



Postgrad Pathways to and from Mohawk College

Academic Plan 2014 Winter Term Project Team Status Report (April 2014)

Mohawk College's 2012 [Academic Plan](#) is a thematic accumulation of responses from both external and internal stakeholders when asked these three questions:

1. **What might make students want to come to Mohawk over the next ten years?**
2. **What core capabilities and skills might students need for the future?**
3. **How might we enable high-quality learning over the next 10 years?**

Stakeholder responses included:

- Increase number of programs that can be taken via part-time options, including evening and weekend courses p.6.
- Focus on employer needs, offering continuous and rapid re-training and skills upgrading for current workers p.9.
- Review program mix, number of programs, credentials offered, program lengths and the potential for Mohawk degree programs p.9.
- Pursue multi-lateral credit transfer agreements with Ontario public post-secondary institutions p. 10

Project Team Members & Task

Linda Basso, Donna Drywood, Sharon Estok, Robin Grossi, Cathy Ozols, Judi Pare, Valerie Parke, Casandra Saiciuc, Tony Thoma, Caroline Watters met Wednesday afternoons, 2-4:00 PM, February 5 -April 2, 2014 in Rm i-208 of the Fennell Campus.

The Team's task was to continue the work done by AP Pathways Teams in Winter 2013 and Fall 2013 by researching continuous learning pathways for Mohawk graduates as well as differentiated learning opportunities in graduate certificate programs offered by other postsecondary institutions in Ontario.

Project Team's Objectives

1. Understand how other jurisdictions support postgrad pathways both college-to-university and university-to-college.
2. Determine if future and current students plan to be continuous learners by laddering the acquisition of credentials in 2+2; 3+1; 4+1 models.
3. Inventory college postgrad programs in terms of admission requirements, enrollment numbers, marketing techniques, advisory services, and methods of delivery.
4. Build an eportfolio using the *eLearn ePortfolio Tool* to understand how Mohawk students will be able to store digital pathways documents such as Course Outlines, Course Learning Plans and their MAP

(MyAcademicProgress) Statements in their eportfolios so that they will be equipped to transfer between programs and between institutions.

5. Propose methods of increasing the number of students choosing Mohawk as a post-grad destination.

Project Team's Findings

1. Casandra Saiciuc presented a thorough overview of how Alberta, British Columbia, the majority of American States and member countries of the EEC organize, validate, and financially support student mobility to insure cost efficient education systems as well as workplace-ready employees. Casandra's research was confirmed by both HEQCO's Richard Wiggers: [College to University Pathways](#) as well as HEQCO's Fiona Deller: [C2U Transfer Mobility and Learning Outcomes a Few Thoughts from HEQCO](#).
2. HEQCO-funded research by Decock et al as well as by Richard Wiggers validates the continually increasing trend of postsecondary students to be continuous learners –laddering the acquisition of credentials from Ontario 's publically assisted institutions. [SES Diploma to Degree Data](#) showed that in 2006 - 31% and in 2013 - 44.9% of Mohawk students believed completing a degree after a diploma was "very important."
3. Dean Tony Thoma asked us to monitor the number of international students enrolled in postgrad programs. Data defined a strong presence of international students in "Global Business" and "International Business Management" postgrad programs across the province by only a small/trace number of international students in other/nonbusiness postgrad programs.
4. The CTL eLearn ePortfolio Support Team led an excellent workshop on using the eLearn ePortfolio Tool to create an ILO Presentation. Eportfolios are ideal repositories for course outlines, course leaning plans and MAP (MyAcademicProgress) Statements.
5. Print marketing and recruiting initiatives collaboratively developed by Mohawk's Marketing Department and the Pathways Coordinator are competitive with marketing initiatives of other colleges and should be continued.
6. Shannon Gould of Mohawk's Institutional Research Unit presented and interpreted valuable 2010-13 data on Postgrad OCAS Applications; Postgrad OCAS Confirmations; Postgrad OCAS Enrollments ; and Postgrad OCAS Registrations. [Ontario College Graduate Certificates Environmental Scan April 2014](#)

Project Team's Recommendations

That the current collaborative marketing initiatives by Marketing/Recruiting, the Pathways Co-ordinator and Continuing Education, including a new print brochure/flyer campaign and the annual Pathways Fair, continue to promote Mohawk's postgrad certificates and professional designations. And, that the collaboration continues and refreshes the information available on Mohawk's website: using Algonquin, Conestoga, Fanshawe Seneca and Niagara as exemplars. [Team Survey of Top Postgrad Colleges](#) in Ontario at <http://www.mohawkcollege.ca/Assets/academic-plan/Observation+Research+on+Postgrad+College+Programs.xlsx>

That data confirms a significant number of Mohawk and McMaster graduates leave the Mohawk catchment area to pursue postgrad studies at Algonquin, Conestoga, Fanshawe, Seneca, Niagara and Sheridan. If Mohawk chooses to initiate new postgrad programs it should focus on the employment objectives of university degree graduates.

Project Team's Key Human and Digital Resources

All members of this project team researched and presented evidence of best practices in Ontario colleges of developing and marketing posting postgrad programs.

Decock, H., McCloy, U., Liu, S., & Hu, B. (2011). [The Transfer Experience of Ontario College Graduates who Further their Education - An Analysis of "Ontario's College Graduate Satisfaction Survey](#). Higher Education Quality Council of Ontario.