

INSPIRING LEARNING, LEADERSHIP, CITIZENSHIP AND INNOVATION

# futureready

 **MOHAWK**  
COLLEGE

**Annual**

Report 2011 | 2012



BOARD OF GOVERNORS: JUNE, 2011



## Message from the Board Chair



Mohawk College has a clear vision and bold plan for meeting the needs of students, employers and the communities we proudly serve.

During the fiscal year ending March 31, 2011, Mohawk made significant progress in advancing all three strategic priorities of quality, innovation and sustainability. These priorities informed both long-term and day-to-day decisions and maintained, from the classroom to the boardroom, a relentless focus on delivering a quality education and a transformative college experience to each and every student.

Mohawk has long contributed to the economic growth, prosperity and social wellbeing of the Greater Hamilton Area and beyond. In today's knowledge economy, human capital is our community's most valuable resource and greatest competitive advantage. As a record number of Baby Boomers retire, as labour shortages grow and skills gaps widen, highly skilled and future ready Mohawk graduates will matter more than ever before.

During the past year, Mohawk set and achieved ambitious goals that will make a postsecondary education available to even more students and prepare our next generation of innovators and entrepreneurs, business owners and civic leaders to seize tomorrow's opportunities.

**Pat McKay**, Chair of the Board of Governors  
Mohawk College of Applied Arts and Technology

## Message from the President



This has been an outstanding year for Mohawk College. We served a record number of students and apprentices. We continued the renewal of our largest campus, creating new places and better spaces for students to learn, collaborate and create. We revitalized the Mohawk brand and put a stake in the ground, with a commitment to build a reputation for excellence and leadership in health and technology education.

And it was a year in which our commitment to quality, innovation and sustainability earned high marks from students in both the provincial Key Performance Indicator survey and Mohawk's own Feedback on Teaching evaluations.

Thanks to the leadership of our Board, the dedication of our faculty and staff and the support of more than a thousand industry, community and education partners, Mohawk is a college on the move and our momentum will continue into the year ahead and beyond.

**Rob MacIsaac**, President  
Mohawk College of Applied Arts and Technology

# Strategic Plan:

## VISION

Mohawk College will be internationally renowned for its innovation culture and highly skilled future ready graduates who will drive tomorrow's opportunities

## MISSION

Inspiring learning, leadership, citizenship and innovation

## VALUES

Students and learning are at the heart of all we do  
Our values guide our actions and decisions, define our innovation culture, and focus on students, staff and community

- Foster academic excellence
- Nurture inquiry, curiosity and problem solving
- Celebrate inclusiveness, collaboration and individual uniqueness
- Embrace transparency, accountability and responsibility
- Act ethically with integrity, and promote respect for all
- Promote a sustainable environment

## STRATEGIC PRIORITIES

Mohawk is committed to:

### STRATEGIC PRIORITY ACTIONS:

#### 1. QUALITY

Continuously improving ourselves to foster excellence in all that we do

##### 1.1 Student Success

Develop differentiated learning and service models and pathways to promote individual student success

##### 1.2 The World is Your Classroom

Expand real world experiences for students and staff to ensure leading industry practice is reflected in learning

##### 1.3 Valued Employees

Ensure a high performing, effective workforce and quality work environment to be an employer of choice

##### 1.4 Quality Facilities, Technology and Equipment

Create first class LEED certified facilities and provide appropriate technologies that support a quality student and staff experience

#### 2. INNOVATION

Relentlessly generating and disseminating new ideas for the benefit of our stakeholders

##### 2.1 Innovation Culture

Create opportunities and incentives for staff and students to embrace innovation as a driver of learning, teaching & services

##### 2.2 Applied Research

Integrate capacity for participation in applied research projects into our programs to support the development of creative ideas

##### 2.3 Mohawk Applied Research Centre

Create virtual and physical spaces for applied research leadership beginning with health informatics, sustainable energy and advanced materials

##### 2.4 Partnerships

Develop and sustain strategic partnerships with business, industry, community, government and educational institutions to generate prosperity

#### 3. SUSTAINABILITY

Conducting business to positively impact people, the environment and the economy

##### 3.1 Access

Enhance access to the College and champion inclusiveness

##### 3.2 Greening Mohawk

Embed environmental sustainability principles into our programs & practices

##### 3.3 Informed Decisions

Develop an integrated approach to information management and performance measures to strengthen strategic decision making and drive continuous improvement

##### 3.4 Financial Well Being

Enhance revenue sources, improve efficiencies and maximize asset utilization to ensure our long-term viability



WELCOME TO MOHAWK COLLEGE

## Vision

Mohawk College will be internationally renowned for its innovation culture and highly skilled future ready graduates who will drive tomorrow's opportunities.

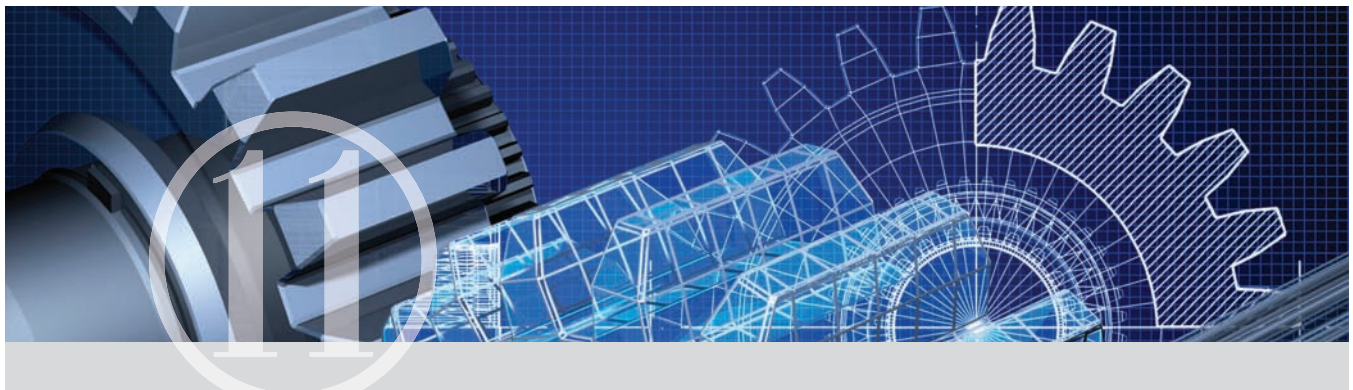
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## Report on Previous Year's Goals

### **Advance blended learning**

To meet the diverse learning preferences of students and provide greater flexibility in both where and when students learn, Mohawk began introducing blended learning courses and programs in 2010-11. All Schools at Mohawk offered at least one blended learning course that combined the strengths of in-class, hands-on instruction and on-line theoretical learning. Two programs in Mohawk's School of Human Services – the one-year Concurrent Disorders certificate program and three-year Child and Youth Worker diploma program -- were delivered entirely in a blended format.

### **Implement customized, modern and consolidated Student Services Model**

A new model for student services was developed to integrate service delivery and establish clear standards of customer service. Renovations began in January 2011 to convert the former library at the Fennell Campus into the future home for student services. The \$1.3 million centre, scheduled to open in June 2011, will consolidate services previously offered at 17 locations across Mohawk's largest campus.

### **Pathways to university for every Mohawk student**

Building on successful collaborative degree programs in health sciences and technology, Mohawk and McMaster developed a degree completion program in the social sciences. Charles Sturt University introduced a new university pathway for graduates from Mohawk's Business Administration programs. New pathways were also added from Mohawk's Graphics programs to Athabasca University's Bachelor of Professional Arts – Communications Studies Major and from Mohawk's Police Foundations and Law & Security Programs to the University of Glamorgan's Bachelor of Science (Hons) Police Sciences Program.

### **Best practices implemented in Human Resources and Organizational Design**

A major restructuring completed in 2010-11 aligned the organization with the college's strategic plan and priorities. An enhanced performance management system for all administrative staff was introduced, while talent management and succession planning models were developed for implementation.



### **Increasing living lab opportunities for students**

Faculty from across the college engaged students in a number of community-based projects. These projects included a series of interactive jazz concerts performed by students and staff in high-need elementary schools, a blood donation drive with Canadian Blood Services and a renovation and construction project at a North Hamilton community centre.

Four programs introduced optional co-operative education work terms in 2010-11 to provide students with real world and hands-on learning opportunities. More than 2,000 students participated in co-op work terms with college partners in 2010-12.

### **Continued progress on facilities renewal at the Fennell Campus and in Brantford**

The largest renewal project in Mohawk's history significantly improved the quality of facilities and services at the Fennell Campus. In 2010-11, the college completed construction of the Mohawk Learning Exchange, created new common areas for students and carried out major renovations to the cafeteria, and a three-storey wing of the campus dedicated to the School of Human Services. Renovations began in the winter of 2011 to create a new student services centre and a fully accessible front lobby.

In 2010-11, Mohawk continued in its efforts to expand the college's presence in downtown Brantford. Mohawk initiated discussions with the Grand Erie District School Board, the Brant Haldimand Catholic School Board, Laurier University, Nipissing University, Six Nations and the City of Brantford to develop a shared academic vision for downtown Brantford.

### **Increase capacity for applied learning**

Mohawk launched iDeaWORKS to provide businesses with the facilities, technology and expertise needed to turn concepts into reality. Industry and community partners work with students and faculty on innovation projects in five key areas: health technologies, advanced materials and manufacturing, mobile technology, service sector productivity, clean and renewable energies and software development. By working on real-world projects, students learn relevant skills and build valuable relationships with future employers. In 2010-11, Mohawk secured \$750,000 from the Applied Research and Commercialization program funded by the Federal Economic Development Agency for Southern Ontario to initiate and complete 15 projects with industry partners. A total of 210 students, faculty and staff were engaged in 27 applied research and innovation projects., exceeding the college's target of 160 students, faculty and staff participating in 12 projects.



### **Develop new access initiative at Mohawk**

Mohawk launched an access initiative in 2010-11 to increase postsecondary participation rates among young people who do not see a clear path or a place for them at college or university. Mohawk's access initiative was informed by an award-winning investigative series by The Hamilton Spectator that highlighted high drop out rates and third world outcomes in several Hamilton neighbourhoods. To develop innovative and collaborative solutions, Mohawk convened an access cabinet of education, community and industry partners from the Hamilton, Brantford and Halton Region. The cabinet then hosted a Build the Dream Unconference for more than 150 students, families, teachers and agencies at a lower city secondary school. Feedback from the conference helped shape a five-year access strategy that was then approved by Mohawk's Board of Governors, with implementation to begin in the Spring of 2011.

### **Launch new brand**

Mohawk successfully undertook a major rebranding initiative in 2010-11. The rebranding included the introduction of a focus-group tested logo and "Futuready" tagline to be incorporated in all marketing and recruitment materials. Mohawk also committed to a brand strategy of building a reputation for excellence and leadership in health and technology. Mohawk's rebranding initiative aims to further differentiate the college among postsecondary institutions as a destination of choice for students.

### **Implement new financial sustainability measures**

A balanced Financial Plan was approved by the Board of Governors for the 2011/12 fiscal year. Mohawk's financial performance surpassed expectations and its financial position remains strong as evidenced by the 2010/11 audited financial statements.

An enhanced process for developing the 2011-12 budget was implemented, including an integrated multi-year capital and operating budget and increased participation by Mohawk's senior management team in the development and monitoring of the College's finances.

A new Strategic Enrolment Management (SEM) modeling tool implemented in 2010/11 was a key component in the formation of the 2011/12 Financial Plan. The SEM tool provides real-time data that allows for in-year monitoring and risk mitigation of enrolment.



### International Activities

In response to the provincial government's goal to increase the enrolment of international students in Ontario's postsecondary institutions by 50 percent, the College implemented Phase One of a plan that will see Mohawk increase its international student population to 10 per cent of the college's postsecondary enrolment by 2013. In fiscal 2010-11, international enrolment stood at 771 full-time equivalents, an increase of more than 75 percent, with 362 international students in Mohawk's Faculty of Business, Media and Entertainment and Faculty of Engineering Technology.

### Environmental initiatives implemented

To guide the development of Mohawk's Environmental Management Plan, a sustainability steering committee was established. The committee oversaw the completion of Mohawk's first greenhouse gas (GHG) inventory, identifying the college's baseline carbon footprint with 2007 defined as the baseline year. The GHG inventory identified three scopes of carbon emissions: electricity, natural gas and a compilation of other factors, including paper usage, waste and the impact of students and staff commuting to, from and between campuses.

Determining the College's carbon footprint is the first step toward establishing an Environment Management Plan (EMP). To assist in the development of potential initiatives for the EMP, a series of 10 interactive roundtable sessions attracted more than 150 participants, who offered ideas to reduce the College's carbon footprint.

Mohawk also introduced an electronic waste program for students and staff to dispose of computer monitors, cell phones and laptops. E-waste is then sent to a certified electronic waste processor to divert all hazardous materials from landfill.

Mohawk joined the City of Hamilton's Active Transportation Management Association and began participating in all Smart Commute Hamilton active transportation programs.

The Mohawk Students' Association (MSA) also introduced two important new sustainable programs last year. In addition to negotiating a transit pass for all full-time students, the MSA began 100 per cent compostable packaging to eliminate non-recyclable waste from its retail food service operations, including the student pub.



## Analysis of College's Operational Performance

### Continued Enrolment Growth

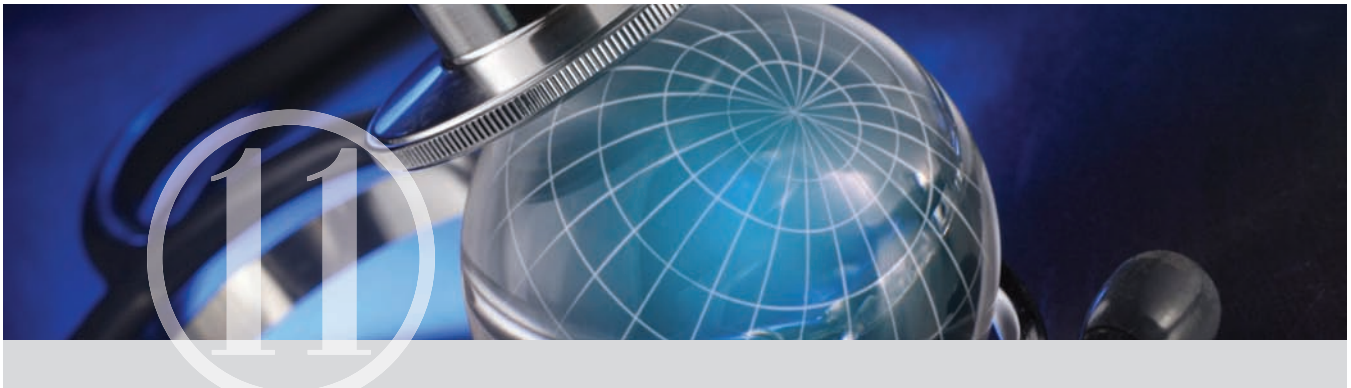
Compared to 2009-10, Mohawk achieved enrolment growth of 34.3 per cent for the 2010 summer term, 4.2 per cent for the 2010 fall term and 2 per cent for the 2011 winter term. Total full-time enrolment for 2010-11 fiscal increased 4.5 per cent and exceeded the college's enrolment plan by 0.6 per cent.

### Key Performance Indicator Survey Results

Mohawk earned high marks from students in the Province's 2010 Key Performance Indicator Survey. Among the six colleges in the Greater Toronto and Hamilton Area, Mohawk ranked first in overall student satisfaction, graduate satisfaction, quality of learning, quality of programs, quality of services and quality of facilities. Among Ontario's 24 public colleges, Mohawk also posted the largest percentage point increase from last year's survey results, with a 9.1 percentage point improvement in both quality of facilities and services.

### Official Opening of the Mohawk Learning Exchange

Just 16 months after breaking ground in August 2009, construction of the three-storey Mohawk Learning Exchange was completed on time, on budget and accident free. The Learning Exchange, home to the new Harold Cummings Library and Collaboratory, opened in January 2011. Mohawk hosted a ceremony in February to recognize the Ontario government and the family of the late Harold Cummings. The Ontario government contributed \$20 million to support the Fennell Campus Renewal Project while Mr. Cummings donated \$4 million for a new library. A long-time neighbour of the college, Mr. Cummings' donation remains the largest in Mohawk's history.



### **Bursaries and Scholarships**

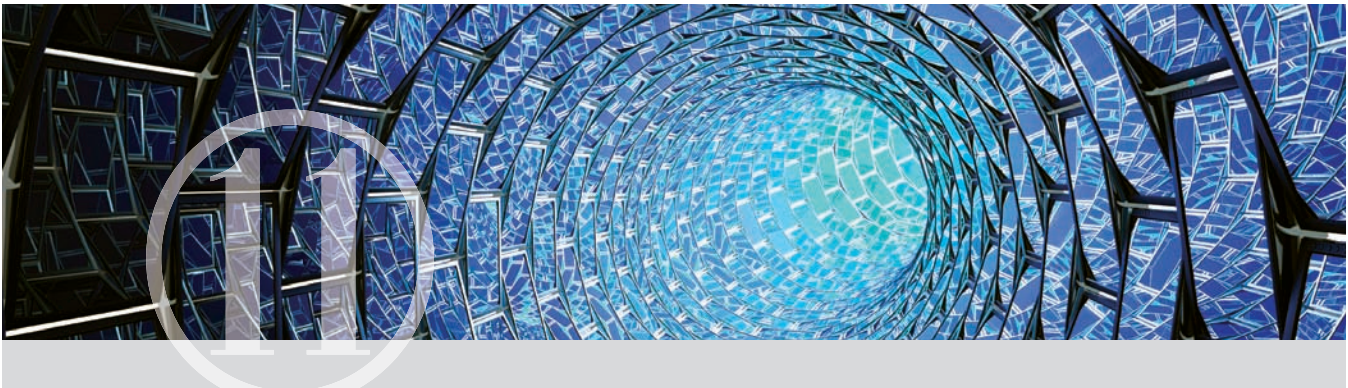
In 2011, Mohawk College's endowment grew from \$11.4 to \$12.4 million. In that same time, scholarships and bursaries awarded to students from philanthropic dollars totaled \$315,000.

The Mohawk Alumni Association established 73 academic merit entrance scholarships in the amount of \$500 each to be named in honour of each of the college's 73 current and past Alumni of Distinction award recipients. The \$36,500 worth of awards will be given to students starting their first year at Mohawk in the fall of 2011.

Several major gifts were received in support of College priorities last year. The Mohawk Students' Association made the first of four \$250,000 donations to the college while RBC Financial committed \$350,000 in 2010-11.

### **Social Responsibility**

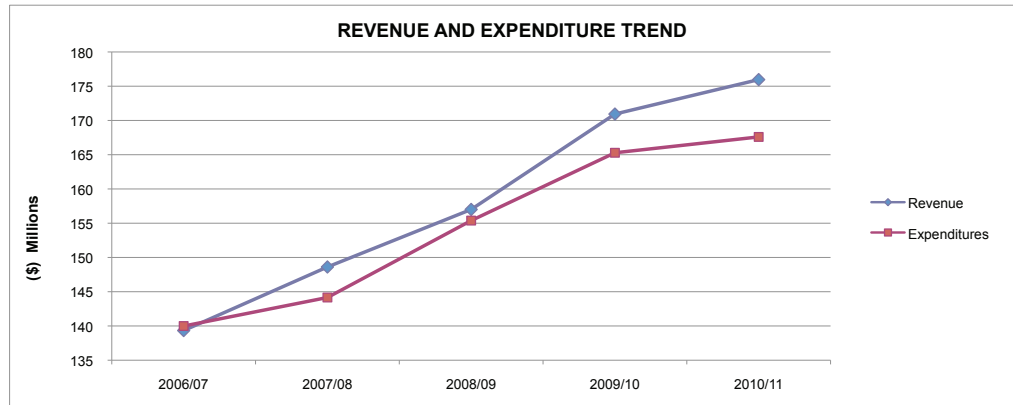
The United Way of Burlington & Greater Hamilton recognized Mohawk College's long-standing commitment to promoting community spirit with the ArcelorMittal Dofasco Community Builder Award. Through payroll deduction and special events, Mohawk donated \$65,000 to the United Way. In 2010-11, Mohawk also hosted major community events including the annual United Way Garage Sale, citizenship swearing-in ceremonies in partnership with Citizenship and Immigration Canada and the Institute for Canadian Citizenship, the Hamilton Music Awards, the Hamilton Community Foundation's Living the Environment youth conference, the Great Ride to Conquer Cancer fundraiser, the Rick Hansen Wheels in Motion fundraiser and the Art Gallery of Hamilton World Film Festival.

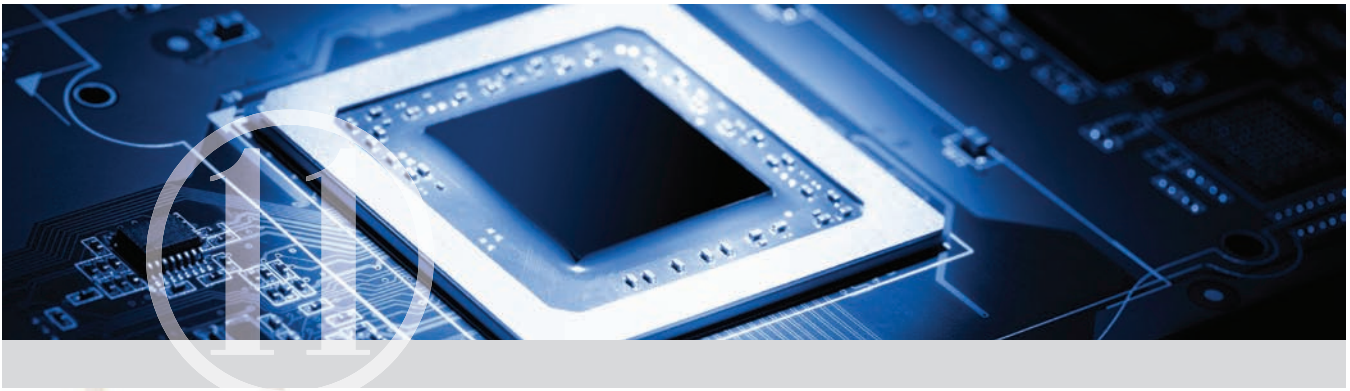


## Analysis of College's Financial Performance

### MOHAWK COLLEGE OF APPLIED ARTS & TECHNOLOGY STATEMENT OF OPERATIONS AS AT MARCH 31st

	2006/07	2007/08	2008/09	2009/10	2010/11
	\$	\$	\$	\$	\$
<b>Revenue</b>					
Operating Grants	69,628,909	73,486,925	76,268,764	82,509,702	83,343,630
Apprenticeship	7,680,649	8,015,526	8,003,575	8,255,370	8,973,900
Capital Support Grants	687,424	1,685,415	3,227,568	1,150,178	1,770,165
Tuition Fees	35,401,574	37,709,226	40,604,032	48,317,687	50,902,676
Ancillary	12,182,569	12,575,015	12,994,971	14,350,195	14,013,766
Amortization of deferred contributions	3,889,989	3,937,251	3,773,800	4,154,236	4,355,692
Amortization of deferred contributions related to capital assets	3,253,743	3,305,164	3,463,474	3,285,111	4,211,763
Other	6,607,709	7,897,135	8,672,805	8,912,293	8,392,724
<b>Total Revenue</b>	<b>139,332,566</b>	<b>148,611,657</b>	<b>157,008,989</b>	<b>170,934,772</b>	<b>175,964,316</b>
<b>Expenditures</b>					
Academic	77,707,489	75,377,571	80,205,484	87,798,876	88,226,294
Student Services	16,829,083	18,150,523	18,134,077	17,887,111	19,683,734
Administrative Services	13,241,669	18,248,669	21,261,280	22,797,447	21,743,270
Plant	11,656,326	11,387,795	13,575,636	13,100,153	13,915,881
Supplementary	1,203,023	1,327,397	1,230,601	1,402,957	1,545,739
Ancillary	7,990,990	8,681,937	8,934,278	9,336,120	9,212,292
Scholarships, bursary & award payments	3,889,989	3,937,251	3,773,800	4,154,236	4,355,692
Amortization expense	6,492,081	6,076,658	7,274,017	7,870,176	7,966,712
Interest on long-term liabilities	977,444	966,668	994,784	935,721	947,205
<b>Total Expenditures</b>	<b>139,988,094</b>	<b>144,154,469</b>	<b>155,383,957</b>	<b>165,282,797</b>	<b>167,596,819</b>
<b>Excess/(Deficiency) of Revenue over Expenditures</b>	<b>(655,528)</b>	<b>4,457,188</b>	<b>1,625,032</b>	<b>5,651,975</b>	<b>8,367,497</b>





## Subsidiaries and Foundations

### Mohawk College Enterprise

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In this first year, Mohawk College Enterprise (MCE) has established itself in a high profile business location within the McMaster Innovation Park; revitalized existing business partnerships to achieve higher levels of profit; implemented complex operations procedures and protocols required in accordance with College requirements; and, conducted custom training sessions for new customers within the key areas of healthcare, technology and leadership. MCE is building on the strengths of the College, and at the same time, is also proving to be a strong bridge for the College with the private sector, institutions and business associations.

Our core purpose is to generate net profits for Mohawk College, our sole shareholder.

Our vision is to build a successful corporate training business built upon the strengths of both the College and corporate needs within the regional economy.

The challenge for MCE is to continue increasing gross sales, but at the same time, shift these programs into higher yield activities. MCE has a good competitive position within the regional market – not the price leader, but in the mid-level market meeting the needs of local companies. A blend of staff expertise, college capital assets, and brand marketing provide MCE with a competitive advantage that will lead to higher-yield activities.

MCE's Annual Report will be posted on its website at [www.mcecor.com](http://www.mcecor.com)

## OVERVIEW

Through the 2008-09 MYAA Report-Back process, Mohawk was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. Mohawk was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Mohawk's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that Mohawk is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

## PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

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## DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for Mohawk to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on Mohawk's website. Please ensure Mohawk's completed 2009-10 Report Back is posted at the same location on Mohawk's website as its Multi-Year Action Plan.

## PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on Mohawk's commitments regarding access, quality and accountability as outlined in the original accountability agreements.
- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the government's strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.
- **System Wide Indicators for 2009-10:**
  - 1) Enrolment – Headcount
  - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
  - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
  - 4) The Student Access Guarantee (SAG) for 2010-11
  - 5) Participation in the Credit Transfer System
  - 6) Class Size
  - 7) Online Learning
  - 8) International
  - 9) Supply Chain Compliance
  - 10) Space Utilization
  - 11) College Student Satisfaction
  - 12) Graduation Rate
  - 13) Graduate Employment Rate
  - 14) Student Retention Rates
  - 15) Quality of the Learning Environment

## 1) ENROLMENT – HEADCOUNT\*

*\*DEFINITION: Headcount is the un-audited enrolment forecast for 2009-10 (full-time funded students only: does not include Second Career, Apprentice or International students).*

- Mohawk reported to TCU the total Headcount enrolment in 2009-10 = **9,447**
- Please indicate the **number of students aged 18-24** from the total Headcount enrolment reported by Mohawk to the Ministry for 2009-10 = **7604**
- Please indicate the **number of students aged 25+** from the total Headcount enrolment reported by Mohawk to the Ministry for 2009-10 = **1824**

NOTE: As of the November 1, 2009 audit date, Mohawk's enrolment of full-time funded students was **9,428**

The **9,447** reported to TCU prior to that date represents an OCAS report of domestic, full-time students (excluding those in collaborative degree programs) who had confirmed acceptance of offers of admission to Mohawk programs, not actual registrants at Mohawk.

- Please provide one or more examples below of a promising practice that Mohawk used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Mohawk has developed a robust approach to Strategic Enrolment Management and created an automated tool to model enrolment potential and trajectories, measure success and determine areas of risk. For example, cost-ratio analysis of opening a program section over and above the original enrolment plan enables responsiveness to demand when warranted.

Mohawk's Admissions team reviewed all processes and communications with applicants in 2009 to identify ways to enhance service levels. The team devised and implemented a variety of strategies in 2009-10 to improve communication with applicants and facilitate the admissions process, including establishing areas of specialization for Admissions Advisors so they can liaise more closely with a limited number of programs and provide students with current, accurate information; increasing capacity to deal effectively with walk-in applicants; increasing use of electronic communication with applicants; and generation of alternate offers for applicants to oversubscribed programs and applicants who failed to meet admission requirements for programs they selected.

Mohawk established a senior level committee with a mandate to oversee the college's conversion strategy, monitor application and enrolment data and recommend strategies to increase enrolment.

A link to degree completion opportunities - articulation agreements and degree completion pathways – is featured on the webpage identifying Mohawk programs, since students are known to select Mohawk based on the educational opportunities available to them upon graduation. In 2009, Mohawk Web Communications conducted an informal opinion poll on the Mohawk web site entitled Top Reasons to Choose Mohawk. Survey results indicated that the number two reason (22%) for choosing Mohawk College is that "Mohawk has articulation agreements to enable students to pursue further education".

Mohawk facilitates direct entry of Internationally Trained Immigrants into second and third semesters of diploma and advanced diploma programs on the basis of individual assessments of their previous education and experience.

More than 650 students enrolled at Mohawk in Fall, 2009 through Ontario's Second Career program. The College responded to the financial constraints of some of these students, facilitating their applications by covering the OCAS application fee and extending credit for textbooks until approval of their education plans was processed. Mohawk supported laid-off members of our community and the provincial program by expediting new and modified program offerings in Insurance, Mechanical Techniques - CAD/CAM, and Renewable Energies Techniques Certification.

## 2) UNDER-REPRESENTED STUDENTS: STUDENTS WITH DISABILITIES\*, FIRST GENERATION\* AND ABORIGINAL\*

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

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

*Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.*

*Postsecondary Attendance: have attended (but 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: *Aboriginal* is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples – Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, 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

Please indicate the total number of students with disabilities at Mohawk who registered with the Office for Students with Disabilities and received support services in 2009 -10 = **1285**

Please indicate the number of students with disabilities at Mohawk who registered with the Office of Students for Disabilities and received support services as a percentage of the total Mohawk student population in 2009-10 who were:

**Full-time = 1079**

**Part-time = 206**

**Total (Full-Time + Part-time) = 1285**

Please calculate as % of Enrolment Headcount: (Insert Total From Above)  
 $1,285 \div 9,447$  (Enrolment Headcount) x 100 = **13.6%**

**NOTE:** As of the November 1, 2009 audit date, Mohawk's actual enrolment of full-time funded students was **9,428**. **1,285** actual Students with Disabilities as % of actual Enrolment = **13.62%**. The **9,447** reported to TCU prior to that date represents an OCAS report of domestic, full-time students (excluding those in collaborative degree programs) who had confirmed acceptance of offers of admission to Mohawk programs, not actual registrants at Mohawk.

*Two videos were produced and added to the website to orient prospective and current students with disabilities to the staff and services provided by Mohawk Disability Services.*

### First Generation Students

Please indicate the total number of First Generation students enrolled at Mohawk in 2009-10 = **2613**

Please indicate the number of First Generation students enrolled at Mohawk as a percentage of the total Mohawk student population in 2009-10 who were:

**Full-time = 2454**

**Part-time = 159**

**Total (Full-Time + Part-time) = 2613**

Please calculate as % of Enrolment Headcount: (Insert Total From Above)  
 $2613 \div 9,447$  (Enrolment Headcount) x 100 = **27.66%**

**NOTE:** As of the November 1, 2009 audit date, Mohawk's actual enrolment of full-time funded students was **9,428**. **2613** actual First Generation Students as % of actual Enrolment = **27.72%**. The **9,447** reported to TCU prior to that date represents an OCAS report of domestic, full-time students (excluding those in collaborative degree programs) who had confirmed acceptance of offers of admission to Mohawk programs, not actual registrants at Mohawk.

*Mohawk's dedicated First Generation Recruiter engaged in targeted outreach to potential applicants through cultural and neighbourhood affinity and service groups and centres, community adult education centres, parent groups, and immigrant settlement agencies.*

### Aboriginal Students

Please indicate the total number of Aboriginal students enrolled at Mohawk in 2009-10 = **222**

Please indicate the number of Aboriginal students enrolled at Mohawk as a percentage of the total Mohawk student population in 2009-10 who were:

**Full-time = 209**

**Part-time = 7**

**Total (Full-Time + Part-time) = 222**

Please calculate as % of Enrolment Headcount: (Insert Total From Above)  
 $222 \div 9,447$  (Enrolment Headcount) x 100 = **2.349%**

**NOTE:** As of the November 1, 2009 audit date, Mohawk's actual enrolment of full-time funded students was **9,428**. **222** actual Aboriginal Student as % of actual Enrolment = **2.354%**. The **9,447** reported to TCU prior to that date represents an OCAS report of domestic, full-time students (excluding those in collaborative degree programs) who had confirmed acceptance of offers of admission to Mohawk programs, not actual registrants at Mohawk.

The numbers above come from Banner. For a variety of reasons, many Aboriginal students elect not to identify themselves to OCAS or college officials. However, by using personal networks in their Aboriginal communities, staff members on Mohawk's Aboriginal Education & Student Services team identified a total of approximately **500** Aboriginal students enrolled at the college, a number representing **5.3%** of Mohawk's actual enrolment of **9,428** students for 2009-10.

*Aboriginal Education and Student Services (AESS) succeeded in identifying many Aboriginal students who have not self-identified through OCAS or Mohawk's post-admission survey through personal networks in their Aboriginal communities. This enables outreach and promotion of support services to more students.*

### 3) COMPLIANCE WITH THE STUDENT ACCESS GUARANTEE (SAG) IN 2009-10

Through its signed MYAA, Mohawk committed to participate in the Student Access Guarantee (SAG). For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 SAG Guidelines.

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	19,549	45
Other SAG Expenditure to Supplement OSAP	484,447	594
TOTAL	503,996	639

Data as of July 6th, 2010

- Did Mohawk meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **YES**

### 4) THE STUDENT ACCESS GUARANTEE (SAG) FOR 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 Student Access Guarantee Guidelines.

For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.

Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.

- Mohawk will administer the automatic SAG amounts to students. October 1 is our target date to administer funds to one term students enrolled in Fall, 2010. Our target date for administering funds to students registering September 2010 for a two term study period, and for a one term study period for students registering in January 2011, is February 1, 2011. For students registering in either January or May 2011 our target date for administration of funds is June 1, 2011.
- A manual process will be used to administer the automatic SAG for Fall, 2010, using the Excel download file provided by the Ministry. Our process will be documented and modifications to our internal information technology systems will be implemented early in 2011.
- Financial Aid staff will ensure contributing income has been verified and the student has collected their loan documents prior to notifying students by email.
- The amount of funding support will be based on the calculated 'Remaining SAG Obligation' formula. Funds will be applied against outstanding tuition balances and/or as a direct payment to the student.

Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs in 2010-11. If so:

- a) Identify the programs by name and by OSAP cost code;
  - b) Describe how you determine how much loan aid to provide
- Mohawk will not be providing loan assistance to students in second entry (post-diploma) programs.

## 5) PARTICIPATION IN THE CREDIT TRANSFER SYSTEM

- The following data is per the College Graduate Outcomes Survey:

Survey Years	Total # of Mohawk graduates who participated in Graduate Survey (A)	# of Mohawk 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 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)
2005-2006	2,434	183	7.5%	42,333	2,716	6.4%
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%

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- Per the College Graduate Outcomes Survey for 2008-2009 and 2009-2010 (based on 2007-08 and 2008-09 graduates), the percentage of Mohawk students who were satisfied or very satisfied with academic preparation for university was **84.8%**.
- Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.
- Please provide any additional comments regarding transition experience either from college to university or college to college.

There is a significant gap in quantitative information with regard to student mobility within the Ontario university and college systems. Where no formal agreements exist, the only indicator we have for tracking student mobility between institutions is the annual KPI Graduate Employment Report. For 2008-2009, 528 of 2,291 or 23% of Mohawk graduates surveyed said they were in further education at the time of the survey. The accuracy of this indicator is questionable since more than 1000 graduates were not reached to complete the survey.

*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 examples in the space provided below of a promising practice that Mohawk used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports 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 addition, Mohawk may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

Mohawk's new Strategic Plan informs our practice of concentrating efforts on forging strategic partnerships with institutions rather than building individual pathways to degrees. The value of this strategy is confirmed by research published in October, 2009, by Colleges Ontario indicates that students are most likely to attend a university close to their college campus. McMaster University, Wilfrid Laurier University/Laurier Brantford and Brock University are often cited by Mohawk students as their university destinations of choice, so expanding pathways at these institutions is our priority.

An example of an innovative partnership finalized recently with Brock University will enable students to concurrently complete requirements for both college and university credentials. Students in the Honours B.A. in Communications Studies program at Brock can transfer to Mohawk after two years and enrol in the Public Relations graduate certificate program. After a year of applied studies at Mohawk, these students return to Brock for their fourth year, after which they graduate with both a Brock degree and a Mohawk Graduate Certificate. Similarly, Brock students in the Honours B.A. Economics program can transfer to Mohawk after two years to enrol in an accelerated Insurance

diploma program. After an additional one year of studies at Brock, these students will graduate with both a Brock degree and Mohawk diploma. The initial cohort of students in the Economics/Insurance collaboration begin studies at Mohawk in the Fall, 2010, semester.

Mohawk offers a B.Sc. Nursing (BScN) program in collaboration with McMaster University, and has developed a Diploma Completion program for Registered Practical Nurses who graduated with a certificate before Jan. 1 2005. Students who complete requirements for a diploma have the opportunity to apply to Level 2 of the Mohawk-McMaster BScN program. These students are granted credits in the BScN program for their clinical experience and are required to complete one less Level 3 clinical experience.

Another agreement with McMaster enables graduates of Mohawk's technology diploma programs in technology to transfer with advanced standing into the collaborative Bachelor of Technology degree program we deliver with the university.

Between Winter, 2005, and Fall. 2009, 409 Mohawk graduates enrolled at Laurier Brantford; an additional 53 graduates enrolled at Laurier's Waterloo campus. Laurier has quickly become an important partner for Mohawk.

The annual Graduate Pathways Fair, held each year in January, is always a sold out event at Mohawk's main (Fennell) Campus. Due to a combination of obligations to partner universities and space constraints, priority at the fair is extended to partners first. Should exhibit spaces remain available, other universities are invited to participate. In Winter, 2010, we also expanded the fair to the Brantford Campus and, based on response, will continue this practice. Demand for semester start presentations to students in specific Mohawk programs and in-class presentations throughout the year by the Pathways to Learning office or our university partner representatives increased significantly during the 2009 – 2010 academic year.

## 6) CLASS SIZE

- Please provide the number and percentage of all first-year classes (all programs) at Mohawk in 2009-10 that were:

Class Size	Number of Classes	Percentage of Total Classes
Less than 30 students	162	18.0%
30 to 60 students	249	27.6%
61 to 100 students	145	16.0%
101 to 250 students	210	23.3%
251 or more students	136	15.1%
Total	902	100%

- Please provide one or more examples in the space provided below of a promising practice that Mohawk used during 2009-10 regarding class size. A promising practice 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 ratio.

Programs in Mohawk's Faculty of Engineering Technology 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.

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 years 2,3,&4, 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"

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.

Some courses, such as English language courses and Mohawk's developmental level Communication course, follow evidence-based best practice by strictly limiting class size to ensure students have opportunities for regular practice with feedback for skills development.

## 7) ONLINE LEARNING

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.
- To complement this work, please provide one or more examples in the space provided below of a promising practice that Mohawk used during 2009-10 to develop and enhance online learning. A promising practice 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 undertook an extensive Learning Management System Review Process and selected Desire2Learn (D2L) as the sole learning management system for the college in early 2009. D2L was re-branded internally as eLearn@Mohawk. An Academic LMS Transition Plan was developed as the D2L Learning Environment was configured. The Centre for Teaching and Learning developed a Graduated Plan Critical Path for conversion, re-design and re-development of courses. Mohawk took advantage of the popularity of our annual in-house Connections conference on e-Learning tools, systems and practices in May, 2009, to officially kick-off eLearn@Mohawk. During May – August, 2009, pilot projects were identified, faculty were trained, and our early technology adopters got busy. In September, 2009, 27 courses went live in eLearn, and an additional 88 went live in January, 2010. Further training and eLearn development opportunities were provided in May and June of 2010.

Online learning is ideally suited to the needs of staff working in more than 70 clinical partner sites who serve as Preceptors for students in Mohawk's Medical Radiation Sciences (MRSc) program. Mohawk offers two online courses – Preceptor 1 and 2 (P1 & P2) – to these professions supervising clinical experience to our students. P1 encompasses learning styles, providing feedback, communication, etc. P2 focuses on evaluation theory and tools specific to the respective discipline. All clinical staff working with students are strongly encouraged to complete P1 – those who evaluate students are required to complete both P1 and P2. As of Spring, 2010, approximately 400 individuals have completed P1 and 150 have completed P2.

Mohawk's Health Sciences Continuing Education department is making its very popular Enhanced Registration Exam Prep for RNs and RPNs available province-wide through an online format. This course is offered to students who have failed the registration exams one or more times; students have 3 opportunities to attempt these exams. Because the interaction among students is critical to their learning the process of decision making around the choice of an answer, Mohawk is using online conferencing to deliver this course.

## 8) INTERNATIONAL

*\*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.*

- Mohawk reported to TCU that International Enrolment\* in 2009-10 = **362**.
- In 2009-10, Mohawk reported to TCU the following top 3 source countries for international students:
  1. **China**
  2. **India**
  3. **Saudi Arabia**
- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences Mohawk had in 2009-10:
  - o Outbound students = **2**
  - o Inbound students = **0**
- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at Mohawk in 2009-10 = **\$5,142,650**.
- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that Mohawk had outside of Canada in 2009-10 = **\$626,200**.
- Please list below all For Credit, Stand-Alone campuses Mohawk operated abroad in 2009-10, including city, country and total enrolment for each campus:

**NOTE:** Mohawk does not currently operate any For Credit, stand alone campuses outside of Canada. All our offshore activity is offered in our partners' facilities.

- Please provide one or more examples in the space provided below of a promising practice that Mohawk used during 2009-10 to develop and maintain results for international activities. A promising practice 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's strategic priorities were revised in 2009-10 to incorporate an international commitment aligned to the government's goal to increase international students in Canada by 5% in five years. Organizational restructuring in support strategic priorities has resulted in an increased focus on international partnerships and recruitment of international students.

Mohawk College Board of Governors' Chair and the College's President went on an exploratory visit to the Ukraine, visiting universities to promote the College. This trip provided opportunities to develop collaborative partnerships and resulted in ten signed Memorandums of Understanding to share curriculum, offer faculty exchanges and team up to enhance the education experience for students in both countries. We anticipate that relationships forged within the Ukraine will also help open access to previously untapped European markets for Mohawk.

Mohawk has initiated a partnership with an agent in China to open a call center aimed at assisting our efforts to recruit Chinese high school graduates to study at Mohawk. Two shifts daily are staffed by 20 Chinese-speaking young people trained to answer questions about Mohawk College, Hamilton, Ontario, immigration issues etc.

## 9) SUPPLY CHAIN COMPLIANCE

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS 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 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.

- Please confirm that in 2009-10 Mohawk adopted the Government of Ontario's Supply Chain Code of Ethics: **YES**
- Please confirm that in 2009-10 Mohawk adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **YES**
- In 2009-10 did Mohawk participate in the Ontario Education Collaborative Marketplace (OECM)?: **NO**  
**At present all offerings by the OECM are related to existing contracts we have with other suppliers.**  
**In future when these contracts come due, we will look at options available through OECM.**
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: **N/A**
- Please provide one or more examples below of a promising practice that Mohawk used during 2009-10 related to supply chain management. A promising practice 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 2009-10, Mohawk investigated opportunities to consolidate more of our purchases, to create system contracts where feasible, and to issue standing purchase orders where this practice qualifies us for volume discounts.

Buyer Alignment (assignment of buyers to individual departments or groups of departments) is helping us identify inefficiencies, particularly those arising from distribution of Mohawk College's operations among four campus locations.

Implementation of a collaborative purchasing venture with McMaster University on the Photocopier fleet produced benefits and efficiencies for Mohawk.

Collaboration with McMaster University and the City of Hamilton resulted in an agreement to issue a cooperative tender for computer hardware.

## 10) SPACE UTILIZATION

- In 2009-10, did Mohawk have a Space Utilization planning process in place to assess and optimize academic space utilization? **YES**
- If yes, please indicate below the methodology used to inform Mohawk's academic space utilization planning process:

The process of academic space utilization planning at Mohawk is framed by the college's strategic priorities of Quality, Innovation and Sustainability, and is informed by

  - analysis of data on current space utilization
  - the Strategic Enrolment Management Plan for the relevant academic year
  - analysis of KPI ratings of student satisfaction with facilities.

Once needs are identified and priorities established, the annual Operating Capital Project process is used to determine allocation of requests to fund renewal of academic space to improve the quality of the learning environment, student satisfaction, and space utilization efficiency.
- If yes, please provide one or more examples below of a promising practice that Mohawk used during 2009-10 to assess and optimize academic space utilization. A promising practice 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.

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Key accomplishments in 2009-10 include finalization of a new Fennell Campus Master Plan identifying development opportunities across the campus, securing \$20 million in funding for a major campus expansion and renewal project, and breaking ground on the Centre for Entrepreneurship, Learning, and Innovation. At Mohawk's STARRT Institute, we celebrated the official opening of the \$4.4 million Gerald Marshall Centre for Transportation in February, 2010.

Promising practices implemented in the process of planning for the expansion and extensive series of renovations across the Fennell campus involved extensive stakeholder consultations into the location and design of additional study spaces, a "main street" incorporating retail and service areas, and a consolidated Student Service Centre. Some examples are the establishment of a website providing information and seeking input on the project, an online survey to identify preferences for utilization of new and renewed space, engagement of student associations, a series of forums with students, faculty and staff in each academic school, and an open house enabling all stakeholders to vote on preferred layouts.

## 11) STUDENT SATISFACTION

- Per the KPI results reported in 2009-10 the student satisfaction rate at Mohawk for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **85.9%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Mohawk for KPI Question #26 "The overall quality of the learning experiences in this program" = **77.9%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Mohawk for KPI Question #44 "The overall quality of the facilities/resources in the college" = **65.7%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Mohawk for KPI Question #45 "The overall quality of the services in the college" = **64.7%**
- Please provide one or more examples below of a promising practice that Mohawk used during 2009-10 to increase student satisfaction. A promising practice 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 Imaging Lab at the Mohawk-McMaster Institute for Health Sciences partnered with Partnering with Philips to replace and upgrade the sonography equipment used by our students. The result is an increase in the number of units and the reliability of all units, improving student access, reducing the down-time of equipment and ultimately improving student satisfaction with the quality of learning experiences and knowledge and skills acquired in two Mohawk programs – Medical Radiation Sciences – Ultrasonography and Diagnostic Cardiac Sonography (DCS). In addition to these benefits, this equipment has increased the department's capability for involvement in applied research opportunities.

The Faculty of Engineering Technology has developed a number of initiatives designed to improve student satisfaction, including adding students to Program Advisory Committees, and initiating a systematic renewal program for facilities and lab equipment. The School of Construction Sciences hosted three "Meet the Grad Employer" evening events in 2009-10 to enable students to learn about career opportunities available to graduates of their programs, and network with graduates and employers. Similar opportunities were provided to Chemical Engineering students when their program partnered with the Canadian Process Control Association to host a Job Fair and Alumni presentation.

An innovation in Mohawk's B.Sc. Nursing program is a shift from Problem Based Learning to a Person Based Learning approach. This approach introduces students to a professional scenario through a narrative story rather than having the situation stated as a problem. Each situation is narrated from a particular perspective, which may be that of the patient, the nurse, or a family or community member. Narratives have been filmed to create realistic depictions of professional situations and to provide students with virtual opportunities to apply skills in interpretation of non verbal communication cues, and the videos are available online to enable their use in class, or by individual students and/or study groups at any convenient time. This innovative approach is expected to increase student satisfaction with learning experiences by bringing course material to life and to give them knowledge and skills that prepare them for their careers by simulating real situations.

## 12) GRADUATION RATE

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- Per the KPI results reported in 2009-10 the graduation rate at Mohawk = **60.4%**
- Please provide one or more examples below of a promising practice that Mohawk used during 2009-10 related to the achievement of the graduation rate. A promising practice 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 introduced a revised Academic Grading and Promotion Policy in 2009 designed to improve graduation rates by identifying and intervening with students whose end of semester grades in one or more courses indicate a high risk of failure or withdrawal. These students are placed into probationary status, and before they can be promoted, are required to participate in mandatory advising. These students must meet with the Student Success Advisors in their academic school work to explore factors affecting their academic standing and develop an academic improvement plan before Program Coordinators endorse their promotion.

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. Although it did not involve a large number of students, those who participated have moved forward with their cohort. This initiative is expected to positively impact the graduation rate in these programs.

Anecdotal evidence reveals a variety of strategies being used to help individual students complete graduation requirements. One example provided by the Faculty of Engineering Technology describes Mohawk's assessment and granting of credit - 25 years after he left Mohawk a few credits short of a Mechanical Engineering diploma - for experiential learning by a Major in the Canadian Army. Earning his Mohawk diploma enabled the Major to qualify for advanced standing in a degree program at Royal Military College in which he'll enrol on his return to Canada from a deployment to Afghanistan.

### 13) GRADUATE EMPLOYMENT RATE

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at Mohawk = **85.0%**
- Please provide one or more examples below of a promising practice that Mohawk used during 2009-10 related to the achievement of the graduate employment rate. A promising practice 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 Mohawk Job Centre's Lunch and Learn approach is definitely one of the highlights of the college's strategy for employer outreach. Every year, more than 20 major employers visit the campus and host a Lunch & Learn that all students are welcome to attend; these include both local firms (e.g. Arcelor Mittal Dofasco) and national employers (e.g. SNC Lavalin, Canada Revenue Agency, RIM). Employers benefit from the chance to present their career opportunities to a highly interested group of students (it helps when the employer provides pizza lunch). Students benefit from the opportunity to hear the employer's story and the skills they are seeking in graduates. Most importantly, these events make it possible for employers and students to engage at a personal level and have one to one conversations. Students who later apply for positions with these employers and are interviewed report that these informal meetings help to break the ice. Employer perceptions of the Lunch & Learn events are also very positive and time slots are highly sought after. Mohawk also leverages these contacts with employers to promote other aspects of the college such as Program Advisory Committees, Advancement, and training provided by Mohawk College Enterprise.

Mohawk's Job Centre supports the Lunch and Learn initiatives with an annual face to face job fair which promotes lots of interaction; the Centre also organizes on-line job fairs which save the employer time and effort and provide efficiencies in collecting resumes. All of these activities contribute to a more robust graduate employment rate.

Employability of graduates of Mohawk's Broadcasting Television and Communications program was enhanced in 2009-10 by a complete upgrade to digital High Definition equipment to ensure that students learn using current technology and that graduates are skilled and experienced in the use of equipment that meets industry standards.

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 2010, the Cardiovascular Technician program completed the rigorous accreditation process required to achieve Canadian Medical Association (CMA) accreditation status. The Diagnostic Cardiac Sonography program has been engaged in the process of CMA program accreditation in 2009-10, with the site visit scheduled for November, 2010. 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 provisional accreditation in July 2009.

The Faculty of Engineering Technology also recognizes the value of program accreditation for graduates. Mohawk's Mechanical Engineering Program recently earned full accreditation of the program from the Canadian Technology Accreditation Board (CTAB), a standing committee of The Canadian Council of Technicians and Technologists (CCTT).

### 14) STUDENT RETENTION RATES

The table below has been pre-populated with the proposed results set for 2008-09 in Mohawk's approved Multi-Year Action Plan. Referring to these proposed results, please identify Mohawk's achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1st to 2nd Year	69%	64.8%	
2nd to 3rd Year	87%	88.4%	
3rd to 4th Year	n/a	n/a	

- Please indicate below the methodology used by Mohawk to calculate the retention rates indicated above:

Mohawk's methodology for calculating retention for a given fiscal year is outlined below:

The base year is the year prior to the reporting year.

Select full-time students from any term in the base year where the student was enrolled in a two, three or four year program (students enrolled in a one year program are excluded).

Identify program semesters in the base year that are scheduled to have higher level "in-class" semesters delivered in the reporting year. Note, students enrolled in internship programs that are scheduled to participate in only work term semesters during the reporting year are excluded from selection of the base population.

Identify the year of the program in which students are enrolled, based on their program of study and the program delivery pattern, during the base fiscal year (i.e. year one, year two, year three).

Look for students from the base year that are enrolled on a full-time basis in any term of the reporting year, and determine the year of the program in which students are enrolled during the reporting year using the program of study and the program delivery pattern.

Calculate retention by dividing the total number of students, grouped by year of study, in the reporting year by the total number of students in the prior year of study during the base year where a student is expected to enter a higher program year during the reporting year. For example, when calculating "Year 2 to Year 3" retention, only students expected to move to year three in the reporting year would be included in the denominator of the retention calculation.

- Please provide one or more examples below of a promising practice that Mohawk used during 2009-10 related to student retention. A promising practice 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 developed and initiated implementation of an "At-Risk Report" based on results of post-admission assessments of reading, writing and math skills and student responses to an online survey. Survey responses provide demographic profiles and information about student's planned hours of employment while enrolled in college, as well as students' self-reported levels of confidence in their ability to make a successful transition to college, clarity about career goals, commitment to education, clarity of career goals, certainty about program choice, concern about finances. Student Services and Academic areas use aggregate information to inform retention initiatives; Student Success Advisors and Counsellors are provided with reports of assessment and survey results to enable proactive outreach to students with multiple risk factors.

Recognizing that lack of clarity about career goals and program choice significantly affects retention, Mohawk's Faculties of Engineering Technology and Skill Trades and Apprenticeship have devised strategies to help secondary students make informed choices.

Through a School/College/Work partnership, instructors in Mohawk's Mechanical Engineering Technician program participate in team teaching in a special Robotics program with two secondary schools within the Halton District School Board. Students who complete this program are granted dual credits in two CAD courses in Mohawk's Mechanical Engineering Technician program. This initiative not only improves retention by providing participating secondary school students with knowledge and direct experience that can help them make more informed postsecondary program choices, but also promotes academic success by enabling those who enrol at Mohawk with these credits to devote more time to other courses in their program of studies.

Mohawk also offers another course to secondary school students in the Halton District School Board that provides opportunities to explore careers in the Heating, Ventilation and Air Conditioning industries. Students are provided with an overview of careers including HVAC designer, installer, pipe fitter, service technician and sheet metal fabricator, including both theoretical knowledge and the opportunity to develop skills in using a variety of tools. The learning experiences and transferable skills students acquire contribute to retention by improving their abilities both to make successful transitions to a postsecondary environment and to select appropriate postsecondary and/or apprenticeship pathways.

## 15) QUALITY OF THE LEARNING ENVIRONMENT

- Please provide information below of what Mohawk did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

The quality of the learning environment at our Fennell Campus will be significantly improved through the largest expansion and renewal project in Mohawk's history. In Fall, 2009, we broke ground on a three-storey, 50,000-square-foot Centre for Entrepreneurship, Learning, and Innovation including library and classroom space. Mohawk has also drafted plans for an extensive series of renovations across the Fennell campus that will be implemented over the upcoming year, including expanded study and gathering space for students and a consolidated Student Service Centre. Both new and renewed facilities integrate state of the art technologies and environmentally friendly materials and infrastructure. At Mohawk's Skilled Trades and Apprenticeship Research, Resources and Training (STARRT) Institute, the official opening of the \$4 million Gerald Marshall Transportation Centre in early 2009 provided a quality learning environment in which more than 400 Truck and Coach and Truck and Trailer apprentices annually will prepare for careers in Ontario's commercial vehicle and transportation industry.

Expanding real world experiences for students and staff to ensure leading industry practice is reflected in learning is a key priority identified in Mohawk's strategic plan. One example is the transfer of radio station Indi 101 from the Mohawk Students' Association to the Faculty of Business, Media and Entertainment in April, 2010, providing an environment that enables students in the Radio Broadcasting program to apply what they learn in class in live radio broadcasts. The change will also create many opportunities for students in programs such as Applied Music, Advertising and Public Relations to engage in authentic learning experiences.

In December, 2009, Mohawk launched a series of Simply the Best workshops aimed at helping all staff connect their day-to-day work to the three pillars of the college's Strategic Plan: Quality, Innovation and Sustainability. Simply the Best supports the ongoing commitment of all staff to deliver a quality education and great college experience to every student at Mohawk, engaging teams in defining shared values and expectations and fostering a college-wide culture of innovation.

Mohawk's Applied Research Centre (MARC) focuses on solving real world problems and providing students enriched opportunities to apply what they learn in the classroom and come up with real-world solutions. Several projects have been completed, more are underway and others are in development. A highlight of this activity has been the creation and release of an eHealth software development toolkit called the Everest Framework. A remarkable team of students, recent graduates and faculty from Mohawk College's School of Engineering Technology, supported by the Natural Science and Engineering Research Council of Canada under the College and Community Innovation Program and Canada Health Infoway collaborated in designing the toolkit to help connect physicians' offices, pharmacies, laboratories and other health care providers to electronic health record systems being built by Canada's federal and provincial governments.

Mohawk librarians completed the Evergreen ILS Project, using open source software development to empower the library to be user-focused, to respond quickly to trends, to allow for customization of the integrated library system, and to enable the library to contribute to the development of the tool for the benefit of other libraries. The Mohawk team's achievement was recognized by the 2010 Innovation Achievement Award from the Canadian Library Association. Mohawk is the first college in Ontario to move in this innovative direction and is working with other libraries to further develop this initiative.

## PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES

- Increased Participation of Under-Represented Students — Programs/Strategies

As part of its 2008-09 Report Back Mohawk was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
Enhance and track Aboriginal Student participation	Under new leadership, staff in Aboriginal Education and Student Services (AESS) significantly increased the number of Aboriginal Students who were identified during the 2009-10 academic year. There was also a corresponding increase in the number of Aboriginal Students who participated in services offered by AESS. This area has developed an independent tracking system that produces extensive data.
Enhance and track student participation through the First Generation Pilot Project Initiative funded by MTCU for 2008-09 and 2009-10	Mohawk's First Generation Recruiter identified First Generation applicants. Institutional Research provided data from the online post-admission Student Entrance Survey identifying registered First Generation students. Our Student Success Advisors, including a dedicated First Generation Advisor and a Counsellor, along with other providers of student services such as Peer Tutoring contributed to promoting and tracking student participation in activities related to the Pilot Project Initiative.
Enhance and track participation by Immigrant students	Our Immigrant Advising Service, currently offered as part of the Colleges Integrating Immigrants to Employment (CIITE) project, has improved Mohawk's ability to serve immigrant students.  Mohawk has also modified our post-admission online Student Entrance Survey to enhance the accuracy of our tracking of the participation of this group.
Enhance and track participation by Students with Disabilities	Online videos promoting Disability Services, General Information sessions held at all Mohawk campus locations, pre-semester StartSmart workshops for confirmed applicants, their parents and support persons are among the successful initiatives supporting students orientation to and participation in services. Outreach to the internal college community promoted faculty and staff support for students with Disabilities and raised awareness of services available.

- **Quality of the Learning Environment**

As part of its 2008-09 Report Back Mohawk was asked to provide 3 to 5 examples of how its quality improvement strategies/ programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
Respond appropriately to the Program Quality Assurance Process Audit (PQAPA) Report anticipated midsummer, and interim results from the Millennium Scholarship Foundation 'Foundations for Success' project.	Mohawk College took part in its first PQAPA audit in 2008-09. The audit team released its report in summer, 2009, concluding that the College successfully met all five criteria. The report notes a commitment to student success and program quality throughout all levels of the College, supported by a comprehensive set of policies, procedures and systems to support continuous improvement; a willingness to introduce innovative systems; a commitment of human and financial resources to support quality assurance processes; and a willingness to accept and acknowledge gaps coupled with a desire and plans to rectify those gaps. Workplans to address gaps identified by the audit are being implemented. Results from the Foundations for Success research project have informed Mohawk's continued use of proactive outreach and early intervention with groups of students that the research indicated benefitted significantly from targeted advising and specific services.
Build on the Student Feedback on Teaching survey wherein 92% of students reported being satisfied with the effectiveness of their teachers.	For two weeks in late March, early April, Mohawk again invited and encouraged students to give feedback on their teachers. The online Student Feedback on Teaching survey gives students the opportunity to tell their professors which of their teaching practices are most effective at helping students learn. Feedback is anonymous; Institutional Research provides each faculty member with a summary of student feedback, along with verbatim answers to two specific questions.
Continue to seek improvements with regards to Key Performance Indicator survey results relative to student, graduate and employer satisfaction, with special emphasis on improving facilities and student success services results.	Major additions and renovations to facilities are a direct response to student feedback on satisfaction with facilities. Our Student Services team has analyzed ratings and responses to Mohawk-specific questions on services in the 08-09 survey and devised strategies to improve service delivery.
Review 4 programs that received Key Performance Indicator results lower than the provincial average but greater than 60% and review 2 programs with results below 60%.	Comprehensive reviews of the Pre-Technology and Pre-Trades/Technology certificate programs, both of which had KPI results below 60% in 2008-09 were initiated in 2009-10. KPI ratings for 09-10 for both of these programs improved significantly; ratings for Pre-Technology are now above 60%. Reviews of both programs will be completed within 2010-11. Mohawk conducted program reviews of the following diploma and graduate diploma programs with 2008-09 KPI ratings above 60% but below the provincial average were conducted in 2009-10: Human Resources Management; Architectural Technology; Architectural Technician; and Urban and Regional Planning Techniques – Geographic Information Systems. Full reports on the review of these programs, KPI Improvement Plans, will be completed in 2010-11.
Begin implementation of a new single platform for teaching and learning, Desire2Learn.	Mohawk is on track with implementation of our Academic LMS Transition Plan and Graduated Plan Critical Path for conversion, re-design and re-development of courses within eLearn@Mohawk.

# STATEMENT OF OPERATIONS (Budget & Interim Reporting)

FOR COLLEGE: Mohawk College | FOR THE PERIOD: April 1, 2011 to March 31, 2012

Account Number	Account Name	Account grouping	Ref. No. for Assumptions	GRE Amount	Account Total	Sub-Class Total	Class Total
<b>Revenues</b>							
<b>4</b>	<b>Revenues</b>						<b>175,010,762</b>
<b>41</b>	<b>Grant Revenue</b>					<b>88,133,583</b>	
41105	Grants - Operating	41104, 41105			87,675,483		
	Non GRE			3,703,061			
	GRE amount - Input GRE Number & Name		0030-MTCU	83,972,422			
	GRE amount - Input GRE Number & Name						
41106	Grants - Capital	41106			458,100		
	Non GRE						
	GRE amount - Input GRE Number & Name		0030-MTCU	458,100			
	GRE amount - Input GRE Number & Name						
41205	Provincial Operating Grant - Repayment of Prior Year	41205			-		
	Non GRE						
	GRE amount - Input GRE Number & Name						
	GRE amount - Input GRE Number & Name						
41210	Provincial Capital Grants - Repayment of Prior Year	41210			-		
	Non GRE						
	GRE amount - Input GRE Number & Name						
	GRE amount - Input GRE Number & Name						
<b>42</b>	<b>Tuition and Other Student Fees</b>					<b>57,623,999</b>	
42101	Tuition summary	42101 TO 42201			57,623,999		
<b>43</b>	<b>Ancillary Revenue</b>					<b>14,994,268</b>	
43101	Ancillary Revenue summary	43101 to 43299			14,994,268		
<b>49</b>	<b>Other Revenue (Sub-Class)</b>					<b>14,258,912</b>	
49101	Service Fees summary	49101 to 49193			3,784,227		
49201	Donations summary	49201 to 49299			347,972		
49301	Gain/Loss on Sale of Assets/Inventory	49301 to 49504					
49902	Investment/Interest Income	49902, 49906			918,000		
49903	Revenues Transferred from Restricted Funds	49903			2,011,926		
49904	Amortization of Deferred Capital Contributions	49904			5,054,810		
	Non GRE			604,695			
	GRE amount - Input GRE Number & Name	MTCU	0030	4,246,040			
	GRE amount - Input GRE Number & Name	MHLTC	0014	34,767			
	GRE amount - Input GRE Number & Name	MEDTC	0009	168,321			
	GRE amount - Input GRE Number & Name	Min of Citizenship & Immigration	0006	987			
49905	Unrealized gain/loss - MTM Adjustment	49905					
49999	Other Revenue (general) summary	49901, 49907, 49908, 49999			2,141,977		
<b>Expenses</b>							
<b>5</b>	<b>Expenses</b>						<b>175,010,762</b>
<b>51</b>	<b>Salaries &amp; Wages</b>					<b>93,332,241</b>	
51201	Salaries & Wages	51101 to 51320			93,332,241		
<b>52</b>	<b>Employee Benefits</b>					<b>19,969,433</b>	
52201	Employee Benefits	52101 to 52339 (Exclude 52131, 52231, 52331)			11,189,705		
52231	Benefits - CAAT Pension contributions	52131, 52231, 52331			8,779,728		
52901	Employee Future Benefits	52901 to 52905					
<b>53</b>	<b>Supplies &amp; General Admin</b>					<b>11,520,155</b>	
53101	Supplies & General Admin summary	53101 to 53199 (except 53111)			11,520,155		
53111	Interest on other than debt	53111					
<b>55</b>	<b>Utilities, Maintenance and Taxes</b>					<b>13,864,976</b>	
55101	Utilities summary	55101 to 55114			4,765,038		
55201	Maintenance summary	55201 to 55231			9,099,938		
55301	Taxes summary	55301 to 55303					
<b>56</b>	<b>Furniture &amp; Equipment</b>					<b>2,415,278</b>	
56101	Furniture/Equipment Purchases	56101 to 56109			2,394,898		
56201	Furniture/Equipment Rentals	56201 to 56209			20,380		
<b>58</b>	<b>Ancillary Services - Expenditures</b>					<b>8,553,019</b>	
58101	Ancillary Services - Expenditures summary	58101 to 58299			8,553,019		
<b>59</b>	<b>Other Expense</b>					<b>25,355,660</b>	
59203	Flow-Through Expenditures summary	59201 to 59204			1,332,623		
59301	Amortization - Long Term Assets	59301, 59302			9,652,095		
59401	Other Contract Services summary	59401 to 59403			7,446,707		
59902	Student Assistance summary	59902, 59903, 59904			4,355,692		
59905	Long Term Debt Interest	59905			1,200,747		
59906	Marked to Market - Loss	59906					
59999	Other Miscellaneous Expenses summary	59999			1,367,796		
<b>(Surplus)/Deficit</b>							<b>-</b>



Account Number/ Cluster	Account Name	Account grouping	Ref. No. for Assumptions	GRE amount	Closing balance
<b>24</b>	<b>Other Liabilities</b>				<b>7,314,114</b>
24105	Liability from Derivatives at Cost (Swaps)	24105			
24106	Other Liability from Derivatives - MTM in year adj.	24106, 24107			2,542,608
24199	Other Long Term Liabilities	24199			
24202	Obligations for Retirement Benefits	24201 to 24212			4,771,506

					Additions / Receipts	Interest	Transfer to Statement of Operations	Disposal or Adjustment	Opening balance As per Audited statement
<b>25</b>	<b>Restricted Contributions</b>				<b>25102</b>	<b>25103</b>	<b>25104</b>	<b>25105 /6 /7 /8</b>	<b>25101</b>
25106	Non-GRE(Other than MTM in year Adj.)	25101 to 25108							
	GRE amount - Input GRE Number & Name		3030-MTCU	239,322	2,186,036		-2,011,926	-658,833	4,507,539
	GRE amount - Input GRE Number & Name			0				-33,517	272,839
	Insert rows above for add'l GRE's, copy row from above and update			0					

					Additions / Receipts	Interest	Transfer to Statement of Operations	Disposal or Adjustment	Opening balance As per Audited statement
25109	Restricted Contributions - MTM in year Adj.	25109							

					Additions / Receipts	Interest	Transfer to Statement of Operations	Disposal or Adjustment	Opening balance As per Audited statement
<b>261</b>	<b>Deferred Capital Contributions</b>				<b>26102</b>	<b>26103</b>	<b>26104</b>	<b>26105 /6 /8 /9</b>	<b>26101</b>
26106	Non-GRE(Other than MTM in year Adj.)	26101 to 26109 (except 26107)							
	GRE amount - Input GRE Number & Name		MTCU	71,846,755	944,554		-604,695	-58,705	11,073,958
	GRE amount - Input GRE Number & Name		MHLC	26,676	750,000		-4,246,040	-455,862	75,598,657
	GRE amount - Input GRE Number & Name		MEDTC	481,310			-34,767		61,443
	GRE amount - Input GRE Number & Name			1,973			-168,321		649,631
	GRE amount - Input GRE Number & Name		Min of Citizenship & Immigration	0006			-987		2,960
	Insert rows above for add'l GRE's, copy row from above and update			0					

26107	DCC - MTM Adjustments	26107			
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					Additions / Receipts	Interest	Transfer to Statement of Operations	Disposal or Adjustment	Opening balance As per Audited statement
<b>262</b>	<b>Deferred Capital Contributions-Unspent-Third Parties</b>				<b>26202</b>	<b>26203</b>	<b>26204</b>	<b>26205 /6 /8 /9</b>	<b>26201</b>
26201	Non-GRE	26201 to 26208 (except 26207)							
	GRE amount - Input GRE Number & Name			0					
	GRE amount - Input GRE Number & Name			0					
	Insert rows above for add'l GRE's, copy row from above and update			0					

26209	DCC - Unspent - Third Party - MTM in year Adj.	26207			
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					Additions / Receipts	Interest	Transfer to Statement of Operations	Disposal or Adjustment	Opening balance As per Audited statement
<b>271</b>	<b>Capital Leases</b>				<b>27102</b>	<b>27103</b>	<b>27101</b>		
27101	Capital Leases-Opening Balance (less current portion)	27101 to 27103							
	GRE amount - Input GRE Number & Name			0					
	GRE amount - Input GRE Number & Name			0					
	Insert rows above for add'l GRE's, copy row from above and update			0					

					Debt Acquired	Debt Retired	Opening balance As per Audited statement	Cross-Check
<b>28</b>	<b>Debt</b>				<b>28102</b>	<b>28103</b>	<b>28101</b>	<b>Total Debt</b>
28101	Public Debt Opening Balance (less current portion)	28101 to 28103			44,269	2,618	-45,597	87,248
								0
28201	Non-Public Debt Opening Balance (less current portion)	28201 to 28203			28202	28203	28201	
	Non GRE				6,285,311	533,404	-952,892	6,704,799
	GRE amount - Input GRE Number & Name		0210-QFA	6,285,311				0
	GRE amount - Input GRE Number & Name							7,124,350
	Insert rows above for add'l GRE's, copy row from above and update							

28301	Unamortized Foreign Exchange Gains/Losses	28301			
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					Receipts	Interest	Disbursements	Transfers or Adjustments	Opening balance As per Audited statement
<b>3</b>	<b>Net Asset</b>								
<b>31</b>	<b>Unrestricted Net Assets</b>								
31101	Unrestricted Net Assets	31101							36,920,250
31104	Vacation, Sick Leave, Future Employee Benefit	31102 + 31103 + 31104							-15,028,635
31105	Financial Instruments Adjustment	31105							882,937
31106	Prior Period & Other Adjustments to Equity	31106 + 31107							-13,282,797
31108	Financial Instruments Adjustment (OCI) - MTM in-year Adj.	31108							-2,608,160
									-20,615
<b>32</b>	<b>Internally Restricted Net Assets</b>								<b>16,734,099</b>
32101	Internally Restricted Net Assets	32101 + 32102							16,734,099
32103	Internally Restricted Net Assets - MTM in-year Adj.	32103							
<b>33</b>	<b>Investment in Capital Assets</b>								<b>21,986,698</b>
33101	Invested in Capital Assets	33101							21,986,698

					Receipts	Interest	Disbursements	Transfers or Adjustments	Opening balance As per Audited statement
<b>34</b>	<b>Endowments</b>				<b>34102</b>	<b>34103</b>	<b>34104</b>	<b>34105 /6</b>	<b>34101</b>
34102	Endowments (other than MTM in year Adj.)	34101 to 34106							
	GRE amount - Input GRE Number & Name			0	563,700				12,674,388
	GRE amount - Input GRE Number & Name			0					
	Insert rows above for add'l GRE's, copy row from above and update			0					
34107	Endowment Contribution - MTM in year Adj.	34107							

					Receipts	Interest	Disbursements	Transfers or Adjustments	Opening balance As per Audited statement
<b>35</b>	<b>Externally Restricted (Net Assets)</b>								
35101	Externally Restricted (Net Assets) (O/T MTM in year Adj.)	35101 to 35108							
	GRE amount - Input GRE Number & Name			0	35102	35103	35104	35105 /6 /7 /8	35101
	GRE amount - Input GRE Number & Name			0					
35109	Restricted Contributions (Net Assets) - MTM in year Adj.	35109							



ATTACHMENT 3:

## Overall KPI Results for the 2009-10 and 2010-11 Reporting Years

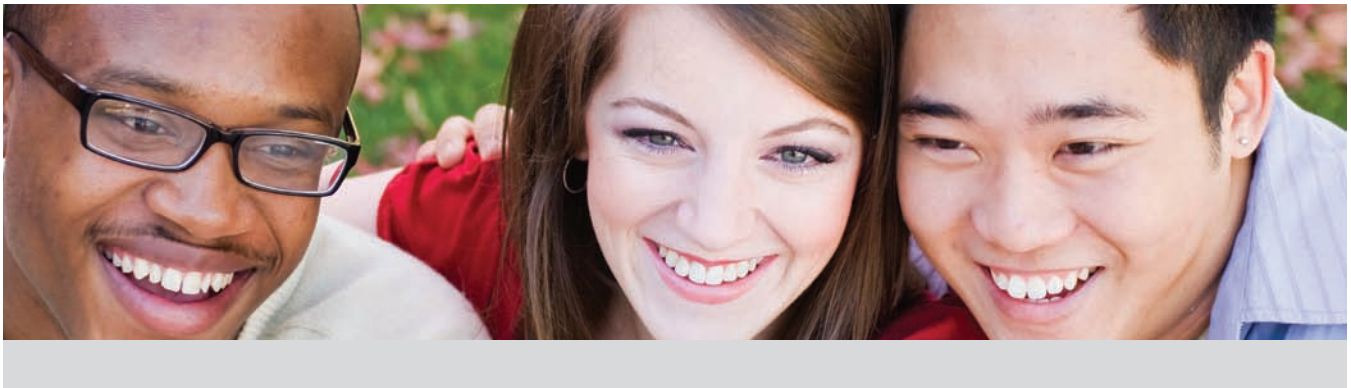
32 |

\*Reporting year does not indicate actual data for that year. See chart below.

		2009 / 2010	2010 / 2011	Change
Student Satisfaction Rate	<b>Mohawk</b>	<b>73.5%</b>	<b>79.3%</b>	<b>5.8</b>
	Province	76.3%	76.1%	-0.2
Q14 Knowledge and Skills for Future Career	<b>Mohawk</b>	<b>85.9%</b>	<b>87.6%</b>	<b>1.7</b>
	Province	87.2%	87.1%	-0.1
Q26 Learning Experiences – Program Quality	<b>Mohawk</b>	<b>77.9%</b>	<b>81.1%</b>	<b>3.2</b>
	Province	80.2%	80.2%	–
Q44 Quality of Facility / Resources	<b>Mohawk</b>	<b>65.7%</b>	<b>74.8%</b>	<b>9.1</b>
	Province	69.3%	68.8%	-0.5
Q45 Quality of Services	<b>Mohawk</b>	<b>64.7%</b>	<b>73.8%</b>	<b>9.1</b>
	Province	68.6%	68.1%	-0.5
Graduate Satisfaction Rate*	<b>Mohawk</b>	<b>79.6%</b>	<b>79.5%</b>	<b>-0.1</b>
	Province	79.8%	79.1%	-0.7
Graduate Employment Rate*	<b>Mohawk</b>	<b>85.0%</b>	<b>86.3%</b>	<b>1.3</b>
	Province	84.8%	83.0%	-1.8
Graduation Rate ^	<b>Mohawk</b>	<b>60.4%</b>	<b>60.7%</b>	<b>0.3</b>
	Province	65.1%	64.2%	-0.9
Employer Satisfaction Rate *	<b>Mohawk</b>	<b>94.6%</b>	<b>92.7%</b>	<b>-1.9</b>
	Province	93.0%	93.2%	0.2

Reporting Year	Graduate and Employer Surveys – Year Graduates Graduated
2010/2011	Summer/Fall 2009, Winter 2010
2009/2010	Summer/Fall 2008, Winter 2009

^Reporting year does not indicate actual data for that year. Graduation rates are calculated using twice the length of the program for the amount of years a student graduates within.



ATTACHMENT 4:

## Summary of Advertising and Marketing Complaints Received 2010-11

Nature of Complaint	Date Received	How Resolved/addressed	Date Resolution Communicated to Student	# of working days to Resolve
NIL				

ATTACHMENT 5:

## Board of Governors 2010-11

Name	Date Started	Term Coming Due	Current Term
<b>External Members</b>			
Pat McKay	Sept 1, 2005	Aug 31, 2011	2nd
Brian Mullan	Sept 1, 2005	Aug 31, 2011	2nd
Kevin Davis	Sept 1, 2008	Aug 31, 2011	1st
Ty Shattuck	Sept 1, 2006	Aug 31, 2012	2nd
Nancy Fram	Sept 1, 2009	Aug 31, 2012	1st
Elaine Sinha	Sept 1, 2009	Aug 31, 2012	1st
Don Wilford	Sept 1, 2009	Aug 31, 2012	1st
John Marinucci	Sept 1, 2009	Aug 31, 2012	1st
Janice Locke	Sept 1, 2007	Aug 31, 2013	2nd
Graham Browne	Sept 1, 2010	Aug 31, 2013	1st
Doug Harrison	Sept 1, 2010	Aug 31, 2013	1st
Amos Key	Sept 1, 2010	Aug 31, 2013	1st
Glen Steeves	Sept 1, 2010	Aug 31, 2013	1st
Carmen Fortino	Sept 1, 2008	Aug 31, 2014	2nd
Rob Maclsaac	Feb 1, 2009		
<b>Internal Members</b>			
Heide Bell (Administration)	Sept 1, 2011	Aug 31, 2013	2nd
Shannon Gould (Support Staff)	Sept 1, 2008	Aug 31, 2011	1st
Sam Maga (Faculty)	Sept 1, 2009	Aug 31, 2012	1st
Ray Paddock (Student)	Sept 1, 2010	Aug 31, 2011	1st

# future**ready**



ANNUAL REPORT 2011 | 2012

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