



2016-2017 ANNUAL REPORT



mohawkcollege.ca



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Section 1: Board of Governors

Name	Position	First Appointed	Term	Year
Joe Parker	Chair	Sept 1, 2012	2 nd term	2 nd year
Anna Ventresca	Vice Chair	Sept 1, 2014	1 st term	3 rd year
Stephen Bauld		Sept 1, 2013	2 nd term	1 st year
Gary Crowell		Sept 1, 2012	2 nd term	2 nd year
Mark Farrow		Sept 1, 2014	1 st term	3 rd year
Heather Giardine-Tuck	Faculty Representative	Sept 1, 2012	2 nd term	2 nd year
Logan James	Student Representative	Sept 1, 2016	1 st term	1 st year
Trent Jarvis	Support Staff Representative	Sept 1, 2011	2 nd term	3 rd year
Sheri Longboat		Sept 1, 2015	1 st term	2 nd year
Katrina McFadden		Sept 1, 2014	1 st term	3 rd year
Sheree Meredith		Sept 1, 2014	1 st term	3 rd year
Paul Pastirik		Sept 1, 2015	1 st term	2 nd year
Elizabeth Pietrantonio	Administrative Representative	Sept 1, 2016	1 st term	1 st year
Raymond Simmons		Sept 1, 2015	1 st term	2 nd year
Steve Stipsits		Sept 1, 2016	1 st term	1 st year
Ron J. McKerlie	President	Aug 8, 2014	1 st term	3 rd year

Section 2: Strategic Plan

Vision: Future Ready. Learning for Life

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

Values:

We are student focused.

We are committed to excellence.

We engage our community.

We are inclusive.

We are accountable.

Strategic Themes and Priorities:

Student Success

- Provide more entry points and pathways to a credential.
- Address financial barriers.
- Grow our reach and impact.
- Student engagement to support success.

Graduate Success

- Ensure graduates are Job Ready. Guaranteed.
- Provide career support for life.
- Foster entrepreneurship, innovation and global competencies.
- Become a leader in simulation-based learning.
- Rank highest for most satisfied employers.

Collaboration and Partnerships

- Leaders in applied research.
- Generate innovative solutions for industry and community challenges.
- Reframe the definition of campus to support growth and collaboration.

Community Leadership

- Lead in Indigenous education in Ontario.
- Lead in social inclusion.
- Lead in internationalization and global experiences.
- Lead in environmental sustainability.

Strong Foundations

- Build reputation and pride.
- Foster excellence in staff and faculty.
- Maintain financial stability to ensure long-term viability.
- Plan for the future.

Section 3:

Message from the President

It was the start of something amazing in 2016-2017 as Mohawk celebrated our 50th anniversary and successfully completed year one of our ambitious five-year strategic plan.

With significant investments from the federal and provincial governments and generous support from donors, Mohawk launched our largest ever renewal of labs and classrooms. Work began on major initiatives that will directly benefit current and future students.

Construction began on the 96,000 square foot Joyce Centre for Partnership & Innovation at our Fennell campus. Set to open in early 2018, the centre will be Canada's largest, and Hamilton's first, net zero carbon institutional building. Canada Green Building Council selected the centre to serve as the first pilot site for testing new standards for net zero buildings.

The centre has received our largest ever investment from the Government of Canada at \$20 million, our largest ever donation of \$5 million from the Joyce Family Foundation and million dollar pledges from ArcelorMittal Dofasco and the Mohawk Students' Association.

The centre, combined with renovations to another 30,000 square feet of existing labs and classrooms, will allow enrolment in high-demand technology programs to grow from 3,500 to 4,500 students and increase Mohawk's capacity for applied research projects with industry partners by 50 per cent.

Students and apprentices will benefit from major investments at Mohawk's other two campuses. Construction was completed in early 2017 on a new building at our skilled trades campus where apprentices and students from different trades and programs will work together on major projects. Renovations began on 25,000 square feet of clinical space at our Institute for Applied Health Sciences to create the first Centre for Health Care Simulation at an Ontario college. The centre received a \$2.3 million investment from the Government of Ontario.

The province also invested \$1.6 million to expand City School by Mohawk and further improve access to postsecondary education in priority neighbourhoods. Along with operating two sites in North Hamilton and at the downtown Hamilton Public Library, Mohawk is taking City School on the road. Faculty and staff will deliver tuition-free workshops and college credit courses in a fully equipped mobile classroom. No other college in Ontario has taken community engagement to this level.

Along with record-setting investments, Mohawk continued to earn high marks in 2016-17 from students and graduates in the province's Key Performance Indicator survey results. Among all colleges in the Greater Toronto and Hamilton Area, Mohawk was ranked the number one college for



student satisfaction for the seventh consecutive year and number one for graduate satisfaction for the fifth year in a row.

Mohawk was also named one of Canada's greenest employers for the third consecutive year, one of the top employers in the Hamilton-Niagara Region for four years in a row and ranked among the top 15 colleges in Canada for applied research activity.

Mohawk's many achievements in 2016-17 were the direct result of the collective contributions from an outstanding team of faculty and staff and strategic guidance by a dedicated Board of Governors. Together we delivered on Mohawk's vision of prosperous communities and transformed lives.

Regards,



Ron McKerlie

Section 4: Report On Previous Year's Goals

Record-Setting Renewal Project

The largest ever renewal of labs and classrooms began in 2016 with support from the federal and provincial governments, donors and college partners. More than \$63 million will be invested over three years on major construction and renovations at all three campuses and in the expansion of Mohawk's City School initiative.

Leadership in Environmental Sustainability



The cornerstone of Mohawk's record renewal project is the \$54 million Joyce Centre for Partnership & Innovation. Construction began in 2016 on the largest addition yet to the Fennell campus. Set to open in fall 2018, the 96,000 square foot centre will be Canada's largest, and the region's first, net zero institutional building. The centre, designed by Hamilton-based McCallumSather Architects in partnership with B+H Architects, will feature environmental

technologies including a high performance building envelope to maximize heating, cooling and natural light; solar panel arrays, geothermal wells and storm water harvesting. The Canada Green Building Council selected the centre as the first site to participate in a two-year Zero Carbon Building pilot project.

Record-Setting Investment by the Government of Canada



The Government of Canada announced a \$20 million contribution from the Postsecondary Strategic Investment Fund to support Mohawk's Joyce Centre for Partnership & Innovation. The investment, announced in September 2016, was the largest ever made to Mohawk by the federal government.

Record-Setting Donation by the Joyce Family Foundation



The Joyce Family Foundation announced a \$5 million donation in support of Mohawk's largest ever renewal of labs and classrooms. Mohawk recognized the gift with the naming of the Joyce Centre for Partnership & Innovation.

Million Dollar Commitments for Record Renewal Project

ArcelorMittal Dofasco and the Mohawk Students' Association each announced \$1 million commitments to the Joyce Centre for Partnership & Innovation. ArcelorMittal Dofasco had previously invested \$1 million in the renewal of Mohawk's skilled trades campus while the MSA has invested more than \$2.5 million since 2014 towards construction of the David Braley Athletic & Recreation Centre, renovations to the skilled trades campus and installation of the Hoop Dance Indigenous gathering space.

Improving Access to Postsecondary Education

The success of Mohawk City School at the Eva Rothwell Resource Centre in North Hamilton led to the opening in 2016 of a second location in the city's downtown core in partnership with the City of Hamilton and the Hamilton Public Library. Faculty and staff deliver tuition-free college credit courses and workshops to Hamiltonians who are considering a postsecondary education. Mohawk announced plans to take City School on the road with a custom-built mobile classroom in 2017 following a \$1.6 million investment by the Government of Ontario. With funding from the Social Sciences and Humanities Research Council, Mohawk also launched a research project to measure the efficacy of City School. Unique among Ontario colleges, City School is part of Mohawk's commitment to remove barriers and improve access to a college education.

Leadership in Applied Research

Mohawk ranked 15th in Research Infosource's 2016 review of Canada's top 50 research colleges and finished fourth among Ontario's 24 colleges. Mohawk ranked 17th in 2015 and 22nd in 2014. Students, faculty and staff work with college partners on local, national and international applied projects focused on mobile and electronic health solutions, additive manufacturing and energy distribution. Mohawk also invested \$150,000 in 19 small-scale applied research projects proposed by faculty and staff from across the college.

Mohawk Recognized as a Great Place to Work



Mohawk College was named one of Hamilton-Niagara's top employers for the fourth consecutive year in 2017. The annual competition recognizes employers that lead their industries in offering exceptional places to work. The competition cited Mohawk's commitment to life-long learning for employees, in-house training and mentorship programs as part of what makes Mohawk one of the region's top employers.

Strengthening Mohawk's Leadership in Simulation-Based Learning



Mohawk began work in 2016 on a \$3.5 million Centre for Health Care Simulation at the Institute for Applied Health Sciences. The centre is the first of its kind among Ontario colleges and will be used by more than 2,000 students each semester. The centre will feature 25,000 square feet of renovated, expanded and integrated clinical lab space equipped with advanced simulators. Students will be better prepared for the clinical placements and their future careers as health care professionals. The centre is supported by a \$2.3 million investment from the Government of Ontario.

Strengthening Mohawk's Leadership in Skilled Trades and Apprenticeship Training

A new 12,000 square foot building opened in the spring of 2017 at Mohawk's skilled trades campus in Stoney Creek. The \$3 million building located across from the Gerald Marshall Centre for Transportation features a shop where apprentices and students from a wide range of programs and trades will work together on major projects. The building, which includes classrooms and programmable control labs, will also be used to host events and skills competitions with industry partners.

Supporting Public Transportation



Mohawk, Metrolinx and the City of Hamilton opened a transit terminal at the college's Fennell Campus in 2016. The terminal improves commutes for the growing number of students who choose public transit. The terminal also supports Mohawk's efforts to create a more pedestrian-friendly campus. Mohawk was named by Metrolinx as a Smart Commute Workplace in 2016 and received gold recognition.

Fostering a Culture of Entrepreneurship

Mohawk SURGE supported 25 groups of students who were interested in starting their own businesses and organized a speaker series and pitch competition. SURGE opened a dedicated marketplace at the Fennell campus for student-run businesses. Mohawk faculty in the McKeil School of Business developed an entrepreneurship module that will be launched in the fall of 2017.

Welcoming the World to Mohawk and Hamilton

The Welcoming Communities Task Force convened by Mohawk completed its work in 2016. Mohawk followed through on recommendations from industry, community and government partners by developing a multi-year action plan. The plan identifies how to make Mohawk even more welcoming for international students and newcomers. As part of the plan, Mohawk opened a Language and Culture Centre at the Fennell campus and introduced a student-developed and game-based Go Mohawk orientation smartphone app for international students. Mohawk educated and served a record 1,937 full-time international students in 2016-17 who accounted for 13.7 per cent of the student population.

Mohawk Recognized as One of Canada's Greenest Employers



Mohawk was named one of Canada's Greenest Employers for the third consecutive year in 2017 by the editors of Canada's Top 100 Employers. Mohawk was one of three colleges in Canada and one of two in Ontario to make the list. The annual competition recognizes employers that lead the nation in creating a culture of environmental awareness.

Regional Leader in Student and Graduate Satisfaction

Mohawk College once again earned top marks from students and graduates in the province's annual Key Performance Indicator (KPI) survey results in 2016-2017. For the sixth consecutive year, Mohawk finished first among all colleges in the Greater Toronto and Hamilton Area (GTHA) for student satisfaction and graduate employment. Mohawk also ranked first in the GTHA for the quality of campus facilities.

Leadership in Indigenous Education



Premier Kathleen Wynne joined Mohawk students, faculty and staff in officially opening Hoop Dance at the Fennell campus in June 2016. Funded by the college and the Mohawk Students' Association, the Indigenous gathering space is the first of its kind at an Ontario postsecondary institution. Hoop Dance is used by students and community partners for outdoor classes, cultural presentations and traditional ceremonies. The Hoop Dance is part of Mohawk's commitment to incorporating Indigenous knowledge and culture into the education and experience for college students.

Staying Responsive to Employer Needs and Industry Trends

Proposals for 23 new programs were developed by faculty and staff and approved by Mohawk's Board of Governors. The majority are one-year graduate certificate programs for college and university graduates and working professionals.

Extending the Classroom into the Community

Mohawk signed an agreement with McMaster University, Redeemer University College and the City of Hamilton in March 2017 to launch CityLab. Located in the former Canadian Football Hall of Fame in downtown Hamilton, the innovation hub will bring together college and university students, city staff and community stakeholders to work on projects that support the city's strategic priorities.

Getting Good Things Grown in Ontario into College Cafeterias



The Greenbelt Fund and Ontario's Ministry of Agriculture, Food and Rural Affairs awarded \$100,000 for Mohawk to lead a local food procurement project at Ontario colleges. Launched in 2016, the project aims to increase the amount of locally grown food sold in colleges. The research phase of the project was completed in March 2017 following consultations with students, food services providers and other key stakeholders.

Strengthening Schools and Programs

Extensive consultations with faculty and staff that began in the 2016 led to a realignment of schools and programs in early 2017. Mohawk's updated academic organizational structure features six schools (Community and Liberal Studies; Engineering Technology; Health; International Education; McKeil School of Business, Media and Continuing Education; Skilled Trades and Apprenticeship) and two centres (Applied Research; Community Partnerships and Experiential Learning). The realignment brings even greater academic focus to Mohawk's skilled trades campus and Institute for Applied Health Sciences, bolsters the college's leadership in community partnerships and experiential learning, strengthens foundational courses and programs and brings closer alignment and better balance in the number of programs among schools, deans and associate deans.

Section 5: President's Advisory Council Activity Report

Mohawk's President's Advisory Council (PAC) is governed by the Ministry of Advanced Education and Skills Development's Binding Policy Directive – Governance and Accountability Framework. The PAC provides a forum for students, faculty and staff to advise the president. PAC members provide input into the development of policies and advice on significant issues from a variety of perspectives.

2016-17 Membership:

Ex-Officio and Appointed members:

- (1) President (Ex-Officio, Non-Voting) – Ron McKerlie
- (1) President's Designate (Non-Voting) – Wayne Poirier
- (1) Mohawk Students' Association President (Ex-Officio, Voting) – Kyle Datzkiw
- (4) Mohawk Student's Association Representatives (Ex-Officio, Voting) – rotating
- (1) Mohawk College Administrative Staff Association Representative (Ex-Officio, Voting) – Marilyn Micucci
- (1) Local 240 Representative (Ex-Officio, Voting) – Geoff Ondercin-Bourne
- (1) Local 241 Representative (Ex-Officio, Voting) – Erin Thoroson

Elected

Representative per Dean

- Dean of Students – Diane Harrison
- Interdisciplinary Studies – Emily Ecker
- Engineering Technology & Skilled Trades & Apprenticeship – David Buryta
- Health Sciences and Community and Urban Studies – Fred Armitage
- International and Partnerships – Allison Stewart
- Applied Research and Innovation – Andrea Johnson
- Business, Continuing Education and Media & Entertainment – Nair Lacruz/Lloyd Hobbs

- (1) Administrative Representative (Fennell) – Emma Gibbons (Chair)
- (1) Administrative Representative (Stoney Creek) – Laura Side
- (1) Administrative Representative (IAHS) – Lori Koziol
- (1) Support Staff Representative (Fennell) – Kelsey Clohecyc
- (1) Support Staff Representative (Stoney Creek) – Susan Tottenham
- (1) Support Staff Representative (IAHS) – Blair Goodman
- (1) Student Services Representative – David Ragona
- (1) Corporate Services Representative – Troy Heath

Secretariat – Cindy Merifield

As outlined in the Terms of Reference, the PAC meets twice per fall and winter term, and once in the spring term for member transition and work planning. In line with Mohawk College's Strategic Plan, each PAC meeting is strategically themed. Please see the list below of meeting dates and respective strategic themes discussed.

For 2016-2017, The President's Advisory Council (PAC) met on the following dates:

- September 27, 2016 – Student Success
- November 28, 2016 – Community Leadership
- January 23, 2017 (Stoney Creek) – Strong Foundations
- March 27, 2017 (IAHS) – Graduate Success
- June 26, 2017 (Fennell) – Transition meeting

Student Success strategic discussion reviewed the Future Ready Processes (FRP) presentation by David Ragona. The FRP team was acknowledged for all their work, and ongoing discussions continued with regards to feedback provided in this meeting.

Community Leadership strategic discussion reviewed The Joyce Center for Partnership & Innovation presentation by Tony Cupido. Discussion focused on the strategies used to ensure the building is Green.

Strong Foundations strategic discussion reviewed the Employee Engagement Report Back presentation by Linda Grgurich. Discussion focused on employee engagement strategies taking place on all campuses, and Linda was thanked for her leadership in this initiative.

Graduate Success strategic discussion reviewed the Strategic Mandate Agreement presentation by Paul Armstrong. Discussion focused on Mohawk College's strategies to support Graduate success.

As outlined in the Terms of Reference, PAC advises the President on policies and practices related to the college. This review is completed both in person during meetings and electronically. Below is a list of policies reviewed throughout 2016-2017:

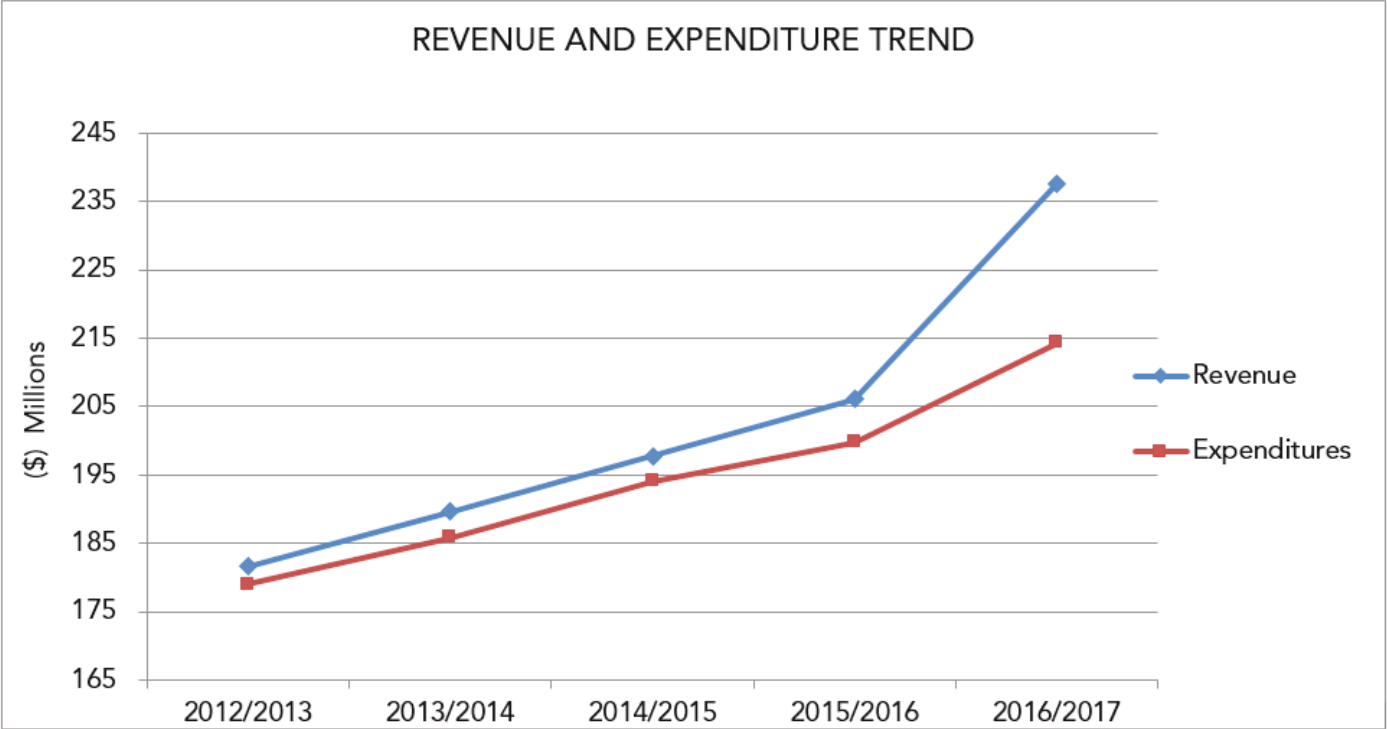
- Return to Work
- Fleet Management
- Active Threat Procedures
- Respectful Workplace (Harassment and Discrimination)
- Student Human Rights
- Third Party Use of Facilities
- Academic Accommodation for Students with Disabilities
- Change of Name for Students
- Change of Employee name
- Key Management

- Student Rights and Responsibilities Policy Framework
- Student Success Policy Framework
- Violence Prevention and Protection
- Unmanned Aerial Vehicles (Drones)
- Smoke-Free Environment
- Approval Authorities for Routine Facility Maintenance Projects
- Accessibility (AODA)
- Acceptance of Payment Cards
- Traffic and Parking Regulations
- Purchasing Card

Section 6: Statement of Operations

MOHAWK COLLEGE OF APPLIED ARTS & TECHNOLOGY
STATEMENT OF OPERATIONS
FISCAL YEARS 2012/13 to 2016/17

	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
	\$	\$	\$	\$	\$
Revenue					
Grants	90,448,837	89,317,587	91,108,277	93,549,779	96,800,419
Tuition Fees	58,909,588	64,920,017	70,914,292	76,046,835	90,729,290
Ancillary	12,902,286	13,264,520	13,997,376	14,281,365	14,594,366
Amortization of deferred contributions	3,916,448	4,392,438	4,162,163	4,678,958	4,926,907
Amortization of deferred contributions related to capital assets	4,994,778	6,073,847	10,453,868	6,950,535	7,436,374
Other	10,412,167	11,712,597	7,109,962	10,631,914	23,206,527
Total Revenue	181,584,104	189,681,006	197,745,938	206,139,386	237,693,883
Expenditures					
Salaries and Benefits	114,133,185	117,249,920	118,689,595	119,303,052	126,609,223
Contracted Services and Prof Fees	13,579,232	13,620,631	14,681,019	15,465,282	17,854,530
Supplies and Other Expenses	12,548,919	12,600,330	12,499,781	13,320,721	15,526,638
Utilities, Maintenance and Taxes	9,639,014	9,446,468	12,107,172	14,002,683	16,257,855
Instructional Supplies	5,410,429	5,320,074	4,736,222	6,178,538	6,099,798
Ancillary	9,012,549	9,707,776	10,599,340	10,180,887	10,083,858
Scholarships, bursary & award payments	3,916,448	4,392,438	4,162,163	4,678,958	4,926,907
Amortization expense	9,646,008	11,819,362	13,567,440	13,764,852	14,451,134
Interest on long-term liabilities	1,062,791	1,719,938	2,999,287	2,895,864	2,575,285
Total Expenditures	178,948,575	185,876,937	194,042,019	199,790,837	214,385,228
Excess of Revenue over Expenditures	2,635,529	3,804,069	3,703,919	6,348,549	23,308,655



Section 7: KPI Performance

Mohawk College maintained its current ranking of #1 in student satisfaction among colleges in the Greater Toronto and Hamilton Area (GTHA) for the 7th year in a row. Mohawk also ranked #1 among GTHA colleges in 4 categories including Student Satisfaction, Knowledge and Skills, Quality of Facilities and Resources, and Graduate Employment Rate.

Within the capstone questions, Mohawk maintained the #1 position in the GTHA at 87.3 percent for the program providing knowledge and skills that will be useful in a future career. This is an increase of 0.5 percent and above the provincial average of 86.9 percent in this category.

Mohawk also increased ranking in overall quality of learning experiences in the program; moving to 3rd place in the GTHA, up from 4th the previous year. Important to note, Mohawk maintained the #1 position in the GTHA for overall quality of facilities and resources in the college and moved to 1st among large colleges.

Capstone Questions	Mohawk College		Provincial Average	GTHA colleges out of 6	Large Colleges out of 8
	2016-2017	2015-2016	2016-2017	2016-2017 Ranking	
Overall Student Satisfaction	77.0%	77.4%	76.5%	1	3
Knowledge and skills that will be useful in your future career	87.3%	86.8%	86.9%	1	3
Quality of learning experiences in the program	78.2%	78.0%	79.5%	3	5
Quality of services	65.4%	66.1%	64.6%	2	4
Quality of facilities and resources	77.3%	79.0%	75.3%	1	1
Graduate Satisfaction Rate	78.3%	81.3%	78.8%	3	5
Graduate Employment Rate	86.0%	85.5%	83.0%	1	2

Apprenticeship Student Satisfaction

For 2016-17 the apprenticeship survey period has been adjusted. The apprenticeship period is July 1, 2016 – June 30, 2017. These surveys are administered on an ongoing basis as apprenticeship students are on campus, and during the last two weeks of their in-school training. Results from this survey period will be released in summer 2017.

Graduate Satisfaction and Employment Survey

The graduate satisfaction survey is an MAESD mandated survey conducted by a third party research company. Ontario college graduates are surveyed approximately six months after graduation. For this reporting year, graduates from summer 2015, fall 2015 and winter 2016 were contacted with a 50.3 percent response rate, which is slightly below the Provincial response rate of 51.8 percent. With the year over year decline in graduate participation, the ministry has implemented a gift card incentive program for the 2016-17 graduate survey period, to encourage graduates to complete

the survey. 1,706 or (79 percent) of graduates reported they were satisfied or very satisfied with the usefulness of their college education in achieving their goals after graduation. This is slightly above the provincial average of 78 percent.

When asked if they are working, 86 percent said they had found employment, which is on par with the previous year and 3 percent points above the provincial average of 83 percent.

Sixty-three percent said they are working in jobs related to their program (49 percent said yes and 14 percent said partially yes). This is on par with the provincial average where 48 percent said yes and 14 percent said partially yes.

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

- 83% of Mohawk graduates are overall satisfied with the college preparation for the type of work they are doing.
- 88% of graduates are satisfied with courses being up-to-date.
- 87% reported satisfaction with their course content.
- 87% satisfied with the quality of instruction.
- 78% satisfied with the skills developed in co-op, clinical, field placement experience, and career placement services.

Graduate Employer Survey

Of the 102 employers who answered the employer satisfaction survey, 84 percent reported being satisfied or very satisfied with their Mohawk graduate employee. This was a decrease of 4.1 percent from last year that caused our ranking to shift from 21st to 24th in the province.

Graduation Rate

Mohawk's graduation rate was measured at 65 percent, maintaining the 1.3 percent increase realized in the previous year. This is 1.7 percent below the provincial average.

The KPI survey definition for graduation rate includes all postsecondary students who have graduated within a time period equal to two times the length of their program. Therefore, the graduates included in the 2016-17 reporting year began their studies at Mohawk between 2009 and 2016. In addition, the KPI graduation rate definition does not include students enrolled in the Mohawk-McMaster collaborative programs, Apprenticeship, Pre-apprenticeship, Academic Upgrading or English as a Second Language (LINC) programs at Mohawk.

Appendix A:

Audited Financial Statements

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

Audited Financial Statements: The Mohawk College of Applied Arts and Technology

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

FINANCIAL STATEMENTS AND SUPPLEMENTARY SCHEDULES

I N D E X

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INDEPENDENT AUDITORS' REPORT

To the Board of Governors of Mohawk College of Applied Arts and Technology

We have audited the accompanying financial statements of Mohawk College of Applied Arts and Technology, which comprise the statement of financial position as at March 31, 2017, and the statements of operations, changes in net assets, cash flows and remeasurement gains and losses for the year ended March 31, 2017 and notes, comprising a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Mohawk College of Applied Arts and Technology as at March 31, 2017 and its results of operations, changes in net assets, cash flows and its remeasurement gains and losses for the year then ended, in accordance with Canadian public sector accounting standards.

Chartered Professional Accountants, Licensed Public Accountants

June 7, 2017
Hamilton, Canada

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

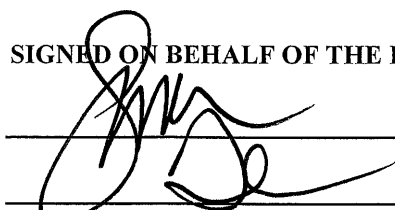
Statement of Financial Position

March 31, 2017, with comparative figures for 2016

Statement 1

		2017 \$	2016 \$
ASSETS			
CURRENT			
Cash	(note 2)	13,454,243	5,806,458
Investments	(note 3)	94,994,569	75,757,147
Accounts receivable		14,100,015	13,502,494
Grants receivable		5,339,901	4,752,789
Inventories		1,442,202	1,139,027
Prepaid expenses and other assets		4,055,923	1,833,683
Current portion of long-term receivable	(note 5)	861,060	821,475
		134,247,913	103,613,073
LONG-TERM			
Long-term investment	(note 4)	873,472	873,472
Long-term receivable	(note 5)	31,589,777	32,450,837
Construction in progress	(note 6)	7,874,309	277,563
Capital assets	(note 7)	149,076,020	154,937,400
		189,413,578	188,539,272
		323,661,491	292,152,345
LIABILITIES, DEFERRED CONTRIBUTIONS AND NET ASSETS			
CURRENT LIABILITIES			
Accounts payable and accrued liabilities		26,405,905	24,504,526
Deferred revenue	(note 8)	23,657,065	20,604,431
Vacation pay		8,270,904	8,332,982
Current portion of long-term debt	(note 9)	1,731,404	1,680,557
Demand loan	(note 10)	-	8,224,938
		60,065,278	63,347,434
LONG-TERM LIABILITIES			
Long-term debt	(note 9)	45,271,746	47,003,150
Interest rate swap	(note 10)	-	2,458,123
Post-employment benefits and compensated absences	(note 11)	7,116,000	7,110,000
		52,387,746	56,571,273
DEFERRED CONTRIBUTIONS			
Deferred contributions	(note 12a)	5,922,679	5,107,402
Deferred contributions related to construction in progress	(note 12b)	4,471,264	270,000
Deferred contributions related to expenses of future periods	(note 12c)	10,555,716	6,337,698
Deferred contributions related to capital assets	(note 12d)	108,322,087	104,573,931
		129,271,746	116,289,031
NET ASSETS (statement 3)			
Net assets invested in capital assets	(note 13)	30,572,489	27,702,523
Unrestricted net assets:			
Operating		8,196,622	6,414,011
Vacation pay		(8,270,904)	(8,332,982)
Post-employment benefits and compensated absences		(7,116,000)	(7,110,000)
Restricted net assets:			
Internally restricted assets		41,615,000	23,015,000
Endowment contributions	(note 14)	16,211,043	16,120,612
		81,208,250	57,809,164
Accumulated remeasurement gains (losses) (statement 5)		728,471	(1,864,557)
		81,936,721	55,944,607
		323,661,491	292,152,345

SIGNED ON BEHALF OF THE BOARD:



See accompanying notes to the financial statements

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**Statement of Operations****For the year ended March 31, 2017, with comparative figures for 2016****Statement 2**

		2017	2016
		\$	\$
REVENUE			
Grants	(schedule 1)	96,800,419	93,549,779
Tuition fees		90,729,290	76,046,835
Ancillary	(schedule 1)	14,594,366	14,281,365
Amortization of deferred contributions		4,926,907	4,678,958
Amortization of deferred contributions related to capital assets		7,436,374	6,950,535
Other	(schedule 1)	23,206,527	10,631,914
		<u>237,693,883</u>	<u>206,139,386</u>
EXPENDITURES			
Salaries and benefits		126,609,223	119,303,052
Contracted services and professional fees		17,854,530	15,465,282
Supplies and other expenses		15,526,638	13,320,721
Utilities, maintenance and taxes		16,257,855	14,002,683
Instructional supplies		6,099,798	6,178,538
Ancillary	(schedule 2)	10,083,858	10,180,887
Scholarship, bursary and award payments		4,926,907	4,678,958
Amortization expense		14,451,134	13,764,852
Interest on long-term liabilities		2,575,285	2,895,864
		<u>214,385,228</u>	<u>199,790,837</u>
EXCESS OF REVENUE OVER EXPENDITURES		<u>23,308,655</u>	<u>6,348,549</u>

See accompanying notes to the financial statements

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Changes in Net Assets

For the year ended March 31, 2017, with comparative figures for 2016

Statement 3

	Invested in Capital Assets \$	Unrestricted Operating \$	Vacation & post- employment benefits & compensated absences \$	Internally Restricted \$	Endowment Contributions \$	2017 Total \$	2016 Total \$
Balance, beginning of year	27,702,523	6,414,011	(15,442,982)	23,015,000	16,120,612	57,809,164	51,038,297
Excess (deficiency) of revenue over expenditures	(7,014,760)	33,309,989	56,078	(3,042,652)	-	23,308,655	6,348,549
Investment in capital assets	9,884,726	(5,744,481)	-	(4,140,245)	-	-	-
Change in internally imposed restrictions	-	(25,782,897)	-	25,782,897	-	-	-
Endowment contributions	-	-	-	-	90,431	90,431	422,318
Balance, end of year	30,572,489	8,196,622	(15,386,904)	41,615,000	16,211,043	81,208,250	57,809,164

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY
Statement of Cash Flows
For the year ended March 31, 2017, with comparative figures for 2016
Statement 4

	2017 \$	2016 \$
Cash provided by (used in):		
OPERATING ACTIVITIES		
Excess of revenue over expenditures	23,308,655	6,348,549
Items not involving cash:		
Amortization expense	14,451,134	13,764,852
Net income of Mohawk College Enterprise	(67,815)	(71,979)
Increase (decrease) in post-employment benefits and compensated absences	6,000	(243,000)
(Gain) loss on disposal of capital assets	(12,443,789)	38,433
Amortization of deferred contributions related to capital assets	(7,436,374)	(6,950,535)
	17,817,811	12,886,320
Changes in non-cash working capital items:		
Accounts receivable	(597,521)	(749,905)
Grants receivable	(587,112)	711,841
Inventories	(303,175)	197,802
Prepaid expenses and other assets	(2,222,240)	(247,210)
Current portion of long-term receivable	(39,585)	(37,764)
Accounts payable and accrued liabilities	1,969,194	5,971,967
Deferred revenue	3,052,634	1,002,790
Vacation pay	(62,078)	19,835
	19,027,928	19,755,676
INVESTING ACTIVITIES		
Purchase of investments, net	(19,102,517)	(13,109,598)
Long-term receivable	861,060	867,382
	(18,241,457)	(12,242,216)
CAPITAL ACTIVITIES		
Purchase of capital assets	(16,410,402)	(11,979,227)
Proceeds from sale of capital assets	20,542,000	12,550
Contributions for capital purposes	6,493,496	4,439,473
Construction in progress, net of deferred contributions	(3,550,299)	(97,563)
	7,074,795	(7,624,767)
FINANCING ACTIVITIES		
Contributions for endowment	90,431	422,318
Contributions for other restricted purposes, net	815,277	(962,488)
Contributions for expenses of future periods, net	8,786,306	549,165
Repayment of long-term debt	(1,680,557)	(1,609,712)
Repayment of demand loan	(8,224,938)	(583,977)
	(213,481)	(2,184,694)
INCREASE (DECREASE) IN CASH	7,647,785	(2,296,001)
CASH, BEGINNING OF YEAR	5,806,458	8,102,459
CASH, END OF YEAR	13,454,243	5,806,458

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**Statement of Remeasurement Gains and Losses****For the year ended March 31, 2017, with comparative figures for 2016****Statement 5**

	2017 \$	2016 \$
Accumulated remeasurement losses, beginning of year	(1,864,557)	(1,687,919)
Unrealized gains (losses) attributable to:		
Investments	(215,166)	(584,200)
Derivative - interest rate swap	523,743	247,559
Amounts reclassified to the statement of operations:		
Disposition of investments	350,071	160,003
Disposition of interest rate swap	1,934,380	-
Net remeasurement gains (losses) for the year	2,593,028	(176,638)
Accumulated remeasurement gains (losses), end of year	728,471	(1,864,557)

See accompanying notes to the financial statements

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

For the year ended March 31, 2017

General

Mohawk College of Applied Arts and Technology (the “College”), established in 1966, is an Ontario College of Applied Arts and Technology duly established pursuant to Ontario regulation 34/03 made under the Ontario Colleges of Applied Arts and Technology Act, 2002. The College is an agency of the Crown and provides post-secondary, vocationally oriented education in the areas of applied arts, business, health sciences and technology.

The College is a not-for-profit organization and, as such, is exempt from income taxes under the Income Tax Act (Canada).

1. SIGNIFICANT ACCOUNTING POLICIES:

(a) Basis of presentation

The financial statements of the College have been prepared in accordance with Canadian public sector accounting standards for government not-for-profit organizations, including the 4200 series of standards, as issued by the Public Sector Accounting Board (“PSAB for Government NPOs”).

These financial statements do not reflect the assets, liabilities and results of operations of the various student organizations or The Mohawk College Foundation which is a separate public foundation.

(b) Revenue recognition

The College follows the deferral method of accounting for contributions, which include donations and government grants.

Operating grants from the Ministry of Advanced Education and Skills Development (“MAESD”) and other government agencies are recorded as revenue in the year to which they relate. Grants approved but not received at the end of the fiscal year are accrued. Where a portion of a grant relates to a future year, it is deferred and recognized in the subsequent year.

Revenue from tuition fees, contracts and sales from ancillary operations is recognized when the services are provided or the goods are sold and collection is reasonably assured.

Externally restricted contributions other than endowment contributions are recognized as revenue in the year in which the related expenses are recognized. Contributions restricted for the purchase of capital assets are deferred and amortized into revenue on a straight-line basis at a rate corresponding with the amortization rate for the related capital assets.

Unrestricted contributions are recognized as revenue when received or receivable.

Endowment contributions are recognized as direct increases in endowment net assets.

Restricted investment income is recognized as revenue in the year in which the related expenses are recognized. Unrestricted investment income is recognized as revenue when earned.

(c) Inventories

Inventories consist primarily of items held for resale in the Campus Stores. Inventories are valued at the lower of cost and net realizable value.

(d) Construction in progress

Construction in progress costs are capitalized as work progresses. Once the construction has been completed, the total costs will be transferred to the various categories of capital assets and are amortized on a basis consistent with similar assets.

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

For the year ended March 31, 2017

1. SIGNIFICANT ACCOUNTING POLICIES (continued):

(e) Capital assets

Purchased capital assets are recorded at cost less accumulated amortization. Donated capital assets are recorded at their fair market value at the date of donation. Repairs and maintenance costs are charged to expense. Betterments, which extend the estimated life of an asset, are capitalized.

When a capital asset no longer contributes to the College's ability to provide services, its carrying amount is written down to residual value. Remaining capital assets are amortized on a straight-line basis over their estimated useful lives using the following rates:

<u>Asset Class</u>	<u>Rate</u>
Land	n/a
Buildings	40 years
Portables & roof replacement	20 years
Site improvements	10 years
Major equipment	10 years
Furniture & equipment	5 years
Vehicles	5 years
Computers & software	3 years

(f) Vacation pay

The College recognizes vacation pay as an expense on the accrual basis.

(g) Retirement and post-employment benefits and compensated absences

The College provides defined retirement and post-employment benefits and compensated absences to certain employee groups. These benefits include pension, health and dental, vesting sick leave and non-vesting sick leave. The College has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of post-employment future benefits are actuarially determined using management's best estimate of health care costs, disability recovery rates and discount rates. Adjustments to these costs arising from changes in estimates and experience gains and losses are amortized to income over the estimated average remaining service life of the employee groups on a straight line basis.
- (ii) The costs of the multi-employer defined benefit pension are the employer's contributions due to the plan in the period.
- (iii) The cost of vesting and non-vesting sick leave benefits are actuarially determined using management's best estimate of salary escalation, employees' use of entitlement and discount rates. Adjustments to these costs arising from changes in actuarial assumption and/or experience are recognized over the estimated average remaining service life of the employees.
- (iv) The discount rate used in the determination of the above-mentioned liabilities is based on the effective yield of Ontario bonds (trading on the market) that approximate the weighted average duration of the cash flows for the employee future benefits.

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

For the year ended March 31, 2017

1. SIGNIFICANT ACCOUNTING POLICIES (continued):

(h) Financial instruments

Financial instruments are recorded at fair value on initial recognition. Financial instruments are subsequently recorded at fair value or amortized cost. Management has elected to record all investments at fair value as they are managed and evaluated on a fair value basis.

Unrealized changes in fair value, unless the investment income is externally restricted, are recognized in the statement of remeasurement gains and losses until they are realized, when they are transferred to the statement of operations.

Transaction costs incurred on the acquisition of financial instruments measured subsequently at fair value are expensed as incurred. All other financial instruments are adjusted by transaction costs incurred on acquisition and financing costs, which are amortized using the straight line method.

All financial assets are assessed for impairment on an annual basis. When a decline is determined to be other than temporary, the amount of the loss is reported in the statement of operations and any unrealized gains/losses are adjusted through the statement of remeasurement gains and losses.

When the asset is sold, the unrealized gains and losses previously recognized in the statement of remeasurement gains and losses are reversed and recognized in the statement of operations.

The Standards require an organization to classify fair value measurements using a fair value hierarchy, which includes three levels of information that may be used to measure fair value:

Level 1 – Unadjusted quoted market prices in active markets for identical assets or liabilities;

Level 2 – Observable or corroborated inputs, other than level 1, such as quoted prices for similar assets or liabilities in inactive markets or market data for substantially the full term of the assets or liabilities; and

Level 3 – Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets and liabilities.

(i) Internally restricted assets

Net assets internally restricted by the Board of Governors are for capital projects, strategic initiatives, and future operating expenses. Expenditures require approval by the Board of Governors.

(j) Endowment contributions

Endowments represent restricted donations received by the College where the principal sum is held for investment while the income earned is expendable for the specific purpose outlined when the funds were donated.

(k) Management estimates

The preparation of financial statements in conformity with PSAB for Government NPOs requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenue and expenses during the period. Actual results could differ from these estimates. Areas of key estimation include determination of fair value for long-term investments, allowance for doubtful accounts, useful lives of capital assets, fair value of interest rate swap and actuarial estimation of post-employment benefits and compensated absences liabilities.

2. CASH:

The Canadian bank account earns interest at prime less 1.70%. Cash is carried at fair market value.

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**Notes to Financial Statements****For the year ended March 31, 2017****3. INVESTMENTS:**

Investments are held with the College's investment management firm and consist of the following:

		2017	2016
	Level	\$	\$
Pooled investments			
Fixed income	2	6,492,385	6,056,262
Equities	2	6,570,464	5,975,860
Cash	2	1,021,452	1,001,362
Total pooled investments		14,084,301	13,033,484
Segregated investments			
Fixed income	1	80,137,847	61,130,758
Cash	1	772,421	1,592,905
Total segregated investments		80,910,268	62,723,663
Total investments		94,994,569	75,757,147

The total cost of the investment portfolio is \$93,129,325 (2016 – \$74,702,472).

There were no significant transfers between Levels 1 and 2 for the years ended March 31, 2017 and 2016. There were no transfers in or out of Level 3.

Maturity profile of fixed income held is as follows:

	March 31, 2017				
	Within 1 year	2 to 5 years	6 to 10 years	Over 10 year	Total
	\$	\$	\$	\$	\$
Carrying value	7,996,268	47,482,705	30,345,764	805,495	86,630,232
Percent of Total	9%	55%	35%	1%	100%

The College's fixed income portfolio has interest rates ranging from 0.30% to 8.50% (2016 – 0.30% to 8.50%).

4. LONG-TERM INVESTMENT:

Long-term investments are carried at cost. As at March 31, 2017 the long-term investment consists of investment in land of \$873,472 (2016 – \$873,472). In October 1995, the College purchased land in conjunction with Hillfield-Strathallan College for undetermined future use.

In addition, the College controls Mohawk College Enterprise Corporation ("MCE") and is the only registered holder of issued and outstanding MCE shares (2017 – \$100; 2016 – \$100) and accounts for the investment using the modified equity method. The equity earnings are recorded in other revenue. MCE undertakes and carries out education training programs and consulting projects for and on behalf of businesses and industries. MCE is the exclusive provider of corporate training on behalf of the College. MCE is a for-profit organization and was incorporated under the Business Corporations Act (Ontario) by Certificate of Incorporation dated April 1, 2010. The Board of Directors is approved by the College and the Shareholder Declaration provides for limitations on certain activities and actions on the part of MCE without the express consent of the College.

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**Notes to Financial Statements****For the year ended March 31, 2017****4. LONG-TERM INVESTMENT (continued):**

Mohawk College Enterprise Balance Sheet	2017 \$	2016 \$
Total assets	647,283	645,712
Total liabilities	770,022	836,266
Total net assets	(122,739)	(190,554)
	647,283	645,712
Mohawk College Enterprise Statement of Operations & Deficit	2017 \$	2016 \$
Total revenue	3,183,899	3,137,462
Total expenses	3,116,084	3,065,483
Income before income taxes	67,815	71,979
Income taxes	-	-
Net income for the year	67,815	71,979
Deficit, beginning of year	(190,654)	(262,633)
Deficit, end of year	(122,839)	(190,654)
Mohawk College Enterprise Statement of Cash Flows	2017 \$	2016 \$
Cash flows from operating activities	(12,698)	(133,540)
Cash flows used by financing activities	-	(2,863)
Cash flows used by investing activities	(4,865)	(8,526)
Net cash flows	(17,563)	(144,929)

The loss on the investment in MCE has been included in accounts payable and accrued liabilities.

5. LONG-TERM RECEIVABLE:

Long-term receivables held by the College consist of the following:

	2017 \$	2016 \$
DBARC student levy receivable	32,450,837	33,272,312
Less: Current portion of long-term receivable	(861,060)	(821,475)
	31,589,777	32,450,837

In April 2012, the Mohawk Students Association entered into an agreement with the College to establish a new compulsory student activity fee (the "ARC Fee") to finance the building of the Athletic and Recreation Center (the "DBARC"). In November 2013, the DBARC construction was completed. The annual principal and interest payments on the long-term debt incurred to finance construction will be provided by the future ARC Fee student levies. The total principal and interest payments amount has been discounted at a rate of 4.762% (2016 – 4.762%) and the current amount receivable is \$32,450,837 (2016 – \$33,272,312). The current portion of long-term receivable represents the principal loan payments due within one year.

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**Notes to Financial Statements****For the year ended March 31, 2017****6. CONSTRUCTION IN PROGRESS:**

Construction in progress represents costs incurred to date for the i) Joyce Centre for Partnership & Innovation \$6,224,039, and ii) other miscellaneous projects \$1,650,270 (2016 - \$277,563).

7. CAPITAL ASSETS:

	Cost	Accumulated	2017	2016
	\$	Amortization	Net Book	Net Book
		\$	Value	Value
			\$	\$
Land	2,193,775	-	2,193,775	2,193,775
Buildings	132,714,971	38,620,201	94,094,770	101,500,781
Portables & roof replacement	9,874,867	2,304,088	7,570,779	5,045,410
Site improvements	49,778,234	27,680,444	22,097,790	24,672,610
Major equipment	29,104,271	13,356,995	15,747,276	13,208,462
Furniture & equipment	18,357,225	14,589,336	3,767,889	4,225,069
Vehicles	1,390,263	1,034,432	355,831	396,865
Computers & software	18,681,625	15,433,715	3,247,910	3,694,428
	<u>262,095,231</u>	<u>113,019,211</u>	<u>149,076,020</u>	<u>154,937,400</u>

8. DEFERRED REVENUE:

Deferred revenue consists of the following:

	2017	2016
	\$	\$
Student fees	19,579,725	18,011,560
Contracts	2,619,311	1,670,829
Student residence	319,160	315,145
MAESD grants	312,642	54,737
Other	826,227	552,160
	<u>23,657,065</u>	<u>20,604,431</u>

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**Notes to Financial Statements****For the year ended March 31, 2017****9. LONG-TERM DEBT:**

	2017	2016
	\$	\$
Unsecured loan payable to the Ontario Financing Authority at 3.855%, payable in blended semi-annual instalments of \$486,267, due November 29, 2028.	9,273,193	9,870,908
Unsecured loan payable to the Ontario Financing Authority at 4.183%, payable in blended monthly instalments of \$40,673, due September 2, 2031.	5,277,308	5,538,675
Unsecured loan payable to the Ontario Financing Authority at 4.762%, payable in blended semi-annual instalments of \$1,198,162, due November 25, 2038.	32,452,649	33,274,124
	47,003,150	48,683,707
Less current portion	1,731,404	1,680,557
	<u>45,271,746</u>	<u>47,003,150</u>

Principal repayments for the next five years and thereafter:

	\$
2018	1,731,404
2019	1,830,845
2020	1,936,684
2021	1,996,855
2022	2,084,913
Thereafter	37,422,449
	<u>47,003,150</u>

10. DEMAND LOAN:

The College repaid its demand credit facility with a Canadian chartered bank. To reduce the interest rate risk on the loan, the College entered into an interest rate swap contract that entitled the organization to receive interest at floating rates and obliged it to pay interest at a fixed rate of 7.75% (including the credit spread).

The fair value of the interest rate swap of \$nil (2016 – (\$2,458,123)) is recorded on the statement of financial position. The change in fair value of the interest rate swap is recorded in the statement of remeasurement gains and losses, and the amount paid for the disposition of the interest rate swap is recorded in the College's statement of operations under other revenue.

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

For the year ended March 31, 2017

11. POST-EMPLOYMENT BENEFITS AND COMPENSATED ABSENCES:

The following tables outline the components of the College's post-employment benefits and compensated absences liabilities and related expenses.

	March 31, 2017			
	Post-employment benefits \$	Non-vesting sick leave \$	Vesting sick leave \$	Total liability \$
Accrued employee future benefit obligations	1,334,000	4,032,000	88,000	5,454,000
Value of plan assets	(191,000)	-	-	(191,000)
Unamortized actuarial gains	193,000	867,000	793,000	1,853,000
Total liability	1,336,000	4,899,000	881,000	7,116,000

	March 31, 2016			
	Post-employment benefits \$	Non-vesting sick leave \$	Vesting sick leave \$	Total liability \$
Accrued employee future benefit obligations	1,395,000	4,012,000	1,297,000	6,704,000
Value of plan assets	(244,000)	-	-	(244,000)
Unamortized actuarial gains (losses)	184,000	877,000	(411,000)	650,000
Total liability	1,335,000	4,889,000	886,000	7,110,000

	March 31, 2017			
	Post-employment benefits \$	Non-vesting sick leave \$	Vesting sick leave \$	Total expense \$
Current year benefit cost	26,000	218,000	6,000	250,000
Interest on accrued benefit obligation	3,000	57,000	2,000	62,000
Amortized actuarial losses (gains)	(12,000)	(73,000)	10,000	(75,000)
Total expense	17,000	202,000	18,000	237,000

	March 31, 2016			
	Post-employment benefits \$	Non-vesting sick leave \$	Vesting sick leave \$	Total expense \$
Current year benefit cost	13,000	264,000	55,000	332,000
Interest on accrued benefit obligation	3,000	67,000	23,000	93,000
Amortized actuarial losses (gains)	(12,000)	(86,000)	101,000	3,000
Total expense	4,000	245,000	179,000	428,000

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

For the year ended March 31, 2017

11. POST-EMPLOYMENT BENEFITS AND COMPENSATED ABSENCES (continued):

The benefits paid out in the year were \$231,000 (2016 – \$671,000).

Above amounts exclude pension contributions to the Colleges of Applied Arts and Technology pension plan, a multi-employer plan, described below.

Retirement Benefits

CAAT Pension Plan

Substantially all employees of the College are members of the Colleges of Applied Arts and Technology Pension Plan (the “Plan”), which is a multi-employer jointly sponsored defined benefit plan for eligible employees of public colleges and related employers in Ontario. Contributions by the College on account of current service pension costs amounted to \$11,066,698 (2016 – \$10,619,957), which have been included in the statement of operations. Contributions by employees amounted to \$10,961,521 (2016 – \$10,521,117). Contribution rates are set by the Plan’s governors to ensure the long-term viability of the Plan.

Any pension surplus or deficit is a joint responsibility of the members and employers and may affect future contribution rates. The College does not recognize any share of the Plan's pension surplus or deficit as insufficient information is available to identify the College's share of the underlying pension assets and liabilities. The most recent actuarial valuation filed with pension regulators as at January 1, 2017 indicated an actuarial surplus of \$1.6 billion.

Post-employment Benefits

The College extends post-employment life insurance, health and dental benefits to certain employee groups subsequent to their retirement. The College recognizes these benefits as they are earned during the employees’ tenure of service. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council.

The major actuarial assumptions employed for the valuation are as follows:

(a) *Discount rate*

The present value as at March 31, 2017 of the future benefits was determined using a discount rate of 2% (2016 – 1.7%).

(b) *Drug costs*

Drug costs were assumed to increase at an 8.25% rate for 2017 (2016 – 8.5%) and decrease proportionately thereafter to an ultimate rate of 4% in 2034 for fiscal 2017 (2016 – 4%).

(c) *Hospital and other medical*

Hospital and other medical costs were assumed to increase at 4% per annum for fiscal 2017 (2016 – 4%).

(d) *Dental costs*

Dental costs were assumed to increase at 4% per annum for fiscal 2017 (2016 – 4%).

Compensated Absences

Vesting Sick Leave

The College has provided for vesting sick leave benefits during the year. Eligible Faculty employees, hired before April 1, 1991 and Administrative employees hired before July 1, 1974 are entitled to receive on termination or retirement, accumulated sick days multiplied by their actual daily rate to a maximum of six months’ salary. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council.

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

For the year ended March 31, 2017

11. POST-EMPLOYMENT BENEFITS AND COMPENSATED ABSENCES (continued):

Non-vesting Sick Leave

The College allocates to certain employee groups a specified number of days each year for use as paid absences in the event of illness or injury. These days do not vest and are available immediately. Employees are permitted to accumulate their unused allocation each year, up to the allowable maximum provided in their employment agreements. Accumulated days may be used in future years to the extent that the employees' illness or injury exceeds the current year's allocation of days. Sick days are paid out at the salary in effect at the time of usage. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council.

The assumptions used in the valuation of vesting and non-vesting sick leave are the College's best estimate of expected rates of:

	2017	2016
Wage and salary escalation	0.5% - 1.5%	0.5% - 1.8%
Discount rate	2.0%	1.7%

The probability that the employee will use more sick days than the annual accrual and the excess number of sick days used are within ranges of 0% to 23.7% and 0 to 48 days respectively for age groups ranging from 20 and under to 65 and over in bands of 5 years.

12. DEFERRED CONTRIBUTIONS:

a) Deferred contributions:

Deferred contributions represent unspent externally restricted scholarships, bursaries, grants and donations for student awards and student assistance. It also includes unspent endowment investment income.

	2017	2016
	\$	\$
Balance, beginning of year	5,107,402	6,069,890
Additional contributions received	5,742,184	3,716,470
Less award payments & administrative expenses	(4,926,907)	(4,678,958)
Balance, end of year	5,922,679	5,107,402

Deferred contributions are comprised of:

	2017	2016
	\$	\$
Endowment interest funds and unrealized gains	2,891,933	2,239,709
Tuition set-aside funds	1,409,567	1,539,480
Scholarships and bursaries	732,776	516,499
Joint employment stability replacement fund	460,384	428,468
MAESD grants	422,634	374,153
Other	5,385	9,093
	5,922,679	5,107,402

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

For the year ended March 31, 2017

12. DEFERRED CONTRIBUTIONS (continued):

b) Deferred contributions related to construction in progress:

	2017 \$	2016 \$
Balance, beginning of year	270,000	-
Additional contributions received	4,324,010	180,000
Plus amounts transferred from deferred contributions related to expenses of future periods	147,254	90,000
Less amounts transferred to capital assets in the year	(270,000)	-
Balance, end of year	4,471,264	270,000

c) Deferred contributions related to expenses of future periods:

Deferred contributions related to expenses of future periods represent unspent externally restricted grants and donations intended to support primarily college-wide equipment and facility improvements and also provide student financial assistance.

	2017 \$	2016 \$
Balance, beginning of year	6,337,698	6,001,919
Additional contributions received	9,613,369	3,034,307
Less amounts recognized as revenue in the year	(827,063)	(2,485,142)
Less amounts transferred to deferred contributions related to capital assets	(4,421,034)	(123,386)
Less amounts transferred to deferred contributions related to construction in progress	(147,254)	(90,000)
Balance, end of year	10,555,716	6,337,698

Deferred contributions related to expenses of future periods are comprised of:

	2017 \$	2016 \$
MAESD	4,744,044	13,280
Donations	4,157,706	3,223,215
Other	1,653,966	3,101,203
	10,555,716	6,337,698

d) Deferred contributions related to capital assets:

Deferred capital contributions related to capital assets represent the unamortized amount of donations, grants and other contributions received for the purchase of capital assets.

	2017 \$	2016 \$
Balance, beginning of year	104,573,931	106,961,607
Additional contributions received	6,493,496	4,439,473
Plus amounts transferred from deferred contributions related to construction in progress	270,000	-
Plus amounts transferred from deferred contributions related to expenses of future periods	4,421,034	123,386
Less amortization in the year	(7,436,374)	(6,950,535)
Balance, end of year	108,322,087	104,573,931

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**Notes to Financial Statements****For the year ended March 31, 2017****12. DEFERRED CONTRIBUTIONS (continued):****d) Deferred contributions related to capital assets (continued):**

Deferred contributions related to capital assets are comprised of:

	2017	2016
	\$	\$
MAESD	56,166,538	57,118,491
ARC Fees	30,614,919	31,792,509
Donations	15,752,082	10,802,309
Other	5,788,548	4,860,622
	<u>108,322,087</u>	<u>104,573,931</u>

13. INVESTMENT IN CAPITAL ASSETS:

The College's investment in capital assets is calculated as follows:

	2017	2016
	\$	\$
Capital assets	149,076,020	154,937,400
Construction in progress	7,874,309	277,563
Investment in land	873,472	873,472
	<u>157,823,801</u>	<u>156,088,435</u>
Less:		
Current portion of long-term debt	(870,344)	(859,082)
Demand loan	-	(8,224,938)
Long-term debt	(13,587,617)	(14,457,961)
Deferred contributions related to construction in progress	(4,471,264)	(270,000)
Deferred contributions related to capital assets	(108,322,087)	(104,573,931)
Investment in capital assets	<u>30,572,489</u>	<u>27,702,523</u>

Change in net assets invested in capital assets is calculated as follows:

	2017	2016
	\$	\$
Deficiency of revenues over expenditures:		
Amortization of deferred capital contributions related to capital assets	7,436,374	6,950,535
Amortization of capital assets	(14,451,134)	(13,764,852)
	<u>(7,014,760)</u>	<u>(6,814,317)</u>
Net change in investment of capital assets:		
Purchase of capital assets and construction in progress	24,284,711	12,256,790
Disposals of capital assets	(8,098,211)	(50,983)
Amounts funded by deferred capital contributions	(15,385,794)	(4,832,859)
Repayment of term debt	9,084,020	1,409,977
Investment in capital assets	<u>9,884,726</u>	<u>8,782,925</u>

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY
Notes to Financial Statements
For the year ended March 31, 2017

14. ENDOWMENT CONTRIBUTIONS:

The College has the following endowment funds:

	2017	2016
	\$	\$
Ontario Student Opportunity Trust Funds (Schedule 3)	5,621,027	5,583,328
Ontario Trust for Student Support (Schedule 4)	7,519,560	7,620,697
Other	3,070,456	2,916,587
	<u>16,211,043</u>	<u>16,120,612</u>

Investment income on endowments that was disbursed during the year has been recorded in the statement of operations since this income is available for disbursement as scholarships and bursaries and the donors' conditions have been met. The unspent portion of investment income is recorded in deferred contributions. Investment income on endowed assets recognized and deferred was \$517,875 and \$1,755,160 respectively (2016 – \$621,558 and \$1,778,600).

15. FINANCIAL INSTRUMENT RISK MANAGEMENT:

Credit risk

Credit risk is the risk of financial loss to the College if a debtor fails to make payments of interest and principal when due. The College is exposed to this risk relating to its cash, debt holdings in its investment portfolio, long-term receivable, accounts receivable and grants receivable. The College holds its cash accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of default, the College's cash accounts are insured up to \$100,000.

The College's investment policy operates within the constraints of the investment guidelines issued by the MAESD and puts limits on the bond portfolio including portfolio composition limits, issuer type limits, bond quality limits, aggregate issuer limits, corporate sector limits and general guidelines for geographic exposure. All fixed income portfolios are measured for performance on a quarterly basis and monitored by management on a monthly basis. The guidelines permit the College's funds to be invested in bonds issued by the Government of Canada, a Canadian province or a Canadian municipality having a rating of AAA or better.

The College's maximum exposure to credit risk is representative of the carrying value of cash, investments, accounts receivable, grants receivable, current portion of long-term receivable and long-term receivable which as at March 31, 2017 totals \$160,339,565.

Accounts receivable are ultimately due from students. Credit risk is mitigated by financial approval processes before a student is enrolled and the highly diversified nature of the student population.

Grants receivable are due from government sources. The College works to ensure that all eligibility criteria are met in order to qualify to receive the funding.

The College measures its exposure to credit risk based on how long the amounts have been outstanding. An impairment allowance is set up based on the College's historical experience regarding collections.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

For the year ended March 31, 2017

15. FINANCIAL INSTRUMENT RISK MANAGEMENT (continued):

Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate as a result of market factors. Market factors include three types of risk: currency risk, interest rate risk and equity risk.

The College's investment policy operates within the constraints of the investment guidelines issued by the MAESD. The policy's application is monitored by management, the investment managers and the board of governors. Diversification techniques are utilized to minimize risk.

Currency risk

Currency risk relates to the College operating in different currencies and converting non-Canadian earnings at different points in time at different foreign levels when adverse changes in foreign currency rates occur. The College does not have any material transactions or financial instruments denominated in foreign currencies.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods to measure the risk.

Interest rate risk

Interest rate risk is the potential for financial loss caused by fluctuations in fair value or future cash flows of financial instruments because of changes in market interest rates.

The College is exposed to this risk through its interest bearing investments and long-term debt.

The College mitigated interest rate risk on its demand loan through a derivative financial instrument that exchanged the variable rate inherent in the term debt for a fixed rate (see note 10). During the year the College repaid the demand loan and disposed of the related interest rate swap.

At March 31, 2017, a 1% fluctuation in interest rates, with all other variables held constant, would have an estimated impact on the fair value of bonds of \$3,279,598.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

Equity risk

Equity risk is the uncertainty associated with the valuation of assets arising from changes in equity markets. The College is exposed to this risk through its equity holdings within its investment portfolio. At March 31, 2017, a 10% movement in the stock markets with all other variables held constant would have an estimated effect on the fair values of the College's equities of \$657,046. There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

Liquidity risk

Liquidity risk is the risk that the College will not be able to meet all cash outflow obligations as they come due. The College mitigates this risk by monitoring cash activities and expected outflows through extensive budgeting and maintaining investments that may be converted to cash in the near-term if unexpected cash outflows arise.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

For the year ended March 31, 2017

16. COMMITMENTS:

a) Leases:

Mohawk's commitments to annual rental payments in the aggregate and in each of the next five years principally as a result of premise rental leases are as follows:

	\$
2018	1,742,160
2019	1,742,160
2020	1,742,160
2021	1,742,160
2022	1,742,160
	<u>8,710,800</u>

b) Student residence:

The student residence, which accommodates 340 students, was leased to Campus Development Hamilton Corp. in December 2016. The agreement meets the definition of a capital lease for accounting purposes and resulted in a gain of \$10,235,728 recorded in other revenue within the statement of operations. The College has entered into an operating lease with Campus Development Hamilton Corp. to lease the residence back. Collegiate Management Services Corp. manages the residence by way of a property management agreement. The annual property management fee is \$677,280.

c) Capital commitments:

As at March 31, 2017, outstanding capital commitments amount to approximately \$43.1 million primarily for construction of the Joyce Centre for Partnership & Innovation.

17. THE MOHAWK COLLEGE FOUNDATION:

The College has an economic interest in the Mohawk College Foundation (the "Foundation"), which raises funds from the community and alumni to finance certain expenditures of the College. The Foundation's accounts are not included in these financial statements. The Foundation is incorporated under the Province of Ontario as a public foundation and is a registered charity under the Income Tax Act.

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Analysis of Operating Grants, Ancillary and Other Revenue

For the year ended March 31, 2017, with comparative figures for 2016

Schedule 1

	2017 \$	2016 \$
OPERATING GRANTS REVENUE		
General operating and capital grants	67,988,863	65,086,561
Apprenticeship	9,175,395	8,915,889
Collaborative program grants	7,209,450	7,234,988
Employment Services	2,766,698	3,099,059
Federal projects	2,410,144	2,231,539
School College Works Initiative	1,481,155	1,395,763
Literacy & Basic Skills	1,386,034	1,386,909
Aboriginal grants	1,200,256	1,420,653
Disability Services	1,132,668	1,175,704
Municipal tax grant	808,125	813,675
Termination gratuities	157,737	323,332
Other Ministry grants	1,083,894	465,707
	<u>96,800,419</u>	<u>93,549,779</u>
ANCILLARY REVENUE		
Campus stores	5,358,298	5,723,650
Parking	3,482,829	3,321,895
Student residence	3,251,771	3,249,712
Food services	1,042,312	959,492
Facility rentals	640,045	445,103
Student life	263,506	167,456
Athletic and recreation centre	210,040	142,062
Printing	146,425	153,524
Other	199,140	118,471
	<u>14,594,366</u>	<u>14,281,365</u>
OTHER REVENUE		
Contract training projects	4,631,561	2,637,004
Investment income	1,412,272	1,343,122
Student government	331,716	370,929
Donations	302,233	279,438
International projects	256,258	402,388
Miscellaneous	16,272,487	5,599,033
	<u>23,206,527</u>	<u>10,631,914</u>

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**Analysis of Ancillary Expenditures****For the year ended March 31, 2017, with comparative figures for 2016****Schedule 2**

	2017	2016
	\$	\$
Salaries and benefits	1,686,120	1,534,969
Cost of sales	4,042,315	4,288,411
Contracted services and professional fees	1,629,611	1,620,080
Supplies and other expenses	1,519,350	1,215,813
Utilities, maintenance and taxes	1,206,462	1,521,614
	10,083,858	10,180,887

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**Analysis of Ontario Student Opportunity Trust Fund (OSOTF I)****For the year ended March 31, 2017, with comparative figures for 2016****Schedule 3**

	2017 (Book Value) \$	2016 (Book Value) \$
Endowment Fund Balance		
Fund Balance, beginning of year	5,520,998	5,520,998
Cash donations received	37,699	-
Fund Balance, end of year	5,558,697	5,520,998
Expendable Funds Available for Awards		
Balance, beginning of year	753,747	761,056
Investment income, net of related expenses	155,469	191,049
Awards issued (2017-#206; 2016-#284)	(156,729)	(198,358)
Balance, end of year	752,487	753,747

The amounts recorded above are for Ministry purposes only. The fair market value of the endowment and expendable funds as at March 31, 2017 were \$5,558,697 and \$1,139,894 respectively.

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**Analysis of Ontario Student Opportunity Trust Fund (OSOTF II)****For the year ended March 31, 2017, with comparative figures for 2016**

	2017 (Book Value) \$	2016 (Book Value) \$
Endowment Fund Balance		
Fund Balance, beginning and end of year	62,330	62,330
Expendable Funds Available for Awards		
Balance, beginning of year	19,092	16,722
Investment income, net of related expenses	4,900	2,370
Balance, end of year	23,992	19,092

The amounts recorded above are for Ministry purposes only. The fair market value of the endowment and expendable funds as at March 31, 2017 were \$62,330 and \$28,629 respectively.

THE MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Analysis of Ontario Trust for Student Support (OTSS)

For the year ended March 31, 2017, with comparative figures for 2016

Schedule 4

	2017 (Book Value) \$	2016 (Book Value) \$
Endowment Fund Balance		
Fund Balance, beginning of year	7,620,697	7,310,255
Donor funds transferred to expendable funds	(66,838)	-
Funds repayable to Ministry	(56,833)	-
Cash donations received	22,534	310,442
Fund Balance, end of year	7,519,560	7,620,697
Expendable Funds Available for Awards		
Balance, beginning of year	562,997	499,130
Investment income, net of related expenses	184,299	237,333
Cash donations received	8,999	7,745
Donor funds transferred from endowment funds	66,838	-
Awards issued (2017-#195; 2016-#181)	(229,719)	(181,211)
Balance, end of year	593,414	562,997

The amounts recorded above are for Ministry purposes only. The fair market value of the endowment and expendable funds as at March 31, 2017 were \$7,519,560 and \$996,109 respectively.

Audited Financial Statements:
Mohawk College Enterprise Corporation

Financial Statements of

**MOHAWK COLLEGE
ENTERPRISE CORPORATION**

Year ended March 31, 2017



KPMG LLP
Commerce Place
21 King Street West, Suite 700
Hamilton Ontario L8P 4W7
Canada
Tel (905) 523-8200
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INDEPENDENT AUDITORS' REPORT

To the Shareholder of Mohawk College Enterprise Corporation

We have audited the accompanying financial statements of Mohawk College Enterprise Corporation (the "Corporation") which comprise the balance sheet as at March 31, 2017, the statements of operations and deficit and cash flows for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for private enterprises; this includes determining that Canadian accounting standards for private enterprises are an acceptable basis for the preparation of the financial statements in the circumstances, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.



Page 2

We believe that the audit evidence we have obtained in our audit is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Mohawk College Enterprise Corporation as at March 31, 2017, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for private enterprises.

Basis of Accounting and Restriction on use

Without modifying our opinion, we draw attention to Note 1 to the financial statements, which describes the basis of accounting. The financial statements are prepared to assist the Corporation with its internal reporting to its shareholder, Mohawk College of Applied Arts and Technology and to assist the Corporation to prepare its corporate income tax returns. As a result, the financial statements may not be suitable for another purpose. Our report is intended solely for the Corporation and Mohawk College of Applied Arts and Technology and for federal and provincial income tax authorities and should not be used by any other parties.

A handwritten signature in black ink that reads 'KPMG LLP'. The signature is written in a cursive, stylized font. Below the signature is a horizontal line that starts under the 'K' and ends under the 'P'.

Chartered Professional Accountants, Licensed Public Accountants

June 20, 2017

Hamilton, Canada

MOHAWK COLLEGE ENTERPRISE CORPORATION

Balance Sheet

March 31, 2017, with comparative information for 2016

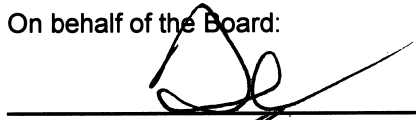
	2017	2016
Assets		
Current assets:		
Cash	\$ 113,899	\$ 131,462
Accounts receivable (notes 2 and 6)	494,307	477,616
Prepaid expenses	13,568	8,070
	<u>621,774</u>	<u>617,148</u>
Equipment (note 3)	3,806	1,876
Intangible assets (note 4)	21,703	26,688
	<u>\$ 647,283</u>	<u>\$ 645,712</u>

Liabilities and Shareholder's Deficiency


Current liabilities:		
Accounts payable and accrued liabilities (notes 5 and 6)	\$ 510,358	\$ 521,443
Deferred revenue	259,664	314,823
	<u>770,022</u>	<u>836,266</u>
Shareholder's deficiency:		
Share capital (note 7)	100	100
Deficit	(122,839)	(190,654)
	<u>(122,739)</u>	<u>(190,554)</u>
Economic dependence (note 10)		
	<u>\$ 647,283</u>	<u>\$ 645,712</u>

See accompanying notes to financial statements.

On behalf of the Board:



Chair



President

MOHAWK COLLEGE ENTERPRISE CORPORATION

Statement of Operations and Deficit

Year ended March 31, 2017, with comparative information for 2016

	2017	2016
Program revenue	\$ 3,183,210	\$ 3,133,967
Cost of programs	2,149,240	2,139,696
Gross margin	1,033,970	994,271
Other income	689	3,495
Gross earnings from operations	1,034,659	997,766
Expenses:		
Salaries and benefits	576,338	609,405
Professional fees and contracts	68,033	74,601
Advertising and promotion	32,323	15,032
Office	22,120	12,549
Travel	8,097	5,000
Amortization	7,920	9,011
Bank charges and interest	6,352	6,758
Telephone	5,696	6,153
Meals and entertainment	601	946
Insurance	-	353
	727,480	739,808
Earnings before the undernoted items	307,179	257,958
Other expenses:		
Facility charges (note 6)	35,700	33,300
Donation to shareholder (note 6)	140,000	90,000
Royalty expense (note 6)	63,664	62,679
	239,364	185,979
Earnings before income taxes	67,815	71,979
Income tax expense (note 8)	-	-
Net income	67,815	71,979
Deficit, beginning of year	(190,654)	(262,633)
Deficit, end of year	\$ (122,839)	\$ (190,654)

See accompanying notes to financial statements.

MOHAWK COLLEGE ENTERPRISE CORPORATION

Statement of Cash Flows

Year ended March 31, 2017, with comparative information for 2016

	2017	2016
Cash provided by (used in):		
Operations:		
Net income	\$ 67,815	\$ 71,979
Item not involving cash:		
Amortization	7,920	9,011
Changes in non-cash operating working capital:		
Increase in accounts receivable	(16,691)	(215,558)
(Increase) decrease in prepaid expenses	(5,498)	1,286
(Decrease) increase in accounts payable and accrued liabilities	(11,085)	67,021
Decrease in deferred revenue	(55,159)	(67,279)
	(12,698)	(133,540)
Financing:		
Repayment of obligations under capital lease	-	(2,863)
Investing:		
Purchase of equipment	(3,445)	-
Purchase of intangible assets	(1,420)	(8,526)
	(4,865)	(8,526)
Decrease in cash	(17,563)	(144,929)
Cash, beginning of year	131,462	276,391
Cash, end of year	\$ 113,899	\$ 131,462

See accompanying notes to financial statements.

MOHAWK COLLEGE ENTERPRISE CORPORATION

Notes to Financial Statements

Year ended March 31, 2017

Mohawk College Enterprise Corporation (the "Corporation") is a private company incorporated under the laws of Ontario on April 1, 2010 and is engaged in the business of providing corporate training programs and consulting projects for and on behalf of businesses and industries.

1. Significant accounting policies:

(a) Basis of accounting:

As a government business enterprise, Canadian public sector accounting standards require the Corporation to adhere to the standards applicable in the CPA Canada Handbook - Accounting. Accordingly the Corporation is required under Canadian generally accepted accounting principles to prepare its financial statements using International Financial Reporting Standards. Management has determined that the internal reporting needs of the Corporation and its shareholder, Mohawk College of Applied Arts and Technology ("Mohawk College"), are met through the use of Canadian accounting standards for private enterprises, and, therefore, the financial statements have been prepared in accordance with that framework. Since Canadian accounting standards for private enterprises is not designed to necessarily meet the needs of all users of the financial statements of a government business enterprise, the readers of these financial statements may require additional information.

(b) Revenue recognition:

Revenue from sales is recognized when the service has been performed, and collectibility is reasonably assured. Deferred revenue represents revenue received in advance of services being provided.

(c) Computer equipment:

Computer equipment is amortized over the useful life of the asset. The carrying amount is tested for recoverability whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognized when the asset's carrying amount is not recoverable and exceeds its fair value.

MOHAWK COLLEGE ENTERPRISE CORPORATION

Notes to Financial Statements (continued)

Year ended March 31, 2017

1. Significant accounting policies (continued):

(d) Intangible assets:

Intangible assets are comprised of website design costs and are initially recognized and measured at cost. Development activities are recognized as an asset provided they meet the capitalization criteria, which include the Corporation's ability to demonstrate: technical feasibility of completing the intangible asset so that it will be available for use or sale; the Corporation's intention to complete the asset for use or for sale; the Corporation's ability to use or sell the asset; the adequacy of the Corporation's resources to complete the development; the Corporation's ability to measure reliably the expenditures during the development; and the Corporation's ability to demonstrate that the asset will generate future economic benefits. The assets are amortized over their useful lives unless the life is determined to be indefinite. The carrying value of an intangible asset which is subject to amortization is tested for recoverability whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognized when the carrying amount is not recoverable and exceeds its fair value. Impairment losses are not subsequently reversed.

(e) Income taxes:

The Corporation uses the taxes payable method to account for income taxes whereby the expense (income) of the period consists only of the cost (benefit) of current income taxes for that period, determined in accordance with the rules established by the taxation authorities.

(f) Related party transactions:

Monetary and non-monetary related party transactions that have commercial substance are measured at the exchange amount when they are in the normal course of operations, except when the transaction is an exchange of a product or property held-for-sale in the normal course of operations. Where the transaction is not in the normal course of operations, it is measured at the exchange amount when there is a substantive change in the ownership of the item transferred and there is independent evidence of the exchange amount.

All other related party transactions are measured at the carrying amount.

MOHAWK COLLEGE ENTERPRISE CORPORATION

Notes to Financial Statements (continued)

Year ended March 31, 2017

1. Significant accounting policies (continued):

(g) Use of estimates:

The preparation of the financial statements in conformity with Canadian accounting standards for private enterprises requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the year. By their nature, these estimates are subject to measurement uncertainty and the effect on the financial statements of changes in such estimates in future periods could be significant.

2. Accounts receivable:

	2017		2016	
Accounts receivable	\$	494,307	\$	477,616
Less: allowance for doubtful accounts		-		-
	\$	494,307	\$	477,616

3. Equipment:

	2017		2016	
	Cost	Accumulated amortization	Net book value	Net book value
Computer equipment	\$ 6,661	\$ 2,855	\$ 3,806	\$ 1,876

4. Intangible assets:

	2017		2016	
	Cost	Accumulated amortization	Net book value	Net book value
Website	\$ 33,445	\$ 11,742	\$ 21,703	\$ 26,688

MOHAWK COLLEGE ENTERPRISE CORPORATION

Notes to Financial Statements (continued)

Year ended March 31, 2017

5. Accounts payable and accrued liabilities:

Included in accounts payable and accrued liabilities are government remittances payable of \$74,266 (2016 - \$94,028).

6. Related party transactions:

Mohawk College is the registered holder of all the issued and outstanding shares of the Corporation.

The Corporation has available from Mohawk College a line of credit of \$250,000 (2016 - \$250,000). At March 31, 2017 no funds have been drawn (2016 - \$nil).

The following amounts are included in accounts receivable and accounts payable and accrued liabilities at year end:

	2017	2016
Accounts receivable from Mohawk College	\$ 120,528	\$ 201,694
Accounts payable to Mohawk College	164,167	198,008

The following table summarizes the Corporation's transactions with Mohawk College for the year:

	2017	2016
Program revenue	\$ 878,240	\$ 991,134
Program delivery:		
Rent expense	(21,738)	(29,534)
Other administrative expenses	(158,632)	(150,038)
Non-program:		
Administrative expenses	(20,011)	(17,315)
Facility charges:		
Rent expense	(20,700)	(18,300)
Information technology expense	(15,000)	(15,000)
Royalty expense	(63,664)	(62,679)
Donation to Mohawk College	(140,000)	(90,000)

These transactions are in the normal course of operations and are measured at the exchange amount of consideration established and agreed upon by the related parties.

MOHAWK COLLEGE ENTERPRISE CORPORATION

Notes to Financial Statements (continued)

Year ended March 31, 2017

6. Related party transactions (continued):

In accordance with the Operating Agreement between the Corporation and Mohawk College, 75% of the projected net profit of the Corporation was donated to the College during the year. A royalty fee of 2% of program revenues was agreed with Mohawk College during the year in line with the Operating Agreement.

7. Share capital:

	2017	2016
Authorized:		
Unlimited number of common shares		
Issued:		
100 common shares	\$ 100	\$ 100

8. Income taxes:

As at March 31, 2017, the Corporation has non-capital losses available for income tax purposes totaling \$125,096 (2016 - \$185,066). This amount can be used to reduce taxable income of future years. During the year \$59,970 of non-capital loss carryforwards were utilized to reduce taxable income to nil. In the current year, the Corporation made charitable donations of \$140,075 which were used in the current year to reduce taxable income.

The non-capital losses expire as follows:

2032	\$ 61,459
2033	63,637
	\$ 125,096

MOHAWK COLLEGE ENTERPRISE CORPORATION

Notes to Financial Statements (continued)

Year ended March 31, 2017

9. Financial risks and concentration of risk:

(a) Credit risk:

Credit risk refers to the risk that one party to a financial instrument will cause a financial loss for the other party by failing to discharge an obligation. The Corporation is exposed to credit risk resulting from the possibility that a customer or counterparty to a financial instrument defaults on their financial obligations. The Corporation's financial instruments that are exposed to concentrations of credit risk relate primarily to accounts receivable. This risk has not changed from the previous year.

(b) Liquidity risk:

Liquidity risk is the risk that the Corporation encounters difficulty in meeting its obligations associated with financial liabilities. Liquidity risk includes the risk that, as a result of operational liquidity requirements, the Corporation will not have sufficient funds to settle a transaction on the due date; will be forced to sell financial assets at a value, which is less than what they are worth; or may be unable to settle or recover a financial asset. Liquidity risk arises from accounts payable and accrued liabilities. The risk has not changed from the previous year.

(c) Currency risk:

The Company is exposed to financial risks as a result of exchange rate fluctuations and the volatility of these rates. In the normal course of business, the Company purchases certain training services in U.S. dollars. The Company does not currently enter into forward contracts to mitigate this risk. There has been no change to the risk exposure from the previous year.

10. Economic dependence:

Approximately 59% (2016 - 59%) of the Corporation's revenue is derived from two customers of which one customer represents 31% (2016 - 28%) while Mohawk College accounts for 28% (2016 - 32%) of revenue.

Appendix B: SMA Report Back (as reported to MAESD)

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 Colleges 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 Hamiltons 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

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 Mohawks 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

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

Appendix C: Summary of Advertising and Marketing Complaints Received

Further to the Minister's Binding Policy Directive on the Framework for Programs and Instruction, Mohawk received no advertising or marketing complaints in 2016-2017.