**651 Television Broadcasting &
Communications Media
Program Review Final Report
2010/11 Program of Studies**

**Program Quality
Winter 2013**

III mohawk
COLLEGE

Program Review Final Report

Program	651 Television Broadcasting & Communications Media
Ministry of Training, Colleges, Universities (MTCU) Vocational Standard	61903 (Appendix 1)
Credential	Ontario College Advanced Diploma
Dean	Tony Thoma
Associate Dean	Ken Wallis
Program Review Membership	Ken Wallis, Associate Dean Ron Binns, Program Coordinator (Former) Tracey Kadish, Program Coordinator (Current) Al Ladner, Faculty Denise Dickie, Faculty Brian Willrich, Faculty Patrick Hanson, Faculty Catharine Ozols, Curriculum Design Carmelinda Del Conte, Research and Planning Analyst Jaspreet Grewal, Course Outline/Program Review Support
Program of Studies	2009/10 (Appendix 2)
Final Analysis Session	May 2011
Date of Interim Status Report	Spring 2013
Date of Next Program Review	TBD
Date Submitted to VPA Office	January 2013

Signatures

Associate Dean:

Dean:

Date: January 29, 2013

Date: January 29, 2013

Vice President Academic:

Date:

Overall Findings by Program Review Component

Program Review Phase	Program Review Component	Met	Partially Met	Not Met	Evidence
Phase One Curriculum	Course Outlines	✓			CORE
	Curriculum Mapping Matrix	✓			Appendix 3
	Credentials Framework	✓			Appendix 4
	Program Advisory Committee	✓			Appendix 5
	Focus Group/Electronic Survey	✓			Appendix 6
Phase Two Environmental Scan	Key Performance Indicators	✓			Appendix 7
	Competitive Analysis	✓			Appendices 8
Phase Three Program Quality and Strategic Initiatives	Quality—Curriculum and Content	✓			Appendix 9
	Quality—Flexible Delivery	✓			
	Quality—Flexible Operationally	✓			
	Quality—Experiential Learning	✓			
	Innovation—Applied Research	✓			
	Innovation—Entre/ Intrapreneurship	✓			
	Sustainability--Curriculum	✓			
	Sustainability--Practices	✓			
	PLAR	✓			
	Learning Plans	✓			
	eLearn	✓			
	General Education	✓			
	Student Feedback on Progress	✓			
	Rethinking Assessment	✓			Appendix 10

Introduction

The Television Broadcasting and Communications Media (Television) program is a well-established, oversubscribed Ontario College Advanced Diploma (OCAD) program. The program is aligned with MTCU Code 61903 Broadcasting Radio and Television for which Vocational Standards were developed in 1999. The program has, however, a longstanding focus on television and, accordingly, was mapped to the television specific program learning outcomes in the Standards.

Only two other colleges, Niagara, Centennial have OCAD programs in MTCU 61903, both with September start dates. Loyalist offers a similar OCAD program, Television and New Media Production under MTCU 69403. In addition, there are eight other colleges (seven English/one French) that offer two year Ontario College Diploma (OCD) programs in MTCU 51904; all have September start dates. Fanshawe has a collaborative degree Media Theory and Production program with Western University in addition to its oversubscribed OCD program. Seneca, also an oversubscribed program, has a second intake in January. Three colleges offer Ontario College Graduate Certificates (OCGC) related to television: Loyalist (3D), Fanshawe (Broadcast Journalism – TV News), and Humber (TV Writing and Producing).

Elements of Program Review for the Television program were conducted between 2009 and 2011. Since the Final Report was delayed until Winter 2013, some of the data is dated and should be renewed during the next Annual Review (e.g. competitive applications/enrolments).

Phase 1- Curriculum

During the curriculum mapping process, each course outline was reviewed and revised as required, and also classified as Foundational (F), Specialized (S), or Integrational (I). Course learning outcomes were linked to relevant vocational standards and essential employability skills, and each link was then characterized (CH) by the degree to which it contributed to the graduate's ability to perform the outlined skill:

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

The resultant Curriculum Mapping Matrix (CMM) for the 2009/10 Program of Studies (POS) is based on core courses only to reflect only course learning outcomes that are applicable to all students enrolled in the program. At the time of review, the Communications courses (COMM 10092, COMM LL041, and COMM LL122) were undergoing major changes and were, therefore, not mapped.

An analysis of the CMM shows students are exposed to all program learning outcomes for Television program with sufficient breadth and depth. There is no unplanned duplication of course learning outcomes (CLOs). Where duplication does occur, it is in courses that build upon each other. All Vocational Standards (VS) have course learning outcome (CLO) links from a range of courses in the 2009/10 program of studies in each semester. Patterns of emphasis (i.e. # of links to VS) relate closely to the core/essential skills that run through the majority of courses in the program of studies. There are a total of 412 CLO links to VS in this program, with >50% of them at the Significant/Very Significant level.

651 Television Broadcasting & Communications Media Curriculum Mapping Matrix   2009/10 POS
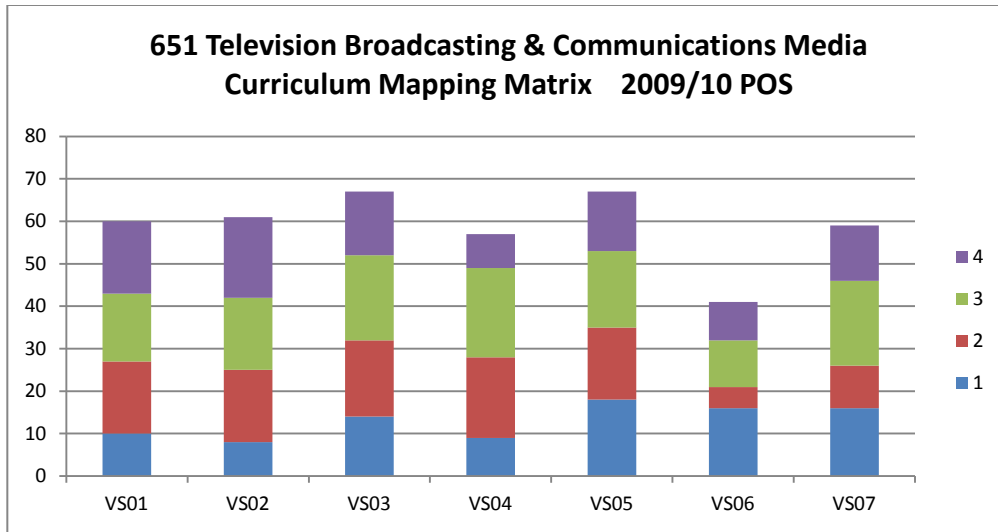
The following VS are core skills emphasized in many of the courses in the program of studies:

VS#	VS Statement	# of Links
VS03	*Function effectively as part of an operations and/or production team in the delivery of programming.*	67
VS05	*Ensure that all work is completed in compliance with applicable laws, statutory obligations, regulations, and industry principles and practices.*	67

While VS06 *Develop strategies for ongoing personal and professional development to enhance work performance and to maintain currency with technological changes* has fewer CLO links, students are adequately exposed to this VS in16 different courses during their 6 semesters in the program.

Focus Group and Electronic Survey Overview

All those invited to the focus group were also sent an electronic survey in order to collect information. Participants were asked to rate the importance of the Program's VS using a 4-point Likert Scale.

The emphasis was very similar to that revealed during mapping; being able to work as part of a team (VS03). Next was being able to operate equipment (VS02), comply with laws and relevant legislation (VS05), and critically evaluate quality (VS07).

Program VS Ranked by Level of Importance Electronic Survey Results
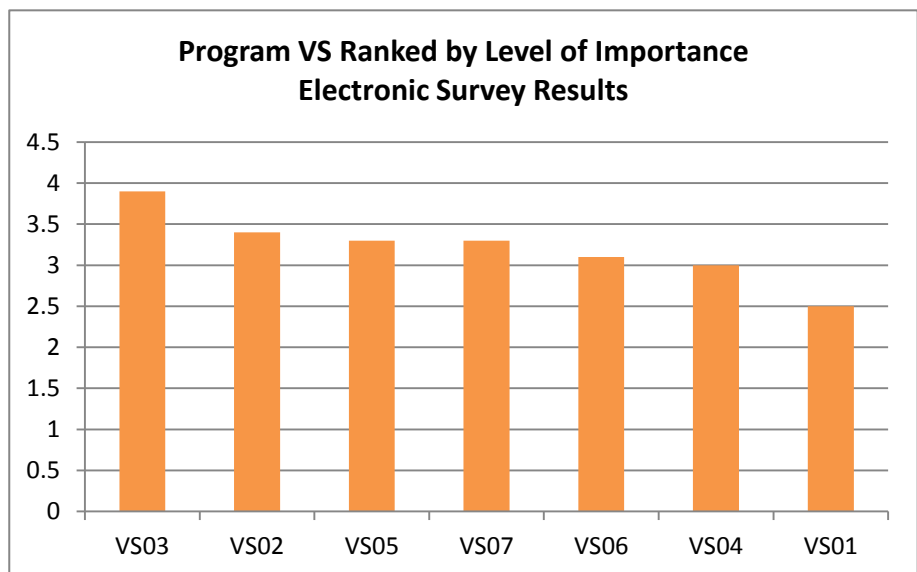
Furthermore, the question "What other skills do you feel will be in demand in the future and should be included in the educational preparation of Broadcasting - Television & Communications Media graduates?" received the following responses:

1. Ability to adapt to ongoing technological changes.
2. Ability to operate on several platforms at once (e.g. television, radio, online).
3. Understanding of digital platforms and the ability to produce content (e.g. web and mobile).
4. Basic to intermediate graphic design and concept development skills.
5. Understanding of tapeless workflow/file based deliveries.
6. Intimate knowledge of how media is consumed by each consumer segment.
7. 3D production techniques.
8. Master control basics.
9. Computer skills beyond broadcast equipment.
10. Technical knowledge of all media, standards, conversion, and limitations.
11. Knowledge of HD technology
12. General business knowledge with an understanding of budgetary, regulatory, and financial issues.

Focus group participants felt that students should have a good grasp of theory to go along with strong technical skills; they should have the depth to know "why" they're doing things in addition to knowing "how." Participants also felt that graduates should be: professional, flexible and versatile, self-starters, able to multi-task, and able to plan, organize, and direct others.

Importance of Employability Skills in Television Broadcasting
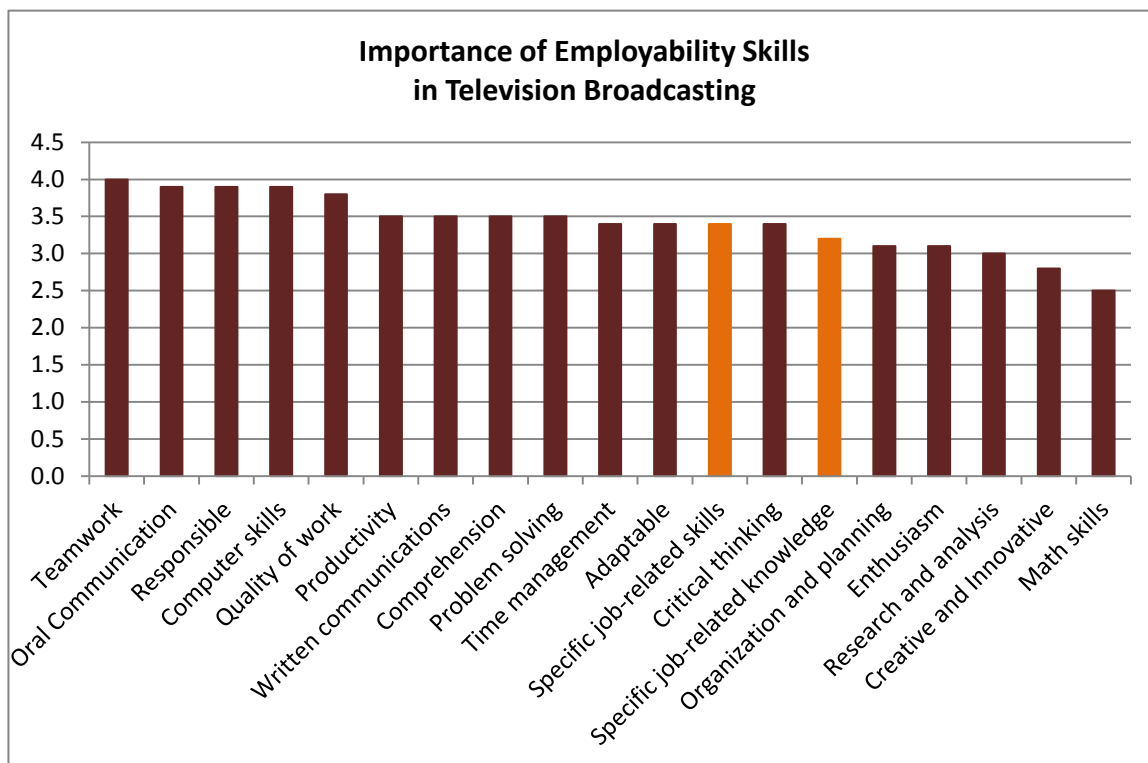
In addition to feedback on technical skills, participants were asked to provide feedback on the importance of "other knowledge, skills, abilities, and attitudes that a graduate of this program should have." It is interesting to note many employability skills (e.g. teamwork, communication, responsibility) were rated more highly than "specific job-related skills" and "specific job-related knowledge." One person commented, "Technical skills can be taught but having the right attitude is

a necessity."

A final point discussed during the Focus Group was the timing of Television placements and the competition Mohawk faces from other colleges with students in the field at the same time. It was suggested that there might be benefit to staggering placements, for students to get into the field earlier in the year (e.g. Fall), or to work part time in the industry during the summer months. There was also discussion regarding the length of the placement (10 weeks versus the current 7); that it takes 3-4 weeks to orient a student and then another 3-4 weeks to assess. Students may benefit from extra time to consolidate their skills.

Credentials Framework
The Television program meets all the criteria outlined for an OCAD in MTCU's Credentials Framework.

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

Phase 2 - Environmental Scan

Updated Information
In Fall 2012, the Television program had a total of 516 applicants; 509 were from domestic students. 348 offers were extended to prospective students and 107 were accepted. Application numbers for Fall 2011 were similar (513). Fewer offers were extended (239) and similarly, the intake was smaller (94). Few international students enrol in the Television program.

Applications
The total number of applications to 3 Year Television programs has been declining slowly since 2009. Applications to Centennial's program appear to have been trending upward over the same time period. The number of applications to Mohawk's Television program declined from 2008 and 2009 highs but remained constant (>500) between 2010 and 2012.

Enrolment
Enrolments in 3 year Television programs remained fairly constant with an estimated 250 students each year from 2008 to 2011. Mohawk and Niagara College had similarly sized programs with approximately 100 students each year. Centennial, on the other hand, enrolled <50 students on a yearly basis.

Catchment Analysis
Each year, Mohawk's Television program attracts 60% of applications from outside the catchment area, primarily from Sheridan and, to a lesser degree, Niagara, Georgian, Conestoga, Fanshawe, and Seneca. Approximately 45% of those who enrol are from outside the Mohawk catchment, most from the Sheridan area.

Demographics
Almost 60% of applications to Television OCAD programs are from students coming directly from high school. Over 60% are from males.

Key Performance Indicators (KPIs)
KPIs for Mohawk's Television program have been consistently high over the past several surveys (e.g. 90% Overall Student Satisfaction in 2010/11). From 2006/07 to 2010/11, Mohawk's Television program has achieved KPIs higher than the provincial, college, and program average for:

- Overall Student Satisfaction
- Q14 *(OVERALL, your program is giving you knowledge and skills that will be useful in your future*

career)
- Q26 *(The OVERALL quality of the learning experiences in this program)*

Three areas where KPI satisfaction scores have been low on a consistent basis are the development of writing skills, speaking skills, and ability to solve problems using math techniques. It should be noted, however, that few student are truly dissatisfied; most fall into the Satisfied or Neither Satisfied or Dissatisfied categories.

(See Appendices 9-11 for detailed Phase 2 documents.)

Phase 3 - Program Quality and Strategic Initiatives:
Alignment with the College's Strategic Priorities revealed that students in the Television program have Significant/Very Significant opportunities for experiential learning and differentiated curriculum/content in many of their courses and, to a lesser degree, for flexible delivery. It is judged that the implementation of blended learning will increase opportunities for flexible delivery and sustainable practices. Faculty felt they received operational support for the implementation of flexible options in the Television program.
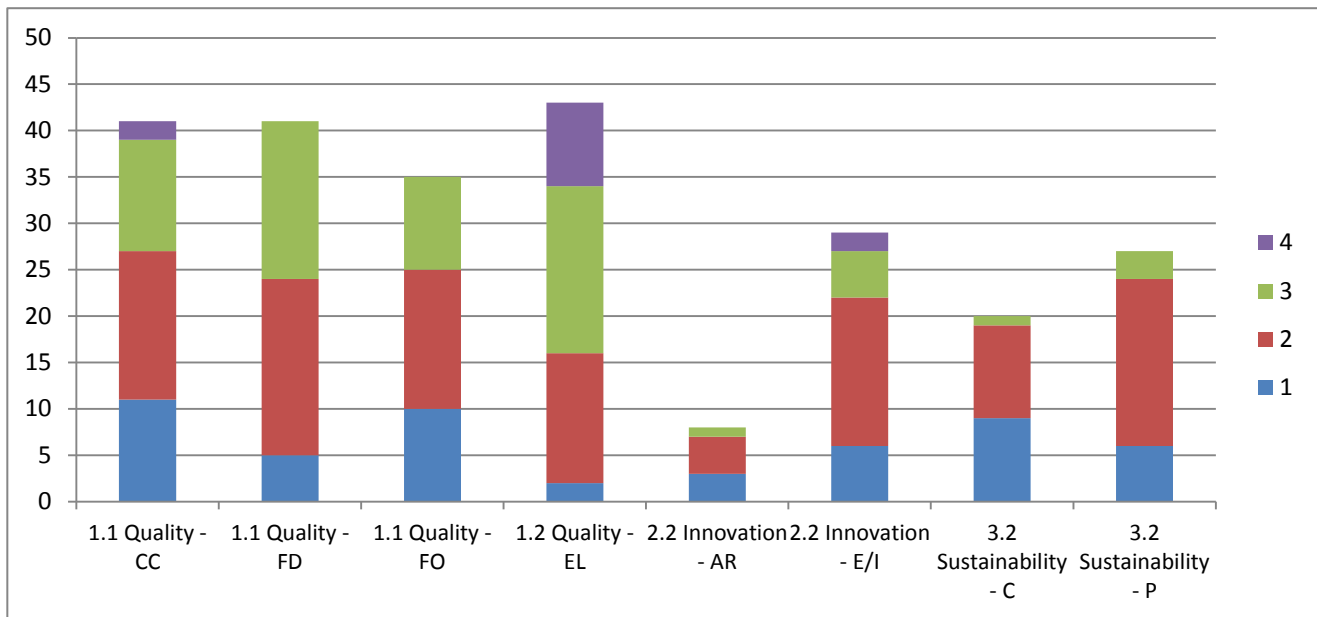
The majority of course in the Television program offer students the opportunity to participate in experiential learning activities such as: field trips, networking, field placements, and applied projects: use workplace documents; role play; and do presentations. Flexible curriculum and delivery are facilitated through the use of online materials and testing, testing variety, and the choice of preferred work completion.

With regard to Quality Processes, all Television courses have:

- Been reviewed for PLAR requirements.
- Learning plans.
- Moved online and are in the process of being blended as appropriate.

The Program also meets General Education requirements (3 courses) and has an active Program Advisory Committee (PAC).

It is felt that the increased use of eLearn and intervening with students who are not meeting the course requirements should improve the "Feedback" KPIs. The Program uses faculty and industry panels to

assess proposed and completed student projects and will continue to use of peer and industry expert evaluation.

Six courses were reviewed during Rethinking Assessment. Overall, most assessments focused on the Cognitive domain, were fairly evenly spread between CLOs, and included Essential Employability Skills (EES). There was a good mix of formative and summative evaluations with lots of opportunity for students to do written assignments and presentations. Assessments did, however, seem to be weighted toward the middle/end of the semester.

(See Appendices 12-13 for detailed Phase 3 documents.)

Commendations

There are a number of areas that the Television program demonstrated best practices and leadership. The Program:

- Is oversubscribed with >500 applicants a year
- Has high levels of student satisfaction
- Has upgraded facilities with state-of-the-art HD equipment
- Provides students with significant experiential learning opportunities, as well as flexible curriculum/delivery options
- Incorporates online learning opportunities, including online evaluation, into instructional design
- Provides for collaborative learning, coaching, and reflective practice

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 the need to:

- Use Rethinking Assessment principles to design assessments during the development of new courses

- Enhance breadth of experience on Program Advisory Committee

- Evaluate acceptance process for applicants

- Increase student satisfaction on KPIs related to writing skills, speaking skills, and ability to solve problems using math techniques

Recommendations

The detailed recommendations that evolved from each phase of program review are summarized below:
- Maintain program currency in an ever changing media environment through annual review
- Enhance POS to incorporate laptop rollout in 1st year for Fall 2013
- Become first choice destination for applicants to Television OCAD programs
- Investigate the flexibility of timing for field placements
- Increase flexible delivery via blended learning
- Forge closer ties with universities
- Build student awareness of university pathways

5 Year Program Quality Enhancement Action Plan

Objectives	Action Strategies	Timelines	Responsibility	Status
Short Term (within the next 18 months)				
Maintain program currency	POS Review on a yearly basis	Spring - Fall	Program Faculty	Ongoing
Complete an Assessment Plan	Make changes to assessments to ensure students evaluated through semesters	Fall 2011	Program Faculty	Ongoing since Fall 2011
	Use Rethinking Assessment principles in new course design	Spring 2013	Program Faculty	Roll-out starting Fall 2013
Enhance the breadth Program Advisory Committee	Attract new PAC members, specifically on the creative and/or production side of the industry; new players in the industry	Winter 2013	AD/Program Coordinator	In process
Evaluate acceptance process for applicants	Implement questionnaire for applicants	For Fall 2013 intake	AD/Program Coordinator/Registrar	In process
	Evaluate need for interviews in addition to questionnaire	For Fall 2014 if necessary	AD/Program Coordinator/Registrar	TBD
Implement fast track for option for university graduates	Offer Spring 2013 fast-track to cover 1st year essentials	Spring 2012	AD/Program Coordinator/Registrar	In process
	Integrate university graduates into 2nd Year of Program	Starting Fall 2013	AD/Program Coordinator	In process
Become the first choice destination for students applying to an Advanced Television Program	Review competitive activity, applications, enrolments, market gain/drain, 1st choice program statistics	Spring 2013	Program Faculty/IR/CDS	TBD
	Redo website with video, more content, student projects … showcase of student work	Winter 2013	AD/Program Coordinator/Marketing	TBD
	Forge closer ties with recruitment	Winter 2013	AD/Program Coordinator/Recruitment	Initiated
	Investigate additional ways of marketing the program via social media, videos, more on-location production broadcast through CCTV, open studio	Winter/Spring/ Fall 2013	AD/Program Coordinator/ Facilities/Marketing	Initiated
	Bringing in high schools – attending productions in studio – across GTA	2010	Program Coordinator/Faculty	Ongoing
Increase presence on eLearn	Migrate all courses to eLearn	Fall 2011	Program Faculty	Complete
	Increase blended learning elements	2012/13	Program Faculty	Ongoing

Introduce laptops into the program	Research competitive programs with regard to laptop requirements	Fall 2011 onward	AD/Program Coordinator/Faculty	Complete
	Consult with Graphics Program	Fall 2011 onward	AD/Program Coordinator/Faculty	Complete
	Compare Mac versus PC applicability for the program	Fall 2011 onward	AD/Program Coordinator/Faculty	Complete
	Research and cost hardware and software requirements	Fall 2011 onward	AD/Program Coordinator/Faculty	Complete
	Set hardware and software expectations	Fall 2011 onward	AD/Program Coordinator/Faculty	Complete
	Include requirements in program calendar	Fall 2011 onward	AD/Program Coordinator/Faculty	Complete
	Modify courses in 1st year so students use laptops from Day 1	Spring 2013 for Fall 2013	Program Faculty	Ongoing rollout
	Modify courses in 2nd year to continue the rollout of revised POS	Spring 2014 for Fall 2014	Program Faculty	TBD
Advise students of existing university pathways.	BA in Adult Education @ Brock Laurier fast-track – 6 weeks into Contemporary Studies CMU Master's Program in Higher Ed	Fall 2012 onward	Program Coordinator	Ongoing
Develop an Annual Program Review Process	Utilize the annual program review process created in the short-term plan to monitor program quality.	May/June 2013	CD Team/AD	TBD
Develop closer ties with at least one university program	Initiate Professional Communications Program with McMaster	2012 onward	AD/Program Quality/CDS/McMaster	In process
	Pursue agreement with Brock (similar to Journalism agreement)	TBD	AD/Brock	In process
Medium Term (within the next 18-36 months)				
Investigate ways to update program, maintain share of market, and increase revenue	Evaluate program name and MTCU code change to take advantage of higher funding opportunities. Currently 61903 →69403	For Fall 2014 or 2015	AD/Program Coordinator/Program Quality/CDS	TBD
Continue to rollout laptops in the Program	Investigate field placement timing	2014/15	AD/Program Coordinator	TBD
	Modify courses in 3rd year to finish rollout of revised POS	Spring 2015 for Fall 2015	Program Faculty	TBD
Long Term (within the next 36-60 months)				
Investigate ways to update program and maintain share of market	Research new trends in media and technology	Pending outcome of short and medium term outcomes		

Monitor short-term and long-term program quality enhancements and adjust as required	Utilize Annual Program Review process to monitor program quality enhancements.	To be determined pending outcome of medium term objectives
	Submit interim program quality report to Program quality area	
	Plan and prepare for Comprehensive Program Review	