

# 2015 | 2016 Annual Report



FUTURE READY. LEARNING FOR LIFE.

MOHAWKCOLLEGE.CA

 MOHAWK

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## SECTION 1: BOARD OF GOVERNORS

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		First Appointed	Term	Year
<b>Chair:</b>				
Joe Parker	Chair	Sept 1, 2012	2nd term	1st year
<b>Vice Chair:</b>				
Donna Cripps	Vice Chair	Sept 1, 2011	2nd term	2nd year
Stephen Bauld		Sept 1, 2013	1st term	3rd year
Rebecca Bentham		Sept 1, 2015	1st term	1st year
Gary Crowell		Sept 1, 2012	2nd term	1st year
Domenic D'Ambrosio	Administrative Representative	Sept 1, 2013	1st term	3rd year
Mark Farrow		Sept 1, 2014	1st term	2nd year
Heather Giardine-Tuck	Faculty Representative	Sept 1, 2012	2nd term	1st year
Doug Harrison		Sept 1, 2010	2nd term	3rd year
Trent Jarvis	Support Staff Representative	Sept 1, 2011	2nd term	2nd year
Sheri Longboat		Sept 1, 2015	1st term	1st year
Moe Mahmood	Student Representative	Sept 1, 2014	1st term	2nd year
Katrina McFadden		Sept 1, 2014	1st term	2nd year
Sheree Meredith		Sept 1, 2014	1st term	2nd year
Paul Pastirik		Sept 1, 2015	1st term	1st year
Raymond Simmons		Sept 1, 2015	1st term	1st year
Glen Steeves		Sept 1, 2010	2nd term	3rd year
Anna Ventresca		Sept 1, 2014	1st term	2nd year
<b>President:</b>				
Ron J. McKerlie		Aug 8, 2014	1st term	2nd year



# Strategic Plan

## Vision

Prosperous communities and transformed lives

## Mission

Creating new realities by opening endless opportunities

## Values

Our values guide our actions and decisions, define our innovation culture, and focus on students, staff and community

### 1. We are student focused

*Students and learning are at the heart of all we do.*

### 2. We are committed to excellence

*We are committed to best practices in education, corporate and student services.*

### 3. We engage our community

*We are responsive to and collaborative with the communities we serve.*

### 4. We are inclusive

*We ensure a welcoming and supportive environment for all.*

### 5. We are accountable

*We act with integrity, transparency and base our decisions on evidence.*

## Strategic Priorities

Mohawk is committed to the following Strategic Priority Actions:

### 1. Quality

#### 1.1 Quality Programs and Strategic Enrolment Management.

*Plan and manage our academic offerings and enrolment to ensure high quality programs relevant to community needs.*

#### 1.2 Quality Employees.

*As an employer of choice, ensure a high performing diverse workforce and quality work environment.*

#### 1.3 Quality Facilities, Equipment, and Services.

*Provide first class facilities, equipment and services that support a quality student experience.*

### 2. Innovation

#### 2.1 Future Ready Students.

*Give our students the hard and soft skills needed to succeed in a fast changing learning environment and workplace.*

#### 2.2 Future Ready College.

*Implement leading practices in technology, process, decision making and learning to improve efficiency and effectiveness in operations.*

#### 2.3 Future Ready Community.

*Cultivate a future ready community by creating centres of excellence in applied research in collaboration with partners in our region.*

### 3. Sustainability

#### 3.1 Social Inclusion

*Ensure Mohawk engages, welcomes, and supports a diverse student body and community.*

#### 3.2 Greening Mohawk.

*Embed environmental sustainability principles into our programs and practices.*

#### 3.3 Financial Well-Being.

*Enhance revenue sources, expand our markets, improve efficiencies and optimize asset utilization to ensure our long-term viability.*

[mohawkcollege.ca](http://mohawkcollege.ca)

Fennell Avenue & West 5th, P.O. Box 2034, Hamilton, Ontario, Canada L8N 3T2 • 905-575-1212



## SECTION 3: MESSAGE FROM PRESIDENT

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It was another record-setting year at Mohawk College as our faculty and staff proudly educated and served nearly 30,000 full-time, part-time and apprenticeship students.

Our students and graduates continued to give top marks to Mohawk in the Province's annual Key Performance Indicator survey. For the sixth consecutive year, Mohawk finished first among all colleges in the Greater Toronto and Hamilton Area for student satisfaction. We also finished first in both graduate employment and satisfaction for the fourth year in a row.

To improve access to a college education, we opened our first CitySchool by Mohawk in a priority neighborhood in North Hamilton. CitySchool offers tuition-free college credit courses and workshops. No other college in Ontario has taken community engagement to this level and we have plans to open four more CitySchools throughout Hamilton.

Mohawk also completed our Welcoming Communities project. Together with industry, community and government partners, we developed an action plan for welcoming newcomers and encouraging more international students to choose Mohawk and continue living and working in the region after graduation.

We also spent the year charting Mohawk's future. Our Board of Governors approved a five-year strategic plan that will keep our college responsive to the needs of our students, their future employers and the communities we serve. Our bold plan commits Mohawk to becoming the number one college in the GTHA for employer satisfaction, the number one in the Province for graduate employment and among the top 10 colleges in Canada for applied research activity. We also aim to double our number of college partners and strengthen our leadership role in simulation-based learning, Aboriginal education, environmental sustainability and social inclusion.

On every front, Mohawk is well on our way. Because of the dedication of our faculty and staff, we enter the first year of our strategic plan with tremendous momentum and a track record of success.

*Regards,*  
Ron McKerlie, President

## SECTION 4: REPORT ON PREVIOUS YEAR'S GOALS

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### STRATEGIC PRIORITY: **QUALITY**

**ACCREDITATION:** Accreditation for Ontario colleges is a new provincial initiative and was previously scheduled to start in September 2015. Accreditation has been deferred pending a province-wide review by the Council of Presidents.

**GRADUATE CERTIFICATES:** Mohawk's new post-graduate certificate in Libraries and Digital Technologies received approval from MTCU in August 2015. Project Management and Digital Health funding applications were submitted to MTCU. Four new graduate certificates to be submitted to MTCU were approved by Mohawk's Board of Governors in February 2016: Mental Health and Disability Management; Brain Disorders Management; Community & Social Services Management; and Global Business.

**KEY PERFORMANCE INDICATOR RESULTS:** Mohawk maintained its top 3 ranking for student satisfaction among Ontario's large colleges in the Province's key performance indicator survey results. Mohawk also remained number one in student satisfaction among all colleges in the Greater Toronto and Hamilton Area for the sixth consecutive year and finished first for graduate employment among all GTHA colleges for the fourth consecutive year.

**STUDENT SUCCESS PLAN:** Mohawk completed the final year of a three-year student success plan aimed at significantly improving graduation rates. Projects completed in 2015-16 included retention and student success plans for all academic programs and service departments and the launch of a retention reporting tool. Mohawk is the only college in the Greater Toronto and Hamilton Area to post consistent improvement to graduation rates over the last four years.

**ENROLMENT:** Overall enrolment in 2015-16 was 29,700 full-time, part-time and apprenticeship students. Compared to 2014-15, Mohawk achieved full-time postsecondary enrolment growth of 9.2 per cent for the 2015 summer term, 1.9 per cent for the 2015 fall term and 2.6 per cent for the 2016 winter term. Total full-time enrolment for 2015-16 increased 2.8 per cent, which was 1.3 per cent above the Mohawk's enrolment plan.

**CONTINUING EDUCATION:** A comprehensive review of Continuing Education was completed in June 2015. Recommendations for a new strategic direction and organizational structure were approved by the Board of Governors in February 2016.

**EMPLOYEE ENGAGEMENT:** An employee engagement survey was conducted by CCI Research in October 2015, with a 65 per cent response rate. Mohawk achieved across-the-board improvements on all engagement scores compared to the 2013 survey results. All programs and departments reviewed their engagement scores and developed action plans to improve areas with low scores.

**ENGAGEMENT REPORT:** An employee engagement report, summarizing initiatives to improve scores on previous surveys, was presented at Mohawk's 2015 President's Breakfast.

**STONEY CREEK CAMPUS RENEWAL:** All projects in the phase two renewal plan for the Stoney Creek campus were completed in 2015-16, including indoor renovations and new outdoor amenities for students and apprentices.

**PARTNERSHIP AND INNOVATION CENTRE:** A four-storey, 90,000 square foot Partnership and Innovation Centre is planned for Mohawk's Fennell campus. Mohawk retained KCI to access support for a fundraising campaign. Mohawk also submitted a strategic investment fund request to the Federal Government.

**TRANSIT HUB:** The Mohawk College Terminal at the Fennell campus, built in partnership with Metrolinx and the City of Hamilton, opened in March 2016. The terminal services five Hamilton Service Railway routes.

**PARKING:** New preferred parking gates, license plate recognition system and pay stations were installed at Mohawk's Fennell and Stoney Creek campuses.

**STUDENT RESIDENCE:** Two qualified proponents to own, develop and operate a new student residence at the Fennell campus were identified through a request for expressions of interest process.

**ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT:** In 2015-16, Mohawk completed implementation of its 2013-15 AODA Multi-Year Accessibility Plan, developed a new 2016-2018 plan, met all new and additional regulations of AODA legislation and ensured the provision of quality accessible facilities, equipment and services to students, faculty, staff and visitors.

**ONLINE LEARNING:** A project charter was developed to explore the feasibility of implementing a synchronous learning platform to facilitate communication and engagement tools between faculty and peers. This project will be piloted in both full-time and continuing education courses beginning in the Fall 2016.

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## STRATEGIC PRIORITY: **INNOVATION**

**BLENDED LEARNING:** A blended learning committee and a curriculum committee were established following the release of Pearson's blended learning efficacy framework review report in February 2015. Investments made in 2015-16 included a team teaching pilot project, a new instructional designer position to support blended learning, a blended learning exemplar report and quick reference guide, redesign of online blended learning resources for faculty and licensing of additional resources, including Lynda.com.

**CO-CURRICULAR RECORDS:** At the end of April 2016, 633 students and graduates had one or more activities validated on their co-curricular records. This represented a 174 per cent increase over 2015, when 231 students and graduates had validated activities.

**EXPERIENTIAL LEARNING:** Mohawk completed a review of experiential learning programs and submitted a report to the Ministry of Training, Colleges and Universities as part of new reporting requirements.

**FUTURE READY PROCESSES:** Mohawk implemented phase three of Future Ready Processes. The multi-year project is increasing efficiency, enhancing student experiences by increasing student self-service and automating processes. In 2015-16, Mohawk implemented a registration process, a contact centre solution with the Ontario College Application Service and a new customer relationship management solution.

**LIBRARY SERVICES:** Mohawk invested in a new search tool that used by students for 2.8 million searches of the library's collections and more than 50,000 article downloads in the winter semester. There was also a doubling of searches and downloads of Mohawk's augmented eBook collections

**HUMAN RESOURCES:** Mohawk began working with a software vendor to move from paper-based to online Human Resources solutions.

**APPLIED RESEARCH:** In 2015-16, 292 students and 40 faculty and staff worked with 74 partners on applied research projects in three centres of excellence – Mohawk's mHealth & eHealth Development and Innovation Centre, Additive Manufacturing Resource Centre and Energy Research Centre.

**WELCOMING NEWCOMERS:** Mohawk convened a Welcoming Communities task force in February 2015 with education, industry, government and community partners. Mohawk released a multi-year action plan in March 2016 to act on task force recommendations to welcome newcomers to the region and to double international student enrolment.

**REPUTATION-BUILDING:** Mohawk hosted year-round campus tours for elected representatives from the City of Hamilton, the Ontario Government and the Government of Canada. Working with Burlington Economic Development, the college organized Burlington Day at Mohawk and ran innovation tours with Hamilton Economic Development. Mohawk also hosted a federal election campaign stop by Liberal Party leader Justin Trudeau.

**PARTNERSHIP PRINCIPLES:** Mohawk continues to work with McMaster University to develop a set of partnership principles. Mohawk, McMaster, Redeemer University College and the City of Hamilton established principles of co-operation in recognition of post-secondary education as a key driver of economic development.

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## STRATEGIC PRIORITY: **SUSTAINABILITY**

**INDIGENOUS GATHERING SPACE:** Construction was completed on Hoop Dance at the Fennell campus in the Spring of 2016. Hoop Dance is the first outdoor Indigenous gathering space of its kind among colleges and universities in the region.

**ABORIGINAL FUNDING:** Mohawk's Aboriginal Education Office released a call for proposals for Student Success Fund and Targeted Initiative Fund submissions and worked with college and community partners to build a comprehensive funding submission to the Province of Ontario.

**INCLUSIVE COLLEGE:** Student Engagement and Social Inc. held a diversity forum with facilitated discussions in March 2016 with students, faculty and staff. Feedback from the forum will be incorporated into the college's Sense of Belonging update to be prepared in the Fall of 2016.

**DIVERSITY:** Mohawk's Committee for Social Inclusion completed an inventory of past, current and planned diversity training. A new manager of social inclusion position was also approved to develop a student-staff diversity framework and strategy for Mohawk.

**LANDSCAPE PLAN:** A sustainable landscape plan was endorsed by Mohawk's executive group in January 2016. The plan proactively identifies and addresses potential risks associated with climate change, including major weather events and effective stormwater management.

**ENVIRONMENTAL MANAGEMENT:** With a 30 per cent reduction target in 2007 baseline carbon emissions by 2020, Mohawk's second environmental management plan reaffirms the college's commitment to reducing its impact on the environment, and ensuring social and financial resiliency while providing opportunities to engage staff, students and the community in an ever-growing culture of sustainability.

**DEFERRED MAINTENANCE:** In response to the deferred maintenance / life cycle plan audit by the Ministry of Training, Colleges and Universities, Mohawk developed a five-year essential deferred maintenance program that was endorsed by the college's Board of Governors in September 2015.

**RISK MANAGEMENT:** Mohawk's internal audit and risk management committee met throughout 2015-16 to review risk mitigation strategies. Mohawk also completed a security audit and reviewed and refreshed the college's emergency response plans.

**FAMILY CAMPAIGN:** The Mohawk College Foundation launched a Family Campaign in the Fall of 2015 that raised \$41,000 in new donations from faculty and staff, with a commitment of more than \$94,000 over the next five years from 65 donors.

## **SECTION 5: PRESIDENT'S ADVISORY COUNCIL (PAC) ACTIVITY REPORT**

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The following is a summary of the activities of the President's Advisory Council (PAC) for 2015-2016.

This year's focus was rebuilding and passing the new Terms of Reference that reflected a revised membership composition. In November of 2015 the Terms of Reference were passed by the Board of Governors and the membership positions changed. Both groups are reflected below:

### **From April 1 to November 11, 2015**

President: Ron McKerlie  
President's Designate: Wayne Poirier  
Chair: Rhonda Dynes / Emma Gibbons  
Vice-Chair: vacant  
Administrative & Support Staff Members  
Corporate Services Administrative Member – Troy Heath  
Student Services Administrative Member – David Ragona  
Student Services Support Staff Member – Alex Paris  
Academic Support Staff Member – Alysia Kay

#### **Campus Representatives:**

Fennell Administrative Member – Emma Davies  
Stoney Creek Administrative Member – Laura Side  
Stoney Creek Support Staff Member – Susan Tottenham  
IAHS Administrative Member – Lori Koziol  
IAHS Support Staff Member – vacant

#### **Faculty Members:**

Health Sciences – Lisa Safian  
Engineering Technology – David Buryta  
Skilled Trades and Apprenticeship – Doug Daniels  
Community and Urban Studies – Don Vail  
Business, Media & Entertainment – Laurence Smith  
Teaching, Learning and Quality – Marilyn McDermott  
Ex Officio Members  
President of the Mohawk Students' Association – Luke Baylis  
Representative of Local 241 – Kathy Maxwell  
Representative of Local 240 – Geoff Ondercin-Bourne

### **November 12 to March 31, 2016**

#### **Ex-Officio and Appointed**

President: Ron McKerlie  
President's Designate (Non-Voting) – Wayne Poirier  
Mohawk Students' Association President – Luke Baylis  
Mohawk Student's Association Representatives (4 rotating) – Kyle Datzkiw, Troy Anstett, Samantha Hoover, Joshua Nolet  
Mohawk College Administrative Staff Association Representative – Marilyn Micucci  
Local 240 Representative (Ex-Officio, Voting) – Geoff Ondercin-Bourne  
Local 241 Representative (Ex-Officio, Voting) – Erin Thorson

## Elected

### Representative per Dean

- Dean of Students – Alex Paris
- Interdisciplinary Studies – vacant
- Engineering Technology, Media and Entertainment – David Buryta
- Health Sciences and Community and Urban Studies – Lisa Safian
- Business and Skilled Trades and Apprenticeship – Laurence Smith
- International and Partnerships – vacant
- Applied Research and Innovation – vacant
- Continuing Education – vacant

Administrative Representative (Fennell) – Emma Gibbons

Administrative Representative (Stoney Creek) – Laura Side

Administrative Representative (IAHS) – Lori Koziol

Support Staff Representative (Fennell) – Alysia Kay

Support Staff Representative (Stoney Creek) – Susan Tottenham

Support Staff Representative (IAHS) – vacant

Student Services Representative – David Ragona

Corporate Services Representative – Troy Heath

The representatives represent a large cross section of the college community and is representative of all three staff groups, students and members from all campuses.

The PAC met a total of 5 times and were consulted on the following policy issues:

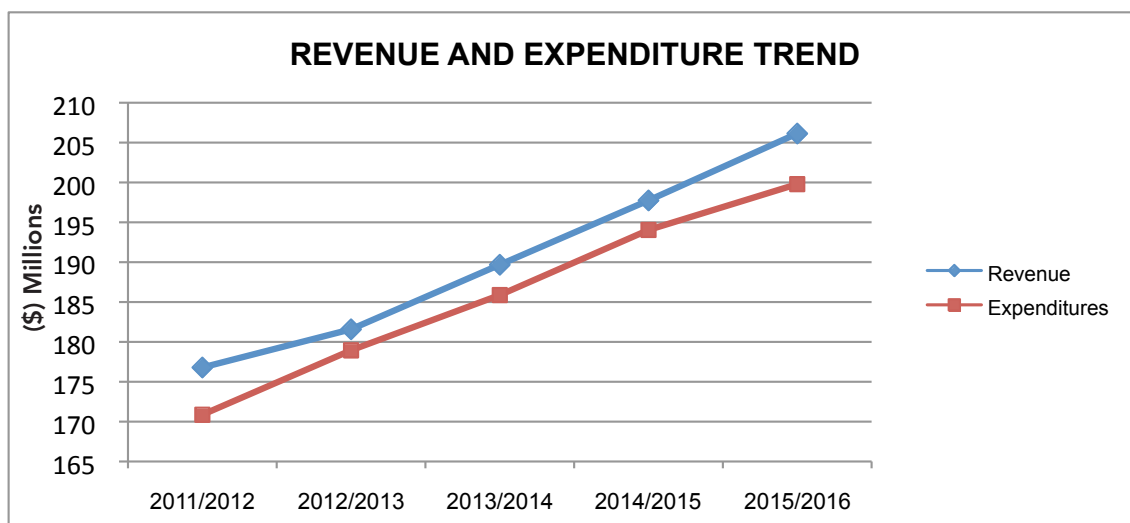
- Donations Policy
- Traffic and Parking Regulation Policy
- Tuition Assistance for Dependents Policy
- Enterprise Risk Management Policy
- Receipt of Goods Policy
- Leasing Equipment Policy
- Access to Student Records Policy
- CCTV Policy
- Health Risk to College Community Procedure
- Media Relations Procedure
- Conflict of Interest Policy
- Academic Hiring (For Degrees) Policy
- Technology Based Delivery Policy
- Key Control Policy

Additionally, the President's Advisory Council provided advice to the President concerning the College's Strategic Plan, Student Engagement Framework and The Accessible College Dream – Mohawk's Roadmap for Student Financial Support

## SECTION 6: STATEMENT OF OPERATIONS

**MOHAWK COLLEGE OF APPLIED ARTS & TECHNOLOGY**  
**STATEMENT OF OPERATIONS**  
**FISCAL YEARS 2011/12 to 2015/16**

	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
	\$	\$	\$	\$	\$
<b>Revenue</b>					
Grants	88,849,695	90,448,837	89,317,587	91,108,277	93,549,779
Tuition Fees	55,362,659	58,909,588	64,920,017	70,914,292	76,046,835
Ancillary	13,099,543	12,902,286	13,264,520	13,997,376	14,281,365
Amortization of deferred contributions	4,301,663	3,916,448	4,392,438	4,162,163	4,678,958
Amortization of deferred contributions related to capital assets	5,157,053	4,994,778	6,073,847	10,453,868	6,950,535
Other	10,022,410	10,412,167	11,712,597	7,109,962	10,631,914
<b>Total Revenue</b>	<b>176,793,023</b>	<b>181,584,104</b>	<b>189,681,006</b>	<b>197,745,938</b>	<b>206,139,386</b>
<b>Expenditures</b>					
Salaries and Benefits	110,633,678	114,133,185	117,249,920	118,689,595	119,303,052
Contracted Services and Prof Fees	11,764,057	13,579,232	13,620,631	14,681,019	15,465,282
Supplies and Other Expenses	9,837,753	12,548,919	12,600,330	12,499,781	13,320,721
Utilities, Maintenance and Taxes	9,717,114	9,639,014	9,446,468	12,107,172	14,002,683
Instructional Supplies	5,858,776	5,410,429	5,320,074	4,736,222	6,178,538
Ancillary	8,711,383	9,012,549	9,707,776	10,599,340	10,180,887
Scholarships, bursary & award payments	4,301,663	3,916,448	4,392,438	4,162,163	4,678,958
Amortization expense	8,987,619	9,646,008	11,819,362	13,567,440	13,764,852
Interest on long-term liabilities	1,054,166	1,062,791	1,719,938	2,999,287	2,895,864
<b>Total Expenditures</b>	<b>170,866,209</b>	<b>178,948,575</b>	<b>185,876,937</b>	<b>194,042,019</b>	<b>199,790,837</b>
<b>Excess of Revenue over Expenditures</b>	<b>5,926,814</b>	<b>2,635,529</b>	<b>3,804,069</b>	<b>3,703,919</b>	<b>6,348,549</b>



## SECTION 7: KPI PERFORMANCE

Mohawk College maintained its current ranking of #1 in student satisfaction among colleges in the Greater Toronto and Hamilton Area (GTHA) for the 6th year in a row. Mohawk also ranked number one among GTHA colleges in 6 categories including Student Satisfaction, Knowledge and Skills, Quality of Services, Quality of Facilities and Resources, Graduate Employment Rate, Graduate Satisfaction Rate. Within the capstone questions Mohawk saw an increase of 0.4 percentage points in the quality of facilities and resources metric. Mohawk also ranked first in quality of services in the GTHA, with a 0.7 percentage increase in this category. Satisfaction scores increased in knowledge and skills that will be useful in your future career and moved Mohawk College into the #1 position in the GTHA. Quality of learning experiences in the program saw a 1.4 percent increase and maintained a 4th place ranking.

Capstone Questions	Mohawk College		Provincial Average	GTHA	Large Colleges
	2015-2016	2014-2015	2015-2016	2015-16 Ranking	
Overall Student Satisfaction	77.4%	76.8%	76.8%	1	3
Knowledge and skills that will be useful in your future career	86.8%	86.4%	87.0%	1	3
Quality of learning experiences in the program	78.0%	76.6%	80.0%	4	6
Quality of services	66.1%	65.4%	64.6%	1	3
Quality of facilities and resources	79.0%	78.6%	75.6%	1	2
Graduate Satisfaction	81.3%	80.2%	80.3%	1	2
Graduate Employment Rate	85.5%	85.7%	83.6%	1	2

### Apprenticeship Student Satisfaction

Mohawk's overall student satisfaction in Apprenticeship was down slightly from the previous year and is 0.8 percent below the provincial average. Satisfaction rates reflected in the capstone questions ranked below provincial averages with the exception of Knowledge & Skills. While Mohawk dropped 3.6 percent in this category, the Provincial average also dropped allowing Mohawk to rank above the provincial average.

When comparing PSE and Apprenticeship students, Apprenticeship students had a lower overall satisfaction rate of 73.7 percent, compared to 77.4 percent for PSE students. Many of these students are at the Stoney Creek Campus and although enhancements were made to some of the service and facilities areas at the campus, the gains from these changes were seen in last year's results. Anecdotal feedback suggests there may be a perception that the changes are not complete, which may have affected the result this year.

	Apprenticeship: Mohawk	Province
Overall Student Satisfaction	73.7%	74.5%
Knowledge and skills that will be useful in your future career	86.4%	85.8%
Quality of learning experiences in the program	77.9%	79.2%
Quality of services	58.8%	60.1%
Quality of facilities and resources	71.9%	73%

## Graduate Satisfaction and Employment Survey

The graduate satisfaction survey is an MTCU mandated survey conducted by a third party researcher. Ontario College graduates are surveyed approximately six months after graduation. For this reporting year, graduates from Summer 2014, Fall 2014 and Winter 2015 were contacted with a 56.8 percent response rate, which is slightly below the Provincial response rate of 58.4 percent.

Of the 2755 graduates who responded, 1627 (81.3 percent) reported they were satisfied or very satisfied with the usefulness of their college education in achieving their goals after graduation. This is an increase of 1.1 percent over last year and is above the Provincial average of 80.3 percent. It should be noted that fewer graduates (-276) responded to the survey than the previous year, which is representative of the growing challenge of updating and maintaining graduate contact information.

When asked if they are working, 85.5 percent said they had found employment, which is on par with the previous year and 1.9 percent above the provincial average of 83.6 percent. Sixty-six percent said they are working in jobs related to their program (53 percent said yes and 14 percent said partially yes). This is on par with the provincial average where 53 percent said yes and 14 percent said partially yes.

Graduates reported high satisfaction with their Mohawk education on the six survey questions:

- 77% reported their education prepared them for the job market
- 89% said their course is up-to-date
- 87% reported satisfaction with their course content
- 87% satisfied with the quality of instruction
- 89% said the equipment was up-to-date
- 83% satisfied with the skills developed in co-op, clinical, field placement experience, and career placement services

## Graduate Employer Survey

The employers of Mohawk graduates continue to be very positive about the quality of Mohawk students. Of the 138 employers who answered the employer satisfaction question, 88.4 percent reported that they were satisfied or very satisfied with their Mohawk graduate employee. Although Mohawk showed a slight increase of 0.3 percent, our ranking moved from 13th to 21st due to an overall provincial increase of 3.3 percent. This satisfaction rate is below the provincial average of 91.4 percent.

Due to the decrease in the number of graduates completing the graduate survey, a decrease was also seen in the employer survey response numbers. The response number was down 56 employers from the previous year. Again, this is representative of the growing challenge of updating and maintaining graduate contact information, as it is the graduate who provides employer contact information and approval to be contacted.

## Graduation Rate

Mohawk's graduation rate has been steadily increasing for past six years. This year's rate was measured at 65 percent, which is a 1.3 percent increase over last year. The provincial average also increased slightly from the previous year to 66.7 percent.

The KPI survey definition for graduation rate includes all postsecondary students who have graduated within a time period equal to two times the length of their program. Therefore, the graduates included in the 2015-16 reporting year began their studies at Mohawk between 2009 and 2014. In addition, the KPI graduation rate definition does not include students enrolled in the Mohawk-McMaster collaborative programs, Apprenticeship, Pre-apprenticeship, Academic Upgrading or English as a Second Language (LINC) programs at Mohawk.

# 2016 Financial Statements

MARCH 31, 2016



Future Ready. Learning for Life.

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**FINANCIAL STATEMENTS AND SUPPLEMENTARY SCHEDULES**

**I N D E X**

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## INDEPENDENT AUDITORS' REPORT

To the Board of Governors of Mohawk College of Applied Arts and Technology

We have audited the accompanying financial statements of Mohawk College of Applied Arts and Technology, which comprise the statement of financial position as at March 31, 2016, and the statements of operations, changes in net assets, cash flows and remeasurement gains and losses for the year ended March 31, 2016 and notes, comprising a summary of significant accounting policies and other explanatory information.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditors' Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### *Opinion*

In our opinion, the financial statements present fairly, in all material respects, the financial position of Mohawk College of Applied Arts and Technology as at March 31, 2016 and its results of operations, changes in net assets, cash flows and its remeasurement gains and losses for the year then ended, in accordance with Canadian public sector accounting standards.

Chartered Professional Accountants, Licensed Public Accountants

Hamilton, Canada  
June 9, 2016

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
 STATEMENT OF FINANCIAL POSITION  
 March 31, 2016, with comparative figures for 2015

		Statement 1	
		2016	2015
		\$	\$
<b>ASSETS</b>			
<b>CURRENT</b>			
Cash	(note 2)	5,806,458	8,102,459
Investments	(note 3)	75,757,147	63,071,746
Accounts receivable		13,502,494	12,752,589
Grants receivable		4,752,789	5,464,630
Inventories		1,139,027	1,336,829
Prepaid expenses and other assets		1,833,683	1,586,473
Current portion of long-term receivable	(note 5)	821,475	783,711
		<u>103,613,073</u>	<u>93,098,437</u>
<b>LONG-TERM</b>			
Long-term investment	(note 4)	873,472	873,472
Long-term receivable	(note 5)	32,450,837	33,318,219
Construction in progress		277,563	1,023,711
Capital assets	(note 6)	154,937,400	155,750,297
		<u>188,539,272</u>	<u>190,965,699</u>
		<u>292,152,345</u>	<u>284,064,136</u>
<b>LIABILITIES, DEFERRED CONTRIBUTIONS AND NET ASSETS</b>			
<b>CURRENT LIABILITIES</b>			
Accounts payable and accrued liabilities		24,504,526	18,604,538
Deferred revenue	(note 7)	20,604,431	19,601,641
Vacation pay		8,332,982	8,313,147
Current portion of long-term debt	(note 8)	1,680,557	1,609,711
Demand loan	(note 9)	8,224,938	8,808,915
		<u>63,347,434</u>	<u>56,937,952</u>
<b>LONG-TERM LIABILITIES</b>			
Long-term debt	(note 8)	47,003,150	48,683,708
Interest rate swap	(note 9)	2,458,123	2,705,682
Post-employment benefits and compensated absences	(note 10)	7,110,000	7,353,000
		<u>56,571,273</u>	<u>58,742,390</u>
<b>DEFERRED CONTRIBUTIONS</b>			
Deferred contributions	(note 11a)	5,107,402	6,069,890
Deferred contributions related to construction in progress	(note 11b)	270,000	-
Deferred contributions related to expenses of future periods	(note 11c)	6,337,698	6,001,919
Deferred contributions related to capital assets	(note 11d)	104,573,931	106,961,607
		<u>116,289,031</u>	<u>119,033,416</u>
<b>NET ASSETS (statement 3)</b>			
Net assets invested in capital assets	(note 12)	27,702,523	25,733,915
Unrestricted net assets:			
Operating		6,414,011	6,692,235
Vacation pay		(8,332,982)	(8,313,147)
Post-employment benefits and compensated absences		(7,110,000)	(7,353,000)
Restricted net assets:			
Internally restricted assets	(note 13)	23,015,000	18,580,000
Endowment contributions	(note 14)	16,120,612	15,698,294
		<u>57,809,164</u>	<u>51,038,297</u>
Accumulated remeasurement losses (statement 5)		<u>(1,864,557)</u>	<u>(1,687,919)</u>
		<u>55,944,607</u>	<u>49,350,378</u>
		<u>292,152,345</u>	<u>284,064,136</u>

SIGNED ON BEHALF OF THE BOARD:

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**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**  
**STATEMENT OF OPERATIONS**  
**FOR THE YEAR ENDED March 31, 2016, with comparative figures for 2015**

**Statement 2**

		2016	2015
		\$	\$
<b>REVENUE</b>			
Grants	(schedule 1)	93,549,779	91,108,277
Tuition fees		76,046,835	70,914,292
Ancillary	(schedule 1)	14,281,365	13,997,376
Amortization of deferred contributions		4,678,958	4,162,163
Amortization of deferred contributions related to capital assets		6,950,535	10,453,868
Other	(schedule 1)	10,631,914	7,109,962
		<u>206,139,386</u>	<u>197,745,938</u>
<b>EXPENDITURES</b>			
Salaries and benefits		119,303,052	118,689,595
Contracted services and professional fees		15,465,282	14,681,019
Supplies and other expenses		13,320,721	12,499,781
Utilities, maintenance and taxes		14,002,683	12,107,172
Instructional supplies		6,178,538	4,736,222
Ancillary	(schedule 2)	10,180,887	10,599,340
Scholarship, bursary and award payments		4,678,958	4,162,163
Amortization expense		13,764,852	13,567,440
Interest on long-term liabilities		2,895,864	2,999,287
		<u>199,790,837</u>	<u>194,042,019</u>
<b>EXCESS OF REVENUE OVER EXPENDITURES</b>		<u><u>6,348,549</u></u>	<u><u>3,703,919</u></u>

See accompanying notes to the financial statements

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**STATEMENT OF CHANGES IN NET ASSETS**

**FOR THE YEAR ENDED March 31, 2016, with comparative figures for 2015**

**Statement 3**

	Invested in Capital Assets \$	Unrestricted Operating \$	Vacation & post- employment benefits & compensated absences \$	Internally Restricted \$	Endowment Contributions \$	2016 Total \$	2015 Total \$
Balance, beginning of year	25,733,915	6,692,235	(15,666,147)	18,580,000	15,698,294	51,038,297	46,771,598
Excess (deficiency) of revenue over expenditures	(6,814,317)	13,696,191	223,165	(756,490)	-	6,348,549	3,703,919
Investment in capital assets	8,782,925	(5,400,499)	-	(3,382,426)	-	-	-
Change in internally imposed restrictions	-	(8,573,916)	-	8,573,916	-	-	-
Endowment contributions	-	-	-	-	422,318	422,318	562,780
Balance, end of year	27,702,523	6,414,011	(15,442,982)	23,015,000	16,120,612	57,809,164	51,038,297

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**  
**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED March 31, 2016, with comparative figures for 2015**

**Statement 4**

	2016	2015
	\$	\$
Cash provided by (used in):		
<b>OPERATING ACTIVITIES</b>		
Excess of revenue over expenditures	6,348,549	3,703,919
Items not involving cash:		
Amortization expense	13,764,852	13,567,440
Net income of Mohawk College Enterprise	(71,979)	(69,586)
Decrease in post-employment benefits and compensated absences	(243,000)	(315,000)
Loss on disposal of capital assets	38,433	4,713,346
Amortization of deferred contributions related to capital assets	(6,950,535)	(10,453,868)
	<u>12,886,320</u>	<u>11,146,251</u>
Changes in non-cash working capital items:		
Grants receivable	711,841	(346,162)
Accounts receivable	(749,905)	(619,454)
Inventories	197,802	(105,822)
Prepaid expenses and other assets	(247,210)	1,031,248
Current portion of long-term receivable	(37,764)	(36,029)
Accounts payable and accrued liabilities	5,971,967	(2,838,570)
Deferred revenue	1,002,790	(118,307)
Vacation pay	19,835	(751,225)
	<u>19,755,676</u>	<u>7,361,930</u>
<b>INVESTING ACTIVITIES</b>		
Purchase of investments, net	(13,109,598)	(2,024,287)
Long-term receivable	867,382	1,230,089
	<u>(12,242,216)</u>	<u>(794,198)</u>
<b>CAPITAL ACTIVITIES</b>		
Purchase of capital assets	(11,979,227)	(8,600,596)
Proceeds from sale of capital assets	12,550	520,092
Contributions for capital purposes	4,439,473	3,229,697
Construction in progress, net of deferred contributions	(97,563)	(1,023,711)
	<u>(7,624,767)</u>	<u>(5,874,518)</u>
<b>FINANCING ACTIVITIES</b>		
Contributions for endowment	422,318	562,780
Contributions for other restricted purposes, net	(962,488)	977,939
Contributions for expenses of future periods, net	549,165	3,422,155
Repayment of long-term debt	(1,609,712)	(1,541,876)
Repayment of demand loan	(583,977)	(545,963)
	<u>(2,184,694)</u>	<u>2,875,035</u>
<b>(DECREASE) INCREASE IN CASH</b>	(2,296,001)	3,568,249
<b>CASH, BEGINNING OF YEAR</b>	<u>8,102,459</u>	<u>4,534,210</u>
<b>CASH, END OF YEAR</b>	<u><u>5,806,458</u></u>	<u><u>8,102,459</u></u>

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**  
**STATEMENT OF REMEASUREMENT GAINS AND LOSSES**  
**FOR THE YEAR ENDED March 31, 2016, with comparative figures for 2015** **Statement 5**

	2016	2015
	\$	\$
Accumulated remeasurement losses, beginning of year	(1,687,919)	(2,695,543)
Unrealized gains (losses) attributable to:		
Investments	(584,200)	1,064,686
Derivative - interest rate swap	247,559	(235,845)
Amounts reclassified to the statement of operations:		
Disposition of investments	160,003	178,783
Net remeasurement (losses) gains for the year	<u>(176,638)</u>	<u>1,007,624</u>
Accumulated remeasurement losses, end of year	<u><u>(1,864,557)</u></u>	<u><u>(1,687,919)</u></u>

See accompanying notes to the financial statements

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED MARCH 31, 2016**

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General

Mohawk College of Applied Arts and Technology (the “College”), established in 1966, is an Ontario College of Applied Arts and Technology duly established pursuant to Ontario regulation 34/03 made under the Ontario Colleges of Applied Arts and Technology Act, 2002. The College is an agency of the Crown and provides post secondary, vocationally oriented education in the areas of applied arts, business, health sciences and technology.

The College is a not-for-profit organization and, as such, is exempt from income taxes under the Income Tax Act (Canada).

**1. SIGNIFICANT ACCOUNTING POLICIES:**

(a) Basis of presentation

The financial statements of the College have been prepared in accordance with Canadian public sector accounting standards for government not-for-profit organizations, including the 4200 series of standards, as issued by the Public Sector Accounting Board (“PSAB for Government NPOs”).

These financial statements do not reflect the assets, liabilities and results of operations of the various student organizations or The Mohawk College Foundation which is a separate public foundation.

(b) Revenue recognition

The College follows the deferral method of accounting for contributions, which include donations and government grants.

Operating grants from the Ministry of Training, Colleges and Universities (“MTCU”) and other government agencies are recorded as revenue in the year to which they relate. Grants approved but not received at the end of the fiscal year are accrued. Where a portion of a grant relates to a future year, it is deferred and recognized in the subsequent year.

Revenue from tuition fees, contracts and sales from ancillary operations is recognized when the services are provided or the goods are sold and collection is reasonably assured.

Externally restricted contributions other than endowment contributions are recognized as revenue in the year in which the related expenses are recognized. Contributions restricted for the purchase of capital assets are deferred and amortized into revenue on a straight-line basis at a rate corresponding with the amortization rate for the related capital assets.

Unrestricted contributions are recognized as revenue when received or receivable.

Endowment contributions are recognized as direct increases in endowment net assets.

Restricted investment income is recognized as revenue in the year in which the related expenses are recognized. Unrestricted investment income is recognized as revenue when earned.

(c) Inventories

Inventories consist primarily of items held for resale in the Campus Stores. Inventories are valued at the lower of cost and net realizable value.

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED MARCH 31, 2016**

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**1. SIGNIFICANT ACCOUNTING POLICIES (continued):**

(d) Capital assets

Purchased capital assets are recorded at cost less accumulated amortization. Donated capital assets are recorded at their fair market value at the date of donation. Repairs and maintenance costs are charged to expense. Betterments, which extend the estimated life of an asset, are capitalized. When a capital asset no longer contributes to the College’s ability to provide services, its carrying amount is written down to residual value. Construction in progress is recorded separately on the statement of financial position until construction is complete and the asset is put into operational use. Remaining capital assets are amortized on a straight-line basis over their estimated useful lives using the following rates:

<u>Asset Class</u>	<u>Rate</u>
Land	n/a
Buildings	40 years
Portables & roof replacement	20 years
Site improvements	10 years
Major equipment	10 years
Furniture & equipment	5 years
Vehicles	5 years
Computers & software	3 years

(e) Vacation pay

The College recognizes vacation pay as an expense on the accrual basis.

(f) Retirement and post-employment benefits and compensated absences

The College provides defined retirement and post-employment benefits and compensated absences to certain employee groups. These benefits include pension, health and dental, vesting sick leave and non-vesting sick leave. The College has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of post-employment future benefits are actuarially determined using management’s best estimate of health care costs, disability recovery rates and discount rates. Adjustments to these costs arising from changes in estimates and experience gains and losses are amortized to income over the estimated average remaining service life of the employee groups on a straight line basis.
- (ii) The costs of the multi-employer defined benefit pension are the employer’s contributions due to the plan in the period.
- (iii) The cost of vesting and non-vesting sick leave benefits are actuarially determined using management’s best estimate of salary escalation, employees’ use of entitlement and discount rates. Adjustments to these costs arising from changes in actuarial assumption and/or experience are recognized over the estimated average remaining service life of the employees.
- (iv) The discount rate used in the determination of the above-mentioned liabilities is based on the effective yield of Ontario bonds (trading on the market) that approximate the weighted average duration of the cashflows for the employee future benefits.



**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED MARCH 31, 2016**

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**1. SIGNIFICANT ACCOUNTING POLICIES (continued):**

(g) Financial instruments

Financial instruments are recorded at fair value on initial recognition. Financial instruments are subsequently recorded at fair value or amortized cost. Management has elected to record all investments at fair value as they are managed and evaluated on a fair value basis.

Transaction costs incurred on the acquisition of financial instruments measured subsequently at fair value are expensed as incurred. All other financial instruments are adjusted by transaction costs incurred on acquisition and financing costs, which are amortized using the straight line method.

All financial assets are assessed for impairment on an annual basis. When a decline is determined to be other than temporary, the amount of the loss is reported in the statement of operations and any unrealized gains/losses are adjusted through the statement of remeasurement gains and losses.

When the asset is sold, the unrealized gains and losses previously recognized in the statement of remeasurement gains and losses are reversed and recognized in the statement of operations.

The Standards require an organization to classify fair value measurements using a fair value hierarchy, which includes three levels of information that may be used to measure fair value:

Level 1 – Unadjusted quoted market prices in active markets for identical assets or liabilities;

Level 2 – Observable or corroborated inputs, other than level 1, such as quoted prices for similar assets or liabilities in inactive markets or market data for substantially the full term of the assets or liabilities; and

Level 3 – Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets and liabilities.

(h) Management estimates

The preparation of financial statements in conformity with PSAB for Government NPOs requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenue and expenses during the period. Actual results could differ from these estimates. Areas of key estimation include determination of fair value for long-term investments, allowance for doubtful accounts, useful lives of capital assets, fair value of interest rate swap and actuarial estimation of post-employment benefits and compensated absences liabilities.

**2. CASH:**

The Canadian bank account earns interest at prime less 1.70%. Cash is carried at fair market value.

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED MARCH 31, 2016**

**3. INVESTMENTS:**

Investments are held with the College's investment management firm and consist of the following:

	Level	2016 \$	2015 \$
Pooled investments			
Bonds	2	6,056,262	5,958,450
Equities	2	5,975,860	5,742,655
Cash	2	1,001,362	990,389
Total pooled investments		13,033,484	12,691,494
Segregated investments			
Bonds	1	61,130,758	49,395,840
Cash	1	1,592,905	984,412
Total segregated investments		62,723,663	50,380,252
Total investments		75,757,147	63,071,746

The total cost of the investment portfolio is \$74,702,472 (2015 – \$61,055,045).

There were no significant transfers between Levels 1 and 2 for the years ended March 31, 2016 and 2015. There were no transfers in or out of Level 3.

Maturity profile of bonds held is as follows:

	March 31, 2016				
	Within 1 year	2 to 5 years	6 to 10 years	Over 10 year	Total
	\$	\$	\$	\$	\$
Carrying value	9,360,480	43,259,915	13,726,014	840,611	67,187,020
Percent of Total	14%	65%	20%	1%	100%

The College's bond portfolio has interest rates ranging from 0.30% to 8.50% (2015 – 1.33% to 7.60%).

**4. LONG-TERM INVESTMENT:**

Long-term investments are carried at cost. As at March 31, 2016 the long-term investment consists of investment in land of \$873,472 (2015 – \$873,472). In October 1995, the College purchased land in conjunction with Hillfield-Strathallan College for undetermined future use.

In addition, the College controls Mohawk College Enterprise Corporation ("MCE") and is the only registered holder of issued and outstanding MCE shares (2016 – \$100; 2015 – \$100) and accounts for the investment using the modified equity method. Under the modified equity approach, the College makes no adjustment to the amounts disclosed or recognized in its financial statements for these differences. MCE undertakes and carries out education training programs and consulting projects for and on behalf of businesses and industries. MCE is the exclusive provider of corporate training on behalf of the College. MCE is a for-profit organization and was incorporated under the Business Corporations Act (Ontario) by Certificate of Incorporation dated April 1, 2010. The Board of Directors is approved by the College and the Shareholder Declaration provides for limitations on certain activities and actions on the part of MCE without the express consent of the College.

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**  
**NOTES TO FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED MARCH 31, 2016**

**4. LONG-TERM INVESTMENT (continued):**

<b>Mohawk College Enterprise</b>	<b>2016</b>	<b>2015</b>
<b>Balance Sheet</b>	<b>\$</b>	<b>\$</b>
Total assets	645,712	576,854
Total liabilities	836,266	839,387
Total net assets	(190,554)	(262,533)
	<u>645,712</u>	<u>576,854</u>
<b>Mohawk College Enterprise</b>	<b>2016</b>	<b>2015</b>
<b>Statement of Operations &amp; Deficit</b>	<b>\$</b>	<b>\$</b>
Total revenue	3,137,462	3,127,434
Total expenses	3,065,483	3,057,848
Income before income taxes	71,979	69,586
Income taxes	-	-
Net income for the year	71,979	69,586
Deficit, beginning of year	(262,633)	(332,219)
Deficit, end of year	(190,654)	(262,633)
	<u>(190,654)</u>	<u>(262,633)</u>
<b>Mohawk College Enterprise</b>	<b>2016</b>	<b>2015</b>
<b>Statement of Cash Flows</b>	<b>\$</b>	<b>\$</b>
Cash flows from operating activities	(133,540)	589,511
Cash flows used by financing activities	(2,863)	(412,688)
Cash flows used by investing activities	(8,526)	(26,716)
Net cash flows	(144,929)	150,107
	<u>(144,929)</u>	<u>150,107</u>

The loss on the investment in MCE has been included in accounts payable and accrued liabilities.

**5. LONG-TERM RECEIVABLE:**

Long-term receivables held by the College consist of the following:

	<b>2016</b>	<b>2015</b>
	<b>\$</b>	<b>\$</b>
DBARC student levy receivable	33,272,312	34,056,023
Pledges receivable	-	45,907
Less: Current portion of long-term receivable	(821,475)	(783,711)
	<u>32,450,837</u>	<u>33,318,219</u>

In April 2012, the Mohawk Students Association entered into an agreement with the College to establish a new compulsory student activity fee (the "ARC Fee") to finance the building of the Athletic and Recreation Center (the "DBARC"). In November 2013, the DBARC construction was completed. The annual principal and interest payments on the long-term debt incurred to finance construction will be provided by the future ARC Fee student levies. The total principal and interest payments amount has been discounted at a rate of 4.762% (2015 – 4.762%) and the current amount receivable is \$33,272,312 (2015 – \$34,056,023). The current portion of long-term receivable represents the principal loan payments due within one year.

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**  
**NOTES TO FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED MARCH 31, 2016**

**6. CAPITAL ASSETS:**

	<b>Cost</b>	<b>Accumulated Amortization</b>	<b>2016 Net Book Value</b>	<b>2015 Net Book Value</b>
	\$	\$	\$	\$
Land	2,193,775	-	2,193,775	2,193,775
Buildings	141,811,807	40,311,026	101,500,781	102,364,005
Portables & roof replacement	6,930,569	1,885,159	5,045,410	5,275,908
Site improvements	48,154,430	23,481,820	24,672,610	27,383,898
Major equipment	24,514,858	11,306,396	13,208,462	11,702,499
Furniture & equipment	17,323,633	13,098,564	4,225,069	4,081,842
Vehicles	1,352,632	955,767	396,865	309,814
Computers & software	17,045,671	13,351,243	3,694,428	2,438,556
	<u>259,327,375</u>	<u>104,389,975</u>	<u>154,937,400</u>	<u>155,750,297</u>

**7. DEFERRED REVENUE:**

Deferred revenue consists of the following:

	<b>2016</b>	<b>2015</b>
	\$	\$
Student fees	18,011,560	16,882,954
Contracts	1,670,829	1,905,110
Student residence	315,145	312,275
MTCU grants	54,737	122,502
Other	552,160	378,800
	<u>20,604,431</u>	<u>19,601,641</u>

**8. LONG-TERM DEBT:**

	<b>2016</b>	<b>2015</b>
	\$	\$
Unsecured loan payable to the Ontario Financing Authority at 3.855%, payable in blended semi-annual instalments of \$486,267, due November 29, 2028.	9,870,908	10,446,231
Unsecured loan payable to the Ontario Financing Authority at 4.183%, payable in blended monthly instalments of \$40,673, due September 2, 2031.	5,538,675	5,789,353
Unsecured loan payable to the Ontario Financing Authority at 4.762%, payable in blended semi-annual instalments of \$1,198,162, due November 25, 2038.	33,274,124	34,057,835
	48,683,707	50,293,419
Less current portion	1,680,557	1,609,711
	<u>47,003,150</u>	<u>48,683,708</u>

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**  
**NOTES TO FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED MARCH 31, 2016**

**8. LONG-TERM DEBT (continued):**

Principal repayments for the next five years and thereafter:

2017	1,680,557
2018	1,731,404
2019	1,830,845
2020	1,936,684
2021	1,996,855
Thereafter	39,507,362
	\$ 48,683,707

**9. DEMAND LOAN:**

The College has a demand credit facility with a Canadian chartered bank. Interest is charged at prime. Borrowing is unsecured and subject to a credit spread of 100 basis points. To reduce the interest rate risk on the loan, the College entered into an interest rate swap contract that entitles the organization to receive interest at floating rates and obliges it to pay interest at a fixed rate of 7.75% (including the credit spread). The swap contract provides for amortization over 25 years.

The fair value of the interest rate swap of (\$2,458,123) (2015 – (\$2,705,682)) is recorded on the statement of financial position. The change in fair value of the interest rate swap is recorded in the statement of remeasurement gains and losses, with no impact on the College’s excess of revenue over expenditures.

**10. POST-EMPLOYMENT BENEFITS AND COMPENSATED ABSENCES:**

The following tables outline the components of the College’s post-employment benefits and compensated absences liabilities and related expenses.

	<b>March 31, 2016</b>			
	<b>Post-employment benefits</b>	<b>Non-vesting sick leave</b>	<b>Vesting sick leave</b>	<b>Total liability</b>
	\$	\$	\$	\$
Accrued employee future benefit obligations	1,395,000	4,012,000	1,297,000	6,704,000
Value of plan assets	(244,000)	-	-	(244,000)
Unamortized actuarial gains (losses)	184,000	877,000	(411,000)	650,000
Total liability	1,335,000	4,889,000	886,000	7,110,000

	<b>March 31, 2015</b>			
	<b>Post-employment benefits</b>	<b>Non-vesting sick leave</b>	<b>Vesting sick leave</b>	<b>Total liability</b>
	\$	\$	\$	\$
Accrued employee future benefit obligations	1,394,000	4,109,000	1,484,000	6,987,000
Value of plan assets	(239,000)	-	-	(239,000)
Unamortized actuarial gains (losses)	195,000	926,000	(516,000)	605,000
Total liability	1,350,000	5,035,000	968,000	7,353,000

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED MARCH 31, 2016**

**10. POST-EMPLOYMENT BENEFITS AND COMPENSATED ABSENCES (continued):**

	<b>March 31, 2016</b>			
	<b>Post-employment benefits</b>	<b>Non-vesting sick leave</b>	<b>Vesting sick leave</b>	<b>Total expense</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Current year benefit cost	13,000	264,000	55,000	332,000
Interest on accrued benefit obligation	3,000	67,000	23,000	93,000
Amortized actuarial losses (gains)	(12,000)	(86,000)	101,000	3,000
<b>Total expense</b>	<b>4,000</b>	<b>245,000</b>	<b>179,000</b>	<b>428,000</b>

	<b>March 31, 2015</b>			
	<b>Post-employment benefits</b>	<b>Non-vesting sick leave</b>	<b>Vesting sick leave</b>	<b>Total expense</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Current year benefit cost	51,000	233,000	51,000	335,000
Interest on accrued benefit obligation	4,000	106,000	41,000	151,000
Amortized actuarial losses (gains)	(14,000)	(115,000)	90,000	(39,000)
<b>Total expense</b>	<b>41,000</b>	<b>224,000</b>	<b>182,000</b>	<b>447,000</b>

The benefits paid out in the year were \$671,000 (2015 – \$762,000).

Above amounts exclude pension contributions to the Colleges of Applied Arts and Technology pension plan, a multi-employer plan, described below.

*Retirement Benefits*

CAAT Pension Plan

Substantially all employees of the College are members of the Colleges of Applied Arts and Technology Pension Plan (the “Plan”), which is a multi-employer jointly sponsored defined benefit plan for eligible employees of public colleges and related employers in Ontario. Contributions by the College on account of current service pension costs amounted to \$10,619,957 (2015 – \$10,425,480), which have been included in the statement of operations. Contributions by employees amounted to \$10,521,117 (2015 – \$10,317,166). Contribution rates are set by the Plan’s governors to ensure the long-term viability of the Plan.

Any pension surplus or deficit is a joint responsibility of the members and employers and may affect future contribution rates. The College does not recognize any share of the Plan's pension surplus or deficit as insufficient information is available to identify the College's share of the underlying pension assets and liabilities. The most recent actuarial valuation filed with pension regulators as at January 1, 2016 indicated an actuarial surplus of \$1.179 billion.

*Post-employment Benefits*

The College extends post-employment life insurance, health and dental benefits to certain employee groups subsequent to their retirement. The College recognizes these benefits as they are earned during the employees’ tenure of service. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council.

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED MARCH 31, 2016**

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**10. POST-EMPLOYMENT BENEFITS AND COMPENSATED ABSENCES (continued):**

The major actuarial assumptions employed for the valuation are as follows:

(a) *Discount rate*

The present value as at March 31, 2016 of the future benefits was determined using a discount rate of 1.7% (2015 – 1.6%).

(b) *Drug costs*

Drug costs were assumed to increase at an 8.5% rate for 2016 (2015 – 8.75%) and decrease proportionately thereafter to an ultimate rate of 4% in 2034 for fiscal 2016 (2015 – 4%).

(c) *Hospital and other medical*

Hospital and other medical costs were assumed to increase at 4% per annum for fiscal 2016 (2015 – 4%).

(d) *Dental costs*

Dental costs were assumed to increase at 4% per annum for fiscal 2016 (2015 – 4%).

*Compensated Absences*

Vesting Sick Leave

The College has provided for vesting sick leave benefits during the year. Eligible Faculty employees, hired before April 1, 1991 and Administrative employees hired before July 1, 1974 are entitled to receive on termination or retirement, accumulated sick days multiplied by their actual daily rate to a maximum of six months salary. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council.

Non-vesting Sick Leave

The College allocates to certain employee groups a specified number of days each year for use as paid absences in the event of illness or injury. These days do not vest and are available immediately. Employees are permitted to accumulate their unused allocation each year, up to the allowable maximum provided in their employment agreements. Accumulated days may be used in future years to the extent that the employees' illness or injury exceeds the current year's allocation of days. Sick days are paid out at the salary in effect at the time of usage. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council.

The assumptions used in the valuation of vesting and non-vesting sick leave are the College's best estimate of expected rates of:

	<u>2016</u>	<u>2015</u>
Wage and salary escalation	0.5% - 1.8%	1% - 1.5%
Discount rate	1.7%	1.6%

The probability that the employee will use more sick days than the annual accrual and the excess number of sick days used are within ranges of 0% to 24% and 0 to 44.3 days respectively for age groups ranging from 20 and under to 65 and over in bands of 5 years.

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**  
**NOTES TO FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED MARCH 31, 2016**

**11. DEFERRED CONTRIBUTIONS:**

**a) Deferred contributions:**

Deferred contributions represent unspent externally restricted scholarships, bursaries, grants and donations for student awards and student assistance. It also includes unspent endowment investment income.

	<b>2016</b>	<b>2015</b>
	<b>\$</b>	<b>\$</b>
Balance, beginning of year	6,069,890	5,091,951
Additional contributions received	3,716,470	5,140,102
Less award payments & administrative expenses	(4,678,958)	(4,162,163)
Balance, end of year	<u>5,107,402</u>	<u>6,069,890</u>

Deferred contributions are comprised of:

	<b>2016</b>	<b>2015</b>
	<b>\$</b>	<b>\$</b>
Endowment interest funds	2,239,709	2,696,307
Tuition set-aside funds	1,539,480	1,924,810
Scholarships and bursaries	516,499	540,795
Joint employment stability replacement fund	428,468	400,690
MTCU grants	374,153	499,519
Other	9,093	7,769
	<u>5,107,402</u>	<u>6,069,890</u>

**b) Deferred contributions related to construction in progress:**

	<b>2016</b>	<b>2015</b>
	<b>\$</b>	<b>\$</b>
Balance, beginning of year	-	94,687
Additional contributions received	180,000	-
Plus amounts transferred from deferred contributions related to expenses of future periods	90,000	-
Less amounts transferred to capital assets in the year	-	(94,687)
Balance, end of year	<u>270,000</u>	<u>-</u>



**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**  
**NOTES TO FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED MARCH 31, 2016**

**11. DEFERRED CONTRIBUTIONS (continued):**

**c) Deferred contributions related to expenses of future periods:**

Deferred contributions related to expenses of future periods represent unspent externally restricted grants and donations intended to support primarily college-wide equipment and facility improvements and also provide student financial assistance.

	<b>2016</b>	<b>2015</b>
	<b>\$</b>	<b>\$</b>
Balance, beginning of year	6,001,919	3,388,336
Additional contributions received	3,034,307	5,095,439
Less amounts recognized as revenue in the year	(2,485,142)	(1,673,284)
Less amounts transferred to deferred contributions related to capital assets	(123,386)	(808,572)
Less amounts transferred to deferred contributions related to construction in progress	(90,000)	-
Balance, end of year	<u>6,337,698</u>	<u>6,001,919</u>

Deferred contributions related to expenses of future periods are comprised of:

	<b>2016</b>	<b>2015</b>
	<b>\$</b>	<b>\$</b>
MTCU	13,280	13,280
Donations	3,223,215	2,774,734
Other	3,101,203	3,213,905
	<u>6,337,698</u>	<u>6,001,919</u>

**d) Deferred contributions related to capital assets:**

Deferred capital contributions related to capital assets represent the unamortized amount of donations, grants and other contributions received for the purchase of capital assets.

	<b>2016</b>	<b>2015</b>
	<b>\$</b>	<b>\$</b>
Balance, beginning of year	106,961,607	113,282,519
Additional contributions received	4,439,473	3,229,697
Plus amounts transferred from deferred contributions related to construction in progress	-	94,687
Plus amounts transferred from deferred contributions related to expenses of future periods	123,386	808,572
Less amortization in the year	(6,950,535)	(10,453,868)
Balance, end of year	<u>104,573,931</u>	<u>106,961,607</u>

Deferred contributions related to capital assets are comprised of:

	<b>2016</b>	<b>2015</b>
	<b>\$</b>	<b>\$</b>
MTCU	57,118,491	59,671,918
ARC Fees	31,792,509	33,004,487
Donations	10,802,309	9,374,017
Other	4,860,622	4,911,185
	<u>104,573,931</u>	<u>106,961,607</u>

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**  
**NOTES TO FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED MARCH 31, 2016**

**12. INVESTMENT IN CAPITAL ASSETS:**

The College's investment in capital assets is calculated as follows:

	<b>2016</b>	<b>2015</b>
	<b>\$</b>	<b>\$</b>
Capital assets	154,937,400	155,750,297
Construction in progress	277,563	1,023,711
Investment in land	873,472	873,472
	<u>156,088,435</u>	<u>157,647,480</u>
Less:		
Current portion of long-term debt	(859,082)	(826,000)
Demand loan	(8,224,938)	(8,808,915)
Long-term debt	(14,457,961)	(15,317,043)
Deferred contributions related to construction in progress	(270,000)	-
Deferred contributions related to capital assets	(104,573,931)	(106,961,607)
Investment in capital assets	<u>27,702,523</u>	<u>25,733,915</u>

Change in net assets invested in capital assets is calculated as follows:

	<b>2016</b>	<b>2015</b>
	<b>\$</b>	<b>\$</b>
Deficiency of revenues over expenditures:		
Amortization of deferred capital contributions related to capital assets	6,950,535	10,453,868
Amortization of capital assets	(13,764,852)	(13,567,440)
	<u>(6,814,317)</u>	<u>(3,113,572)</u>
Net change in investment of capital assets:		
Purchase of capital assets and transfers from construction in progress	12,205,807	4,390,870
Amounts funded by deferred capital contributions	(4,832,859)	(3,943,582)
Repayment of term debt	1,409,977	1,340,157
Investment in capital assets	<u>8,782,925</u>	<u>1,787,445</u>

**13. INTERNALLY RESTRICTED ASSETS:**

Net assets internally restricted by the Board of Governors represent specific initiatives, liabilities and other provisions. Internally restricted net assets are not available for other purposes without approval of the Board of Governors.

**14. ENDOWMENT CONTRIBUTIONS:**

Endowments represent restricted donations received by the College where the principal is required to be maintained intact. The investment income generated from these endowments must be used in accordance with the various purposes established by the donors. The College ensures, as part of its fiduciary responsibilities, that all funds received with a restricted purpose are expended for the purpose for which they were provided.

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED MARCH 31, 2016**

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**14. ENDOWMENT CONTRIBUTIONS (continued):**

Investment income on endowments that was disbursed during the year has been recorded in the statement of operations since this income is available for disbursement as scholarships and bursaries and the donors' conditions have been met. The unspent portion of investment income is recorded in deferred contributions. Investment income on endowed assets recognized and deferred was \$621,558 and \$72,471 respectively (2015 – \$663,481 and \$351,315).

The College has the following endowment funds:

	<b>2016</b>	<b>2015</b>
	<b>\$</b>	<b>\$</b>
Ontario Student Opportunity Trust Funds (Schedule 3)	5,583,328	5,583,328
Ontario Trust for Student Support (Schedule 4)	7,620,697	7,310,255
Other	2,916,587	2,804,711
	<u>16,120,612</u>	<u>15,698,294</u>

**15. FINANCIAL INSTRUMENT RISK MANAGEMENT:**

Credit risk

Credit risk is the risk of financial loss to the College if a debtor fails to make payments of interest and principal when due. The College is exposed to this risk relating to its cash, debt holdings in its investment portfolio, long-term receivable, accounts receivable and grants receivable. The College holds its cash accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of default, the College's cash accounts are insured up to \$100,000.

The College's investment policy operates within the constraints of the investment guidelines issued by the MTCU and puts limits on the bond portfolio including portfolio composition limits, issuer type limits, bond quality limits, aggregate issuer limits, corporate sector limits and general guidelines for geographic exposure. All fixed income portfolios are measured for performance on a quarterly basis and monitored by management on a monthly basis. The guidelines permit the College's funds to be invested in bonds issued by the Government of Canada, a Canadian province or a Canadian municipality having a rating of AAA or better.

The College's maximum exposure to credit risk is representative of the carrying value of cash, investments, accounts receivable, grants receivable, current portion of long-term receivable and long-term receivable which as at March 31, 2016 totals \$133,091,200.

Accounts receivable are ultimately due from students. Credit risk is mitigated by financial approval processes before a student is enrolled and the highly diversified nature of the student population.

Grants receivable are due from government sources. The College works to ensure that all eligibility criteria are met in order to qualify to receive the funding.

The College measures its exposure to credit risk based on how long the amounts have been outstanding. An impairment allowance is set up based on the College's historical experience regarding collections.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate as a result of market factors. Market factors include three types of risk: currency risk, interest rate risk and equity risk.

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**  
**NOTES TO FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED MARCH 31, 2016**

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**15. FINANCIAL INSTRUMENT RISK MANAGEMENT (continued):**

Market risk (continued):

The College's investment policy operates within the constraints of the investment guidelines issued by the MTCU. The policy's application is monitored by management, the investment managers and the board of governors. Diversification techniques are utilized to minimize risk.

Currency risk

Currency risk relates to the College operating in different currencies and converting non-Canadian earnings at different points in time at different foreign levels when adverse changes in foreign currency rates occur. The College does not have any material transactions or financial instruments denominated in foreign currencies.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods to measure the risk.

Interest rate risk

Interest rate risk is the potential for financial loss caused by fluctuations in fair value or future cash flows of financial instruments because of changes in market interest rates.

The College is exposed to this risk through its interest bearing investments, demand loan and long-term debt.

The College mitigates interest rate risk on its demand loan through a derivative financial instrument that exchanges the variable rate inherent in the term debt for a fixed rate (see note 9). Therefore, fluctuations in market interest rates would not impact future cash flows and operations relating to the demand loan.

At March 31, 2016, a 1% fluctuation in interest rates, with all other variables held constant, would have an estimated impact on the fair value of bonds and the interest rate swap of \$2,281,420 and \$507,000 respectively. The College's demand loan as described in note 9 would not be impacted as the inherent variable rate of the debt has been fixed with the use of the aforementioned derivative interest rate.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

Equity risk

Equity risk is the uncertainty associated with the valuation of assets arising from changes in equity markets. The College is exposed to this risk through its equity holdings within its investment portfolio. At March 31, 2016, a 10% movement in the stock markets with all other variables held constant would have an estimated effect on the fair values of the College's equities of \$597,586. There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

Liquidity risk

Liquidity risk is the risk that the College will not be able to meet all cash outflow obligations as they come due. The College mitigates this risk by monitoring cash activities and expected outflows through extensive budgeting and maintaining investments that may be converted to cash in the near-term if unexpected cash outflows arise.

Derivative financial liabilities mature as described in note 9.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED MARCH 31, 2016**

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**16. THE MOHAWK COLLEGE FOUNDATION:**

The College has an economic interest in the Mohawk College Foundation (the “Foundation”), which raises funds from the community and alumni to finance certain expenditures of the College. The Foundation’s accounts are not included in these financial statements. The Foundation is incorporated under the Province of Ontario as a public foundation and is a registered charity under the Income Tax Act.

On January 1, 2015, the agreement between the Foundation and College for the licencing and management of the parking operations of the College expired and was not renewed. The management of the parking operations transferred back to the College.

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**  
**ANALYSIS OF OPERATING GRANTS, ANCILLARY AND OTHER REVENUE**  
**FOR THE YEAR ENDED March 31, 2016, with comparative figures for 2015**

**Schedule 1**

	2016 \$	2015 \$
<b>OPERATING GRANTS REVENUE</b>		
General operating and capital grants	65,086,561	61,606,084
Apprenticeship	8,915,889	8,180,754
Collaborative program grants	7,234,988	7,516,587
Employment Services	3,099,059	3,013,070
Federal projects	2,231,539	2,609,241
Aboriginal grants	1,420,653	1,055,068
School College Works Initiative	1,395,763	1,553,856
Literacy & Basic Skills	1,386,909	1,620,256
Disability Services	1,175,704	1,299,132
Municipal tax grant	813,675	800,250
Termination gratuities	323,332	1,056,456
Other Ministry grants	465,707	797,523
	<u>93,549,779</u>	<u>91,108,277</u>
<b>ANCILLARY REVENUE</b>		
Campus stores	5,723,650	5,889,381
Parking	3,321,895	2,672,749
Student residence	3,249,712	3,149,691
Food services	959,492	988,509
Facility rentals	445,103	555,672
Student life	167,456	152,450
Printing	153,524	134,311
Athletic and recreation centre	142,062	130,767
Other	118,471	323,846
	<u>14,281,365</u>	<u>13,997,376</u>
<b>OTHER REVENUE</b>		
Contract training projects	2,637,004	2,643,339
Investment income	1,343,122	1,277,364
International projects	402,388	304,226
Student government	370,929	313,714
Donations	279,438	1,283,677
Miscellaneous	5,599,033	1,287,642
	<u>10,631,914</u>	<u>7,109,962</u>

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**  
**ANALYSIS OF ANCILLARY EXPENDITURES**  
**FOR THE YEAR ENDED March 31, 2016, with comparative figures for 2015**

**Schedule 2**

	2016	2015
	\$	\$
Salaries and benefits	1,534,969	1,583,479
Cost of sales	4,288,411	4,400,319
Contracted services and professional fees	1,620,080	1,693,213
Supplies and other expenses	1,215,813	1,163,657
Utilities, maintenance and taxes	1,521,614	1,758,672
	<u>10,180,887</u>	<u>10,599,340</u>

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
ANALYSIS OF ONTARIO STUDENT OPPORTUNITY TRUST FUND (OSOTF I)  
FOR THE YEAR ENDED March 31, 2016, with comparative figures for 2015**

**Schedule 3**

	2016 (Book Value) \$	2015 (Book Value) \$
<b>Endowment Fund Balance</b>		
Fund Balance, beginning and end of year	5,520,998	5,520,998
<b>Expendable Funds Available for Awards</b>		
Balance, beginning of year	761,056	608,449
Investment income, net of related expenses	191,049	225,169
Awards issued (2016-#284; 2015-#103)	(198,358)	(72,562)
Balance, end of year	753,747	761,056

The amounts recorded above are for Ministry purposes only. The fair market value of the endowment and expendable funds as at March 31, 2016 were \$5,520,998 and \$932,274 respectively.

**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
ANALYSIS OF ONTARIO STUDENT OPPORTUNITY TRUST FUND (OSOTF II)  
FOR THE YEAR ENDED March 31, 2016, with comparative figures for 2015**

	2016 (Book Value) \$	2015 (Book Value) \$
<b>Endowment Fund Balance</b>		
Fund Balance, beginning and end of year	62,330	62,330
<b>Expendable Funds Available for Awards</b>		
Balance, beginning of year	16,722	14,006
Investment income, net of related expenses	2,370	2,716
Balance, end of year	19,092	16,722

The amounts recorded above are for Ministry purposes only. The fair market value of the endowment and expendable funds as at March 31, 2016 were \$62,330 and \$21,295 respectively.



**THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
ANALYSIS OF ONTARIO TRUST FOR STUDENT SUPPORT (OTSS)  
FOR THE YEAR ENDED March 31, 2016, with comparative figures for 2015**

**Schedule 4**

	2016 (Book Value) \$	2015 (Book Value) \$
<b>Endowment Fund Balance</b>		
Fund Balance, beginning of year	7,310,255	6,987,092
Cash donations received	310,442	323,163
Fund Balance, end of year	<u>7,620,697</u>	<u>7,310,255</u>
<b>Expendable Funds Available for Awards</b>		
Balance, beginning of year	499,130	372,129
Investment income, net of related expenses	237,333	242,755
Cash donations received	7,745	8,284
Awards issued (2016-#181; 2015-#114)	(181,211)	(124,038)
Balance, end of year	<u>562,997</u>	<u>499,130</u>

The amounts recorded above are for Ministry purposes only. The fair market value of the endowment and expendable funds as at March 31, 2016 were \$7,620,697 and \$708,350 respectively.

Financial Statements of

**MOHAWK COLLEGE  
ENTERPRISE CORPORATION**

Year ended March 31, 2016



**KPMG LLP**  
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## INDEPENDENT AUDITORS' REPORT

To the Shareholder of Mohawk College Enterprise Corporation

We have audited the accompanying financial statements of Mohawk College Enterprise Corporation (the "Corporation"), which comprise the balance sheet as at March 31, 2016, the statements of operations and deficit and cash flows for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for private enterprises; this includes determining that Canadian accounting standards for private enterprises are an acceptable basis for the preparation of the financial standards in the circumstances, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditors' Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### *Opinion*

In our opinion, the financial statements present fairly, in all material respects, the financial position of Mohawk College Enterprise Corporation as at March 31, 2016, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for private enterprises.



Page 2

*Basis of Accounting and Restriction*

Without modifying our opinion, we draw attention to Note 1 to the financial statements, which describes the basis of accounting. The financial statements are prepared to assist the Corporation with its internal reporting to its shareholder, Mohawk College of Applied Arts and Technology and to assist the Corporation to prepare its corporate income tax returns. As a result, the financial statements may not be suitable for another purpose. Our report is intended solely for the Corporation and Mohawk College of Applied Arts and Technology and for federal and provincial income tax authorities and should not be used by any other parties.

*KPMG LLP*

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Chartered Professional Accountants, Licensed Public Accountants

June 24, 2016

Hamilton, Canada

# MOHAWK COLLEGE ENTERPRISE CORPORATION

## Balance Sheet

March 31, 2016, with comparative information for 2015

	2016	2015
<b>Assets</b>		
Current assets:		
Cash	\$ 131,462	\$ 276,391
Accounts receivable (notes 2 and 6)	477,616	262,058
Prepaid expenses	8,070	9,356
	<u>617,148</u>	<u>547,805</u>
Equipment (note 3)	1,876	5,549
Intangible assets (note 4)	26,688	23,500
	<u>\$ 645,712</u>	<u>\$ 576,854</u>

## Liabilities and Shareholder's Deficiency

Current liabilities:		
Accounts payable and accrued liabilities (notes 5 and 6)	\$ 521,443	\$ 454,422
Deferred revenue	314,823	382,102
Current portion of obligation under capital lease (note 7)	-	2,863
	<u>836,266</u>	<u>839,387</u>
Shareholder's deficiency:		
Share capital (note 8)	100	100
Deficit	(190,654)	(262,633)
	<u>(190,554)</u>	<u>(262,533)</u>
Economic dependence (note 11)		
	<u>\$ 645,712</u>	<u>\$ 576,854</u>

See accompanying notes to financial statements.

On behalf of the Board:

  
\_\_\_\_\_  
Chair

  
\_\_\_\_\_  
President

# MOHAWK COLLEGE ENTERPRISE CORPORATION

## Statement of Operations and Deficit

Year ended March 31, 2016, with comparative information for 2015

	2016	2015
Program revenue	\$ 3,133,967	\$ 3,126,004
Cost of programs	2,139,696	1,990,384
Gross margin	994,271	1,135,620
Other income	3,495	1,430
Gross earnings from operations	997,766	1,137,050
Expenses:		
Advertising and promotion	15,032	24,186
Amortization	9,011	3,389
Bank charges and interest	6,719	5,047
Insurance	353	20,811
Interest	39	16,409
Meals and entertainment	946	1,313
Office	12,549	34,000
Professional fees and contracts	74,601	74,687
Salaries and benefits	609,405	549,237
Telephone	6,153	7,796
Travel	5,000	4,969
	739,808	741,844
Earnings before the undernoted items	257,958	395,206
Other expenses:		
Facility charges (note 6)	33,300	33,100
Donation to shareholder (note 6)	90,000	230,000
Royalty expense (note 6)	62,679	62,520
	185,979	325,620
Earnings before income taxes	71,979	69,586
Income tax expense (note 9)	-	-
Net income	71,979	69,586
Deficit, beginning of year	(262,633)	(332,219)
Deficit, end of year	\$ (190,654)	\$ (262,633)

See accompanying notes to financial statements.

# MOHAWK COLLEGE ENTERPRISE CORPORATION

## Statement of Cash Flows

Year ended March 31, 2016, with comparative information for 2015

	2016	2015
Cash provided by (used in):		
Operations:		
Net income	\$ 71,979	\$ 69,586
Items not involving cash:		
Amortization	9,011	3,389
Changes in non-cash operating working capital:		
(Increase) decrease in accounts receivable	(215,558)	302,314
Decrease (increase) in prepaid expenses	1,286	(4,474)
Increase in accounts payable and accrued liabilities	67,021	20,574
(Decrease) increase in deferred revenue	(67,279)	198,122
	(133,540)	589,511
Financing:		
Repayment of obligations under capital lease	(2,863)	(3,344)
Repayment of loan payable to shareholder	-	(409,344)
	(2,863)	(412,688)
Investing:		
Purchase of equipment	-	(3,216)
Purchase of intangible assets	(8,526)	(23,500)
	(8,526)	(26,716)
(Decrease) increase in cash	(144,929)	150,107
Cash, beginning of year	276,391	126,284
Cash, end of year	\$ 131,462	\$ 276,391

See accompanying notes to financial statements.

# MOHAWK COLLEGE ENTERPRISE CORPORATION

Notes to Financial Statements

Year ended March 31, 2016

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Mohawk College Enterprise Corporation (the "Corporation") is a private company incorporated under the laws of Ontario on April 1, 2010 and is engaged in the business of providing education training programs and consulting projects for and on behalf of businesses and industries.

## 1. Significant accounting policies:

### (a) Basis of accounting:

As a government business enterprise, Canadian public sector accounting standards require the Corporation to adhere to the standards applicable in the CPA Canada Handbook - Accounting. Accordingly the Corporation is required under Canadian generally accepted accounting principles to prepare its financial statements using International Financial Reporting Standards. Management has determined that the internal reporting needs of the Corporation and its shareholder, Mohawk College of Applied Arts and Technology ("Mohawk College"), are met through the use of Canadian accounting standards for private enterprises, and, therefore, the financial statements have been prepared in accordance with that framework. Since Canadian accounting standards for private enterprises is not designed to necessarily meet the needs of all users of the financial statements of a government business enterprise, the readers of these financial statements may require additional information.

### (b) Revenue recognition:

Revenue from sales is recognized when service has been performed, and collectibility is reasonably assured. Deferred revenue represents revenue received in advance of services being provided.

### (c) Computer equipment:

Computer equipment purchased and under capital lease is stated at cost, less accumulated amortization. The Corporation amortizes the leased equipment straight line over the lease term. Purchased equipment is amortized over the useful life of the asset. The carrying amount is tested for recoverability whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognized when the asset's carrying amount is not recoverable and exceeds its fair value.



# MOHAWK COLLEGE ENTERPRISE CORPORATION

Notes to Financial Statements (continued)

Year ended March 31, 2016

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## 1. Significant accounting policies (continued):

### (d) Intangible assets:

Intangible assets are comprised of website design costs and are initially recognized and measured at cost. Development activities are recognized as an asset provided they meet the capitalization criteria, which include the Corporation's ability to demonstrate: technical feasibility of completing the intangible asset so that it will be available for use or sale; the Corporation's intention to complete the asset for use or for sale; the Corporation's ability to use or sell the asset; the adequacy of the Corporation's resources to complete the development; the Corporation's ability to measure reliably the expenditures during the development; and the Corporation's ability to demonstrate that the asset will generate future economic benefits. The assets are amortized over their useful lives unless the life is determined to be indefinite. The carrying value of an intangible asset which is subject to amortization is tested for recoverability whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognized when the carrying amount is not recoverable and exceeds its fair value. Impairment losses are not subsequently reversed.

### (e) Income taxes:

The Corporation uses the taxes payable method to account for income taxes whereby the expense (income) of the period consists only of the cost (benefit) of current income taxes for that period, determined in accordance with the rules established by the taxation authorities.

### (f) Related party transactions:

Monetary and non-monetary related party transactions that have commercial substance are measured at the exchange amount when they are in the normal course of operations, except when the transaction is an exchange of a product or property held-for-sale in the normal course of operations. Where the transaction is not in the normal course of operations, it is measured at the exchange amount when there is a substantive change in the ownership of the item transferred and there is independent evidence of the exchange amount.

All other related party transactions are measured at the carrying amount.

# MOHAWK COLLEGE ENTERPRISE CORPORATION

Notes to Financial Statements (continued)

Year ended March 31, 2016

## 1. Significant accounting policies (continued):

### (g) Use of estimates:

The preparation of the financial statements in conformity with Canadian accounting standards for private enterprises requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the year. By their nature, these estimates are subject to measurement uncertainty and the effect on the financial statements of changes in such estimates in future periods could be significant.

## 2. Accounts receivable:

	2016		2015	
Accounts receivable	\$	477,616	\$	263,293
Less: allowance for doubtful accounts		-		(1,235)
	\$	477,616	\$	262,058

## 3. Equipment:

	2016		2015	
	Cost	Accumulated amortization	Net book value	Net book value
Computer equipment	\$ 3,216	\$ 1,340	\$ 1,876	\$ 2,948
Computer equipment under capital lease	9,884	9,884	-	2,601
	\$ 13,100	\$ 11,224	\$ 1,876	\$ 5,549

# MOHAWK COLLEGE ENTERPRISE CORPORATION

Notes to Financial Statements (continued)

Year ended March 31, 2016

## 4. Intangible assets:

			2016	2015
	Cost	Accumulated amortization	Net book value	Net book value
Website	\$ 32,026	\$ 5,338	\$ 26,688	\$ 23,500

## 5. Accounts payable and accrued liabilities:

Included in accounts payable and accrued liabilities are government remittances payable of \$94,028 (2014 - \$115,385).

## 6. Related party transactions:

Mohawk College is the registered holder of all the issued and outstanding shares of the Corporation.

The Corporation repaid its related party financing in the prior year. The loan payable was due on demand, bore interest at prime plus 3% and was secured by a general security agreement. The Corporation has available from Mohawk College a line of credit of \$250,000 (2015 - \$nil). At March 31, 2016 no funds have been drawn.

# MOHAWK COLLEGE ENTERPRISE CORPORATION

Notes to Financial Statements (continued)

Year ended March 31, 2016

## 6. Related party transactions (continued):

The following amounts are included in accounts receivable and accounts payable and accrued liabilities at year end:

	2016	2015
Accounts receivable from Mohawk College	\$ 201,694	\$ 81,150
Accounts payable to Mohawk College	198,008	234,572

The following table summarizes the Corporation's transactions with Mohawk College for the year:

	2016	2015
Program revenue	\$ 991,134	\$ 1,172,606
Program delivery:		
Rent expense	(29,534)	(23,496)
Other administrative expenses	(150,038)	(156,664)
Non-program:		
Administrative expenses	(17,315)	(29,436)
Interest on loan payable	-	(16,271)
Facility charges:		
Rent expense	(18,300)	(18,100)
Information technology expense	(15,000)	(15,000)
Royalty expense	(62,679)	(62,520)
Donation to Mohawk College	(90,000)	(230,000)

These transactions are in the normal course of operations and are measured at the exchange amount of consideration established and agreed upon by the related parties.

In accordance with the Operating Agreement between the Corporation and Mohawk College, 75% of the projected net profit of the Corporation was donated to the College during the year. A royalty fee of 2% of program revenues was agreed with Mohawk College during the year in line with the Operating Agreement.

# MOHAWK COLLEGE ENTERPRISE CORPORATION

Notes to Financial Statements (continued)

Year ended March 31, 2016

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## 7. Obligations under capital lease:

The Corporation leases computer equipment under a capital lease. The capital lease bore interest at 2.00%. As at March 31, 2016 there were no remaining obligations under the capital lease.

## 8. Share capital:

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	2016	2015
Authorized:		
Unlimited number of common shares		
Issued:		
100 common shares	\$ 100	\$ 100

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## 9. Income taxes:

As at March 31, 2016, the Corporation has non-capital losses available for income tax purposes totaling \$185,066 (2015 - \$244,916). This amount can be used to reduce taxable income of future years. During the year \$59,851 of non-capital loss carryforwards were utilized to reduce taxable income to nil. In the current year, the Corporation made charitable donations of \$90,050 which were used in the current year to reduce taxable income.

The non-capital losses expire as follows:

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2032	\$ 121,429
2033	63,637
	<hr/> \$ 185,066 <hr/>

# MOHAWK COLLEGE ENTERPRISE CORPORATION

Notes to Financial Statements (continued)

Year ended March 31, 2016

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## 10. Financial risks and concentration of risk:

(a) Credit risk:

Credit risk refers to the risk that one party to a financial instrument will cause a financial loss for the other party by failing to discharge an obligation. The Corporation is exposed to credit risk resulting from the possibility that a customer or counterparty to a financial instrument defaults on their financial obligations. The Corporation's financial instruments that are exposed to concentrations of credit risk relate primarily to accounts receivable. This risk has not changed from the previous year.

(b) Liquidity risk:

Liquidity risk is the risk that the Corporation encounters difficulty in meeting its obligations associated with financial liabilities. Liquidity risk includes the risk that, as a result of operational liquidity requirements, the Corporation will not have sufficient funds to settle a transaction on the due date; will be forced to sell financial assets at a value, which is less than what they are worth; or may be unable to settle or recover a financial asset. Liquidity risk arises from accounts payable and accrued liabilities. The risk has not changed from the previous year.

(c) Currency risk:

The Company is exposed to financial risks as a result of exchange rate fluctuations and the volatility of these rates. In the normal course of business, the Company purchases certain training services in U.S. dollars. The Company does not currently enter into forward contracts to mitigate this risk. There has been no change to the risk exposure from the previous year.

## 11. Economic dependence:

Approximately 59% (2015 - 69%) of the Corporation's revenue is derived from two customers of which one customer represents 28% (2015 - 31%) while Mohawk College accounts for 32% (2015 - 38%) of revenue.

## 12. Comparative amounts:

The financial statements have been reclassified, where applicable, to conform to the presentation used in the current year. The changes do not affect prior year's earnings.

Appendix B: PSED Accountability Report

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## REPFW130 - PSED Accountability Report - SMA College Verification Report

Organization : Mohawk College

Submission Period : SMA - Strategic Mandate Agreement College Annual Report 2014-2015

### STRATEGIC MANDATE AGREEMENT (SMA) - COLLEGE

#### 2014-2015 Report Back

##### Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual colleges and the Ministry of Training, Colleges and Universities (the ministry) outline the role that each college currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the college are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2014-2015 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

#### **1. Jobs, Innovation & Economic Development (JIED)**

This component highlights Mohawk College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market.



In 2015, the ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

#### **1a. Graduate Employment**

##### **Per the KPI results reported in 2014-2015:**

<b>Percentage</b>
85.70

The employment rate for 2014-2015 graduates, 6 months after graduation, at Mohawk College was:

#### **Additional Information**

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Mohawk College used in 2014-2015 to measure graduate employment rate.

KPI results are used to measure graduate employment rates at Mohawk College.

#### **1b. Employer Satisfaction Rate**

##### **Per the KPI results reported in 2014-2015:**

<b>Percentage</b>
88.10

The Employer Satisfaction rate for 2014-2015 graduates, 6 months after graduation, at Mohawk College was:

#### **Additional Information**

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Mohawk College used in 2014-2015 to measure Employer Satisfaction rate.

KPI results are used to measure Employer Satisfaction Rates.

#### **1c. Employment in a Related Job**

##### **Per the results reported in the 2014-2015 Employment Profile for 2013-2014 graduates:**

<b>Percentage</b>
44.50

The number of graduates that were employed full-time in a related job at Mohawk College was:

#### **Additional Information**

Please indicate any methods, in addition to the Employment Profile for 2014-2015, that Mohawk College used in 2014-2015, to measure the number of graduates employed in a full-time related job.

KPI results are used to measure job related employment.

#### **Highlights**

Please provide highlights of Mohawk College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in

fostering social and economic development, and serving the needs of students, the economy and labour market (up to 600 words approx.).

- The Agency is an innovative "Living Learning" initiative operating through the McKeil School of Business at Mohawk College. It was created to offer students the opportunity to put into practice the knowledge and experience they've gained in their studies by engaging with real clients from the community. The mandate is to provide student engagement with a variety of non-profit organizations and selected start-up companies as a means of preparing them for the demands they will face post-graduation.
- SURGE is an entrepreneurship awareness and education program that stimulates and fosters a culture of entrepreneurship across Mohawk College's campuses while providing students access to start their own sustainable businesses. It is funded by \$350k from Ontario Centres of Excellence.
- AMRC is Ontario's only Additive Manufacturing Resource Centre which opened in January 2015 and specializes in 3D printing for prototyping and testing. This is supported by \$1.6M in funding and donations from CFI, ORF, and Industry. Additionally, we have secured agreements with CanMet and McMaster to complement our services.
- Our involvement in Digital Health include eHealth master service agreements, an IHE Academy certificate program, applications for Health Conferences and providing technical advisory services to Canadian companies.
- Mohawk Energy Research Centre (research, refinement, and electrical power system modernization) Smart Grid Technology Certificate & Symposium. Received a 5 year \$2.3M federal grant supporting research energy research initiatives.
- Siemens Canada Engineering & Technology Academy is a partnership that provides students with European style sponsorship and in-house training as well as rotational experience to the many divisions of Siemens. Mohawk is only one of 5 institutions in Canada involved in this projects (the only college in Ontario).
- Other collaborative examples include our Government of Canada Career Focus agreement, the Pre-Apprenticeship Partnership with LIUNA for unemployed youth and our entry level advantage to employment program in collaboration with IEC.
- Several of our programs have clinical and field placements components with hundreds of local agencies and businesses. Nursing and PSW programs work with over 50 agencies and place over 1300 students annually. Justice and Wellness programs place 400 students annually with over 100 agencies. Human services has 9 programs that place over 1800 students with over 500 agencies. Finally our 8 Allied Health and Medical Imaging programs place over 500 students with up to 300 agencies/sites.
- Mohawk and Six Nations Polytechnic have collaborated on the delivery of programs to the Aboriginal community since 2002. In January 2015 Mohawk and Six Nations Polytechnic exchanged Friendship Wampum Belt's commemorating this long standing relationship.

## **2a. Teaching and Learning - Student Satisfaction**

**The metrics in this component capture Mohawk College's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.**

### **2a. Student Satisfaction**

	<b>Percentage</b>
Per the Key Performance Indicator (KPI) results reported in 2014-2015, the student satisfaction rate at Mohawk College for KPI question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	86.40

Per the KPI results reported in 2014-2015, the student satisfaction rate at Mohawk College for KPI question #24 "The overall quality of the learning experiences in this program"	76.60
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Per the KPI results reported in 2014-2015, the student satisfaction rate at Mohawk College for KPI question #39 "The overall quality of the services in the college"	65.40
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Per the KPI results reported in 2014-2015, the student satisfaction rate at Mohawk College for KPI question #49 "The overall quality of the facilities/resources in the college"	78.60
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### **Additional Information**

Please indicate any methods, in addition to the KPI survey results, that Mohawk College used in 2014-2015 to measure student satisfaction.

The following surveys were conducted to get student satisfaction:

- Student Feedback on Teaching Survey (every term; day post-secondary courses, Continuing Education courses, Clinical/Placement courses)
- Student Support Program Survey (every term; counselling, Accessible Learning Services, Student Success Advisors, The Square, Peer Tutoring, etc.)
- Student Services Snap Shot Survey (every month; counselling & Accessible Learning Services)
- Feedback on Day One Orientation (every fall & winter start-up)
- Start Smart Surveys (every term)

The following surveys did not measure satisfaction however were conducted to solicit student input:

- Student Entrance Survey (incoming students)
- Student Engagement Survey (annually)
- Early Leavers Survey (past students whom withdrew within 3 years)

### **Highlights**

Please provide highlights of Mohawk College's activity in 2014-2015 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Mohawk College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

- Great Ideas for Teaching (GIFT) conference is a forum for faculty to share innovative teaching strategies and best practices across disciplines for incorporation into their course delivery. This started in 2014 and is held bi-annually. In the Spring, as part of our Inspiring Minds Conference, there was a day long session with the theme "Blending to Learn, Learning to Blend."
- Renewed curriculum for our College Education Development Program (CEDP) for new full time faculty to develop teaching skills and encourage an ongoing community of practice for teaching and learning including online learning opportunities, mentoring program, ePortfolio and CEDP Reads.
- Our annual Popsicle Stick competition was revamped this year and for the first time in over 20 years that the competition has been running, the strength of the student bridges was put to the test in a real application. A Mini Austin was suspended from a bridge made of Popsicle sticks to show the design capabilities of our students.
- Student Communications and Marketing worked in collaboration with Student Engagement to support Student Appreciation day. This strategy provided staff and faculty the opportunity to demonstrate student appreciation through the development of We Heart our Students campaign that was launched throughout the 3 College campuses, as well as the larger Hamilton community. This campaign was initiated through Mohawk College social media. College community response was overwhelming.
- Involved student volunteers in meaningful auditor training for the Key Performance Indicator (KPI) surveys. An E-learn training module provided student auditors the opportunity to review roles and responsibilities in the classroom.
- For the fifth year in a row, Mohawk ranked number one in overall student satisfaction among the six GTHA colleges in the latest Key Performance Indicator (KPI) survey results.

### **2b. Teaching and Learning - Graduation Rates**

Personal information is confidential and must be protected

## **2b. Graduation Rates**

Per the KPI results reported in 2014 , the graduation rate at Mohawk College is

**Percentage**

63.70

### **Additional Information**

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Mohawk College used in 2014-2015 to measure graduation rate.

Graduation rates for collaborative programs with McMaster University which are excluded from the KPI results are monitored and these 4 year degree programs yield higher retention rates. Because the KPI graduation rates look back at cohorts from several years ago we continue to monitor the leading indicator of retention rates and develop strategies to improve these results.

### **Highlights**

Please provide highlights of Mohawk College's activity in 2014-2015 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Mohawk College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

- Our graduation rate for collaborative programs was 71.5% and when combined with our KPI rate of 63.7% the overall graduation rate increases to 64.2%.
- Our first ever Student Success Plan provided a strategy to improve student retention and graduation rates. It also provided clear benchmarks for tracking our progress and the quality of our support services. Increasing coordination of efforts by Student Services, Corporate Services and the Academic Schools are turning the goals of the Student Success and Academic Plans into action. We have achieved the first goal of the Student Success Plan to move from 5th to 3rd place in the Greater Toronto and Hamilton Area (GTHA) in graduation rates in three years. Our second goal was to be at, or above, the provincial graduation rate, average in five years. We have reduced that gap from 4.7% to 2.1%, and are in a good position to achieve this goal in two years. We believe these increases can be attributed to students having higher levels of career clarity when selecting their programs, career counselling supports, enhanced academic supports, peer mentoring programs, early intervention initiatives and greater access to financial assistance. We anticipate the number of students graduating from Mohawk will continue to increase as we continue to improve our services and retention strategies. Most importantly, our students say that we are on the right track. Mohawk finished first among GTHA colleges in Student satisfaction, Graduate employment rate, Graduate satisfaction rate, Overall quality of services and Overall quality of facilities.
- We know that improving first year student retention rates is the key to improving graduation rates. Thus, our Student Success Plan and our initiatives focus on the first year student experience. Graduation rates have improved by nearly 4% in recent years: from 60.4% in 2011 to 63.7% in 2014. Semester 1-3 retention rates are also improving incrementally, from 74.3% in fall 2012 to 75.3% in winter 2015. The design and submission of School and Student Service Retention Plans by each Associate Dean and Director is a critical element of this work and represents a best practice for Mohawk College. Plans in 14-15 included an emphasis on enhancing orientation programs, faculty development and support, credit transfer and pathways advising, supporting students in high-risk courses, and self-service online advising tools such as the new 'My Academic Progress' software.
- Participation in the Productivity and Innovation Fund (PIF) grant on Learning Outcomes Assessment as part of a consortium with the University of Guelph, McMaster University, Wilfred Laurier University, University of Waterloo and D2L. Piloted and optimized the Brightspace Insights tool to track and report on learning outcomes across programs over time which will allow institutions to leverage data, document and discover the effectiveness of assessment tools on specific subjects while working with educators to develop a curriculum that results in greater student success
- Our College Ready Boot Camp provides students with the academic upgrading skills they need to succeed including upgrading communication and math skills, study skills, test taking and research skills.

## 2c. Teaching and Learning - Student Retention

### 2c. Retention Rates

The table below has been pre-populated with the results from Mohawk College's 2013-2014 Report Back. Please identify Mohawk College's achieved results for 2014-2015 using the following methodology:

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs in which enrolment is reported at minimum twice). Please include in your calculations all students who were on work/coop placements during the specified retention periods.

**1st to 2nd Year :** 2014 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 0 ÷ 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

**2nd to 3rd Year :** 2014 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x 100 = X%

**3rd to 4th Year :** 2014 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x 100 = X%

#### Entering Cohort

1st to 2nd Year

2nd to 3rd Year

3rd to 4th Year

#### Retention Rate Achieved 2013- Retention Rate Achieved 2014-

	2014	2015
1st to 2nd Year	74.50	75.30
2nd to 3rd Year	83.40	83.00

**\*NOTE: Institutions use a variety of student enrolment cluster groups in their student retention rate calculations. As such, comparison between prior year student retention rates and the 2014-2015 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with institutions to refine the student retention rate indicator for future SMA Report Backs.**

#### Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention Rate (up to 600 words approx.).

Calculation of retention rate compares enrolment of all full-time students (includes Domestic and Second Career students), where the program length is greater than one year and the program is included as one of the postsecondary programs submitted for funding under the GPOG; as a result the calculation excludes collaborative programs as they are not included in GPOG funding. The total full-time enrolment in the "retention" year (2014-15) is divided by the total full-time enrolment in the "base" year (2013-14). Students are assigned the year of the program based on the internally defined delivery of the program. Students who are full-time in the base year, but are scheduled to be out of class in the retention year (i.e. students who are on co-operative education work terms during the retention year) are excluded from the numerator used in this calculation as they are not "FT" during the retention year. The determination of enrolment status (ie. FT) is as at the term audit dates using normal ministry rules for FT/PT status.

#### Highlights

Personal information is confidential and must be protected

Please provide highlights of Mohawk College's activity in 2014-2015 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Mohawk College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Research shows that students do better academically when they feel connected to their schools, their teachers and other students. Mohawk's orientation and transition activities provide a welcome and introduction to new students and are designed to ensure that students make meaningful connections with peers from the start.

- Orientation starts before the semester begins Smart Start. In 2014, 764 students were welcomed on campus through Start Smart student transition sessions where they choose from a variety of student-success oriented workshops to help them prepare for college, such as time management, navigating 'e-learn' and services on campus.
  - Day One orientation - Our model for welcoming students continues to surpass attendance and satisfaction goals each fall and winter term. The average attendance was 64% in fall 2014 as compared to 52% in 2013. Three activities help students develop connections to their peers, faculty, school and careers. First, our Program Launch is designed to meet classmates and learn about expectations and opportunities in their programs. Second, our College Welcome is an introduction to the college as a whole. Third, a lunch and a social activity gives students a chance to connect outside the classroom.
  - Student advising fosters success - Mohawk provides 'student lifecycle' advising that starts pre-admission and continues till graduation. Pre-admission advising assists students in selecting the right programs and gain career clarity. Post-admission advising ensures that students have in fact chosen the right programs. The advising team is cross-functional to ensure service integration and includes both general advisors and specialists. Peer leaders also support students as tutors and mentors. This team continues to support more students every year and in 2014-15, 4,704 individual students met with the Student Service Advisors.
  - 'At-risk' advising - Students with probation status are deemed academically 'at-risk' and must meet with an advisor to be able to re-register. In January 2015, 83.9% of 'at-risk' students from the fall 2014 semester re-registered. After two years of significant improvements, this is on par with last year, and represents an increase in 6.8% improvement from 2012. New efforts to reach out to and support students on probation this past year included an increase in part-time staff to ensure students could see advisors more quickly. Video messages were added to the end of the semester 'Academic Status Update' email campaign, which included new 60 second videos of advising staff explaining each academic status, the next steps for students and the supports available to them.
  - Peer tutoring and peer-assisted study continue to support more students each year. The centre was renovated this past year, which improved the experience of students using the space for studying and tutoring. Student satisfaction in this area improved by 2% in this year's KPI.
  - Service Use and Retention - A baseline analysis this year of re-registration rates among students who used many of the core student services (Varsity Athletes, Co-Curricular Record, Employment Advising, Accessible Learning Services, Student Success Advising, Counselling, Peer Tutoring, and Peer Assisted Study Sessions) showed that the average, college-wide fall to winter re-registration rate was 79.7%. Most core services produced strong results, in some cases, with re-registration rates between 5-10% higher than the college average. Counsellors work with the most at-risk students, and often those suffering from mental illness, explaining why the re-registration rate is slightly below the college average (77.7%).
  - We launched a My Academic Progress (MAP) application for students and staff. This empowered students to track their academic progress and self-advise with accurate degree audits. It also gave the College tools for proactive communications with students related to progress and missed courses.
- 2d. Teaching and Learning - Work-Integrated Learning\***
- As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.**

\*DEFINITIONS:

Work-Integrated Learning (WIL) is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective

professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. Usually the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.caice.ca/coop-defined.html>, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study

**Based on the definitions provided above, please provide WIL data for Mohawk College in 2014-2015:**

Co-operative Education Program Type	Number of programs at Mohawk College with a Co-op Stream		Number of students at Mohawk College enrolled in a Co-op program
	Stream	Number of programs at Mohawk College with a Co-op Stream	
Certificate			
Diploma	17		1115
Advanced Diploma	12		1957
Graduate Certificate			
Applied Degree			

### Highlights

Please provide highlights of Mohawk College's activity in 2014-2015 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by Mohawk College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

- More programs are being modified to include Capstone projects in the senior semesters. In our Engineering Technology programs these projects are typically designed to be team based and draw on the student's cumulative knowledge from all their courses and experiences during their co-op positions. Many projects are industry client driven projects solving a real world problems. The student teams act as consultants evaluating the problem, identifying options and providing recommendations to the client in written and oral presentations. Other examples can be found in section 1 above (collaborative work with employers).

### 2e. Teaching and Learning - E-Learning

**As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology**

enabled learning opportunities for students in Ontario. Mohawk College is asked to provide information on e-learning courses, programs and registrations in 2014-2015.

### Fully Online Learning\* and Synchronous Conferencing\*

#### \*DEFINITIONS:

#### Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

#### Programs:

A Fully Online Learning (asynchronous) program describes a program that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data

Based on the definitions provided above, provide Mohawk College's eLearning data for 2014-2015:

<b>Course Data</b>	<b>Ontario College Credential</b>	<b>Other Credential</b>
Number of ministry-funded courses offered through fully online learning	190	160
Number of ministry-funded courses offered through synchronous conferencing		
<b>Total Number of ministry-funded, for-credit courses offered in e-Learning format</b>	190	160
<b>Program Data</b>	<b>Ontario College Credential</b>	<b>Other Credential</b>
Number of ministry-funded programs offered through fully online learning	7	6
Number of ministry-funded programs offered through synchronous conferencing		
<b>Total Number of ministry-funded, for-credit programs offered in e-Learning format</b>	7	6



## Program Registrations

Number of registrations in ministry-funded programs offered through fully online learning

8435

## Ontario College Credential

2906

## Other Credential

Number of registrations in ministry-funded programs offered through synchronous conferencing

## Total Number of Registrations in ministry-funded, for-credit programs offered in e-Learning format

8435

2906

## Additional Information

Describe methodology, survey tools, caveats and other information regarding the numbers reported above re: e-Learning Course, Program and Registration Data (up to 600 words approx.).

Methodology - Online courses are offered on a semester and monthly intake basis using the D2L (eLearn) LMS platform. Courses - includes all ministry funded on-line courses for the calendar year.

Programs - Based on the POS (Program of Studies) for all active programs for the academic year. POS meets the 80% criteria for on-line course offerings.

Registrations - Based on course level registrations for ministry funded courses only.

## Hybrid Learning\*

*A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats, however the online component is typically 50-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over 50% of the course delivery should be online.*

*A Hybrid Learning program is one in which 80% or more of its courses are hybrid learning courses.*

## Additional Information

Please highlight one example of Mohawk College's use of Hybrid Learning courses and/or programs.

Blended Learning Efficacy Review - Mohawk was one of the first postsecondary institutions to combine face-to-face and online learning. A review of our Blended Learning activities highlighted opportunities for a strategic and incremental approach to integrating technology. As a result of the review 2 committees were formed, a Blended Learning Committee and Curriculum Committees. These committees are adopting the shared principles of engagement, planning, transparency and informed participation with a short, medium and long-term approach to enhance and strengthen the Blended Learning experience at Mohawk College.

## Highlights

Please provide highlights of Mohawk College's activity in 2014-2015 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Mohawk College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

- eportfolios – there were 30 winners in our eportfolio 'Express, Progress, Impress and Win Contest' this year. eportfolios give students an opportunity to demonstrate professional and personal progress, particularly towards achieving Mohawk's five Institutional Learning Outcomes. An essential aspect of an academic eportfolio is the

student's reflection on their work, what did they learn from completing this activity and how does this help in achieving personal and professional goals. Reflecting upon these artifacts is a method of acknowledging and assessing the disparate learning opportunities students encounter. This reflection enables a student to combine their lifelong and life-wide experiences in to a cohesive examination of their entire body of knowledge.

- Library Tech Bars - Located at each campus library, the Tech Bars support the use of technology to learn, study, collaborate and create. They help with almost any college technology resource including connecting with the right people.
- Online Introduction to elearn course launched in summer 2014.
- A blended learning communication plan for students which sets out to define, outline resources and articulate its benefits. The concept is embedded in the idea that learning is not just a one-time event but a continuous process where the face-to-face (f2f) classroom learning is only the tip of the iceberg to when and where learning occurs. Blended learning is an approach to course design that brings together the best of both f2f and online learning providing benefits that cannot be achieved in using either mode of delivery in isolation. Blended delivery does not replace either approach, online or f2f, but builds from each to create new and more effective learning spaces.
- Installation of high tech recording booths at all campuses for faculty to create high quality multimedia content for blended learning delivery.

### **3a. Student Population - Under-Represented Students**

**This component highlights Mohawk College's contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students).**

#### **Full-Time Students**

The total Full-Time Headcount Enrolment\* at Mohawk College in 2014-2015:

# of Students
10645

**\*Please refer to Section 4 (Program Offerings) for the definition of Full-Time Headcount Enrolment.**

### **3a. Under-Represented Students: Students with Disabilities\*, First Generation\*, Aboriginal and French-Language\* Students**

**\*Note: Please do not include International Students in the calculations below.**

#### **Students with Disabilities**

**\*DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of Mohawk College's annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).**

#### **Students With Disabilities**

The total number of Full-Time Students with Disabilities at Mohawk College who registered with the Office for Students with Disabilities and received support services in 2014-2015:

# of Students	Percentage
960	9.02

The total indicated above as a comparative % of Mohawk College's 2014-2015 Full-Time Enrolment Headcount:

#### **First Generation Students**

**\*DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.**

- Parents/guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.
- Postsecondary Attendance: have attended (but have not necessarily obtained a credential from) any institution of higher education in Ontario or elsewhere including

outside Canada after high school (includes programs that lead to a postsecondary credential. e.g., degree, diploma, certificate).

<b>First Generation Students</b>	<b># of Students</b>	<b>Percentage</b>
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The total number of Full-Time First Generation Students enrolled at Mohawk College in 2014-2015:	3725	
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The total indicated above as a comparative % of Mohawk College's 2014-2015 Full-Time Enrollment Headcount:		34.99
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The total number of Part-Time First Generation Students enrolled at Mohawk College in 2014-2015:	237	
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**Aboriginal Students**

\* *DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.*

<b>Aboriginal Students</b>	<b># of Students</b>	<b>Percentage</b>
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The total number of Full-Time Aboriginal Students enrolled at Mohawk College in 2014-2015:	361	
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The total indicated above as a comparative % of Mohawk College's 2014-2015 Full-Time Enrollment Headcount:		3.39
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The total number of Part-Time Aboriginal Students enrolled at Mohawk College in 2014-2015:	18	
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**French-Language Students**

\* *DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -*

- 1) *His/her mother tongue is, or includes French (the student is a francophone);*
- 2) *His/her language of correspondence with the institution is French;*
- 3) *He/she was previously enrolled in a French-language education institution; or*
- 4) *He/she was enrolled in a postsecondary program delivered at least partially in French.*

<b>French-Language Students</b>	<b># of Students</b>	<b>Percentage</b>
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The total number of Full-Time French-Language Students enrolled at Mohawk College in 2014-2015:		
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The total indicated above as a comparative % of Mohawk College's 2014-2015 Full-Time Enrollment Headcount:		
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The total number of Part-Time Francophone Students enrolled at Mohawk College in 2014-2015:		
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**Additional Information**

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

The above data was calculated using November 1st audit data merged with data collected through Mohawk's post - admission Student Entrance Survey.

- First Generation students may self-identify through the OCAS application process. Other survey tools, including Student Entrance Survey (SES), verify these numbers.
- Students with Disabilities may self-identify through the Student Entrance Survey, or by registering with Accessible Learning Services.
- Aboriginal Students are offered opportunities to self-identify through the OCAS application process, through the Student Entrance Survey, by completing an online Aboriginal Self-Identification form on the Aboriginal Education and Student Services (AESS) website, or through personal contact with Mohawk's AESS team.

### **Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students**

#### **Highlights**

Please provide highlights of Mohawk College's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

- • Aboriginal - Project Pathfinder is a provincially recognized summer camp experience that increases postsecondary awareness for Aboriginal learners at the secondary level. This year we implemented an evolutionary change to Project Pathfinder that is geared to encourage Aboriginal learners to apply to Mohawk College. The Path-Builder program enables senior secondary school students the opportunity to earn a dual credit from Mohawk College and the Hamilton Wentworth District School Board, in addition to increased exposure to traditional Indigenous Knowledge. This year, Mohawk enabled six successful Path-Builder students and over 70 successful Pathfinders.
- First Generation - Our signature offerings to First Generation students, the Peer Tutoring and Peer Assisted Study Session (PASS) programs, continue to surpass expectations. Participants achieve grades and persistence rates 10-15 percentage points higher than the general population. Two additional noteworthy achievements in 14-15 were the Bounce Back Program and the Rebound Program. The Bounce Back Program was designed specifically for 'academically at-risk' students who were placed on probation, with the goal of supporting these students getting back into good academic standing. It included 4 workshops and 4 self-directed activities facilitated by a faculty member and supported by a peer mentor. In its pilot semester, this program was well received by the probation students who participated. Results showed 61% of the students earned a term GPA greater than their previous term. The program received positive feedback from our students. The new Rebound Program is a condensed, 4-hour version of Bounce Back that was promoted broadly to all students who wanted to get back on track for the last half of the winter semester. It was offered during the winter reading break. 37 students registered and showed initial interest; 25 attended the session and 18 completed the closing activity and 15 filled out an evaluation. Again, student feedback was positive.
- Improved Access and Success for Students with Disabilities in 2014-15 - We continue to notice a gap in student's awareness, understanding, and preparedness for College in general, and about Accessibility Learning Services (ALS) within the College. In response to this occurrence, ALS rebranded the transition program to be called "Project Connect" for students with disabilities. A one day workshop for all students with disabilities, a parent session, and specific sessions for students with an ASD diagnosis. In addition, recommendation for a Transition program for WSIB/Mature/First Generation students (from a report with recommendations and rationales) was accepted which resulted in a collaborative transition program specific to this group.
- ALS Partnerships and Outreach - Social Service Worker Placement Students with Accessible Learning Services play a vital role in providing an enhanced level of support for students requiring one-to-one assistance. ALS engaged in a recent partnership with the Autism and Behavioral Sciences Graduate Certificate Program to pilot placement of 2 students from the ASD program to support students with a diagnosis of ASD. These students provided mentoring support and one-to-one support in classes, as required. Also, ALS engaged in a recent partnership with COOP educators to ensure early identification and intervention and develop a sustainable model for supporting students with disabilities on COOP. The model includes ALS Case Managers identifying students requiring enhanced support when considering COOP interviews/jobs, COOP advisors' delivering curriculum on self-advocacy, employer's duty to accommodate in COOP prep courses, and Coop Advisors determining employers' policies on hiring persons with disabilities.

**3b. Student Population - International Students**  
**International Students**

*\*DEFINITION: International Enrolment is the headcount of full-time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of November 2014 at Mohawk College, including students who are ineligible for funding consideration.*

<b>International Students</b>	<b># of Students</b>	<b>Percentage</b>
Mohawk College reported to the ministry Full-time International Enrolment* in 2014-2015:	1027	
The total indicated above as a comparative % of Mohawk College's 2014-2015 Full-Time Enrolment Headcount:		9.65
Mohawk College's 2014-2015 Part-time International Enrolment is	149	

**Additional Information**

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

International Students are identified by a unique attribute that is assigned in our ERP system. This is used for reporting both internally and externally to the MTCU.

**Highlights**

Please provide highlights of Mohawk College's activity in 2014-2015 that contributed to maintaining or improving the international student experience at Mohawk College. This could include a strategy, initiative or program viewed by Mohawk College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

- A complete revamp of your EAP program included Program of Studies changes and additional pathways for our international students was completed in 2014-15. We had an International Education Week in November covering many different themes including, getting to know Canada and getting to know different countries in the world.
- Several projects were identified and are being worked on including an International Student Orientation Program, International Student Allies and Buddies initiative and a program for Mentorship Connections with local Entrepreneurs.
- Our International Graduation rate continues to be quite high and for the reporting period was 82.8 percent.

**3c. Student Population - Proportion of an institution's enrolment that receives OSAP\***

*\*Definition: Receives OSAP is the number of OSAP awards, including any student at Mohawk College who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.*

<b>Proportion of an institution's enrolment that receives OSAP</b>	<b># of Students</b>	<b>Percentage</b>
Mohawk College's 2014-2015 proportion of an institution's enrolment that receives OSAP is	7529	70.70

**Additional Information**

Personal information is confidential and must be protected

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

These numbers were received from OSAP. At Mohawk we assign a student attribute to students who apply for OSAP and also a separate attribute for those students who receive OSAP. These attributes are all based on information from the Ministry's databases. We also follow the guidelines and report back to the ministry those students who are confirmed to be in full-time attendance each term.

#### 4. Program Offerings

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally-oriented mandates.

- a. Concentration of full-time enrolment headcount\* at colleges by occupational cluster and by credential
- b. Institution's system share of full-time enrolment headcount by occupational cluster and by credential

*\*DEFINITION: Headcount is the un-audited 2014-2015 full-time funding eligible enrolment count submitted on November 1, 2014 by Ontario publicly funded colleges to the ministry's College Statistical Enrolment Report (CSER). Headcount does not include part-time, funding ineligible, nursing, Second Career, apprentice or international students.*

Occupational Cluster (Credential Level)	# of students in a program as a % of total # of students across all programs at Mohawk College	Mohawk College's share of system-wide enrolment in each PROGRAM
Applied Arts - Advertising And Design (Diploma)	1.02	5.92
Applied Arts - Advertising And Design (Advanced Diploma)	4.17	12.16
Applied Arts - Art (Certificate)	0.29	2.83
Applied Arts - Child/Youth Worker (Advanced Diploma)	3.59	7.65
Applied Arts - Community Planning (Diploma)	0.38	100.00
Applied Arts - Developmental Services Worker (Diploma)	0.55	3.71
Applied Arts - Education (Diploma)	4.35	6.28
Applied Arts - Human Services (Diploma)	2.52	4.04
Applied Arts - Human Services (Post Diploma)	0.86	11.32
Applied Arts - Law And Security (Certificate)	0.41	30.34
Applied Arts - Law And Security (Diploma)	7.39	7.75
Applied Arts - Law And Security (Post Diploma)	0.43	17.42
Applied Arts - Media (Certificate)	0.44	7.90

Applied Arts - Media (Diploma)	1.65	3.48
Applied Arts - Media (Advanced Diploma)	3.11	9.10
Applied Arts - Performing Arts (Advanced Diploma)	1.49	21.09
Applied Arts - Preparatory/Upgrading (Certificate)	5.07	4.70
Applied Arts - Preparatory/Upgrading (Diploma)	1.08	5.92
Applied Arts - Public Relations (Post Diploma)	0.36	8.37
Applied Arts - Recreation/Fitness (Diploma)	4.86	13.19
Business - Accounting/Finance (Diploma)	3.90	13.31
Business - Human Resources/Industrial Relations (Post Diploma)	0.57	6.51
Business - Legal (Diploma)	1.18	4.03
Business - Management (Certificate)	0.20	6.29
Business - Management (Diploma)	1.81	5.89
Business - Management (Advanced Diploma)	1.74	5.51
Business - Management (Post Diploma)	0.02	0.35
Business - Marketing/Retail Sales (Diploma)	1.78	7.95
Business - Office Administration (Diploma)	1.11	13.45
Business - Office Administration (Health) (Diploma)	1.84	10.89
Business - Office Administration (Legal) (Diploma)	0.89	24.80
Business - Small Business (Certificate)	0.90	78.05
Business - Travel/Tourism (Diploma)	1.16	5.60
Business - Travel/Tourism (Post Diploma)	0.15	5.08
Health - Health Technology (Diploma)	2.30	11.61
Health - Health Technology (Advanced Diploma)	1.14	3.24
Health - Health Technology (Post Diploma)	0.77	48.24
Health - Nursing Related (Certificate)	0.90	5.99
Health - Nursing Related (Diploma)	3.31	5.06
Technology - Architectural (Diploma)	0.30	5.78
Technology - Architectural (Advanced Diploma)	2.35	13.15
Technology - Automotive (Certificate)	0.09	2.05
Technology - Automotive (Diploma)	0.89	9.74
Technology - Aviation (Maintenance) (Diploma)	1.32	18.68
Technology - Chemical/Biology (Diploma)	1.49	23.31
Technology - Chemical/Biology (Advanced Diploma)	1.46	8.10
Technology - Civil (Diploma)	2.17	15.58

Technology - Civil (Advanced Diploma)	2.88	10.19
Technology - Electronics (Diploma)	2.92	8.16
Technology - Electronics (Advanced Diploma)	7.49	14.41
Technology - Furniture/Wood Products (Diploma)	0.23	3.36
Technology - Industrial (Diploma)	0.54	100.00
Technology - Mechanical (Certificate)	1.19	12.28
Technology - Mechanical (Diploma)	0.90	4.07
Technology - Mechanical (Advanced Diploma)	2.64	10.80
Technology - Power (Certificate)	0.72	46.39
Technology - Resources (Diploma)	0.69	3.74

**c. Number of apprentices, pass/fail rate and annual funding in each trade**

	Number of Apprentices	Pass/Fail Rate	Annual Funding
Exam Prep Initiative	475	98.00	159956.00
Solar Photovoltaic Installation	13	62.00	6129.00
Plumber	215	99.00	464945.00
Steamfitter	68	99.00	153575.00
Sheet Metal Worker	89	94.00	187980.00
Electrician - Construction and Maintenance	495	91.00	952609.00
Auto Body and Collision Damage Repairer	23	100.00	49535.00
Automotive Service Technician	391	95.00	875015.00
Truck and Coach Technician	151	97.00	299367.00
Refrigeration and Air Conditioning Systems Mechanic	284	98.00	699216.00
Residential Air Conditioning Systems Mechanic	8	100.00	39904.00
Hairstylist	12	0.00	8082.00
General Carpenter	187	97.00	473214.00
Cook	26	0.00	65195.00
General Machinist	30	97.00	66182.00
Industrial Mechanic Millwright	117	98.00	241673.00
Horticultural Technician	31	94.00	106671.00
Industrial Electrician	31	83.00	44013.00
Instrumentation and Control Technician	18	100.00	41292.00
Welder	55	83.00	61192.00
Child and Youth Worker	72	83.00	102184.00
Child Development Practitioner	201	74.00	273527.00



**Total**

2997

5377596.00

**Highlights**

Please provide highlights of Mohawk College's activity in 2014-2015 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Mohawk College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

- Strategic Enrolment Plan – a three year plan for new program growth and revitalization. This is the result of an across-college collaborative effort, also incorporating industry and employment trends. Results are woven into our Strategic Plan and form the basis for our Operating Plan.
- Development of stand-alone degree proposal in Digital Health.
- Career Pathways program with investment in a Pathways Coach which supports students moving through the system.
- CICE program that provides students who have intellectual disabilities and other significant learning challenges the opportunity to pursue a postsecondary education, develop skills to help prepare for employment, and experience college life.
- General education review and standardization.
- Pre-programs review - This year all pre-programs were reviewed for potential synergies and areas of opportunities to provide students with flexibility in future program choices. The result was an alignment of key foundational courses common to a number of “pre” programs balanced with other courses aligned to the student's intended post-secondary pathway.
- Mohawk's College in Motion team continues to visit high schools in Greater Hamilton meeting with students and answering questions on everything from how to apply for financial assistance to the various program options available for students. College in Motion is part of Mohawk's Access Project, which aims to increase postsecondary participation rates in priority neighbourhoods. 93 students have graduated from Mohawk since this customized recruiting program began in 2012, with 42 students graduating in 2014, and the largest cohort expected to graduate in June 2015.

**5. Student Mobility**

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector.

The ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete.

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

ONCAT is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

The ministry is using the following data from the College Graduate Outcome Survey @ 6 Months to inform the latest trends in college to university student transfers

Year	Total # of Mohawk College graduates who participated in Graduate Survey (A)	# of Mohawk College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Mohawk College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2010-2011	2704	195	7.21	50622	3355	6.63
2011-2012	3072	190	6.18	57701	3463	6.00
2012-2013	3016	187	6.20	57462	3424	5.96
2013-2014	2744	156	5.69	54467	3003	5.51
2014-2015	2496	135	5.41	52039	2465	4.74

**Per the College Graduate Outcomes @ 6 Months data reported in 2014-2015 (based on 2013-2014 graduates),**

The percentage of Mohawk College students who were satisfied or very satisfied with academic preparation for universities was 87.30

The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was 79.60

NOTE: The ministry recognizes that this is a census survey in which the response rate is approximately 66%. The ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students.

**Highlights**

Please provide highlights of Mohawk College's activity in 2014-2015 that contributed to ensuring that students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Mohawk College to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

- Several Articulation agreements were fostered include a GAS articulation agreement with both McMaster University and the University of Toronto, a Business articulation agreement with McMasters DeGroot School of Business and a Cardiovascular Technology agreement with Brock University.
- Mohawk launched an exemptions booth in fall 2014 in order to increase awareness of credit transfer and to facilitate the exemptions process within the college. For fall 2014, 512 students were served in the exemption booth and for winter 2015, this number increased to 668. A total of 1,270 exemption requests were processed during this time. The booth was supported cross-functionally and included academics to assist with program-specific questions. Because of its success the booth has now become integrated into

operations for semester starts.

- A Pathways Coach role was developed to support existing and incoming students considering transfer or pathway options. The role provided support on registrarial processes, exemptions and advanced standing admission. The Pathways Coach was located in Mohawk's exemption booth during the semester start to support the significant number of students who had questions about credit transfer and pathways. During the semester starts in 2014-2015, over 1,400 students visited the Pathways Coach in the exemption tent.
- Mohawk embarked on process mapping sessions with a cross-functional team whose mission was to identify ideal processes and areas of improvement for student pathways, including course exemptions and prior learning assessment. The goal was to increase the level of consistency around student mobility into, through and out of Mohawk. At the close of the process mapping project, top value-added activities were identified, and have been used to inform this year's CTIG project requirements.
- Pathways Fairs including the Annual Educational Pathways Fair (45 institutions) and another hosted event with 16 institutions.
- One-to-one advising provided to 432 students by the Pathways office.
- Launched new Pathways & Credit Transfer web site and brochure with enhanced content.
- Created 3 "My Pathway" student testimonial videos.
- New on-campus Pathways signage.

## 6. Financial Sustainability

### 1. Annual Surplus/(Deficit) - (revenue - expenses)

Annual Surplus/(Deficit)

**Amount**  
3703919.00

### 2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)

Accumulated Surplus/(Deficit)

**Amount**  
35340003.00

### 3. Quick Ratio (current assets) / (current liabilities)

Current Assets/Current Liabilities

**Amount**  
2.02

### 4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]

Debt/Assets

**Percentage**  
35.06

### 5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)

Total Debt Serviced/Revenue

**Percentage**  
2.57

### 6. Net Assets to Expense Ratio (net assets) / (expenses)

Net Assets/Expenses

**Percentage**  
73.34

### 7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)

Net Income to Revenue

**Percentage**  
1.87

## Highlights

Please provide one or more highlights that demonstrate Mohawk College's commitment to continued financial sustainability.

- Mohawk submits a financial plan that is balanced and approved by the Board of Governors in April, the beginning of each fiscal year.
- In-year financial monitoring includes monthly financial statements and variance analysis, quarterly forecasts and reporting to the Board five times per year.
- Capital infrastructure financial planning ensures MTCU debt ratios are not exceeded and considers future years' amortization impact.
- Completed a Program Prioritization review that amongst other things look at the financial sustainability of our program offerings. Detailed review and consultations resulted in the suspension of 7 programs, modification of 8 programs to improve financial sustainability and changes to our pre-programs to create efficiencies and greater collaboration for instance in the co-delivery of common courses.

#### **7. Attestation**

##### **By submitting this report to the ministry:**

Mohawk College confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from Mohawk College's Executive Head.

**Checkbox**

##### **For additional information regarding Mohawk College's 2014-2015 SMA Report Back please contact**

**Information**

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## Appendix B: Summary of Advertising and Marketing Complaints Received

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Further to the Minister's Binding Policy Directive on the Framework for Programs and Instruction, Mohawk received no advertising or marketing complaints in 2015-2016.

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