



STRATEGIC MANDATE PROPOSAL

Dear Minister Duguid:

Mohawk College supports the Government's decision to adopt a policy of differentiation to advance the government's priorities for post-secondary education (PSE). This direction, together with the Differentiation Policy Framework, and a pronounced focus on outcomes reflect the Wynne government's simultaneous commitment to student success and global competitiveness.

Mohawk College's Strategic Mandate Agreement Proposal is contained in the pages that follow. We believe our proposal builds on Mohawk's existing strengths while at the same time establishing a new foundation for excellence in academic programming and sustainability in operations.

The directions set forth in this document are not new to us. For several years the College has been actively and methodically positioning itself as a leader in PSE innovation while continuing to align with the communities that we serve. Mohawk views this process as an opportunity to accelerate our strategies.

Mohawk looks forward to working with the Province in the coming months.

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Mohawk College's Proposed Mandate

Mohawk College can serve a unique, high-value and exciting mandate within the province as Ontario's first specialized **Institute of Health and Technology**. Serving **much** of the Western Golden Horseshoe (Peel, Halton, Hamilton, Brant and Niagara regions), the new Mohawk Institute of Health and Technology (MIHT) will provide apprenticeship, certificate, diploma and degree programs in the fast growing areas of Health and Technology, buttressed by our signature hands-on applied research experience in the same fields. Cross-pollinated by vibrant and entrepreneurial private sector partnerships, MIHT's impact will power the economies of the communities we serve. The foundations for this mandate have already been laid, and represent a natural progression that will support and advance Ontario's economy.

Inherent in this proposed mandate is a shift by the Province toward a more regional approach to delivering postsecondary education (PSE). Mohawk's proposed mandate builds on and intensifies the value of its demonstrated leadership in Health and Technology. No other college in the Western Golden Horseshoe (WGH) matches Mohawk's expertise and differentiated programming in Health and Technology. As such, we are the best positioned institution to deliver this mandate for the benefit of our students and Ontario's changing economy. At the same time, Mohawk will not duplicate or enter into subject areas in which neighbouring institutions have clear and specialized expertise. Mohawk should not compete with Niagara College in the areas of Tourism and Hospitality, or with Sheridan in Animation or Theatre Arts.

Essentially, this is a strategy focused on extending the advantages of our strengths to the broader region, while leveraging the unique expertise of other institutions by avoiding duplication of offerings. Our strategy allows the Province to take a more strategic, impactful, and fiscally sustainable approach in infrastructure and equipment funding by creating fewer yet better equipped centres of excellence in education.

Briefly, our priorities are the following:

1. **Lead in Health and Technology.** We will serve the WGH by leveraging our traditional strengths in the areas of Health, Technology, and Skilled Trades and Apprenticeships.
2. **Excel in Applied Research.** We will build on our internationally recognized expertise in Health and

Technology, allowing students to work on solving business challenges while powering companies to success in the marketplace.

3. **Transform lives through access.** Through an innovative combination of bold ideas and best practices, we will transform our community by enhancing access to PSE, increasing the rate of participation in communities at risk, and improving student success.

The outcomes associated with achievement of this mandate include:

- More efficient and effective use of capital and operating funding.
- Better learning outcomes derived from a centres of excellence approach.
- A bigger share of federally funded research activity for Ontario.
- Accelerated economic development and prosperity in the WGH through enhanced rates of productivity and commercialization.
- Higher PSE participation rates particularly in Hamilton.
- Improved student success for Mohawk students.
- A decrease in critical skilled labour shortages in Ontario.
- An internationally competitive institute of applied learning in Ontario.

Mohawk's Vision and Mission

Vision – Prosperous communities and transformed lives

Mission – Creating new realities by opening endless opportunities

Mohawk has never lost sight of its commitment to the communities it serves, or its focus on students. Our vision and mission simply and eloquently signal our ambition to enable our community for economic success and bring prosperity to the Western Golden Horseshoe. They also

powerfully highlight our commitment to changing the lives of our students by giving them the skills they need to embark on successful careers.

By focusing our mandate in the areas of Health, Technology, and Applied Research, we are aligned with Hamilton's strategy for economic development. We are also choosing to focus on skill sets that will afford our students rewarding careers. Furthermore, by broadening access to education in these areas through innovative outreach initiatives, and aggressively adopting new learning technologies, we can deliver these skills to a very broad array of students.

 **VIDEO:** mohawkcollege.ca/vision

Mohawk's Priority Objectives

1 Lead in Health and Technology: Specialization and Value-Added Differentiation

Why Health and Technology?

Hamilton is an internationally significant centre for health care and life science research with its teaching hospitals and McMaster University's medical school. Hamilton is also a critical centre for Ontario's advanced manufacturing sector with technology and skilled trades playing a pivotal role in the province's future success in this area. With the relocation of the federal government's CANMET MATERIALS LAB to Hamilton, the city remains Canada's materials production and research centre.

Hamilton's municipal economic development plan identifies health and technology as key economic drivers and as areas where there will be a skills shortage in the city. Biotechnology, for instance, is becoming an emerging industry in the city with a jobs growth rate of over 95 percent in the last decade. Similarly, technology companies relocating to Hamilton are urging civic leaders to address the skills shortage challenges that exist in the sector. These calls are supported by The Conference Board of Canada which estimates that skills gaps cost the Ontario economy up to \$24.3 billion in foregone GDP—as well as \$4.4 billion in federal tax revenues and \$3.7 billion in provincial tax revenues.¹

¹ *The Need to Make Skills Work: The Cost of Ontario's Skills Gap* by James Stuckey and Daniel Munro

Why Mohawk?

With over 8,000 students enrolled in Health and Technology programs and 4,500 apprenticeship students, Mohawk is a provincial leader in the training of skilled workers in the fields of Health and Technology. Moreover, Mohawk's extraordinary partnership with McMaster, a world class research intensive university, and our notable success in Applied Research in the areas of Health and Technology is unparalleled in nearby colleges. Longstanding partnerships with the likes of Hydro One and new collaborations under development with Siemens and Arcelor Mittal Dofasco further distinguish Mohawk as a go to institution for skilled workers in technology and manufacturing environments. These distinctive advantages lay the foundation for us to expand our program offerings into the neighbouring regions of Halton, Peel, and Niagara.

Mohawk recognizes that our local community will continue to require a broader array of programs to serve its needs. For example, Mohawk has a comprehensive range of programs offered through our McKeil School of Business essential to both satisfying the community's needs and creating a sustainable program mix for the college. Furthermore the McKeil School of Business will be essential in realizing the College's plans for providing entrepreneurial skills to all of our graduates.

Growth – Mohawk has been actively planning changes to our enrolment mix to implement our new focus. Over the next three years we are planning growth of approximately 20 percent in Health and Technology programs. Beyond this three-year horizon, our growth will be driven by students in new programming areas and through increases in student retention through to 2018-19.

Credentials – Mohawk proposes to deliver high quality three-year degree programs in specific areas of Health and Technology by transforming many of its existing advanced diplomas into new three-year degrees. Mohawk also intends to deliver a number of four-year degrees aligned with our focus in Health and Technology and to be followed by other four-year degrees in keeping with Mohawk's unique and historic programming strengths.

New Programs and Approaches – By 2014-15, as part of this differentiated model, Mohawk is planning innovative new programs. Some programming will be in areas that intersect multiple disciplines in Health and Technology,



such as imaging informatics, social media and energy technology. Others will be squarely aimed at the fast paced and dynamic environment faced by workers in these fields. For example, Mohawk's MEDIC eHealth Academy is an online program providing a series of on-demand courses for working professionals in the eHealth field. The courses are short, intensive tutorials on key eHealth topics and are created by experts in the field, available globally 24/7. Six of these courses will be live in the spring of 2014.

As a provincial leader in skilled trades and apprenticeship, Mohawk is prepared to lead the modernization of apprenticeship certification to assist the Province in addressing skilled trades shortages. Rationalization of the number of colleges offering independent, expensive apprenticeship programs, through concentrating regional program delivery at Mohawk is a key tactic in this process. Mohawk has the experience, facilities and infrastructure to:

- Train apprentices, pre-employment participants and technicians in closely related fields.
- Expose secondary school students in the Ontario Youth Apprenticeship Program and High Skills Majors to the college and work environment.

By 2018 Mohawk will commit to transform the delivery of apprenticeship programs by:

- Employing back-to-back education modules, blended and online learning to reduce the time apprentices are away from the workplace and accommodate employer workload priorities, resulting in improved apprenticeship completion
- Expanding apprenticeship delivery to the integrated technician apprenticeship model – an area where Mohawk has won national awards
- Enabling apprentices to complete portions of their workplace hours by expanding the in-school component to include real world, living lab work experiences and co-op placements

New Infrastructure Required – One limitation to becoming the pre-eminent provider of training in Technology for the WGH is the age and design of our current engineering technology facilities. Mohawk requires new, dynamic facilities that allow for greater innovation and further productivity gains. With the support of partners in both the public and private sectors, Mohawk is planning a strategic investment in state-of-the-art facilities

that will allow for efficiency and growth in our engineering technology infrastructure and invites the Province to participate in this important venture.

Five Year Full-Time Health and Technology Enrollment Projections²

| | 2011-12* | 2012-13* | 2013-14* | 2014-15 | 2015-16 |
|-------------------|----------|----------|----------|---------|---------|
| Health | 7,329 | 7,715 | 8,202 | 8,612 | 9,043 |
| Technology | 7,365 | 7,872 | 8,294 | 8,709 | 9,144 |

2 Excel in Applied Research: Commercialization and Entrepreneurialism

Applied research is a key priority for Mohawk because it is so well aligned with our Vision and Mission. It promotes prosperity in our community by helping businesses commercialize ideas and improve productivity and it affords our students the opportunity to acquire relevant skills in a uniquely applied setting.

Mohawk's centre for applied research and innovation is called iDeaWORKS. An acronym for innovation, design thinking, entrepreneurship, and applied research, iDeaWORKS focuses on three centres of expertise:

- Electronic health records and management,
- Advanced materials research for industrial applications focusing on additive manufacturing and rapid prototyping technology
- Smart grid energy technology.

Through private and public sector partnerships, these centres provide multi-disciplinary hands-on education that offer students the chance to help solve real-world problems, address challenges and pursue opportunities faced by local SMEs. Professors act as project managers, coaches and mentors, with students actively engaged on project teams. Our close involvement with local businesses affords us the opportunity to imbue entrepreneurial skills and spirit in our students.

Mohawk's efforts in the area of applied research have produced impressive results. iDeaWORKS has become a regional centre for entrepreneurial collaboration and

² Actual full-time headcounts shown for 2011/12, 2012/13, Summer 2013 and Fall 2013. Winter 2014 and further are projected headcounts.

creativity. It has engaged companies not traditionally associated with academic institutions, and immersed students in technology-intensive, fast-paced working opportunities. Beyond our regional significance, Mohawk has been ranked by Research Infosource Inc, as a top ten research college in Canada for growth and for research intensity, and one of the top twenty research colleges in Canada overall.

In the past five years, Mohawk has received three NSERC grants in the amount of \$5.6 million for applied research in electronic health records and energy technologies, as well as two FedDev awards of \$750,000 each to assist SME's in specific productivity enhancements. In addition, the Canadian Foundation for Innovation (CFI) and the Ontario government, in partnership with private industry, awarded Mohawk \$2 million to establish a state-of-the art mHealth & eHealth Development and Innovation Centre (MEDIC) and \$2.1 million to launch an Additive Manufacturing Resource Centre.

Looking ahead, Mohawk intends to maintain and enhance its role as a provincial leader in the college sector in applied research within the fields of Health and Technology. Our proposed new Engineering Technology facility will become a regional centre for local manufacturers needing access to state-of-the art labs and research capacity to solve their productivity challenges. We anticipate that Provincial recognition of our proposed mandate will serve to enhance our ability to continue attracting federal research funding.

Given that our applied research activity is embedded into existing and future programming, the enrolment impacts of this priority are included in the projections noted in our first priority.

iDeaWORKS Funding and Student Participation

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|-----------------------|-----------|-----------|-------------|-------------|-------------|
| Grants | \$334,419 | \$491,754 | \$1,692,438 | \$1,864,674 | \$2,197,358 |
| Student Participation | 36 | 86 | 211 | 266 | 247 |

Innovative Approaches

Over the past two years, iDeaWORKS has booked over 50 projects, many of which have been commercialization projects with SME's such as VitalHub, Qcard and MedTel Software Ltd. Our students gained real-world experience through a broad range of projects including software development for numerous mobile health applications

and eHealth interoperability projects. Other projects involve advanced manufacturing collaborations and energy research focused on smart grids, power quality, industrial networking and electric vehicle chargers.

 **VIDEO: mohawkcollege.ca/ideaworks/about**

iDeaWORKS Highlights:

- Awarded NSERC funding to develop a model of the Canadian Electronic Health Records Infrastructure, and created specialized skills in e-Health architecture, which subsequently attracted collaborations with e-Health Ontario, Canada Health Infoway, NexJ, NetHope and others.
- Established the Mohawk mHealth & eHealth Development and Innovation Centre (MEDIC) for research, development, testing and training. A recent MEDIC project funded by the National Research Council of Canada Industrial Research Assistance Program aims to provide interoperability and integration expertise to small and medium-sized technology-based Canadian companies who are targeting the North American healthcare market.
- Awarded a five-year CCI-Innovation Enhancement Grant, developing a working model for power system protection for distributed generation, partnering with Hydro One, Horizon Utilities, Langford Associates, General Electric, MEARIE, McMaster University, the City of Hamilton, various SMEs and schools.
- Awarded a 5-year NSERC Industrial Research Chair for Colleges for energy research.
- Organized and hosted Smart Grid Technologies Symposium to discuss current and future issues facing Smart Grid development in Ontario. Guest speakers included Hydro One, Omicron, Siemens, and McMaster University.
- Awarded CFI funding to establish the Centre for Rapid Prototyping and Advanced Manufacturing.
- Installed an Entrepreneur-in-residence, who provides direct mentoring to students in respect to start-up endeavours.
- Launched an entrepreneur speaker series.
- Attracted a Lawyer-in-residence to provide counsel on Intellectual Property issues for our students.
- Created an incubator to support student and community start-ups through mentorship, funding, networking opportunities, events and access to space and technology.
- Published second issue of Quanta, a magazine celebrating research and innovation at Mohawk
Read Quanta at mohawkcollege.ca/quanta



3 Transform Lives Through Access: Community Building

While Mohawk is committed to excellence in programming, we do not see that objective as inconsistent with pursuing ambitious objectives around access, retention, and student success. We intend to continue our current leadership role in enhancing access to PSE because we know that a good education is the best pathway to prosperity. Mohawk defines access broadly to include existing students, life-long learners, and underrepresented populations. We understand that access without support is meaningless which is why we have implemented an innovative five-point Student Success Plan aimed at making us a provincial leader in student success. We see technology as a key enabler to enhancing access and accordingly are providing our students more choices and control over how, when and where they learn.

Innovative Access Programming for Underrepresented Populations

Mohawk is working with local community, government and education sector stakeholders through a unique Community Access Cabinet. Through this initiative, stakeholders come together under Mohawk's leadership to develop collaborative solutions around improving access to post-secondary education. The goal is to profoundly improve the opportunity for disadvantaged youth to pursue postsecondary education by better recognizing their needs and circumstances, and supporting their success at Mohawk.

Mohawk has similarly committed to working with the aboriginal community, and Six Nations Polytechnic in particular, to improve the participation rates of Aboriginal youth in postsecondary education.

As a result, Mohawk developed the Access Initiative - a broad strategy to promote access to postsecondary education for vulnerable youth. The strategy is made up of a series of initiatives that bring college resources and expertise to community centres in areas of chronic multi-generational poverty and urban decay, and engages young aboriginals.

- Hamilton has a lower postsecondary completion rate than the provincial average at 51.1%.

- Four identified neighbourhoods have high school drop-out rates in excess of 65%.
- Of youth aged 15-24 in Hamilton, 38% are not attending school.
- 21% of all youth in Hamilton live below the low income cut off.

The best way to help disenfranchised youth in these neighbourhoods is to provide them with the skills for meaningful employment.

Enrollment Outlook

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|-------------------------------|---------|---------|---------|---------|---------|
| Youth Contacts | 6,752 | 7,352 | 7,434 | 7,270 | 7,270 |
| Conversion to PSE Registrants | 45 | 214 | 311 | 400 | 553 |

Innovative Approaches

- **College In Motion** – a mobile team of staff and students with expertise, specialized communication skills and information tools on admissions and financial aid provides a seamless approach to encourage young people in priority neighbourhoods to prepare and submit their applications to Mohawk.
- **Loyalty Card** – a system that provides incentives for students to pursue their studies through the accumulation of reward points that reduces application and tuition fees in return for engaging in activities with Mohawk.
- **Aboriginal Recruitment** – working closely with Six Nations Reserve and Six Nations Polytechnic, a range of recruitment, retention, programming, cultural and residential programs have been developed to attract and retain aboriginal students for academic success, educational attainment and career development opportunities.
- **Project Pathfinder** – a Summer Camp that targets grade 7 to 10 aboriginal youth living both on and off reserve. This program provides safe, culturally significant and career oriented educational activities and has provided life-changing experiences to young aboriginals. In its first two years, more than 200 urban Aboriginal youth participated ensuring that these youth see a postsecondary education in their future.
- **Mohawk@Schools** – in partnership with the public and Catholic school boards, students have the opportunity to achieve an OSSD and postsecondary

credit simultaneously through programs delivered by secondary school teachers and college faculty.

- **Mohawk@Work** – establishes co-op and summer employment opportunities for selected high-school students with local employers who have strong partnership ties to Mohawk.
- **Career Pathways Certificate Program** – Launched in fall 2013 offers students who have an Ontario Secondary School Certificate an opportunity to study at Mohawk and graduate with an Ontario College Certificate, while earning prerequisites required to enrol in other college programs and further their studies or move confidently into the workplace.
- **Priority Neighbourhood Learning Annex** – informed by the key training and employment goals articulated in Hamilton’s Neighbourhood Action Planning Strategy; Mohawk, the City of Hamilton and the Ministry of Training Colleges and Universities are working together to address the acute needs of vulnerable youth to access education, job preparedness, and employment connections.
- **Turning Point Re-engagement** – Mohawk and the Hamilton Wentworth District School Board have formed an alliance to re-engage youth who have left high school before completing their OSSD by establishing a collocation partnership that imbeds the School Board’s Turning Point program within Mohawk’s Fennell Campus. Further, the partners are collaborating on launching an early-leavers strategy that encourages and supports youth to re-engage educational pathways.

Mohawk’s access initiative plays an important role in the continuing transformation of Hamilton’s economy and in giving aboriginal youth a vision for their future that includes a college education. The program also advances the Province’s goals for post-secondary education attainment. Access programs create aspirations, and Mohawk has achieved significant momentum as a “school of hope” providing the same learning outcomes for students regardless of their individual paths to post-secondary education.

Looking forward, other key access initiatives will include:

- Further development of School within a College programs with greater emphasis on learning outcomes giving students the option to accelerate their learning and skills development versus traditional sequential approaches to education.
- The creation of stackable programs with options for students to create their own credential based on what they need and what their employer needs. These needs will evolve through the career and life journey of our students and graduates.
- An increase in the number of programs available via part time options, including weekends and evenings, as well as online and through blended learning.
- Provision of opportunities for students to set their own pace: fast track, slow track, or stepping in and out when life’s circumstances require an unorthodox path.
- Creation of a first of its kind evergreen personal digital library for every Mohawk student.

Mohawk’s 5 Point Student Success Plan

1. Significantly Increase Graduation Rates

- Top 3 in the GTHA in 3 years
- At or above provincial average in 5 years
- Top 5 in Ontario within 7 years

2. Addressing the Key Drivers of Student Success

- Financial literacy and support
- Program launch and career clarity
- Motivation and effort
- Academic ability and skills

3. Characterized by Institutional Commitment to Student Success

- Academic Plan – anytime, anywhere blended learning
- Environment conducive to learning
- Integrated user-friendly services and policies
- Human resources alignment for support and continuity
- Academic School retention plans
- Evidence-based decision making

4. Supported by a Sophisticated Student Success Plan Model

- Utilizes student survey data for early alert and early intervention
- Signature is comprehensive life cycle advising model

- Intensive focus on First Year Experience
- Student engagement through co-curricular and extra-curricular activities

5. Grounded in Research, Evidence, Monitoring and Evaluation

- Entrenching ‘what works’ evidence to enhance career clarity and support right program choices
- Based on Effective Educational Practices
- Research focus on First Year Experience
- Institutional research and corporate reporting support

Mohawks Academic Plan

In May 2012, Mohawk released its Academic Plan. The Plan is fed by five themes:

1. Adopting technology enabled learning practices,
2. Taking a flexible and broad based approach to learning,
3. Ensuring our students have 21st Century Skills including life and business skills,
4. Creating a myriad of innovative learning pathways, and
5. Collaborating with faculty, industry and community.

Of these strategies, technology is the backbone of Mohawk's Academic Plan. Mohawk now delivers all of our postsecondary programs in a blended learning format. We believe we stand alone in this achievement. Going forward we are committed to the integration of mobile and personal devices in classroom learning, on-line teaching and course materials, as well as partnerships with major publishers to provide textbook resources in formats individualized to student needs in an evergreen format, and at lower prices than traditional text materials. Mohawk is working toward a technology-based learning platform connecting content management, assessment tools, collaboration and social networking applications that will significantly enrich the learning experience.

Blended learning technologies will also be an enabler for inter-institutional collaboration and efficiencies and will:

- Respond to student demand for flexibility in learning customized to individual student needs, while providing a rich online learning environment.
- Support telecommuting and work-at-home opportunities.
- Be efficient from a capital planning standpoint, over the long term reducing requirements for physical learning facilities, maintenance and upkeep.

Productivity Gains

Over the last five years, Mohawk has consistently balanced its budget while achieving productivity gains in excess of 10 percent. Our improvements have been largely based on strategies such as differentiated staffing and modified work arrangements. Mohawk made a commitment three years ago to increase year-round teaching, optimizing the distribution of fixed costs per student. Since 2009, summer enrollments have increased by 80 percent, an average of about 20 percent per year. Furthermore, Mohawk has adopted an aggressive strategy aimed at diversifying revenue sources.

Mohawk is committed to continuous improvement and to achieving yearly productivity improvements. For example, Mohawk has recently embarked on a process re-engineering in its Registrar's Office, and is pursuing aggressive energy efficiency initiatives. However, traditional incremental strategies will not be sufficient to address the very significant provincial fiscal and educational priorities as diminishing returns begin to take hold.

The transformative strategies set forth in this mandate submission will enable more significant productivity gains through scaling our activities and focussing our efforts. If supported in its proposed mandate, Mohawk will have the ability to pursue new strategies and efficiencies to maintain balanced budgets as well as to deliver an additional 15 percent improvement in productivity over 10 years to 2022. Our projections do not include indirect productivity gains enjoyed by the PSE system resulting from our proposed strategy.

The Role of Partnerships in Improving Productivity, Quality and Student Focus

Collaboration with other post-secondary institutions, and in particular our prime partner McMaster University, has long been central to Mohawk's strategy for success.

Mohawk and McMaster have arguably the strongest college-university partnership in Ontario, a relationship that is exceptional amongst research-intensive universities and is a source of pride for both institutions. Most of that research is in Health and Technology related fields. Almost every McMaster Faculty has an active partnership program with Mohawk and the variety of these has been growing steadily. These programs include a rich diversity of pathways that include integrated high school entry degree programs, degree completion programs for college graduates and

elective programming for McMaster students. A recent example involves the introduction of affiliated certificates in Business Studies and in Leadership & Management in the Not-for-Profit Sector, offered by Mohawk to McMaster Social Sciences students. Key to the partnership's success has been the willingness and ability to build on each other's strengths and capabilities, and our commitment to flexible student-centred program choices that align with our commitment to a distinct, personalized undergraduate experience. In 2012-13, almost 2,300 students were enrolled in one of these collaborative programs.

We expect to strengthen our partnership with McMaster and other universities. Mohawk and McMaster intend to develop a joint strategy for postsecondary education in our region with a view to offering students a broad array of complementary academic pathways while capitalizing on the distinctive strengths of each institution.

In this regard, Mohawk proposes that the Province consider establishing a credential aimed at students in 2 + 2 programs. Programs designed to dovetail a two-year college program with a two-year university honours degree would earn students the credential of an Associate Degree.

Putting Students First as a Measure of Productivity

Mohawk has improved student satisfaction as measured by Provincial KPIs moving from 23rd place in Ontario five years ago to number one in the Greater Toronto and Hamilton Area in 2010-11, and amongst all large colleges in 2011-12. Mohawk remains in the top three large colleges in its KPI rankings. KPI data plays an active part in planning and decision-making in every facet of the learning experience at Mohawk.

Having made impressive progress in student satisfaction over the past four years, Mohawk recently established aggressive targets that will see Mohawk become a provincial leader in student success within the next five years.

Policy Tools In Support of Achievement of Objectives

1. Designate MIHT as the regional provider of program offerings in Health and Technology for the western Golden Horseshoe region.
2. Establish Mohawk as the key trainer of apprentices in the Western Golden Horseshoe region.
3. Directly admit students into Mohawk apprenticeship programs.
4. Include School to College to Work funding into colleges' funding base.
5. Transform three-year advanced diplomas into three-year degrees.
6. Empower OCOAS to approve all college credentials (including three year degrees).
7. Establish the credential associate degree for graduates from two-year programs designed to dovetail with a further two year University degree.
8. Establish flexible program standards to accommodate the development of cross-disciplinary programs in Health and Technology at Mohawk.
9. Align provincial capital funding policies with a regional PSE delivery model.
10. Provide financial support towards the building of a state-of-the-art Mohawk engineering technology facility.



2013 Strategic Mandate Agreement Update Chart

| Differentiation Component | Activities Profiling Institutional Strength | Institution Specific Metrics |
|--|--|---|
| Innovation, and Economic Development | <ol style="list-style-type: none"> 1. Skilled trade and technology program partnerships with employers like Hydro One, Siemens, and Arcelor Mittal Dofasco 2. iDeaWORKS (centres of excellence in e-Health, Additive Manufacturing, Smart Grid) 3. Community Access Cabinet | <ul style="list-style-type: none"> • Number of students employed in co-op • Amount of research income per annum • Number of registrants in PSE from priority designated areas |
| Teaching and Learning | <p>Mohawk's Academic Plan focusses on:</p> <ol style="list-style-type: none"> 1. Adopting technology enabled learning practices, 2. Taking a flexible and broad based approach to learning, 3. Ensuring our students have 21st Century Skills including life and business skills, 4. Creating a myriad of innovative learning pathways, and 5. Collaboration with faculty, industry and community to ensure our continued relevance. | <ul style="list-style-type: none"> • Essential elements of blended learning in every course • Number of students employed in co-op • Percentage of students graduating with Mohawk's Institutional Learning Outcomes certificate |
| Student Population | <ol style="list-style-type: none"> 1. 5 Point Student Success Plan 2. Access Initiative 3. Aboriginal Recruitment and Project Pathfinder | <ul style="list-style-type: none"> • Number of registrants in PSE from priority designated areas • Number of Aboriginal students enrolled • Student Engagement index |
| Program Offerings | <p>As one of Ontario's large Colleges, Mohawk will offer a broad array of programs suited to our community but will focus on:</p> <ol style="list-style-type: none"> 1. Applied Health including Allied Health – certificates to degrees 2. Technology including Apprenticeship – certificates to degrees 3. Business – certificates to degrees | <ul style="list-style-type: none"> • Percentage of programs offered in a three or four year degree credential |
| Institutional Collaboration to Support Student Mobility | <ol style="list-style-type: none"> 1. Nursing 2. Medical Radiation Science 3. Bachelor of Technology 4. Innovative Collaborations – "Minor at Mohawk" | <ul style="list-style-type: none"> • Number of university students/graduates enrolled in Mohawk programs |

Appendix 2: College Strategic Enrolment Projections

Table 1 - College Baseline Full-time Headcounts

| | Eligible Students | | | | | | | | |
|-------------------------------------|-------------------|---------|---------|-------------|-----------|---------|---------|---------|---------|
| | Actuals | | | Preliminary | Projected | | | | |
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Certificate/Diploma | 20,962 | 20,664 | 21,357 | 22,367 | 22,031 | 21,701 | 21,376 | 21,055 | 20,739 |
| Degree | 2,888 | 2,976 | 3,362 | 2,920 | 3,037 | 3,158 | 3,285 | 3,416 | 3,553 |
| Total Eligible Full-time Headcounts | 23,850 | 23,640 | 24,719 | 25,287 | 25,068 | 24,859 | 24,660 | 24,471 | 24,292 |

| | Ineligible Students | | | | | | | | |
|-------------------------------------|---------------------|---------|---------|-------------|-----------|---------|---------|---------|---------|
| | Actuals | | | Preliminary | Projected | | | | |
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Certificate/Diploma | 1,486 | 1,885 | 2,380 | 2,442 | 2,491 | 2,541 | 2,591 | 2,643 | 2,696 |
| Degree | 47 | 43 | 83 | 15 | 15 | 15 | 15 | 15 | 15 |
| Total Eligible Full-time Headcounts | 1,533 | 1,928 | 2,463 | 2,457 | 2,506 | 2,556 | 2,606 | 2,658 | 2,711 |

| | | | | | | | | | |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Total Full-time College Headcounts (Eligible + Ineligible) | 25,383 | 25,568 | 27,182 | 27,744 | 27,574 | 27,415 | 27,267 | 27,129 | 27,003 |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|

Table 2 - Projected College Full-time Headcounts

| | Eligible Students | | | | | | | | |
|-------------------------------------|-------------------|---------|---------|-------------|-----------|---------|---------|---------|---------|
| | Actuals | | | Preliminary | Projected | | | | |
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Certificate/Diploma | 20,962 | 20,664 | 21,357 | 22,367 | 22,926 | 23,499 | 24,087 | 24,689 | 25,306 |
| Degree | 2,888 | 2,976 | 3,362 | 2,920 | 3,037 | 3,158 | 3,285 | 3,416 | 3,553 |
| Total Eligible Full-time Headcounts | 23,850 | 23,640 | 24,719 | 25,287 | 25,963 | 26,658 | 27,371 | 28,105 | 28,859 |

| | Ineligible Students | | | | | | | | |
|-------------------------------------|---------------------|---------|---------|-------------|-----------|---------|---------|---------|---------|
| | Actuals | | | Preliminary | Projected | | | | |
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Certificate/Diploma | 1,486 | 1,885 | 2,380 | 2,442 | 2,491 | 2,541 | 2,591 | 2,643 | 2,696 |
| Degree | 47 | 43 | 83 | 15 | 15 | 15 | 15 | 15 | 15 |
| Total Eligible Full-time Headcounts | 1,533 | 1,928 | 2,463 | 2,457 | 2,506 | 2,556 | 2,606 | 2,658 | 2,711 |

| | | | | | | | | | |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Total Full-time College Headcounts (Eligible + Ineligible) | 25,383 | 25,568 | 27,182 | 27,744 | 28,469 | 29,213 | 29,978 | 30,763 | 31,570 |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|

Notes:

1. Assuming current program approvals are granted we would expect to gain 2.5% growth.
2. International growth will be expected to grow with the program approvals as well.

Table 3 - Projected College Full-time Headcounts with New Degrees

| | Eligible Students | | | | | | | | |
|-------------------------------------|-------------------|---------|---------|-------------|-----------|---------|---------|---------|---------|
| | Actuals | | | Preliminary | Projected | | | | |
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Certificate/Diploma | 20,962 | 20,664 | 21,357 | 22,367 | 22,926 | 23,499 | 24,087 | 24,689 | 25,306 |
| Degree | 2,888 | 2,976 | 3,362 | 2,920 | 3,037 | 3,341 | 3,612 | 3,880 | 4,148 |
| Total Eligible Full-time Headcounts | 23,850 | 23,640 | 24,719 | 25,287 | 25,963 | 26,840 | 27,698 | 28,569 | 29,454 |

| | Ineligible Students | | | | | | | | |
|-------------------------------------|---------------------|---------|---------|-------------|-----------|---------|---------|---------|---------|
| | Actuals | | | Preliminary | Projected | | | | |
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Certificate/Diploma | 1,486 | 1,885 | 2,380 | 2,442 | 2,491 | 2,541 | 2,591 | 2,643 | 2,696 |
| Degree | 47 | 43 | 83 | 15 | 15 | 15 | 15 | 15 | 15 |
| Total Eligible Full-time Headcounts | 1,533 | 1,928 | 2,463 | 2,457 | 2,506 | 2,556 | 2,606 | 2,658 | 2,711 |

| | | | | | | | | | |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Total Full-time College Headcounts (Eligible + Ineligible) | 25,383 | 25,568 | 27,182 | 27,744 | 28,469 | 29,396 | 30,305 | 31,227 | 32,165 |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|

Notes:

1. The growth presented above assumes the approval of four new four year degrees in: E-Health, Smart Grid Technology, Additive Manufacturing and Business Services

Appendix 3: Identifying Institutional Program Strengths and Strategic Areas of Focus

Current Areas of Program Strength.

| Institutional Program Strengths | | |
|---------------------------------|--|--|
| Program Area | Total Full-time Headcount (Eligible) (2012-13) | Rationale |
| Health | 4,331 | Hamilton is an internationally significant centre for health care and life science research with its teaching hospitals and McMaster University's medical school. Hamilton Health Sciences is the largest employer in the City. |
| Allied Health | 3,142 | Related careers in secondary health professions are growing. |
| Technology | 7,082 | Hamilton is a critical centre for Ontario's advanced manufacturing sector with technology and skilled trades playing a pivotal role for the province's future success in this area. CANMET MATERIALS LAB is in Hamilton, making the city Canada's materials production and research centre. Technology companies relocating to Hamilton are urging civic leaders to address the skills shortage challenges that exist in the sector. |
| Apprenticeship | 4,500 | The Conference Board of Canada has forecast that during the next two decades, 40 percent of new jobs will be in the trades and technologies sectors. |
| Business | 4,135 | Our local community will continue to require a broad array of programs to serve its needs. Mohawk offers a comprehensive range of business programs essential to satisfying the community's needs and creating a sustainable program mix for the college. Our Business School will be essential to the College's plans for providing entrepreneurial skills to all of our graduates. |
| Community Services | 4,967 | Mohawk recognizes that our local community will continue to require a broad array of programs to serve its needs. |

| | | |
|---|-------|--|
| Communication Arts | 2,481 | Mohawk recognizes that our local community will continue to require a broad array of programs to serve its needs. |
| Access | 411 | We intend to continue our current leadership role in enhancing access to PSE because we know that a good education is the best pathway to prosperity. |
| Crossing Boundaries: Institutional Partnerships (McMaster University) | 2,740 | Almost every McMaster Faculty has an active partnership program with Mohawk and the variety of these has been growing steadily. |
| Employer partnerships (HydroOne, Siemens, AMD) | 1,508 | Longstanding partnerships with the likes of Hydro One and new collaborations under development with Siemens and Arcelor Mittal Dofasco further distinguish Mohawk as a go to institution for skilled workers in technology and manufacturing environments. |

Proposed Areas of Program Strength

| Programs for Growth or to be Established | | | | |
|--|--|---|---|---|
| Program Area | Total Full-time Headcount (Eligible) (2016-17) | Target Total Full-time headcount (eligible) as a proportion of institutional Total Full-time Headcount (eligible) % (2016-17) | Planned New or Expanded Program (including credential level) | Rationale |
| Health/Allied Health | 7,400 | 28% | Certificate, diploma, three year degrees and Baccalaureate Degree in ehealth | Hamilton is an internationally significant centre for health care and life science research. Hamilton Health Sciences is the largest employer in the City. We will increase credential offerings to include three year degrees and baccalaureate degrees. |
| Technology | 7,013 | 26% | Certificate, diploma, three year degrees and Baccalaureate degrees in rapid prototyping and smart grid technologies | Hamilton is a critical centre for Ontario's advanced manufacturing sector with technology and skilled trades playing a pivotal role for the province's future success in this area. We will increase credential offerings to include three year degrees and baccalaureate degrees. |
| Business | 4,094 | 15% | Certificate, diploma, three year degrees and Baccalaureate Degree in Financial Services | Our local community will continue to require a broader array of programs to serve its needs. Mohawk has a comprehensive range of business programs essential to satisfying the community's needs and creating a sustainable program mix for the college. We will increase credential offerings to include three year and baccalaureate degrees. |
| Access | 553 | 2% | Certificate and diploma programs | Mohawk will continue to serve underprivileged and vulnerable populations. |
| Apprenticeship | N/A | N/A | Certificate and integrated technician apprenticeship programs | We will build on our leadership position and strength in apprenticeship training. |