

ANNUAL REPORT

2009-2010





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LETTER FROM THE PRESIDENT

The 2009/2010 academic year was one of significant challenge as all levels of government tried to address the impact of a global recession through stimulus funding and a number of other initiatives which would lessen the impact on Canada and provide direction and a foundation for the future. The College provided its Board of Governors with an aggressive Business Plan with over 100 objectives during that period of uncertainty, and was able to achieve or even exceed the target of those objectives, which has moved the College forward on a number of fronts, all of which are critical to the long-term future of the College.

The 2009/2010 year was also one of infrastructure expansion at the College, where approval was given to build a new centre for construction related disciplines entitled the Algonquin Centre for Construction Excellence on the west side of Woodroffe Avenue, which will be a future showcase for professional education. This facility will inculcate the principles of sustainability, green construction and the integration of construction programs with related programs for the development of the future knowledge workers in this field. In addition, a new campus was approved for the Perth site which will replace the existing campus with a new, state-of-the-art building, which will be custom-built to meet the needs of the programs and services provided by that campus, particularly in the areas of heritage masonry, heritage carpentry and advanced housing. These two projects, supported by funding from the federal, provincial and municipal governments, the College, the Students' Association, and community fundraising, are examples of all stakeholders working together to enhance the education and training of skilled workers of the future. The Board of Governors also approved the construction of a new campus in Pembroke on a waterfront site donated by the City of Pembroke, as well as the construction of a new Student Commons, which will be built in partnership with our Students' Association. These two new buildings will open in the fall of 2012 and will greatly enhance the student experience at both of these sites. The aging infrastructure in Pembroke was in significant need of a retrofit or replacement, and the new waterfront site will be a spectacular demonstration of the commitment of the College and the City of Pembroke to the education of students in Renfrew County. In Ottawa, the Student Commons will become the heart of the Woodroffe Campus where students will gather for a myriad of activities and have space for sharing and collaboration, which will bring a long needed balance to the academic life on the campus.

The College has made a commitment to become a virtual college over the next three years and expand dramatically its online offerings so that many of its programs and services, particularly of a theoretical nature, can be delivered online, while expanding the applied spaces at all of our campuses to meet student demand. Aligned with the virtual college direction, the College has also committed to become fully mobile by 2013, where students will be able to use their handheld devices and connect with browser-based applications downloaded from the cloud, so that information is available wherever they are and not just at fixed geographical locations. By committing to these two major directions, the College will be responding to the new wave of digital-age students who think, live, and breathe technology, and who want information when and where they need it. These new strategies will leverage the information technology tools of the 21st century, social technologies, and all of the new handheld devices which will provide powerful tools to both students and professors as the College becomes a 21st century education institution.



Algonquin Centre for Construction Excellence
Woodroffe Campus Ottawa, scheduled to open September 2011


The College continued to align its efforts with the directions of government to provide programs to students which are focused on the new economy and provide the skills needed by employers in the future. To that end, the College undertook a significant review of all of its programs and services, under the aegis of the Strategic Programs and Services Planning Project, which was the single largest examination of programs and services that this College has ever conducted, and will, based on the evidence received, set clear new pathways for the future. As a result of this review, the College has the right evidence about each of the programs that it offers, with which to make recommendations to the Board of Governors. The alignment of programs, services, infrastructure, information technology, and personnel will ensure that the College continues to deliver graduates which are second to none in the college system, are knowledge workers for the new economy, and who will add value to any employer from day one.

The College continues to strengthen its partnerships with governments, employers, academic institutions and the community, and leverages all of its assets and those of the community, to ensure that students gain the experience they need to be successful. These partnerships have allowed the College to move forward in a number of areas such as in Applied Research, where numerous small- and medium-sized companies are now partnering with the College to combine their intellectual property with the knowledge and skills of the professors and students of the College, which will lead to new commercialized products. This year, professors and students have been engaged with the business community in Applied Research more than ever before, which will have a dramatic impact on the success of each company that is partnered with the College.

The College is a major generator of employees for the future, and the employer community counts on the College to provide the skilled workforce of the future, particularly as the economy expands following the recession.

Even during recessionary times, the College has remained committed to delivering a balanced budget to its Board of Governors, and to making strategic investments with reserve funds which will serve as building blocks for the future of the institution. The College awaits with great interest the announcement by the government of the long term direction for Post Secondary Education, as well as the new funding formula, so that it can adjust its plans accordingly. However, even in the interim, the College continues to look ahead to 2020 and has already begun to redesign how education will be delivered to meet the needs and expectations of our future students. The innovation and creativity demonstrated on a daily basis by the employees of the College augurs well for the long term success of Algonquin College as both an educational institution and as a major contributor to the economy of this region.

On behalf of the Board of Governors and myself, I would like to thank all of the employees, partners and stakeholders of the College for their dedicated efforts, which have led to one of the most successful years in the history of Algonquin College. Our ongoing partnership with the Students' Association also ensures that we will remain focused on the needs of students and, with their good advice, we will remain committed to ensuring that our investments are focused on student success.



**Robert C. Gillett,
President**

Algonquin College Vision Statement:

Algonquin College will be a leading Canadian college recognized for its unique programs, services and support systems, which lead to student success.

The achievement of our students is the greatest measure of our success. Whether in academic performance, community involvement or athletic skill, Algonquin students demonstrated outstanding talent and commitment throughout 2009/2010.

Technical Excellence

In March 2009, six students from Algonquin's Architectural Technology and Green Architecture programs entered the first annual Eco-Design Competition under the guidance of Professor Rick Briginshaw. Joining interdisciplinary teams of students from other institutions including McGill, Ryerson, Concordia, the University of Ottawa and Carleton University, they created designs for the new Museum of Science and Technology. Algonquin students were on each of the top teams, placing first, second and third.

Algonquin Bachelor of Information Technology (Network Technology) students proved their mettle last year, placing five of the top 10 teams in the Cisco NetRider Competition. Accompanied by two members of the Computer Studies Department, they travelled to Toronto for the Ontario Finals, where they placed third, fourth, fifth, sixth and tenth.

At the Ontario Skills Competition in May 2009, Algonquin students brought home two golds, two silvers and a pair of fourth-place finishes in a variety of events.

Business Savvy

Last year, for the first time, students from Algonquin College joined peers from Carleton University and the University of Ottawa to compete in the annual National Capital Leadership Competition, which aims to cultivate the next generation of local technology-sector leaders. Three students from each institution gave presentations to a panel of CEOs and senior managers from a number of local companies. Business Administration student Sara Atlookan won a \$4,000 prize along with a paid summer internship.

In another first, the Association for Operations Management (APICS) brought its international conference to Canada last year and held its first-ever Head of the Class competition. Joining some 2,000 delegates in Toronto, students from Algonquin's Bachelor of Applied Business (e-Business Supply Chain Management) program overwhelmed competitors from Bowling Green State University, Wichita State University, Conestoga College and other institutions: Yanick Lavoie took first place, joined in the top 10 by three of his classmates.



Algonquin College students also showed their stuff at the Ontario College Marketing Competition (OCMC) in November. Algonquin competitors placed fourth out of 14 Ontario colleges, taking two golds, one silver and one bronze medal as well as a fifth-place finish. Other competitive successes in 2009/2010 included strong finishes in the national BDC Case Challenge and the CGA Ontario Online Accounting Contest.

Skills on Display

Algonquin College students won recognition for their skills on many fronts last year. Second-year Graphic Design student Adam Jones received a prestigious international design award from *Print* magazine as well as a 2009 *Applied Arts* magazine Student Award. Kyle Zborowski and Rob Dupuis also won applied arts awards for web design and online animation, respectively. The College's Animation students were acknowledged in Canada and abroad for their creative work: *Charged* won the Stamford Children's Film Festival in England; *Snared* won Best Student Film at the ELAN Awards; and *Shoenannigans* won the CTV CINESFEST Award at the Sudbury International Film Festival.

Cory Raby, a second-year student in the GAS – Aviation Management program, was awarded the Webster Memorial Trophy by the Air Canada Pilots Association for being Canada's top amateur pilot.

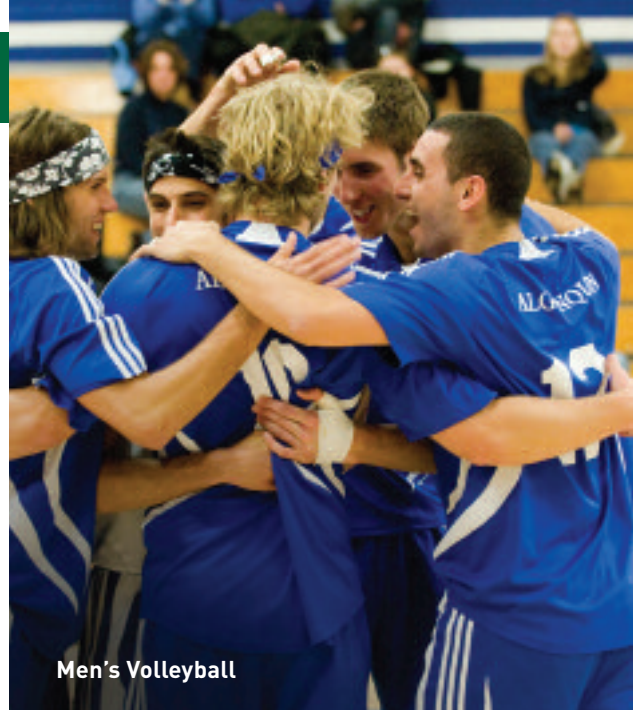
For the seventh year in a row, 100 percent of Algonquin's Paramedic program graduates successfully completed their provincial qualifying exams.

Community Connections

Algonquin's community extends from the heart of Ottawa to literally all around the world. Last July 25, Algonquin students and staff took part in the sustainability-focused Small World, Big Picture (SWBP) – Africa 2009 project, contributing to the construction of a dormitory at Tanzania's Awet School through their fundraising efforts before departure. In Central America, seven Social Service Worker students and five staff from Pembroke traveled to Costa Rica to teach lessons to impoverished children.

Also last year, Algonquin became the first College in Ontario to award the province's new Project Hero Tuition Scholarship—honouring Pembroke student Jocelyn Ranger.

Locally, first-year Public Relations students raised \$32,876 for the Children's Hospital of Eastern Ontario to purchase a state-of-the-art infant care centre, and Dental Hygiene students raised a further \$2,316 for CHEO through their Fun Run/Walk event. The College's graduating Event Management class presented a cheque for \$51,000 to The Children's Wish Foundation of Canada – National Capital Region as part of its "Creating Magic" campaign. Over the course of the year, Event Management students raised more than \$70,000 for The Children's Wish Foundation through 17 fundraising events. First-year Child and Youth Worker students supported several other worthy local causes, raising \$8,600 for the Big Brothers/Big Sisters Organization, The Boys and Girls Club, and T.E.M.B.O.



Men's Volleyball

Outstanding Athletics

Allie Browne (Women's Soccer) and Costa Solanakis (Men's Volleyball) took top honours at the Algonquin Varsity Athletic Banquet for 2009/2010. Browne was named Thunder Female Athlete of the Year after her team's 9-2-1 regular season, and was also recognized by the OCAA, which declared her the East/Central East Defensive Player of the Year. Thunder Male Athlete of the Year Costas Solanakis led the Men's Volleyball team to a 13-5 regular season and holds the record for third-highest career serving aces, with 118 over four seasons. He was recognized by the OCAA with a First Team All-Star Award.

The Algonquin Men's Soccer Team won its sixth consecutive OCAA provincial championship last year, with the Men's Coaching Staff being named "Coaches of the Year" at both the Provincial and National levels. The College's Men's Basketball Team finished third in the East; the Women's Basketball Team tied for first.

Recreation on campus saw active participation in 2009/2010, with more than 40 percent of the student body taking part in athletics and fitness programs.

Strategic Objective:

Algonquin is committed to being a leading Canadian college in the ongoing professional training and development of employees to ensure the best possible learning experience for its students.

The surest way to facilitate student success is to assemble a team that is engaged, inspired and committed to ensuring that Algonquin remains a leader in learning. Throughout 2009/2010, the College continued to develop and support educators of the highest calibre—and to celebrate their outstanding performance.

Investing in People

In 2009/2010, Algonquin increased its professional development activity by 25 percent and raised its investment in succession and leadership opportunities such as the Service Excellence and Leadership Development programs. The College continued to raise awareness and encourage adoption of emerging best practices in teaching and administration by hosting events and conferences such as the Ontario Committee of Registrars, Admissions and Liaison Officers Conference and Annual General Meeting, and the Conference for Internationally Educated professionals—in which 430 people participated.

Throughout the year, Algonquin sought the input of staff and faculty on the College's future direction and opportunities for improvement or enhancement. In all, Algonquin held 33 awareness and advocacy events including presentations on the Strategic Programs and Services Planning (SPSP) Project and the online Algonquin College Idea Forum.

Acknowledging Achievement

Every year, Algonquin staff and faculty are recognized for their contributions in both the classroom and the community. In 2009/2010, Mike Rushton, Director of Physical Resources, received the President's Award for his contributions to the Ontario Colleges Facilities Management Association (OCFMA) during the annual OCFMA/Colleges Ontario Administrative Services Coordinating Committee (ASCC) Conference. He also received the 2010 General Contractors' Association of Ottawa's Integrity and Ethics Award.

Mike Gillissie, Professor, School of Part-time Studies, was named one of Ottawa's Capital Educators in 2009. The Capital Educator awards, managed by the Ottawa Centre for Research and Innovation (OCRI), recognize local teachers at all levels of education for their dedication and exceptional contributions to student development.

Udo Friesen, Manager of the Facilities Operations and Maintenance Services Team, was also recognized last year—receiving an Innovator's Award for his work on the College ESCO contract. And Phil Rouble, Facilities Planning Specialist, was presented with an Unsung Hero's Award from the Eastern Region of the Association of Higher Education Facilities Officers (ERAPPA) for his contribution to the Ontario Colleges professional development committees.



As a member of the National Institute for Staff and Organizational Development (NISOD), Algonquin College is invited each year to submit individuals to be recognized with a NISOD Excellence Award for organizational and leadership excellence. In 2009, recipients included:

- Jamie Bramburger – Algonquin College in the Ottawa Valley
- Daniel Brigham – School of Transportation and Building Trades
- Maria Belanger – School of Business
- Nicole Busby – Language Institute
- Don Crockford – School of Media and Design
- Lee Farnworth – Police and Public Safety Institute
- Debbie Dufresne – School of Health and Community Studies
- Devon Galway – Faculty of Technology and Trades
- Joan Macartney – Algonquin College Heritage Institute

The College also celebrates members of the external community each year through its Honorary Diploma program. At Spring Convocation in 2009, Algonquin honoured David Wallace, former Regional Vice President and Managing Director, Eastern and Northern Ontario BMO Harris Private Banking, for his lifetime achievement and service to the Ottawa community. At Fall Convocation, the College bestowed an Honorary Diploma on Barbara Farber, President of the Leikin Group Inc. and founding chair of the Algonquin College Foundation Board.

Employees in the Community

Algonquin faculty and staff recognize the College's important role within its community—and showed their commitment to supporting that community once again in 2009/2010 by participating in a number of charitable fundraising activities. Most notably, the College surpassed its United Way campaign goal, raising \$120,000.

Professor Tess Porter led Police Foundations students' support of 11 local families at Christmas as part of the Youville "Adopt a Family" initiative. Along with three of his staff, André Renaud—Food Services Supervisor and Coordinator of the Cook Training Program—prepared appetizers for the annual Columbus House fundraising event to support teenage boys and girls. And Mike Nauth, Coordinator, Building Construction Technician program volunteered services along with 19 students to Habitat for Humanity, erecting an entire roof in a single day. Over the summer, Algonquin Dental Assisting and Dental Hygiene faculty and former graduates and students volunteered to keep the dental clinic operating at the Youth Services Bureau (YSB) while it underwent renovations.



Tess Porter – "Adopt a Family" initiative

Media Play

In support of the College itself, Algonquin College in the Ottawa Valley raised more than \$3,000 for its campus Capital Campaign by including CBC Science Journalist Bob McDonald—host of the popular radio program *Quirks and Quarks*—in its annual lecture series. More than 550 people attended the event.

Algonquin Animation program faculty and students were extensively involved in last October's Ottawa International Animation Festival (OIAF)—the largest event of its kind in North America. The OIAF attracts film buffs, art lovers, filmmakers and cartoon fans from around the world. The Animation program coordinator and some students were interviewed by Rogers Television for three segments of its daytime show, student work was displayed at OIAF venues, and coordinators and faculty presented information sessions to the assembled crowds.

Strategic Objective:

Algonquin is committed to enhancing student success by providing an enriching and challenging learning experience delivered by engaged employees and supported by quality curriculum and resources.

Academic leadership has many measures at Algonquin College. Student enrolment and retention are key, as are the development of new programs and the strengthening of external partnerships. In 2009/2010, the College enhanced its offerings through closer interactions with high schools and community partners—responding to the training needs of the local and provincial economies—and undertook projects that extended its international reach.

ANNUAL HIGHLIGHTS

Education in Demand—Enrolment Growth and Retention

An important sign of academic leadership is an institution's ability to recruit and retain students. With enrolment in Pembroke reaching an all-time high last year, Algonquin College in the Ottawa Valley (ACOV) continued to grow and improve its student success rates through a comprehensive retention strategy that supports students from the time they apply to a program to when they graduate.

A significant number of Algonquin's new students came from abroad in 2009/2010. A total of 674 international post secondary students enrolled (27 percent more than the previous year) and 1,334 international students registered in English as a Second Language (ESL) courses—an increase of six percent.

The College's Academic Upgrading programs met the higher targets for 2009/2010 set by the Ontario Ministry of Training, Colleges and Universities (MTCU)—increasing participation by 27 percent over the year before.

More than 400 Second Career students enrolled at Algonquin, and twice as many Academic Upgrading students earned Academic and Career Entrance (ACE) certificates (Grade 12 equivalency) than in 2008/2009.

The Algonquin College Foundation also supports students by enabling their success. In 2009/2010, the Foundation raised over \$700,000 in endowed funds resulting in 130 additional students receiving financial assistance through bursaries.

Student Satisfaction: Algonquin a Top College

Of the eight large colleges in Ontario, Algonquin continues to lead the way in the key areas of student satisfaction, graduate satisfaction and graduate employment rate in the province-wide accountability surveys known collectively as the Key Performance Indicators (KPIs).

In addition, 92% of employers of Algonquin College graduates indicated that they were either satisfied or very satisfied with the graduates' overall college preparation for the type of work they were doing.

This year's survey showed that more than 80% of Algonquin College's students were satisfied or very satisfied with the College's facilities, services, program quality, and the relevance of their program to their career, placing Algonquin College four percentage points above the provincial average.

Meeting Student Needs with New Programs

Algonquin unveiled six new offerings in 2009/2010, including the Marketing and Business Intelligence Research Graduate Certificate program. Students in this program gain a substantial foundation in preparation to write the national Marketing Research and Intelligence Association's examination to receive accreditation as a Certified Marketing Research Professional (CMRP).

Last year Algonquin secured approval to offer an Applied Degree in Hospitality and received national accreditation from the Canadian Technology Accreditation Board for its Architectural Technician/Technology programs. The Ontario Ministry of Training, Colleges and Universities also approved Algonquin to deliver new Employment Services and Older Workers programs in the Pembroke area. As well, the College signed a Memorandum of Understanding (MOU) with the Aboriginal Financial Officers Association of Canada, committing to the collaborative creation of an academic program that will build Aboriginal peoples' capacity in finance, management and accounting.

Multiplying Opportunities: The Impact of Partnership

Partnership takes many forms at Algonquin—from collaborations with Ottawa Valley public schools to special projects with other post secondary institutions and cooperative initiatives with industry.

In 2009/2010, Algonquin's Expanded Dual Credit program gave 447 high school students the opportunity to earn secondary and post secondary credits simultaneously through 11 Dual Credit courses. The College also worked jointly with six district school boards to implement 36 student success initiatives that reached more than 6,000 students, staff and parents. At the post secondary level, Algonquin's Electrical Engineering Technology and Mechanical Engineering Technology programs established new articulation agreements with engineering disciplines at the University of Ottawa and Carleton University.

Algonquin formed several new partnerships with businesses and business associations in 2009/2010, including Dr. Ilya Golub's collaboration with B-Con Engineering to develop Fraxicon lenses—optical devices that promise to improve illumination and enhance imaging applications—resulting in Algonquin's first patent application, submitted in June 2009.

Partnering for Success

Demonstrating the potential of academic-private sector partnership, the Algonquin College–Amika Mobile Corporation team, developing a Mobile Emergency Mass Notification System, was among the finalists for the Strategic Partnership Award at last year's OCRI Awards Gala. The Algonquin side of the team included faculty and students from the Computer Engineering Technology Program.

Also new at the College in 2009/2010 was the Alumni Association's first-ever Career Week, which focused on helping students plot their career paths and offering views into a variety of industries.

Algonquin as a Global College

An important part of academic leadership is providing experiences that broaden learners' horizons. In 2009/2010, Algonquin students had the opportunity to take international co-op placements—with International Design students travelling to China, Germany, Spain, Bulgaria and the United Arab Emirates; Television Broadcasting students to Montenegro; and Journalism and Child and Youth Worker students to Nicaragua.

The College's spirit of global connection translated into action following the devastating earthquake in Haiti in January 2010. In partnership with HousAll, Algonquin sent a construction crew—four students and Professor John Barteaux—to help build emergency shelters and platforms developed in part by an Algonquin Mechanical Engineering Technology student. In a case of interdepartmental collaboration, four Documentary Production students and program coordinator Peter Biesterfeld volunteered with Save the Children to film the delivery of the HousAll shelter systems. Some 34 hours of footage were condensed into a compelling one-hour documentary.

Miločer



Going Global –
Television Broadcasting Students in Montenegro

Algonquin gave generously to local and international charities and causes in 2009/2010. Social Service Worker students and staff brought toys and supplies to Costa Rica to support children in an orphanage and AIDS patients in that country. The Algonquin community raised \$10,000 for ICAfrica (an NGO working to fight poverty through enterprise development) and \$20,000 for other humanitarian causes.

Applied Research

Algonquin's Office of Applied Research and Innovation also expanded last year to the record size of approximately 230 students, 40 faculty and staff, and 50 internal and external clients from industry, not-for-profit, community and government organizations.

An increasing amount of funding was also received through the College's Applied Research activities with Algonquin being one of nine colleges selected in 2009/2010 by the Natural Sciences and Engineering Research Council of Canada (NSERC) College and Community Innovation (CCI) program. The College received a five-year, \$2.3 million grant to develop a new Design Centre that will bring together individuals from different disciplines (including graphic design, mechanical engineering technology, interior design, health, computer studies, business and multimedia). Working collaboratively, these teams will focus on the complete user experience for products, processes or services in development, testing them early in the design process.

Algonquin College Vision Statement:

Algonquin is committed to continuously reviewing and improving services to meet the changing needs of our students.

As its student population grows, diversifies, and brings new expectations to the College experience, Algonquin is working to ensure that its services, supports and processes continue to meet learners' needs. In 2009/2010, the College took steps on several fronts to ensure the student is at the centre of all it does.

ANNUAL HIGHLIGHTS

Becoming a 'One-Stop Shop'

Algonquin continued to move toward a model that will allow students to access the full range of College services centrally and by a single means. To this end, in 2009/2010 the College integrated its Financial Aid and the Registrar's Offices; made transcripts, grades and grade-point average records, programs and program summaries accessible online through its ACSIS system; absorbed residence management into the College administration; and extended evening and weekend service hours across campus.

Leveraging Technology

Technology is essential to achieving a truly student-centred academic experience. Last year, Algonquin undertook a number of technology-related initiatives to optimize its operations, including the launch of a new online course assessment tool; consolidation of staff and faculty email, calendars, contacts and voicemail for enhanced reliability and stability; an upgrade of the College's wireless network to improve access to online resources for the 12,000 students who use the service; continued support of 'anywhere, anytime, any way' learning through mobile computing, Camtasia, Blackboard and K Alliance; the purchase of an additional 250 eBooks by the Learning Resource Centre; initiation of Algonquin's Virtual College project; and allocation of the \$100,000 Faculty Innovation Fund.

Technology also continued to be integrated into the classroom itself. Various courses made use of Algonquin's 3D virtual learning environment; the Outdoor Adventure program incorporated digital content creation and learning into its curriculum; and VoIP communications connected classes to guest speakers from around the world (for example, the Introduction to Music Industry Arts program used Skype to host a 'visit' with recording artist Jann Arden). In 2009/2010, enrolment in Distance Education courses increased by 16 percent, and the use of online tutorials by students rose as well.



Strategic Objective:

Algonquin is committed to improving facilities and services and investing in educational equipment and learning resources to support student success. These improvements will be supported by the creation of new sources of revenue, execution of innovative practices, enhanced greening of campus operations and improved operational efficiencies.

Algonquin expanded on many fronts in 2009/2010. Numerous capital projects were carried out, all with the aim of enhancing the student experience—sustainably and soundly, for the long term.

ANNUAL HIGHLIGHTS

Breaking Ground in Construction Excellence

Development of Algonquin's \$77-million Centre for Construction Excellence entered a new phase in October 2009 with a groundbreaking ceremony at the College's Ottawa campus. The new 180,000 square-foot building—due to open in the fall of 2011 will house 2,500 cross-discipline, full-time students as well as 5,000 part-time registrants. The Centre will combine all of Algonquin's trades, design, building sciences programs and researchers in one creative cluster.

The Centre for Construction Excellence is being built to LEED Platinum standards for environmental performance. It includes a storm water recovery system that will use captured rainwater to flush toilets; solar panels to provide power and hot water—providing a working demonstration of solar power potential; and a five-storey, plant-covered 'biowall' that will help control humidity and clean the air indoors. The building's roof will be comprised of grass-like vegetation and knee-high plants—adding greenspace to the campus and providing additional insulation to reduce the demands on facility's heating and cooling systems. For access, the Centre will connect the relocated Baseline bus station and a new below-grade transit roadway to the main campus via a \$4 million pedestrian bridge that will span Woodroffe Avenue.

"The National Capital Heavy Construction Association is excited to be working with and supporting the Algonquin Centre for Construction Excellence. This partnership will allow our members to benefit and participate in industry-specific training, which up until today did not exist."

Tim Vizena,
President, National Capital Heavy Construction Association,
and City Division Manager, R.W. Tomlinson Limited



Artist Rendering of Renaissance Square
Pembroke Campus, scheduled to open in 2012

Realizing an Educational 'Renaissance' in Pembroke

Last year, the City of Pembroke donated a \$1 million parcel of land to house a new facility for Algonquin's nearly 100-year-old Pembroke Campus. The Algonquin Students' Association has pledged \$4 million and Pembroke residents Kathleen and Allan Huckabone donated \$500,000—the largest single contribution by a family ever made to Algonquin College.

The new Pembroke Campus—to be called Renaissance Square—will address the educational, economic development and community needs of Renfrew County when it opens in the fall of 2012. At 91,000 square feet, it will include state-of-the-art facilities for skilled trades, health-care and hospitality education, and will create a minimum of 300 new full-time spaces, bringing full-time enrolment in Pembroke to more than 1,000 students. Renaissance Square will increase adult learning and literacy opportunities, expand local research activity, and provide students with a unique, leading-edge learning environment.

Development and Project Management teams were hired to oversee the project last year, and \$12,000 from the College's Innovation Fund was allocated to support the acquisition of video/web technologies for the new facility.



Minto Foundation donates \$1,000,000.00 to the
Algonquin Centre for Construction Excellence

Expansion in Ottawa, Renewal in Perth

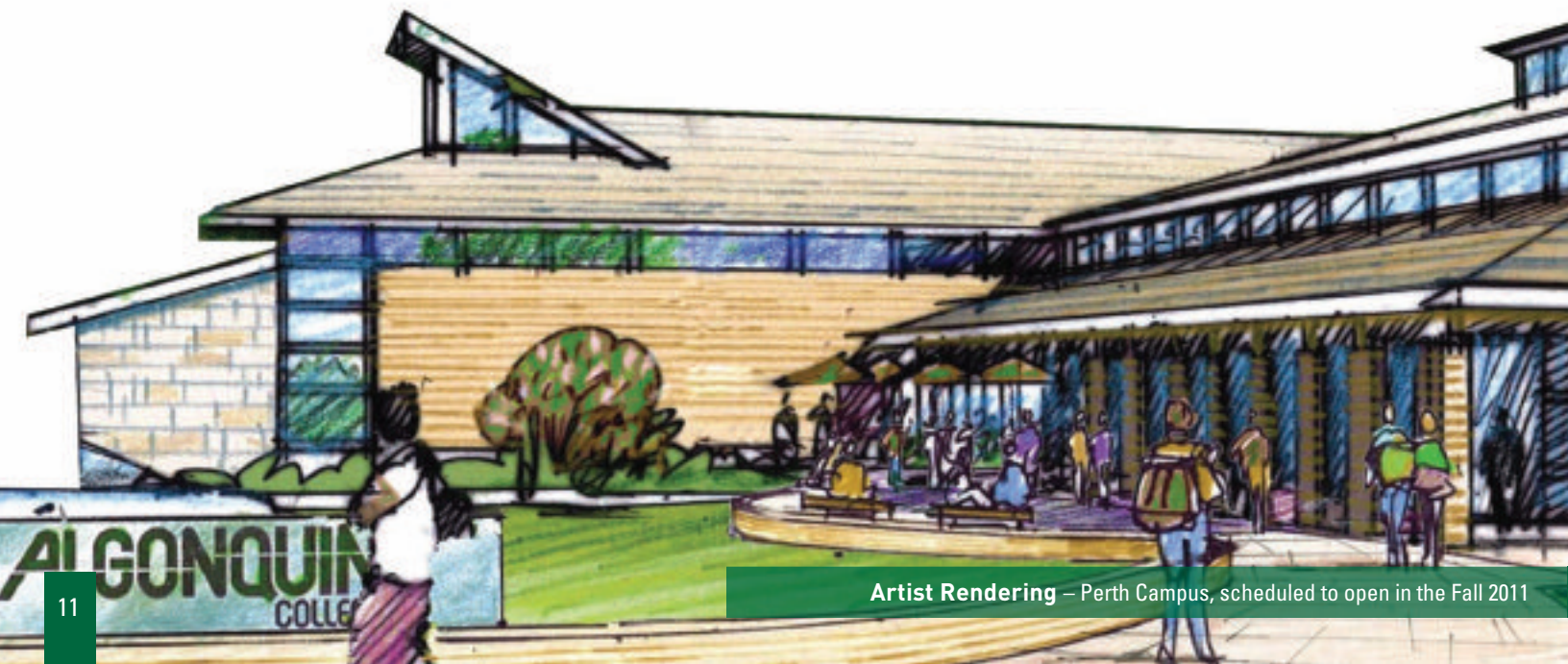
Algonquin completed several growth-related projects last year: opening its new Corporate Training Centre in downtown Ottawa on September 22; unveiling an ‘Innovation Station’ at the Woodroffe Campus, and concluding the first phase of the College’s new Student Success Centre.

The Students’ Association and Algonquin’s administration announced a joint plan in 2009/2010 to build a 110,000 square-foot Student Commons facility with large communal spaces, a 700-seat auditorium, study areas, food services, student services, and Students’ Association Board and Administration offices. The cost of the \$52 million project, which is slated to open in the fall of 2012, will be shared between the College (\$22 million) and the Students’ Association (\$30 million). Furthering Algonquin’s commitment to sustainability, the Student Commons will be designed using green building technologies—with the aim of achieving LEED Gold certification—and will capitalize on natural lighting and greening of the adjacent landscape to bring the outdoors inside.

Algonquin plans to replace the main structure on its Perth Campus with a new, 30,000 square-foot building that features expanded classroom space and improved facilities for student services. The Algonquin community and all levels of government have committed financial support—including \$4.2 million from the federal government and \$4.8 million from Ontario’s Knowledge Infrastructure Program. Funding was announced by Scott Reid, Member of Parliament for Lanark-Frontenac-Lennox and Addington; and Ontario Minister of Municipal Affairs and Housing, Jim Watson, MPP for Ottawa West-Nepean, in May 2009. The new building is slated to open in the fall of 2011.

“I believe education is a key factor for a strong community. Algonquin College has a proud history of educating students in Perth and the surrounding area. The Heritage Institute has the distinction of being one of the few post secondary institutions that offers such unique programs as Heritage Masonry, Heritage Carpentry and Advanced Housing. In addition, courses are offered for Social Service Worker, Personal Support Worker and Office Administration programs, which provide the local and regional economy with skilled graduates who are much needed in those fields. I am very honoured to be part of this campaign and look forward to the expansion, which will be an important contribution to the continuing legacy of the Perth Campus.”

James Bartleman, Honorary Chair,
Building OUR College, OUR Community, OUR Future Campaign



Artist Rendering – Perth Campus, scheduled to open in the Fall 2011

Fueling Growth: Funding and Support

Building tomorrow's skilled workforce requires investment today. In 2009, the Algonquin Foundation launched three capital campaigns to support the new campus in Perth, the new campus in Pembroke and to build the new Algonquin Centre for Construction Excellence (ACCE). Over \$4 million in contributions and pledges have been raised to date including the first ever million dollar philanthropic donation to the College. This transformational gift was received for ACCE which is being built on \$2 million worth of land donated by the City of Ottawa and supported by \$35 million from each of the federal and provincial governments.

Exercising Corporate Social Responsibility

Algonquin is committed to carrying out its expansion plans responsibly and in environmentally sustainable ways, and to practising good corporate citizenship in all aspects of its operations. Last year, the College significantly reduced its ecological footprint by eliminating hard copy/paper assessments, launched 17 grassroots initiatives associated with Sustainability Month, and had 90 leaders attend its Champions of Sustainability Speaker Series.

In November, Algonquin hosted the second Corporate and Community Social Responsibility Conference—the largest of its kind in Canada. More than 700 attendees and 46 prominent speakers gathered to discuss social, economic and environmental sustainability. Algonquin received strong support for the event from the University of Ottawa's Telfer School of Business, Carleton University's Sprott School of Business, La Cité collégiale and Red River College (Winnipeg).



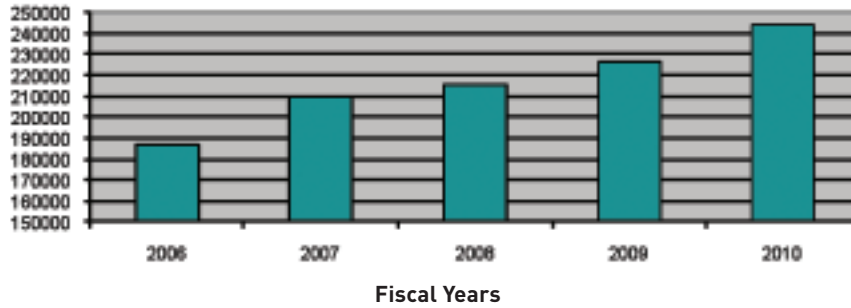
President Gillett presents Corporate Social Responsibility Award to Dan Fortin, CEO, IBM



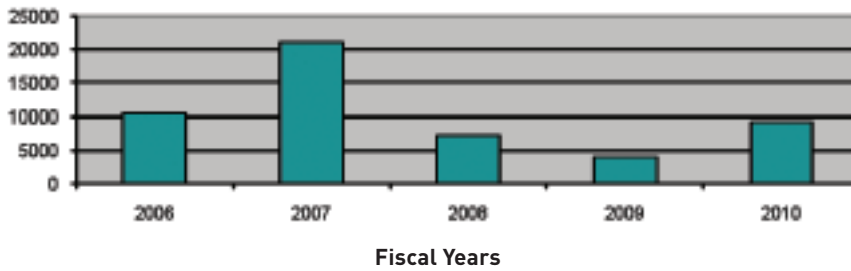
ALGONQUIN COLLEGE FINANCIAL ANALYSIS

FOR THE PERIOD ENDED MARCH 31, 2010 (ALL FIGURES IN \$000)

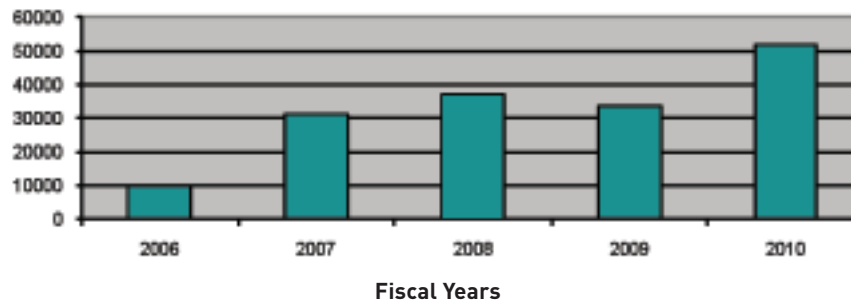
Revenue



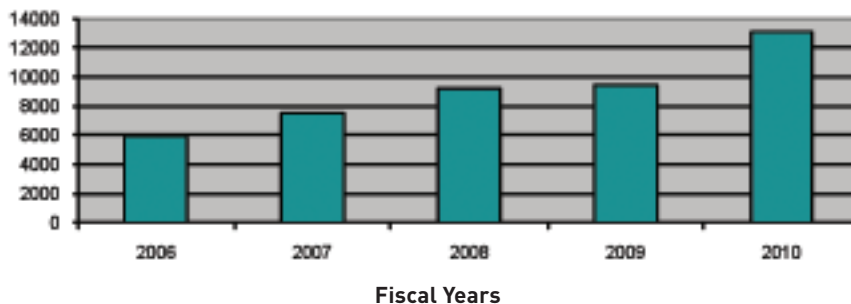
Net Contribution



Net Assets Excluding endowments



Endowments



AUDITORS' REPORT TO THE BOARD OF GOVERNORS

The accompanying summarized statement of financial position and summarized statement of operations are derived from the complete financial statements of The Algonquin College of Applied Arts and Technology as at March 31, 2010 and for the year then ended on which we expressed an opinion without reservation in our report dated June 1, 2010. The fair summarization of the complete financial statements is the responsibility of management. Our responsibility, in accordance with the applicable Assurance Guideline of The Canadian Institute of Chartered Accountants, is to report on the summarized financial statements.

In our opinion, the accompanying financial statements fairly summarize, in all material respects, the related complete financial statements in accordance with the criteria described in the Guideline referred to above.

These summarized financial statements do not contain all the disclosures required by Canadian generally accepted accounting principles. Readers are cautioned that these statements may not be appropriate for their purposes. For more information on the College's financial position, results of operations and cash flows, reference should be made to the related complete financial statements.

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

Chartered Accountants, Licensed Public Accountants

Ottawa, Canada

June 1, 2010

Summarized Statement of Financial Position

March 31, 2010, with comparative figures for 2009

Assets	2010	2009 (Restated)
Current assets:		
Cash and cash equivalents	\$ 33,702,717	\$ 35,457,201
Short-term investments	30,957,394	36,412,845
Accounts receivable	20,725,640	13,459,370
Inventory	2,081,103	2,074,983
Prepaid expenses	395,877	322,556
	87,862,731	87,726,955
Investments	19,870,748	706,250
Endowment assets	13,087,152	9,478,596
Capital assets	147,424,376	134,133,988
	\$ 268,245,007	\$ 232,045,789
 Liabilities and Net Assets		
Current liabilities:		
Accounts payable and accrued liabilities	\$ 23,244,378	\$ 15,182,443
Accrued salaries and employee deductions payable ..	7,003,571	7,273,969
Deferred revenue	19,621,958	14,834,320
Current portion of long-term debt	1,635,931	1,533,528
	\$ 51,505,838	\$ 38,824,260
Long-term debt	47,170,286	48,807,217
Vacation, sick leave and post-employment benefits	15,417,638	15,350,342
Deferred capital contributions	78,290,245	68,723,173
Interest rate swaps	10,841,444	17,067,635
Net assets (deficiency):		
Unrestricted	1,000,000	938,015
Investment in capital assets	23,382,538	22,816,524
Vacation, sick leave and post-employment benefits ...	(15,417,638)	(15,350,342)
Interest rate swaps	(10,841,444)	(17,067,635)
Internally restricted	53,808,948	42,458,004
Endowment fund	13,087,152	9,478,596
	65,019,556	43,273,162
	\$ 268,245,007	\$ 232,045,789

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Summarized Statement of Operations

Year ended March 31, 2010, with comparative figures for 2009

Revenue	2010	2009 (Restated)
Grants and reimbursements	\$ 103,520,242	\$ 96,652,683
Student tuition fees	64,636,752	56,193,058
Contract educational services	20,790,500	17,750,877
Ancillary operations	38,237,725	36,525,136
Other	11,387,347	13,243,596
Amortization of deferred capital contributions	5,428,307	5,620,690
	\$ 244,000,873	\$ 225,986,040
Expenditures		
Salaries and benefits	131,165,187	123,898,740
Building maintenance and utilities	8,684,432	9,443,408
Instructional supplies and equipment	3,549,404	3,417,279
Bursaries and other student aid	7,064,216	7,039,069
Interest	546,994	587,226
Amortization and write-off of capital assets	11,589,133	11,878,347
Ancillary operations	32,150,480	30,766,646
Other	39,958,864	35,032,056
	\$ 234,708,710	\$ 222,062,771
Change in vacation, sick leave and post employment benefits liabilities	67,296	(32,227)
	\$ 234,776,006	\$ 222,030,544
Total expenditures		
	\$ 234,776,006	\$ 222,030,544
Excess of revenue over expenditures	\$ 9,224,867	\$ 3,955,496

Note: Complete audited financial statements are available from the College upon request.

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Faculty of Business and Hospitality

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Faculty of Health, Public Safety and Community Studies

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Faculty of Technology and Trades

Claude Brulé, Executive Dean

Academic Development

Marguerite Donohue, Executive Dean

Algonquin College Heritage Institute

Linda Cooke, Dean

Algonquin College in the Ottawa Valley

Karen Davies, Dean

School of Part-time Studies

Linda Rees, Dean

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Registrar

Kathryn Moore

Staff Relations

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Algonquin College report to the Ministry of Training, Colleges and Universities

re: Multi-year Accountability Agreement for Fiscal Year 2009/2010

Increased Participation of Under-Represented Students

Strategies/Program	Indicators	Contracted Results	Actual Results
<p>Continue to build pathways to reach early-leavers, including Algonquin Achievement Centre, by working with district school board partners and by supporting the governments initiatives such as Learning to 18.</p>	<p>Improvement in statistics on early-leavers from high school enrolling in College studies in place.</p>	<p>Deploy activities with district school boards under School/College/Work Phase 13 initiative.</p>	<p>15 secondary school teachers reciprocated with 15 college faculty for a 1 day internship to improve the mutual understanding of the high school student as he/she transitions to college.</p> <p>85 educators from District School Boards (DSB) and colleges in Eastern Ontario participated in a college mathematics forum to better understand the influence of mathematics success on student success.</p> <p>30 College and District School Board educators met to discuss the literacy reality of high school students transitioning to college.</p> <p>250 staff from 3 high schools participated in a full day of The Algonquin Experience.</p>
<p>Advocate for more appropriate OSAP arrangements specifically geared to those students currently disadvantaged under the program (e.g. married students, OSBP students).</p>	<p>Disadvantaged students are more able to access and utilize the financial aid system.</p>	<p>Implement changes to start-of-term processes in Financial Aid to improve access and response time.</p>	<p>Changes to start-of-term processes have been implemented, i.e. early release of OSAP in both Fall and Winter Terms, thus improving access and response.</p>
<p>The Algonquin College/ Ottawa Carleton Catholic District School Board Achievement Centre has been created to allow early high school leavers to earn high school credits; however, continued use of this option will be dependent on support from the school boards via the Learning to 18 initiative.</p>	<p>Enriched relationship with Ottawa area District School Boards are created for at risk students and youth; post secondary access barriers for at risk students and youth removed.</p>	<p>Dual credit options and participation growing with School/College/ Work Initiatives fully embraced and strong positive response from school boards.</p> <p>Ten activities to recruit secondary school students.</p> <p>Four activities to recruit under-represented groups.</p>	<p>Dual Credit Program for 2009/2010 involved 396 students; 25% were First Generation Students (FGS) and approximately another 30% were at risk in some capacity.</p> <p>In 2009/2010, Algonquin involved hundreds of secondary school students in recruitment activities with many activities focusing on under-represented student groups. These activities included: The Algonquin College Achievement Centre which will graduate approximately 45 high school students with their OSSD by June 2010; these students are potential/actual early leavers; 33% completed dual credits; 70% applied to Algonquin College for 2010/2011.</p> <p>The Pathway Mentor 9-12 Program has 13 Algonquin students mentoring approximately 150 Grade 9-12 students in local DSBs on their pathway planning; all of these students are at risk in some capacity and 60% would be FGS.</p> <p>The Pathway Mentor 8 Program had approximately 190 Grade 8 students who completed this pathway planning experience, which includes their parents and 2 visits to the college; all of these students are at risk in some capacity and 60% would be FGS.</p> <p>The Specialist High Skills Major Initiatives provide Pathways for 1,500 secondary school students at all campuses.</p>

Increased Participation of Under-Represented Students *CONTINUED*

Strategies/Program	Indicators	Contracted Results	Actual Results
<p>Examine mobile technology for disabled students.</p>	<p>Plan brought forward for implementation.</p>	<p>New initiative in place for the Fall of 2009.</p>	<p>The Centre for Students with Disabilities (CSD) is facilitating a pilot project for an online Scheduling System for Test and Exams.</p> <p>The College purchased four devices to facilitate simultaneous face-to-face communication anywhere on campus by means of two displays and two keyboards. This allows us to be AODA compliant when dealing with a person with hearing issues.</p> <p>The College purchased 10 more laptops to add to our loaner pool with all the necessary CSD software loaded on the units, as well, we have added three CSD Learning Stations in our Open Access Labs to allow more CSD students access to the Internet and Blackboard.</p>
<p>Increase access for disabled students.</p>	<p>Facility and Service plan implemented.</p>	<p>Compliance with ODA.</p>	<p>A review of existing facilities and inventory of next round of accessibility improvements was completed.</p> <p>An assessment of the impact of the new Draft Ontario Built Environment Standard was completed.</p> <p>A gap analysis of the AODA Customer Service Standards and the Client Service Standards used in the Centre for Students with Disabilities (CSD) was completed, and Algonquin is compliant with all the requirements.</p> <p>There was a 13.3% increase in the number of students using CSD services in 2009/2010 compared to the previous year.</p>
<p>Review progress with Aboriginal Council on research results, targets and initiatives.</p>	<p>Modify initiatives to continue growth strategy.</p>	<p>Three new programs/projects developed for Aboriginal clients.</p> <p>Two new agreements signed with Aboriginal groups.</p> <p>Plan complete for expansion of Mamidosewin Centre.</p>	<p>Projects developed included orientation week for Aboriginal students, Dream Quest camp, community outreach programs, ACREW mentoring program and signed an agreement with Kagita Mikham to provide employment services on site.</p> <p>Two agreements were signed with the Aboriginal Financial Officers Association (AFOA) and Algonquin co-hosted the AFOA Educational Roundtable.</p> <p>Planning study completed and will be integrated into approved Student Commons project for the fall of 2012.</p>
<p>Strengthen and build relationships with under-represented students.</p>	<p>Conduct program mix analysis and assess implications.</p>	<p>Analysis completed and reviewed by PEC.</p>	<p>Preliminary data gathering has occurred. The information is being included in the final research reports being completed by outside researchers.</p>

College Small, Northern and Rural

Strategies/Program	Indicators	Contracted Results	Actual Results
Create flexible delivery options and new access points for mature learners.	<p>Develop flexible delivery programs through alternative delivery strategies and technology tools.</p> <p>Develop more Algonquin access points and delivery options for Second Career Strategy candidates.</p>	<p>Three new flexible delivery programs.</p> <p>Three new Second Career Strategy pre-qualified program intakes.</p>	<p>Three new flexible delivery programs were developed including Kitchen and Bath Design, Food and Nutrition Management and Marketing Business Intelligence Research.</p> <p>Three new Second Career programs were developed and the Early Childhood Education program was launched in Ottawa.</p> <p>The intake and referral processes for Second Career Students were reviewed and refined.</p>
Through use of technology; provide rural residents increased access to College resources and programs.	<p>Additional learning opportunities through Algonquin College Distance Education will be provided.</p> <p>Increased number of new programs and courses offered online and via Distance Education marketed to rural residents.</p>	<p>Increased participation rates in Distance Education by residents outside of Ottawa by 10%.</p> <p>Increased number of programs and courses offered online via Distance Education by 5%.</p>	<p>Participation rates increased 16.3% over 2008/2009.</p> <p>Curriculum was updated in 10% of the Distance Education course offerings.</p>
Continue the plan for program and campus enhancement at the two rural campuses.	Further initiatives in place to move both campuses towards the goal.	Development plans and funding model completed.	<p>Perth Campus Renewal and Expansion project for \$10.4M is being designed and is on schedule to open in the fall of 2011.</p> <p>Pembroke Campus Relocation Project for \$36M is being planned and is on schedule to open in the fall of 2012.</p>
Create flexible delivery options and new access points.	Develop more Algonquin access points and delivery options for Second Career Strategy candidates.	At least one Second Career program offered by Perth or Pembroke Campuses.	The Personal Service Worker program was offered for Second Career students in Pembroke.

Quality of Learning Environment

Strategies/Program	Indicators	Contracted Results	Actual Results
Continue with the comprehensive retention plan.	Improved student retention and graduation rate.	Increase the student graduation rate to meet targets specified in Balanced Scorecard.	Studies were completed on Aboriginal attrition and Second Career students to support the development of an overall retention strategy.
Implement an electronic cataloguing and classification system for the loaning library of e-texts, adaptive technology and assistive devices to assist access. On an annual basis, administer questionnaire to students' with disabilities for input which guides administrative action.	Continued improvements to College infrastructure for students' with disabilities are part of the budget process. Progress according to the requirements of the Accessibility for Ontarians with Disabilities Act.	All facilities will be fully accessible to students' with disabilities by June 2011. Disabled students surveyed annually and solutions to issues identified in the survey are implemented as quickly as funding becomes available.	The Learning Resource Centre has purchased 250 electronic textbooks available for students to download to their personal devices. The College has implemented online client service training in compliance with AODA. The Centre for Students with Disabilities (CSD) conducted its annual Voice of Our Students Survey to all three Campuses. The survey was offered in both an online and hardcopy format. This year, the number of responses was 290, a 7% increase from the previous year. A full report is available, and an action plan will be discussed by the CSD team at their spring planning meeting.
Algonquin fully participates in anticipated new KPI initiatives.	Programs and services adjusted to new results.	Survey fully implemented.	In partnership with the Students' Association, the new survey was fully implemented. The new KPI Student Satisfaction Surveys were administered to 320 course sections in the first two weeks of February 2010.
Increase capacity for online access to College programs and services.	Plan for Phase I of Virtual College fully developed.	Virtual College strategy approved by Board of Governors.	The College has adopted the virtual college and mobile computing implementation plan. The virtual college strategy was approved by the Board of Governors.
Business Process Review applied to College programs and services.	All processes will be fully reviewed by November 2009.	Improved efficiency and effectiveness in programs and services.	The College continues to undertake a number of business process reviews. The College re-aligned efforts in 2009 towards a comprehensive Strategic Programs and Services Planning (SPSP) project that will review all College programs and services. The College will continue with the business process review initiative and prepare a specific action plan once recommendations from the SPSP project are approved.
Integration of data sources.	Examination of all data sources to determine model for full integration.	Improved ability to utilize College data.	Data requirements assessed and interviews with reference sites completed. Development of a data integration/management strategy has been delayed pending visits to reference sites.
Expand capacity for Trades and Technology education in Eastern Ontario.	Commence construction of CCTBS on Centrepointe site.	Opening date of September 2011 confirmed.	The project is now called the Algonquin Centre for Construction Excellence. The \$77M project is on schedule to open in September 2011.

Student Access Guarantee and Commitment

Per the MYAA, Algonquin committed to participate in the student access guarantee. For 2009/2010, this meant meeting students’ tuition/book shortfalls in allocating financial aid, as set out in the 2008/2009 Student Access Guarantee Guidelines.

	Yes	No
The College met students’ tuition/book shortfalls in allocating financial aid, as set out in the 2008/2009 Student Access Guarantee Guidelines	X	

2009/2010 TUITION/BOOK SHORTFALL AID:		
	TOTAL \$	# ACCOUNTS
Expenditures for Tuition/book SAG Amount	Woodroffe: \$347,954 Pembroke: <u>61,164</u> \$409,118	Woodroffe: 282 Pembroke: <u>44</u> 326
Other SAG Expenditure to Supplement OSAP	Woodroffe: \$1,565,972 Pembroke: <u>92,010</u> \$1,657,982	Woodroffe: 1922 Pembroke: <u>93</u> 2015
Total	\$2,067,100	2341

<p>1. Describe how your institution will meet students’ tuition/book shortfalls. As part of your description, identify whether aid towards tuition/book shortfalls will be:</p> <p>(a) provided to those students who apply for institutional financial aid; or</p> <p>(b) automatically issued to students based on their OSAP information.</p>	<p>Algonquin met all tuition/book shortfalls in compliance with the 2008/2009 Student Access Guidelines.</p> <p>The Financial Aid Office focused on ensuring that students are able to obtain enough financial aid to cover their costs for tuition, books, compulsory fees, equipment and supplies, where these are above the usual range of costs covered by OSAP.</p> <p>The Financial Aid Office regularly updated the OSAP files of award recipients. A manual calculation was completed to determine if there is any additional unmet need to be addressed after a student has been awarded assistance from any other aid program. The Financial Aid Office regularly updated the Ministry’s Bursary Recording System to reflect the financial assistance provided to students.</p> <p>Any student’s concerns about this issue were addressed through the student bursary process. Students completed and submitted either an online or manual bursary application. Eligibility for bursary assistance was determined through an adjudication process and was based upon the information which the student provided on their individual bursary applications.</p>
<p>2. 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.</p>	<p>The Financial Aid Office at Algonquin College offers our online Student Assistance Bursary program once a term. This online bursary is available through our Algonquin College Student Information System.</p> <p>In addition, the Financial Aid Office web-site: algonquincollege.com/financialaid provides students with an alphabetically list of all available non-TSA bursaries with application method and deadline dates supplied. This list includes bursary information from external donors.</p> <p>Algonquin College students are also supplied with a copy of the above bursary information through the Student Handbook.</p> <p>Finally, on an ongoing basis, Student Access Guarantee students are given manual paper bursary applications throughout the year whenever it is determined through a meeting with a FAO Officer that they have specific budget concerns which need to be addressed.</p>

<p>3. 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 High-Demand (formerly fee-deregulated) college post-diploma programs. If so:</p> <p>(a) identify the programs by name and by OSAP cost code;</p> <p>(b) describe how you determine how much loan aid to provide.</p>	<p>Algonquin College does not provide loan assistance.</p>
<p>4. Describe other financial support programs and strategies that your institution will use to assist college 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.</p>	<p>All bursary programs administered by the Financial Aid Office provide case-by-case flexibility to respond to emergency situations.</p> <p>As part of our normal financial aid release process, Financial Aid staff offer students the option of receiving a cash advance from their financial aid funding. This cash advance is available to students within 48 hours.</p> <p>Financial Aid staff also provided students with information about other financial aid options, e.g. bank lines of credit.</p> <p>In addition, students at their request could be referred to the FAO Officer assigned to their file for a more extensive examination or review of their financial aid concerns. This review has the potential to address concerns which the student may have about barriers to access.</p>
<p>5. 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>Students who disputed the amount of institutional student financial assistance through the Student Access Guarantee were given the opportunity to request an interview with the Financial Aid Bursary staff. As part of the interview, the students were part of an in-depth discussion about the decision and were provided with an opportunity to provide additional information to the Bursary staff.</p>

