MOHAWK COLLEGE
Strategic Mandate Agreement Annual Report 2017-18
Part 1. Overview

Introduction

The 2017-20 Strategic Mandate Agreements (SMAs) between individual colleges and the Ministry of Training, Colleges and Universities outline the role colleges perform in Ontario's postsecondary education system and how they will build on institutional strengths to fulfil their mandate and support system-wide objectives and government priorities.

Each priority area in the 2017-20 SMAs includes system-wide and institution-specific metrics and targets.

The SMA Annual Report is used by the ministry to track progress on metric performance on an annual basis. The SMA Annual Report is also an opportunity for institutions to provide contextual information and a narrative associated with metric performance in the shared priority areas. Part 1. Overview introduces the institutional context for metric performance, overall and by priority area. Part 2. Data Workbook includes historical data and most recently available values for both system-wide and institution-specific metrics.

For more information on the Strategic Mandate Agreements, please visit the Ontario Government webpage.

Institutional Narrative

Provide a brief description of the overall institutional context for the 2017-18 Strategic Mandate Agreement metric results. **(max. 600 words)**

The many goals we achieved in 2017-18 have Mohawk well positioned for sustained success during a time of record enrolment

It was year of firsts for Mohawk College. In 2017-18, Mohawk became the first college in Ontario to open a Centre for Healthcare Simulation to better prepare students for their clinical placements and careers. Our college was also the first to launch a Centre for Climate Change Management in collaboration with our provincial and municipal partners to accelerate the move to a post-carbon economy. Our College Student Success Innovation Centre was the first among Canadian colleges and we expanded our game-changing City School initiative with a one-of-a-kind mobile classroom.

Mohawk students were the first at any postsecondary institution in Canada to train on next generation collaborative robots in our new FANUC Robotics Lab. We were also the first in Canada to offer an accessible media production program to help journalists and communications professionals create content for audiences with disabilities.

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More students than ever are benefiting from simulation based learning experiences, job preparation courses and relevant interprofessional experiences. Employers are responding, with growth in employer satisfaction and graduate employment metrics.

Significant progress was made during the year on the construction of The Joyce Centre for Partnership & Innovation. Our 96,000 square foot centre is the country's largest, and the region's first, net zero institutional building. During the past year, more than 1,900 solar panels were installed at our Fennell campus to generate sustainable power for the building. The centre, which will open in the fall of 2018, has already garnered national and international attention and acclaim, and is serving as a national pilot project for a new net-zero carbon standard and validation process by the Canada Green Building Council.

All of these history-making initiatives and additions from the past year are a testament to our strong collaborations with our key College partners. This spirit of collaboration underscores our shared commitment to make a quality Mohawk education accessible to all. The priorities of the Province and our partners are the same priorities for our college.

While it was a year of many firsts, it was also a year of challenge for Mohawk and Ontario's other 23 public colleges. Mohawk promised that every student would have the opportunity to complete their fall semester once faculty returned to the classroom. It was a promise kept thanks to the professionalism and dedication of our student-focused faculty and staff.

Priority Areas

Provide trends and key outcomes for the 2017-18 Strategic Mandate Agreement metrics included within each of the five priority areas. **(max. 200 words per priority area)**.

1. Student Experience

This priority area captures institutional strengths in improving student experience, outcomes and success, and recognizes institutions for measuring the broader learning environment, such as continuity of learning pathways, retention, student satisfaction, co-curricular activities and records, career preparedness and student services and supports.

Building on its Student Success Plan, Mohawk College continued to expand and enhance its platforms that improve student outcomes and ensure that students have experiential learning and engagement both inside and outside the classroom. Job readiness and financial literacy initiatives showed great growth, with the number of students completing a financial literacy model growing by almost 300% and the number of students completing job readiness programming growing to 5,500 in 2017-18. The year also marked the launch of the College Student Success Innovation Centre which will leverage existing research initiatives and lead the design, implementation, assessment and evaluation of innovative interventions throughout the student lifecycle. Strategic investments continued in 2017-18 in facility and classroom renewal to support student success. Significant progress was made during the year on the construction

of The Joyce Centre for Partnership & Innovation. Mohawk College's 96,000 square foot centre is the country's largest, and the region's first, net zero institutional building. Mohawk students were the first at any postsecondary institution in Canada to train on next generation collaborative robots in its new FANUC Robotics Lab.

2. Innovation in Teaching and Learning Excellence

This priority area focuses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes. It captures institutional strengths in delivering high-quality learning experiences such as experiential, entrepreneurial, personalized and digital learning, and student competencies that improve employability.

In 2017-18 Mohawk College consolidated its institutional efforts into the Centre for Community Partnerships and Experiential Learning. During the year the number of students enrolled in formal experiential learning programs grew to 2,928 (on target) and the number of Mohawk College programs with work integrated learning embedded in the curriculum increased from 75% to 85% over that same period.

Mohawk College exceeded its 2019-20 target for number of students with a co-curricular record (3,060) by doubling the SMA target to 7,910 students participating in 2017-18. Facility expansions proceeded in 2017-18 in support of its mandate to lead in simulation based learning, Mohawk opened the Centre for Healthcare Simulation at the Institute for Applied Health Sciences where more than 2,000 students will train in the centre each semester. Mohawk also opened a 12,000 square foot facility at the Stoney Creek campus where students and apprentices from different programs and trades will work on large-scale collaborative projects. .

3. Access and Equity

This priority area recognizes institutions for their efforts in improving postsecondary education equity and access, and for creating opportunities that can include multiple entrance pathways and flexible policies and programming, with the focus on students who, without interventions and support, might not otherwise participate in postsecondary education.

A City School mobile classroom funded by the Province was added in 2017-18, complementing the City School locations at a North Hamilton community centre and downtown Hamilton library offering tuition-free college credit courses and workshops. A new skilled trades workshop was added to the community centre to support an introduction to construction course for women. Participation rates continue to grow in the program.

Mohawk and Six Nations Polytechnic began strategic visioning sessions in advance of renewing the current Master Articulation Agreement that expires in 2019. The Bundled Arrows initiative and Regional Indigenous Education plan was completed and submitted to the Province. Mohawk College has already met its SMA target by doubling its programs in collaboration with Six Nations Polytechnic to 8.

Internally, Mohawk has continued its focus on equity and inclusion. Consultation was completed on an institutional social inclusion strategy in 2017-18 and diversity and cultural competency training was expanded to additional senior leaders and managers with further modules to be released with a comprehensive action plan in 2018-19.

Performance against institutional KPI targets was impacted by the faculty strike and the government's policy to refund tuition.

4. Applied Research Excellence and Impact

This priority area captures institutional strengths in producing high-quality applied research on the continuum of fundamental and applied research through activity that further raises Ontario's profile as a globally recognized research and innovation hub.

In 2017-18, *Research Infosource* ranked Mohawk second in research intensity, third in industry revenue amount and seventh in the number of research partnerships among Canadian colleges. The Province invested $210,000 in 21 new applied research projects, with teams of Mohawk students working on six-week to semester-long projects focused on testing and adopting emerging technologies in engineering, business, energy and digital media. Mohawk also partnered with Alectra Utilities to convert a decommissioned electrical substation into a new Energy and Power Utilities Lab to support Mohawk's Energy and Power Innovation Centre. Mohawk launched the first research centre of its kind in Canada focused on increasing graduation rates among college students. Initiatives and interventions that help more students complete their programs will be designed, assessed and evaluated at Mohawk's new College Student Success Innovation Centre.

Engagement in applied research grew significantly in 2017-18. The number of students engaged in applied research grew ahead of targets to 365 in the year and the number of engaged faculty has already eclipsed the 2019-20 target of 40 with 95 faculty engaged in 2017-18. The number of externally funded research projects and partnerships and collaborations with community and industry has already exceeded the SMA targets.

5. Innovation, Economic Development and Community Engagement

This priority area recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focuses on regional clusters, customized training, entrepreneurial activities, jobs, community revitalization efforts, international collaborations, students, partnerships with Indigenous Institutes and a program mix that meets needs locally, regionally and beyond.

Mohawk College has continued its leadership position in the community with its collaborative approach for workforce development challenges. Mohawk's graduate employer rate, employer satisfaction rate, proportion of graduates employed full-time and in their field all increased in

2017-18.   Employer engagement in the Program Advisory Committee structure remains active and strong.

In alignment with its International strategy, Mohawk College has already hit its target to double its cohort of international students with 2, 175 full time international students in 2017-18.

Mohawk joined the City of Hamilton, McMaster University and Redeemer University College in launching CityLAB Hamilton. The innovation hub brings students, city staff and community stakeholders together to design, launch and test projects that support the city's strategic priorities.

Mohawk College continues to lead in reducing carbon emissions against its plan. In 2017-18, Mohawk launched a Centre for Climate Change Management in collaboration with the Province and the cities of Hamilton and Burlington. The centre will help accelerate the region's move to a post carbon economy through a Bay Area Climate Change Office, an Industry Partnership Initiative and a Campus Carbon Management Initiative.

Attestation

Mohawk College confirms that all information being submitted to the ministry as part of the 2017-18 SMA annual report is accurate and has received approval from the College President.

Please complete the contact information below.

Institutional Contact Name:	Paul Armstrong
Telephone:	905-575-2121 x3605
Email:	paul.armstrong@mohawkcollege.ca
Completion Date:	January 16, 2019
Website address for posting ministry approved report:	https://www.mohawkcollege.ca/about-mohawk/leadership-and-administration/mission-vision-and-values/reports-and-documents

ID	Priority Area	Metric Name	2014-15	2015-16	2016-17	2017-18
		Mohawk College SMA2 Annual Report 2017-18 Part 2 System-Wide Metrics				
10	Student Experience	Overall student satisfaction rate	76.8%	77.4%	77.0%	72.8%
82	Student Experience	Student satisfaction with services	65.4%	66.1%	65.4%	60.4%
85	Student Experience	Student satisfaction with facilities	78.6%	79.0%	77.3%	72.8%
7	Innovation in Teaching and Learning Excellence	Graduation rate	63.7%	65.0%	65.0%	65.2%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs		2,361	2,692	2,928
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	11,341	12,631	16,956	18,896
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	1,643	2,150	2,254	2,836
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	13	16	27	40
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	87.5%	85.1%	86.5%	86.9%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	86.4%	86.8%	87.3%	84.4%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	76.6%	78.0%	78.2%	73.5%
100	Access and Equity	Number of first generation students enrolled at institution	3,544	3,500	3,205	3,167
102	Access and Equity	Number of French-language students enrolled at institution	68	62	47	43
99	Access and Equity	Number of students with disabilities enrolled at institution	1,220	1,583	1,558	1,618
30	Access and Equity	Overall student satisfaction rate for students with disabilities	75.9%	74.8%	74.6%	69.6%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	74.0%	79.0%	74.1%	84.5%
59	Access and Equity	Employment rate for students with disabilities	72.0%	65.1%	73.5%	78.1%
101	Access and Equity	Number of Indigenous students enrolled at institution	361	235	314	298
90	Access and Equity	Overall student satisfaction rate for Indigenous students		76.8%	76.3%	72.8%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		81.8%	82.2%	72.7%
58	Access and Equity	Employment rate for Indigenous students		67.7%	89.2%	82.6%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	70.7%	72.9%	74.8%	82.1%
80	Access and Equity	Percentage of university graduates enrolled in college programs	12.1%	11.7%	12.1%	13.8%
79	Access and Equity	Percentage of college graduates enrolled in university programs	2.8%	2.4%	2.1%	1.9%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects		32	30	87
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms		51	28	130
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)	50	50	50	60
76	Innovation, Economic Development and Community Engagement	Number of employers engaged in Program Advisory Committees (PACs)	400	400	400	445
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	85.7%	85.6%	86.0%	88.7%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	88.1%	88.4%	84.3%	86.5%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	61.2%	61.5%	60.0%	66.9%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	44.5%	42.7%	42.1%	48.0%

* The methodology calculating metrics with ID#4 and #5 will be refined going forward to exclude people who did not provide their hours as working part-time and those who did not answer if their job is related to their program
Grey-out cells: data not available

Institution-Specific Metrics

#	Priority Area	Metric Name	Objective of Metric	Frequency	2007-08	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Number of students receiving financial literacy model	To measure financial literacy	Annual				100	388
2	Student Experience	Graduation rates	Target of #1 in Greater Toronto and Hamilton Area (GTHA) for graduation rates by 2021 (GTHA Colleges are Mohawk, Humber, Seneca, Sheridan, George Brown, Centennial)	Annual		4	3	3	3
3	Student Experience	Number of students who completed job readiness course and/or have a job ready toolkit	To measure who will have complete job readiness courses and/or have a job ready toolkit	Annual		2,000	2,500	3,000	5,500
4	Innovation in Teaching and Learning Excellence	Measureable increase in simulation based learning experiences	To increase opportunities for meaningful connection to experiential activities	Annual		1,500	2,500	3,500	7,878
5	Innovation in Teaching and Learning Excellence	A co-curricular activity is part of every grad's record	Increase engagement with, participation in the co-curricular record	Annual		220	465	2,300	7,910
6	Innovation in Teaching and Learning Excellence	Graduates have a relevant, interprofessional experience	To measure growth in opportunities for interprofessional experiences across college programs.	Annual				500	628
7	Access and Equity	Measureable success and growth of city school	Enrollment in City School Programs	Annual			33	167	192
8	Access and Equity	Expand programs in collaboration with Six Nations Polytechnic	To measure number of programs offered in collaboration with Six Nations Polytechnic	Annual		1	3	4	8
9	Access and Equity	More staff trained in diversity and cultural competencies	To measure number of staff trained	Annual				119	171
10	Applied Research Excellence and Impact (Coll)	Ranking in Canadian Colleges for applied research as measured by Research Infosource	To measure growth and positioning - a strategic goal of the college	Annual		22	17	Ranked 15	23
11	Applied Research Excellence and Impact (Coll)	Number of students engaged in applied research	To measure student engagement in applied research - a strategic goal of the college	Annual		147	292	200	365
12	Applied Research Excellence and Impact (Coll)	Number of faculty engaged in applied research	To measure faculty engagement in applied research - a strategic goal of the college	Annual		13	24	28	95
13	Innovation, Economic Development and Community Impact	International enrollment	To double the cohort of international students over the period of the College's Strategic Plan	Annual			1,391	1,926	2,715
14	Innovation, Economic Development and Community Impact	More businesses and social innovation initiatives launched by Mohawk students and graduates	To grow the college's entrepreneurship activities.	Annual				2	5
15	Innovation, Economic Development and Community Impact	Carbon emission reductions	Progress against Environmental Management Plan	Annual	13,724 tCO2e				0.086 tCO2/m2

Metric ID	Metric Name	Data inputs - for calculating metrics	2016-17	2017-18
37	Share of OSAP recipients at a institution to its total number of eligible students	Total OSAP Award Recipients	7,706	8,579
		Eligible Headcount Enrolment	10,302	10,454

Note: There was a change in the calculation methodology of the OSAP metric (ID#37) in 2017-18 reflecting students that were issued funding rather than qualified for awards.

		Appendix 2. College Metrics - Dictionary			
ID	**Metric Name**	**Description**	**Source**	**Reporting Period**	**Notes**
10	Overall student satisfaction rate	Average percentage of college students who completed the survey and who responded to the four capstone questions that they were satisfied or very satisfied with their learning experience, support services, and educational resources	College Student Satisfaction Survey (CSSS)	Academic Year (survey year, current students)	Based on Q#13, Q#24, Q#39 and Q#49 of the survey. Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma
82	Student satisfaction with services	Percentage of college students who completed the survey and who responded that they were satisfied or very satisfied with the overall quality of the services in the college	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	Based on Q#39 "The overall quality of services in the college". Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma
85	Student satisfaction with facilities	Percentage of college students who completed the survey and who responded that they were satisfied or very satisfied with the overall quality of facilities/resources in the college	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	Based on Q#49 "The overall quality of facilities/resources in the college". The Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma
7	Graduation rate	Percentage of students who entered a program of instruction in a particular enrolment reporting period and completed the program within the expected time period	College Graduation Rate Data Collections	Academic Year	Considers all entrants to a program who were enrolled as full-time at some point, including transfer-in students and excluding transfer-out students within the same institution. Includes only ministry-funded students, excludes preparatory programs and is not restricted to the Fall full-count headcount
13	Number of students in experiential learning programs	Total number of students who participated in one of the following Experiential Learning (EL) categories: Co-op Diploma Apprenticeship (CODA), co-op work placement (mandatory and non-mandatory), clinical placements, fieldwork, field placement/work placement, and mandatory degree work placement EL	Graduate Record file attached to the College Graduate Outcomes Survey (CGOS)	Academic Year	This metric is calculated based on the number of graduates but reflects their experience as students. Hence, the name of the metric refers to students.
18	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	Total number of registrations in ministry-funded, eLearning courses, including fully online learning (asynchronous) and conferencing (synchronous) courses	Institutional data	Academic Year	Includes all Ontario and other college credentials, and courses with both Approved Program Sequence (APS) and MAESD codes
19	Total number of ministry-funded courses offered at institution in eLearning formats	Total number of ministry-funded, eLearning format courses, including fully online learning (asynchronous) courses and conferencing (synchronous) courses	Institutional data	Academic Year	Includes all Ontario and other college credentials, and courses with both Approved Program Sequence (APS) and MAESD codes
88	Total number of ministry-funded programs offered at institution in eLearning formats	Total number of ministry-funded, eLearning programs, including fully online learning (asynchronous) programs and conferencing (synchronous) programs	Institutional data	Academic Year	Includes all Ontario college credentials and other credentials, and courses with both Approved Program Sequence (APS) and MAESD codes
9	Retention rate	Year-over-year retention in multi-year programs based on November 1st full-time eligible for funding enrolment headcount. Calculated for Year 1 to Year 2	Institutional data	Academic Year	Multi-year programs are programs that report enrolment at least two times. Calculations include all students who were on work/co-op placements during the specified retention periods
81	Student satisfaction with knowledge and skills	Percentage of college students who completed the survey and who responded that they were satisfied or very satisfied that overall, their program was giving them knowledge and skills that will be useful in their future career	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	Based on Q#13 "Overall, your program is giving you knowledge and skills that will be useful in your future career". Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma

ID	Metric Name	Description	Source	Reporting Period	Notes
86	**Student satisfaction with learning experience**	Percentage of college students who completed the survey and who responded that they were satisfied or very satisfied with the overall quality of the learning experiences in this program	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	Based on Q#24 "The overall quality of the learning experiences in this program". Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma
100	**Number of first generation students enrolled at institution**	Total number of full-time first generation students enrolled at institution. Note: First generation student 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	Institutional data and ministry enrolment data	Academic year	First generation student 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
102	**Number of French-language students enrolled at institution**	Total number of full-time French-language students enrolled at institution	Institutional data and ministry enrolment data	Academic Year	A student is considered a French-language student if he or she meets at least one of the following criteria: His/her mother tongue is, or includes French (the student is a francophone); His/her language of correspondence with the institution is French; He/she was previously enrolled in a French-language education institution; and/or He/she was enrolled in a postsecondary program delivered at least partially in French
99	**Number of students with disabilities enrolled at institution**	Total number of students with disabilities (excluding apprentices)	Accessibility Fund for Students with Disabilities (AFSD) Report from the College Office for Students with Disabilities	Academic Year	Total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities
30	**Overall student satisfaction rate for students with disabilities**	The average percentage of students who self-identified as having a physical, intellectual, mental health or learning disability on the Student Satisfaction survey and who responded to the four capstone questions that they were satisfied or very satisfied	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	
91	**Overall graduate satisfaction rate for students with disabilities**	Percentage of college graduates who self-identified as having a physical, intellectual, mental health or learning disability and were either 'very satisfied' or 'satisfied' with the usefulness of their college education in achieving their goals six months	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	
59	**Employment rate for students with disabilities**	Percentage of college graduates who identified as having a physical, intellectual, mental health or learning disability on the survey in the labour force, who were employed six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	
101	**Number of Indigenous students enrolled at institution**	Total number of full-time Indigenous students enrolled at institution	Institutional data and ministry enrolment data	Academic Year	Indigenous is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Indigenous peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.
90	**Overall student satisfaction rate for Indigenous students**	The average percentage of students who self-identified as Indigenous on the College Student Satisfaction Survey and who responded to the four capstone questions that they were satisfied or very satisfied with their learning experiences, the college facilities/resources and services	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	