

**Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back**

Institution Name:	Mohawk College
-------------------	----------------

**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.

**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.

**CONTACT**

For any questions regarding this Report Back template, please email Perry Gordon, Senior Policy Advisor, Colleges Unit at [Perry.Gordon@ontario.ca](mailto:Perry.Gordon@ontario.ca) or telephone (416) 325-4026.

**This document is a facsimile of the online reporting tool provided by MTCU.  
The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

## Appendix A

**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

**This document is a facsimile of the online reporting tool provided by MTCU.**

**The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

## Appendix A

**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.

This document is a facsimile of the online reporting tool provided by MTCU.  
The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.

## Appendix A

- 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 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.

**This document is a facsimile of the online reporting tool provided by MTCU.  
The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

## Appendix A



**Ministry of Training, Colleges and Universities**

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.

**This document is a facsimile of the online reporting tool provided by MTCU.  
The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

## Appendix A

**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.*

**This document is a facsimile of the online reporting tool provided by MTCU.**

**The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

### Appendix A

- For the following, please include full-time and part-time, but not Second Career, Apprentice or International students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at Mohawk who registered with the Office for Students with Disabilities and received support services in 2009 -10= <b><u>1285</u></b></p> <p>Please indicate the number of <i>students with disabilities</i> 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:</p> <p><b>Full-time = <u>1079</u></b>  <b>Part-time = <u>206</u></b>  <b>Total (Full-Time + Part-time) = <u>1,285</u></b></p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <b>1,285</b> ÷ <b>9,447</b> (Enrolment Headcount from Page 3) x 100 = <b><u>13.6%</u></b></p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at Mohawk in 2009-10= <b><u>2613</u></b></p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Mohawk as a percentage of the total Mohawk student population in 2009-10 who were:</p> <p><b>Full-time = <u>2454</u></b>  <b>Part-time = <u>159</u></b>  <b>Total (Full-Time + Part-time) = <u>2613</u></b></p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <b>2613</b> ÷ <b>9,447</b> (Enrolment Headcount from Page 3) x 100 = <b><u>27.66%</u></b></p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at Mohawk in 2009-10= <b><u>222</u></b></p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Mohawk as a percentage of the total Mohawk student population in 2009-10 who were:</p> <p><b>Full-time = <u>209</u></b>  <b>Part-time = <u>7</u></b>  <b>Total (Full-Time + Part-time) = <u>222</u></b></p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <b>222</b> ÷ <b>9,447</b> (Enrolment Headcount from Page 3) x 100 = <b><u>2.349%</u></b></p> <p><b>NOTE:</b> As of the November 1, 2009 audit</p>

This document is a facsimile of the online reporting tool provided by MTCU.  
The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.

**Appendix A**

<p><b>NOTE:</b> As of the November 1, 2009 audit date, Mohawk's actual enrolment of full-time funded students was <b><u>9,428</u></b>.</p> <p><b><u>1,285</u></b> actual Students with Disabilities as % of actual Enrolment = <b><u>13.62%</u></b></p> <p>The <b><u>9,447</u></b> 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.</p>	<p><b>NOTE:</b> As of the November 1, 2009 audit date, Mohawk's actual enrolment of full-time funded students was <b><u>9,428</u></b>.</p> <p><b><u>2613</u></b> actual First Generation Students as % of actual Enrolment = <b><u>27.72%</u></b></p> <p>The <b><u>9,447</u></b> 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.</p>	<p>date, Mohawk's actual enrolment of full-time funded students was <b><u>9,428</u></b>.</p> <p><b><u>222</u></b> actual Aboriginal Student as % of actual Enrolment = <b><u>2.354 %</u></b></p> <p>The <b><u>9,447</u></b> 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.</p> <p>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 &amp; Student Services team identified a total of approximately <b><u>500</u></b> Aboriginal students enrolled at the college, a number representing <b><u>5.3%</u></b> of Mohawk's actual enrolment of <b><u>9,428</u></b> students for 2009-10. AESS contacted these students to promote services supportive of their academic success and persistence.</p>
--	--	--

**This document is a facsimile of the online reporting tool provided by MTCU.  
The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

### Appendix A

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide examples of promising practices that Mohawk used in 2009-10 to develop and maintain results for <i>students with disabilities</i>.</p> <div data-bbox="138 570 674 756"> <p>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.</p> </div> <div data-bbox="138 776 674 963"> <p>Drop-in and pre-scheduled tutorial sessions were initiated in spring, 2009, to orient new students to use of the Disability Services online alternative test booking system.</p> </div> <div data-bbox="138 982 674 1143"> <p>Email reminders automatically issued 24 hours prior to appointments with Disability Services reduced the number of missed appointments.</p> </div> <div data-bbox="138 1179 674 1365"> <p>Group orientation to and training in use of adaptive technology has worked well to support students who would not normally be referred to a Learning Strategist.</p> </div>	<p>In the space below, please provide examples of promising practices that Mohawk used in 2009-10 to develop and maintain results for <i>First Generation students</i>.</p> <div data-bbox="720 540 1268 792"> <p>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.</p> </div> <div data-bbox="720 805 1268 1122"> <p>Our dedicated First Generation Advisor provided pre-admission information on Mohawk programs including admission requirements and career opportunities. The Advisor helped students with program selection and the application process, and connected them as appropriate with other college staff for specialized advising and assistance.</p> </div> <div data-bbox="720 1141 1268 1425"> <p>Mohawk's First Generation Student Success Advisor and Counsellor met individually with students to respond to questions, help navigate college policies and procedures, and provide assistance with issues or problems students encountered as they progressed through programs of study.</p> </div>	<p>In the space below, please provide examples of promising practices that Mohawk used in 2009-10 to develop and maintain results for <i>Aboriginal students</i>.</p> <div data-bbox="1293 505 1850 829"> <p>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.</p> </div> <div data-bbox="1293 846 1850 1097"> <p>Consolidated Funding from MTCU enabled Mohawk's AESS group to double staff complement, implement significant improvements to services, and expand and strengthen vital partnerships with both internal and external stakeholders.</p> </div> <div data-bbox="1293 1114 1850 1565"> <p>In 2009-10, AESS completed plans for relocation, expansion and enhancement of Mohawk's Aboriginal Student Centre. This culturally appropriate space will provide privacy for Aboriginal Counsellors and Elders, multi-purpose space suitable for traditional activities, and a lounge designed complete with fireplace to ensure Aboriginal students feel comfortable and respected. The new Centre will also promote inclusiveness and sharing by being visible and welcoming to all Mohawk students.</p> </div>

This document is a facsimile of the online report. The ministry has advised institutions that minor

**Appendix A**
**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.

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

**This document is a facsimile of the online reporting tool provided by MTCU.  
The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

**Appendix A**
**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.

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

**This document is a facsimile of the online reporting tool provided by MTCU.  
The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

### Appendix A

	<p>Financial Aid staff will ensure contributing income has been verified and the student has collected their loan documents prior to notifying students by email.</p> <p>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.</p>
<p>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:</p> <p>a) Identify the programs by name and by OSAP cost code;</p> <p>b) Describe how you determine how much loan aid to provide</p>	<p>Mohawk will not be providing loan assistance to students in second entry (post-diploma) programs.</p>

**This document is a facsimile of the online reporting tool provided by MTCU.  
The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

**Appendix A**
**5) Participation in the Credit Transfer System**

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

<b>Survey Years</b>	<b>Total # of Mohawk graduates who participated in Graduate Survey</b>  <b><u>(A)</u></b>	<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>  <b><u>(B)</u></b>	<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>  <b><u>(B ÷ A x 100)</u></b>	<b>Total # of all college graduates who participated in Graduate Survey</b>  <b><u>(C)</u></b>	<b># 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</b>  <b><u>(D)</u></b>	<b>% 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</b>  <b><u>(D ÷ C x 100)</u></b>
<b>2005-2006</b>	2,434	183	7.5%	42,333	2,716	6.4%
<b>2006-2007</b>	2,617	206	7.9%	44,309	3,449	7.8%
<b>2007-2008</b>	2,219	170	7.7%	44,622	3,510	7.9%
<b>2008-2009</b>	2,152	177	8.2%	43,086	3,145	7.3%
<b>2009-2010</b>	2,290	212	9.3%	40,388	2,725	6.7%

This document is a facsimile of the online reporting tool provided by MTCU.  
The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.

## Appendix A

- 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.

**This document is a facsimile of the online reporting tool provided by MTCU.**

**The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

## Appendix A

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.

**This document is a facsimile of the online reporting tool provided by MTCU.**

**The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

**Appendix A**

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:

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

**This document is a facsimile of the online reporting tool provided by MTCU.  
The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

## Appendix A

- 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.

**This document is a facsimile of the online reporting tool provided by MTCU.**

**The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

## Appendix A

**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.

Th  
Th

## Appendix A

**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:
      - Outbound students = **2**
      - 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**.

**This document is a facsimile of the online reporting tool provided by MTCU.**

**The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

## Appendix A

- Please list in the table below all For Credit, Stand-Alone campuses Mohawk operated **abroad** in 2009-10, including city, country and total enrolment for each campus:

Campus Name	City/Municipality	Country	Total Enrolment

**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.

This document is a facsimile of the online reporting tool provided by MTCU.  
The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.

## Appendix A

- 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.

## Appendix A

**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**

This document is a facsimile of the online reporting tool provided by MTCU.

The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.

**Appendix A**

- Please provide one or more examples in the space provided 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.

## Appendix A

**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 in the space 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.

## Appendix A

- If yes, please provide one or more examples in the space provided 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.

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.

## Appendix A

**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%**

This document is a facsimile of the online reporting tool provided by MTCU.  
The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.

## Appendix A

- Please provide one or more examples in the space provided 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.

## Appendix A

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.

## Appendix A

**12) Graduation Rate**

- Per the KPI results reported in 2009-10 the graduation rate at Mohawk = **60.4%**
- Please provide one or more examples in the space provided 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.

**This document is a facsimile of the online reporting tool provided by MTCU.**

**The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

## Appendix A

**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 in the space provided 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.

**This document is a facsimile of the online reporting tool provided by MTCU.**

**The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

## Appendix A

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).

**Appendix A**
**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.

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

**This document is a facsimile of the online reporting tool provided by MTCU.  
The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

## Appendix A

- Please indicate in the space 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.

**This document is a facsimile of the online reporting tool provided by MTCU.**

**The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

## Appendix A

- Please provide one or more examples in the space provided 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.

## Appendix A

**15) Quality of the Learning Environment**

- Please provide information in the space provided 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.

## Appendix A

### 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

**This document is a facsimile of the online reporting tool provided by MTCU. The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

### Appendix A

	<p>part of the Colleges Integrating Immigrants to Employment (CIITE) project, has improved Mohawk's ability to serve immigrant students.</p> <p>Mohawk has also modified our post-admission online Student Entrance Survey to enhance the accuracy of our tracking of the participation of this group.</p>
<p>Enhance and track participation by Students with Disabilities</p>	<p>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.</p>

**This document is a facsimile of the online reporting tool provided by MTCU.  
The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

**Appendix A**
**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
<p>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.</p>	<p>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.</p> <p>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.</p>
<p>Build on the Student Feedback on Teaching survey wherein 92% of</p>	<p>For two weeks in late March, early April, Mohawk again</p>

**This document is a facsimile of the online reporting tool provided by MTCU. The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

### Appendix A

<p>students reported being satisfied with the effectiveness of their teachers.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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%.</p>	<p>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.</p> <p>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, including KPI Improvement Plans, will be</p>

**This document is a facsimile of the online reporting tool provided by MTCU.**

**The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**

**Appendix A**

	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.

**This document is a facsimile of the online reporting tool provided by MTCU.  
The ministry has advised institutions that minor revisions to the template will be made this week to enable insertion of notes.**