

MOHAWK

COLLEGE OF APPLIED ARTS AND TECHNOLOGY



Brantford



Mohawk STARRT Institute
for Skilled Trades &
Apprenticeship Research,
Resources and Training



Institute for Applied
Health Sciences



Fennell

Annual Report 2008-09

with Multi-Year Accountability Agreement Report-Back

BOARD OF GOVERNORS: MAY 2009-05-04

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2008-2009 Board of Governors Members



Bryan Adamczyk, Chair	Roberta Burke	Allan Greve	Brian Mullan
Ty Shattuck, Vice Chair	Brenda Davis	Ramon Hylton	Brendan Ryan
Heide Bell	Kevin Davis	Sharon Lax	Rob MacIsaac, President (ex officio)
Paven Bratch	Carmen Fortino	Janice Locke	
	Shannon Gould	Pat McKay	

Introduction



The Mohawk College of Applied Arts & Technology Business Plan 2008-09, submitted to the Government of Ontario in July 2008, focused on advancing academic excellence and prosperity, further enhancing Mohawk's leadership as an employer of choice, investing in technology and new business processes and implementing new marketing and communications, advocacy and fundraising initiatives. The 2008-09 Business Plan also focused on how Mohawk would meet the objectives outlined in the Multi-Year Accountability Agreement with the Ontario Ministry of Training, Colleges and Universities.

The past year was one of transition for Mohawk College, with the appointment of Rob MacIsaac as the College's seventh President of the College and subsequent refinement of Mohawk's Strategic Plan. In brief, over the past year, 2008-09 objectives met at Mohawk included:

Academic Excellence

- Participated in the Program Quality Assurance Process Audit.
- Completed the Millennium Scholarship Foundation Project.

Prosperity

- Took a leadership role in the provincial Colleges Integrating Immigrants to Employment Project.

Employer of Choice

- Implemented the Colleges' Human Resources Banner Enhancement Project.
- Streamlined work processes through the Staff Council on Institutional Effectiveness and Satisfaction.

Leading Technology

- Continued to invest more than \$2 million in the College's Information Technology infrastructure.

Solid Business Planning and Financial Accountability

- New budgeting and cost control processes were implemented and enhanced.

Marketing

- Increased the use of social media to recruit prospective students and convert applications into confirmed registrations.

Communications

- Developed an internal communications policy.
- Introduced new social media tools to communicate with students, faculty and staff.

Advocacy

- Implemented a comprehensive Advocacy Plan to advance the College's strategic priorities with all levels of government.
- Submitted a Fennell Campus Renewal Project Proposal to the Governments of Canada and Ontario.

Fundraising

- Increased the College's endowment to \$10.1 million.
- Provided 705 awards to students, totalling \$398,229.
- Received the largest gift in Mohawk's history.

Throughout 2008-09, Mohawk remained committed to serving under-represented groups including mature, Aboriginal, First Generation, immigrant and disabled students and to reducing barriers to postsecondary education through special targeted programs, facilitated admissions, pre-college preparation and bursaries. In the summer of 2008, Mohawk opened the College and Career Discovery Centre with a focus on serving Second Career applicants and supporting the Government of Ontario's Second Career Strategy.



The Mohawk STARRT Institute for Skilled Trades and Apprenticeship Research, Resources and Training officially opened in September 2008. Joining more than 300 industry and community partners in the celebration were Board Chair Bryan Adamczyk, Past Board Chair Allan Greve, Past President MaryLynn West-Moynes, Ontario Minister of Government Services Ted McMeekin, Hamilton Mountain MPP Sophia Aggelonitis, Mohawk Vice President, Technology, Apprenticeship & Corporate Training Cheryl Jensen, Mohawk Students' Association president Alan Griffiths and Dave Santi from ArcelorMittal Dofasco. The \$27 million transformation of the STARRT Institute has created new opportunities for more students and apprentices than ever before to pursue gold collar careers in the skilled trades.

Refining Mohawk's Strategic Plan



During the 2007-08 academic year, more than 400 staff and 100 external stakeholders participated in consultations to develop a new Strategic Concept for Mohawk College of Applied Arts & Technology with guidance from the College's Board of Governors Ad Hoc Strategic Plan Committee. In April 2008, the Board of Governors approved a new Strategic Concept for the College. Work began that Spring to operationalize the Strategic Concept.

In November 2008 following a robust national search, the Board of Governors appointed Rob Maclsaac as the seventh President of Mohawk College. The new President, in collaboration with the Board of Governors and Senior Management Team, further refined the Strategic Concept and developed a comprehensive Operating Plan. As outlined in the 2008-09 Business Plan, while this work was proceeding, exploration and innovation continued relative to learning models, showcasing leading programs, employer consultations, student persistence, articulation pathways and curricula development. A Director of Applied Research was appointed to provide support to a growing number of applied research projects and proposals of the College. Faculty, working with a team of students and recent graduates, continued to build Canada's first working prototype for a national electronic health records system. Partnerships in corporate training were expanded, and facility improvements were completed.

In June 2009, the Board of Governors approved the following enhanced multi-year Strategic Plan for Mohawk College.

VISION:

Mohawk College will be internationally renowned for its innovation culture and highly skilled future-ready graduates who will drive tomorrow's opportunities.

MISSION:

Inspiring learning, leadership, citizenship and innovation.

VALUES:

Students and learning are at the heart of all we do.

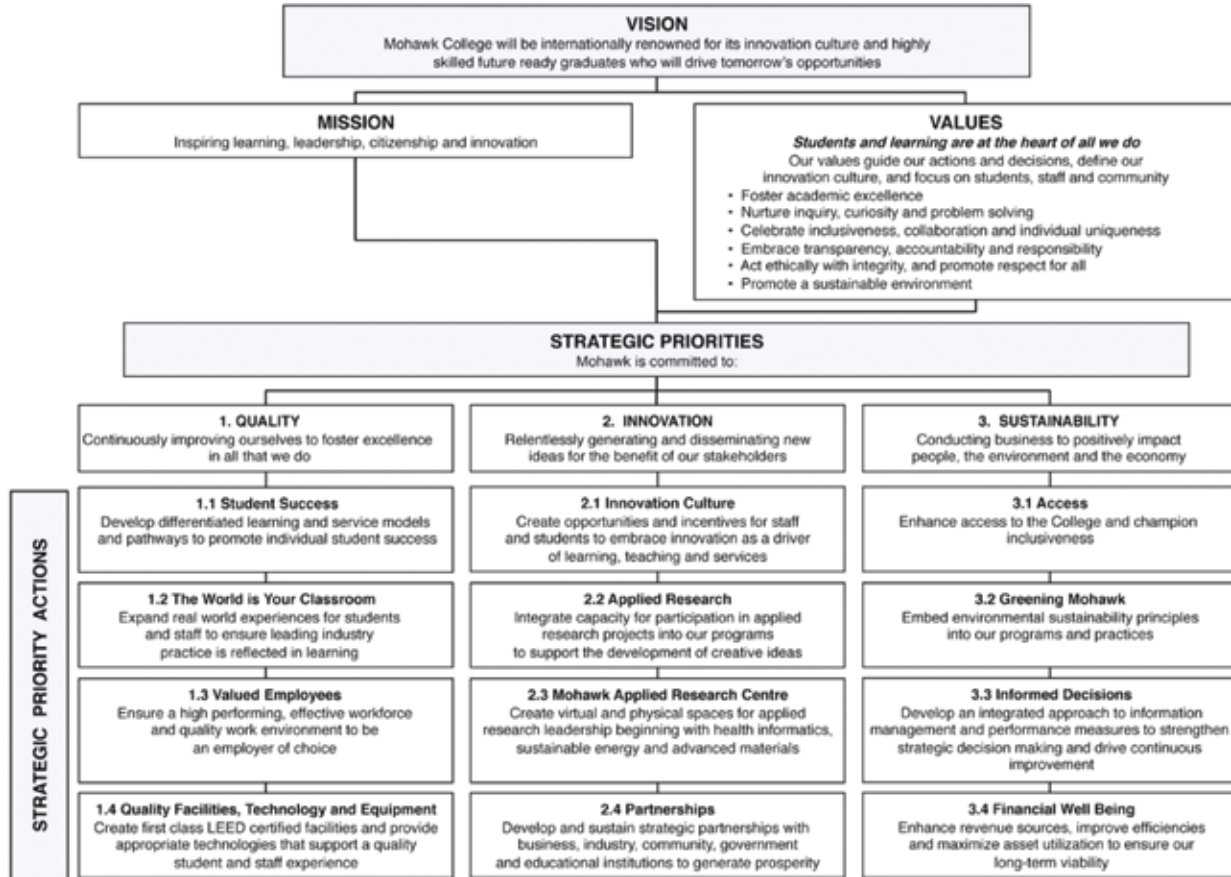
Our values guide our actions and decisions, define our innovation culture and focus on students, staff and community.

- Foster academic excellence
- Nurture inquiry, curiosity and problem-solving
- Celebrate inclusiveness, collaboration and individual uniqueness
- Embrace transparency, accountability and responsibility
- Act ethically with integrity, and promote respect for all
- Promote a sustainable environment



Hamilton Mayor and Mohawk alumnus Fred Eisenberger (left) congratulates Mohawk President Rob Maclsaac during his official Installation Ceremony.

Strategic Plan



Major Activities for 2008-09



1A. ACADEMIC EXCELLENCE

Program Quality Assurance Process Audit (PQAPA)

Mohawk successfully completed the PQAPA self-study report in January 2009 and welcomed the three-member PQAPA audit team to Mohawk in March 2009. Mohawk provided the PQAPA external audit team with extensive supporting material including reports covering comprehensive program reviews, new program development, corporate policies and procedures and other evidence data that reflected Mohawk's processes related to quality programming and services. The auditors congratulated Mohawk for a well-planned, coordinated and executed audit and praised the College's commitment to quality processes. The auditors will produce a summary report in the Spring of 2009 and Mohawk is committed to closing any quality process gaps identified by the external audit team.

1B. ACADEMIC EXCELLENCE

Completion of the Millennium Scholarship Foundation Project

Mohawk successfully completed the second and final year of the Millennium Scholarship Foundation 'Foundations for Success' research project in collaboration with Seneca and Confederation Colleges. The project reviewed the success rates for various interventions undertaken to encourage persistence among students. Mohawk's goal is to significantly improve persistence/retention rates at the College over time. The Foundations for Success: Short-Term Impact Report provided to the College on April 22 showed two key impacts: better academic performance and higher retention rates among students receiving interventions versus the control group. The Grade Point Average for students receiving interventions was significantly higher in Semesters 1 and 2 than it was for those students in the control group. Among students participating in interventions, the retention rate was 6.4 percentage points higher than among students in the control group.

2. PROSPERITY

Colleges Integrating Immigrants to Employment (CIITE)

Mohawk continued to actively participate with other colleges in the implementation of the CIITE Project with the Ministry of Citizenship and Immigration and CON*NECT.

The CIITE Project is a three-phase initiative designed to improve pathways for Internationally Trained Immigrants (ITI) through the Ontario College system, from pre-entry services through employment transition and into the workforce. Mohawk is engaged in the CIITE Project as a member of the CIITE Executive Council, Advisory Committees and as a facilitator and implementator of key projects, ranging from English language benchmarking to cultural competence training, organizational change and flexible and modular delivery. The specialized ITI advising services at Mohawk placed in the top five of 20 participating Ontario colleges in a CIITE client satisfaction survey.

At the same time, Mohawk continued to play an active role with governments and community associations to advance the social, cultural and economic prosperity in the communities it serves. In 2008-09, Mohawk's President and Vice President, Technology, Apprenticeship and Corporate Training were appointed to leadership roles on the Jobs Prosperity Collaborative Hamilton, and future facility plans submitted to Canada and Ontario include a Centre for Integrating Immigrants to Employment on the Fennell Campus

3A. EMPLOYER OF CHOICE

Human Resources Banner Enhancement Project

Mohawk HR Staff Services identified short-term and long-term opportunities to build and enhance services to current and future staff. For Phase 1 of the HR Banner Enhancement Project, 100 per cent of 86 process changes were completed. For Phase 2 of the Project, 55 percent, or 24 of 43 processes, were completed in 2008-09. These process changes have resulted in improved automation and streamlining of work processes that enable staff to focus on more rewarding and value-added work.

3B. EMPLOYER OF CHOICE

Institutional Effectiveness and Satisfaction

The Staff Council on Institutional Effectiveness and Satisfaction was created in 2007 to identify ways of improving the quality of worklife for staff at Mohawk. As its first project, the Council successfully reengineered the College's application and approval process for course exemptions. A new online process was launched in April 2009, reducing by 50 percent the number of exemptions requiring processing by staff. The Council also began work on improving the effectiveness and efficiency of an online tool used by staff to collect faculty workload and timetabling data.

4. LEADING TECHNOLOGY

IT/Information Technology Plan Implementation

Mohawk continued a \$2 million two-year investment in improvements to its Information Technology infrastructure and processes. In 2008-09, a significant number of academic, strategic and operational projects were developed, including:

- Installation of 1,068 new computers in 68 speciality and general purpose labs
- HR Banner Enhancement Project
- Apprenticeship Web Registration
- Learning Management System selection – Desire 2 Learn
- Course Outline System
- I.T. Governance Restructuring
- QAS Address Verification Project
- Peer Tutor Booking System
- Admissions Letter Generation improvements
- Vacation / Sick Leave Self-Service

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5. SOLID BUSINESS PLANNING

New Budgeting Process

As part of a process to continually upgrade financial systems and achieve financial sustainability, the College budget process incorporated several new features in 2008-09. These upgrades included a closer tie of budget and fiscal performance with Strategic Enrolment Management, and greater accountability for managers through contribution margins. Of particular note was the development of detailed monthly monitoring of financial performance, something that is now provided on a routine basis to senior management and to the Board. Work continues on further system improvements, particularly as used in the development of the 2009-10 budget.

6. FINANCIAL ACCOUNTABILITY

Cost Control Mechanisms

As noted above, new cost control mechanisms were implemented in 2008-09 to empower management and facilitate enhanced tracking of expenditures on a month-to-month basis. This was used significantly to manage a mid-year adjustment of financial projections and adapting to changing enrolment activity.

7. BOLD MARKETING

Digital Marketing

Mohawk continued to use Facebook, MySpace, Wikipedia, LinkedIn, blogs, online video and e-blasts to connect and communicate with prospective students, applicants and students. In June 2008, Mohawk hosted its first virtual open house. The College upgraded its existing Content Management System and continued with plans to implement a Customer Relationship Management System to grow applications and registrations and enhance reputation. In the Spring of 2009, Mohawk will reposition one of its student recruitment officers as an online recruiter, to connect with prospective applicants and applicants virtually and in real time to market the College using social media tools.

8. STRONG COMMUNICATIONS

Internal Communications Plan

An Internal Communications Policy was approved by Mohawk's Senior Leadership Team. In addition to the online staff newsletter Cornerstones published twice monthly, Mohawk introduced a blog (mohawkmatters.typepad.com) and began to communicate using Twitter (twitter/mohawkcollege). A comprehensive communications plan was developed to support the launch of Mohawk's new Strategic Plan.

9. ADVOCACY

Advocacy Plan

A comprehensive Advocacy Plan was developed and implemented to ensure maximum communication of Mohawk's operational, capital and strategic goals throughout all levels of government. In September 2008, Mohawk submitted its Long Range Capital Plan to the Government of Ontario, outlining future facility plans and deferred maintenance priorities for the Fennell Avenue, Brantford, STARRT and IAHS campuses. In March 2009, Mohawk submitted 'shovel ready' Fennell Campus Renewal Project proposals to the Government of Canada and the Government of Ontario. Mohawk proposed a partnership investment of \$41.884 million from Canada (50 percent), \$29.319 million from Ontario (35 percent) and \$12.565 million from Mohawk (15 percent), for a total collaborative investment of \$83.768 million. The partnership would provide postsecondary opportunity to an additional 1,560 students within 180,000 square feet of new space and 70,000 square feet of renovated space while addressing significant deferred maintenance and enhancing wireless capacity at Mohawk's largest, and oldest, campus.

10. FUNDRAISING

Bursary and Capital Project

Mohawk reached its multi-year target of \$10.1 endowment fund, of which \$8.9 million is allocated to student awards. In 2008-09, students received 705 annual, general and Ontario Trust for Student Support awards totalling \$398,229. In 2009, Mohawk received the largest individual private donation in its history, a \$4 million gift from the late Mr. Harold Cummings and his family. The gift will be invested in the redevelopment of the College's Library Services.

Multi-Year Accountability Agreement



In 2008-09, Mohawk completed the third and final year of the current Multi-Year Accountability Agreement signed with the Government of Ontario in 2006. Mohawk's Key Performance Indicator results form an essential part of the MYAA and the following chart provides insight into the successful implementation of goals set for the past year.

GOAL 2008-09	GOALS ACHIEVED 2008-09
<p>PROGRAMS: Review 15 programs; suspend programs as appropriate. Launch up to 10 new programs for September 2008.</p>	<p>24 programs were reviewed and 4 programs were suspended (Materials Engineering Technology, Mechanical Engineering Technician – Metal Casting, Computer Systems Technician – Web Applications and E-Business). For the Fall 2008, 7 new programs were developed and approved, while 4 programs were launched (Industrial Millwright Packaging, Advanced Police Studies, Construction Engineering Technician and Industrial Woodworking Technician), two collaborative streams within the Bachelor of Technology program were launched with McMaster University (Bio-technology and Automotive and Vehicle), two program sections were added at Mohawk Brantford (Child and Youth Worker and Early Childhood Education) and optional cooperative education work terms were introduced to 7 existing programs at Mohawk Brantford. Four new Continuing Education programs were approved, as well as a new program for Aboriginal Education (Aboriginal Small Business Management).</p>
<p>FACULTY INTERACTION: Maintain at 56.7 percent the percentage of students who report out-of-class interaction with faculty as 'not difficult' via the Ontario College Student Engagement Survey.</p>	<p>49.4 percent of students reported out-of-class interaction with faculty as 'not difficult' via the Fall 2008 Ontario College Student Engagement Survey. However, with a more representative student sample in the 2008-09 KPI Student Satisfaction Survey, 67 percent of students reported being satisfied / very satisfied with the helpfulness of faculty outside of the classroom. Mohawk is interested in participating in the KPI+ Pilot Project which will include engagement questions and underrepresented student demographics and provide a more representative sample of Mohawk's postsecondary day students.</p>
<p>FRESHMAN INTEGRATION TRACKING (FIT) SURVEY: Maintain survey participation at 80 per cent and individual success plan participation at 84%.</p>	<p>4,283 students complete the FIT Survey and received Personal Learning Plans, a total of 81.9 percent (certificate and diploma Semester 1 students). As of Fall 2009, Mohawk will replace the FIT Survey with a customized Student Entrance Survey.</p>

GOAL 2008-09	GOALS ACHIEVED 2008-09
<p>FACULTY, COUNSELLORS AND LIBRARIANS: Maintain or increase participation of faculty in professional development.</p>	<p>From April 1, 2008 to March 31, 2009, 511 full-time faculty participated in professional development opportunities. This participation rate was lower than in 2007-08, when a series of mandatory professional development sessions were held for faculty. In 2008-9, Professional Development introduced a new Departmental Group PD Funding initiative. Two professional development opportunities for faculty at the McMaster Institute for Applied Health Sciences and the College's School of Human Services were funded. Mohawk hosted Phase 11 of the College Educator Development Program in partnership with five Western region colleges, the provincial Advancing Learning: This is Instructional Technology the annual Connections Conference for e-learning.</p>
<p>KEY PERFORMANCE INDICATOR STUDENT, GRADUATE AND EMPLOYER SATISFACTION: Maintain increases for Graduate Satisfaction now at 82.7 percent and Employer Satisfaction at 93 percent.</p>	<p>Student participation in the KPI survey was the highest in five years at 6765 completed surveys and a 75 percent response rate. The 2008-09 KPI results were within +/- 2 percentage points of the 2007-08 results, which represents the margin for error and therefore a statistically insignificant increase or decrease. The Graduate Satisfaction Rate remained at 82.7 percent for a five-year cumulative variance of 2 percentage points. The Employer Satisfaction Rate decreased slightly to 92.5 percent from 93.3 percent, with a five-year cumulative variance of 0.6 percentage points. The Student Satisfaction Rate increased to 76.9 percent from 76.3 percent, with a five-year cumulative variance of 9 percentage points, well above the provincial five-year cumulative variance of 2.1 percentage points.</p>
<p>STRATEGIC ENROLMENT MANAGEMENT: Achieve enrolment goals outlined in the 2008-09 Business Plan.</p>	<p>Mohawk fell short of enrolment goals due primarily to a decrease in returning students. Mohawk had projected total full-time postsecondary activity of 11,315 FTEs and achieved 10,648 FTEs, for a variance of -5.89 percent. However, Mohawk's enrolment grew by 5.77 percent from 2007-08 to 2008-09.</p>
<p>STUDENT SUCCESS ADVISORS: Implement formal tracking measure, and measure against previous year.</p>	<p>A formal tracking measure continues to be developed in consultation with the Student Success Advisors and Associate Deans at the College. Advisors continue to keep their own records of student consultations. Cost prohibited the acquisition of a software solution over 2008-09.</p>
<p>GROW BURSARY ENDOWMENT: Fundraise for the bursary endowment towards the \$10 million goal.</p>	<p>Mohawk's endowment fund stands at \$10.1 million of which \$8.9 million is earmarked for student awards. In 2008-09, students received 705 annual, general and Ontario Trust for Student Support awards totalling \$398,229. More than \$420,000 in OTSS bursaries was raised during the farewell dinner for outgoing President MaryLynn West-Moynes and an additional \$87,400 in OTSS bursaries was raised during the installation dinner for President Rob MacIsaac.</p>

GOAL 2008-09	GOALS ACHIEVED 2008-09
<p>TECHNOLOGY: 10 classrooms targeted for renovation to technology enabled, and 60 percent of student space deemed wireless.</p>	<p>41 classrooms were renovated to be technology enabled, with 16 SMART classrooms at the Fennell Campus, 10 at the Mohawk STARRT Institute, 9 at the Mohawk-McMaster Institute for Applied Health Sciences and 6 at Mohawk Brantford. 80 percent of the Fennell Campus is now wireless and wireless capacity at Mohawk Brantford the Mohawk STARRT Institute is now at 60 percent.</p>
<p>ADMINISTRATIVE AND SUPPORT STAFF: Maintain participation levels of administrative and support staff in professional development.</p>	<p>Professional development objectives were met, with 432 support staff and 57 administrative staff participating in professional development events in 2008-09. To support a culture of innovation, a Building Innovative Leadership Program was developed and launched, with 80 administrative staff attending six half-day sessions throughout the Fall of 2008.</p>

Key Performance Indicator (KPI Results)

KPI	2004/05	2005/06	2006/07	2007/08	2008/09	2 Year Cumulative Variance	3 Year Cumulative Variance	4 Year Cumulative Variance	5 Year Cumulative Variance
Student Satisfaction Rate									
Mohawk	67.9%	76.3%	78.4%	76.3%	76.9%	0.6 ppt	-1.5 ppt	0.6 ppt	9.0 ppt
Province	76.3%	77.8%	77.4%	77.9%	78.4%	0.5 ppt	1.0 ppt	0.6ppt	2.1 ppt
Q14 Knowledge and Skills for Future Career									
Mohawk	80.2%	85.5%	88.7%	86.3%	87.7%	1.4 ppt	-1.0 ppt	2.2ppt	7.5ppt
Province	86.3%	87.3%	87.2%	87.5%	88.1%	0.6 ppt	0.9 ppt	0.8 ppt	1.8 ppt
Q26 learning Experiences – Program Quality									
Mohawk	71.0%	78.0%	81.3%	79.7%	81.3%	1.6 ppt	0.0 ppt	3.3 ppt	10.3 ppt
Province	80.1%	81.2%	81.1%	81.8%	82.4%	0.6 ppt	1.3 ppt	1.2 ppt	2.3 ppt
Q44 Quality of Facility / Resources									
Mohawk	61.6%	71.4%	72.0%	69.7%	68.6%	-1.1 ppt	-3.4 ppt	-2.8 ppt	7.0 ppt
Province	70.0%	71.7%	71.0%	71.3%	71.8%	0.5 ppt	0.8 ppt	0.1 ppt	1.8 ppt
Q45 Quality of Services									
Mohawk	59.0%	70.1%	71.6%	69.4%	68.6%	0.6 ppt	-1.6 ppt	-0.1 ppt	11.0 ppt
Province	68.9%	70.8%	70.3%	70.9%	71.8%	0.4 ppt	1.0 ppt	0.5 ppt	2.4 ppt
Graduate Satisfaction Rate									
Mohawk	80.7%	80.3%	82.5%	82.7%	82.7%	0.0 ppt	0.2 ppt	2.4 ppt	2.0 ppt
Province	80.5%	81.6%	82.0%	82.8%	82.7%	-0.1 ppt	0.7 ppt	1.1 ppt	2.2 ppt
Graduate Employment Rate									
Mohawk	90.7%	91.1%	92.5%	91.3%	89.5%	-1.8 ppt	-3.0 ppt	-1.6 ppt	-1.2 ppt
Province	88.0%	89.3%	90.1%	90.5%	88.9%	-1.6 ppt	-1.2 ppt	-0.4 ppt	0.9 ppt
Graduation Rate									
Mohawk	54.3%	55.8%	57.4%	60.3%	61.4%	1.1 ppt	4.0 ppt	5.6 ppt	7.1 ppt
Province	57.0%	60.1%	63.4%	64.9%	64.4%	-0.5 ppt	1.0 ppt	4.3 ppt	7.4 ppt
Employer Satisfaction Rate									
Mohawk	91.9%	89.8%	92.8%	93.3%	92.5%	-0.8 ppt	-0.3 ppt	2.7 ppt	0.6 ppt
Province	92.7%	92.1%	92.6%	93.1%	93.3%	0.2 ppt	0.7 ppt	1.2 ppt	0.6 ppt

Enrolment and Financial Statement



Mohawk achieved 5.77 percent full-time post secondary enrolment growth in 2008-09, continuing four years of increased applications and registrations. From 2004-05 to 2008-09, apprenticeship enrolment at Mohawk has grown from 2,645 to 3,650 students. The 37 per cent enrolment increase of apprenticeship students at Mohawk exceeds the Government of Ontario's target to increase apprenticeships by 25 per cent in the province.

2008-2009 Annual Report - Mohawk College Enrolment

College Enrolment Summary - FTE

	2007-2008 FTE (Audited)	2008-2009 FTE (Projected)	2008-2009 FTE (Not Yet Audited)	2008-2009 Variance to Projected	2007-2008 Variance to 2008-2009
Post-secondary Diploma and Certificate Program Enrolments					
Domestic Full-Time FTE					
School of Arts, Science and Communications	2,287	2,812	2,431	-13.55%	6.30%
School of Business	1,880	2,030	1,857	-8.50%	-1.22%
School of Engineering Technology	2,752	3,124	2,928	-6.26%	6.40%
School of Health Sciences	711	685	751	9.64%	5.63%
School of Human Services	1,093	1,241	1,140	-8.10%	4.30%
Sub-Total Domestic Full-Time FTE	8,723	9,891	9,107	-7.92%	4.40%
International Full-Time FTE					
International Full-Time, FTE	301	363	318	-12.40%	5.65%
Sub-Total International Full-Time FTE	301	363	318	-12.40%	5.65%
Collaborative & Applied Degree Programs					
Domestic Full-Time FTE					
School of Health Sciences					
BScN	487	443	555	25.28%	13.96%
Medical Radiation Sciences	521	574	544	-5.23%	4.41%
School of Engineering Technology					
BTech	29	37	114	208.11%	293.10%
International Collaborative & Applied Degree, Full-Time	6	7	10	42.86%	66.67%
Sub-Total Collaborative & Applied Degree Programs	1,043	1,061	1,223	15.27%	17.26%
Total Full-Time Post Secondary Activity	10,067	11,315	10,648	-5.89%	5.77%
Continuing Education					
Course Registrations					
Funded	35,477	36,186	36,030	-0.43%	1.56%
Non-Funded	9,167	9,350	8,263	-11.63%	-9.86%
Total Course Registrations	44,644	45,536	44,293	-2.73%	-0.79%
Apprenticeship Programs					
School of Engineering Technology and Human Services	3,191	3,318	3,318	0.00%	3.98%
School of Human Services	334	347	347	0.00%	3.89%
Total Apprenticeship Programs	3,525	3,665	3,665	0.00%	3.97%

Financial Statement

The following un-audited end of year statement is provided, demonstrating how Mohawk invested and spent in order to continue to realize its vision of inspiring learning, leadership, citizenship and innovation, its mission and values and the enhancement of teaching and learning for students, staff, alumni and regional business and industry.

Comparison of Financial Results

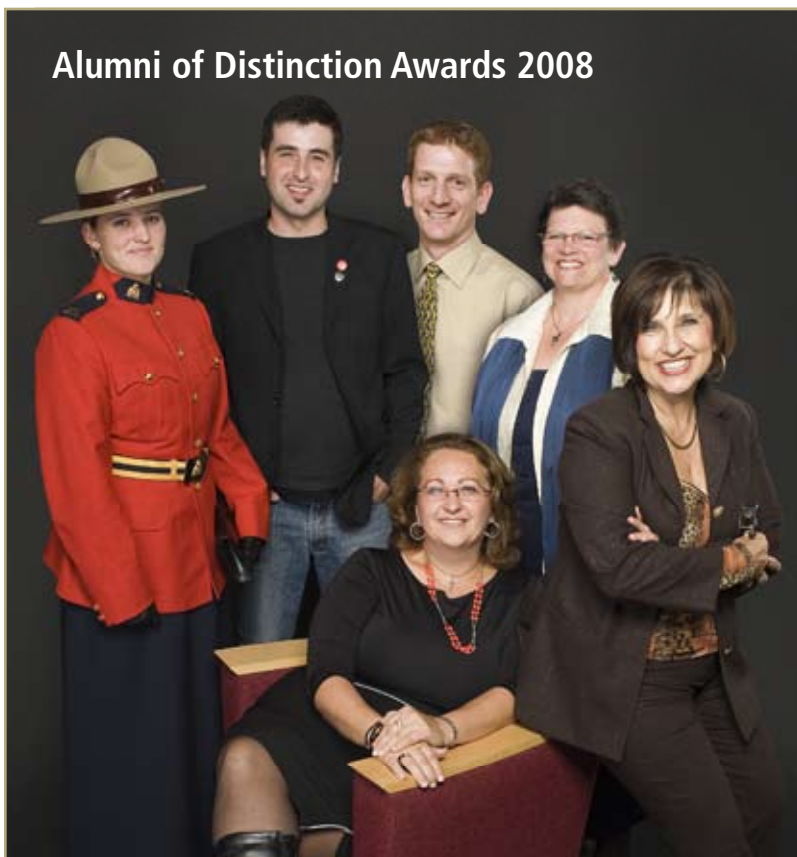
	2005/06	2006/07	2007/08	2008/09	Variance
	\$	\$	\$	\$	%
				Unaudited	
Revenue					
Operating Grants	66,505,795	69,628,909	73,486,925	75,945,388	3.35%
Apprenticeship	6,826,970	7,680,649	8,015,526	8,003,575	-0.15%
Capital Support Grants	1,913,071	687,424	1,685,415	3,227,568	91.50%
Tuition Fees	28,982,047	35,401,574	37,709,226	40,429,906	7.21%
Ancillary	11,487,275	12,182,569	12,575,015	13,080,688	4.02%
Amortization of deferred contributions	5,151,084	3,889,989	3,937,251	3,773,800	-4.15%
Amortization of deferred contributions related to capital assets	3,347,844	3,253,743	3,305,164	3,463,474	4.79%
Other	11,029,465	6,696,141	7,897,135	9,084,590	15.04%
Total Revenue	135,243,551	139,420,998	148,611,657	157,008,989	5.65%
Expenditures					
Academic	70,993,188	74,477,296	75,377,571	80,205,484	6.40%
Student Services	15,454,487	17,796,777	18,150,523	19,725,811	8.68%
Administrative Services	14,603,484	15,627,690	18,248,669	19,669,546	7.79%
Plant	10,045,399	11,632,215	11,387,795	13,575,636	19.21%
Supplementary	1,545,717	1,203,023	1,327,397	1,230,601	-7.29%
Ancillary	7,533,962	7,980,011	8,681,937	8,934,278	2.91%
Scholarships, bursary & award payments	5,151,084	3,889,989	3,937,251	3,773,800	-4.15%
Amortization expense	6,600,823	6,492,081	6,076,658	7,274,017	19.70%
Interest on long-term liabilities	1,044,734	977,444	966,668	994,784	2.91%
Total Expenditures	132,972,878	140,076,526	144,154,469	155,383,957	7.79%

Conclusion



The achievements and accomplishments highlighted in the 2008-09 Annual Report reflect the College's continuing commitment to put students and learning at the heart of all we do. Moving forward, Mohawk will further strengthen partnerships with government, education, industry and community to transform students into highly skilled and future-ready graduates and enhance the College's role as a catalyst for economic growth, prosperity and social wellbeing in the communities we proudly serve.

Alumni of Distinction Awards 2008



of Mohawk's Early Childhood Education (ECE) Program Advisory Committee and co-author of a quality assurance program adopted by childcare centres across Ontario.

Cathy Wellwood, Chief Development Officer of the Good Shepherd Centre and Chair of the Board of Directors with the Catholic Children's Aid Society of Hamilton.

Sera Nicosia, Advanced Practice Nurse with the Coordinated Spine Unit at the Hamilton General Hospital, College professor and honoured as the 2007 Health Professional of the Year award recipient from the Ontario Chapter of the Canadian Paraplegic Association.

CLOCKWISE FROM LEFT:
Susan Shaw-Davis, a recent Mohawk graduate who is serving as a Constable with the Royal Canadian Mounted Police in Nova Scotia and who volunteers as a role model, mentor and basketball coach for at-risk girls.

Dave Kuruc, named one of the Hamilton Spectator's Top 40 Under 40, owner of arts supply store Mixed Media and a tireless champion of downtown Hamilton

renewal through innovative projects including the James North Art Crawl and the Maker's Market.

Peter Newcombe, Supervisor of the Experimental Casting Laboratory at the CANMET Materials Laboratory in Ottawa and part of the team that created the new Canadian Victoria Cross Medal.

Debbie Crickmore, Executive Director of the McMaster Children's Centre, past chair

Outstanding alumni are nominated for Alumni of Distinction Awards and recipients are selected by a panel of College graduates and staff. More than 85,000 job-ready students have graduated from Mohawk College since 1968, contributing to economic growth, prosperity and social well-being locally, nationally and internationally.

Visit alumni.mohawkcollege.ca for more information.

Multi-Year Accountability Agreement Report-Back

College:	Mohawk	Year:	2008-09
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As noted in the Multi-Year Accountability Agreement for Colleges for 2006-07 to 2008-09 (MYAA), the government appreciates that implementing this and future agreements will be part of an evolutionary process which will incorporate maturing consensus on how to best measure and indicate access and quality. This will require a strong collaborative partnership between institutions and the Ministry of Training, Colleges and Universities.

This Multi-Year Accountability Agreement Report-Back Template has been designed to assist with the ministry's continuing efforts to measure the participation of students from under-represented groups, and as outlined in Appendix B (the Multi-Year Action Plan) of the MYAA, access and quality improvement strategies and the strategies and programs that will be used by your institution to participate in the Student Access Guarantee initiative. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action Plan.

As in previous years, MTCU will withhold a portion of your institution's yearly allocations until the completion of the annual Report-Back review and confirmation that your institution is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

MYAA Transition Year 2009-10

As outlined in the MTCU memo to colleges and universities dated March 31, 2009 the MYAAs have been extended into 2009-10 in order for the government and its postsecondary education partners to transition into a re-aligned accountability framework that reflects the future directions for the system in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol, providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU does not require your institution to set additional targets in 2009-10. The attached Report-Back Template provides space for you to identify how your institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10. You are also asked to outline how you will continue to monitor the impact of these access and quality improvements over the transition year. You will find appended to this Report-Back Template a summary of consolidated access and quality improvement strategies developed from the previous Report-Back years. The expectation is that by strategically aligning activities and focusing on evaluation of outcomes that your 2009-10 year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns.

To assist with these efforts, please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. Particularly valuable are methodologies and results that complement those of the Ontario College Student Engagement Survey (OCSES). The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. To the extent that you are able to do so, eliminate any double-counting in the column, “Total Number Self-Identifying as Member of Under-represented Group”.

Measurement Methodology (including description)	Student Groups in Your Student Population				Total Number Self-Identifying as Member of Under-represented Group	Francophone Students	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities	Mature Students			
	#	#	#	#			
Banner Fall 2008 Data (OCAS Application data in Mohawk's Student Information System – November Audit, Semester One students only, no visa students).	222 self-identified on OCAS application	Not reported	849 (number provided by Disability Services Office)	5,345 (OCAS definition of mature student – not direct from high school)	6,073 (no duplicates)	20 self-identified, 1 st language learned	9,853
	2.3%	.	8.6%	54.3%	61.6%	0.2%	
Freshman Integration and Tracking System (FITS) Fall 2008, Semester One students only (includes potential duplication of students since they can answer all questions) * Not including most degree and graduate certificate students.	185 self-identified, 1 st language learned	1,543 self identified	369 self-identified	2,200 (19 years and older and did not attend high school 12 months prior to starting Fall 2006)	3,209 (no duplicates)	131 self-identified 1 st language learned	4,283
	4.3%	36%	8.6%	51.4%	74.9%	3.1%	



Ontario Colleges Student Engagement Survey (OCSES) College Student Characteristics September 2008 (includes potential duplication of students since they can answer all the questions) * Not representative of our student population.	137 self-identified	690	207 self-identified	1,746 (19 years and older and was not in high school 12 months prior to starting Fall 2006)	1,984 (no duplicates)	15 self-identified 1 st language learned	2,223
	6.2%	31%	9.3%	78.5%	89.2%	0.7%	

If you would like to provide any other comments, please do so in the following space:

SUMMARY CHART: Percentage of student population by under-represented group

USING BANNER DATA (except 1st generation, immigrants & with disabilities):

UNDER-REPRESENTED GROUPS (FT)	2005-06 % OF TOTAL	2006-07 % OF TOTAL	2007-08 % OF TOTAL	2008-09 % OF TOTAL	2005-09 DIFFERENCE (percentage point increase)
Mature ★	52.8%	53.8%	55.3%	54.3%	+ 1.5 ppi
Aboriginal †	1.3%	1.8%	1.9%	2.3%	+ 1.0 ppi
1 st Generation •	39.1%	40.0%	38.0%	36.0%	- 3.1 ppi
Immigrant ●	16.6%	16.7%	14.9%	13.0%	- 3.6 ppi
With Disabilities ◆	-	9.0%	8.9%	8.6%	- 0.4 ppi

★ Calculated from Banner data (OCAS applicant data), where student is 19 years and older and been out of secondary school for more than 1 year.

† Calculated from Banner data (OCAS applicant data), which asks students if they are of native ancestry.

• Data taken from the Freshman Integration & Tracking System, and contains only 1st semester students. This information is not collected on Banner or any other location. Calculated using Q17 (father's highest education) and Q18 (mother's highest education), where students selected responses 1 to 5 for both questions.

● Data taken from the Freshman Integration & Tracking System, and contains only 1st semester students. Calculated using Q24 (How describe themselves), where students selected responses 4 (Not born in Canada, but now a Canadian citizen) or 5 (Landed immigrant/permanent resident).

◆ Calculated from Disability Services Records of unique students using Disability Services in the Fall semester. This is not necessarily a true picture, since not all students with a disability use the College's Disability Service.

Increased Participation of Under-Represented Students — Programs/Strategies

MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Mature & Under-represented students: Enrolment	Enrolment	Increase for all categories, 0.9 percentage point increase overall (07-08 Mature: 55.3%, Aboriginal: 1.9%, FG: 38.0%, Immigrant: 14.9%, Students w/ Disabilities: 8.9%)	Met	Mohawk met enrolment targets for under-represented groups within the margin of error for reporting purposes: Mature students: 54.3% Aboriginal: 2.3% 1 st Generation: 36% Immigrant: 14% Students with disabilities: 8.6%
Case Manager for Students w/ Disabilities	# of contacts	Increase (07-08 3.9% increase)	Did not meet	There were 9,713 contacts in 2008-09, 388 fewer than in 2007-08. Significant staffing changes and a new tracking system may have affected activity and/or tracking of contacts. In 2009-10, Mohawk will: <ul style="list-style-type: none"> • Introduce a new on line alternative test booking system • Continue joint process and protocol between DS and School of Human Services to support students with disabilities with significant accommodation needs while they are participating in field clinical and work placement • Expand accessibility of Disability Services (DS) Applicant Information Sessions • Actively involve students with disabilities in DS Awareness Day • Support field placement of Social Service Worker students with disabilities in Disability Services, working directly with other students with disabilities

				<ul style="list-style-type: none"> Revising the Confidential Academic Accommodation Plan (CAAP) and process to support broadening the range of academic accommodation and enhanced communication with the Academic areas in support of the student
Mature & Under-represented Students: Graduation	Graduation rates	Pursue funding to track (07-08 CMSF Foundations for Success)	Met	Preliminary results from the Foundations for Success project showed a 6.4% increase in persistence from 1 st to 2 nd year for students participating in programs. Graduation data will be available in the Fall of 2009.

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1.	<p>Enhance and track Aboriginal Student participation through:</p> <ul style="list-style-type: none"> Dedicated recruitment and facilitated admissions, Enriched on campus student success support services offered by the Aboriginal Education and Student Services department, Participation in the First Generation project funded by MTCU, Ongoing partnerships with Six Nations Polytechnic, Ogwehoweh Skilled Trades & Training, and Mohawk's own Aboriginal Education Council, and programs designed specifically for Aboriginal students, including General Arts & Science – Aboriginal Studies and Pre-Health, Practical Nursing with Aboriginal Communities, Pre-Trades/Pre-Technology, Chemical Engineering Technology – Aboriginal Cohort, and Aboriginal Small Business Management
2.	<p>Enhance and track student participation through the First Generation Pilot Project Initiative funded by MTCU for 2008-09 and 2009-10, including:</p> <ul style="list-style-type: none"> Dedicated outreach recruitment and admissions for First Generation Students, including Aboriginal, Immigrant and Students with Disabilities, all facilitated by a dedicated First Generation Recruiter and First Generation Admissions Advisor, Enriched student success support services facilitated by a dedicated First Generation Student Success Advisor, First Generation Counsellor, First Generation Peer Mentors and First Generation Peer Tutors, and Utilizing print and electronic marketing tools to recruit and support First Generation Students.
3.	<p>Enhance and track participation by Immigrant students through:</p> <ul style="list-style-type: none"> Dedicated outreach and recruitment efforts to attract immigrant students, Partnerships with regional immigrant settlement agencies and services, participation in the Colleges Integrating Immigrants to Employment (CIITE) initiative; and Participation in the First Generation Pilot Project.
4.	<p>Enhance and track participation by Students with Disabilities through:</p> <ul style="list-style-type: none"> Dedicated student success support services provided for students with disabilities,

	<ul style="list-style-type: none"> • Participation in the First Generation Pilot Project, and • Upgrades to programs and services to advance compliance with the Accessibility for Ontarians with Disabilities Act (AODA).
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Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through feedback, surveys, tracking participants' progress, etc.).

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	Student participation in Mohawk's First Generation pilot project, funded by the Ontario Ministry of Training, Colleges and Universities, will supplement quantitative data with qualitative insights.
2.	Feedback from Key Performance Indicator Survey.
3.	Banner Fall 2009 Data.

French Language College Collaboration

MYAA Report Back 2008-09

This table applies only to the two French language colleges — Boréal and La Cité collégiale.

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Not applicable				

MYAA Transition Year 2009-10

Please describe how your institution will continue to build on your existing college collaboration strategy in 2009-10 and how you will monitor and evaluate the outcomes of this strategy in 2009-10.

Collaboration Strategy for 2009-10	Brief Description
Not applicable	

College Small, Northern and Rural

MYAA Report Back 2008-09

This table applies only to institutions that receive funding through the Small, Northern and Rural (SNR) Grant.

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Not applicable				

MYAA Transition Year 2009-10

Please describe how your institution will continue to build on your existing college SNR strategy in 2009-10 and how you will monitor and evaluate the outcomes of this strategy in 2009-10.

SNR Strategy for 2009-10	Brief Description
Not applicable	

2008-09 Student Access Guarantee

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2008-09, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines.

	Yes	No
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the <u>2008-2009 Student Access Guarantee Guidelines</u>	x	

If you answered no, please explain.

Please complete the following table, using the most recent available year-to-date information from your institution's 2008-09 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).



2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$25,665	54
Other SAG Expenditure to Supplement OSAP	\$525,750	536
Total	\$551,415	590

Date screen was last updated: 6/12/2009

2009-10 Student Access Guarantee

As an extension of the commitments made under the original Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the [2009-10 Student Access Guarantee Guidelines](#). Please complete the following template to update the strategies and programs that your institution will use in 2009-10 to participate in the Student Access Guarantee initiative.

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: a) Provided to those students who apply for institutional financial aid; or b) Automatically issued to students based on their OSAP information	Mohawk issues bursaries to students with tuition / book shortfalls once their enrolment and income are confirmed. Bursaries are based on the number of semesters per academic year.
If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee. - Identify any applicable deadlines. - Identify your communications strategies to inform students of how to apply.	
Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide	Not at this time.
Describe other financial support programs and strategies that your institution will use to assist students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.	Mohawk will continue to invest in efforts to increase the College's endowment for Ontario Trust for Student Support bursaries, build an inventory of scholarships for students who demonstrate merit and financial need, collaborate with Ontario in the distribution of Ontario Student

	<p>Assistance Program loans, invest the tuition set-aside in financial assistance and work-study opportunities, and invest in promotional materials to ensure students are award of financial assistance.</p>
<p>Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.</p>	<p>Very specific criteria cannot be appealed however Mohawk considers non-Student Access Guarantee funding to address outstanding financial needs.</p>

If you would like to provide any other comments, please do so in the following space:

In 2009-10, Mohawk will invest in efforts to increase the College's endowment for Ontario Trust and Student Support bursaries and grow Mohawk's overall endowment for awards to \$10 million (currently at \$8.9 million). Mohawk will also build an inventory of scholarships for students who demonstrate merit, collaborate with Ontario in the distribution of Ontario Student Assistance Program loans, invest the tuition set-aside in financial assistance and work-study opportunities and invest in promotional materials designed to ensure students are aware of the financial assistance available to them. Mohawk also considers non-Student Access Guarantee funding to deal with emergencies and outstanding financial challenges.

B. QUALITY

Quality of the Learning Environment

MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Program Review & Dev't	# of programs	15 program reviews (07-08 29 reviewed, 8 new programs)	Exceeded	24 programs were reviewed, 4 were suspended, 7 new programs were developed and approved and 4 new programs were launched.
Student Engagement	% OCSES interaction w/ faculty	Maintain (07-08 56.7% reported interaction w/ faculty out-of-class 'not difficult')	Exceeded	67% of students reported being satisfied / very satisfied with the helpfulness of faculty outside the classroom in the 2008-09 Key Performance Indicator student satisfaction survey. In the less representative OCSES survey, 49.4% of students reported out-of-class interaction with faculty as "not difficult".
Student Success Plans	# of survey completions, # of students w/ plan	Maintain (07-08 80% survey completion, 84% w/ plan)	Did not meet	81.9% of students (4,283 certificate and diploma Semester 1 students) completed the Freshman Integration Tracking (FIT) survey and received personal learning plans.
PD for Faculty	# of faculty benefiting	Maintain (07-08 1,503 faculty)	Did not meet	In 2008-09, there was no mandatory PD for faculty, resulting in lower participation rates. 511 faculty participated in PD in 2008-09. Mandatory PD sessions are planned for 2009-10 to support key initiatives that will improve student satisfaction.
KPI Satisfaction	Student, graduate & employer satisfaction	Maintain (07-08 Grad 82.7%, Student 76.3%, Employer 93.3% satisfaction)	Met	Student participation in the KPI survey was the highest in 5 years, with 6,765 completed surveys and a 75% response rate. The 2008-09 KPI results were within +/- 2 percentage points of the 2007-08 results, which represents the margin for error and therefore statistically insignificant increase or decrease.
Strategic Enrolment Management	Implementation	Align w/ business plan	Did not meet	Mohawk fell short of enrolment goals due primarily to a decrease in returning students. Mohawk had projected total full-time postsecondary activity of 11,315 FTEs and achieved 10,648 FTEs, for a variance of -5.89%. However, Mohawk's enrolment grew by 5.77% from 2007-08 to 2008-09.

Student Success Advisors	Student contact	Track contact w/ advisors	Met	Student Success Advisors individually track student contacts using quantitative and qualitative measures. Mohawk continues to explore an online system for tracking contacts.
Financial Assistance	Endowment	Grow endowment (07-08 \$10M)	Exceeded	Mohawk's endowment grew to more than \$10.2 million on the strength of bursary campaigns linked to ceremonies for Mohawk's departing and arriving Presidents.
Digital Technologies	# of enabled classrooms, % campus w/ wireless	10 rooms, 60% wireless (07-08 26 rooms, 50% wireless)	Exceeded	41 classrooms were renovated to be technology enabled. 80% of the Fennell Campus is now wireless and wireless capacity at Mohawk Brantford and the Mohawk STARRT Institute is at 60%.
PD for Support Staff	# admin / support staff benefiting	Maintain (07-08 176 admin / 664 support)	Did not meet	432 support staff and 90 administrative staff participated in PD sessions during 2008-09. A new Building Innovative Leadership Program was developed and launched for administrators, with 6 half-day sessions held during the Fall of 2008.

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your quality improvement strategies will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1.	Respond appropriately to the Program Quality Assurance Process Audit (PQAPA) Report anticipated mid-summer, and interim results from the Millennium Scholarship Foundation 'Foundations for Success' project,
2.	Build on the Student Feedback on Teaching survey wherein 92% of students reported being satisfied with the effectiveness of their teachers.
3.	Continue to seek improvements with regards to Key Performance Indicator survey results relative to student, graduate and employer satisfaction, with special emphasis on improving facilities and student success services results,
4.	Review 4 programs that received Key Performance Indicator results lower than the provincial average but greater than 60% and review 2 programs with results below 60%,
5.	Begin implementation of a new single platform for teaching and learning, Desire2Learn.

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through KPI surveys, retention rates):

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	Student Feedback on Teaching Survey
2.	Mohawk intends to participate in the Key Performance Indicator Plus pilot to measure student engagement going forward.
3.	Program Performance Indicator (PPI) reports for all programs, using a standardized measurement tool to further enhance student satisfaction and drive continuous program improvement.

Student Success: Student Retention Rates

MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please report on the 2008-09 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1 st to 2 nd Year	69% (07-08 67.5%)	64.8%	The shortfall for Mohawk's Fall 2008 enrolment target was attributable to students not returning.
2 nd to 3 rd Year	87% (07-08 86%)	88.4%	
3 rd to 4 th Year	n/a (07-08 100%)	n/a	

If you would like to provide any other comments, please do so in the following space:

MYAA Transition Year 2009-10

Pending advice from HEQCO from the development of student retention measures and targets, we also ask that you continue to track student retention in 2009-10 according to your institution's established practices.

If you would like to provide any other comments, please do so in the following space:

To improve retention rates in 2009-10, Mohawk will:

- Continue to invest in Student Success Advisors and their role in providing students with the tools to succeed,
- Integrate early intervention strategies including student centred collaboration between student/learning services and academic schools,
- Facilitate new student transition to college program, including academic preparation and orientation,
- Refocus the Peer Tutor/Peer Mentor program into a Peer Support Services model,
- Identify a measure set of outcomes to facilitate evidence-based retention plans,
- Utilize the findings of the Millennium Scholarship Foundation 'Foundations For Success' Report due in August 2009 to establish best practices to support 'at risk' students and optimize their success,
- Implement a new Grading and Promotion Policy, and
- Offer professional development to faculty on best practices in evaluation and feedback on student performance.

C. ACCOUNTABILITY

MYAA Report Back 2008-09

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space: _____.

This 2008-09 Report-Back document constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this document is posted at the same location as your Multi-Year Action Plan and 2007-08 Report-Back.

MYAA 2008-09 Report Back Contact	
Name:	Ronald Holgerson, Vice President, Advancement and Public Affairs
Phone:	905.575.2131
Email:	ronald.holgerson@mohawkcollege.a

APPENDIX A: Summary of consolidated strategies and programs for 2009-10 Transition Year

Increased Participation of Under-Represented Students

Outreach: targeted outreach activities with local community organizations and high schools, or advertising / marketing activities to improve participation of under-represented groups.

Bridging & Pathways: activities to bridge students into PSE (including dual credit programs, academic upgrading and other services) and assist students' pathways between college and university (i.e. credential assessment, advising for transferred students) or into work placements and co-operative programs.

Student Services & Supports: activities including personal and career counselling, academic advising and supports, and cultural programming (i.e. Aboriginal Elders on-site).

Academic Programming: activities to assess or develop programs to ensure accessibility in terms of delivery and / or content, enhance opportunities for under-represented groups, or deliver the program in partnership with other institutions.

Building Capacity: activities focusing on the capacity of the college or university to ensure greater accessibility, including staff training, research and needs assessment of the student population and the identification of barriers.

Quality of the Learning Environment

Academic Programming: program development and quality review processes, and improved program policies and quality audits.

Student Engagement & Satisfaction: activities to increase student engagement through effective educational practices (interaction, cooperation amongst students, active learning, prompt feedback and time on task). Also includes overall assessments of student satisfaction and engagement through designated tools (KPI and other surveys).

Student Services & Supports: academic supports such as tutoring, academic advising and foundational skills (English and Math).

Teaching / Classroom Enhancements: overall enhancements to students' experience inside the classroom through targets for student-faculty ratio, student assessment of teaching and physical classroom upgrades (technology, seating).

Operations: activities to support effective operations, including faculty / staff development, infrastructure / capital and library and technology enhancements.

APPENDIX B: Example of extended / consolidated programs and strategies

Multi-Year Action Plan for 2006-07 to 2008-09

Quality Strategy / Program	Indicator	Results		
		% in 2006-07	% in 2007-08	% in 2008-09
Academic Writing Centre	% of 1 st year students using centre	% in 2006-07	% in 2007-08	% in 2008-09
Peer Tutoring Program	# of clients served	# in 2006-07	# in 2007-08	# in 2008-09
Entering Student Retention Strategy	1 st to 2 nd year retention rate	% in 2006-07	% in 2007-08	% in 2008-09

Transition Year 2009-10

Consolidated or extended Quality Strategy / Program	Brief Description
1. Entering Student Success Strategy: Student Services & Supports	We will continue to offer a range of student supports and services to ensure students receive the academic counselling and support they need to succeed in their studies and persist to year two of their program.

Consolidated or extended Quality Strategy / Program	Description of Monitoring and Evaluation of Outcomes
1. Entering Student Success Strategy: Student Services & Supports	In 2009-10 we will continue to monitor the impact of our entering student success strategy through responses on the use and evaluation of student services in our student engagement survey. We will also continue to monitor the overall retention rate for 1 st to 2 nd year students in the long-term to serve as the baseline for a new Multi-Year Action Plan in 2010.

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