MOHAWK COLLEGE

2012-2013 Program Review
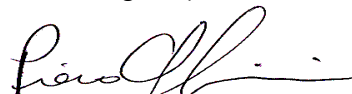## Final Report & Action Plan

Program	Advertising and Marketing Communications Management (652, formerly 650)
Ministry of Training, Colleges, Universities Program Descriptions	62100
Credential	Ontario College Advanced Diploma
Dean	Piero Cherubini
Associate Dean	Jane Cooper
Program Review Membership	Program Faculty: Wayne Aubert, Rafael Ferreira, Robin Grossi, Nancy Kovacs, Jef Petrossi, Janice Warren Curriculum Design Specialist: Lisa Pegg Institutional Research: Carmelinda DelConte
Program of Studies	2012/2013 12-A
Final Analysis Session	October, 2012
Date of Interim Status Report	2015/2016 Academic Year
Date of Next Program Review	2017/2018 Academic Year
Date Submitted to VPA Office	March 2013

This report represents the findings of Program Review for the Advertising and Marketing Communications Management program in the McKeil School of Business. The review was performed during the period May 2012-December 2012.

This report has been prepared, reviewed, and accepted by all parties to the review, including program faculty, Curriculum Design, Institutional Research, Dean/Associate Dean in the McKeil School of Business, and the Vice President Academic. The signatures of the representative parties demonstrate their acceptance of the content of this report and a commitment to prepare an interim status report in Fall 2015.

For the Program (Dean or Associate Dean):

March 28, 2013

Signature   Date

For the Vice President Academic:

_____ _____

Signature   Date

Summary: Highlights

Background

The vocational standards for the Advertising program (formerly 650) were updated by the Ministry of Training, Colleges and Universities (MTCU) in 2011. As a result, MTCU provided updated vocational standards and advised of a new program title--Advertising and Marketing Communications Management (652). When new or updated vocational standards are published by the ministry, a program undergoes a comprehensive internal program review to ensure, through curriculum mapping, that new or revised curriculum is incorporated into the program.

Program Description

Mohawk offers the only three-year Advertising and Marketing Communications Management program where students may specialize in Creative or Business focused studies after their first year. Students in the Advertising and Marketing Communications Management program will:

- Get a solid foundation in integrated marketing communications including advertising, sales promotion, direct marketing and public relations
- Discover how to present materials in a professional manner
- Participate in a student-run advertising agency with real clients in third year
- Meet industry professionals and experience a program well recognized by industry professionals locally and nationally, who accommodate field placement, summer jobs and graduate placement

Mohawk's Award Winning Students

Mohawk students have achieved distinction in national advertising campaign contests in competition with universities and colleges from Canada and the U.S.

Adapted February 2013 from <http://www.mohawkcollege.ca/business-programs/advertising-advanced-diploma/description.html>

Evidence from program review for the Advertising program indicates that:

Phase 1-Curriculum: courses in the Program of Studies contribute to the program learning outcomes (MTCU code 62100) as required by the Ministry of Training, Colleges and Universities (MTCU). The Advertising and Marketing Communications Management program is compliant with the General Education requirements and minimum program timelines outlined in the MTCU Framework for Programs of Instruction (based on 11 A POS). *Recommendations: 1) Utilize the Annual Program Review and Curriculum Committee processes to make changes to curriculum content and assessment to address scaffolding and laddering of curriculum in order to ensure students meet graduate outcomes of a management program; 2) Evaluate opportunities for student pathways and develop a plan to implement a pathways plan for the program; 3) Assess efficacy and membership of the Program Advisory Committee.*

Phase 2-Environmental Scan: Applications and registrations have decreased over 3 trended years for all colleges with an Advertising Ontario College Advanced Diploma. Key Performance Indicator (KPI) scores pertinent to teaching are generally higher for the Mohawk College Advertising and Marketing Communications Management program in comparison to other colleges with an Advertising program. However, overall student satisfaction scores for the Mohawk College Advertising and Marketing Communications Management program are less than Mohawk College scores and scores in the Associate Dean portfolio. *Recommendation: 1) Utilize the Annual Program Review process to monitor enrolment and satisfaction trends. 2) Develop strategies to address issues as a result of the environmental scan.*

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

Summary: Overall Findings by Program Review Component

Phase	Component	Met	Partially Met	Not Met	Evidence
Curriculum	Course Outlines	X			-Course Outline Review -Program meets requirements outlined in 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.
	MTCU Framework for Programs of Instruction	X			-Meets general education and timelines components of MTCU framework for programs of instruction. 1) Critical Thinking 2) OPEL XXXX; 3) Research and Reporting
	Program Advisory Committee (PAC)		X		-Meets some of the requirements of the PAC -PAC did not meet during 2012 academic year
Environmental Scan	Key Performance Indicators (KPI)		X		-KPI indicators, trended over several years, less than Mohawk College and other programs under Associate Dean
	Program Scorecard	X			-Meets 5 of 8 Program Scorecard metrics at the 3rd or 4th quartile
	Applicant/ Enrolment		X		-Applicant/Enrolment decreasing over 3 years trended data
	Student Success				-Deferred to 5-Year Action Plan
Strategic Priorities					Program Mapping to Strategic Priorities is no longer a requirement of program review (as of Winter 2012)
Quality Priorities	Prior Learning Assessment & Recognition (PLAR)	X			- PLAR has been identified for all courses in the POS
	Learning Plans	X			- With the exception of Agency and Work Experience, all courses in the POS have a learning plan
	eLearn	X			-An eLearn/blended-learning plan is in progress in order to meet college's goal for Dec 2013

Summary: Commendations, Affirmations and Recommendations

Commendations
There are a number of areas where the Advertising and Marketing Communications Management program demonstrates best practices and leadership in regard to program quality. They are:

- Students have participated in events that have won accolades, local and national press coverage, and have raised awareness and funds for local organizations over the past 15 years

- Synergy of teaching between business and creative streams provides facilitation of collaborative study and common ground theory while still highlighting areas of expertise where needed.

- Collaboration between The Agency, a "living lab" experience where students create and deliver comprehensive marketing communications solutions for actual clients, and the Advertising and Marketing Communications Management program provides students with the opportunity to work with real clients on real campaigns

- Students benefit from strong industry support, including a large network of successful Mohawk Graduates:
    - As guest speakers,
    - For mock interview experience,
    - For field placement connections,
    - For mentorship,
    - To build the advertising program's reputation.

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:

- Students require a lot of course time in a specialized computer lab that has the propriety software related to the advertising industry

- Program requires specialized equipment (photo/video/audio)

- No established pathway (lack consistency) from other post-secondary institutions.

Recommendations

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

1. Curriculum Currency and Renewal
- Utilize the Annual Program Review and Curriculum Committee processes to make changes to curriculum content and assessment to address scaffolding and laddering of curriculum in order to ensure students meet graduate outcomes of a management program and advanced diploma.
    a. Utilize the Curriculum Mapping Matrix to address curriculum gaps.
    b. Follow the process for evaluating best practices in Assessment Design to ensure alignment of assessment to outcomes with a focus on recognizing student experience.
        o Utilize the program level assessment mapping process for additional semesters in the program in order to monitor the student experience.
        o Monitor student experience in regard to time constraints linked to assessment practices in the program.
        o Consider the philosophy of outcomes-based education for assessment design.
    c. Facilitate Strategic Curriculum Discussions with current students, recent graduates, employers and members of the Program Advisory Committee to assess curriculum and employment opportunities relevant to the new vocational standards.
        o Several focus groups are planned for Fall 2013 in order to further explore variability curriculum with competitor colleges, to explore variability in scaffolding and laddering of curriculum, and to explore curriculum strengths and challenges based on the two streams of the program –Creative and Business.
    d. Consider revisions to course names and descriptions to align with comparator colleges and industry input.

- Evaluate opportunities for student pathways and develop a plan to implement a pathways plan for the program.
    a. Assess opportunities for various pathways between other college programs (eg. Business-Marketing) and a pathway to/from university.
        o Utilize the expertise of the Institutional Research department to provide data pertinent to this analysis.
    b. Consider an Ontario College Graduate Certificate with a focus on copywriting (see environmental scan)

- Assess efficacy and membership of the Program Advisory Committee.

2. Market Demand, Program Performance and Key Performance Indicators
- Utilize the Annual Program Review process to monitor enrolment, satisfaction trends, and student success.
    o Monitor competitors for applicant, enrollment and possible opportunities for new program development and pathways
    o Develop strategies to address issues as a result of the environmental scan.
    o Consult with admissions in regard to applicants with university and/or diplomas to ensure appropriate communications with applicants.

3. Program Quality and Strategic Priorities
- No recommendations

Resources

Program Review Phases	Source	File Name	Date Completed/ Accessed	Used (Y/N)
Phase 1: Curriculum	Course Outline Review	652 Course Outline Review.xls	August 2011	Y
	Curriculum Mapping Matrix (CMM)	652 Curriculum Mapping Matrix.xls	October 2012	Y
	Competitive Curriculum Analysis (CCA)	652 Competitive Curriculum Analysis.xls	August 2012	Y
	Program of Studies (POS)	POS 652 12 A.pdf	January 2012	Y
	Vocational Standards (VS)	652 Vocational Standards.pdf	April 2011	Y
	Strategic Curriculum Discussion (SCD)	652 SCD.pdf	November 2012	Y
	Program Advisory Committee (PAC) Minutes	652 PAC Meeting Minutes.pdf 652 PAC Survey.txt	February 2011 February 2012	Y
	Credentials Framework (Diploma)	652 Credentials Framework.pdf 652 General Education Electives.pdf	October 2012	Y
	Program of Studies (POS)Trend Analysis		Not required for this review	N
	Program System Matrix	652 Advertising Systems Matrix.xlsx	January 2013	Y
	Pathways Graphic	316-356 Pathways.doc	March 2013	Y
	Other (e.g. accreditation letters etc.)			
Phase 2:	Program	316-356 PPI.pdf	2011-2012 Fiscal Year	Y

Environmental Scan	Scorecard			
	Key Performance Indicators	652 KPI.xlsx	January 2013	Y
	Surveys		Not Applicable	N
	Competitive Program Profile	652 Competitive Program Profile.xls	May 2012	Y
	Student Success and Retention			N
	Labour Market Demand			N
	Program Job Search			N
	Applicant vs. Registrant analysis	652 Competitive Program Profile.xlsx	May 2012	Y
	Student Entrance survey	652 Student Engagement Survey.xls	Fall 2011	Y
	Employment Profile	652 Employment Profile.xls	May 2012	Y
	Employment Outlook			N
	OSAP Default Rates			N
	Assessment for Success		Not Available at time of review	N
	Other			N
Phase 3: Quality Processes	Program Quality	652 Quality Processes.xls	May 2012	Y
	Re-Thinking Assessment	Hardcopy results available in Program Quality office	May 2012	Y
	Program Level Assessment Mapping	Hardcopy results available in Program Quality office	May 2012	Y

	Other			N
Supporting Policies	Course Outline Policy		Accessed Winter 2012 via: http://www.mohawkcollege.ca/about/policies/CorpSect5.html	Y
	Program Review Policy		See Course Outline Policy	Y
	Program Quality Policy		See Course Outline Policy	Y
	Program Advisory Committee		See Course Outline Policy	Y
	Prior Learning and Recognition			N
	General Education			N
	Program of Studies			N
	Academic Scheduling			N
Supporting MTCU Framework documents	Framework for Programs of Instruction		Accessed Winter 2012 via: http://www.accc.ca/ftp/es-ce/MTCUCollegeFramework.pdf	Y
	Essential Employability Skills		See Framework for Programs of Instruction	Y
	General Education		See Framework for Programs of Instruction	Y
	Credentials Framework		See Framework for Programs of Instruction	Y

Curriculum: Summary

Overview

Phase 1 of program review is designed to develop and analyze a Curriculum Mapping Matrix which links course learning outcomes to program learning outcomes, essential employability skills and external standards (where applicable). Curriculum mapping is a ministry requirement and provides evidence of curriculum compliance to the program learning outcomes. Through focus groups, external stakeholders such as employers, graduates of the program and current students are also involved in this phase of program review.

Highlights

- All course outlines for the Advertising and Marketing Communications Management program are available in the Course Outline Repository application (CORE) as per the Course Outline Policy.
- A comprehensive curriculum mapping matrix (CMM) for the program provides evidence that the curriculum and content meets *most* expectations for development of graduate skills.
- The Advertising and Marketing Communications Management program meets the Ministry requirements outlined in the Framework for Programs of Instruction

Recommendations

- Utilize the Annual Program Review and Curriculum Committee processes to make changes to curriculum content and assessment to address scaffolding and laddering of curriculum in order to ensure students meet graduate outcomes of a management program
  a. Utilize the Curriculum Mapping Matrix to address curriculum gaps, including depth and complexity of learning and assessment.
  b. Follow the process for evaluating best practices in Assessment Design to ensure alignment of assessment to outcomes with a focus on recognizing student experience.

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

- Assess efficacy and membership of the Program Advisory Committee.

Curriculum: Mapping Analysis

Overview

A Curriculum Mapping Matrix (CMM) is developed based on links between course learning outcomes and program learning outcomes, essential employability skills and external standards (where applicable). The CMM provides program areas with data in order to make decisions about curriculum, scaffolding/ laddering and breadth, depth and complexity of student experience with the curriculum.

The following analysis for the Advertising and Marketing Communications Management program is based on a complete curriculum mapping matrix.

Course Learning Outcome Links to Program Learning Outcomes

Breadth of Learning Summary

- An analysis of the CMM for all courses in the POS indicates that students are *adequately* exposed to *most* vocational standards for the Advertising and Marketing Communications Management program.
- There is moderate curriculum linked to VS01, VS02 and VS07
- Analysis of the CMM based on stream (business or creative) indicates a similar pattern
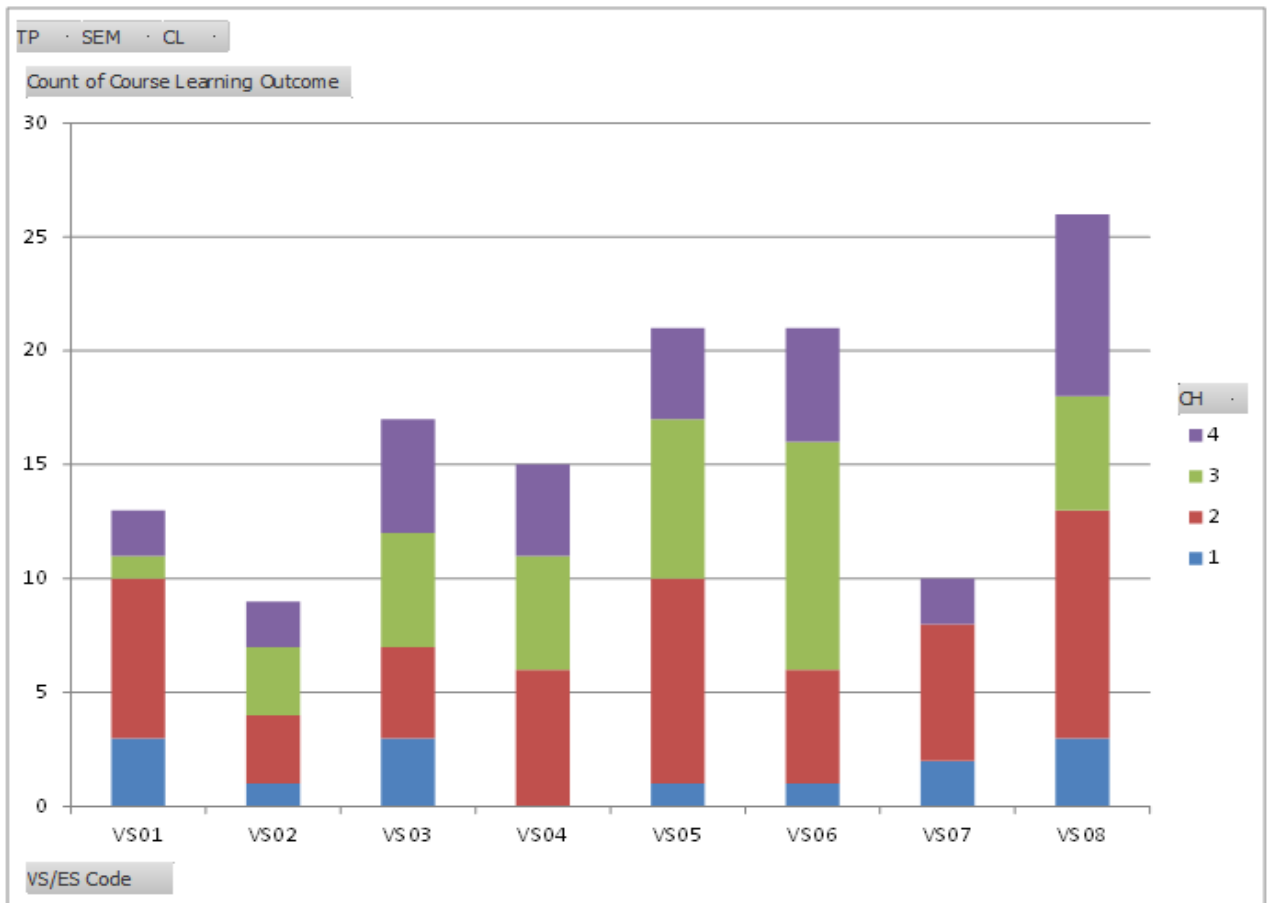
Vocational Standards (VS)

- 5/8 VS have an adequate number of Course links to Vocational Standards (ranging from approximately12 to more than 20) from a broad range of courses in the program of studies
- 3/8 VS require consideration for additional course content or new course development

External Standards

Not applicable

Curriculum Mapping Matrix: Advertising and Marketing Communications Management (650)
12/13 VS CLINKS: Course Learning Outcomes linked to Vocational Standards

Overall Depth & Complexity Summary

Vocational Standards (VS)- Overall Highlights

- There are a total of 132 course links to VS

- Approximately 50% of total course links to VS are characterized as contributing to a significant (3) or very significant (4) degree to graduates' ability to demonstrate the outlined skill or ability

- Approximately 10% of total course links to VS are characterized as contributing to a minor (1) degree and 40% of total course links to VS are characterised as contributing to a moderate (2) degree

- Overall levels of learning are *somewhat* scaffolded across semesters

  - Consider a review of curriculum, assessment and/or instructional design to address reported variability in scaffolding with a focus on student success.

Sem	% of CLO Links to VS by Semester			
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4
1	11	7	0	0
2	3	7	0	0
3	0	20	18	0
4	0	9	16	0
5	0	6	1	18
6	0	1	1	14
Overall	**14**	**50**	**36**	**32**

ES – Highlights
- Not Applicable

Program Composition
- There are 10 Foundational courses, 22 Specialized, 4 Integrational, and 3 General Education courses (Critical and Innovative Thinking, Gen. Ed. Elective, Research and Reporting)
- Total of 132 course links to VS in the program spread over 39 courses (student experience) in 6 semesters.
- There are a total of 39 courses in the Program of Studies (POS) with a common first-year. Students are streamed into Creative or Business in semester 3.
  - 16% of Course Learning Outcomes (CLO) are in Foundational courses, 68% in Specialized, and 10% in Integrational

	% of CLO Links by Course Classification				
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4	Overall
Foundational	12	7	0	0	19
Specialized	2	32	34	22	90
Integrational	1	2	0	10	13

Compliance: Framework for Programs of Instruction – Advertising and Marketing Communications Advanced Diploma		✔
Scope: Depth, Breadth and Complexity	• 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 (EEs)	• Basic fundamental personal management and teamwork skills • Depth of achievement consistent with EEs outcomes Program Faculty completed the mapping requirements for this MTCU requirement. The analysis of the data has been deferred to the 5-Year Action Plan.	**Not Assessed**
General Education	• Exposure to at least ONE discipline outside field of study • Access to 3-5 courses designed discretely from vocational standards	✔
Typical Duration	• Approximately, six semesters or 1800-2100 equivalent instructional hours • POS as of Fall 2012 was 1636 which is slightly lower than the minimum recommended	✔

Curriculum: Strategic Curriculum Discussion (SCD)

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

Highlights
- 6 individuals attended an informal Advertising and Marketing Communications Management Program **discussion session** and provided *some* insight into the strengths, challenges, opportunities and threats of the program (see below).
- Due to timing with academic schedules and student availability, specifically students on field placement, facilitating a focus group was not feasible at the time of review.

Recommendations
- Facilitate sessions with current students, recent graduates, employers and members of the Program Advisory Committee to assess curriculum and employment opportunities relevant to the new vocational standards.
    - Several focus groups are planned for Fall 2013 in order to further explore variability curriculum with competitor colleges, to explore variability in scaffolding and laddering of curriculum, and to explore curriculum strengths and challenges based on the two streams of the program –Creative and Business.

Strengths, Challenges, Opportunities, Threats

Strengths
- Program provides a variety of opportunities to work in groups that mirror industry requirements.

- Tour days and mock interviews were extremely helpful in preparing for field placement and employment.

Challenges
None

Opportunities
- Graduates are skilled in creative aspects of Advertising but require more studio experience.
- The Business stream is heavy with media content which may not be required in industry.
- There is a gap in basic professional skills of graduates (eg. How to craft a professional email/text, knowledge of basic industry terminology)
- Incorporate more curriculum relevant to social media and data management.
- Graduates of the Creative stream should be encouraged to produce professional looking portfolios and have a basic knowledge of colour theory in various mediums.
- All graduates should have knowledge of the Accessibility for Ontarians with Disabilities Act (AODA) and new legislation around privacy.

Threats
None

Curriculum: Pathways and Partnerships

Overview

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

Highlights

- The Advertising and Marketing Communications Management program is generally a "stand-alone" program with few opportunities for graduates to explore professional development opportunities after graduation.
- The Advertising and Marketing Communications Management program does not generally attract graduates from the foundational programs offered at Mohawk College (eg. Business Fundamentals or Pre-Media). Based on an analysis of entrance data, some students in the program may benefit from a foundational program.
- See other analysis in the Program System Map section of the report

Recommendations

- Assess opportunities for various pathways between other college programs (eg. Business-Marketing) and a pathway to/from university.
  - Utilize the expertise of the Institutional Research department to provide data pertinent to this analysis.

Pathways: Fall 2012

Advertising & Marketing Communications Management Program Opportunities Flow Chart
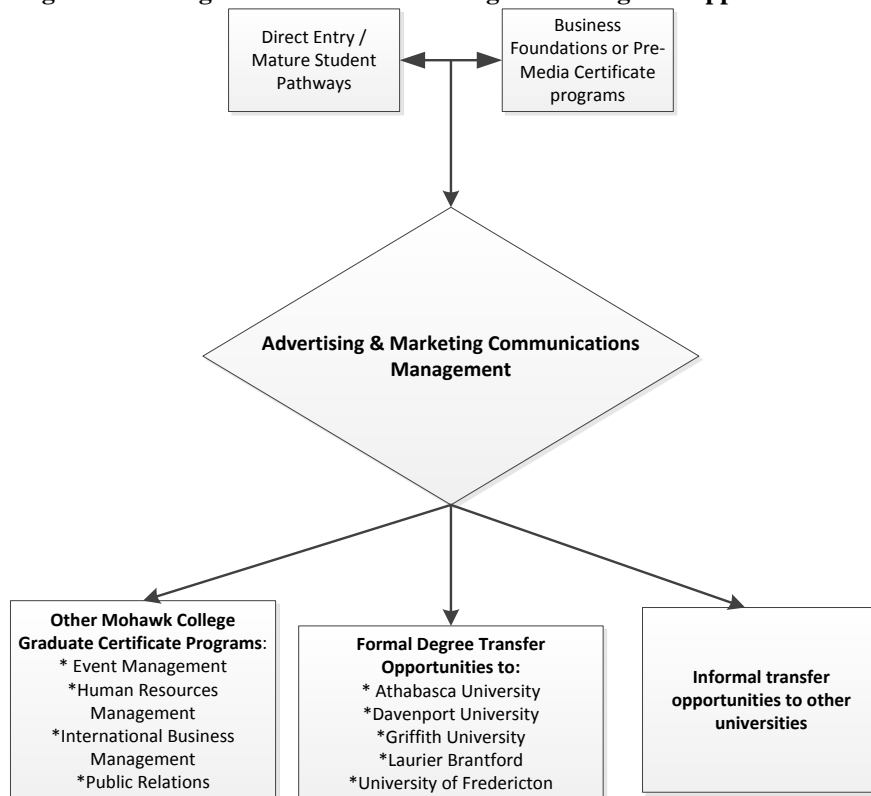
Partnerships

The Advertising and Marketing Communications Management program is open to students in both the Community Integration and Cooperative Education (CICE) and the Aboriginal Student Pathways programs.

Curriculum: Program System Map

Overview

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

Highlights
- The MTCU "family" code for the Advertising industry is 2100
- Based on the family code, there are 15 colleges that offer some type of Advertising credential. Of those, 10 colleges offer an Advertising diploma and 7 offer an Advertising advanced diploma.
- Most colleges that offer an Advertising diploma also offer an Advertising graduate certificate.
- There is a lot of variability in the focus and curriculum for Ontario College Graduate Certificates in the Advertising sector, which provides opportunities to specialize in specific areas of Advertising.

Recommendations
- Consider an Ontario College Graduate Certificate with a focus on copywriting (see environmental scan)

Data Summary

MTCU Family 2100	Advertising for Retail (OCC 42100)	Advertising (OCD 52100)	Advertising and Marketing Communications Management (OCAD 62100)	Advertising-- Media Marketing and Sales (OCGC 72100)	# Advertising Programs By College
Algonquin			1		1
Cambrian		1		1	2
Canadore		1			1
Centennial			1		1
Conestoga		1		1	2
Durham		1	1		2
Fanshawe				1	1
Georgian		1			1
Humber		1			1

LaCite		1			1
Loyalist	1	1		1	3
Mohawk			1		1
Sheridan		1	1	1	3
St. Lawrence		1	1		2
St. Clair			1		1
# of Programs by Credential Level		10	7	5	23

Curriculum: Program Level Assessment Mapping

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

Highlights
- The program team completed the program level assessment mapping process for Semester 1 of the program.
  - Analysis of this data indicates that students in Semester 1 are assessed approximately 60 times.
  - A large proportion of assessment occurs in weeks 3,4,5 (which may reflect the college initiative to have a specific percentage of assessment completed by the fall break) and in weeks 8,9.
  - There are few culminating or capstone assessment practices in Semester 1.
  - A large proportion of assessment requires students to complete the assignments outside of class time.

Recommendations
- Utilize the program level assessment mapping process for additional semesters in the program in order to monitor the student experience.
- Monitor student experience in regard to time constraints linked to assessment practices in the program.
- Consider the philosophy of outcomes-based education for assessment design.

Curriculum: Program Advisory Committee

Overview

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

Highlights

- PAC did not meet in the 2012/2013 Academic Year; however, several PAC members did participate in the program review discussion session held in November, 2012, which was held in lieu of a formal PAC meeting .
- PAC membership is generally comprised of industry experts from the Toronto area, as this is where the majority of graduates from the program find employment. As a result, it is sometimes difficult to schedule meetings, due to the travel time involved.
- The PAC is regularly consulted outside of formal PAC meetings. The expertise of the PAC is utilized in a variety of ways for a variety of reasons (eg. opportunities for field placement, curriculum renewal, new course development).
- PAC membership was surveyed in regard to participation, location etc. Responses indicate that the PAC would like to try web-based teleconferencing for PAC meetings.

Recommendations

- Evaluate efficacy of PAC as well as membership based on specific criteria outlined in the PAC policy and those locally developed by the program team.

Environmental Scan: Competitive Overview

Overview

The following section provides a brief overview of comparator Advertising programs in the college system in regard to applicant, enrolment, program choice, funding units etc.

Highlights

- There are 7 Advertising Ontario College Advanced Diploma programs in the college system.
- It appears as though some colleges have chosen to adopt a pathway which includes an Ontario College Diploma and Ontario College Graduate Certificate.
- The program profile for Mohawk College's Advertising and Marketing Communications Management program is somewhat different than competitor colleges with slightly more males and a higher proportion of non-direct students at time of enrolment. There is no difference in program choice.
- None of the Advertising programs in the college system are oversubscribed. However, Sheridan's program was waitlisted in May 2012 for Fall 2012 intake.
- Applications and enrolment has decreased for all Advertising programs in the college system.

Following is an overview of the College of Applied Arts and Technology (CAAT) system in regard to MTCU 62100 (source: APS-MTCU November 2012).

NOTE: Data in the APS-MTCU table provides different information about programs when compared to data accessed via Ontario Colleges Application Service (OCAS). The APS-MTCU table provides information about programs that are approved by MTCU. OCAS data is based on applications. There are many programs that are approved by MTCU but do not have formal applications through OCAS.

College	APS	APS Title	WT	FU	Duration	OccCl	TF	Lang	Start
ALGO	1357	Advertising	1.00	2.70	S006	A04	3.00	E	2002-09-01
CENT	1001	Advertising - Creative	1.00	2.70		A04	3.00	E	
DURH	1159	Advertising	1.00	2.70	S006	A04	3.00	E	2004-09-01
MOHA	1000	Advertising	1.00	2.70		A04	3.00	E	
SHER	1212	Advertising	1.00	2.70	S006	A04	3.00	E	2006-09-01
SLAW	1160	Advertising - Integrated Marketing Communications	1.00	2.70	Y003	A04	3.00	E	1999-09-01
STCL	1000	Advertising	1.00	2.70		A04	3.00	E	

Environmental Scan: Applicant, Enrollment, Catchment, Conversion

Overview
OCAS data, market demand data and labour market trends are used to analyze and compare the Mohawk College Advertising and Marketing Communications Management program to comparator programs in the college system.

Highlights
See chart and data below

Recommendations
- Utilize the Annual Program Review process to monitor enrolment and satisfaction trends.
  - Monitor competitors for applicant, enrollment and possible opportunities for new program development and pathways
- Develop strategies to address issues as a result of the environmental scan.

Market Demand Profile

Program Profile (OCAS as of May 2012)

The program profile for Mohawk College's Advertising and Marketing Communications Management program is slightly different than competitor colleges with slightly more males and a higher proportion of non-direct students at time of enrolment. There is no difference for program choice.

	Mohawk: Advertising Profile				**MTCU 62100 Profile**		
	Applications Fall 2012		**Enrolment Fall 2011**		**Applications Fall 2012**		**Enrolment Fall 2011**
Applicant Type	57% are non-direct		64% are non-direct		evenly split		61% are non-direct
Gender	evenly split		57% males		51% split		evenly split
Program Choice	29% as 1st choice followed by 24% as 2nd choice		n/a		29% as 1st choice followed by 25% as 2nd choice		n/a
Age Group	18-21 years old		predominantly 19-21 followed by 24-29		18-21 years old		predominantly 19-21 followed by 18

Applications (OCAS as of May 2012)

Applications are down significantly from 2009 to 2012 academic years, both within the system and within Mohawk. Applicant demand is down approximately 30% from 2009-2012.

The Mohawk College market share of applicants to the Advertising and Marketing Communications Management program is 17% which is the third highest market share in the college system for this MTCU.

Confirmations are higher for 2012 than they were in 2011 with fewer applications. As of May 2012, program ranked 2nd for conversions.

Registrants (OCAS as of May 2012)

Enrolment (November audit date) has declined for the system and Mohawk since 2009. MTCU down 9% and Mohawk down 21% since 2009. Mohawk made a decrease in enrolment target from 120 down to 90.

Algonquin has had an increase in enrollment.

There are very few international students in the Advertising and Marketing Communications Management program in the CAAT and at Mohawk.

Catchment (OCAS as of Fall 2011)

Mohawk's program more likely to attract students from Niagara and Sheridan.

The Advertising and Marketing Communications Management program generally attracts students from the local catchment.

Mohawk's Advertising and Marketing Communications Management program is not losing students to other advertising programs. 10 students from Mohawk's catchment went to Sheridan's program in 2011.

Other Observations

Humber just started OCGC Account Management

Seneca has a 2-year Creative Advertising 2-year (MTCU 52102) with enrolment at approximately 60.

Sheridan College offers a post-graduate program in Media Copywriting that consistently has 60 students enrolled in the program.

Environmental Scan: Employment

Overview

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

- 2008-2009 Graduates: graduated in either August 2008, December 2008, or April 2009

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

Highlights
- Overall, there has been a slight decrease in graduates employed in full-time, program related positions between 2008 and 2009 graduates.

- Approximately 50% of Mohawk College Advertising and Marketing Communications Management graduates are employed in full-time, program related positions. However, the percentage has decreased slightly from 2008 to 2009.

- Based on the 2010 Graduate Employment Report, 78% of graduates available for employment were employed in full-time, program related positions earning an average salary of approximately $34,000. In comparison, 57% of all Mohawk College graduates were employed in full-time, program related positions with a slightly higher average salary of approximately$37,000. (http://www.mohawkcollege.ca/about/research/gradReport.html).

Recommendations
- Utilize the Annual Program Review process to monitor enrolment and satisfaction trends.
- Develop strategies to address issues as a result of the environmental scan.

 Data Summary

MTCU Employment Profile of College Graduates Six months After Graduation						
2008-2009 Graduates: graduated in either August 2008, December 2008, or April 2009						
2009-2010 Graduates: graduated in either August 2009, December 2009, or April 2010						

Profile of Business-Advertising Programs					
Summary of Graduate Employment Survey					
	2008-2009 Graduates		**2009-2010 Graduates**		Growth/Decline	
					#	%
# of Colleges	7		7		0	
Total Graduates	243		283		40	16.5%
Total in Survey	151		179		28	18.5%
Response Rate	62.1%		63.3%			
Total in Labour Force	133		154		21	15.8%
Graduate Outcomes						
	2008-2009 Graduates		**2009-2010 Graduates**		Growth/Decline	
	#	%	#	%	#	%
Full-time Employed, Program Related	67	44.4%	75	41.9%	8	11.9%
Full-time Employed, Program Unrelated	35	23.2%	31	17.3%	-4	-11.4%
Part-time Employed, Program Related	5	3.3%	10	5.6%	5	100.0%
Part-time Employed, Program Unrelated	11	7.3%	18	10.1%	7	63.6%
Unemployed	15	9.9%	20	11.2%	5	33.3%
Not in Labour Force	18	12.0%	25	14.0%	7	38.9%

	151	100.1%	179	100.1%		
	2008-2009 Graduates		**2009-2010 Graduates**		**Growth/Decline**	
Percentage of Graduates Employed	88.1%		86.0%		-2.0	
Graduate Outcomes: Labour Force Participation (Excludes Graduates Not in Labour Force)						
Percentage of Graduates Employed Full-time	76.7%		68.8%		-7.9	
Percentage of Graduates Employed Full-time + Part-time Program Related	54.1%		55.2%		1.1	
Percentage of Graduates Employed Full-time Program Related	50.4%		48.7%		-1.7	

Environmental Scan: Program Scorecard

Overview

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

Highlights

The Advertising and Marketing Communications Management program scored in the 3rd or 4th quartile in 5 of 8 metrics: applicant first choice, enrolment, retention, graduation rate and employment demand.

Despite declining applicant activity, the Advertising and Marketing Communications Management program continues to have strong semester one student enrolment and, in Fall 2012, was waitlisted. Graduates of this program also report that they have been successful in obtaining employment, with 78% of graduates reporting that they have been able to find employment in a related industry.

Recommendations
- Utilize the Annual Program Review process to monitor enrolment and satisfaction trends.
- Develop strategies to address issues as a result of the environmental scan.

Program Scorecard

mohawk COLLEGE

4th Quartile				
3rd Quartile				
2nd Quartile				
1st Quartile				

PROGRAM SCORECARD

	STUDENT DEMAND			STUDENT SUCCESS		STUDENT SATISFACTION	EMPLOYMENT DEMAND	FINANCIAL PERFORMANCE
	% of First Choice Selections by Eligible Candidates	Semester One Student Enrolment	Con-version Rates	Reten-tion Rates	Gradua-tion Rates	KPI Survey	% of Graduates Employed	Contribution Margin
	2012-13	2011-12	2011-12	2011-12	2011-12	2011-12	2010-11	2011-12
Business – Jane Cooper								
650 - Advertising	32%	87	23%	70%	64%	82%	78%	34%

Environmental Scan: Key Performance Indicators

Overview

Key Performance Indicators (KPI) are a MTCU directive and the data is used to analyze the program based on student satisfaction, teaching and learning, facilities etc. KPIs also provide comparator data for other programs in the college, programs under the Associate Dean, all programs at Mohawk, and similar programs in the college system

Resource: 652 KPI.xls

Highlights
- Strengths of the Advertising and Marketing Communications Management program are that the program provides graduates with appropriate skills (Q3), teachers' knowledge of subject and course content (Q15), quality of classroom learning (Q20), quality of labs (Q21), and college facilities (Q43).

- Overall KPI student satisfaction scores (2012) for the Advertising and Marketing Communications Management program (81.6%) are slightly less than the overall Mohawk College score (81.9%) and somewhat less that other programs under the Associate Dean (86.5%). This is a consistent trend over time (2008-2012) and within the capstone questions.

- Over the past two years, the overall KPI student satisfaction score is slightly higher than colleges with the Advertising and Marketing Communications Management program in the Greater Hamilton and Toronto Area (GHTA).

Recommendations
- Develop strategies to improve overall KPI student satisfaction scores.
  - Program faculty report that student access to labs and proprietary industry software may be impacting the overall score.

Data Summary

Mohawk Key Performance Indicators (KPIs) -Program 652

	Student Satisfaction (Satisfied/Very Satisfied)	
	2011	**2012**
Overall	**82.0%**	**82.0%**
14. OVERALL, your program is giving you knowledge and skills that will be useful in your future career.	91.0%	92.0%
26. The OVERALL quality of the learning experiences in this program.	86.0%	86.0%

Environmental Scan: Competitive Curriculum Analysis

Overview

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

Source: 652 Competitive Curriculum Analysis.xls

Highlights
- All Advertising and Marketing Communications Management programs in the college system have some form of work integrated learning experience.

- Admissions requirements into the Advertising and Marketing Communications Management program in the college system are consistent, requiring applicants to have OSSD with grade 12 English C or U. Algonquin College requires applicants to have a minimum grade of 70% in grade 12 English in order to be considered for entry into their program.

- Information through an alternative source, the Block Credit Transfer Academic Plan Taskforce, indicates that enrolment into the Mohawk College Advertising and Marketing Communications

Management program may be impacted by a process in the admissions area. Applicants to the Advertising and Marketing Communications Management program who have degrees or diplomas *may* be inadvertently directed to Ontario College Graduate Certificate programs (e.g. Public Relations).

- Comparison of the programs of study (POS) for various Advertising and Marketing Communications Management programs in the college system, indicates that course names and descriptions for the Mohawk program is somewhat outdated. 14 courses in the Mohawk College POS include the word "intro" in the course name.

Recommendations
- Consider revisions to course names and descriptions to align with comparator colleges and industry input.
- Consult with admissions in regard to applicants with university and/or diplomas to ensure appropriate communications with applicants.

Environmental Scan: Student Success and Retention

Deferred to 5-Year Action Plan

Environmental Scan: Student Engagement Survey

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

Highlights
- There is a higher proportion of students with 60% average or less in final year high school when compared to the McKeil School of Business and Mohawk overall.

- Approximately 30% of respondents had low career clarity which may impact retention in the program.

- There is a slightly higher percentage of students in the Advertising and Marketing Communications Management program with financial concerns (44%) compared to the McKeil School of Business (39%) and Mohawk College (39%).

- Almost 50% of students expect to work more than 15 hours per week which may impact retention and student success in the program.

Recommendations
- Utilize the Annual Program Review process to monitor student success.

Data Summary

		program-650 Advertising		school-- Business		Mohawk Overall
		2011		**2011**		**2011**
# of Survey Participants		**68**		**1359**		**4261**
		#	**%**	**#**	**%**	**%**
Gender	Female	28	41.2%	664	48.9%	44.2%
	Male	40	58.8%	695	51.1%	55.8%
Age	19 years and under	35	51.5%	602	44.3%	46.7%
	20-24 years	27	39.7%	551	40.5%	37.4%
	25-29 years	3	4.4%	97	7.1%	8.0%
	30-34 years	2	2.9%	44	3.2%	2.9%
	35-39 years	0	.0%	29	2.1%	2.0%
	40 years and higher	1	1.5%	36	2.6%	2.9%
Risk Factors						
Students With High School Average of 59% or Less in Final Year		14	20.6%	195	14.3%	13.0%
Students With Low Reading Assessment Score		7	10.6%	237	17.9%	20.2%
Students With Low Writing Assessment Score		8	12.1%	271	20.5%	32.5%
Students With Low Reading or Writing Assessment Score or Both		8	11.8%	271	19.9%	23.2%
Students With Low Computer Comfort		3	4.4%	125	9.2%	10.9%
Students With Low Math Assessment Score		1	1.5%	259	19.1%	56.9%
Students With College Transition Issues		3	4.4%	137	10.1%	8.6%
Students With Low Career Clarity		19	27.9%	409	30.1%	26.9%

Students With Financial Concerns			30	44.1%	533	39.2%	39.4%
Students With Low Confidence							1.1%
Mature - Non-Direct Students			44	64.7%	920	67.7%	64.9%
First Generation Students			24	35.8%	463	35.5%	36.2%
Non-English Immigrants			2	2.9%	68	5.0%	5.4%
Students with a Disability			3	4.7%	115	9.0%	7.5%
Students with Aboriginal Ancestry			2	2.9%	61	4.5%	4.6%
Students with Children or Elder Dependents			4	6.3%	142	11.2%	12.7%
Students Who Expect to Work More Than 15hrs a Week While at Mohawk			32	47.1%	615	45.3%	46.6%

Quality and Strategic Priorities: Summary

Overview

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

Highlights

- 6 courses were evaluated for best practices in assessment design and alignment to outcomes through the Re-Thinking Assessment workshop. The program team followed a prescribed process to evaluate best practices in assessment design for most courses in semester one.
- 100% of courses in the Program of Study (POS) have identified a Prior Learning Assessment & Recognition (PLAR) which meets the requirements of the PLAR policy
- With the exception of Agency and Work Experience, all courses in the POS have a learning plan which is a best practice for student success
- Faculty attended a 21 hour blended-learning intensive workshop. Faculty self-report that there is a plan to meet the overarching college goal of 100% blended lecture-based courses by December 2013 and have identified several courses that should not be blended based on a set of locally developed criteria.

Source: 652 Quality Processes.xlsx

Recommendations

- Evaluate best practices in assessment and make appropriate adjustments as a result of the evaluation.
- Utilize the Curriculum Committee and the Annual Program Review processes to monitor results of the adjustments.

Program Quality Action Plan

Objectives	Action Strategies	Timelines	Responsibility	Status
Short Term (within the next 18 months)				
Utilize the Annual Program Review and Curriculum Committee processes to make changes to curriculum content and assessment to address scaffolding and laddering of curriculum in order to ensure students meet graduate outcomes of a management program and advanced diploma.	a. Utilize the Curriculum Mapping Matrix to address curriculum gaps. b. Follow the process for evaluating best practices in Assessment Design to ensure alignment of assessment to outcomes with a focus on recognizing student experience. • Utilize the program level assessment mapping process for additional semesters in the program in order to monitor the student experience. • Monitor student experience in regard to time constraints linked to assessment practices in the program. • Consider the philosophy of outcomes-based education for assessment design. c. Facilitate Strategic Curriculum Discussions with current students and recent graduates to assess curriculum and employment opportunities relevant to the new vocational standards. • Several focus groups are planned for Fall 2013 in order to further explore variability curriculum with competitor colleges, to explore variability in scaffolding and laddering of curriculum, and to explore curriculum strengths and challenges based on the two streams of the program -- Creative and Business. • Consider revisions to course names and descriptions to align with comparator colleges and industry input.	2013	Program Team and Program Quality	Not Started
Evaluate opportunities for student pathways and develop a plan to implement a pathways plan for the program.	a. Assess opportunities for various pathways between other college programs (eg. Business-Marketing) and a pathway to/from university. ○ Utilize the expertise of the Institutional Research department to provide data pertinent to this analysis. b. Consider an Ontario College Graduate Certificate with a focus on copywriting (see environmental scan)	Spring 2013	Program Team and Program Quality	Not Started
Assess efficacy and membership		Spring 2013	Program	Not

of the Program Advisory Committee.			Team	Started
Medium Term (within the next 18-36 months)				
Utilize the Annual Program Review process to monitor enrolment, satisfaction trends, and student success.	o Monitor competitors for applicant, enrollment and possible opportunities for new program development and pathways o Develop strategies to address issues as a result of the environmental scan. o Consult with admissions in regard to applicants with university and/or diplomas to ensure appropriate communications with applicants.	TBD	AD and Program Quality	Not Started
Monitor short-term and medium-term program quality enhancements and adjust as required	Utilize Annual Program Review process to monitor program quality enhancements.	TBD	AD	Not Started
Long Term (within the next 36-60 months)				
Monitor short-term and long-term program quality enhancements and adjust as required	Utilize Annual Program Review process to monitor program quality enhancements.	To be determined pending outcome of medium term objectives Spring 2014 (tentative)		Not Started
	Submit interim program quality report to Program quality area	Fall 2015	AD	Not Started
	Plan and prepare for Comprehensive Program Review	Spring 2017	AD	Not Started