

## **Multi-Year Agreement for Colleges for 2006-07 to 2008-09**

As part of the 2005 Ontario Budget, the government introduced "Reaching Higher: The McGuinty Government Plan for Postsecondary Education", which will provide a cumulative investment of \$6.2 billion in Ontario's post-secondary education and training system by 2009-10.

The government's goal is to use the Reaching Higher investments to improve access, quality and accountability of the postsecondary education system.

Traditionally, the Ministry of Training, Colleges and Universities (MTCU) has allocated grants, and institutions have reported on outcomes achieved with the funding on an annual basis. This practice was continued and strengthened in 2005-06 when the government introduced the Interim Accountability Agreement, a one-year agreement which confirmed the commitments and results expected by government and each institution for the first year of the new Reaching Higher investments.

The government recognizes that publicly-funded institutions will have a greater ability to develop plans that meet the government goals for the sector and achieve results if there is funding stability and predictability. This is why the government is building on the groundwork established by the Interim Accountability Agreements and introducing Multi-Year Agreements and funding allocations.

This Multi-Year Agreement (MYA) articulates the government's goals for the system, and its roles and responsibilities in meeting those goals. This agreement confirms the commitments expected from each institution and the sector-wide indicators that will be used to report on results achieved.

This agreement constitutes an integral and central component of the overall performance and accountability relationship between government and publicly-funded postsecondary institutions. It does not however, replace existing performance and accountability arrangements, and will be supplemented by existing and, where applicable, modified or new transfer payment reporting requirements, such as those associated with individual grants. The Ministry remains committed to the goal of reducing and consolidating accountability and reporting requirements wherever possible, consistent with the high standard of overall accountability for public funds expected by the public. This document constitutes part of the public record, and as such, should be made available on your institution's website.

### **The Role of the Higher Education Quality Council of Ontario**

The government appreciates that implementing this MYA and future agreements will be part of an evolutionary process which will require a strong collaborative partnership between institutions and the Ministry. The government has also recently established the Higher Education Quality Council of Ontario (HEQCO). This Council will play a significant role in developing a quality framework for postsecondary education in Ontario to facilitate multi-year accountability agreements with institutions, including the development of indicators for performance measurement and monitoring the Student Access Guarantee.

In partnership with institutions, the Ministry is committed to reviewing and revising this agreement as needed on an annual basis to ensure that the colleges and universities remain focused on meeting the government goals for postsecondary education. Advice from and research undertaken by HEQCO will inform this process.

## ***1. Government Goals and Responsibilities for the Postsecondary Education System***

This section summarizes the government's expected goals for access, quality and accountability as announced in the 2005 Budget through the Reaching Higher investments in postsecondary education, and outlines its role and responsibilities for meeting those system goals.

### **1.1 Access**

The government is committed to ensuring that there is an increase in the number of Ontarians who have the opportunity to successfully pursue higher quality postsecondary education that is affordable and accessible across Ontario including northern and remote, rural and urban areas.

The government will undertake the following initiatives designed to improve access to the postsecondary education system:

- Establish enrolment targets and policies that will ensure that the government meets its commitment to increase university and college full-time enrolment, increase graduate enrolment by 12,000 in 2007-08 and 14,000 by 2009-10, and increase medical enrolments by a further 23 per cent by 2009-10;
- Develop policies and provide funding to deliver services that will promote access and increase opportunities for Aboriginal Peoples, Francophones, persons with disabilities, and persons who are the first in their family to attend postsecondary education. The policies will be informed by the committees established to provide advice to the Minister on how to maximize the educational experiences of these students. The First Generation Strategy offers an opportunity to target "at risk" and low-income communities and families and consider socio-economic factors;
- Provide additional funds that will allow Ontarians living in small, northern and rural communities to have access to a range of high quality college programs and services;
- Continue to improve transitions to college by working with education system partners to build pathways and develop and implement strategies that support transitions, developing pathways for potential students who are no longer in secondary school, and engaging the community in the development of pathways;
- In partnership with institutions, provide a Student Access Guarantee that provides that no qualified Ontario student will be prevented from attending Ontario's public colleges and universities due to lack of adequate financial support programs. The Student Access Guarantee means that students in need will have access to the resources they need for their tuition, books, and mandatory fees;
- Continue enhancements of the Ontario Student Assistance Program. This includes extending access grant eligibility to students from low- and middle-income families, updating the book and supply allowance, continuing to limit students' annual repayable debt, and matching funds raised by institutions to

establish endowments. In partnership with institutions, the government will also implement for 2007-08 a website that will allow students to identify costs and sources of financial aid;

- Work jointly with the Chair of HEQCO, to establish a research agenda on participation and access to be carried out by the Council;
- Define the role and responsibilities of HEQCO in monitoring and making recommendations relating to the implementation of the Student Access Guarantee;
- Develop system measures to track the participation of under-represented and mature students<sup>1</sup> with the assistance of institutions and HEQCO in a manner that is sensitive to privacy concerns; and
- Develop a comprehensive international marketing strategy to assist in the internationalization of Ontario's postsecondary education system and to ensure that Ontario remains competitive in an increasingly globalized environment.

## **1.2 Quality**

The government's Reaching Higher Plan is committed to the highest standards in teaching, research, and the student learning experience, and will undertake the following initiatives designed to help the postsecondary education system improve quality:

- Provide funding that will allow institutions to enhance the quality of their learning environment as evidenced by student satisfaction and success;
- Participate in the Ontario Colleges' Key Performance Indicator initiative as per the current process;
- Participate in the Ontario College Student Engagement Survey (formerly known as the Pan Canadian Survey of the Student Experience in Canadian Colleges and Institutions);
- Work jointly with the Chair of HEQCO to establish a research agenda on quality to be carried out by the Council;
- Define the role and responsibilities of HEQCO on monitoring quality in the system, and receive guidance from the Council on improving quality;
- Work with the Ministry of Research and Innovation to support the role of institutions in implementing the province's research, innovation and commercialization agenda;
- Co-operate and work with the College-University Consortium Council (CUCC) and institutions to develop strategies and policies that will improve and increase collaboration between institutions and sectors, in support of student success and mobility; and,
- Receive advice from HEQCO and CUCC on the best way to measure increased collaboration.

## **1.3 Accountability**

The government is committed to ensuring that it and postsecondary institutions be held accountable for accomplishing the goals and objectives established under the Reaching Higher Plan.

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<sup>1</sup> Mature Student status: status of an applicant who does not have an Ontario Secondary School Diploma or equivalent but has reached the age of 19 years on or before the commencement of the program of instruction in which he or she intends to enrol.

The government will undertake the following initiatives designed to help institutions improve accountability:

- Track and report on the achievement of the Reaching Higher Measurement and Results Schematic identified in **Appendix A**;
- Receive the advice of HEQCO on the best way to measure performance and ensure the accountability of colleges and universities;
- Continue the ongoing review of institutional reporting requirements to streamline, consolidate and improve reporting requirements;
- Sign and implement this Multi-Year Agreement with the understanding that it will be reviewed annually in partnership with the institutions to determine whether any revisions are needed pursuant to the advice and input of HEQCO or to reflect maturing consensus on how to measure and encourage quality and access; and
- Participate in the annual review of the Multi-Year Action Plan located in **Appendix B** of the Agreement. When completed, the Multi-Year Action Plan will establish the institution specific strategies, indicators and results designed to contribute to the system-wide goals and results for access, quality and accountability identified in the Reaching Higher Measurement and Results Schematic located in **Appendix A**.

## **1.4 Funding**

Recognising the importance of stability and predictability of funding for institutional planning and in order to increase the capacity of institutions to meet shared goals of quality and accessibility, the government will provide multi-year funding allocations for the three years covered by this agreement.

Preliminary allocations for 2006-07 and notional allocations for 2007-08 and 2008-09 will be provided based on best information available and are subject to change as updated information becomes available.

## **2. Institution Commitments**

This section outlines the commitments and results expected from each institution.

### **2.1 Access**

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve access:

- Participate in the Student Access Guarantee. In partnership with the government, develop a Student Access Guarantee that provides that no qualified Ontario student will be prevented from attending Ontario's public colleges and universities due to lack of financial support programs. The Student Access Guarantee means that students in need will have access to the resources they need for their tuition, books and mandatory fees;
- Provide the ministry with the assistance needed to design and implement a website that will allow students to identify costs and sources of financial student aid;
- Complete small, northern and rural access plans to enhance Ontarians' access to quality college programs and services,
- Comply with the new Tuition Fee Framework,

- Provide HEQCO with the assistance needed to complete access related research;
- Provide the ministry and HEQCO with the assistance needed to develop a system measure to track the participation of under-represented groups, and mature students in a manner that is sensitive to privacy concerns. The First Generation Strategy is expected to develop measures to find and track those who are the first in their family to attend postsecondary education (including “at risk” and low-income students);
- Continue to improve transitions to college by working with secondary schools to build pathways and develop and implement strategies that support transitions, developing pathways for potential students who are no longer in secondary school, and engaging the community in the development of pathways;
- Report on institutional enrolment growth in keeping with established protocols or as required by the ministry thereby contributing to the sector targets established by government; and
- Provide the ministry with institution specific multi-year access strategies, indicators and results in the Multi-Year Action Plan template located in **Appendix B** of the agreement.

## 2.2 Quality

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve quality:

- Participate in the Ontario Colleges’ Key Performance Indicator initiative as per the current process, and report separately on indicators identified in the MYA Action Plan in **Appendix B**;
- Participate in the Ontario College Student Engagement Survey (formerly known as the Pan Canadian Survey of the Student Experience in Canadian Colleges and Institutions), and submit results to MTCU as per the protocol to be developed;
- Provide HEQCO with the assistance needed to complete quality related research; Provide the ministry with institution specific multi-year quality strategies, indicators and results in the Multi-Year Action Plan template located in **Appendix B** of the agreement; and
- Co-operate and work with postsecondary education institutions and the College-University Consortium Council (CUCC) to develop strategies and policies that will improve and increase collaboration between institutions and sectors, in support of student success and mobility, and provide HEQCO and the CUCC with the assistance needed to develop advice on the best way to measure increased collaboration.

## 2.3 Accountability

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve accountability:

- Complete the Multi-Year Action Plan template attached in **Appendix B** which, when completed, will establish the institution specific strategies and results designed to contribute to the system-wide goals and results for access, quality and accountability identified in the Reaching Higher Measurement and Results Schematic located in **Appendix A**;

- Report on each of your institution's commitments relating to the 2005-06 Interim Accountability Agreement in your Annual Report due July 31, 2006;
- Participate in an annual review of the Multi-Year Action Plan as outlined in **Appendix B**;
- Continue all other reporting requirements, linked to transfer payments and grants, in addition to any revised or new reporting requirements related to Francophone students and the Access and Opportunity Fund
- Provide HEQCO with the assistance needed to determine the best way to measure performance and ensure the accountability of colleges and universities;
- Sign and implement this Multi-Year Agreement with the understanding that it will be reviewed annually in partnership with the government to determine whether any revisions are needed pursuant to the advice and input of HEQCO or to reflect maturing consensus on how to measure and encourage quality and access; and
- Post the MYA on your institution's website.

**Please Note: The release of the full amount of your 2006-07 funding is conditional on the Ministry approving your completed Multi-Year Action Plan. Please complete and submit this Action Plan to the Ministry by September 29, 2006.**

**For the subsequent years - 2007-08 and 2008-09 – the release of the full amount of your college's allocation will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.**

Signature of President and Board Chair

Board Chair original signed by  
Gary Beveridge

Date: Sept 25/06

President original signed by  
MaryLynn West-Moynes

Date: Sept 22, 2006

Signature of Minister

original signed by  
Christopher Bentley

Date: Dec 20/06

## **Mohawk College of Applied Arts and Technology**

### **Appendix B: Multi-Year Action Plan for Colleges: September 28, 2006**

The Ministry recognizes and appreciates that each institution has its own unique mission and objectives in the postsecondary education system.

The purpose of this Multi-Year Action Plan (Action Plan) is to provide an outline of how each institution will use their total operating budget, including multi-year funding allocations from the government and increased tuition revenues, to develop and strengthen its unique mission and objectives while contributing to the achievement of the Reaching Higher goals and results for access, quality and accountability identified in Appendix A of the MYA.

This Action Plan will set out your institution specific commitments for multi-year strategies, performance indicators and results designed to achieve the system-wide goals and results for access, quality and accountability, developed in consultation with faculty, staff and students.

The release of the full amount of your 2006-07 funding is conditional on the ministry approving your completed Multi-Year Action Plan. Thereafter, the ministry will review your Action Plan annually to discuss progress made on the commitments outlined in your Action Plan.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

This annual review will also allow for revisions needed to accommodate the input and advice of institutions and the Higher Education Quality Council of Ontario (HEQCO) with respect to the best way to measure performance and ensure the accountability of colleges and universities.

#### **College Specific Mission and Objectives**

Your college's mission or objectives are identified in your strategic and business plans. Please confirm that these are still current or note any modifications in the box provided. This may relate to your programming priorities, institutional culture, or student profile:

**Mohawk College of Applied Arts and Technology remains committed to the vision, mission and goals outlined in the following submitted documents:**

- ***Vision Like A Hawk: Strategic Plan 2004-2007: Update 2006, and***
- ***Achieving Our Vision: Business Plan 2006-2007, final year for the current strategic plan, and Business Plan that informs the first of the three years included in the Multi-Year Action Plan.***

**Mohawk's completion of this Multi-Year Action Plan is therefore grounded in our Business Plan, and in our vision, mission, and values, as articulated in *Vision Like A Hawk: Strategic Plan 2004-2007*:**

**Vision:**

*Inspiring learning, leadership and citizenship.*

**Mission:**

*Student and learning are at the heart of all we do. We are committed to access, individual development and lifelong learning, recognizing this investment will contribute to economic prosperity for all.*

*We are proud to support the rich diversity of our learners and partners, providing market-driven programs and services that build knowledge and skills while cultivating attitudes of exemplary citizenship.*

*This clarity of purpose generates the strength, confidence and commitment to achieving excellence.*

**Values:**

*Our values guide our behaviours and decisions, culminating in a culture focused on students, staff and community.*

**We will:**

- *Foster academic excellence, innovation and reasoned risk-taking*
- *Embrace diversity*
- *Be accountable in everything we do*
- *Act with integrity and promote respect for all*

*At Mohawk, RESPECT denotes Responsibility, Excellence, Service, People, Equity, Commitment, and Transparency.*

**Mohawk College has also approached this Multi-Year Action Plan on the basis of five principles endorsed by our Board of Governors. The Mohawk Multi-Year Action Plan will:**

- **Meet the vision and mission of Mohawk College;**
- **Meet Ontario government requirements and successfully negotiate the Multi-Year Accountability Agreement;**
- **Improve access, quality and accountability;**
- **Balance new resources with realistic performance targets; and**
- **Achieve improvements while 'living within our means'.**

**Mohawk College will develop a new strategic plan for 2007 to 2010, and will adopt a three-year business planning model commencing June 2007. It is important to note the limitations of our current Business Plan and Strategic Plan in the context of this three year Multi-Year Action Plan.**



## **A. ACCESS**

### **Increased Enrolment**

As outlined in Section 2.1 of the MYA, your institution will report on institutional enrolment growth in keeping with established protocols or as required by the ministry thereby contributing to the sector targets established by government. The ministry will use these reports to ensure that the system is on track to meet its commitment to increase college and university full-time enrolment.

### **Increased Participation of Under-Represented Students**

The ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of mature and under-represented students in a manner that is sensitive to privacy concerns. This Multi-Year Action Plan will be revised to incorporate this measure and the accountability mechanisms which will be used to ensure that the system is increasing the participation of under-represented students and is affordable and accessible across Ontario including northern and remote, rural and urban areas.

To inform this process, please provide any measurement methodologies your institution currently uses to track the participation of these students, and in particular, any measures to find and track those who are the first in their family to attend postsecondary education (including “at risk” and low income students):

**Mohawk College of Applied Arts and Technology shares Ontario's goal ensuring that there is an increase in the number of Ontarians who have the opportunity to successfully pursue postsecondary education that is affordable and accessible. In addition to increasing its enrolment by up to 0.8 percent for only 2006-07, as outlined in the 2006-07 *Business Plan*, p.11, Mohawk is particularly committed to increasing participation by under-represented students including Aboriginal, low-income, 'at-risk', first generation, immigrant and disabled students (*Business Plan* p.8). Mohawk currently tracks participation of such students through the following methodologies:**

- 1. MATURE STUDENTS (currently 58.5% of Mohawk's student population), through available OCAS and Freshman Integration & Tracking (FIT) Survey data.**
- 2. ABORIGINAL STUDENTS (currently 6.3% of student population), through FIT Survey, Aboriginal Services, and Financial Assistance data.**
- 3. 1st GENERATION STUDENTS (currently 37.0% of student population), including low-income and at-risk students, through Financial Assistance data.**
- 4. RECENT AND LANDED IMMIGRANT STUDENTS (currently 14.1% of student population), through FIT Survey data.**
- 5. STUDENTS WITH DISABILITIES (currently 11.0% of student population), through Disability Services data.**

Please provide a description of your institution's strategies and programs that will support the increased participation of aboriginal, first generation, and students with disabilities, as appropriate to your institution's unique focus. Colleges should use this box to input any strategies and programs that they may have with respect to mature students:

**Mohawk College of Applied Arts and Technology will augment participation of under-represented and mature students with a focus on outreach, transition to college, and retention related to certificate, diploma, apprenticeship and degree credentials through the following strategies, programs and services:**

- 1. MATURE STUDENTS:** through Return To School sessions, targeted recruitment efforts, designated financial assistance, online and print guides, and Student Success services, including pre- and post-admission counselling and academic advisement.
- 2. ABORIGINAL STUDENTS:** through targeted recruitment, facilitated admissions, designated financial assistance, and Student Success services, as well as through targeted programs and partnerships with Aboriginal institutions such as Six Nations Polytechnic, Ogwehoweh Skills and Trades Training Centre, and other Aboriginal organizations
- 3. 1st GENERATION STUDENTS,** including low-income and at-risk students: through targeted recruitment, designated financial assistance, community outreach linked to citizenship, and Student Success services.
- 4. RECENT AND LANDED IMMIGRANT STUDENTS:** through targeted recruitment, designated financial assistance, community outreach to immigrant communities, Student Success services, and bridging programs for internationally educated professionals.
- 5. STUDENTS WITH DISABILITIES:** through targeted recruitment, designated financial assistance, and Student Success services.

In the table below, identify the institution specific performance indicators you have developed to confirm that these strategies and programs will achieve their intended objectives. This may include the indicator(s) you have identified above. Please provide at least one indicator per strategy / program.

### Performance Indicators

Strategy / Program	Indicator
MATURE AND UNDER-REPRESENTED STUDENTS PROGRAMMING AND SERVICES ( <i>Business Plan</i> , p.8)	<ol style="list-style-type: none"> <li>1. Enrolment within overall student population</li> <li>2. Case Manager contacts for students with disabilities</li> <li>3. Graduation rates for mature and under-represented students</li> </ol>

Pursuant to these indicators, please outline your institution specific quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

### Multi-Year Results

Year	Indicator	Result
2006-07	<ol style="list-style-type: none"> <li>1. Enrolment of mature and under-represented students</li> <li>2. Case Manager contacts for students with disabilities</li> <li>3. Graduation rates for mature and under-represented students</li> </ol>	<ol style="list-style-type: none"> <li>1. Enrolment increase of 1% for mature and under-represented students, within an overall 0.8% enrolment increase for Mohawk (<i>Business Plan</i>, p.11)</li> <li>2. Increases in case manager contacts for students with disabilities</li> <li>3. Mohawk will pursue funding to enable tracking graduation rates, and track as resources permit</li> </ol>
2007-08	<ol style="list-style-type: none"> <li>1. Enrolment of mature and under-represented students</li> <li>2. Case Manager contacts for students with disabilities</li> <li>3. Graduation rates for mature and under-represented students</li> </ol>	<ol style="list-style-type: none"> <li>1. Enrolment increases for each category of mature and under-represented students, within an overall 0.9% enrolment increase for Mohawk</li> <li>2. Increases in case manager contacts for students with disabilities</li> <li>3. Mohawk will pursue funding to enable tracking graduation rates, and track as resources permit</li> </ol>
2008-09	<ol style="list-style-type: none"> <li>1. Enrolment of mature and under-represented students</li> <li>2. Case Manager contacts for students with disabilities</li> <li>3. Graduation rates for mature and under-represented students</li> </ol>	<ol style="list-style-type: none"> <li>1. Enrolment increases for each category of mature and under-represented students, within an overall 0.9% enrolment increase for Mohawk</li> <li>2. Increases in case manager contacts for students with disabilities</li> <li>3. Mohawk will pursue funding to enable tracking graduation rates, and track as resources permit</li> </ol>

In addition to developing a system-measure that will track the participation of under-represented students, the ministry is also committed to working with institutions and HEQCO to develop a system measure that will track the participation of mature students.

### **Official Languages Education Program**

French-language and bilingual institutions will report on their strategies for supporting the access to programs for francophone students, and their expected outcomes, as part of the reporting requirements established for the 2005-09 Canada-Ontario Agreement on Minority-Language Education and Second-Language Instruction and the Canada-Ontario Agreement Relative to the Complementary Funds for Minority-Language Education at the Postsecondary Level (2005-06 to 2006-07) under the Official Languages in Education program (OLE).

### **French Language College – La Cité and Boréal – Collaboration (this section applies to La Cité and Boréal only)**

The two French language colleges - La Cité and Boréal – are to work collaboratively to develop a joint strategy to deliver pilot project programs across geographic areas and to evaluate the effectiveness of the collaboration. For 2006-07, please provide a description of the process and timelines of the strategy. The actual plan will be submitted in your annual report.

College Mohawk ne possède pas une population francophone spécifique.  
Mohawk College does not have a specific francophone population, but is pleased to support and partner with College Boreal to provide services within our area.

### **College Small, Northern and Rural**

If your institution receives funding through the Small, Northern and Rural Grant, please provide a description of your institution's access plan to protect and enhance northern and rural Ontarians' access to quality college services, as appropriate to your institution's unique focus:

NOTE: At the current time, Mohawk College has explored the definition of 'small' and 'rural' to discover that our Brantford Campus in particular does not fit the current definition, a definition created many years ago. Mohawk believes that urban poverty presents a challenge similar to that faced by 'small' and 'rural' populations in terms of access to postsecondary. Mohawk therefore has provided supplementary information below that would suggest that Ontario consider providing tuition grants that cover one quarter to full tuition for students who can demonstrate that they are indeed poor.

Please identify the specific multi-year results your institution will achieve from this access plan in the table below. Results could include inputs, outputs or outcomes:

### **College Small, Northern and Rural**

<b>Results for 2006-07</b>	NA: Not Available
<b>Results for 2007-08</b>	NA
<b>Results for 2008-09</b>	NA

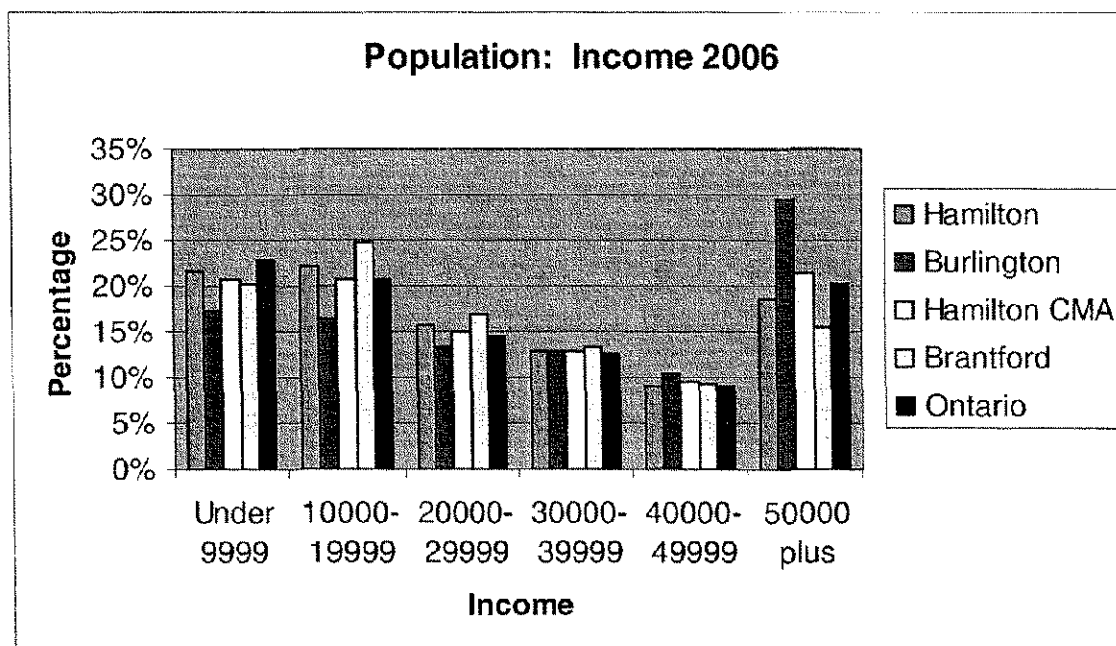
## **NEW SECTION:**

### **A + MEETING URBAN DIVERSITY CHALLENGES**

Mohawk College of Applied Arts and Technology serves almost 2 million people in the greater Golden Horseshoe, including the Hamilton Census Metropolitan Area (including Hamilton, Burlington and Grimsby), Brantford and the surrounding communities in south-western Ontario. The City of Hamilton is slowly making a transition from being a predominantly steel industry town to a multi-dimensional manufacturing and services centre. Mohawk believes that it must demonstrate social responsibility and good citizenship in part by empowering young people to escape poverty through postsecondary education (*Business Plan* p.8)

The Hamilton CMA and Brantford populations reflect average income levels, with significant incidences of poverty. In Ontario, 58.0 per cent of the population earns less than \$29,999 per year, compared to 56.4 per cent for the Hamilton CMA and 61.9 per cent for Brantford. Fully 42.1 per cent of the Ontarians earn more than \$30,000 per year, however by contrast 75 per cent of college applicants cite household incomes of more than \$30,000 per year. And, 43.6 per cent of people in the Hamilton CMA and 38.1 per cent of people in Brantford earn more than \$30,000 per year. Burlington has significantly higher numbers of people earning more than \$50,000 per year.

<b>Population: Income 2006</b>						
<b>Income</b>	<b>Hamilton</b>	<b>Burlington</b>	<b>Hamilton CMA</b>	<b>Brantford</b>	<b>Ontario</b>	<b>Applicants</b>
Under 9999	21.78%	17.33%	20.66%	20.27%	22.80%	25%
10000-19999	22.12%	16.32%	20.67%	24.69%	20.61%	
20000-29999	15.66%	13.44%	15.09%	16.91%	14.55%	
30000-39999	12.78%	12.84%	12.80%	13.29%	12.71%	75%
40000-49999	9.04%	10.50%	9.41%	9.32%	9.15%	
50000 plus	18.61%	29.60%	21.38%	15.53%	20.19%	



In the City of Hamilton, one in five children live below the Low Income Cut-Off, and 20 per cent of families live below the LICO, and the poverty is concentrated in wards in the inner city. The distribution of poverty among young people is significant, and the poverty rate is highest for Aboriginal people and recent immigrants, and high for visible minorities and persons with disabilities. The gap between wealth and poverty presents unique challenges and opportunities relative to levels of participation in postsecondary education, building an endowment to generate sufficient student financial assistance, and growing enrolment given that the majority of applicants to Mohawk are local.

Population of Poverty									
	Hamilton			Hamilton CMA			Burlington		
	Distribution of Total %	Distribution of Poor %	Poverty Rate %	Distribution of Total %	Distribution of Poor %	Poverty Rate %	Distribution of Total %	Distribution of Poor %	Poverty Rate %
15-24	13	16	33	13	15	22	12	13	11
25-34	17	16	26	15	15	19	15	14	9
35-44	16	13	23	16	13	15	16	13	8
Recent Immigrants	4	8	53	3	7	47	2	5	30
Visible Minorities	11	18	45	8	16	38	5	9	18
Aboriginal Identity	1	2	52	1	2	44	0	0	9
With Disabilities	15	21	40	12	20	33	9	18	21

**Mohawk is committed to serving the under-represented populations described previously as Aboriginal, 1<sup>st</sup> generation, immigrant and disabled people. Mohawk stands ready to respond to the unique additional challenge of poverty by creating a partnership with provincial and municipal orders of government, and the private sector, that not only addresses the unique circumstances of being Aboriginal, 1<sup>st</sup> generation, immigrant or disabled, but also the additional challenge of being impoverished. Mohawk believes that one example of a solution would be to provide grants to students who are poor that cover from one quarter to full tuition, as Ontario now does for students deemed to be part of the Small, Northern and Rural envelope.**

## **Student Access Guarantee**

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee, including a new website to allow Ontario students to identify costs and sources of financial aid.

Please indicate the strategies and programs that your institution will use in 2006-07 to support access for qualified Ontario students who face financial barriers, in accordance with the principle expressed through the Student Access Guarantee:

**Mohawk will meet the Student Access Guarantee, and is dedicated, as resources are available, to providing financial assistance designed to increase participation and reduce barriers for all prospective and current students (*Business Plan*, pp. 8,32). In 2006-2007, Mohawk will:**

- 1. Upon analysis of a recently completed KCI/Ketchum fundraising Feasibility Study, launch a multi-year initiative linked to the Ontario Trust for Student Success (OTSS) program, intended to increase Mohawk's endowment for bursaries to generate greater interest, and thereby provide additional financial assistance to students in need.**
- 2. Continue to solicit contributions to build an inventory of scholarships for students who demonstrate both merit and financial need.**
- 3. Continue to collaborate with the provincial government in the distribution of Ontario Student Assistance Program (OSAP) Loans, and with the federal government in helping students obtain Millennium Scholarships.**
- 4. Continue to invest the tuition set-aside in financial assistance and campus work-study opportunities.**
- 5. Invest in greater publicity, including enhancing our website, to ensure students are aware of financial assistance through our "We Invest In You" campaign.**

***Mohawk plans to take into consideration the Ministry of Training, Colleges and Universities tuition/book shortfall calculations in allocating financial assistance.***

For 2007-08, the ministry will consult with institutions on how to improve the co-ordination and communication of financial aid from government and institutional sources and, based on these consultations, revisions to this section of your Action Plan may be required in future years.

As noted in Section 1.1 of the MYA, the ministry is committed to working with institutions and HEQCO to develop an approach for tracking results of the Student Access Guarantee, also to be reflected in 2007-08 revisions.

## **B. QUALITY**

### **Quality of the Learning Environment**

Pursuant to the consultation process on the Multi-Year Agreements, there is stakeholder consensus that a quality postsecondary education system is one that achieves high standards in the quality of the learning environment.

Please provide a description of your strategies that will support the quality of your learning environment as appropriate to your institution's unique focus. In particular, the ministry is seeking information on strategies and programs designed to improve student/faculty engagement and learning quality. Examples include but are not limited to: academic and student advising, student centred-learning models, first-year seminars, enhanced computers and technology access, learning commons, and library expansions and enhancements:

**Mohawk College of Applied Arts and Technology is committed to ongoing enhancement of the quality of our learning environment. Strategies and programs designed to improve student/faculty engagement and learning quality include (All of these Strategies are included in, and all percentage increases for the first year are consistent with Mohawk's 2006-07 Business Plan (see below as *BP*):**

#### **QUALITY ACADEMIC STRATEGIES**

- A1. Program Review and New Program Development (*BP* pp.13-17)**
- A2. Student Engagement (*BP* pp.7-10)**
- A3. Student Success: Freshman Integration & Tracking (FIT) Survey and Individual Student Success Plans (*BP*. p8)**
- A4. Professional Development for Faculty, Counsellors and Librarians (*BP* pp.19-20)**
- A5. Improvement of Key Performance Indicators re Student, Graduate and Employer Satisfaction (*BP* p.13)**

#### **QUALITY SERVICES STRATEGIES**

- S1. Strategic Enrolment Management (*BP* p.10)**
- S2. Student Success Initiatives (*BP* pp.7,28)**
- S3. Financial Assistance Enhancement (*BP* pp.8,32)**
- S4. Improve Digital Technologies (*BP* p.31)**
- S5. Professional Development for Administration, Support Staff (*BP*, pp.19-20)**

**Mohawk's 2006-07 Business Plan provides the first year objectives for this Multi-Year Action Plan, with conservative projections for future years due to anticipated funding challenges.**



In the table below, identify the performance indicators developed by your institution to confirm that these strategies and programs will achieve their intended objectives. Please provide at least one indicator per strategy / program. For student/ faculty engagement, institutions may use net new full-time faculty, support staff, student services and administrative staff hires as one their indicators. Colleges are expected to provide their staff data to the College Compensation and Appointments Council which will post it on the Council website, as per the current practice.

### Performance Indicators

Strategy / Program	Indicator
<b>ACADEMIC</b>	
A1. Program Review and New Program Development	A1.1 Number of programs reviewed and new programs developed
A2. Student Engagement	A2.1 Percentage of students reporting out-of-class interaction with faculty as 'not difficult' via OCSES
A3. Student Success: Freshman Integration & Tracking (FIT) Survey and Individual Student Success Plans	A3. 1 Number of completions for each of two surveys A3. 2 Number of students with Student Success Plans
A4. Professional Development for Faculty	A4.1 Number of Faculty benefiting from professional development opportunities
A5. Improvement of Key Performance Indicators re Student, Graduate and Employer Satisfaction	A5.1 % improvements for each of student, graduate and employer satisfaction.
<b>SERVICES</b>	
S1. Strategic Enrolment Management	S1.1 Launch of new model for strategic enrolment management
S2. Student Success Initiatives	S2.1 Student contact with Student Success Advisors
S3. Financial Assistance Enhancement	S3.1 Growth in monetary value of Mohawk's endowment
S4. Improve Digital Technologies	S4.1 Number of technology enabled classrooms and labs S4.2 Percentage of campus space with wireless network
S5. Professional Development for Administration and Support Staff	S5.1 Number of Administrative and Support Staff benefiting from professional development opportunities

Pursuant to these indicators, please outline the quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

#### **MULTI-YEAR RESULTS: ACADEMIC**

<b>Year</b>	<b>Indicator</b>	<b>Result</b>
<b>2006-07</b>	A1.1 Number of programs reviewed and new programs developed	15 - 20 programs reviewed 3 new programs offered, including hiring new faculty Suspension of programs as appropriate Development of Strategic Enrolment Management (SEM) plan and financial resources
<b>2007-08</b>	A1.1 Number of programs reviewed and new programs developed	15 programs reviewed Suspension of programs as appropriate # new programs TBD (to be determined) by SEM plan and financial resources
<b>2008-09</b>	A1.1 Number of programs reviewed and new programs developed	15 programs reviewed Suspension of programs as appropriate # new programs TBD by SEM plan and financial resources
<b>Year</b>	<b>Indicator</b>	<b>Result</b>
<b>2006-07</b>	A2.1 % of students reporting out-of-class interaction with faculty as 'not difficult' via OCSSES	1% increase over previous year
<b>2007-08</b>	A2.1 % of students reporting out-of-class interaction with faculty as 'not difficult' via OCSSES	.5% increase over previous year
<b>2008-09</b>	A2.1 % of students reporting out-of-class interaction with faculty as 'not difficult' via OCSSES	Maintain increase to date
<b>Year</b>	<b>Indicator</b>	<b>Result</b>
<b>2006-07</b>	A3.1 Number of completed surveys A3.2 Number of students with Success Plans	75% survey completion 75% of student receive individual success plans
<b>2007-08</b>	A3.1 Number of completed surveys A3.2 Number of students with Success Plans	77% survey completion 77% of students receive individual student success plans
<b>2008-09</b>	A3.1 Number of completed surveys A3.2 Number of students with Success Plans	Maintain participation rates

<b>Year</b>	<b>Indicator</b>	<b>Result</b>
<b>2006-07</b>	A4.1 Number of Faculty, Counsellors and Librarians benefiting from professional development	5% increase over previous year
<b>2007-08</b>	A4.1 Number of Faculty, Counsellors and Librarians benefiting from professional development	Maintain increase
<b>2008-09</b>	A4.1 Number of Faculty, Counsellors and Librarians benefiting from professional development	Maintain increase
<b>Year</b>	<b>Indicator</b>	<b>Result</b>
<b>2006-07</b>	A5.1 % improvements for student, graduate and employer satisfaction	2% increase in student satisfaction 1% increase in graduate satisfaction 1% increase in employer satisfaction
<b>2007-08</b>	A5.1 % improvements for student, graduate and employer satisfaction	Maintain increases
<b>2008-09</b>	A5.1 % improvements for student, graduate and employer satisfaction	Maintain increases

#### **MULTI-YEAR RESULTS: SERVICES**

<b>Year</b>	<b>Indicator</b>	<b>Result</b>
<b>2006-07</b>	S1.1 Launch of new model for enrolment management	Planning complete for future growth
<b>2007-08</b>	S1.1 Enrolment management	To Be Determined (TBD) by Business Plan
<b>2008-09</b>	S1.1 Enrolment management	TBD by Business Plan
<b>Year</b>	<b>Indicator</b>	<b>Result</b>
<b>2006-07</b>	S2.1 Student contact with Student Success Advisors	Contact tracking measure to be developed
<b>2007-08</b>	S2.1 Student contact with Student Success Advisors	TBD, based on 2006-07 data
<b>2008-09</b>	S2.1 Student contact with Student Success Advisors	TBD
<b>Year</b>	<b>Indicator</b>	<b>Result</b>
<b>2006-07</b>	S3.1 Growth in monetary value of Mohawk's endowment	Growth potential to be determined by fundraising Feasibility Study
<b>2007-08</b>	S3.1 Growth in monetary value of Mohawk's endowment	TBD
<b>2008-09</b>	S3.1 Growth in monetary value of Mohawk's endowment	TBD

<b>Year</b>	<b>Indicator</b>	<b>Result</b>
<b>2006-07</b>	24.1 Number of technology enabled classrooms S4.2 Percentage of campus space with wireless network	27 classrooms targeted for conversion  40% of student space wireless
<b>2007-08</b>	S4.1 Number of technology enabled classrooms S4.2 Percentage of campus space with wireless network	Pending available funds: 10 classrooms targeted for conversion 50% of student space wireless
<b>2008-09</b>	S4.1 Number of technology enabled classrooms S4.2 Percentage of campus space with wireless network	Pending available funds: 10 classrooms targeted for conversion 60% of student space will be wireless
<b>Year</b>	<b>Indicator</b>	<b>Result</b>
<b>2006-07</b>	S5.1 # of Administrative and Support Staff benefiting from professional development	5% increase over previous year
<b>2007-08</b>	S5.1 # of Administrative and Support Staff benefiting from professional development	Maintain increase
<b>2008-09</b>	S5.1 # of Administrative and Support Staff benefiting from professional development	Maintain increase

### **Student Engagement and Satisfaction**

Pursuant to Section 2.2 of the MYA, your institution will participate in the Ontario KPI initiative and in the Ontario College Student Engagement Survey and submit results from these surveys to MTCU.

As experience with the Ontario College Student Engagement Survey grows, subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student engagement and satisfaction scores. In the meantime, institutions may wish to use their Key Performance Indicators (KPI) and Ontario College Student Engagement Survey results as their indicators of quality in the section above.

### **Student Success**

#### **Retention**

Pursuant to Section 2.2 of the MYA, your institution will identify specific targets for retention. Please insert targets for student retention rates in the following table, using the institution specific definitions and methodologies for measuring retention outlined in your 2005-06 Interim Accountability Agreements or if you have developed new definitions and/or methodologies, please specify what they are:

**Student Retention Rates: subject to adequate funding that enables sustainability for Mohawk retention strategies invested in for 2006-07.**

	2006-07	2007-08	2008-09
1 <sup>st</sup> to 2 <sup>nd</sup> Year	67%	68%	69%
2 <sup>nd</sup> to 3 <sup>rd</sup> Year	85%	86%	87%
3 <sup>rd</sup> to 4 <sup>th</sup> Year*	NA	NA	NA

\* applicable only to applied degree programs

### Graduation Rates

Pursuant to Section 2.1 of the MYA, your college will continue to participate in the Key Performance Indicator initiative.

The ministry will use the graduation data to determine whether the graduation rate (2005-06 reporting year) of 60 percent for the college sector is being maintained or improved, pursuant to the "Reaching Higher" Measurement and Results Schematic located in Appendix A of the MYA.

## **C. ACCOUNTABILITY**

### Multi-Year Action Plan

Please provide details on how the institution consulted with faculty, support staff, administrative staff and students on the content of this Action Plan:

**The Mohawk College of Applied Arts and Technology Multi-Year Action Plan has been completed through consultation with:**

- **Board of Governors**
- **Faculty, Counsellors and Librarians, Local 240**
- **Support Staff, Local 241**
- **Administrative Staff (MCASA)**
- **Mohawk Students' Association (MSA)**
- **Mohawk College Association of Continuing Education Students (MCACES)**

As previously noted, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your plan.

Based on this review, you may be required to submit an improvement plan to the ministry, developed in consultation with faculty, staff and students.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.

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## **NEW SECTION:**

### **D. OPPORTUNITIES AND CHALLENGES**

Mohawk College of Applied Arts and Technology is committed to partnering with Ontario in this Multi-Year Accountability Agreement Action Plan. As per our 2004-2007 Strategic Plan, and our 2006-07 Business Plan, considerable effort and resources are designated to student achievement.

As a result of investing Ontario *Reaching Higher* contributions to date, Mohawk has been able to move forward in achieving the goals and objectives of *Vision Like A Hawk: Strategic Plan 2004-2007*. Relative to the Strategic Plan's Cornerstone 2, Academic Excellence and Innovation, and its focus on learning opportunity, access and excellence, the College has invested in a wide variety of initiatives, including:

- Research and development of new market-driven programs/streams for 2005 and 2006, all deemed responsive to employer and community needs.
- Continued to expand work experience opportunities for students through cooperative education, field and clinical placements, and on-campus work-study opportunities.
- Initiated a comprehensive enrolment management strategy to promote student success and the continuum of learning, including recruitment, multi-year program mapping, and progression to work.
- Implemented facilitated admissions for Aboriginal students and signed an articulation agreement with Six Nations Polytechnic.
- Enhanced disabilities and English as a Second Language services.
- Completed program report cards for all postsecondary academic programs, and curriculum program maps for ½ of all programs, while balancing standards, professional accreditations, Key Performance Indicator results expectations, new program hours and financial resources for each Mohawk program.
- Six faculty have been trained as program mapping facilitators, released full-time to assist with leading this curriculum initiative, and another 75 trained in program mapping for curriculum development
- Launched a new Citizenship course mandatory for all students, with off-campus visits and participation in citizenship focused community events, including an on-campus Citizenship Court and United Nations Round Table.

To achieve teaching excellence, and in keeping with Mohawk Strategic Plan Cornerstone 3: The Employer of Choice – Exceptional Professional Staff, with a focus on high performance teams, the College has:

- Implemented new professional development for new faculty focusing on teaching excellence, current market-relevant skills, and using technology for teaching and learning.
- Implemented new levels of reimbursement for professional development and conference tuition and attendance.
- Redefined semester teaching to release faculty in spring and summer to engage in school/college/work initiatives, curriculum development and professional development.
- Provided over 100 faculty with training in teacher success workshops, and another 50 with opportunities to improve their academic credentials.

Mohawk's investment in Teaching and Learning Excellence will facilitate dynamic outcomes:

- New programs/streams provide additional choices for incoming students, destined to graduate to jobs reflecting regional labour market needs.
- Expanded placement and work opportunities linked to curriculum enrich learning experiences for students, and enhance their employability after graduation.
- Enrolment management focuses on recruitment to build the applicant pool, and on retention to increase the graduation rate, with links to curriculum development enhancements that make the graduate more job ready.
- Mohawk's facilitated admissions and community based programs for Aboriginal students are increasing access to postsecondary education for Aboriginal youth.
- Mohawk provides quality services to students with disabilities and newcomers to Canada, again to increase access to postsecondary education.
- Curriculum renewal for all programs/clusters in 2 years, achieved in large measure through report cards and program mapping, will both reinvigorate teaching and learning, encourage retention, and improve key performance indicator student satisfaction results.
- Faculty trained in mapping add the faculty perspective and understanding to a process designed ultimately to enhance teaching and learning, and therefore add value to the overall curriculum renewal process.
- Mohawk's Citizenship course is designed to both improve individual student communications skills and enhance their contribution to society after graduation.
- The hiring of new faculty and support staff that support academic departments enrich the teaching capacity of Mohawk and our ability to serve students well, in part through improved quality, teacher contact hours with the same professor, and increased access through additional sections of programs in demand.
- The new release time in spring and summer provides time for teaching and learning strategies to be developed and improvements to be implemented. All faculty will be engaged in strategies to improve student learning and student success at this time in order to ultimately improve retention.
- Teacher success workshops are designed to improve the quality of communications in the classroom, and generate increased use of technology in teaching.

Mohawk College wishes to present to Ontario several real needs or opportunities that would significantly improve the quality of programs and services to students that, at this point, resource limitations prevent us from pursuing. Mohawk seeks to:

- Launch new innovative programs in capital-intensive programs in health sciences, technology and apprenticeships, niche program clusters where Mohawk enjoys considerable and deserved reputation.
- Renew existing equipment that has become obsolete or inoperable to ensure students graduate ready to meet the most up-to-date opportunities available in the labour force.
- Purchase state-of-the-art equipment in high technology programs, where technology changes annually and being state-of-the-art is required for graduate employability.
- Resource research opportunities relative to enhancing graduation rates for mature and under-represented students by individual group (i.e. Aboriginal, 1<sup>st</sup> generation, immigrant).
- Address the poverty challenge facing the Cities of Hamilton and Brantford as outlined earlier.
- Enhance the quality of Mohawk library collections and services to improve the quality of the learning environment.

This Multi-Year Action Plan and other quality improvements that would benefit our students' experience, improve access, and enhance student success, require additional human resources. Indeed, to improve quality for students, our Local 240 Faculty Union has provided arguments in support of Mohawk hiring additional professors, and has asked that we consider achieving reducing large class sections of 40 or more students, and setting minimum student classroom time of 20 hours per week. Mohawk's current program of study classroom hours average 21.94 hours for all semesters. Achieving these objectives would require additional funding beyond that proposed by the base and growth funding envelopes currently envisioned and projected by the Ministry of Training, Colleges and Universities.

Although Mohawk understands the need to maximize the productivity of our people, and use our human resources efficiently, this has been done quite extensively for the last 10 to 12 years at our four campuses. Mohawk invested additional resources in faculty and support staff when the Interim Accountability Agreement was signed in the previous year. As of September 2006, Mohawk employs 335 support staff, 457 faculty, and 97 administrators, plus part-time and continuing education faculty. We have budgeted to increase our support staff to 351 however we are concerned about future financial ability to continue full-time salaries.

One indicator of quality is to ensure students learn on up-to-date equipment. In the past, limited capital funds have flowed for equipment acquisition and renewal, as well as for campus facility renewal. The need is greater than ever, however, to date, no capital funds have been allocated by the Government of Ontario for the 2006-07 year, and Mohawk believes that as a result, student success is challenged.



In conclusion, the students, staff and Board of Governors of Mohawk College of Applied Arts and Technology remain committed to partnering with the Ministry of Training, Colleges and Universities, and the Government of Ontario, to build greater opportunities for students.

Respectfully submitted by Mohawk College of Applied Arts and Technology, on this  
\_\_Fifteenth\_\_\_\_ day of \_\_November\_\_\_\_, 2006.

original signed by

Gary Beveridge  
Chair, Board of Governors

original signed by

MaryLynn West-Moynes  
President