

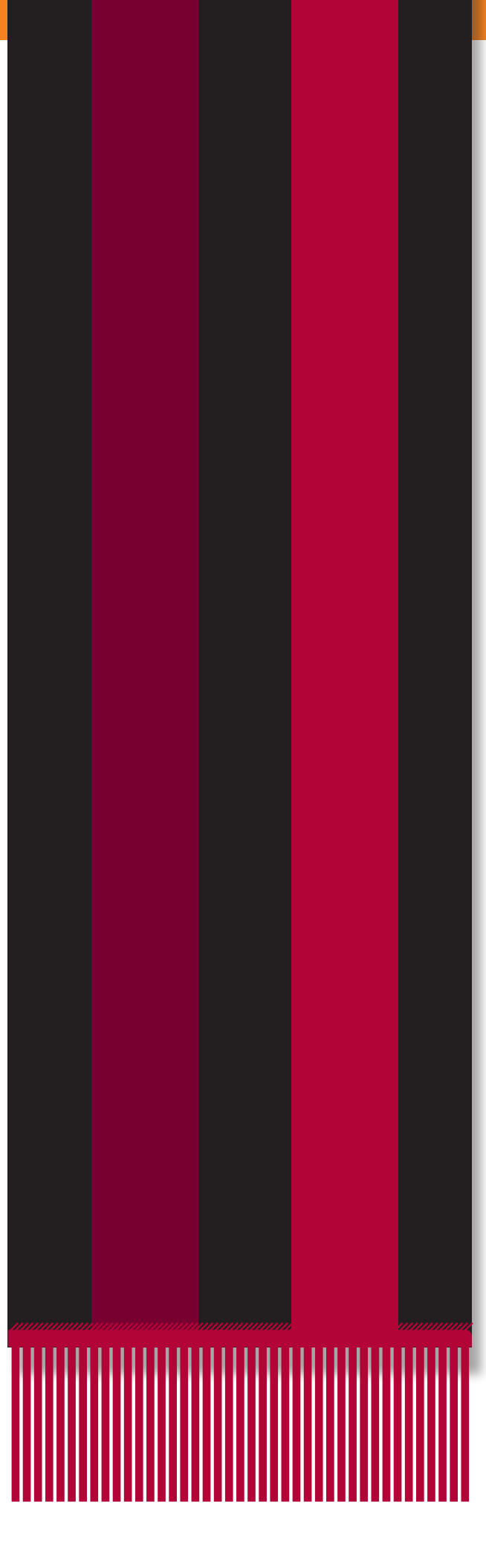
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MOHAWK'S 5 POINT

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# STUDENT SUCCESS PLAN

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We promise  
exceptional service to students throughout  
the cycle of their college experience  
from preadmission to graduation and beyond.

We will invite and support a level of  
engagement that assures our students

a college experience  
that empowers them to  
transform their lives.

This is our Mohawk Promise.



# A Future-Ready Plan for Student Success

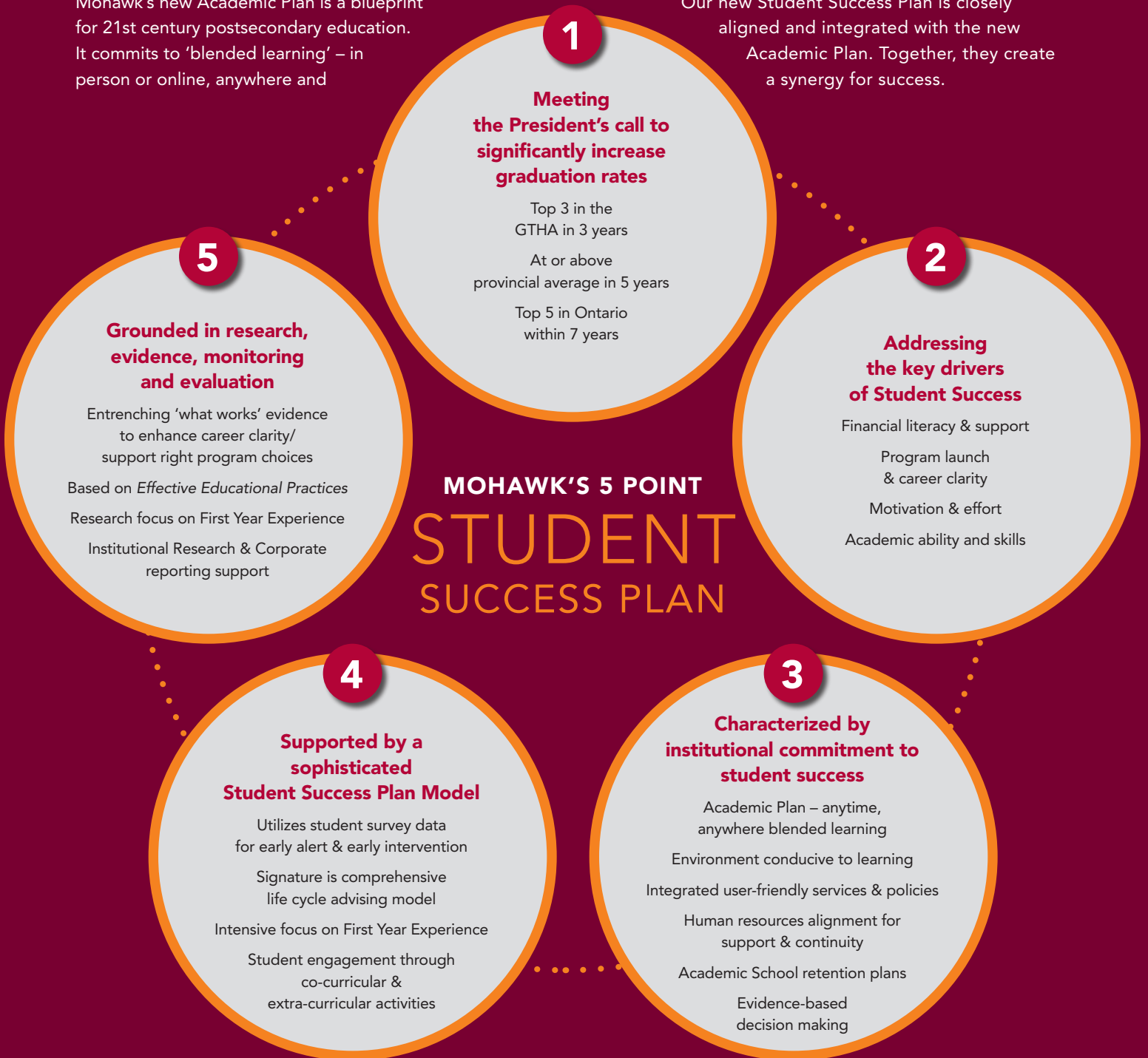
Mohawk College promises its students a “college experience that empowers them to transform their lives.” Mohawk recognizes that student success depends on the *entire* experience students have at college, both inside and outside the classroom.

A transformative experience requires both a stellar academic program and exceptional student services to support and enhance learning.

anytime, and emphasizes building the necessary skills to succeed in our knowledge economy – skills like critical thinking, communication and collaboration.

Mohawk’s new Academic Plan is a blueprint for 21st century postsecondary education. It commits to ‘blended learning’ – in person or online, anywhere and

Our new Student Success Plan is closely aligned and integrated with the new Academic Plan. Together, they create a synergy for success.



# 1 Meeting the President's Call to Action

## Retention and Graduation Rates to Measure Student Success

Student success is Mohawk's core purpose— to graduate students with the education they need to have sustainable and meaningful careers or to pursue further education.

Mohawk is turning its energy and commitment to student success, setting rigorous goals to become

a provincial leader in graduation rates within the next five years:

- Top 3 in the GTHA in 3 years
- At or above provincial average in 5 years
- Top 5 in Ontario within 7 years

## Action Strategies

### Targets

Mohawk will set annual retention and graduation rate targets for the next five years.

- 
- Implement, refine and enhance Strategic Enrollment Management Process
  - Determine year-by-year goals using 2012-2013 benchmark based on provincial comparators (Province, GTHA, large 8 & Regional)
  - Develop and implement cross-college plan and metrics to monitor progress
  - Set a 3 year implementation plan to achieve goals
- 

### Retention

Mohawk will provide a range of supports, programs and research to foster retention.

- 
- Continue *Succeeding* retention campaign to help more students find and stay on a clear pathway to their college and career goals
  - Assign retention role to Director Student Success Initiatives in conjunction with Associate Deans who will create a retention plan and collect baseline data for each school
  - Undertake collaborative research on retention and risk factors with the Educational Policy Research Initiative
- 

Improving **graduation rates** will build on turn-around of student satisfaction scores

- Mohawk has improved student satisfaction as measured by Provincial indicators, moving from #23 in Ontario 4 years ago to #1 in the Greater Toronto and Hamilton Area in 2010-11, and again in 2011-12
- Plus in 2011-12, Mohawk was #1 among the 8 largest colleges in Ontario

### Collaboration

Mohawk's Student Success Plan will be an integrated college-wide undertaking based on a strategic partnership model that is aligned with Mohawk's Strategic Priorities, Vision, Mission & Values, and reflects the college's Strategic Mandate Submission.

- 
- Provide oversight to all initiatives and activities through a renewed Student Success Committee and two interconnected sub-committees:
    - Assessments, Grading, Promotion & Graduation
    - First Year Experience
  - Facilitate a high level of campus-wide collaboration among cross-functional, trans-disciplinary areas of the college to include full staff and faculty participation
-

## 2 Addressing the Key Drivers of Student Success

### Widening the Lens

Mohawk recognizes that in addition to the institutional drivers of student success – student-focused services, policies, processes and places– there are other causative forces that can determine whether or not a student succeeds in a postsecondary environment.

Four main determinants are:

1. Financial literacy and support
2. Program launch and career clarity
3. Motivation and effort
4. Academic ability and skills

Mohawk's comprehensive Student Success Plan addresses these often interconnected factors with a range of strategies.

### Action Strategies

#### Financial literacy and support

These strategies address the financial concerns of students and their families and explain the 'value proposition' of postsecondary education as an investment in a future career. The goal is to ensure students are well-informed about the funding support available so that they get the maximum they are eligible for and that they also understand the requirements and responsibilities of repayment.

- Enhance information materials to address the value of an education and funding mechanisms
- Ensure adequate financial assistance to student
- Develop more flexible scheduling
- Develop more Co-op programs
- Offer more student jobs on campus

#### Program launch and career clarity

Strategies assess incoming students' traits and motivation to provide clear information that supports program selection to ensure adequate career clarity. Similarly, pre-admissions advising supports right program choices.

- Enhance program information and include as part of each program orientation
- Enhanced orientation with new "Program + Career" launch and "President's Welcome"
- Introduce pre and post-admissions career coaching and advising for students
- Enhance online information and tools
- Facilitate information about daycare options for students' children

- Offer foundational courses with multiple pathways to allow career exploration while advancing student knowledge
- Mandate academic orientation for all new students
- Offer *Make Your Mark* sessions for all new students to encourage high performance learning

#### Motivation and effort

Motivation and effort Strategies help students connect to Mohawk in their First Year and to their chosen careers in upper years. They help to build confidence, prepare students to balance school, work and life and support study skills and personal success strategies.

- Expand peer mentoring and tutoring program
- Implement Student Engagement requirement
- Create deliberate opportunities to ensure student connectivity to peers, faculty & staff
- Communicate program expectations and demands

#### Academic ability and skills

Strategies assess incoming students' skills/ability levels to match students to right programs. They aim to reinforce career clarity and define pathways for students intending to pursue other postsecondary education.

- Develop and maintain appropriate Admission Standards
- Strategic and proactive approach admissions with a view to getting the right people in the right programs
- Support students academically post-admission according to need

- Where appropriate, mandate pre-admission preparatory courses
- Create adaptive learning platforms to enable learning according to cognitive strengths
- Formalize learning communities to maximize support environment and measure student and faculty participation
  - Program level
  - Thematic experiences

- Student to student work and study groups
- Program related competitions

Strategies also highlight alternative pathways for students at-risk and help underprepared students to prepare for college, offering a range of pre-admission seminar courses and workshops to teach study skills and techniques.

## 3 Characterized by Institutional Commitment to Student Success

### Student Success an Overarching Goal

Mohawk's Student Success Plan embodies this commitment, reflecting a thorough understanding of its students – who they are, their aspirations and their needs. The Student Success Plan is informed by and integrated with a powerful Academic Plan that offers wide-ranging academic options that match Mohawk students' abilities and needs, including 'blended learning' – in person or online, anywhere and anytime.

The College as a whole and each of its schools and programs is developing retention plans to ensure that more students graduate than ever before, with attention paid to achieving learning outcomes both within and outside the classroom.

Student surveys consistently find that students need places on campus to congregate and interact, spaces where they can study and socialize. Mohawk recognizes that creating a 'user-friendly' campus environment conducive to learning also is an important underpinning of student success.

Supportive faculty and staff, the design and location of physical facilities, fully-available technology and germane policies and procedures are all integral to making Mohawk's environment a welcoming place that generates a sense of community and belonging.

## Action Strategies

### User-friendly campus with integrated service delivery

Mohawk is developing services and supports that emphasize student success.

A key component is the streamlined delivery of transactional support and administrative services such as counselling, admissions, registration, accommodations, financial assistance and student awards. Mohawk constructed The Square, a Full Service Student Centre hub at the Fennell Campus to put the majority of support services under one roof. It includes dedicated 'zones' for information, advising, transactions, student engagement, socializing and support. Similar spaces are being planned at each major site of the college.

- Develop high-performing cross-functional teams to provide student support services based on integration of shared procedures, policies and technical information
- Review key processes in the Registrar's Office to make these processes work better for students, staff and faculty
- Continue to enhance 'one-stop' Full Service Model at Fennell and satellite campuses
- Add Service Centre Annexes at Stoney Creek, the Institute at McMaster and at Brantford
- Open Mohawk Recreation Centre



## Environment conducive to learning and study

Mohawk will continue to improve its facilities and enhance technology with campus organization and physical structures that support student success – including academic districting and enhancements to cafeterias and lounges. A priority is to provide more learning and quiet study spaces.

Mohawk's Collaboratories, academic districts, new Library and iDeaWORKS Project Centre reflect this approach to a holistic, flexible learning environment.

Mohawk will continue to develop modernized IT support systems and Future Ready processes to support student self-serve and ease of use.

- 
- Enhance systems and introduce new tools
  - Migrate systems to integrate with Banner and use of Clockwork for advising
  - Launch Relationship Management to manage communications and interventions
  - Design systems and tools to support retention efforts and reporting
  - Enable more self-serve tools for students including Degree Works for program monitoring and status
- 

## Human Resources alignment for support and continuity

Mohawk will develop the Human Resources procedures and training that support student success. Emphasis will be on professional development for faculty and staff to increase understanding about the drivers of student

success and the importance of the First Year Experience. The pivotal role of faculty and staff interaction with students will be a priority focus as will early evaluation and clarity around students' progress.

- 
- Assign retention role to Director Student Success Initiatives in conjunction with Associate Deans
  - Develop institutional, school & program retention plans
  - Define scope of practice re: student development for professional and academic staff
  - Establish minimum educational requirements for Student Success Advisors with a focus on student development theory and practice
  - Develop First Year Experience training and certification program to enhance knowledge
  - Offer right start to program standardized essential elements training for all faculty and staff
  - Ensure 40% participation by fall 2013, 70% by winter 2014 and 100% by fall 2014
- 

Mohawk will review and revise policies and procedures that address or impact student success.

- 
- Develop new and revised student success policies
  - Review key processes in the Registrar's Office
  - Revise promotion policy and status
  - Establish business rules/models for advising and student engagement
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## Supported by a Sophisticated Student Success Model

### A Model for Success

Mohawk's new Student Services Model will help students identify and attain life and business skills and develop career-option clarity through deliberate planning. Grounded in research about what nurtures and supports postsecondary success, the model is customized to address students' individual needs and monitor their progress.

Mohawk's model uses student survey data for early alert and early intervention, provides students with a step-by-step career plan and equips them for the world of work with an e-portfolio of real life experiences.

The model's three distinctive 'signatures' are:

1. Early intervention based on predictive modeling to identify students at-risk of leaving early
2. Comprehensive life cycle 'intrusive' advising with early intervention to assist students to enhance career clarity and study skills
3. Requiring student engagement in co-curricular and extra-curricular activities to supplement learning

Intensive attention to the First Year Experience is also a hallmark of the Mohawk model ensuring that students have a meaningful connection to the college.

The model's approach is a comprehensive, campus-wide collaboration. This holistic approach reflects research that identifies that there are no single solutions to the complex issues of student persistence and retention. Central areas of focus are career clarity, early alert, advising, First Year Experience, student engagement and transactional support.

## Action Strategies

### Lifecycle advising and specialized support

*Get Started. Stay on Track. Persist.*

Mohawk will provide 'student lifecycle' advising across a continuum that starts pre-admission and continues till graduation. Pre-admissions advising helps students to pick the right program and gain career clarity. Post-admissions advising ensures that students have in fact chosen the right program. Student success advising helps students with their studies, and career advising assists students to find and enter a career upon graduation.

The advising team is cross-functional to ensure service integration. It includes both general advisors and specialists, like counsellors, financial advisors, registration staff and career advisors. Peer leaders will also support students as tutors and mentors.

All new students will complete the *Assessment for Success* student entrance survey to determine the level of support they need to increase their likelihood of success and their assignment to a pertinent advising group. Students' receptivity to support will be monitored and interventions will be assessed to determine their effectiveness.

An online early alert system will monitor first semester students at frequent intervals and identify students at-risk of leaving early. Where appropriate, the system initiates an early intervention to provide support from a cross-disciplinary team of faculty and student success advisors.

- Launch *Getting Ready Campaign* to strategically align all communications sent to prospective students, increase conversion rates and enhance career clarity
- Conduct *Assessments for Success* to determine college and career readiness and tie to automated messaging
- Use *Student Entrance Survey* data linked to student information system to identify risk factors for early alert and 'intrusive' advising
- Mine demographic, skill, and experience characteristics of incoming student population from all data sources to support customized interventions



## Intensive focus on First Year Experience

*The inability to adapt to the new environment often causes students to withdraw from school during or after the first year. (Tinto)*

Mohawk will create a common culture of support for a student-centred First Year Experience.

The First Year Experience will ensure that students have ongoing effective supports to adjust to the college environment.

Transition and orientation activities will provide a welcome and introduction to new students who will then continue to receive orientation, advising, encouragement and evaluation throughout their first year of study. Orientation will be designed to ensure that students make meaningful connections with peers.

- 
- Use *Assessments for Success* data at FYE milestones for advising and intervention
  - Implement *Future Ready Tool* to establish a deliberate approach to planning for success
  - Increase the number of Start Smart sessions for new students
  - Review the first year experience to examine alternate streams for students at-risk to increase retention
- 

## Student engagement through co-curricular and extra-curricular activities

*Students who are actively involved in both academic and out-of-class activities gain more from the college experience than those who are not so involved. (Pascarella & Terezini)*

Students will create a Future Ready plan to clarify career goals, choose co- and extra-curricular activities and arrange service supports, such as financial assistance, mentoring, co-op placement.

Mohawk will require students to get involved in co-curricular and extra-curricular activities to supplement learning and to start networking and collaborating with other students. Students will gain experiences relevant to their chosen careers, build their 'soft skills' and make meaningful connections with faculty, staff and their fellow students. Students will be able to choose their activities from a broad range of options:

- academic clubs – tied to curriculum
- social, religious/spiritual groups
- service learning opportunities
- community projects
- social inclusion activities – diversity /cultures
- athletics
- volunteering
- student government

Faculty and advisors, staff, coaches, mentors and peers will provide support inside and outside of classes.

- 
- Implement the co-curricular record database
  - Implement the Student e-portfolio in conjunction with the academic schools — a repository of student experience that captures academic, experiential learning, co- and extra-curricular activity to demonstrate learning outcomes and soft skills
- 



## 5

## Grounded in Research, Evidence, Monitoring & Ongoing Evaluation

### Incorporating Best Practice Evidence for Continuous Improvement

Mohawk's Student Success Plan is grounded in research and consultation and includes an ongoing study on risk factors and retention that will provide a 'real time' feedback loop to inform future activities. Both established and emerging evidence will be incorporated into strategies and programs to enhance career clarity and support the right program choice for each student. A primary research influence is

Effective Educational Practices, with concentrated attention on the critical First Year Experience.

Mohawk's student success strategies and decisions are data-driven and evidence-based, with a commitment to continuous improvement that reflects experience and emerging research findings.

### Action Strategies

#### Effective Educational Practices are the foundation

Mohawk's Student Success Plan is informed by a substantial body of research including:

- *The Community College Survey on Student Engagement* – on Effective Educational Practices The Higher Education Quality Council of Ontario Research
- *Assessing Costs and Benefits of Ontario College Programs and Services for Students-at-Risk*, (Colleges Ontario)
- *National Resource Centre for the First Year Experience and Students in Transition*

The findings of these and numerous other research studies on postsecondary attainment and retention conclude that student success in college is strongly associated with deliberate planning tools that provide pre-admissions and life cycle advising:

- Early alert advising and intervention for students who are academically underprepared or struggling in the first semester is particularly emphasized.
- Studies also repeatedly cite student engagement as a predictor and correlate of student success.
- Findings demonstrate that the more actively engaged students are in meaningful connections with college faculty, staff and peers, the more likely they are to persist in their college studies.
- Career clarity and financial literacy are other key variables that determine student success.

#### Focus on First Year Experience

The student entrance survey, *Assessments for Success*, in place at Mohawk since 2009, which provides rich data on risk factors, will be tied to the student information system enabling use of this data for early alert and intrusive advising.

- 
- **Revise and renew *Assessments for Success* tool to focus on First Year Experience milestones – incoming, student engagement and progress, first semester, and retention**
  - **Revise student entrance survey with capstone questions to identify the key areas that trigger early alert and intervention**
- 

#### Student Success Initiative Pilot Activities

Mohawk will move forward on evidence from a range of pilot activities that suggest promising practices and indicate areas for further research.

- **Making Your Mark** – Faculty training and orientation program pilots averaged over 90% satisfaction from participants. Results will inform future orientation enhancements and support a campus culture of student success and a consistent start to the First Year Experience.
- **Revised Admissions Requirement in Technology Programs** – Redefining admissions requirements helped students succeed by having the right students in the right programs or on the right upgrading pathway.

- **Early Alert & Succeeding Campaign** – a proactive e-mail communication initiative designed to provide positive and encouraging advice to students tailored to their individual needs. Two strategic e-mail messages were delivered to all first semester students in the fall semester (delivered during weeks 2 and 5). The messages introduced them to their Student Success Advisor and a suite of resources and support systems available to them. Another message was sent end of term.
- **Compulsory Withdrawal (CW) Re-direct** – Students with Compulsory Withdrawal status were offered the opportunity to move into a preparation program instead of leaving the college or having to reapply, resulting in an 18% improvement in retention among these students compared to the average retention of CW students in similar programs this term. These findings will inform policy changes that better align with student success principles.
- **Mohawk Relationship Matrix** – A software tool prototype designed and developed by the Business Solutions team will be the conduit for the integration of all software and data systems on campus and enhance Mohawk’s ability to leverage student data for more evidence-based advising and support initiatives.

- 
- Replicate pilots demonstrating promising practices with larger samples
  - Institute new pilots to isolate effective practices
- 

## Continuous tracking, assessment and improvement

Recognizing that ongoing evaluation is a critical component of its Student Success Plan, both to monitor effectiveness and identify emerging trends and strategies, Mohawk will create and implement a Student Success Evaluation Plan with relevant policies, procedures and oversight.

Mohawk will rigorously monitor and track student success initiatives according to defined targets by the College and by School to entrench best practices, adjust programs as required and fast-track opportunities for promising practice pilots and applied research.

- 
- Define retention and graduation rates as well as calculations and methodology for determining retention and graduation rates
  - Set measurable targets against 2012-13 baseline data
  - Establish benchmarks, targets, key indices and metrics
  - Refine analysis of school/program specific data on retention, compared with aggregate data and set targets by school and program
- 

## Transparent reporting

Mohawk will report on a regular, scheduled basis to all stakeholders.

- 
- Communicate evaluation findings to assist in decision making/planning
  - Prepare an annual report on Student Success for stakeholders
  - Report annually on Multi Year Accountability Agreement for Ministry of Training, Colleges & Universities
- 



## Research partnerships that support excellence

Mohawk is collaborating with Dr. Ross Finnie at the University of Ottawa on research using Mohawk administrative data since 2005 to analyse student retention. Findings will provide the means for Mohawk to identify students at greatest risk of leaving, to target interventions aimed at improving student retention and to measure the effects of retention programs. This research will inform system design and intrusive advising tools to increase student success, retention and graduation.

- Review first Report findings to incorporate important benchmarks about student success at Mohawk and inform future strategies
- Utilize modeling to inform early alert initiatives

## College-Wide dialogue

The introduction of the Student Success Committee and its sub-groups initiated greater cross-functional discussion and planning for student success initiatives. Similarly, the pilot projects generated new levels of discussion about student success. Mohawk will continue to seek input from all stakeholders to entrench a college-wide culture that supports students.

- Continue and expand consultations with the Vice-Presidents of Academic and Corporate Services, the Student Association, Student Success Committee and Student Success Steering Committee and Mohawk Executive Group
- Provide ongoing update and progress reports to stakeholders
- Continue the *Make Your Mark* program to support faculty teams with a more consistent approach to the start of class as part of the Orientation and Transition and First Year Experience efforts

## Student Success Implementation

Mohawk's robust Student Success Plan outlines the college's pledge to provide its students with the best possible programs, services and supports to graduate and move on to sustainable careers.

The implementation of the Plan will embed student success in the way the college does business every day. Student success will include the contributions of administrators, faculty and staff across the Mohawk community and encompass a broad spectrum of activity and endeavour.

### 3 main tools will guide the Plan's implementation:

1

A *Student Success Matrix*, showing the cause-and-effect relationships between the drivers of student success, student outcomes and Mohawk's success strategies and programs.

2

A step-by-step 'how to' e-Guide custom-developed for Mohawk faculty and staff with the details and mechanics of implementation, including timelines, roles and responsibilities.

3

School and program retention plans identifying the targets and metrics that define success in each context.

# Mohawk Student Success Priority Goals

AREA	YEAR 1 Retention goal = 2%	YEAR 2 Retention goal = 3%	YEAR 3 Retention goal = 4%
<b>Academic Schools</b>	<ul style="list-style-type: none"> <li>• Develop Preliminary Retention Plan: set baseline &amp; create inventory of current tactics</li> <li>• 40% faculty participation in Fall <i>Making Your Mark</i> (MYM)</li> <li>• 70% faculty participation by winter</li> </ul>	<ul style="list-style-type: none"> <li>• Established Retention Plan incorporating at least 3 of 5 tactics</li> <li>• 100% MYM participation</li> </ul>	<ul style="list-style-type: none"> <li>• Develop comprehensive retention strategy</li> <li>• Pilot blended version of MYM</li> </ul>
<b>Corporate Services</b>	<ul style="list-style-type: none"> <li>• Define calculation &amp; pilot retention tool</li> <li>• Pilot MRM tool</li> <li>• Assist with set up of Clockwork advising tool</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver new retention scorecard</li> <li>• Create additional quiet study space</li> <li>• Deliver new Degree Works advising tool</li> </ul>	<ul style="list-style-type: none"> <li>• Provide 3 year analysis of trend data</li> </ul>
<b>Institutional Research</b>	<ul style="list-style-type: none"> <li>• Redesign Student Entrance Survey</li> <li>• Introduce capstone questions</li> <li>• Support collaborative research with Educational Policy Research Institute (EPRI)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze first year performance</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing research and analysis</li> </ul>
<b>Student Services</b>	<ul style="list-style-type: none"> <li>• Deliver President's Welcome for new students with minimum 50% attendance, year 2 – 65% attendance and year 3 – 75% attendance</li> <li>• Implement new advising model: reach 70% of students at-risk using new tool &amp; report on success rates</li> <li>• Deliver enhanced Orientation process with 5 Start Smart sessions</li> <li>• Design co-curricular record &amp; framework</li> <li>• Conduct retention audit of plan &amp; practices</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver student success loyalty program</li> <li>• Report on year 1 advising interventions</li> <li>• Implement co-curricular requirement</li> <li>• Develop Student Success Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>• Implement student e-portfolio in conjunction with academic schools</li> <li>• Create annual student success plan</li> <li>• Assess 3 year performance against goals</li> </ul>

# Mohawk Student Success Matrix

WHAT ARE THE DRIVERS?	WHAT ARE THE PROBLEMS/ISSUES?	WHAT ARE THE EFFECTS?
 <p><b>Financial literacy and support</b></p>	<ul style="list-style-type: none"> <li>• Insufficient time due to paid work demands</li> <li>• Student has no money for tuition, books, rent, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Too many hours of paid work, too little time for studying</li> <li>• Simple inability to pay for tuition, etc.</li> </ul>
 <p><b>Program launch and career clarity</b></p>	<ul style="list-style-type: none"> <li>• Lack of Social Skills – no sense of belonging</li> <li>• Lack of Career Clarity</li> <li>• Unclear understanding of program requirements</li> </ul>	<ul style="list-style-type: none"> <li>• No/little interaction with Faculty and Peers</li> <li>• Family Demands</li> <li>• Uncertain about future career</li> <li>• Misunderstood what program entailed/led to</li> </ul>
 <p><b>Motivation and effort</b></p>	<ul style="list-style-type: none"> <li>• Lack of student effort or motivation to succeed</li> </ul>	<ul style="list-style-type: none"> <li>• Not enough effort put into course work</li> <li>• Low motivation leading to early withdrawal</li> <li>• Competing demands on time</li> </ul>
 <p><b>Academic ability and skills</b></p>	<ul style="list-style-type: none"> <li>• Lacking Academic Ability</li> <li>• Lacking academic skills</li> </ul>	<ul style="list-style-type: none"> <li>• Underprepared in math</li> <li>• Underprepared in English</li> <li>• Insufficient effort put in by student</li> </ul>
 <p><b>Institutional</b></p>	<ul style="list-style-type: none"> <li>• Lack of student focussed services, policies, processes, and places</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of information on how our students are doing in real time</li> <li>• Lack of information on why our students leave</li> <li>• Inadequate student-faculty interaction</li> <li>• Lack of quiet study space and collaborative work space</li> <li>• Difficult to use and access services</li> </ul>

## WHAT ARE MOHAWK'S SUCCESS STRATEGIES?


- Enhanced information about financing your education
- Adequate financial assistance to student
- More flexible scheduling
- More Co-op programs
- More student jobs on campus
- Comprehensive Financial Assistance/Awards & Student Employment programs

- Expanded orientation to ensure connectivity
- Student Engaged in culture
- Pre-admission career guidance
- Foundational courses with multiple pathways out to allow career exploration while advancing student knowledge

- Communicate the expectations through standardized start to class
- Student Engaged in culture
- Pre-admission career guidance
- Foundational courses with multiple pathways out to allow career exploration while advancing student knowledge
- Peer mentoring and student success advising
- Support student with goal setting and planning
- Peer Mentoring

- Strategic and proactive approach to admissions with a view of getting the right people in the right programs
- Support students academically post-admission according to need
- Where appropriate, mandate pre-admission preparatory Courses
- Create adaptive learning platforms to enable learning according to cognitive strengths
- Appropriate Admission Standards
- Learning Resource Centre to teach study skills
- More formalized learning communities
- Peer Tutoring

- Insist on evidence-based decision making in retention efforts
- Set service benchmarks and ease of use similar to private sector comparators
- Require Academic evaluation to integrate with student success monitoring best practices
- Set clear expectations for faculty around interaction with students
- Produce retention plans for each academic school



The Mohawk Liripipe  
is the ultimate symbol  
of Student Success —  
the accomplishment of  
achieving graduation from  
a certificate, diploma,  
advanced diploma or  
collaborative degree.