2025-2026 ANNUAL REPORT

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Land Acknowledgement

Mohawk College is situated on the traditional territory of the Haudenosaunee and Anishinaabeg nations, within the lands protected by the Dish with One Spoon wampum agreement, a region currently home to many Indigenous peoples from across Turtle Island.

Section 1: Board of Governors

External Members	LGIC/ Appt	First Term Started	Term Expires/ Expired	Current Term
Anna Filice *Vice Chair/ Chair GHR (Term ended Aug 31, 2023)* *Chair (Effective Sept 1, 2023)*	Appt	Sept 1, 2020	Aug 31, 2026	2nd
Kathy Lerette *Vice Chair/ Chair GHR (Effective Sept 1, 2023)*	Appt	Sept 1, 2021	Aug 31, 2027	2nd
Karen Belaire *Second Vice Chair Chair AFI/ Treasurer (Effective Sept 1, 2023)*	Appt	Sept 1, 2021	Aug 31, 2027	2nd
Vacant	LGIC			
Yvonne Maidment	Appt	Sept 1, 2023	Aug 31, 2026	1st
Brian Henry	LGIC	Sept 1, 2021	Aug 31, 2027	2nd
Shaun Padulo	LGIC	Mar 4, 2022	Aug 31, 2027	2nd
Vickie Baird	Appt	Sept 1, 2023	Aug 31, 2026	1st
Dr. Rick Anderson	Appt	Sept 1, 2024	June 6, 2025	1st
Matthew MacLean	LGIC	Jan 11, 2024	Aug 31, 2026	1st
Gail Burns	Appt	Sept 17, 2024	Aug 31, 2027	1st
Sean Chesney	Appt	Sept 17, 2024	Aug 31, 2027	1st

Internal Members	Dept	Date Started	Term Expires	Term
Paul Armstrong	President	July 1, 2024	July 31, 2029	1st
Gabriela Soraggi	Admin	Sept 1, 2023	Aug 31, 2026	1st
Shantal Woolsey	Faculty	Sept 1, 2023	Aug 31, 2026	1st
Hayley Hopkins	Support	Sept 1, 2023	Aug 31, 2026	1st
Claudia Novelo Fragoso	Student	Sept 1, 2024	Aug 31, 2025	1st
Aleksia Jankovic	Student	Sept 1, 2025	Aug 31, 2026	1st

Section 2: Strategic Plan

Vision

Future Ready. Learning for Life.

Mission

We educate and prepare highly skilled graduates for success and contributions to their community, Canada and the world.

Values

We are student focused.

We are committed to excellence.

We engage our community.

We are inclusive.

We are accountable.

2022-2027 Strategic Themes and Priorities

Aspirations

- Meaningfully advance Truth and Reconciliation
- Enable Future Ready education, research, programs, services and experiences–for students, employees and our community
- Be a place that honours, values and celebrates the whole of every person
- Ensure access to education and reduce barriers for all
- Lead in workforce development
- Make a measurable impact on climate change

Section 3: Message from the President

I am pleased to present Mohawk College's 2025–2026 Annual Report.

Over the past year, Mohawk College demonstrated resilience, adaptability and a continued commitment to excellence during a time of change for the postsecondary sector in Ontario and across Canada. While shifts in the international student landscape and broader system pressures required us to adapt and adjust our plans, they also created opportunities to innovate, strengthen our focus and prepare for the future.

Guided by our strategic plan, we remained focused on what matters most: delivering high-quality education, supporting our students and responding to the evolving needs of employers and communities. Through this work, we continued to make meaningful progress on our key priorities.

This report highlights a number of important accomplishments, including the recent signing of a Letter of Intent with Hanwha Ocean and Ontario Shipyards to establish an embedded shipbuilding training hub in Hamilton; the opening of a new Living Classroom at St. Joseph's Villa in Dundas; and the launch of two new applied degree streams in Sustainability through our School of Climate Action. We also continued to celebrate student success and excellence, including a Gold medal at the Skills Canada National Championship in Regina and 11 medalists in the Skill Ontario competition held in May 2025. The college also continued to promote expanded opportunities in skilled trades through initiatives like the Schulich Builders and Canerector scholarship programs.

These achievements are a testament to the resilience, dedication and professionalism of our faculty, support and administrative employees. Together, we are shaping the future of Mohawk College, strengthening the college's role as a leader in applied education, advancing climate action, and ensuring learners are prepared to succeed in an increasingly complex and changing world.

Sincerely,

Paul Armstrong

President, Mohawk College

Section 4: Report on Previous Year's Goals

Meaningfully Advance Truth and Reconciliation

The path towards Truth and Reconciliation is sharing and understanding the truth of Indigenous history and people, working towards decolonization and Indigenization, and building relationships in order to do good reconciliation work.

The following are the priorities identified for 2025-2026 to support reaching our leadership outcome.

- Continue the implementation of Indigenous Knowledge and Learning Outcomes (IKLOs) including benchmarking of other colleges and universities which will accelerate our effort to increase Indigenous knowledge in our programming. Through the formal new program development and program review processes, the Centre for Teaching and Learning Innovation (CTLI) and Centre for Indigenous Knowledge, Relations and Knowledge (CIRKL) will complete the IKLOs process for 15 to 20 current programs and all new programs being developed.
- Aligned to the goal of creating more visible Indigenous spaces on campus, permanently install the birch bark canoe (Canoa) project adjacent to the Kanakti:yo (pronounced Ga-nuck-dee-yo) gathering space.
- Develop and launch a speaker series (up to five sessions for the 2025-2026 year) to include both members of the college and external community on various Indigenous knowledge topics.
- As part of the planned new employee onboarding curriculum, develop and implement the following courses: Land Acknowledgements, A Journey to Self-Discovery PDF and video series, and Indigenous Terminology.
- Complete updates on the Indigenous micro-credential and relaunch as a professional development opportunity for employees.
- Led by CIRKL, identify resources and collaboration opportunities to develop an understanding of good research practices from an Indigenous perspective with a desired outcome of better supporting Indigenous researchers and research projects.
- Continue to apply and share First Nations Ownership, Control, Access and Possession (OCAP) principles and resources in collaboration with the Mohawk College Research Ethics Board (MCREB) to support researchers collaborating with Indigenous communities.

- Develop a standalone two-year Indigenous program to increase enrolment in the 2+2 pathway agreement between Mohawk, Laurier and McMaster.
- Develop two new educational partnerships to create more pathway opportunities for Indigenous students.

REPORT BACK ON PERFORMANCE

- Supported the implementation of Indigenous Knowledge Learning Outcomes (IKLOs) in more than 22 programs and several stand-alone courses, while the Centre for Teaching, Learning and Innovation (CTLI) continued to provide monthly training and support for faculty.
- The birch bark canoe that was commissioned by the college in 2022 and built by master canoe-maker Chuck Commanda, in collaboration with Indigenous students at the college was installed in a specially designed display case in I Wing, directly across from the Kanaktí:yo space at the Fennell campus. An Indigenous mural was also completed along the pedestrian bridge linking the David Braley Athletic & Recreation Centre with the Mohawk Students' Association space in G Wing.
- Indigenous-focused professional development opportunities under the topics of Debunking Myths About Indigenous Peoples, Land Acknowledgements, Smudging, and First Nations, Inuit and Metis Terminology have been added to the learning event calendar for employees.
- Work continues on adapting the Indigenous micro credential as a professional development opportunity for employees with the relocation of the content to Cornerstone for development. A consultant is being contracted to review the material from an Anishanaabe perspective. The Indigenous Faculty Informational Canvas module was launched in Summer and Fall of 2025 and was used during the onboarding for some of the college's part-time faculty.
- The college has completed the process of fully embedding the First Nations Ownership, Control, Access and Possession principles and resources into the practices and processes of the college's Research Ethics Board.
- A two-year, stand-alone General Arts and Science program in Indigenous studies has been developed and submitted to the Ministry for validation.

Enable Future Ready Education, Research, Services, Experiences – for Students, Employees and Our Community

We are transforming the way we deliver the educational experience. We've redefined the meaning of campus to meet our students' needs and to support the balance of school, work and family commitments.

The following are the priorities identified for 2025-2026 to support reaching our leadership outcome.

- Implement Year 1 of the Academic Plan.
- Complete a redesign of 10 programs to be delivered in a fully online format.
- Assess the potential to establish an Integrated Centre for Digital Technology, including a Digital Twinning Hub.
- Implement a governance structure to facilitate the safe use of Artificial Intelligence across academic schools and college service areas.
- Commence the process to consolidate course offerings and deliveries in communications, math, general education, electives and all pre-programs to improve operational efficiencies.
- Implement space utilization recommendations within available resources including the potential adoption of occupancy sensors to improve scheduling systems efficiencies.
- Stabilize, assess, refine and prioritize what will be included in the Student Support and Experience model.
- Update the Six Nations Polytechnic academic program partnerships Memorandum of Understanding.
- Advance five national and/or international partnerships for academic and research opportunities.

REPORT BACK ON PERFORMANCE

- The Academic Plan was launched successfully in 2025.
- Six programs were redesigned for fully online delivery, and three programs were redesigned for 50% online delivery.
- The new Digital Observatory has opened, with faculty and staff orientation ongoing.

- A governance structure was established to facilitate the safe use of Artificial Intelligence (AI) across academic schools and college service areas with cross-college leadership represented. The AI Info Hub was launched through the Centre for Teaching and Learning Innovation to support the rollout of learning and support.
- General Education and General Arts and Science (GAS) Program modification was completed. These programs and service courses are now consolidated under one area in the newly reorganized Faculty of Interdisciplinary and Community Services.
- Temporary, drop-in style workspaces, commonly referred to as Hoteling spaces, have been added on the fourth floor of the Joyce Centre for Partnership & Innovation, and in C202 (the second level of Student Services area – formerly known as The Square). Special software is available to allow employees to book these spaces. The space is being piloted by select teams to determine usage and the best configurations for employees.
- The Student Support Experience Model has been rolled out to the Students, International and Infrastructure division. Action plans are being developed and will be implemented in 2026-2027.
- Mohawk College has signed new Memorandums of Understanding (MOUs) with four Irish technological institutions and Arizona State University in to enable future academic and research collaboration, as well as facilitate educational pathways. The college also hosted a delegation from Italy for an applied research partnership and developed an international module for Applied Research 101 for delivery in South Africa.

Be a Place That Honours, Values and Celebrates the Whole of Every Person

We are committed to nurturing an equitable, diverse and inclusive culture and environment for everyone who learns and works at Mohawk.

The following are the priorities identified for 2025-2026 to support reaching our leadership outcome.

- Implement the next phase of the EDI Action Plan including a demographic survey.

- Revamp Global Learning Opportunities (GLO) and Virtual GLO programming to ensure sustainability and increased accessibility for more students.
- Develop a formalized mobility and global learning strategy.
- Continue to seek grant funding from governmental and non-governmental agencies, independently or in partnership, to support more opportunities for students and employees to develop their internationalization competencies through a global project.
- Continue to partner with Academics Without Boarders (AWB) for projects to mobilize pedagogical and teaching and learning excellence globally.
- Implement the new Board of Governors skills matrix to recruit for upcoming Board vacancies.

REPORT BACK ON PERFORMANCE

- An Employee Demographic Survey was completed in December 2025. The results will help to better understand the diversity of our workforce, identify areas where there are opportunities to improve, and the steps needed to strengthen inclusion across the college.
- The Global Learning Opportunities program was redesigned and expanded to become Beyond Borders, a comprehensive program that encompasses international field studies, incoming and outgoing exchanges, and a general education credit. The revamped program also ensures financial support is available to reduce affordability barriers.
- The Governor General's Queen Elizabeth Scholarship fund to offer pediatric specialization training in Guyana and the SASTEP South Africa project were both implemented this year. Both were made possible through external funding.
- The Academics Without Borders (AWB) partnership remains strong. Dr. Judith Orogun, Professor and Curriculum and Program Quality Consultant, was recognized by AWB for her volunteer work in Kenya. The AWB team participated in International Education Week activities and have begun to use Mohawk College as a case study to show how institutions can support global citizenship and expand professional development and institutional reach.

Ensure Access to Education and Reduce Barriers for All

We will ensure that Mohawk is the destination of choice for all learners by removing barriers encountered at various stages of the educational journey.

The following are the priorities identified for 2025-2026 to support reaching our leadership outcome.

- Continue the planning process to launch a new campus in Burlington focused on healthcare programming. This campus will expand access to in-demand programs for learners who live in the Halton Region, allowing learners to stay and work in their community.
- Create opportunities for international student employment, aligning with the domestic campus student employment program.
- Develop and implement a structure to support an overall scholarship strategy that reduces barriers, enabling students not only to enter a program, but also to successfully complete it and graduate.
- Implement the new Brand Strategy to actively position Mohawk College as a recognized leader in excellence and the college of choice for learners.

REPORT BACK ON PERFORMANCE

- The college prepared a business plan for its anticipated expansion into the City of Burlington. The business plan was shared with partners, including the Ministry, and discussions with partners are ongoing.
- Through two donors, the college has secured additional sources of funding for a consistent international Campus Student Employment Program (CSEP), and to align international and domestic campus student employment.

Lead in Workforce Development

As a catalyst for community and economic resiliency, we are committed to developing and implementing transformative educational models to support workforce development, from small business through to large industry and sector partners.

The following are the priorities identified for 2025-2026 to support reaching our leadership outcome.

- Complete the consolidation of the Marinucci Family Centre for Professional Advancement (MFCPA) and Continuing Education (CE) into one co-located department, building capacity and realizing efficiencies.
- Redefine the Employer Engagement Process, including implementation of the Alumni Strategy.
- Implement the Career Strategy to maximize graduate success in transitioning to the workforce.
- Continue to coordinate work of the C2R2 coalition, including expansion and promotion of Quick Train Canada as a national training platform.
- Implement and operate the $12M ESDC Sustainable Jobs Training Fund initiative, which maintains a specific focus on reaching underrepresented learners through intentional recruitment pathways; continue to pursue funding opportunities and partnerships.
- Explore strategies to increase research activity including consolidating competencies and processes through Mohawk Health Research, a proposed collaboration with the SJHH IRC to support a single point of contact for researchers, streamlining procedures related to research agreements and marketing outreach.
- Pursue Ministry of Health funding and approval to incorporate Computed Tomography (CT) into the Centre for Integrated and Advanced Medical Imaging (CIAMI), creating efficiencies to offset costs and provide clinical experiences for learners

REPORT BACK ON PERFORMANCE

- The Marinucci Family Centre for Professional Advancement (MFCPA) and Continuing Education (CE) were consolidated under one administrative area in 2025. In early 2026, Mohawk College Enterprise was also brought under the Centre for Professional Advancement, reporting to the Associate Vice President Academic.
- The Career Strategy has been endorsed by the Mohawk Executive Group, and the first-year action plan is being implemented, and an organizational change resulted in the consolidation of all career and work-integrated learning staff under one administrative team.
- Phase 1 of the funding agreement for Canadian Colleges for a Resilient Recovery (C2R2), including the development of micro-credentials and shared agreements among the coalition members, was completed. Reports were submitted and approved by funders. Additional funding from non-governmental sources was also secured.
- Year 1 of the ESDC Sustainable Jobs Training Fund program was successfully completed. Additional funding from three non-governmental sources was also secured.

Make a Measurable Impact on Climate Change

Climate change continues to be the biggest challenge of our lifetime. Our decisions and actions impact future generations. We will continue to focus on climate action to protect our environment. It is a global priority.

The following are the priorities identified for 2025-2026 to support reaching our leadership outcome.

- Successfully launch the School of Climate Action, including the four-degree programs and consolidation of relevant programs into the school.
- Develop a MOU in partnership with Arizona State University for shared programming and pathways.
- Fully launch the School of Climate Action with an aligned brand marketing platform, building salience and consideration across target audiences, including all communications, recruitment and awards.

- Explore sources of external funding and partnerships to expand the capacity of the Centre for Climate Change Research which will enhance Mohawk College's commitment to enabling community partner sustainability and climate action planning.

REPORT BACK ON PERFORMANCE

- The School of Climate Action and four new programs were successfully launched. The school was consolidated with other program areas to become the School of Climate Action and Built Environment for a broader focus. Building Science and Construction was part of this integration and includes urban development, civil engineering, architecture, and transportation.
- A Memorandum of Understanding with Arizona State University was signed in October 2025 to enable education pathway agreements from bachelor to master's programs and other collaborations with faculty, applied research and student capstone projects. Ongoing partnership meetings have been scheduled, and a plan is being developed with associate deans and directors from both schools. The plan for projects, research and program pathways will be completed in 2026.
- The first phase of the School of Climate Action marketing plan has been completed with future plans dependent on funding for the 2026/2027 year. An outstanding new website has ensured that students and community have relevant information for the school. Long-term, the school is considering online delivery strategies. This year's PIVOT conference will include keynote speakers David Suzuki and Bob Rae. The Mohawk College Foundation has been instrumental in supporting and funding opportunities for the school.
- The college is currently applying for National Research Council (NRC) funding and exploring other sources, including corporate sponsorship and donations to expand the capacity of the Centre for Climate Change Management (CCCM) research. Mohawk College Foundation has done an outstanding job identifying funding opportunities that are currently being explored to support research, visiting professors and more. ASU professors were very impressed with CCCM and Bay Area Change Council's (BACC) community work and their research related to de-carbonization.

Strong Foundations

Strong Foundations underpin our new Strategic Plan to ensure that we can progress toward our aspirations and ultimately achieve our leadership outcomes.

The following are the priorities identified for 2025-2026 to support reaching our leadership outcome.

People

- The implementation of the pillars of the People Strategy will resume with a focus on the following: employee engagement strategy, leadership competencies, talent acquisition program enhancements, health & safety program improvements, and applying an intentional EDI and Indigenous lens.
- Review and identify appropriate tools to measure employee engagement. Identify engagement metrics and develop and implement an engagement strategy.

Planning

- Complete the review of all corporate policies and develop new policies based on recommendations through the CQAAP audit and other college processes.

Reputation

- Execute, and ensure external and internal strategic alignment and areas of focus between all areas to elevate the brand and reputation of the college to ensure that Mohawk is speaking with one voice. This includes the following:
    - Launch a college brand campaign, including reintroduction and renewal of the Mohawk College brand.
    - Launch the 2027-2032 Strategic Plan engagement process.
    - Execute the Government Relations strategy.
    - Implement a new President's Dashboard and process.
- Implement a Board governance assessment process.

- Update and implement the President's Advisory Council terms of reference.
- Coordinate recognition and awards, including employee milestone recognition in alignment with the People Strategy.

Technology

- Although the Banner Business Transformation (BBT) program extends through 2027, the following critical milestones are expected to be achieved within the 2025-2026 fiscal year:
  - Banner General and Banner Student configuration as well as data conversion/migration activities were scheduled for May/June 2025.
  - Admissions functionality, along with third-party Application integrations were expected to be deployed into the TEST environment in late 2025 towards a deployment of Admissions functionality in June 2026.
  - Banner Student functionality related to Registrations + Scheduling + Accounts Receivable in addition to Banner Finance and HR components were expected to be delivered late 2025-2026 into the pre-production environment with a scheduled implementation target of April 2027.
- For Program Governance activities, a Benefits Realization Plan is underway with a target of Q3 2025.

Financial Health

- In response to the anticipated flat-line enrolment and revenue levels, management will continue to monitor enrolment trends, the multi-year financial outlook and in-year forecast updates to ensure the college's long-term financial stability.

REPORT BACK ON PERFORMANCE

People

- This year's People Strategy initiatives focused on enhancing employee experience, strengthening hiring practices, and improving health and safety supports.
- Key efforts included upgrades to the Total Rewards Program and the launch of an Employee Engagement Pulse Survey, alongside planning a broader engagement strategy to better align programs and future tools.

- Talent acquisition was enhanced through the rollout of a new Employee
- Value Proposition, updated interview resources and training, expanded sourcing tools, and improved onboarding materials.
- New health and safety measures were introduced, including updated training programs, a new disability claims vendor, and an enhanced Employee Assistance Program for employees and their families.

Planning

- The policy on flexible work arrangements remains consistent, with some changes to operations based on staffing reductions at the college. With these changes, Facilities planning will need to reassess need and prioritization across the college.

Reputation

- The college continues to work closely with academic leaders to position Mohawk College as the best and preferred option for prospective students. The college's new marketing strategy is having a positive impact on the college's reputation while providing better information for prospective students. A continued review of Mohawk's catchment schools will provide information to ensure continued growth in the direct from high school market.

Technology

- The Banner Business Transformation (BBT) program is progressing as planned through its multi-year, multi-release implementation, with key milestones on track for delivery across 2026–27.
    - Release 1 - Admissions functionality is on track to launch in September 2026. Testing activities for R1 are in progress. Study Link has been selected to replace International Student Admissions.
    - Release 2 - Finance, HR, and Scheduling capabilities are in their design and build stage, with a scheduled implementation on track for April 2027.
    - Release 3 - Planning phase with a focus on Registration, Advising, and Grading capabilities scheduled for August 2027. Smart Plan has been selected as Mohawk's new Registration solution.

Financial Health

- A multi-year strategic enrolment plan and financial outlook has been prepared that incorporates the results of the Ministry's new long-term funding model and was presented to the Board in April 2025.

Section 5: President's Advisory Council Activities Report

Mohawk College's President's Advisory Council (PAC) is governed by the Ministry of Training, Colleges and Universities' Binding Policy Directive – Governance and Accountability Framework. The PAC provides a forum for students, faculty and staff to advise the president from a range of perspectives.

Membership 2025-2026

Membership

The position of a Council member is recognized as important and beneficial to the growth and development of the College. The position is voluntary, and members may not receive remuneration for their participation, although reasonable travel expenses will be reimbursed. Meetings will be scheduled to accommodate members' schedules to the extent possible.

Composition

The membership of the Council shall reflect the makeup of the overall College community and be comprised of elected and appointed members as follows:

Ex-Officio and Appointed

(1) President (Ex-Officio, Non-Voting) – Paul Armstrong

(1) President's Designate (Non-Voting) – Cebert Adamson

(1) Mohawk Students' Association President (Ex-Officio, Voting) –

Pedro Nemezio de Campos Silva

(1) Mohawk Student's Association Representative (Appointed by the MSA, Voting) – rotating

(1) Local 240 Representative (Ex-Officio, Voting) – Heather Giardine-Tuck

(1) Local 241 Representative (Ex-Officio, Voting) – Susan Lau/Zoe Brown

Elected

One (1) Representative per Dean (Elected):

- Applied Research - Sherif Abdou
- School of Health - Tracy Lickers
- School of Engineering Technology & Aviation – Robert Gerritsen
- Marshall School of Skilled Trades & Apprenticeship - Bradley MacDonald
- McKeil School of Business, School of Creative Industries, and General Studies – Vince Fernandes (Vice Chair)
- Academic Development - Alison Dunn
- School of Interdisciplinary Programs and Community Services - Marc Laferriere
- School of Climate Action - Alysa De Bellis

One (1) Administrative Representative (Fennell) (Elected) - Andrew Deligianis

One (1) Administrative Representative (Stoney Creek) (Elected) - Samantha Raven

One (1) Administrative Representative (IAHS) (Elected) - Ashley Fox

One (1) Administrative Representative (Airport) (Elected) - VACANT

One (1) Support Staff Representative (Fennell) (Elected) - Alexandre Rizzi

One (1) Support Staff Representative (Stoney Creek) (Elected) - Natalie Faria

One (1) Support Staff Representative (IAHS) (Elected) - Arlene Smith

One (1) Support Staff Representative (Airport) (Elected) - Megan Waltenbury

One (1) Student Services Representative (Elected) - Tracey Richardson (Chair)

One (1) Representative of the Registrar (Elected) - Aisling Burke

One (1) International and Partnerships Representative (Elected) - Annissa Maharaj

One (1) Corporate Services Representative (Elected) - Andrew Frank

One (1) Human Resources Representative (Elected) - Kerry Miller

One (1) Communications & External Affairs Representative (Elected) - Lindsay Nero

One (1) Advancement and Alumni Representative (Elected) - Frank Castiglione

One (1) Centre for Indigenous Relations, Knowledge, and Learning Representative (Elected) – Amanda White

Secretariat

Cindy Merifield

2025-2026 Meeting Dates

November 17, 2025
February 2, 2026
June 1, 2026

Policies and procedures discussed and reviewed by the PAC included:

Space Allocation Policy
Campus/College Emergency Procedure
Student Assessment Policy
Respectful Workplace, Anti-Discrimination and Anti-Harassment Policy
Academic Accommodation for Students with Accessibility Needs
AODA Policy
Fee, Withdrawal and Tuition Policy

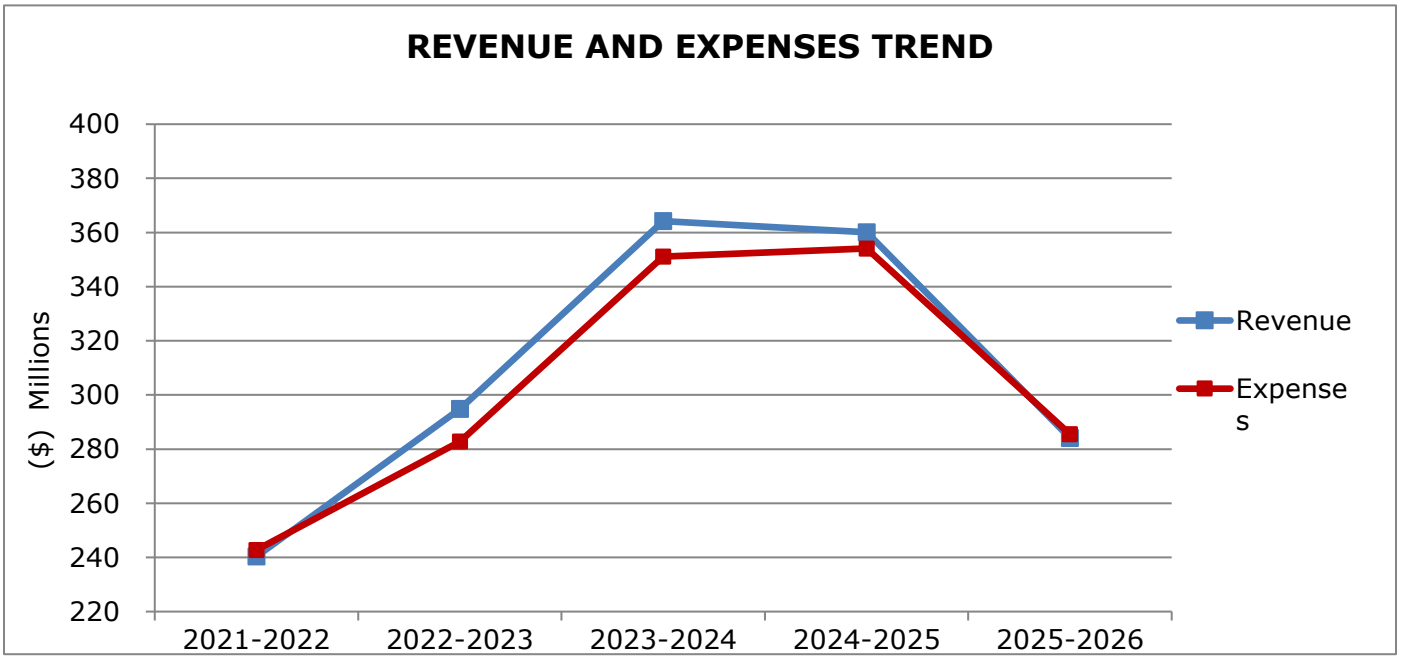
PAC members also received updates and provided input on:

The AI Info Hub: Empowering faculty to respond to Generative Artificial Intelligence in the classroom
Mohawk College Strategic Plan Engagement Session

Section 6: Statement of Operations

Fiscal Years 2021-2022 to 2025-2026

	2021-2022 $	2022-2023 $	2023-2024 $	2024-2025 $	2025-2026 $
Revenue					
Grants	108,058,387	109,251,773	107,179,767	112,055,645	115,440,124
Student Fees	98,961,912	143,182,243	209,869,989	201,918,163	123,294,563
Ancillary	5,837,341	11,510,523	13,283,810	14,675,999	13,933,207
Amortization of deferred contributions	6,751,880	7,059,792	5,491,354	5,865,911	6,389,220
Amortization of deferred contributions related to capital assets	8,728,824	8,550,512	8,486,659	8,741,956	9,046,824
Other	12,022,804	15,260,995	19,892,675	16,829,854	15,954,533
Total Revenue	240,361,148	294,815,838	364,204,254	360,087,528	284,058,471
Expenses					
Salaries and benefits	154,000,081	164,637,578	193,344,100	210,468,835	184,484,441
Contracted services and professional Fees	21,435,235	46,471,137	76,828,821	60,612,565	27,776,641
Supplies and other expenses	16,839,386	19,767,619	25,576,716	24,430,858	18,269,675
Utilities, maintenance and taxes	8,796,952	8,153,081	11,631,179	12,664,920	11,864,963
Instructional supplies	7,354,250	8,643,513	9,748,600	9,077,646	8,361,485
Ancillary	7,743,602	9,963,640	11,359,645	14,075,043	11,160,159
Scholarships, bursary & award payments	6,751,880	7,059,792	5,491,354	5,865,911	6,389,220
Amortization expense	17,725,612	16,074,636	15,222,865	15,152,462	15,535,926
Interest on long-term liabilities	2,119,347	2,001,273	1,872,348	1,753,658	1,618,679
Total Expenses	242,766,345	282,772,269	351,075,628	354,101,898	285,461,189
(Deficiency) Excess of Revenue over Expenses	(2,405,197)	12,043,569	13,128,626	5,985,630	(1,402,718)


REVENUE AND EXPENSES TREND
400
380
360
340
320
300
280
260
240
220
($) Millions
2021-2022
2022-2023
2023-2024
2024-2025
2025-2026
Revenue
Expenses

Section 7: KPI Performance

This section looks at key performance metrics from the 2025-26 Ontario College Student Experience Survey checking in on our students and the Graduate Outcomes and Employer Satisfaction Survey checking in on 2023-2024 graduates and their employers, asking what they have been up to since graduation and their satisfaction with the education provided by Mohawk College.

2025-26 Ontario College Student Experience Survey

Ontario College Student Experience Survey is an annual online survey completed by students enrolled at any one of the 23 participating Ontario colleges. It is a non-ministry funded survey but a consortium of colleges recognizing the need to survey our students with Ontario College Application Services (OCAS) handling the survey administration.

Mohawk scores in 2025-26 cycle are based on 3,517 students participating from all our campuses.

Capstone Questions	**Mohawk Score (Strongly Agree + Agree)**	
	2025-26	**2024-25**
Teaching & Learning: Quality of my teaching and learning experiences is high	85%	86%
Knowledge & Skills: my program is giving me the knowledge and skills that will be useful in my future career	91%	92%
Work-integrated learning: Quality of my work-integrated learning experience is high	88%	89%

Capstone Questions	**Mohawk Score (Strongly Agree + Agree)**	
	2025-26	**2024-25**
Student Services & Resources: Quality of services in the college	70%	79%

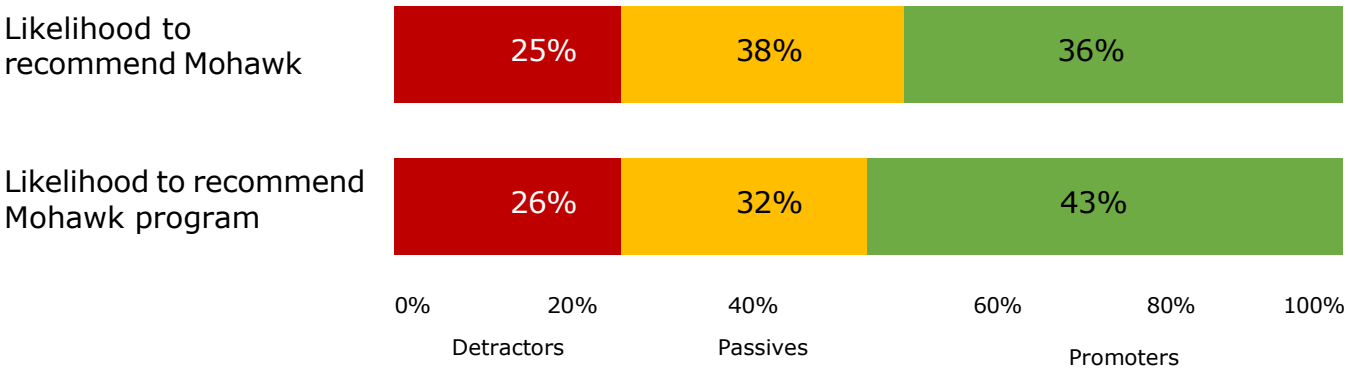
Colleges have the opportunity to add college specific questions to the survey. Our focus has been on the quality of remote learning and the likelihood of students recommending their program and Mohawk College.

Student's experience with the quality of remote learning as 'Excellent' or 'Good' is 75%, a slight decline from previous year.

Capstone Question (College Specific)	**Mohawk Score (Excellent + Good)**	
	2025-26	**2024-25**
Remote Learning: Quality of remote/ online learning experience in your program	75%	77%

With respect to asking our students about the likelihood of recommending the college and their program to family and friends, students were asked to rate the likelihood of recommending on an 11-point scale. Based on their rating, the student's scores are classified into three groups: detractors (unhappy students), passive (generally satisfied however their opinions may change) and promoters (loyal and enthusiastic students).

With this latest survey cycle, we saw a two-percentage point dip in the number of 'Promoters' shifting to being more 'Passive'. This could be attributed to the number of challenges the college sector is experiencing. When asked if they would recommend their program to family and friends considering postsecondary education, Mohawk students are more likely to be 'Promoters'.



Graduate Satisfaction and Employment Survey

The Graduate Outcomes and Employer Satisfaction (GOES) survey is a Ministry of Colleges, Universities, Research Excellence and Security (MCURES) mandated survey conducted by a third-party research company Forum Research. Ontario college graduates are surveyed approximately six months after graduation, followed by employers who hired the graduates. For the 2024-25 reporting year, graduates from Summer 2023, Fall 2023 and Winter 2024 were contacted with a 41 percent response rate, which is higher than the Provincial response rate of 36.1 percent.

Graduate Key Performance Indicators	Mohawk College		Provincial Average
	2024-2025	2023-2024	2024-2025
KPI Graduate Satisfaction Rate	76.2%	79.8%	74.7%
KPI Graduate Employment Rate	79.5%	87.2%	78.9%

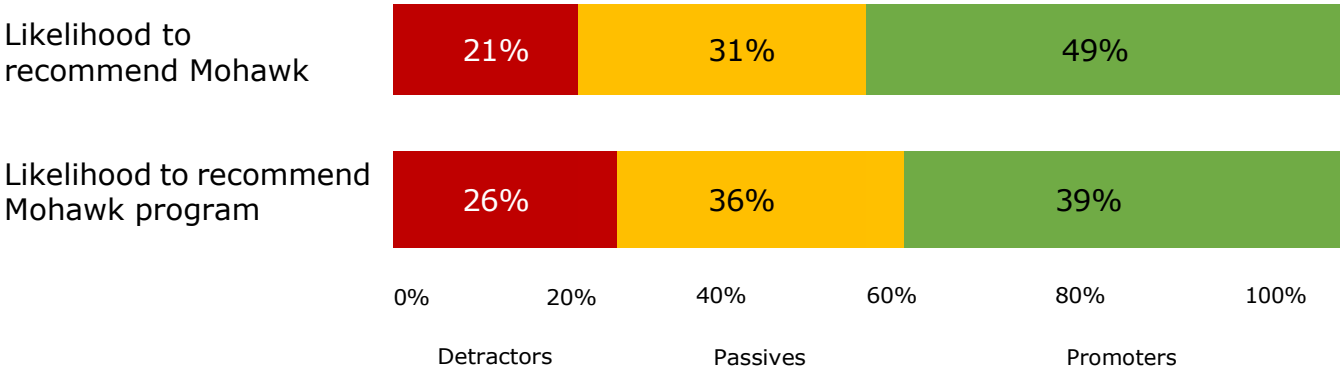
Of the 2,938 respondents, 74 percent of graduates reported they were satisfied or very satisfied with the usefulness of their college education in achieving their goals after graduation. This is above the provincial average.

Graduates reported high satisfaction with their Mohawk education on the following survey questions:

- 84% of graduates are satisfied with courses being up to date
- 83% reported satisfaction with their course content
- 83% satisfied with the quality of instruction
- 76% satisfied with the skills developed in co-op, clinical, field placement experience, and career placement services
- 83% satisfied with up-to-date equipment

Similar to the Ontario College Student Experience Survey, graduates were asked on an 11-point scale the likelihood of them recommending Mohawk College and their program to family and friends. Based on the same rating, the graduates are classified into three groups: detractors (unhappy graduates), passive (generally satisfied however their opinions may change) and promoters (loyal and enthusiastic graduates).

Mohawk graduates are more likely to be 'Promoters' in that they are likely to recommend the college or their program to family and friends considering postsecondary education.



Graduate Employer Survey

Of the 31 employers who answered the employer satisfaction survey, 87 percent reported being satisfied or very satisfied with their Mohawk graduate employee. This is above the provincial average.

Graduation Rate

For the 2024-25 reporting year, Mohawk College's graduation rate was 74.1%, which is an increase of 8.2% from previously reported rate from the 2022-23 reporting year. The provincial average for graduation rates is not available at this time.

The large increase in the graduation rate is attributable to a change in the calculation methodology to account for students who transfer to other institutions.

The graduation rate is calculated as the percentage of full-time students (domestic and international) who entered a program of instruction within a specific period of time and graduated within a 200% program

completion timeframe for diploma and certificate programs and 175% for degrees.

The 2024-25 reporting year includes graduates who entered their programs between 2016 and 2022. The graduation rate does not include students in Mohawk−McMaster collaborative programs, Apprenticeship programs, preparatory programs, part-time students, or students who transfer from Mohawk College to complete their studies at another institution.

Appendix A: Audited Financial Statements

- The Mohawk College of Applied Arts and Technology
- Mohawk College Enterprise Corporation

Appendix B: Summary of Advertising and Marketing Complaints Received

Further to the Minister's Binding Policy Directive on the Framework for Programs and Instruction, Mohawk College received no advertising or marketing complaints in 2025-2026.