

SMA - Strategic Mandate Agreement College Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual colleges and the Ministry of Advanced Education and Skills Development (the ministry) outline the role that each college currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the college are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2015-2016 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
 - a. Graduate Employment Rates
 - b. Employer Satisfaction Rates
 - c. Number of graduates employed full-time in a related or partially-related field
2. Teaching and Learning
 - a. Student Satisfaction
 - b. Graduation Rates
 - c. Retention Rates
 - d. Number of students enrolled in a co-op, clinical placement, field/work placement program, and mandatory college baccalaureate degree WIL at institution
 - e. Number of registrants, programs and courses offered in e-Learning format at institution
3. Student Population
 - a. Number and proportion of
 1. Students with Disabilities
 2. First Generation Students
 3. Indigenous Students
 4. French-language students
 - b. Number and proportion of international students
 - c. Proportion of an institution's enrolment that receives OSAP
4. Program Offerings
 - a. Concentration of enrolment at colleges by occupational cluster and by credential
 - b. Institution's system share of enrolment by occupational cluster and by credential
 - c. Number of apprentices, pass/fail rate and annual funding in each trade
5. Institutional Collaboration to Support Student Mobility
 - a. Transfer applicants and registrants
6. Financial Sustainability

1. Jobs, Innovation & Economic Development (JIED)

This component highlights Mohawk College's collaborative work with employers, community partners and regions, or at a global level, establishes the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

The ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment

Per the KPI results reported in 2015-2016:	Percentage
The Graduate Employment Rate for 2015-2016 graduates, 6 months after graduation, at Mohawk College was:	85.5

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Mohawk College used in 2015-2016 to measure graduate employment rate.

KPI results are used to measure graduate employment rates at Mohawk College.

1b. Employer Satisfaction Rate

Per the KPI results reported in 2015-2016:	Percentage
The Employer Satisfaction rate for 2015-2016 graduates, 6 months after graduation, at Mohawk College was:	88.4

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Mohawk College used in 2015-2016 to measure Employer Satisfaction rate.

KPI results are used to measure employer satisfaction rates at Mohawk College.

1c. Employment in a Related or Partially-Related Field

Per the results reported in the Employment Profile for 2015-2016 graduates:	Percentage
The number of graduates from Mohawk College that were employed full-time in a related or partially-related field were:	42.7

Additional Information

Please indicate any methods, in addition to the employment profile for 2015-2016, that Mohawk College used in 2015-2016, to measure

the number of graduates employed a full-time in a related or partially related field.

KPI results are used to measure job related employment.

Highlights

Please provide highlights of Mohawk College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market (up to 600 words approx.).

- iDeaWORKS is Mohawk College's research and innovation department. We help Canadian and international businesses, non-profits, governments and other organizations grow and innovate through applied research and innovation projects. Over the last year, the college was ranked 17th in college applied research in the country. In 15/16 IdeaWorks worked with 16 College and Universities, 111 community and industry partners and engaged 78 faculty and 200 students.
- In 2015, Mohawk College launched our Welcoming Communities Task Force, engaging various stakeholders in discussions about take to make Hamilton and Mohawk a more welcoming place for newcomers. The responses from our partners in academia, industry and the community have been overwhelming. The conversation also led the hosting of the Interac Summit. From this summit, a report has been developed, entitled the roadmap from friendly to welcoming.
- Mohawk College recently opened City School by Mohawk. With two locations, City School aims to provide tuition-free educational programming and employment services for priority neighbourhoods of Hamilton. The primary purpose of City School is to provide unique educational opportunities that lead vulnerable residents to discover and partake in pathways to postsecondary education. As part of its deliveries, City School offers tuition-free credit courses for residents to enroll in as a way to try out college, risk-free.
- Working with ArcelorMittal Dofasco and our 403/433 program to engage our students with industry through CO-OP and work placements.
- Industry Networking Events: bringing our Gas and Oil and HVAC Industry Partners together with our students here at our Stoney Creek Campus.
- Technical Standards and Safety Authority (TSSA) and our 4TH Class Power Engineering program. Working with TSSA to provide the most up-to-date training and connecting our students with Industry through the Institute of Power Engineers.
- Program development with our local school boards and the Ontario Youth Apprenticeship Programs.
- Mechatronics relationship with Siemens.
- Dedication of a classroom, financial and student support of Ryder Truck.
- Continued relationship with AMD and US Steel and our Skilled Trade Apprenticeship Students.
- New donation from Ford Canada of two vehicles to be used in the training program.
- Continued support of OYAP and SCWI in various board jurisdictions.
- New Truck and Coach OYAP approval for the SC campus.
- Manufacturing Day in Partnership with Workforce Planning Hamilton.
- President McKerlie chairs the Mayors Blue Ribbon Task Force on Workforce Development which has led extensive industry consultation and stakeholder engagement activities that will guide Hamilton's action plan.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Mohawk College's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction	Percentage
Per the Key Performance Indicator (KPI) results reported in 2015-2016, the student satisfaction rate at Mohawk College for capstone question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	86.8
Per the KPI results reported in 2015-2016, the student satisfaction rate at Mohawk College for capstone question #24 "The overall quality of the learning experiences in this program"	78.0
Per the KPI results reported in 2015-2016, the student satisfaction rate at Mohawk College for capstone question #39 "The overall quality of the services in the college"	66.1
Per the KPI results reported in 2015-2016, the student satisfaction rate at Mohawk College for capstone question #49 "The overall quality of the facilities/resources in the college"	79.0

Additional Information

Please indicate any methods, in addition to the KPI survey results, that Mohawk College used in 2015-2016 to measure student satisfaction.

The following surveys were conducted to get student satisfaction:

- Student Feedback on Teaching Survey (every term; day post-secondary courses, Continuing Education courses, Clinical/Placement courses)
- Student Support Program Survey (every term; counselling, Accessible Learning Services, Student Success Advisors, The Square, Peer Tutoring, etc.)
- Student Services Snap Shot Survey (every month; counselling and Accessible Learning Services)
- Feedback on Day One Orientation (every fall and winter start-up)
- Start Smart Surveys (every term)

The following surveys did not measure satisfaction however were conducted to solicit student input:

- Student Entrance Survey (incoming students)
- Student Engagement Survey (annually)
- Early Leavers Survey (past students whom withdrew within 3 years)

Highlights

Please provide highlights of Mohawk College's activity in 2015-2016 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Mohawk College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

- Contributions that were made to maintain and or improve student satisfaction for Mohawk College include working with service and academic departments to develop student communication plans to support events and activities targeting the student population.
- We are continuing to work with departments to improve existing satisfaction scores and identify any areas with areas for improvement. Development of a student communications working group, including representation from service and academic departments. The scope of the working group is to complete a needs assessment of existing student communication, identify areas for improvement, and develop short and long term opportunities to improve student communication. Another key initiative is

determining physical student communication spaces across IAHS, Stoney Creek and Fennell campuses.

- The Colleges inaugural speaker series under the theme *Learning for Creativity: Creativity for Learning, and the Inspiring Minds Conference* provided faculty with creative experiences and approaches for teaching and learning, with particular focus on simulations and technology enabled classrooms.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015, the graduation rate at Mohawk College is	65.0

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Mohawk College used in 2015-2016 to measure graduation rate.

- Graduation rates for collaborative programs with McMaster University which are excluded from the KPI results are monitored and these 4 year degree programs yield higher retention rates. Because the KPI graduation rates look back at cohorts from several years ago we continue to monitor the leading indicator of retention rates and develop strategies to improve these results. The graduate rate for these programs is 72 percent and when combined with the KPI rate our overall graduation rate increases to 65.7 percent.

Highlights

Please provide highlights of Mohawk College's activity in 2015-2016 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Mohawk College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

- Our **Student Success Plan** provides a strategy to improve student retention and graduation rates. It also provided clear benchmarks for tracking our progress and the quality of our support services. We know that improving first year student retention rates is the key to improving graduation rates. Thus, our Student Success Plan and our initiatives focus on the first year student experience. Graduation rates have improved steadily over the past 5 years from a low of 60.8% in 2010-11 to 65.0% in 2015-16. We continue our focus on enhancing orientation programs, faculty development and support, credit transfer and pathways advising, supporting students in high-risk courses, and self-service online advising tools such as the new 'My Academic Progress' software.
- Mohawk continues to partner with McMaster University hosting Hamilton's largest annual job fair, **Connect to Careers**. This is a unique opportunity for students, alumni and members of the community to connect directly with over 140 employers recruiting for full time, part time, co-op and summer positions.
- We continue to engage all Associate Deans and Student Services units in an annual student success and retention planning initiative, which fostered greater collaboration and purposeful programming to improve student outcomes. This also produces dozens of strategic interventions across the college designed to engage students and promote retention. As a result of these initiatives, we have seen positive increases in graduation rates.
- The college continues to build on the College Educator Development Program (CEDP), a rich learning opportunity, giving faculty the chance to gain strategies that will improve their teaching/learning and provide them with techniques that they can use immediately in the classroom. In addition to face to face sessions, online modules that allow for timely participation by all faculty are also available. Modules are also available online through eLearn.
- To further strengthen the CEDP, a faculty peer mentorship program has been developed. In this program, full-time faculty are partnered with an experienced faculty member in a mutually beneficial relationship that allows the mentorship partners to explore ideas and experiences around teaching excellence and the many different facets of being a teacher. Additionally, the college has also implemented Communities of Practice Teaching Circles, bringing faculty together to discuss pedagogical approach to teaching and learning.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Mohawk College's 2014-2015 Report Back. Please identify Mohawk College's achieved results for 2015-2016 using the following methodology:

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs in which enrolment is reported at minimum twice). Please include in your calculations all students who were on work/co-op placements during the specified retention periods.

1st to 2nd Year : 2015 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 0 ÷ 2014 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

2nd to 3rd Year : 2015 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2014 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x 100 = X%

3rd to 4th Year : 2015 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2014 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x 100 = X%

Entering Cohort	Retention Rate Achieved 2014-2015	Retention Rate Achieved 2015-2016
1st to 2nd Year	75.30	73.66
2nd to 3rd Year	83.00	85.74
3rd to 4th Year	0.00	0.00

*NOTE: Institutions use a variety of student enrolment cluster groups in their student retention rate calculations. As such, comparison between prior year student retention rates and the 2015-2016 student retention rate is not recommended. The Ministry of Advanced Education and Skills Development will continue to work with institutions to refine the student retention rate indicator for future SMA Report Backs.

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above related to Student Retention Rate (up to 600 words approx.).

- Calculation of retention rate compares enrolment of all full-time students (includes Domestic and Second Career students), where the program length is greater than one year and the program is included as one of the postsecondary programs submitted for funding under the GPOG; as a result the calculation excludes collaborative programs as they are not included in GPOG funding. Collaborative retention for years 1 to 2, 2 to 3 and 3 to 4 are 85%, 89% and 96% respectively and when combined with Mohawks diploma programs the overall rates are 75%/87%/96%. The total full-time enrolment in the *retention* year (2015-16) is divided by the total full-time enrolment in the *base* year (2014-15).
- Students are assigned the year of the program based on the internally defined delivery of the program. Students who are full-time in the base year, but are scheduled to be out of class in the retention year (i.e. students who are on co-operative education work terms during the retention year) are excluded from the numerator used in this calculation as they are not *FT* during the retention year. The determination of enrolment status (ie. FT) is as at the term audit dates using normal ministry rules for FT/PT status.

Highlights

Please provide highlights of Mohawk College's activity in 2015-2016 that contributed to maintaining or improving retention rate. This could include a strategy, initiative or program viewed by Mohawk College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

- Last year we reported great successes related to our **Start Smart** summer orientation, Day One Orientation, and a variety of our advising programs. In 2015-16, we have experienced even greater successes made possible by pilot research projects funded by

the Higher Education Quality Council of Ontario (HEQCO). During the Start Smart program, we tested a brief online writing and goal setting program, which resulted in a one semester retention rate 4 percentage points higher for the program group compared to the control group. We also validated our predictive model for retention and experimented with new pre-registration advising initiatives that resulted in 675 new connections before the first day of school. We are currently evaluating the impact of the new advising interventions on student persistence. Preliminary data shows that our advising is effectively engaging those students who are most at risk of dropping out, which is a promising result.

- **College In Motion Services** have continued to offer comprehensive services in and around our regions. For 2015-2016, College in Motion met 1 on 1 with 788 new potential applicants to Mohawk College, of that number 197 applied for full time programs in September of 2016. We also introduced a customized URL for students who accepted offers which help them navigate through the registration process.

2d. Teaching and Learning - Work-Integrated Learning*

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

*DEFINITIONS:

According to HEQCO 2012, in general, work-integrated learning (WIL) is an umbrella term used to describe a range of educational activities that integrate learning within an academic institution with practical application in a workplace setting relevant to each student's program of study or career goals. WIL takes many forms, with varying degrees of integration and a multitude of characteristics.

The terminology and definitions used to describe a given WIL experience vary greatly from user to user. The WIL categories used for SMA reporting correspond to the same categories used on the program funding application's Program Delivery Information (PDI) table.

It should be noted that this report collects WIL experiences that are an integral part of the program and are available to all students in the program. The WIL experiences are required in order to complete the program, with the exception of optional co-op placements.

Co-op work placement: Education at Work Ontario (www.ewo.ca), a regional association of the Canadian Association for Co-Operative Education, defines a co-op program as follows: "A Co-operative Education Program is one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria:

- Each work situation is approved by the Co-operative Education institution as a suitable learning situation.
- The Co-operative Education student is engaged in productive work rather than merely observing.
- The Co-operative Education student receives remuneration for the work performed.
- The Co-operative Education student's progress on the job is monitored by the Co-operative Education institution.
- The Co-operative Education student's performance on the job is supervised and evaluated by the student's employer.
- The time spent in periods of work experience must be at least thirty percent of the time spent in academic study.

Clinical placement: Scheduled hours of activities intended to give students hands-on experience in a hospital or health care setting. This instructional setting is characterized by:

- activities that are an integral component of the curriculum of the program and necessary for the successful completion of the program, and
- activities in which students are continually supervised directly by college staff or individuals working on behalf of the college.

Fieldwork: (Part of the laboratory/workshop/fieldwork category on the PDI table) Scheduled hours of activities intended to give students hands-on experience. This instructional setting is characterized by:

- activities in which students are provided with instruction and are directly supervised by college staff, and
- settings outside college facilities in which individual students are required to use instructional equipment and/or supplies.

These settings do not include situations in which microcomputer labs are used for instruction of standard word processing, spreadsheet and database software packages or situations in which laboratories and workshops are used for convenience.

Field placement/work placement: Scheduled hours of activities intended to give students hands-on experience in the workplace and for which the students do not typically receive a regular salary or wage from the employer. Field placement/work placement is characterized by:

- activities that are an integral component of the curriculum of the program and are necessary for the completion of the program, and
- activities in which college staff do not directly supervise students and for which college staff undertake one or more of the following activities:
 - make periodic site visits,
 - ensure that assignments given to students and the work being done by students are suitable for the program,
 - monitor the students' progress in the placement activity,
 - help address problems encountered by students in the field or work placement activity, or

- o evaluate students' performance in the field or work placement activity.

Mandatory college baccalaureate degree WIL: A co-operative education work placement in all respects except that it is shorter than 30% of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for Mohawk College in 2015-2016:

Co-operative Education Program Type (Mandatory)	Number of programs at Mohawk College with a Co-op Stream	Number of students at Mohawk College enrolled in a Co-op program
Certificate	N/A	N/A
Diploma	2	193
Advanced Diploma	9	2,398
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	N/A	N/A

Co-operative Education Program Type (Optional)	Number of programs at Mohawk College with a Co-op Stream	Number of students at Mohawk College enrolled in a Co-op program
Certificate	N/A	N/A
Diploma	14	1,103
Advanced Diploma	N/A	N/A
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	N/A	N/A

Clinical Placement Program Type	Number of programs at Mohawk College with clinical placements	Number of students at Mohawk College enrolled in a program with clinical placements
Certificate	1	22
Diploma	3	309
Advanced Diploma	4	693
Graduate Certificate	1	79
Degree in Applied Area of Study	N/A	N/A

Field Placement/Work Placement Program Type	Number of programs at Mohawk College with field placements/work placements	Number of students at Mohawk College enrolled in a program with field placements/work placements
Certificate	2	100
Diploma	14	2,636

Advanced Diploma	3	560
Graduate Certificate	4	214
Degree in Applied Area of Study	N/A	N/A

Fieldwork Program Type	Number of programs at Mohawk College with fieldwork	Number of students at Mohawk College enrolled in a program with fieldwork
Certificate	3	253
Diploma	2	476
Advanced Diploma	N/A	N/A
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	2	769

Mandatory College Baccalaureate Degree Work Placement Program Type	Number of programs at Mohawk College with mandatory college baccalaureate degree work placements	Number of students at Mohawk College enrolled in a program with mandatory college baccalaureate degree work placements
Degree in Applied Area of Study	N/A	N/A

Highlights

Please provide highlights of Mohawk College's activity in 2015-2016 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may include mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by Mohawk College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

- Mohawk College has worked at incorporating Work Integrated Learning opportunities into a students curriculum and over the past 5 years the number of programs offering these opportunities has grown from 46 in 2010/11 to 64 on 2015/16. This now represents 59 percent of our students, an increase of 11 percent from 5 years ago.
- Currently 100% of our Health Sciences programs have Clinical and Simulation Based Learning and approximately 46% of credit hours in MRSc/Allied Health have Clinical and Simulation Based Learning.
- Co-Curricular Learning has expanded over the last few years including a 10 fold increase in Volunteer hours logged.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Mohawk College is asked to provide information on e-learning courses, programs and registrations in 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

Fully Online Learning* and Synchronous Conferencing*

*DEFINITIONS:

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data Based on the definitions provided above, provide Mohawk College's eLearning data for 2015-2016:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	214	128
Number of ministry-funded courses offered through synchronous conferencing	N/A	N/A
Total Number of ministry-funded, for-credit courses offered in e-Learning format	214	128

Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	5	11

Number of ministry-funded programs offered through synchronous conferencing	N/A	N/A
Total Number of ministry-funded, for-credit programs offered in e-Learning format	5	11

Program Registrations	Ontario College Credential	Other Credential
Number of registrations in ministry-funded programs offered through fully online learning	10,326	2,305
Number of registrations in ministry-funded programs offered through synchronous conferencing	N/A	N/A
Total Number of registrations in ministry-funded, for-credit programs offered in e-Learning format	10,326	2,305

Additional Information

Describe methodology, survey tools, caveats and other information regarding the numbers reported above related to e-Learning Course, Program and Registration Data (up to 600 words approx.).

- **Methodology** - Online courses are offered on a semester and monthly intake basis using the D2L (eLearn) LMS platform. Courses - includes all ministry funded on-line courses for the calendar year.
- **Programs** - Based on the POS (Program of Studies) for all active programs for the academic year. POS meets the 80% criteria for on-line course offerings.
- **Registrations** - Based on course level registrations for ministry funded courses only.

Hybrid Learning*

A *Hybrid Learning course* is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats, however the online component is typically 50-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over 50% of the course delivery should be online.

A *Hybrid Learning program* is one in which 80% or more of its courses are hybrid learning courses.

Additional Information

Describe methodology, survey tools, caveats and other information regarding the numbers reported above related to Hybrid Learning Course, Program and Registration Data (up to 600 words approx.)

- Mohawk was one of the first postsecondary institutions to combine face-to-face and online learning. Our *Blended Learning Committee* and *Curriculum Committee* have adopted the shared principles of engagement, planning, transparency and informed participation with a short, medium and long-term approach to enhance and strengthen the Blended Learning experience at Mohawk College. A key focus during 2015-16 was to further develop our online program strategy.

Highlights

Please provide highlights of Mohawk College's activity in 2015-2016 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Mohawk College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.)

- During the academic year, Mohawk introduced the Digital Skills Toolkit (DST), a course to support students. Not all students entering college have the digital skills needed to be successful in their respective programs. While most colleges assess for reading, writing, and mathematics, digital skills are often overlooked. One of Mohawk's Academic Plan pillars is technology.

Observing the digital skills deficiency suffered by many students, it was clear that the college should offer support. Launched in August, 2015, Mohawks Digital Skills Toolkit (DST) is a collection of resources to enable student success and help students learn about the technologies they may use while studying at college. It includes both web-based, self-paced modules (available via both the college student technical support website and eLearn), and face-to-face interactive workshops. Students choose which digital skills they need to brush-up on, and also choose the facilitation style that best suits their learning preference. Though no mandatory assessment is required, students may opt to complete a Digital Skills Assessment which ultimately directs them to resources to improve their digital skills. The skills-based assessment evaluates students strengths in the 7 areas addressed by the DST: Computer Fundamentals, File and Folder Management, Word Processing, Spreadsheets, Presentation Software, Internet and Online Communications, and eLearn.

3. Student Population

This component highlights Mohawk College's contributions to improve access and success for underrepresented groups (Students with disabilities, First Generation, Indigenous, and French-language students).

Full-Time Students	# of Students
The total full-time headcount enrolment* at Mohawk College in 2015-2016:	13,368

Headcount

*DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time students, both **eligible and ineligible for ministry funding**, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).

3a. Under-Represented Students: Students with disabilities*, First Generation*, Indigenous and French-Language* Students

*Note: Please do not include International students in the calculations below.

Students with disabilities

*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 Mohawk College's annual report to the Ministry for the Accessibility Fund for Students with disabilities (AFSD).

Students with disabilities	# of Students	Percentage
The total number of full-time students with disabilities at Mohawk College who registered with the Office for Students with disabilities and received support services in 2015-2016:	1,367	
The total indicated above as a comparative % of Mohawk College's 2015-2016 full-time enrolment headcount:		10.23
The total number of part-time students with disabilities enrolled at Mohawk College in 2015-2016:	187	

Highlights

Please provide highlights of Mohawk College's activity in 2015-2016 that capture contributions to improve access, and success for students with disabilities (up to 600 words approx.)

- Accessible Learning Services continues to experience an increased trend in the number of students with complex diagnoses accessing services including students with mental health disabilities, visual impairments, mobility concerns, and development disabilities. Contacts for ALS service in 2016 has shown a 51% increase over the same period in 2015 as a result of the complexity of student issues related to disabilities.
- ALS hosted *Project Connect* for students with disabilities. This one day workshop featured workshops for all students with disabilities, a parent session, and specific sessions for students with an ASD diagnosis. 50 students and 45 parents attended Project Connect. This participation rate represented a 416% increase in attendance over the previous year.
- SSW Placement Students with Accessible Learning Services play a vital role in providing an enhanced level of support for students requiring one-on-one assistance. ALS provided placement for 3 SSW students and 1 Autism and Behavioral Sciences Graduate Certificate Program student in 2015-2016.
- Accessible Learning Services facilitated information sessions across all campuses to create more broad-based awareness of the academic accommodations process and strengthen partnerships with faculty, staff, and administrators. ALS continues to develop

and disseminate resources to support understanding of academic accommodations.

- ALS engaged in a partnership with COOP educators to ensure early identification and intervention and develop a sustainable model for supporting students with disabilities on COOP. The model includes Accessibility Counsellors identifying students requiring enhanced support when considering COOP interviews/jobs, COOP advisors delivering curriculum on self-advocacy, employers duty to accommodate in COOP prep courses, and Coop Advisors determining employers policies on hiring persons with disabilities.
- In partnership with recruitment, ALS staff continues to visit local high schools to promote and educate current and prospective students and apprentices about access and eligibility for services.
- A new service delivery model in ALS began with an enhancement of staffing, to ensure the needs of students with disabilities continue to be met. This model has resulted in decreased wait times for students to access services and a removal of single points of failure in service provision in key areas.

First Generation Students

**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 have not necessarily 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).

First Generation Students	# of Students	Percentage
The total number of full-time First Generation students enrolled at Mohawk College in 2015-2016:	3,502	
The total indicated above as a comparative % of Mohawk College's 2015-2016 full-time enrolment headcount:		26.20
The total number of part-time First Generation students enrolled at Mohawk College in 2015-2016:	236	

Highlights

Please provide highlights of Mohawk College's activity in 2015-2016 that capture contributions to improve access, and success for First Generation students (up to 600 words approx.).

This was another strong year for Mohawk Colleges First Generation Student Project. Our programming themes over the last 4 years continued to be: (a) facilitated increasingly by student leaders, (b) focused on essential academic and personal skills, (c) promoted using innovative approaches (and social media), (d) targeted to students (and in some cases courses/programs) that are deemed *at-risk*; (e) tracked with student relationship management software (Clockwork and WOnline); and (f) evaluated by expert researchers. Highlights from our primary programs and services include:

- **Peer Assisted Study Sessions (PASS) program:** We successfully expanded offerings last year into Communications courses, which represented our largest, most complex offering to date. This year it was offered at the same size and scale with some minor refinements. Average year-over-year percent of each class participating in the program is slightly increased again this year by 2% to 27%. FG students make up 28% of all users. The total number of FG participants grew from 132 to 135 this year.
- **Tutoring:** Each year the Peer Tutor Program has continued to grow and expand, proving to be an important foundational program for all students. FG students make up 26% of all users. The total number of FG students using the LSC grew from 316 to **384** this year.
- **Advising:** Student Success Advisors (SSAs) met with 472 students on probation (at-risk) before the end of the *add/drop* period this fall. This represents 95% of all of the probation students they were required to meet with. This is a 3% improvement over last year. A similar outcome occurred in the winter term. In addition, there was greater centralized coordination of early alert and

outreach activities. Overall, SSAs met with 5228 students this year, of which **1786** (or 34%) were FG. This is an increase in 325 FG students from last year.

- **Bounce Back and Rebound:** These programs are offered in a targeted way to students struggling academically at various times of the year. Rebound was offered 4 times this year, which included a total of 166 participants, of which **27** were FG. The Bounce Back program was offered 3 times, once per term. Overall, a total of **13** FG students participated in the program.
- **New orientation programs: First Generation orientation day and Late Start program:** We had our best year ever for orientation and transition programming. The fall Program and Career Launch events had 61% of our entire first year student population in attendance (3999 total; +9% from 2 years ago). We enhanced our Start Smart Orientation program (which had nearly 1000 participants) and we also launched a Pre-Registration Outreach and Advising initiative (which had about 675 participants). The new combined Mature, WSIB and FG Orientation Program had excellent attendance with 55 in the fall and 51 in the winter (**21** were FG). And while our fall Late Start Orientation only had 5 participants, when we offered this in the Winter semester we had better results with a total of 22 students participate (**10** were FG).
- **Student leadership development:** The Mohawk Student Leadership Academy had the largest cohort to date with 120 participants (**24** FG), which resulted in many more student leaders volunteering during our orientation and transition programs. We also implemented, for the first time, the full cycle of the Student Leadership Development series. This included 4 events at the start and during the reading break of both the fall and winter semesters. A total of 266 students participated (**53** FG).

Indigenous Students

* *DEFINITION: Indigenous is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.*

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at Mohawk College in 2015-2016:	319	
The total indicated above as a comparative % of Mohawk College's 2015-2016 full-time enrolment headcount:		2.39
The total number of part-time Indigenous students enrolled at Mohawk College in 2015-2016:	18	

Highlights

Please provide highlights of Mohawk College's activity in 2015-2016 that capture contributions to improve access, and success for Indigenous students (up to 600 words approx.).

Introductions to College Life

- Mohawk runs a Project Pathfinder Youth Education Program, where aboriginal youth (from both on and off reserve) are invited to stay on campus to learn about their post-secondary options, and college experiences including life in residence.
- TIPS (Transitioning Indigenous Post-Secondary Students) is a program designed for students who are transitioning to College from High School or the workplace, where they develop skills and strategies to adjust to student life and be successful at College.
- AESS (Aboriginal Education and Student Services) also provided sessions to help students learn how to organize their semester. This included teaching students to plot important dates on an erasable calendar (that was provided to them), create an SOS resource binder, and included a session conducted by an Aboriginal Student Counsellor that taught students organization techniques and how to manage their multiple roles.

Academic and Social Supports

- *Aboriginal Peer Tutors* are available throughout the school year in subjects such as writing, computers, technology and human

services. AESS also stayed open for extended hours at times throughout the semester to provide aboriginal students with a quiet study space during particularly stressful times of the academic year.

- Throughout the year, students are provided the opportunity to speak with Elders. These one on one or group sessions provide students both cultural and personal support.
- Construction on Phase II of the Indigenous Gathering Place, now known as the ***Hoop Dance***, began in January 2016 and was completed in Spring 2016. The Hoop Dance honours Aboriginal traditions and promotes First Nations, Metis and Inuit culture. It welcomes people of all backgrounds, beliefs and ages into an inclusive circle to celebrate Mohawk Colleges diverse population. This structure is a result of meaningful community engagement with the Aboriginal community and a part of an overarching strategy to formalize partnerships in a Two Row approach.
- Mohawk and ***Six Nations Polytechnic (SNP)*** have collaborated on the delivery of programs to the Aboriginal community since 2002. We have been working with SNP to increase the number of programs that are offered through this partnership.

Networking Opportunities

- Networking opportunities including *Soup days* are offered once a week providing a free meal and an opportunity to engage with staff, and other aboriginal students. Similarly, *Power Lunches* were offered throughout the second semester providing an opportunity to interact with potential employers in a casual environment.
- An indigenous student was provided an opportunity to complete his 6 week work study term in the AESS.

Financing Post-Secondary Education

- In coordination with GRPSEO, Mohawk College will be waiving the non-refundable tuition deposit for Band-sponsored indigenous learners who are unable to begin their studies. This process allows for deposit extensions to be granted to students awaiting their First Nation Band sponsorship decisions until June 30th, with further extensions being granted on an individual basis.
- Students who were granted late approval for the personal Credit (Residential School Survivors) were provided the opportunity to purchase electronic educational supports such as laptops as funding release did not support CE programming. Funding criteria and policies were explored with Crawford Legal Services, accounting, ONE card office and the bookstore which, allowed for internal purchases via the students ONEcard to meet the funding deadline.
- AESS has also taken steps to increase students knowledge of potential sources of funding for their College education. Sessions were provided throughout the semester to teach students about OSAP and other government sponsored grants that are available to help aboriginal students finance their schooling. Advisors offered support for application letters for OSAP and other forms of financial aid.

French-Language Students

* *DEFINITION: A student is considered a French-language student if the student meets at least one of the following criteria -*

- 1) *The student's mother tongue is, or includes French (the student is a Francophone);*
- 2) *the student's language of correspondence with the institution is French;*
- 3) *the student was previously enrolled in a French-language education institution;* or
- 4) *the student was enrolled in a postsecondary program delivered at least partially in French.*

French-Language Students	# of Students	Percentage
The total number of full-time French-Language students enrolled at Mohawk College in 2015-2016:	67	
The total indicated above as a comparative % of Mohawk College's 2015-2016 full-time enrolment headcount:		0.50
The total number of part-time French-Language students enrolled at Mohawk College in 2015-2016:	5	

Highlights

Please provide highlights of Mohawk College's activity in 2015-2016 that capture contributions to improve access, and success for French-Language students (up to 600 words approx.).

N/A

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

The above data was calculated using November 1st audit data merged with data collected through Mohawk's post admission Student Entrance Survey.

- First Generation students may self-identify through the OCAS application process. Other survey tools, including Student Entrance Survey (SES), verify these numbers.
- Students with Disabilities may self-identify through the Student Entrance Survey, or by registering with Accessible Learning Services.
- Aboriginal Students are offered opportunities to self-identify through the OCAS application process, through the Student Entrance Survey, by completing an online Aboriginal Self-Identification form on the Aboriginal Education and Student Services (AESS) website, or through personal contact with Mohawk's AESS team.

3b. Student Population - International Students

International Students

*DEFINITION: *International Enrolment* is the headcount of full-time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of November 2015 at Mohawk College.

International Students	# of Students	Percentage
Mohawk College reported to the ministry full-time international enrolment* in 2015-2016:	1,391	
The total indicated above as a comparative % of Mohawk College's 2015-2016 full-time enrolment headcount:		10.41
Mohawk College's 2015-2016 part-time international enrolment is	179	

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

As reported to the Ministry in our Fall 2015 CSER submission as well as our Offcount (PT) submission for the Fall term.

Highlights

Please provide highlights of Mohawk College's activity in 2015-2016 that contributed to maintaining or improving the international student experience at Mohawk College. This could include a strategy, initiative or program viewed by Mohawk College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

- Mohawk had over 2000 international students and 20 students participating in international educational activities (outside of Canada) last year.
- In October 2015, Mohawk hosted the **InterAct Summit**, welcoming close to 300 attendees, delegates and speakers to its Fennell campus. Over the two-day event, strategies promoting growth through immigration were examined, challenged and advanced. The conference was attended by academia, business and community. Noteworthy observations and themes included: Creating Smooth Transitions for Newcomers; Offering Support in an Evolving Immigration Environment; Developing and Promoting the Link Between the Economic Benefits of Immigration and Entrepreneurism; Inspiring the Shift From Friendly to Welcoming.
- A **Welcoming Communities Task Force** was convened in early 2015 to help identify how the college could better serve international students and support newcomers to Hamilton. Following a year of conversations and consultations, the task force has made 34 recommendations aimed at: helping newcomers make a successful transition to Hamilton; creating stronger connecting in Hamilton for newcomers; building intercultural competency within Hamilton businesses and organizations; and, moving Hamilton from friendly to welcoming by promoting the value of global citizenship.
- In response to the Welcoming Communities Task Force recommendations, Mohawk has developed a multi-year action plan. The plan includes opening a Language and Culture Centre at the Fennell campus for international students and newcomers to Hamilton, launching a smartphone app for international students, promoting volunteer opportunities in the community for international students, launching an entrepreneurship program for international students, strengthening ties with community groups and introducing a global exchange program for students to live and learn in other countries.

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

**Definition: Receives OSAP is the number of OSAP awards, including any student at Mohawk College who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.*

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
Mohawk College's 2015-2016 proportion of an institution's enrolment that receives OSAP is	7,719	72.90

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

- These numbers were received from OSAP. At Mohawk we assign a student attribute to students who apply for OSAP and also a separate attribute for those students who receive OSAP. These attributes are all based on information from the Ministry's databases. We also follow the guidelines and report back to the ministry those students who are confirmed to be in full-time attendance each term.

4. Program Offerings

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally-oriented mandates.

- a. Concentration of full-time enrolment headcount* at colleges by occupational cluster and by credential
- b. Institution's system share of full-time enrolment headcount by occupational cluster and by credential

***DEFINITION:** *Headcount* is the un-audited 2015-2016 full-time funding eligible enrolment count submitted on November 1, 2015 by Ontario publicly funded colleges to the ministry's College Statistical Enrolment Report (CSER). Headcount does not include part-time, funding ineligible, nursing, Second Career, apprentice or international students.

Occupational Cluster (Credential Level)	# of students in a program as a % of total # of students across all programs at Mohawk College	Mohawk College's share of system-wide enrolment in each PROGRAM
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Refer to complete list below:

Applied Arts - Advertising and Design (Advanced Diploma)	3.86	11.86
Applied Arts - Advertising and Design (Diploma)	1.03	5.77
Applied Arts - Art (Certificate)	0.26	2.53
Applied Arts - Child/Youth Worker (Advanced Diploma)	2.98	6.51
Applied Arts - Community Planning (Diploma)	0.43	100.00
Applied Arts - Developmental Services Worker (Diploma)	0.56	3.75
Applied Arts - Education (Diploma)	3.98	5.73
Applied Arts - Law and Security (Certificate)	0.33	26.72
Applied Arts - Law and Security (Diploma)	7.44	7.87
Applied Arts - Law and Security (Post-Diploma Certificate)	0.46	16.01
Applied Arts - Media (Advanced Diploma)	3.07	8.78
Applied Arts - Media (Certificate)	0.30	5.82
Applied Arts - Media (Diploma)	1.60	3.58
Applied Arts - Performing Arts (Advanced Diploma)	1.39	19.73
Applied Arts - Preparatory/Upgrading (Certificate)	4.50	4.38
Applied Arts - Preparatory/Upgrading (Diploma)	1.35	7.00
Applied Arts - Public Relations (Post-Diploma Certificate)	0.34	8.63
Applied Arts - Recreation/Fitness (Diploma)	4.10	10.88
Applied Arts - Social Services (Diploma)	2.78	4.43
Applied Arts - Social Services (Post-Diploma Certificate)	0.92	11.12
Business - Accounting/Finance (Diploma)	3.74	12.93
Business - Business Legal (Diploma)	2.16	7.00
Business - Business Management (Advanced Diploma)	1.62	5.22
Business - Business Management (Diploma)	2.03	6.22

Business - Business Management (Post-Diploma Certificate)	0.15	2.51
Business - Human Resources/Industrial Relations (Post-Diploma Certificate)	0.66	7.45
Business - Marketing/Retail Sales (Diploma)	1.52	6.73
Business - Office Administration (Certificate)	0.42	6.63
Business - Office Administration (Diploma)	0.96	12.66
Business - Office Administration - Health (Diploma)	1.82	10.53
Business - Office Administration - Legal (Diploma)	0.76	21.74
Business - Small Business (Certificate)	0.78	72.81
Business - Travel/Tourism (Diploma)	0.92	4.58
Health - Health Technology (Advanced Diploma)	1.58	4.50
Health - Health Technology (Diploma)	2.38	11.67
Health - Health Technology (Post-Diploma Certificate)	0.75	42.25
Health - Nursing Related (Certificate)	0.91	5.41
Health - Nursing Related (Diploma)	3.12	4.66
Technology - Architectural (Advanced Diploma)	2.11	11.55
Technology - Architectural (Diploma)	0.21	4.08
Technology - Automotive (Certificate)	0.12	2.52
Technology - Automotive (Diploma)	0.91	8.63
Technology - Aviation (Maintenance) (Diploma)	1.34	23.51
Technology - Chemical/Biological (Advanced Diploma)	1.36	7.32
Technology - Chemical/Biological (Diploma)	1.65	24.65
Technology - Civil (Advanced Diploma)	3.03	10.70
Technology - Civil (Diploma)	2.16	16.07
Technology - Electronics (Advanced Diploma)	8.08	14.54
Technology - Electronics (Diploma)	3.35	8.87
Technology - Industrial (Diploma)	0.62	100.00
Technology - Mechanical (Advanced Diploma)	2.89	11.01
Technology - Mechanical (Certificate)	1.70	16.29
Technology - Mechanical (Diploma)	0.99	4.37
Technology - Power (Certificate)	0.85	46.63
Technology - Resources (Diploma)	0.67	3.74
Technology - Mechanical (Diploma)	0.90	4.07
Technology - Mechanical (Advanced Diploma)	2.64	10.80
Technology - Power (Certificate)	0.72	46.39
Technology - Resources (Diploma)	0.69	3.74

c. Number of apprentices, pass/fail rate and annual funding in each trade	Number of Apprentices	Pass/Fail Rate	Annual Funding
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Trade - Refer to complete list below:

Exam Prep	535	88.00	\$180,683.52
Exam Prep	26	92.00	\$12,987.52
Plumber	229	98.00	\$540,004.48
Steamfitter	75	99.00	\$211,278.72
Sheet Metal Worker	107	98.00	\$271,875.20
Electrician - Construction and Maintenance	625	98.00	\$1,356,056.00
Auto Body and Collision Damage Repairer	30	100.00	\$49,578.88
Automotive Service Technician	418	96.00	\$897,912.96
Truck and Coach Technician	189	100.00	\$406,448.64
Refrigeration and Air Conditioning Systems Mechanic	293	98.00	\$647,288.96
Residential Air Conditioning Systems Mechanic	12	100.00	\$52,288.00
Hairstylist	11	0.00	\$7,849.60
General Carpenter	161	99.00	\$398,833.60
Cook	14	0.00	\$19,980.80
General Machinist	46	93.00	\$109,466.24
Industrial Mechanic Millwright	120	98.00	\$270,720.32
Horticultural Technician	29	86.00	\$106,766.40
Industrial Electrician	12	100.00	\$36,816.00
Child and Youth Worker	69	29.00	\$92,551.49
Child Development Practitioner	176	64.00	\$223,552.32
Developmental Services Worker	8	0.00	\$14,726.40
Total	3,185		\$5,907,666.05

Highlights

Please provide highlights of Mohawk College's activity in 2015-2016 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Mohawk College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

- **First Year Foundations:** Mohawk introduced the First-Year Foundations course to help students build analytical, creative, and practical thinking skills to achieve personal, academic, and employment success. Identification of appropriate strategies to adapt to change, to clarify and achieve goals, and to balance how to manage time and priorities for personal development and academic benefit are the core of this course. Upon completion of the course, students will have a full understanding of how to reach educational, career, and life goals.
- **Program Review:** a combined total of 32 programs were reviewed over the last academic year to ensure currency. Major highlights included working with the colleges industry partners, faculty, graduates and current students to enhance the program offerings, thereby making them relevant and current.
- **Partnerships:** Mohawk continues in partnership with Desire2Learn and 4 university partners (PIF grant) to design and build learning outcome assessment tool to communicate and report on students demonstration of Learning Outcomes. Analytics will provide real-time data for early intervention and course correction.
- **Assistive Technology in CICE:** The use of assistive technology has been integrated into the CICE first semester curriculum to increase student use and independence as they move throughout the program. The qualitative data is still being analyzed but

overall the feedback is positive and encouraging that with continued use of assistive technology academic learning outcomes and independence are expected to increase.

- **NEW Bounce Back Program:** Bounce Back is a free student success program designed to help improve students academic standing and is ideal for students who want to learn new workplace and college success skills, specifically those students who were Promoted with Advice, placed in Probation or Compulsory Withdrawal. Our faculty, staff and student leaders (mentors and tutors) work with the students to get them back on track by identifying their strengths, setting goals, creating an individualized plan and connecting them with resources at the College. The program consists of 4 one-hour, face-to-face workshops, accompanied with self-directed learning activities. Completion of the program gives the students recognition on their Co-Curricular Record.
- **City Schools:** Mohawk College recently opened City School by Mohawk. With two locations open, City School aims to provide tuition-free educational programming and employment services for priority neighbourhoods of Hamilton. The primary purpose of City School is to provide unique educational opportunities that lead vulnerable residents to discover and partake in pathways to postsecondary education. As part of its deliveries, City School offers tuition-free credit courses for residents to enroll in as a way to try out college, risk-free. The accomplishments achieved thus far have resulted in the Government of Ontario giving a \$1.6 million investment that will allow City School to be mobile in 2017.

5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system.

This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors, as well as metrics related to transfer student satisfaction or outcomes.

Development of these metrics will be done in partnership with the sector and ONCAT.

Transfer applicants and registrants

The ministry is using the following data from the College Graduate Outcome Survey @ 6 Months to inform the latest trends in college to university student transfers

Year	Total # of Mohawk College graduates who participated in Graduate Survey (A)	# of Mohawk College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Mohawk College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation ($B \div A \times 100$)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation ($D \div C \times 100$)
2011-2012	3,072	190	6.18	57,701	3,463	6.00
2012-2013	3,016	187	6.20	57,462	3,424	5.96
2013-2014	2,744	156	5.69	54,467	3,003	5.51
2014-2015	2,496	135	5.41	52,039	2,465	4.74
2015-2016	2,270	115	5.07	46,244	2,047	4.43

Per the College Graduate Outcomes @ 6 Months data reported in 2015-2016 (based on 2014-2015 graduates),	Percentage
The percentage of Mohawk College students who were satisfied or very satisfied with academic preparation for university was	87.6
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was	79.2

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.

Highlights

Please provide highlights of Mohawk College's activity in 2015-2016 that contributed to ensuring that students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Mohawk College to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

- A key source of mobility information for Mohawk students is the Pathways and Credit Transfer web site which experienced a year-over-year increase in page views of more than 120% for the reporting period. Pathways related news and events are also promoted to students using this medium.
- The annual Educational Pathways Fair was once again sold out with more than 45 postsecondary institutions participating to promote pathways and credit transfer information directly to students. More than 430 students completed a short survey/door prize entry at the fair. There was strong representation from students across all program areas. Almost 57% of the students who responded indicated an interest in degree completion while an additional 30% indicated an interest in completing a graduate certificate. For the first time, study abroad opportunities were also featured at the fair. Beyond the fair, an additional 22 university visits and 5 pathways presentations to students were facilitated by the pathways office. The Pathways Coordinator provided one-to-one mobility advising to 734 students.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)	Amount	Benchmark
Annual Surplus/(Deficit)	6,348,549	0

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)	Amount	Benchmark
Accumulated Surplus/(Deficit)	41,688,552	0

3. Quick Ratio (current assets) / (current liabilities)	Amount	Benchmark
Current Assets/Current Liabilities	2.02	1.00

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]	Percentage	Benchmark
Debt/Assets	35.22	35.00

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)	Percentage	Benchmark
Total Debt Serviced/Revenue	2.47	3.00

6. Net Assets to Expense Ratio (net assets) / (expenses)	Percentage	Benchmark
Net Assets/Expenses	73.34	60.00

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)	Percentage	Benchmark
Net Income to Revenue	3.08	1.50

Highlights

Please provide one or more highlights that demonstrate Mohawk College's commitment to continued financial sustainability.

- Mohawk submits a financial plan that is balanced and approved by the Board of Governors in April, the beginning of each fiscal year.
- In-year financial monitoring includes monthly financial statements and variance analysis, quarterly forecasts and reporting to the Board five times per year.
- Capital infrastructure financial planning ensures MAESD debt ratios are not exceeded and considers future years amortization impact.
- Completed a Program Prioritization review that amongst other things look at the financial sustainability of our program offerings.

7. Attestation

By submitting this report to the ministry:	Checkbox
Mohawk College confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from Mohawk College's Executive Head.	<input type="checkbox"/>

For additional information regarding Mohawk College's 2015-2016 SMA Report Back please contact	Information
Name:	George Rombes
Telephone:	905-575-1212 ext. 3147
Email:	george.rombes@mohawkcollege.ca

Please indicate the address on Mohawk College's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	mohawkcollege.ca/about-mohawk/leadership-and-administration/mission-vision-and-values/reports-and-do