Urban Studies. The review was performed during the period May 2010-May 2011.

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 Community and Urban Studies, and the Vice President Academic. The signatures of the representative parties demonstrate their acceptance of the content of this report and a commitment to prepare an interim status report.

For the Program (Dean or Associate Dean):

Signature

Date

For the Vice President Academic:

Signature

Date

Summary

The Child & Youth Worker Program (610) successfully completed program review in winter 2011. This program demonstrates 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 Child & Youth Worker (CYW) program indicates that:

- **Phase 1-Curriculum:** courses in POS and course learning outcomes contribute to all of the vocational standards (VS) as required by the Ministry of Training, Colleges and Universities (MTCU 60701). Curriculum and delivery method enhancements are required based on an analysis of the Curriculum Mapping Matrix, competitive curriculum information, and input from a focus group of industry experts.
- **Phase 2-Environmental Scan:** Key Performance Indicators (KPI) had student satisfaction scores and capstone question scores similar to or higher than the average Mohawk College scores; MTCU 60701 scores and overall college system scores. Applicant and registrant trends have remained stable but will require monitoring due to possible changes in the college system. Action plans for program quality improvements are required to address inconsistencies in student success and retention (course grades), specifically for some general education electives.
- **Phase 3-Program Quality and Strategic Initiatives:** Students participate in several experiential learning experiences and innovative intrapreneurial practices which are strengths of the CYW program. Action plans will be implemented to integrate learning plans into elearn@mohawk with a focus on improving feedback to students about progress (a college initiative based on KPI scores for this question).

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 outlined in course outline policy (AC-512).
	Curriculum Mapping Matrix	X			Program meets requirements outlined in program review policy (AC-550) and program quality policy (AC-570) in keeping with MTCU framework for programs of instruction.
	Framework for Programs of Instruction	X			Program meets all criteria outlined in the MTCU Framework for Programs of Instruction for an Ontario College Advanced Diploma.
	Program Advisory Committee	X			
Phase Two Environmental Scan	Key Performance Indicators	X			Student Satisfaction scores consistently higher than CAAT, MTCU and Mohawk College over several years.
	Program Performance Indicators	Data Not Available			
	Applicant/Enrolment	X			Applicant/Enrolment data stable over several years.
	Student Success and Retention (Course Grades)		X		Some inconsistencies in student success and retention (course grades), specifically for some general education electives.
Phase Three Program Quality and Strategic Initiatives	Quality—Curriculum and Content	X			Students in the CYW program are exposed to a significant degree to three areas of the strategic plan: 1) Quality—Experiential Learning; 2) Innovation—Intrapreneurship and 3) Sustainability--practices. Students are exposed to other areas of the strategic plan but not to the same extent as experiential learning, applied research and sustainable practices.
	Quality—Flexible Delivery	X			
	Quality—Flexible Operationally	X			
	Quality—Experiential Learning	X			
	Innovation—Applied Research	X			
	Innovation—Entre/Intrapreneurship	X			
	Sustainability--Curriculum	X			
	Sustainability--Practices	X			
	PLAR	X			
	Learning Plans		X		Student Success practices such as PLAR are clearly identified. Focus on implementation of complete learning plans through eLearn@Mohawk and additional strategies for Student Feedback on Progress.
	eLearn		X		
	General Education	X			
Student Feedback on Progress			X		

Commendations

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

- Commitment to the community based projects especially in the Brantford community.
- Global experiences for students to capture their Gen Ed credit
- Team communication and referrals to the Student Success Advisor
- Every student has a mid-semester meeting with faculty to review their progress.
- As with all programs in the School of Human Services the CYW program faculty offer to all successful applicants a Program Orientation several months prior to semester start.

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:

- More time devoted to the relationships faculty have established with our community partners via PD sessions for agencies/ community base projects to assist agencies

Recommendations

Analysis of various data sources from program review identified three areas that will assist in improving program quality for the CYW program. They are:

1. Curriculum Renewal
 - Consider strategies to improve professional communication skills.
 - Increased requirement for professional communication skills. Graduates are expected to write clinical reports and proposals.
 - Review the COMM course to support the professional communications requirements of graduates
 - Faculty Development to develop rubrics for assessing essential employability skills specific to professional communication skills
 - Incorporate new content for “domain of practice”
 - Research “Education Accreditation Project “ at Cambrian
 - Humber Degree Program
 - Develop strategies to address student success and retention issue and course grade issues (pass/fail) for students in general education electives
 - Research field placement model of delivery (appears to be a school issue rather than a CYW issue). See focus group notes.
2. Annual Program Review Plan
 - Use available sources (Curriculum Mapping Matrix, Key Performance Indicators, Strategic Enrolment Planning data) to monitor program quality on an annual basis.
 - Integrate data for all CYW program offerings (all campuses, CE)
 - Implement strategies to provide Feedback to Students about Progress
 - Maintain a current Curriculum Mapping Matrix
3. Differentiated Learning and Graduate Pathways
 - Research implications of “intensive” model of delivery for CYW program
 - Requires analysis of applicant data re: diploma, degree upon application
 - Are more students in comparator programs coming in with a degree?
 - Marketing and Communications
 - Visual representation of pathways
 - Identify and use key factors that differentiate the Mohawk College CYW program compared to competitors
 - elearn@Mohawk

- Consider a section of blended-delivery for part-time students. Requires analysis to determine need. Is there a market for students working in the field that want to upgrade skills?
 - Create a plan to continue to develop course content using Desire-2-Learn with a goal of meeting the college initiative of blended-learning
 - Accreditation
 - Confirm and consolidate information in regard to accreditation
 - Articulations
 - Confirm and consolidate information in regard to articulations. See focus group notes.
- 4. To collapse first year field placement to be replaced either by a lab experience and/or theoretical community based courses.

5 Year Program Quality Enhancement Action Plan

Following is a summary of the CYW Action Plan. A detailed action plan is available through the Office of the VPA requested from the Program Quality area. The detailed action plan that resides in the Office of the VPA is the action plan of record.

Objectives	Action Strategies		Responsibility / Timelines
<p><i>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:</i></p> <p>1. Specific - Objectives should specify what they want to achieve.</p> <p>2. Measurable- You should be able to measure whether you are meeting the objectives or not.</p> <p>3. Achievable - Are the objectives you set, achievable and attainable?</p> <p>4. Realistic - Can you realistically achieve the objectives with the resources you have?</p> <p>5. Time – When do you want to achieve the set objectives?</p>	<p><i>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.</i></p>	<p><i>Timeline</i></p>	<p><i>Assign those involved in implementing the 5 Year Action Plan.</i></p> <p><i>Be specific about the timelines during which you expect to accomplish your objectives.</i></p>
<p>Short Term (within the next 18 months) Winter 2012 to Spring 2013</p>			
<p>Develop and implement a Curriculum Renewal Plan</p>	<p>Utilize the Curriculum Mapping Matrix to determine the impact of various "what if" scenarios in order to: 1) address the increased professional communication skills required of graduates; 2) reduce total # of hours in the Program of Studies ; 3) include curriculum specific to "domain of practice".</p>		
	<p>Utilize the Competitive Curriculum Analysis to assess the field placement model of delivery. NOTE: requires an overall "school" approach to field placement quality issue.</p>		
	<p>Research "Education Accreditation Project" at Cambrian.</p>		

Develop an Annual Program Review framework with the support of the program quality area based on best practices	Utilize college staff and resources to monitor program quality on an annual basis (i.e. Institutional Research) <ul style="list-style-type: none"> Integrate date for all CYW program offerings 	
	Use the 5-year action plan as a resource for developing the Annual Program Review Process	
	Maintain a current Curriculum Mapping Matrix	
	Develop a checklist to monitor implementation of desire-2-learn with a goal of meeting the blended-learning college initiative by 2015 (program directed)	
	Create a plan to continue to develop course content in desire-2-learn with a goal of meeting the blended-learning college initiative by 2015 (program directed)	
Medium Term (within the next 18-36 months) Spring 2013 to Fall 2014		
Research and Implement opportunities for differentiated learning and graduate pathways	Utilize Competitive Curriculum Analysis and other research approaches to assess the implications of implementing a screening process for applicants.	
	Consolidate articulations and accreditation. NOTE: the accreditation process can be completed in collaboration with the Mohawk College program review process.	
	Research "intensive" model of delivery for CYW	
	Develop a visual representation of graduate pathways for the CYW program including Transitions In, Diploma, Transitions Out	
	Identify and use key factors (i.e. KPI) to differentiate Mohawk's CYW program	
	Consider a section of blended-delivery for part-time students	
Long Term (within the next 36-60 months) Winter 215 +		
Monitor short-term and long-term program quality enhancements and adjust as required	Utilize Annual Program Review process to monitor program quality enhancements.	
	Submit interim program quality report to Program quality area	
	Plan and prepare for Comprehensive Program Review	

Phase 1 Analysis Summary Notes

- Participants: Pat Anderchek, Nancy Brown Brunton, Alexandra Butty, Marco Felvus, Jane Hambley, Kelly Hoyt, Susan Nadwodny
- The Curriculum Mapping Matrix (CMM) includes Clinging of vocational standards (VS) and external standards (ES) to most CYW courses included in the 2010/11 program of studies.
 - 8/8 VS had adequate Clinks at appropriate levels of scaffolding.
 - Although Clinging 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.
- Generally, all course outlines meet college policy and guidelines.
- CYW is compliant with all of the requirements in the MTCU Framework for Programs of Instruction for diploma programs
- Input from focus group focused on key areas such as: 1) field placement model and implementation requirements; and 2) possible content enhancements

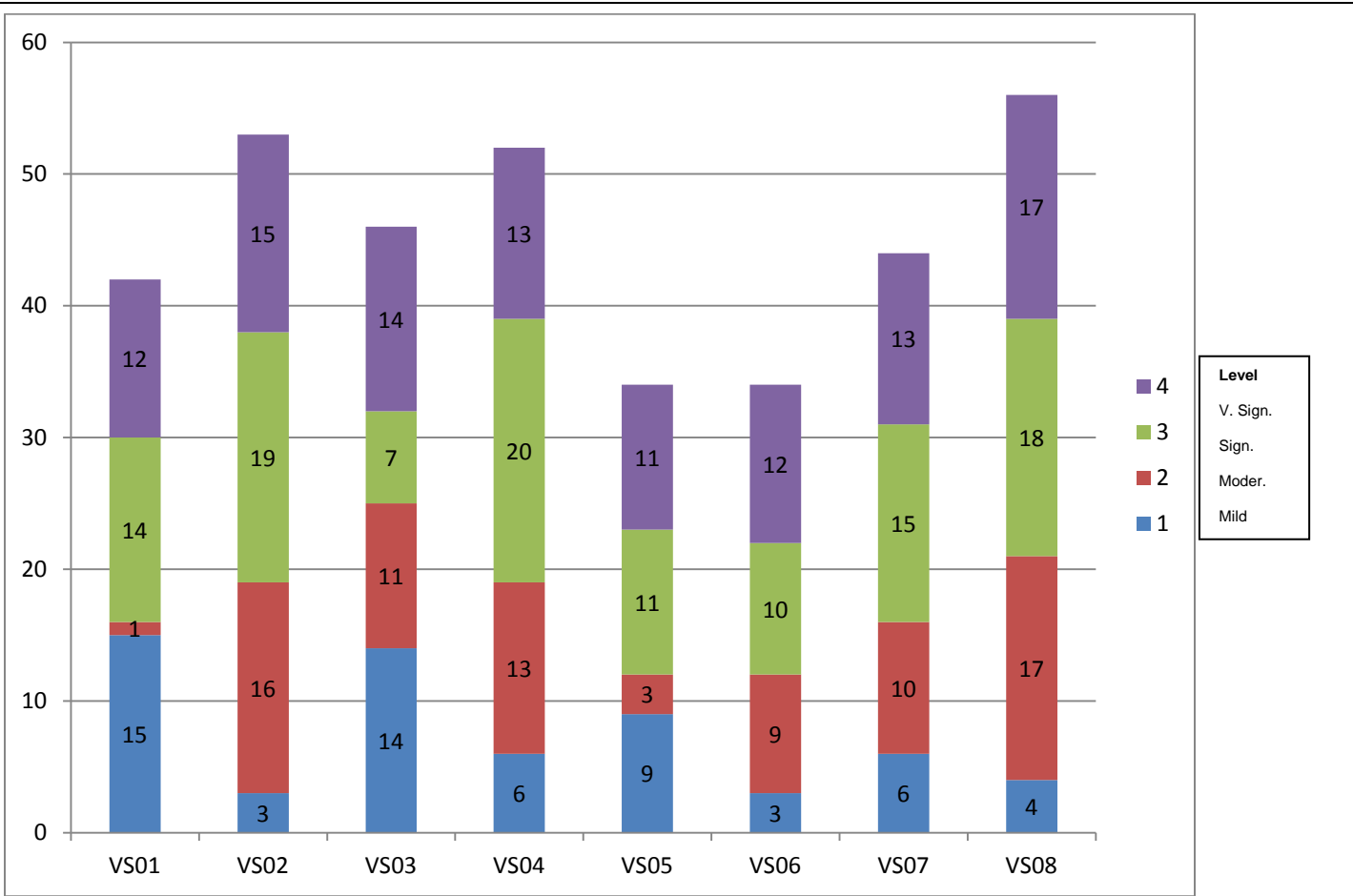
Curriculum Mapping Matrix Analysis

Breadth of Learning Summary

- An analysis of the CMM shows students are exposed to all vocational standards for CYW. There is no unplanned duplication of course learning outcomes (CLOs).

Vocational Standards

- 8/8 VS have an adequate number of CLO links (approximately 20 or more links) from a broad range of courses in the program of studies



Overall Depth & Complexity Summary

VS- Overall Highlights

- There are a total of 361 CLO links to VS
- Approximately 60% 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

- Overall levels of learning are appropriately scaffolded across all semesters.

Semester	# of CLO Links to VS by Semester			
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4
1	16	14	0	0
2	39	46	0	0
3	3	4	33	1
4	0	14	63	1
5	2	2	18	20
6	0	0	0	85
Overall	60	80	114	107

Program Composition

- There are 5 Foundational courses, 10 Specialized, 4 Integrational, and 3 General Education (COMM 10034 & Gen. Ed. Elective)
- Total of 361 CLO in program spread over 19 core courses in 6 semesters
 - 12% of CLO are in Foundational courses, 33% in Specialized, and 55% in Integrational

	% of CLO Links by Course Classification				Overall
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4	
Foundational	22	15	4	1	42
Specialized	14	17	54	34	119
Integrational	24	48	56	72	200

Compliance: Framework for Programs of Instruction – Advanced Diploma Child and Youth Worker



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 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 <ul style="list-style-type: none"> POS as of Oct 2010 was 2280 hours which is 180 hours over the recommended ministry requirement 	✓

**CYW Focus Group
January, 2011**

PARTICIPANTS: Lynn Vanderburg, Terry Witt, Jennifer Boshis, Kamille Ten Brinke, Sandy Muir, Chris Morley, Janice O'Connor, Peggy Webber, Kelly Craigmile, Patrick Parent, Sean, Debbie, Shannon, Michelle, Dale

KNOWLEDGE

- Administration is important too and a big component
- Ministry requirements (Law & Legislation)
- D2D Responsibility to start:
 - Client supervision
 - Behaviour model
 - Programs
 - Appointment and transportation
 - Parent contact
 - Residential
- Responsible for the safety and mental health of children
- Agencies have specialized needs
- Learn common meds and their side effects
- Have to do report writing as a professional
- Placement – at times students have to advocate for self
- Other ways to understand – other ways to respond
 - attachment
 - developmental theory
 - trauma
 - evidence – practice based
- Documentation
 - Varies by organization
 - Practice and evaluation in class
- Boundaries (especially with adolescents) - how to deal with people a bit younger in a respectful manner
- Residents/ client -> staff and how to interact with parents:
 - Confidence
 - Resistance to “advice”
- Confidentiality – important
- 1st placement – brings students in to train
- Core Competencies
- Trauma, attachment
- Other techniques
- Entry level – came on a part time position
- Student that came on a placement: protected, talked to every day, expectations increase after getting hired
- PMAB assistant would be an asset on the resume
- Understand what a ministry requirement is
- Agencies don't have the cash to send people to conferences but able to send people for courses here and there
- Students have to attend extra programs to do something else other than the rest of the people in the agency are doing
- Audit of files (maintain a file)

ABILITIES

- Students are focused on behavioural management but have to understand behind reasons why; what underlies behaviour
- Residential Setting
 - Supervision
 - Educational progress
 - Transporting to and from appointment

SKILLS

- Interview skills
- Clinical Skills
- Verbal skills with stake holders and multidisciplinary teams
- Agency specific – continuity

ATTITUDES

- Professionalism and maturity count for students
- Responsibility

STRENGTHS

- Students on placement - lots of supervision
- New hires (Mohawk prepared) - use skills on job
- Placement – agencies teach skills during practical experience
 - mentorship
 - grooming for employment
- Evaluation compared to other colleges is good, tedious and a lot of work but effective for students

CHALLENGES

- Glass ceiling – degree (Windsor)
- Ryerson courses
- Need degree to move above front line- depends on goals
- All levels need to be responsible during the evaluation and placement process
- Entry level – want mentor but in profession
 - Inappropriate clothing
 - Texting on floor
- Mohawk new hires - struggle with medications (depends on placement)
- Placement supervision:
 - level has decreased
 - disconnection between supervisor and placement
 - in some placements there are no role models
 - Carol Steward – Ryerson – core competencies
 - Send manuals to placement agencies
 - Evaluation process bad – look at other models for broader perspective
 - Payment to go into placements (GB) – liaison person
- Lack of professionalism from students' behalf
- Crisis Management – not fully equipped (even when supported)
- 97-98% of kids experienced trauma – students have no idea what that is – they only want to treat the behaviour
- Students don't have a broad theoretical base either in trauma or other services – challenged to look at health from other perspective
- Student gaps:

- Verbal/non verbal skills
- Speaking to parents
- Speaking to the clients
- Understanding program evaluation and licensing - students don't understand how important the administrative component is

OPPORTUNITIES

- 1st placement has to be school based
- 2nd year quality decreases – does this need revising? Should be 3 placements but different?
- Clinical and behind school program at Mac
- Recreational Leadership is good compliment in residential
- The CYW diploma has pathways in other areas
- Set bar higher for students (look at Mac)
- Program career developmental Pts
- Professional Development Courses
- Advanced courses
- Specialties – Assaulted women and children
- Therapy – networking
- Message regarding lifelong learning
- Evening Classes through Distance Education
- (Pockets)
- (may refresh faculty)
- Teach students more about: clinical skills and documentation for accreditation
- Mental health First Aid
- Strategies for ASD (intro)
 - what to look for
 - what to do
- Part of multidisciplinary team skills but can be taught pretty quickly once they see the responsibility
- Pre-screen applicants to raise the bar
- School setting
 - mental health
 - other exceptionalities
 - how do you program work with students and multidisciplinary teams
- More knowledge about trauma – how it affects behaviour (most clients have experienced trauma)
- More knowledge about theoretical bases (e.g. trauma, attachment) – look at things differently in the field
- Most institutions have their own individualized placement
- Growth of autism – behavioural strategies should be taught to students
- OACYC – give some recognition for that
- Earning professional points
- Youth Justice (YATS)
- CAFAS/ BCFPI

THREATS

- Students are not employable (i.e. police check, driving, CAS) for placements

Other notes:

- Fanshawe/ Niagara – no meeting with supervisor
- Ryerson – students take ownership of placement and have to “earn” the placement
- SSW Fanshawe – 2-3 days a week for whole year (maybe 1st year)
- Practices – shifted from group interview to English testing – bar was lowered to get more students in

Program Characteristics

- Mohawk Offers CYW in Post-secondary, Apprenticeship, Continuing Education
- 17 Colleges offer CYW program
 - Fanshawe only college with an accelerated program (May Admission)
 - Loyalist offers an intensive delivery model for CYW—direct to 2nd year dependent upon admissions requirements
 - Fleming offering a new program Fall 2011
 - May 2010—most southern colleges closed CYW program which indicates a student demand for the program
- Applicants
 - Total MTCU applications increasing since 2008. However, Mohawk applicants have not been increasing at the same rate as MTCU.
- Registrants
 - Total MTCU registrants have remained stable between 2009-2010. However, Mohawk registrants have decreased between 2009-2010. NOTE: Data does not include Winter 2011 intake and does not include Brantford intake

Competitive Analysis

- It appears as though applicants and registrants to this program tend to stay in high school longer.
- May want to market to this group to attend the HSF program
- CYW program has more applicants and registrants that choose the Mohawk program as second choice. Why? Curriculum, model of delivery etc. as compared to Algonquin, Durham, Fanshawe, Humber
 - Algonquin, Durham, Fanshawe has a high percentage of applicants that choose the CYW program as first choice.
 - Humber's accelerated program has a high percentage of applicants that choose the CYW program as first choice.
 - Indicates a demand for this model of delivery
 - There is no data for Fanshawe College's accelerated program.
- 4 Colleges offer a winter intake (Fanshawe, Georgian, Humber, Mohawk). Conversion rate for Winter intake of Mohawk program is double the fall intake.
- Conversion rates for this program are similar to the MTCU, Mohawk College and Province
- Catchment: Market Gain
 - More likely to gain students from Conestoga catchment because Conestoga doesn't offer the CYW program
 - Niagara and Sheridan
 - Program is dependent upon Conestoga, Niagara and Sheridan for approx. 50% registrants. Implications: monitor program for movement in catchments.
- Catchment: Market Drain
 - Basically, students from Mohawk catchment are coming to Mohawk's CYW program. Mohawk is not losing local students to other colleges. Applicants want to go elsewhere (i.e. first choice) but something

is encouraging them to come to the Mohawk CYW program.

- Oversubscribed
 - Mohawk is an oversubscribed program.
 - Consider utilizing assessment tools for admissions
 - Look at Grade Point Average for SEM 1 students. Fanshawe requires an over 85% high school GPA.

Student Success and Retention

- 2008-2009 SEM1-Max 170 students registered in various courses. By SEM2-Max 100 students registered in various courses. By SEM 4—Max 70 students registered in various courses
- Issues with student success in semester one.
- Issues with Developmental Psyc in SEM2—20% fail.
- ?? what is happening between SEM3 and SEM4—losing more students.

Pathways and Articulations

- Implementation of CYW accreditation is currently in progress
- Possible opportunities for direct entry in to SEM4 of Ryerson

Key Performance Indicators

KPI Question	Fennell	Brantford
Overall Satisfaction Score	2009-2010 was over the MTCU, Mohawk and provincial scores, however, did not make it into top 3.	Lower than MTCU but still higher than Mohawk and Province.
Capstone 14- Knowledge and Skills Useful in Future Career	Same results as overall student satisfaction score	Same results as overall student satisfaction.
Capstone 26- Quality of Learning Experiences	Lower than MTCU but higher than Mohawk and province. 8% points higher than Mohawk (77.9%)	Similar to MTCU, higher than Mohawk and Province.
Graduation Rate	Summer08/Fall08/Winter09 Graduates—similar grad rates to MTCU (approx. 70%) but 10% points higher than Mohawk and higher than province.	
Graduate Satisfaction	Higher satisfaction scores	
Graduate Employment Rate	93% including those employed in non-related occupations.	
Employer Satisfaction	100% satisfied based on 14 employers.	
Feedback about Progress	Trending significantly lower than MTCU and all other programs under Neil McMahon	

Recommendations:

- 1) Recruitment—provide recruitment with a program profile to sue for decision- making and recruiting
- 2) Monitor whether or not Conestoga will be starting a CYW program and impact on enrolment.
- 3) Develop a fast-track opportunity to develop an individualized learning plan. Prior offering through CE and post-sec. Monitor Humber’s first choice.
- 4) CYW (Intensive) program—how many students coming in with a degree to the regular post-sec program?
- 5) Review admissions requirements

- 6) To collapse first year field placement to allow students more time to understand the professionalism required in field placements
- 7) Student Success analysis and monitoring
 - Course Pass/Fail

 - Developmental Psyc 20% failure—program area requested a new faculty to teach the course. Monitor the course pass/fail.

 - Sociology 1/Intro Psyc—failure rates similar to core courses. 1/3 of students are not academically prepared to succeed in SEM1.

 - Data re: Assessment for Scores and Student Entrance Survey

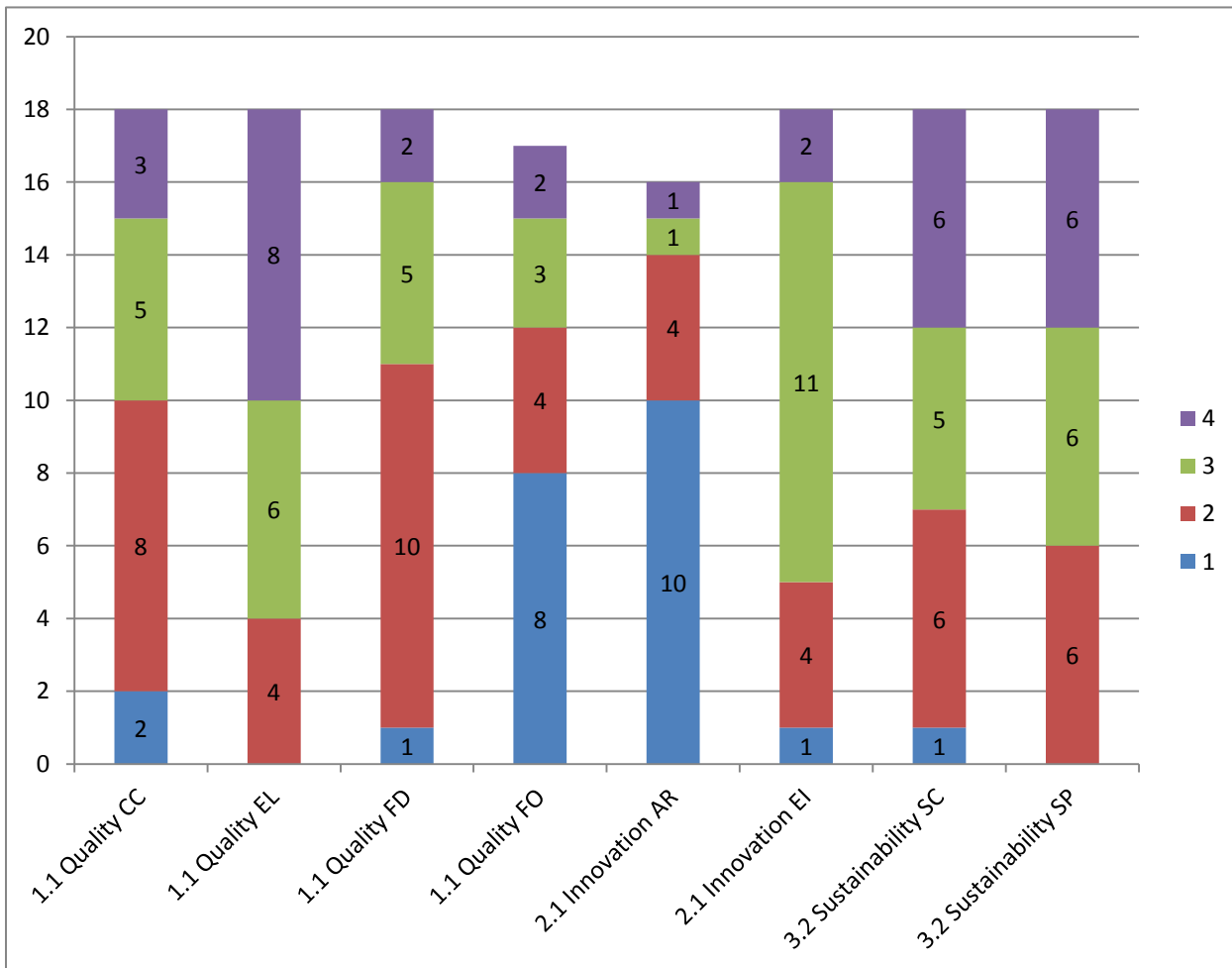
Phase 3 Analysis Summary Notes

Rethinking Assessment

- 6 courses were evaluated using the criteria outlined in the Re-Thinking Assessment Workshop

Key Strategic Priorities

- Experiential learning and Innovation—Intrapreneurship practices are strengths of the CYW program



- Current Practices in regard to experiential learning and Innovation—Intrapreneurship
 - Agency Visits
 - Portfolio Development
 - Case Studies
 - Career Development Log
 - Active Community Work

Quality Assurance and Student Success Processes

- **PLAR**—most courses in the POS are identified as having a challenge evaluation to determine prior learning. Need to determine if this is indicated on all course outlines.
- **Learning Plans**-faculty report that learning plans will be developed upon successful completion of elearn training
- **eLearn**-faculty report that they will participate in elearn training to have all courses in elearn by January 2012
- **General Education**—see Phase 1 report
- **Strategies for Feedback to Students about Progress**-Faculty report the following possible actions in regard to improving the KPI student satisfaction score for Feedback to Students about Progress:
 - BF--f2f interim meeting for feedback. Group event-informal--for feedback. Encourage students to make f2f appt with faculty for feedback.