Ontario

Ministry of Training, Colleges and Universities

2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Mohawk College

OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

As in previous years, the Ministry will withhold a portion of **Mohawk College's** 2011-2012 allocation until the completion of the Minister's review and approval of **Mohawk College's** 2010-2011 MYAA Report Back.

PRE-POPULATED DATA CONTAINED IN THE 2010-2011 MYAA REPORT BACK

Where possible, the Ministry has pre-populated the 2010-2011 MYAA Report Back with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Full-Time Enrolment) to help streamline the reporting process. All of the pre-populated data in the 2010-2011 MYAA Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY VIA *MYAA WEBSPACE*

The deadline for **Mohawk College** to complete and submit the 2010-2011 MYAA Report Back to the Ministry exclusively via the MYAA Webspace is **September 30, 2011**. Please ensure that **Mohawk College's** completed 2010-2011 MYAA Report Back has Executive Head or Board of Governors approval prior to submitting the completed Report Back to the Ministry. The 2010-2011 MYAA Report Back will constitute part of the public record and, as such, must be made available on **Mohawk College's** website. Please ensure **Mohawk College's** completed 2010-2011 MYAA Report Back is posted at the same location on **Mohawk College's** website as its Multi-Year Action Plan.

CONTACT

For any questions regarding the 2010-2011 MYAA Report Back, please email Perry Gordon, Senior Policy Advisor, Colleges Unit, at Perry.Gordon@ontario.ca or telephone (416) 325-4026.

2010-2011 SYSTEM WIDE INDICATORS

The 2010-2011 MYAA Report Back continues to collect information only on system-wide indicators and reports on progress on **Mohawk College's** commitments regarding access, quality and accountability, as outlined its Multi-Year Action Plan.

The 2010-2011 MYAA Report Back will allow the Ministry to continue tracking progress on current key government initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives.

The 2010-2011 MYAA Report Back will highlight **Mohawk College's** activities, which contribute to maintaining or improving its results for each system-wide indicator.

The System-wide Indicators for 2010-2011 are:

> 1) Enrolment - Headcount
> 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
> 3) Compliance with the Student Access Guarantee (SAG) in 2010-2011
> 4) Participation in the Credit Transfer System
> 5) Class Size
> 6) eLearning
> 7) International
> 8) Supply Chain Compliance / Broader Public Sector Accountability Act
> 9) Space Utilization
> 10) Student Satisfaction
> 11) Graduation Rate
> 12) Graduate Employment Rate
> 13) Student Retention
> 14) Quality of the Learning Environment
> 15) Ten percent Reduction in Executive Office Costs for 2011-2012

1) Enrolment - Headcount*

DEFINITION: <u>Headcount</u> is the un-audited enrolment forecast for 2010-2011 reported to the Ministry on November 1, 2010 (Full-Time funded students only: does not include Second Career, Apprentice or International students).

Mohawk College reported to the Ministry the total Headcount enrolment in 2010-2011 = **10,359**.

Please indicate the number of students aged 18-24 (age as of November 1, 2010) from the total Headcount enrolment reported by **Mohawk College** to the Ministry for 2010-2011 = **7,519**.

Please indicate the number of students aged 25+ (age as of November 1, 2010) from the total Headcount enrolment reported by **Mohawk College** to the Ministry for 2010-2011 = **2,041**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2010) enrolled at **Mohawk College** in 2010-2011= **122**.

*The space below is provided for **Mohawk College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount

Student ages reported above are calculated as of the enrolment audit date for full-time, funded domestic students as of November 1, 2010.

The total number of funded Full-Time students reported by Mohawk College on November 1, 2010 was 9,682.

This count excludes Full-time Second Career and International students, as well as Full-Time students in non-GPOG-funded programs (i.e. students in collaborative programs whose enrolment is reported through our university partners). The total number of Full-Time students in these categories on November 1, 2010 was 2,564.

The total number of Full-Time students reported by Mohawk College on November 1, 2010 was 12,246.

Please provide one or more examples, in the space provide below, of highlights from *Mohawk College's* Enrolment Management Plan that *Mohawk College* used during 2010-2011 to manage enrolment.

Mohawk College produced a balanced scorecard for the evaluation of programs and program growth potential. Senior Academic Administrators as well as representatives from Finance, Registrar's Office and the Executive group vetted programs to identify strong performing programs as well as programs that need improvement. This framework allowed for the reinvestment into our offerings as well program rationalizations.

Mohawk College embarked on the creation of an Academic Plan for 2012 – 2017. Enrolment planning and program offerings will be informed through this strategic initiative. The Plan will provide a lens for evaluating opportunities and options for Mohawk College and incorporates Mohawk's bold branding on Health and Technology.

Mohawk, in accordance with provincial direction, expanded our international activity in 2010 – 2011. Emphasis was placed on recruitment in India and China as Mohawk has developed strong relationships and reputation in these markets. Original enrolment projections were exceeded by approximately 15% for total revenue of $7.8M.

2) Under-Represented Students: Students with Disabilities*, First Generation** and Aboriginal***

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

**DEFINITION: <u>First Generation</u> 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 not necessarily having 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).*

***DEFINITION: <u>Aboriginal</u> 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, language, cultural practices and spiritual beliefs.

For the following, please include Full-Time and Part-Time, but not Second Career, Apprentice or International students.

Students With Disabilities	First Generation Students	Aboriginal Students
Please indicate 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 2010-2011= **1,016** Full-Time Students with Disabilities as a percentage of Full-Time Enrolment at **Mohawk College** in 2010-2011 was: (calculation based on the total number of Full-Time Students with Disabilities (**1,016**) provided above by **Mohawk College**, divided by **Mohawk College**s 2010-2011 Full-Time Enrolment Headcount (**10,359**)) = **9.8**% Please also indicate the total number of Part-Time *Students with Disabilities* at **Mohawk College** who registered with the Office for Students with Disabilities and received support services in 2010-2011 = **152**	Please indicate the total number of Full-Time *First Generation Students* enrolled at **Mohawk College** in 2010-2011= **4,041** Full-Time First Generation Students as a percentage of Full-Time Enrolment at **Mohawk College** in 2010-2011 was: (calculation based on the total number of Full-Time First Generation Students (**4,041**) provided above by **Mohawk College**, divided by **Mohawk College**s 2010-2011 Full-Time Enrolment Headcount (**10,359**)) = **39**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **Mohawk College** in 2010-2011 = **475**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **Mohawk College** in 2010-2011= **500** Full-Time Aboriginal Students as a percentage of Full-Time Enrolment at **Mohawk College** in 2010-2011 was: (calculation based on the total number of Full-Time Aboriginal Students (**500**) provided above by **Mohawk College**, divided by **Mohawk College**s 2010-2011 Full-Time Enrolment Headcount (**10,359**)) = **4.8**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **Mohawk College** in 2010-2011 = **25**

* The space below is provided for **Mohawk College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students -

•The above data was calculated using November 1, 2010 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, through the Student Entrance Survey,or through contact with a Student Success Advisor or Counsellor.

•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.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving **Mohawk College's** initiatives for *Students with Disabilities*. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving **Mohawk College's** initiatives for *First Generation Students*. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving **Mohawk College's** initiatives for *Aboriginal Students*. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.
•Based on the number of Full-Time funded students Mohawk reported as enrolled as of November 1, 2011 (i.e. 9,682), the percentage of Students with Disabilities is 10.5%.

•Accessible Learning Services established the new position of Peer Services Coordinator. In Fall, 2010, this staff member initiated a new model of peer note-taking based on recruiting and training students registered in classes with students with disabilities as volunteer note-takers. During the fall and winter semesters, 174 students with disabilities were supported by this service.

•The Peer Services Coordinator also recruited, trained and oriented volunteer peer assistants who supported students with physical disabilities who needed help removing or minimizing barriers to their physical accommodation in the learning environment such as manoeuvering through a lab or setting up a computer. Students utlilizing peer assistance, some of whom had previously reported feeling "over accommodated", were very satisfied with the level of support provided by these volunteers. A rubric has been developed to support assessment of the level of service required. These initiatives not only created efficiencies, but also raised awareness of both the needs and abilities of students with disabilities among the volunteers, who were recognized for their work by the college. | • Mohawk reported a Full-Time enrolmentcount of 9,682 on November 1, 2010. Full-time First Generation students represent 41.7% of this number.

• Mohawk's First Generation project enabled curriculum development for an E-Success Coaching program. Based on the principles of Emotional Intelligence and research on the challenges likely to be faced by First Generation students, it consists of a series of online modules tailored to the needs of students who are members of the first generation of their families to participate in postsecondary education. Students who join are able to participate through various social media such as Twitter, Tumblr, Facebook, YouTube and E-Learn, Mohawk's online learning platform.

•Over the course of 2010-11, Mohawk modified our Peer Tutor training program to meet College Reading and Learning Association (CRLA guidelines; we will apply for accreditation in Fall, 2011. This enhanced training will equip tutors to add value to the service they provide to First Generation students. It will also provide opportunities for tutors, - some of whom are FG students - to develop skills and leadership capacity and have these recognized through certification. Tutors who complete the revised training program could be eligible for Level 1 certification by January, 2012. | •Additional ministry funding made it possible for Aboriginal Education and Services (AESS to add staff who supported Mohawk's on-reserve community partners with the application and registration processes for students. As a result, the team achieved enrolment targets for the Fall 2010 semester one full month earlier than in previous years, enabling the Recruiter, Community Outreach Officer and Aboriginal Student Counsellors to focus on success strategies from the beginning of the semester.

•Mohawk's AESS team has capitalized on the college's location between a major urban population and one of Canada's largest reserves to plan and offer community awareness events that attract not only those students with a strong aboriginal identity but also those whose connections to their heritage are limited.

•A new Aboriginal Student Service Centre, constructed with the support of MTCU and Mohawk College, has enabled consolidation of services previously spread across 3 locations at the Fennell Campus. The attractively designed new space houses all AESS staff, provides facilities for programming and offers welcoming space for students to study, collaborate and socialize.

•Additional ministry funding made it possible for AESS to support Mohawk's on-reserve community partners with the |

•A fully integrated testing centre was created in 2010-11 as part of Mohawk's Fennel Campus renewal project to support students with disabilities who require testing accommodations within the same space where other students write make-up or missed academic tests.

•We have also revised our Peer Mentor training program materials to align to College Reading and Learning Association guidelines for International Mentor Program Training Certification (IMPTC). We plan to apply for certification in Fall, 2011, which will add recognition for mentors' skill development and improve the quality of the experience for First Generation students being mentored.

• We hired a Lead Peer Mentor. This senior student will coordinate, help organize and lead social media outreach, campus wide awareness activities, and group mentoring sessions for First Generation students.

application and registration processes for students. This achieved enrolment targets one full month earlier than in previous years, freeing the Recruiter, Community Outreach Officer and Aboriginal Student Counsellors to focus on success strategies from the beginning of the semester.

3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **Mohawk College** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

 NOTE: SAG data as of June 9, 2011

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	$70,967	137
Other SAG Expenditure to Supplement OSAP	$618,898	687
TOTAL	$689,865	824

Did **Mohawk College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?
   Yes

4) Participation in the Credit Transfer System

The following data is per the College Graduate Outcomes Survey:

Survey Years	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)
2006-2007	2,617	206	7.9%	44,309	3,449	7.8%
2007-2008	2,219	170	7.7%	44,622	3,510	7.9%
2008-2009	2,152	177	8.2%	43,086	3,145	7.3%
2009-2010	2,290	212	9.3%	40,388	2,725	6.7%
2010-2011	2,704	195	7.2%	50,622	3,355	6.6%

Per the College Graduate Outcomes Survey for 2009-2010 and 2010-2011 (based on 2008-2009 and 2009-2010 graduates), the percentage of **Mohawk College** students who were satisfied or very satisfied with academic preparation for university was **80.2%**.

Per the College Graduate Outcomes Survey for 2010-2011 (based on 2009-2010 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **79.2%**.

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. The Ministry anticipates that, as data collection systems in institutions evolve, this data will become more complete. The Ministry is developing long-term indicators for credit transfer in consultation with the sector.*

Please provide one or more highlights, in the space provided below, of an activity that **Mohawk College** used during 2010-2011, and which contributed to maintaining or improving **Mohawk College's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by the institution to be an innovative practice, a success story and/or a key accomplishment. In addition, **Mohawk College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

1) Expanding Transfer Pathways, excluding collaborative degree programs without a transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, pathway projects to support college to college or college to university transfer, etc.) :

1. Mohawk continued its successful partnership with Brock University by renewing a long standing and successful articulation agreement for chemistry. Graduates of Mohawk's Chemical Engineering Technology diploma program may receive more than one year of advanced standing for the Brock Honours Bachelor of Science degree in Chemistry. The original articulation agreement was signed in 1993.

2. Discussions are currently underway with Brock to develop a pathway from the Mohawk Health, Wellness and Fitness diploma program to the Brock Bachelor of Arts, Community Health. The proposed agreement would see students complete both the degree and diploma over 4 years with 2 possible options:
1-2-1 model – 1st year at Brock, 2nd and 3rd years at Mohawk, 4th year at Brock
2-2- model – 1st and 2nd years at Mohawk, 3rd and 4th year at Brock

3. Mohawk is also in the preliminary stages of developing a degree completion pathway to Brock for graduates of our Journalism program.

4. McMaster University and Mohawk College collaborated in launching a new Integrated Studies Certificate stream for students enrolled at McMaster in Social Sciences undergraduate degree studies.

The Certificate initiative was born from the identified need of McMaster students in the Social Sciences to complement their degree studies with an applied learning opportunity offered by the college. In this way, they would attain both the theoretical knowledge and the hands-on, skill based learning that will support their successful transition to the workplace upon graduation.

This innovative co-curricular partnership is unique in Ontario, and offers McMaster students an opportunity to earn both their degree and a Mohawk local certificate in an applied discipline. Project governance is managed by the McMaster/Mohawk Collaborations Steering Committee, and the design and development of the initiative is overseen by a joint Curriculum Planning Team.

The Mohawk Certificate courses will be delivered at McMaster by Mohawk faculty. A pilot of this model will begins this fall with the launch of the Integrated Business Studies Certificate, and full implementation is scheduled for September 2012.

It is anticipated that the first cohort of students will graduate from this program initiative in the spring of 2013.

As the initiative moves forward, the Business Certificate will be joined by other program option streams offered by Mohawk, including leadership, public relations, and human services certificates.

2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success):

•Mohawk Counsellors assisted 165 individual students with the process of researching and/or preparing for university transfer in 2010-11 and also helped 10 students with the process of applying to other colleges.

• In January 2011, Mohawk initiated a specialized program delivery offering graduates of B.Ed. programs an opportunity to complete Mohawk's Early Childhood Education diploma program in a compressed timeframe (1 year). Based on demand from Nipissing University graduates, Mohawk's academic and admissions teams collaborated in the design and implementation of a customized admissions process to streamline entry into this modified program of study.

3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways:

•The Mohawk College Degree Opportunities web site undergoes improvements and enhancements on an ongoing basis to improve the quality of pathways information. The navigation menu was revised to make the site more user-friendly. The articulations agreement page was also reformatted allowing users to identify potential pathways by geographical location rather than just by receiving institution name i.e.: within Ontario, other provinces, US, and Abroad. The online inquiry form was enhanced to assist Mohawk in responding to inquiries. Users are asked to self-identify as a current or prospective student or an alumnus and as a domestic or international student. They are also asked to join our pathways mailing list allowing them to receive updates. All the data collected by the online inquiry form, including the email address, are transferred to an Excel spreadsheet so support data tracking and reporting.

• Mohawk is now using Google Analytics to gather usage statistics for the Degree Opportunities web site. We are able to generate reports, track visits, average time on site, bounce rate, completed goals and more. We have just begun to tap the tremendous potential of this powerful analysis tool and will employ the data collected to continuously improve the site.

• Pathways to Learning at Mohawk launched a Twitter account @MohawkPathways where information is shared with followers is a timely, efficient way. The account name will appear on all future promotional material and we are currently working on developing our following. The Twitter feed is also featured on the Degree Opportunities web site

• The 2011 Graduate Pathways Fair was once again a tremendous success. Student participation was excellent and the feedback from institutions was very positive, particularly regarding the level of student preparedness and the quality of their questions. The fair evolved to include Ontario colleges in addition to the traditional university exhibitors. This allowed the emphasis to begin to shift from graduate pathways and degree opportunities to transfer credit, mobility and access. The transition will continue for 2012.

• Mohawk Recruitment and Admissions will assume a larger role in the planning and execution of the 2012 event. Recruitment has already communicated the 2012 date to other colleges so we can coordinate our efforts, avoid multiple institutions holding their fairs on the same date, allow recruiters to travel efficiently from one event to the next and maximize their limited resources. The 2011 fair capitalized on a new, high traffic venue created by Mohawk's Fennell Campus Renewal project, and the same space has been reserved for the 2012 event.

5) Class Size*

DEFINITION: Class size is the number of students per class in a section. A section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom. Each section should only be counted once. Students who withdrew part way through should be included in the count. Labs and tutorials are considered and sub-sections and should be excluded from the count. One-on-one independent study and/or practicum should also be excluded.

Please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Mohawk College** in 2010-2011 using the calculation indicated above:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1st Year Sections
Fewer than 30 students	792	34.2%
30 to 60 students	1,294	55.8%
61 to 100 students	204	8.8%
101 to 250 students	27	1.2%
251 or more students	0	0%
Total	2,317	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2nd Year Sections
Fewer than 30 students	542	40%
30 to 60 students	636	46.9%
61 to 100 students	173	12.8%
101 to 250 students	5	0.4%
251 or more students	0	0%
Total	1,356	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3rd Year Sections
Fewer than 30 students	181	67%
30 to 60 students	79	29.3%
61 to 100 students	10	3.7%
101 to 250 students	0	0%
251 or more students	0	0%
Total	270	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4th Year Sections
Fewer than 30 students	0	0%
30 to 60 students	0	0%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	0	0%

*The space below is provided for **Mohawk College** to describe methodology, caveats and other information regarding the numbers reported above re: Class Size.

Class size calculations were based on the definition provided by the ministry.

Please provide one or more highlights, in the space provided below, of a **Mohawk College** activity in 2010-2011, which contributed to maintaining or improving **Mohawk College's** class size initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

• In many Mohawk programs, senior-level capstone projects provide students the opportunity to work with faculty of a 12:1 or lower student/instructor ratios.

• The collaborative Mohawk–McMaster Medical Radiation Sciences degree (MRSc) program is actually 3 programs preparing students for 3 distinct professional disciplines. The program of studies in first year is common to all disciplines; in advanced years, students pursue one of the three disciplines, but some courses are common to all three disciplines, e.g. Patient Care. These common courses are delivered to all students (approx. 140) in one group for lecture, with the skills portion delivered to groups of 15 students. The small groups consist of students from all disciplines, promoting and practicing "interprofessionalism"

• The nursing clusters of programs, including BSCn, Practical Nursing and Personal Support Worker use groups of between 8 - 12 students for the delivery of clinical education.

• Continuing Education in Health Sciences has developed the practice of combining sections of a course that is part of two or three different programs, e.g. an Assessment for Nurses course that is part of the Bridging for Internationally Educated Nurses program, the RN and RPN Refresher Programs and is a stand alone course. Each section has a different CRN but students are all in the same class. The practice enables tracking of the revenue, ensuring we have a strong class size and promoting highly beneficial interaction among these different groups of nurses.

• The Human Services program breaks semester one groups into 20 students for the practice of group dynamics and therapeutic programming.

• Motive Power Technician, Motive Power Fundamentals and Automotive Service Technician programs at the Fennell Campus structure courses in ways that facilitate delivery of theoretical learning in larger groups and applied learning in smaller groups. Where this is not possible, technicians are assigned to lab or workshop sessions to support faculty in providing students with individual and small group guidance in applied learning situations.

6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the Government of Ontario announced the creation of a new Ontario Online Institute (OOI). In spring 2010, the Ministry conducted a survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Online Ontario Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

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, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.

Please indicate in the table below the number of Ministry-funded courses, programs **Mohawk College** offered in 2010-2011 and corresponding registration information -

An Ontario College Credential includes: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent).
* Other Credential includes: local board certificates, non-credit courses and other similar course/program offerings.*

COURSES	**Ontario College Credential***	**Other Credential***
# of Ministry-funded courses offered through *Fully Online Learning**	300	1,020
# of Ministry-funded courses offered through *Synchronous Conferencing**	0	0
Total # of Ministry-funded courses offered through the above eLearning formats	300	1,020
PROGRAMS	**Ontario College Credential***	**Other Credential***
# of Ministry-funded programs offered through *Fully Online Learning**	23	16
# of Ministry-funded programs offered through *Synchronous Conferencing**	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	23	16
REGISTRATIONS	**Ontario College Credential***	**Other Credential***
# registrations in Ministry-funded programs offered through *Fully Online Learning**	4410	5127
# registrations in Ministry-funded programs offered through *Synchronous Conferencing**	0	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	4410	5127

*The space below is provided for **Mohawk College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

Methodology - Online courses are offered on a semester and monthly intake basis using various platforms (FirstClass, Moodle, CE8, Blackboard, Angel and D2L).

Survey Tools - Course evaluation surveys are posted in all course sites each semester for completion by students. The data, which is compiled and assessed by staff, is then shared with instructors and any required changes as a result of the feedback are implemented.

Caveats – No caveats have been identified.

Hybrid Learning*

*DEFINITIONS:

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 half the course delivery should be online.

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

In the space provided below, please highlight one or more examples of **Mohawk College's** use of Hybrid Learning courses and/or programs in 2010-2011.

> There are no Mohawk courses or programs where the online component is 50 to 80% of the total course delivery.

Please provide one or more highlights, in the space provided below, of a **Mohawk College** activity in 2010-2011, which contributed to maintaining or improving **Mohawk College's** eLearning initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

> The Board of Governors mandated that Mohawk College will become a blended learning institution by 2013. To that end, Schools and Faculties, in close collaboration with the Centre for Teaching and Learning, have implemented strategies to achieve the college goal of systemic transformation to blended delivery.
>
> A Summer 2010 priority was identified for faculty to convert, design and develop Fall 2010 courses in eLearn with a minimum goal to achieve a fundamental, web-facilitated mode of delivery. The Centre for Teaching and Learning (CTL) kicked off the summer with the 8th annual Connections eLearning Conference: Go to eLearn@Mohawk with a focus on practical, go-live training and education. During the summer, CTL conducted over 48 fundamentals workshops for over 700 faculty members on Introduction to eLearn and How to Configure a Course in eLearn. Additionally, CTL staff conducted many 1:1 consultations, mentoring and coaching sessions. Effective October 2010, over 700 courses (980 sections) are live in eLearn in web-facilitated mode.
>
> Instructional Technologists from the facilitated more than 300 one-on-one consultations with faculty, staff, and students regarding eLearn as well as learning resources for use in eLearn.
>
> Blended delivery work began on a variety of courses and programs to begin the redesign and redevelopment process towards the blended learning delivery mode, with specific courses and programs targeted as pilot projects.

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **Mohawk College's** current top five source countries for International Students, <u>as shown in International Enrolment section below</u>) in which **Mohawk College** actively engaged in recruitment activities in 2010-2011:

United Kingdom

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Mohawk College** had in 2010-2011:

- Outbound students* = <u>0</u>
  DEFINITION: <u>Outbound students</u> are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = <u>0</u>
  DEFINITION: <u>Inbound students</u> are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Mohawk College** in 2010-2011 = **$7,900,000**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Mohawk College** had outside of Canada in 2010-2011 = **$326,185**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Mohawk College** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

7.2 Enrolment

In 2010-2011, **Mohawk College** reported to the Ministry the following top 5 source countries for international students:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of **Mohawk College** Total Full-Time International Student Enrolment
1.	India	318	49.8%
2.	China	128	20.1%
3.	Nigeria	29	4.5%
4.	Saudi Arabia	16	2.5%
5.	Vietnam	14	2.2%

Mohawk College reported to the Ministry that International Enrolment* in 2010-2011 = **638**

DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.

Full-Time International Enrolment as a comparative percentage of Full-Time Enrolment at **Mohawk College** in 2010-2011 was: (calculation based on the total number of Full-Time International Enrolment (**638**), divided by **Mohawk College**'s 2010-2011 Full-Time Enrolment Headcount (**10,359**)) 6.16 %

Please provide **Mohawk College's** 2010-2011 Part-Time International Student Enrolment = 78

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Mohawk College** in 2010-2011 = 103

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Mohawk College** used in 2010-2011 to create pathways for *International students* from **Mohawk College's** ESL programming to postsecondary studies.

• Enrolment: Note that, as reported in Section 1 of this report, the number of full-time, funded domestic students (excluding Second Career, Apprenticeship and International) reported by Mohawk College November 1, 2010 was 9,682. The number of International students reported here represents 6.6% of that number.

• Mohawk applied for and received Ministry approval and funding for our post-secondary English for Academic Purposes (EAP) program, which provides the opportunity for students to register in language course offerings customized to their needs along with courses from diploma programs. The program prepares students for success in their chosen post-secondary programs of study.

• Mohawk also developed a University Preparation level EAP program to facilitate the language development of those students currently in specific, language-dense diploma programs (i.e. – Health Care, Humanities), who are at risk due to insufficient language proficiency levels. This program is also part of a partnership with McMaster University, serving as a pathway for international applicants to Master of Engineering programs who need language upgrading prior to acceptance.

•We also implemented a refined registration/placement process for International students who have a gap term between arrival and entry into their chosen Mohawk College programs of study. These students are registered as 'General Interest' students and are authorized to take required Communication courses and selected credits in the postsecondary programs of study to which they have been offered admission. These productive activities facilitate successful transitions to the college and the community.

Please provide one or more highlights, in the space provided below of a **Mohawk College** activity in 2010-2011, which contributed to maintaining or improving **Mohawk College's** international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

• In 2010/2011 the Mohawk International Partnership and recruiting team travelled extensively to promote the College. Recruitment fairs were attended in Vietnam, China, Nigeria, India and the United States among other countries.

• The Dean of International Education travelled twice to China to liaise with current partners and negotiate with new potential partners. These visits resulted in the signing of Partnership Agreements with schools in Jiaxing, Wuhan, Guangzhou and Shanxi as well as Memoranda of Understanding with several more.

•A Memorandum of Understanding was also signed with a chain of English language schools in China. When completed this agreement will facilitate the recruitment of their graduates to attend our College.

• The President and Past Chair of the Board of Governors accompanied the Dean on a spring visit to China, generating

additional goodwill with our existing partners.

• The Dean followed up on a previous visit by the President to the Ukraine, visiting 6 schools with which we have signed Memoranda of Understanding. Negotiations with these schools continue.

• An innovative approach to recruiting students in the UK resulted in 10 students enroling at Mohawk College. This approach involves the use of social networking as opposed to our traditional method of employing commission agents. This has proven to be cost-effective and will be expanded in the coming year.

• The recruiting team has also communicated with International alumni requesting that they recommend Mohawk College to prospective students. This practice has been highly effective in both Vietnam and Nigeria and will be expanded.

• We restructured our system of compensating International agents, creating a class we referred to as "Preferred Agents". These agents were rewarded incrementally based on the number of students they recruit on our behalf, resulting in improved loyalty and results.

8) Supply Chain Compliance / *Broader Public Sector Accountability Act*

SUPPLY CHAIN COMPLIANCE

Effective April 1, 2010, Broader Public Sector organizations, including colleges that receive more than $10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

Mohawk College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, *Mohawk College* adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Mohawk College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, *Mohawk College* adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Mohawk College confirmed in its 2009-2010 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, *Mohawk College* participated in the Ontario Education Collaborative Marketplace (OECM): **No**

Please provide one or more highlights, in the space provided below, of a ***Mohawk College*** activity in 2010-2011, which contributed to maintaining or improving ***Mohawk College's*** supply chain initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Mohawk College, in collaboration with The City of Hamilton and McMaster University, cooperated in a voluntary purchasing program for the acquisition of computer hardware. The initiative involved the creation of a committee consisting of administrative and information technology professionals from the three institutions, and co-sourcing IT requirements. The result was beneficial to all institutions as we increased the orders volume and therefore increased the relative purchasing power. The size and value of the tender brought tier one vendors to the negotiation table and allowed our institutions to negotiate favourable terms and prices. These benefits included increased warranty provisions as well as price savings, estimated at $2.5M over the life of the contract.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All colleges were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through two new directives (procurement and expenses), establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including colleges, to establish rules on perquisites.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

   i. formally adopt the supply chain code of ethics in accordance with their governance processes; and

   ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, **Mohawk College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Mohawk College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Mohawk College** adopted in 2010-2011 to prepare for compliance.

> In order to prepare for compliance, Mohawk College in March 2011 reviewed its established procurement processes and sign-off procedures. The purpose of this exercise was to implement a more rigorous, transparent and accountable system for procurement decisions by senior managers in anticipation of the new procurement directive. This system was compared to the directive (once it was released) and adjustments were made to ensure compliance.

BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

    i. requiring designated BPS organization to establish expense rules, and

    ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, **Mohawk College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Mohawk College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Mohawk College** adopted in 2010-2011 to prepare for compliance.

Information regarding what was expected in the expenses directive was released by the Ministry prior to April 1st. During March 2011, the College rewrote its expenses policy to bring it in compliance with the information provided on the new expenses directive, particularly in respect to issues surrounding international travel and hospitality events.

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including colleges, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the college including appointees, board members, elected officials and employees.

Given that the effective date for compliance is August 2, 2011. **Mohawk College** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **Mohawk College** to attest that it is in compliance with this Directive.

9) Space Utilization

Mohawk College indicated in its 2009-2010 MYAA Report Back that it <u>had</u> a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of a *Mohawk College* activity in 2010-2011, which contributed to maintaining or improving *Mohawk College's* space utilization initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In 2010-11, Mohawk built the Learning Exchange, which includes a new library and collaboratory to provide students with spaces for group work including access to computers, wireless connections and power for laptops and mobile devices. Several meeting spaces were also provided across the campus for students to meet and work together. The furniture and design of these spaces and the Learning Exchange were developed following extensive consultation with students.

10) Student Satisfaction

Per the KPI results reported in 2010-2011, the student satisfaction rate at *Mohawk College* for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **87.6%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at *Mohawk College* for KPI Question #26 "The overall quality of the learning experiences in this program" = **81.1%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at *Mohawk College* for KPI Question #44 "The overall quality of the facilities/resources in the college" = **74.8%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at *Mohawk College* for KPI Question #45 "The overall quality of the services in the college" = **73.8%**

Please provide one or more highlights, in the space provided below, of a *Mohawk College* activity in 2010-2011, which contributed to maintaining or improving *Mohawk College's* student satisfaction initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Mohawk College completed the first phase of a $50M renewal of its oldest and main campus, including:

A new library and collabortory, the Learning Exchange, provides expanded areas for students to learn and work together on group projects and includes an innovation lab, where students and faculty collaborate on entrepreneurial projects. Students have access to specialized centres that feature large screen monitors, media ports that connect laptops to the monitors and the College's network.

A state of the art Math, Language, Computer Learning and Peer Tutoring Centre provide enhanced assistance to students. Mohawk's Open Access function has moved to a more distributed model where students can work on their computers in several areas across the campus instead of the centralized open access room of the past. Expanded access to wireless and electrical outlets allow students to work on projects not only in the new building but in the two newly renovated wings.

Important improvements in food and bookstore services and facilities include the addition of new vendors, increased choices and electronic ordering and an atmosphere reflective of a contemporary post-secondary institution to meet students needs.

11) Graduation Rate

Per the KPI results reported in 2010-2011, the graduation rate* at **Mohawk College** = **60.7%**

Please provide one or more highlights, in the space provided below, of a **Mohawk College** activity in 2010-2011, which contributed to maintaining or improving **Mohawk College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Health Sciences programs at Mohawk have introduced remediation opportunities for students whose failure in a prerequisite course prevented them from continuing with their cohort and put them at risk of delaying graduation. The Occupational Therapist Assistant and Physiotherapist Assistant, Cardiovascular Technology, Pharmacy Technician and Medical Radiation Sciences programs all had success with this initiative. This remediation activity began in 2009/2010 and the amount of activity in 2010/2011 increased both in number of students participating and number of remedial courses offered.

Multiple yearly intakes in many programs in Community and Urban Studies and Health Sciences provide excellent remediation opportunities for students who are not successful or have extenuating circumstances impacting their success.

Students in Skilled Trades and Apprenticeship programs are in certain circumstances permitted to make use of "special repeat" activities which pair them one-on-one with a faculty person who designs and grades an individualized activity in place of a failed course at a nominal fee.

12) Graduate Employment Rate

Per the KPI results reported in 2010-2011, the graduate employment rate, 6 months upon graduation, at **Mohawk College** = **86.3%**

Please provide one or more highlights, in the space provided below, of a **Mohawk College** activity in 2010-2011, which contributed to maintaining or improving **Mohawk College's** graduate employment initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

• Mohawk recognizes that graduation from an externally accredited program significantly enhances the employability of our graduates. Program accreditation is particularly important to Health Sciences graduates, so Mohawk programs regularly undergo rigorous accreditation processes. In 2011, the Diagnostic Cardiac Sonography program completed the rigorous accreditation process required to achieve Canadian Medical Association (CMA) accreditation status. The Canadian Council for Accreditation of Pharmacy Programs (CCAPP) is responsible for approving Pharmacy Technician programs in Canada. The Mohawk College Pharmacy Technician program received full accreditation in 2010.

• The graduate employment statistics in the Bachelor of Science Nursing program continue to be strong in part due to the Ontario Governments continued "Nursing Graduate Guarantee" which provides financial incentives to health care agencies that hire new graduates

• Graduate Employment Officers have been invited to attend Program Advisory Committee meetings to conduct outreach and generate increased awareness of College placement services and of the many skills and benefits of graduates amongst employers participating in these committees.

• Student and Graduate Employment updated presentations used during classroom visits, developed E-learn sessions on topics such as preparing online resumes and also planned integratation of social media into service delivery.

13) Student Retention

The table below has been pre-populated with the results from **Mohawk College's** 2009-2010 MYAA Report Backs. Please identify **Mohawk College's** achieved results for 2010-2011 using the following methodology :

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs on which enrolment is reported at minimum twice).

	Retention Rate Achieved for 2009-2010	Retention Rate Achieved for 2010-2011
1st to 2nd Year	**67.5%**	2010 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 4,306 ÷ 2009 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 5,851 x 100 = 73.6%
2nd to 3rd Year	**82.1%**	2010 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 811 ÷ 2009 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 976 x 100 = 83.1%
3rd to 4th Year	**N/A**	2010 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2009 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 x 100 = 0%

*The space below is provided for **Mohawk College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention.

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 (2010-11) is divided by the total full-time enrolment in the "base" year (2009-10). 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.

Please provide one or more highlights, in the space provided below, of a *Mohawk College* activity in 2010-2011, which contributed to maintaining or improving *Mohawk College's* retention initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Mohawk College finalized development of a new student service model based on a comprehensive and strategic approach that binds together the various transactional, engagement and advising activities available to support student success and retention. Planning for The Square, a new Student Services Centre that consolidates services formerly situated in 17 locations across the Fennell Campus was completed; renovation of the space began in January, 2011 and was completed by the end of June. The new service model will serve as the basis for a redesigned service model at Mohawk's other campus locations.

• During the 2010-11 academic year, Mohawk continued implementation and monitoring of revisions made in 2009 to the Program Promotion and Graduation Requirements policy. The policy promotes retention by recommending or requiring advising for students whose end-of semester academic outcomes indicate risk. Depending on their academic standing, students are either strongly recommended or required to meet with a Student Success Advisor prior to registration in the next semester of their program of study. The SSA may work with the student to develop an Academic Improvement Plan, and/or may refer the student to the appropriate academic program coordinator or to a counsellor as appropriate.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Mohawk College** used in 2010-2011 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

• The Learning Exchange facility opened in January 2011 and is home to five Active Learning Classrooms. Active Learning Classrooms are formal learning spaces that are designed to support teaching and learning in an atmosphere conducive to engaging students actively in their own learning. The classrooms are equipped with multi-projections capabilities, whiteboards for collaboration, flexible seating and workspaces for collaborative group projects and discussions. The Centre for Teaching and Learning has built an online community of practice space for faculty and hosts ongoing face-to-face and virtual workshops on maximizing the technology, active learning pedagogy, best practices for active teaching, and leveraging the ALCs assets.

• The Faculty of Health Sciences and Faculty of Community and Urban Studies continue to enhance the educational experience through the use of simulation technology. In the Public Safety and Security cluster of programs, Mohawk College invested in the Meggett Judgemental Simulator, which provides real life scenarios for students to work through which are not possible without the technology, including how to work through a shooter scenario, serious physical threats and conflict management and arrests.

• The Health Sciences programs continue to utilize Laerdal Simulation technology and expanded high-fidelity training mannequins into the area of obstetrics and gynecology and newborn care in 2010.

• Twenty-nine groups of 4th semester graduating Electrical Engineering Technician – Power students made 20 minute presentations to a panel of judges composed of Mohawk faculty and industry representatives in the hopes of selling the superiority of their groups electrical design. These students worked in groups of five, designing a distribution system for a small machine shop. The students were acting as competing design companies and were encouraged to innovate in the development of strategies and to incorporate value-added design principles that would give them a competitive edge. This pilot capstone initiative involved faculty from Language Studies and Electrical Engineering Technology and replaced the Active Citizenship course in this program of study with engagement of the Communications professor in the core course to support the students' communication needs. The plan is to launch similar capstone project-based courses college wide to replace the current Active Citizenship course in future.

2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

• Mohawk consulted extensively with its two student associations - Mohawk Students' Association (MSA) and the Mohawk College Association of Continuing Education Students (MCACES) - in finalizing the new Student Service model and planning the restructuring of Student Services. In-person and online consultations with the entire student population also informed the design of The Square, the new centre that consolidates services previously offered at 17 separate locations across Fennell Campus.

• Because Orientation and Transition activities are vital to engaging students and fostering relationships within the college that support their success and retention, an integrated, college-wide academic and service Transition and Orientation team spent months planning and preparing for Mohawk's Fall 2010 Orientation program. The team consulted extensively with student groups and recruited and trained a student volunteer team to assist with programming and activities. The result was widely considered to be Mohawk's best Orientation ever, with a record-breaking level of attendance by students from all campus locations.

• Restructuring of Student Services under Mohawk's new model integrated Student Life and Athletics and Recreation under the

leadership of a Director, Student Engagement and Athletics. In consultation with our two student associations, this new team developed plans for a new student leadership program that will provide centalize opportunities for students to develop personal skills, and also train them to assist in a variety of activities and events at the College. A team of student leaders selected to initiate the program will promote it to other students, recruit additional volunteers and assist in the development and delivery of workshops and training. A project planned for 2011-12 with the support of MSA and MCACES will record participation in this leadership program for inclusion in a co-curricular record that will provide official recognition of students' learning and achievement.

3) SUPPORT (Examples may include personal and academic supports to students, etc.)

•The Learning Exchange is home to the new Cummings Library and Collaboratory.
Features of the dynamic and user-centric facility include:
• resources: more than two thirds of library resources are digital so students have access to learning resources anywhere, anytime. Computers and a full range of software are also available to meet every assignment need.
• in-person assistance: library, technology and media staff roam the spaces, ready to help students with research and/or creativity support. Students can also access help by phone, email or chat.
• learning landscape: the new learning spaces are zoned for different types of learning to engage students and help them accomplish what they need to be successful. Zones include quiet study, group study for collaborating with others, chilling-out space for relaxation, and creative space for creating innovative and exciting class presentations and assignments.
• sandboxes: fully-equipped sandbox stations allow students to collaborate with a team and share technology and information. Dynamic series of Tech Talks run regularly in the Collaboratory where the college community shares information about new technologies, tips, tricks and trends on a regular basis.
• destination: the new learning spaces are a destination for students, including coffee, food, comfort, programs and activities to engage students.

• In 2010/11, the Mechanical Technician Program at STARRT offered math drop in help sessions to assist any students in this program that were under-prepared.

• The Electrical Engineering Technician – Power program initiated further opportunities for student access to Labs, equipment and technology, with additional focus on Peer Tutor and Faculty support for students in the open access Lab environment.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of *Mohawk College's* Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is *Mohawk College's* 2010-2011 budget for their executive offices.

☑ *Mohawk College* confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

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Attestation:

☐ By checking this box, *Mohawk College* confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from *Mohawk College's* Executive Head or Board of Governors.

Contact:

Please provide the contact information for the representative at *Mohawk College* to whom public inquiries can be directed regarding *Mohawk College's* 2010-2011 MYAA Report Back:

- Name:N/A

- Telephone:N/A

- Email:N/A

Please indicate the address on *Mohawk College's* website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- http://N/A