

ANNUAL REPORT
2007-2008



STUDENT SUCCESS MATTERS

TABLE OF CONTENTS

Foreword	2
Letter from the President.....	3
Year in Review	
Reputation	4
Registration	6
Student Success.....	8
People.....	10
Financial Performance.....	12
Audited Financial Statements.....	13
Multi-Year Accountability Agreement Report Back	Appendix 1





"There is no doubt in my mind that the experiences I gained through Algonquin College's Respiratory Therapy Program were the gateway to my current success and my entry into Canadian medical school."

— Abdul Abdulrahman, 2003 graduate

FOREWORD

OUR ONE TRUE MEASURE OF SUCCESS: STUDENT SUCCESS

Advanced facilities, progressive curricula, award-winning professors and staff, Algonquin prides itself on delivering excellence in every possible way. Yet at the end of the day, at the end of the year, only one measure signals our true achievement as a college. That measure is student success.

Throughout 2007-08, our 'RRSP' formula continued to prove its power, creating opportunities for students from across eastern Ontario and elsewhere to excel at their post-secondary studies and acquire the skills and learning to 'hit the ground running' upon graduation—equipping them to make major strides in their careers and lives.



LETTER FROM THE PRESIDENT



The 2007-08 academic year was one of celebration and preparation.

As we commemorated our 40th anniversary, we paused to acknowledge the tremendous achievements of Algonquin College through the years and the important role our institution has played, and continues to play, in educating and training the local workforce.

At the same time, we embarked on another five-year strategic planning effort, exploring emerging market realities, skills shortages, relevant issues of access, and opportunities for capitalizing on the latest technological advances. That plan will guide our initiatives through 2008-09 and beyond, allowing us to build on the foundation we've established for facilitating and driving student success.

Our people continue to be our greatest asset. With the launch of our College-wide client service initiative, Here 2 Help, we are leveraging that strength—fostering a culture of people helping people, of staff and faculty working cooperatively and of students participating actively in their college experience. This comprehensive effort is truly innovative in post-secondary education.

Partnerships continue to be essential, too. Working with our government, industry and academic partners last year, we were able to create new opportunities for training and skills transfer and, in association with our expanding international network, were able to take further steps to facilitate the entry of talented internationally-trained immigrants into our local workforce.

It is personally rewarding to observe, at this year-end, that we have exceeded the goals of the five-year strategic plan initiated in 2003. I am proud of all we have accomplished and am enthusiastic as we commence the next five-year plan for Algonquin.

On behalf of the Board of Governors, I extend my sincerest thanks to my committed team and to the student population for their confidence and dedication.

A handwritten signature in black ink that reads "Gillett". The signature is written in a cursive, flowing style.

Robert C. Gillett
President



REPUTATION

2007 STRATEGIC OBJECTIVE:

Algonquin will continue to enhance its reputation in the community to ensure it is the first choice for individuals seeking a high quality post-secondary education—by developing and delivering quality programs and services, a client-focused environment, and through effective student recruitment and retention.

IN 2007-08, ALGONQUIN CONTINUED TO WORK HARD TO FURTHER ENHANCE ITS REPUTATION FOR LEADERSHIP IN POST-SECONDARY EDUCATION, EXPANDING ITS FACILITIES AND PLANNING FOR FUTURE GROWTH IN STEP WITH THE REQUIREMENTS OF THE LOCAL ECONOMY.

TOP KPI RANKING IN THE PROVINCE

Once again, Algonquin ranked first among large colleges in Ontario based on a composite average of Key Performance Indicators (KPIs). The College also ranked third for student satisfaction in all of the Ontario Colleges.

FACILITIES EXPANSION

The new Woodroffe Campus Animal Health Care Facility opened its doors in 2007. This advanced facility replicates the primary features of a veterinary clinic, allowing students to interact with the equipment they will encounter in the field.

In 2007, Algonquin also put forward a proposal to both the federal and provincial governments to expand facilities at all three of its campuses. The expansion will ensure the College can continue to support the skills-training and education needs of the local eastern Ontario economy. Fundraising efforts are well underway.

The College's proposal to build a \$69 million Centre for Construction Trades and Building Sciences was endorsed by the construction industry, the Construction Trades Council of Eastern Ontario and Western Quebec, and by the City of Ottawa. This leading-edge facility will feature leading-edge energy-conservation and environmental-design elements.



REPUTATION

ENVIRONMENTAL SUSTAINABILITY

Algonquin continues to demonstrate environmental leadership through numerous 'green' initiatives. In 2007, Algonquin became the first College in Canada to sign the Talloires Declaration, a ten-point international agreement designed to incorporate sustainability and environmental literacy in teaching, research, operations and outreach. Energy-saving retrofit projects proceeded as part of the ten-year project established in 2006 with Direct Energy, a new college-wide environmental steering committee was created, the food and beverage operation launched a number of sustainability efforts, and Student Services hosted environmental and energy-awareness training for student leaders. During the week including Earth Day, energy-conservation activities yielded a 15 percent savings in consumption.

Following completion of an e-cottage at the Perth Campus, Construction Carpentry-Advanced Housing students undertook construction of a new 1,000 square-foot e-Quality home that incorporates 'green' building design, environmentally sustainable materials and full wheelchair accessibility.

ACCOLADES FOR STUDENTS

At competitions this past year, Algonquin students proved once again to be among the most talented in North America. Business students won Bronze at the Ontario Colleges' Marketing Competition and Silver at the Vanier Cup, Hospitality students placed third in the provincial Knorr Culinary Challenge hosted at the Woodroffe Campus, and Journalism students won first place in the Canadian Community Newspaper Association competitions. The 'walnut separator' project of two Mechanical Engineering students placed third at the Discover '07 Connections competition, and a Students' Association member won 2007 Programmer of the Year from the Canadian Association of Campus Activities. Two nursing students from Pembroke gained national recognition for a research project they completed in their graduating year and another nursing student received the Caring Canada Award from the Governor General.

"There is no doubt in my mind that the experiences I gained through Algonquin College's Respiratory Therapy Program were the gateway to my current success and my entry into Canadian medical school."

— Abdul Abdulrahman, 2003 graduate

Additional honours included: a People's Choice Award and third place finish for students at the Wedding Bouquet competition of the Canada Blooms show; an award of the Ottawa Tourism Award Scholarship to a Tourism and Travel student; and award wins by five Graphic Design students at Applied Arts Magazine's annual competition. In addition, for the sixth year running, paramedic students achieved a 100 percent success rating in their provincial exams.

CELEBRATED ALUMNI

Algonquin was proud to see yet another alumnus recognized with an Ontario Premier's Award—2003 Respiratory Therapy graduate Abdul Abdulrahman. Other alumni were honoured as well: Hospitality and Management graduate Fiby Labib received the 2007 Star of the City Award; Casey Schlegal, graduate of Algonquin's Business Administration - International Business program received the International Marketing Plan Award from the Forum on International Trade Training; Journalism graduate Robert Walker received the prestigious Robert Stewart Award from the Montreal Press Club; and Automotive Service Technician and Ontario Youth Apprenticeship Program graduate Nathan Banke placed seventh in the World Skills competition in Japan.

During the year, Algonquin's School of Media and Design created a hall of fame to honour industry leaders in the field and inducted an initial ten high-profile individuals in recognition of their excellent, innovative contributions to their professions.

Emmy award winner and Algonquin College Alumni Jon Cassar was the feature presenter at the sold out 40th Anniversary Gala.



MEDIA BUZZ

Testament to its leadership and the innovative nature of its programs, in 2007 Algonquin generated the most media coverage of any Ontario college. This included participation in a feature aired on ABC's national television series Today's Family on the importance of choosing the right college. Ottawa radio outlet CFRA aired an interview with President Robert Gillett celebrating the first graduating class to receive bachelor degrees.



REGISTRATION

2007 STRATEGIC OBJECTIVE:

Algonquin will continue to develop client-focused strategies and processes to facilitate and expedite applicant enrolment, and will respond in a welcoming and timely manner to clients' interest in the College.

ALGONQUIN PRIDES ITSELF ON THE CARING, RESPECTFUL CULTURE IT HAS ESTABLISHED, ITS ACTIVE COMMUNICATION WITH STUDENTS, AND ITS OPEN INTERACTION WITH HIGH SCHOOLS AND OTHER EDUCATIONAL INSTITUTIONS AROUND THE WORLD. IN 2007-08, THE COLLEGE CONTINUED TO FOSTER THOSE RELATIONSHIPS AND ATTRACT THOUSANDS OF NEW AND REPEAT REGISTRANTS.

NEW PROGRAMS OF STUDY

Algonquin introduced several new programs in 2007-08, responding directly to the training needs of the local economy. These included Green Architecture, E-Publishing, Computer Systems Technician, Motive Power Technician in Pembroke and Biotechnology Technologist.

In addition, the General Arts and Sciences Program opened an Introduction to Fine Art concentration stream, and the Small and Medium Enterprise Management and Business Marketing Programs co-developed two new pathway transfer agreements that will allow graduates to migrate from one program to another and obtain a second diploma in a complementary discipline.

The College-University Consortium Council awarded \$240,000 to a project that will allow students to transfer more easily between Algonquin's technology programs and engineering degree programs at the University of Ottawa and Carleton University.

HIGH SCHOOL OUTREACH

Algonquin continued to welcome high school students, inviting them to explore all the College has to offer in post-secondary education. A new daytime Open House proved highly popular: more than 2,000 students visited. With funding of \$40,000 from the provincial government, the College organized the Options 2007 Trades Fair in Renfrew, Ontario. More than 2,500 high school students attended the event, which raised more than \$2,000 for student bursaries.



INTERNATIONAL EDUCATION AND PARTNERSHIPS

In 2007-08, Algonquin further extended its network of international partners in education. The College welcomed delegates from the Jadavpur University of Calcutta, India to discuss development of a joint program in the area of Games Development. Another delegation visited from the University of South East Asia to discuss a partnership in English-language training, and eight professors from Jiaotong University followed a semester-long teacher training and ESL program at Algonquin. The College also received a delegation of more than 50 individuals from Africa in conjunction with a conference organized by the Canadian e-Policy Resource Centre.

As part of a multi-million dollar project funded by the Canadian International

Development Agency (CIDA), Algonquin assisted with design of curriculum for an Early Childhood Education program in Egypt. Staff from the College's

"This is the kind of forward thinking that we need to promote Ottawa as a global learning centre. Attracting and training the most talented faculty and students will ensure that we have the foundation for Ottawa's economic future."

– Larry O'Brien, Mayor, City of Ottawa

International Education Centre also met with delegates from the Chilean Embassy to discuss the College's Early Childhood Education programs and teaching lab. In support of efforts by Stephen Lewis, Canada's Special Envoy for HIV/AIDS in Africa, a representative from Algonquin visited Zambia to participate in a needs assessment.

Algonquin continues to expand its recruitment efforts overseas. In 2007, the College participated in educational fairs in Turkey, Kenya, Ghana, Zambia, Russia and the Ukraine. In addition, Algonquin took a leadership role in the launch of the Global Learning Alliance website, which is designed to encourage prospective students and faculty from around the world to explore Ottawa's world-class learning, teaching and employment opportunities. The College further launched Settlement to Employment (STEP), a program to facilitate the hiring of internationally-trained individuals.





STUDENT SUCCESS

2007 STRATEGIC OBJECTIVE:

All Algonquin staff will support student success.

PREPARING STUDENTS FOR THE WORKFORCE OF TOMORROW REQUIRES A MIX OF SKILLS TRAINING, KNOWLEDGE TRANSFER AND PERSONAL INSPIRATION. IN 2007-08, ALGONQUIN STAFF AND FACULTY WORKED TOGETHER TO FACILITATE STUDENTS' SUCCESS BY PROVIDING THEM WITH THE RIGHT BALANCE OF ALL THREE.

ENHANCED STUDENT SUPPORT

Algonquin introduced a series of initiatives designed to engage students and enhance their post-secondary experience. The innovative client service program **Here 2 Help** was successfully launched in 2007 across the College, bringing a new 'customer' focus to all student engagements and promoting a spirit of collaboration among staff and faculty in working toward the objective of student success. Additionally, a student services information desk was established, a new Student Leader program was introduced, and the Mamidosewin Centre created a Student Advisory Committee to ensure their constituents' voices are well represented in College affairs.

To gain efficiencies, Student Services assumed responsibility for management of the residence complex. The Learning Resource Centre joined the National Capital's Sm@rtLibrary consortium, allowing students to search libraries throughout the Ottawa-Gatineau region more centrally.

Algonquin administration completed a new five-year strategic plan with a vision, strategies and tactics that will further build on these achievements to drive student success.

TECHNICAL UPGRADES

The College installed 841 new lab computers and upgraded 2,500 of its existing computers in 2007-08 and Information Technology Services completed several technical infrastructure upgrades including conversion of GeneSIS, the College's student information system, to the new .NET platform. The College also successfully increased its bandwidth, more than doubling capacity.



STUDENT SUCCESS

SUCCESS FOR STUDENTS WITH DISABILITIES

The College hosted a regional meeting involving the Ministry of Training, Colleges and Universities to discuss employment assistance and accommodations required by students with disabilities, helping to facilitate their pursuit of meaningful careers. In addition, Carleton University and Algonquin joined together to host the annual Make the Cut event, which supports students with learning disabilities smoothly through the transition from high school into the post-secondary institutional environment.

The Centre for Students with Disabilities developed and implemented a new electronic database to efficiently document and track client records including special accommodation requirements.

EXPANDED BURSARIES PORTFOLIO

A number of new bursaries were introduced in 2007-08, easing the financial burden for qualifying students. The Financial Aid department added a Fall Semester entrance bursary. In conjunction with the 175th anniversary of the Rideau Canal, bursaries were created for the Heritage Carpentry program and the Heritage Masonry program. The School of Hospitality and Tourism received funds for three new scholarships for the Culinary Management program, an endowment bursary was added at the Nursing program in Pembroke, and two annual awards were established for students in the Scriptwriting program. In addition, the College received 20 Ontario International Educators' Opportunity Scholarships to underwrite student study overseas for periods of eight or more weeks, and the Ottawa Senators Foundation donated \$100,000 to Algonquin's Military Families Endowment Fund.

"We are entering a period of significant demographic change in our sector. Up to 30 per cent of our workforce is eligible for retirement in the next few years. Working with community colleges to train candidates for our trades is part of a comprehensive strategy to meet our staffing needs well into the future."

– Laura Formusa, Hydro One President and CEO



INDUSTRY AND GOVERNMENT CONNECTIONS

Algonquin has always relied on the support of government and industry partners to provide its students with the highest quality learning experience and future employment opportunities. This past year many of those affiliations bore fruit. The College formed a \$3 million partnership with the Department of National Defence, and Algonquin signed on as a member of the Hydro One Colleges Consortium, which aims to attract students to the electrical transmission and distribution utility sector in which an immediate skills shortage exists. As part of other work in exploring labour shortages in the province, Algonquin hosted a discussion led by Dr. Kurtis Kitagawa, Principal Research Associate, Education and Learning from the Conference Board of Canada on the critical need for skilled workers in Eastern Ontario.

PEOPLE



2007 STRATEGIC OBJECTIVE:

Algonquin will recruit, select and retain the best qualified staff, faculty and educational leaders and will create the environment to assist staff to be engaged, productive, and committed to achieving the College's vision.

THE SUREST WAY TO FACILITATE STUDENT SUCCESS IS BY ASSEMBLING A TEAM OF STAFF AND FACULTY THAT IS ENGAGED, INSPIRED AND COMMITTED. THAT HAS CERTAINLY PROVED TRUE FOR ALGONQUIN. THROUGHOUT 2007-08, THE COLLEGE CONTINUED TO RECRUIT AND DEVELOP EDUCATORS OF THE HIGHEST CALIBRE AND TO APPLAUD THEIR OUTSTANDING PERFORMANCE WITHIN THE COLLEGE AND IN THE COMMUNITY.

OPTIMIZING HUMAN RESOURCE PRACTICES

In 2007, the College hired a consultant to review its human resources practices and identify opportunities for further growth and improvement. The Human Resources Services department also undertook refinements to the applicant tracking system and broadened the Long Service Celebration program to include employees with between 10 and 15 years of service.

EXCELLENCE IN TEACHING

The excellence of Algonquin staff and faculty was acknowledged widely last year, in the form of numerous awards and honours. Program coordinator Jennifer King was named Veterinary Technician of the Year; Janet Crupi, Coordinator, Community and Justice Services won an Ontario Leadership in Faculty Teaching Award; Professor Peter Larock, Coordinator, Public Relations won the International Association of Business Communications President's Award; and Dianne Bloor, Curriculum and Teacher Support, Learning and Teaching Services received the 2007 John Fry Individual Merit Award.

Nathan Greenfield, professor in Algonquin's School of Media and Design, published a book on the Second Battle of Ypres, and his colleague Nadine McInnis published a book entitled Two Hemispheres. In addition, two Language Institute professors were featured in a poetry anthology released by the Wellington Street Poets.



CORPORATE DONATIONS AND CHARITABLE FUNDRAISING

Algonquin's corporate partners showed their remarkable generosity once again in 2007-08. The Algonquin College Foundation Transportation Technology Campaign surpassed the \$1 million dollar mark. The Campaign aims to address the skills shortage in the automotive industry. Donors included 20 Ottawa-area car dealerships. The Algonquin College Foundation ranked first amongst Ontario Colleges in raising funds (over \$1.7 million) under the Ontario Trust Student Support. During the year, the Foundation shared some of its best practices with fellow fundraisers, leading talks at the ACCC Victoria Conference.

Students, faculty and staff raised the bar this past year with charitable fundraising efforts. Most notably, they surpassed the College's United Way campaign goal, raising more than \$114,000.

HOSTING THE COMMUNITY

In an ongoing effort to maintain and nurture community connections, Algonquin played host to a number of groups throughout the year. Employment Services and Alumni hosted the 10th annual Career Networking Fair, and Student Affairs and Orientation hosted the 10th annual Celebration of Cultures. In conjunction with the Ottawa Centre for Research and Innovation (OCRI), the College held its fifth-annual Applied Research Day, showcasing internationally recognized projects from the School of Advanced Technology, the School of Media and Design, and the School of Health and Community Studies. The College also hosted the fifth annual Computer Programming Olympics for area high school students.

Algonquin's International Education Centre (IEC) hosted a Local Action Heroes for Global Development Awards Luncheon honouring nine local citizens who have helped Canada in its efforts to achieve United Nations Millennium Development Goals. Students and recent graduates hosted the third-annual Sport Business Symposium at Scotiabank Place with CFL Commissioner Mark Cohon.

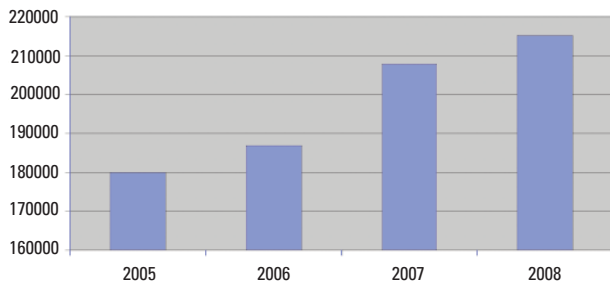




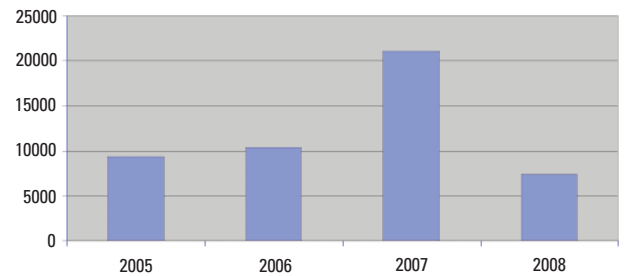
ALGONQUIN COLLEGE FINANCIAL ANALYSIS

FOR THE PERIOD ENDED MARCH 31, 2008 (ALL FIGURES IN (\$000'S))

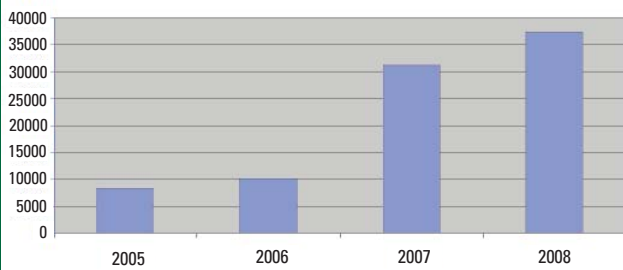
REVENUE



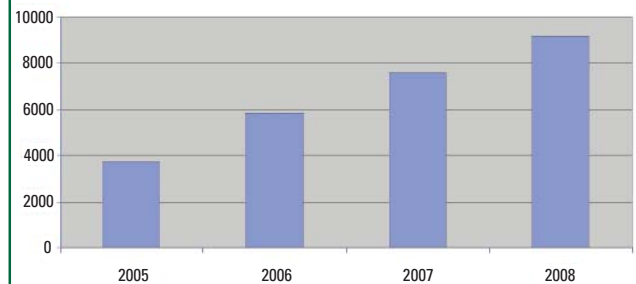
NET CONTRIBUTION



NET ASSETS (EXCLUDING ENDOWMENTS)



EDOWMENTS



Audited Financial Statements at

 <http://www.algonquincollege.com/FinanceAdmin/financial>



KPMG LLP
Chartered Accountants
Suite 2000
160 Elgin Street
Ottawa, ON K2P 2P8
Canada

Telephone (613) 212-KPMG (5764)
Fax (613) 212-2896
Internet www.kpmg.ca

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, 2008 and for the year then ended on which we expressed an opinion without reservation in our report dated May 28, 2008. 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.

Chartered Accountants, Licensed Public Accountants

Ottawa, Canada

May 28, 2008

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SUMMARIZED STATEMENT OF FINANCIAL POSITION

MARCH 31, 2008, WITH COMPARATIVE FIGURES FOR 2007 AND 2006

	2008	2007	2006
ASSETS			
Current assets:			
Cash and short-term investments	\$52,345,166	\$34,693,477	\$29,827,011
Accounts receivable	\$15,643,669	\$11,162,625	\$8,646,784
Inventory	\$2,040,474	\$1,692,111	\$1,662,288
Prepaid expenses	\$522,325	\$501,139	\$609,944
	\$70,551,634	\$48,049,352	\$40,746,027
Endowment assets	\$9,162,697	\$7,543,976	\$5,830,245
Long-term receivable	-----	\$6,406,204	-----
Capital assets	\$136,322,285	\$137,368,363	\$144,662,303
	\$216,036,616	\$199,367,895	\$191,238,575
LIABILITIES AND NET ASSETS			
Current liabilities:			
Accounts payable and accrued liabilities	\$9,978,427	\$8,131,082	\$7,904,339
Accrued salaries and employee deductions payable	\$4,513,917	\$3,734,063	\$2,854,651
Deferred revenue	\$17,570,998	\$10,931,454	\$17,549,877
Current portion of obligations under capital leases	\$128,149	\$274,081	\$421,133
Current portion of long-term debt	\$1,437,552	\$1,347,599	\$1,263,290
	\$33,629,043	\$24,418,279	\$29,993,290
Obligations under capital leases	\$50,592	\$178,741	\$452,832
Long-term debt	\$50,339,745	\$51,777,296	\$53,124,897
Vacation, sick leave and post-employment benefits	\$15,382,569	\$14,798,080	\$14,413,486
Deferred capital contributions	\$60,114,045	\$60,727,332	\$68,685,808
Deferred contribution for building campaign	\$320,758	\$196,909	\$88,697
Interest rate swaps	\$9,859,452	\$8,669,685	\$8,548,572
Net assets (deficiency):			
Unrestricted	\$1,000,000	\$521,205	\$965,010
Investment in capital assets	\$24,252,202	\$23,063,314	\$20,714,343
Vacation, sick leave and post-employment benefits	(\$15,382,569)	(\$14,798,080)	(\$14,413,486)
Interest rate swaps	(\$9,859,452)	(\$8,669,685)	(\$8,548,572)
Internally restricted	\$37,167,534	\$30,940,843	\$11,383,453
Endowment fund	\$9,162,697	\$7,543,976	\$5,830,245
	\$46,340,412	\$38,601,573	\$15,930,993
	\$216,036,616	\$199,367,895	\$191,238,575

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SUMMARIZED STATEMENT OF OPERATIONS

YEAR ENDED MARCH 31, 2008, WITH COMPARATIVE FIGURES FOR 2007 AND 2006

	2008	2007	2006
REVENUE			
Grants and reimbursements	\$96,095,230	\$91,082,379	\$80,813,103
Student tuition fees	\$51,649,016	\$48,575,610	\$46,174,685
Contract educational services	\$14,715,869	\$14,495,783	\$12,016,379
Ancillary operations	\$34,181,443	\$33,638,874	\$31,224,349
Other	\$12,902,691	\$14,444,457	\$11,091,063
Amortization of deferred capital contributions	\$5,631,524	\$5,553,623	\$5,553,799
	\$215,175,773	\$207,790,726	\$186,873,378
EXPENDITURES			
Operating:			
Academic	97,974,408	90,892,142	84,780,260
Educational resources	2,419,944	2,232,856	2,162,249
Student services	25,378,938	24,447,770	22,464,283
Administrative	17,973,261	17,157,418	14,968,491
Plant	20,660,644	15,625,002	14,030,291
Special projects	1,984,108	2,143,392	2,037,348
Ancillary operations	28,838,577	28,007,436	26,766,921
	\$195,229,880	\$180,506,016	\$167,209,843
Vacation, sick leave and post-employment benefits	\$584,489	\$384,594	(\$2,249,359)
Amortization and write-off of capital assets	\$12,051,519	\$11,746,677	\$11,537,461
Total expenditures	\$207,865,888	\$192,637,287	\$176,497,945
Excess of revenue over expenditures from continuing operations	\$7,309,885	\$15,153,439	\$10,375,433
Gain on sale of Rideau Campus	-----	\$5,924,523	-----
Excess of revenue over expenditures	\$7,309,885	\$21,077,962	\$10,375,433

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

BOARD MEMBERS AND SENIOR MANAGEMENT

BOARD OF GOVERNORS

Shirley Westeinde, Chair
James Robblee, Vice Chair
David Wallace, Past Chair
Robert Gillett, President
Amelita A. Armit
Vini Bhindi
Fred Blackstein
Veronica Engelberts
Sterling Hartley
William Johnson
Carman Joynt
J.P. Lamarche
Lana March
Wayne McIntyre
Peter Quinn
Michael Tremblay
Randall Williams

FOUNDATION BOARD OF DIRECTORS

Charles Bordeleau, Chair
Peter O'Leary, Vice-Chair
Sara Nixon, Secretary
Barbara Farber, Past Chair
Robert Letourneau, Treasurer
Robert Gillett, President
Lesley Baird
Cheryl Burwash
Dr. James Robblee
Michelle Valberg
Jeff Westeinde

ALUMNI BOARD OF DIRECTORS

James Campbell, President
Mike Jones, Vice President
Steve Barkhouse
Rena Bowen
Barbara Carroll
Kerry Durant
Colette Garvin
Rob Nettleton
Kathy Prescott
Joanne Walker
Patrick Whalen

COLLEGE DIRECTORS

Academic Operations and Planning
Doug Ouder Kirk, Executive Director

Advancement
Dawn Dubé, Executive Director

Ancillary Services
Richard Mannell, Director

Applied Research and Innovation
Mark Hoddenbagh, Director

Corporate and Business Development
Joe Ranieri, Director

Finance
Duane McNair, Director

Foundation
Brenda Rothwell, Executive Director

Human Resources Services
Luc Presseau, Director

Information Technology Services
Stephen Abraham, Director

Institutional Research and Planning
Brian Burns, Director

International Education Centre
Abla Sherif, Director

Learning and Teaching Services
Glenn MacDougall, Director

Marketing and Enrolment
Jennifer Daly-Cyr, Director

Physical Resources
Mike Rushton, Director

Registrar
Deborah Rowan-Legg

Student Services
Wayne McIntyre, Director

EXECUTIVE OFFICERS

President and CEO
Robert Gillett

Vice President, Academic
Raymonde Hanson

Vice President, Administration
Robert Letourneau

Vice President, Student Services and Development
Kent MacDonald

COLLEGE DEANS

Faculty of Arts, Media and Design
Russell Mills, Executive Dean

Faculty of Business and Hospitality
Dave Donaldson, Executive Dean

Faculty of Health, Public Safety and Community Studies
Gerry Barker, Executive Dean

Faculty of Technology and Trades
Claude Brulé, Executive Dean

Academic Development
Marguerite Donohue,
Executive Dean

Algonquin College Heritage Institute
Joan Macartney, Dean

Algonquin College in the Ottawa Valley
Karen Davies, Dean

School of Part-time Studies
Linda Rees, Dean

School of Transportation and Building Trades
John-Paul Tapp, Dean

APPENDIX 1

ALGONQUIN COLLEGE REPORT TO THE MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES RE: MULTI-YEAR ACCOUNTABILITY AGREEMENT FOR FISCAL YEAR 2007/08

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

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			
	#	#	#	#			
Number of students estimated using results of Fall 2007 OCSES applied to total student population of 12699.	1219 (9.6%)	2596 (20.4%)	1463 (11.5%)	362 (2.9%)	3778 (29.8%)	974 (7.7%)	2926 –
Centre for Students with Disabilities Measurement Methodology – electronic database has been developed for tracking self identification.			1340		n/a		
Mature Students Measurement Methodology – self identification through the application process.				735	n/a		n/a

Mature students are defined as any student 19 years of age or older without an OSSD.

Strategies/Programs	Indicators	Contracted Results	Actual Results
Increase the awareness of secondary school students to the value of post-secondary education opportunities.	A multi-year plan in place to provide timely structured information to all secondary students in Eastern Ontario by 2007.	Increased participation of direct entry students by 200 students.	The following initiatives commenced or were enhanced in 2007/08: <ul style="list-style-type: none"> • the Triple Play/Dual Credits Program (100% growth); • Information sessions to various District School Board groups; • Algonquin College student Pathway mentors were piloted in 2 area schools; • Information Road Show recruitment tour of Renfrew County high schools; • Connections consists of two programs – young students in the Eastern Ontario Region; and students in upper grades.



Strategies/Programs	Indicators	Contracted Results	Actual Results
Develop a system to measure participation of under-represented groups.	More reliable data available on students from under represented groups.	Increased participation of under -represented groups demonstrated by 150 students.	The Academic Referral Centre (ARC) is actively pursuing linkages with community agencies to direct their outreach to the under-represented groups. The client traffic in ARC is primarily from this target population. For 2007-08, from September to March 31, 2008, ARC achieved: a) appointments with prospective students - 3007 b) appointments with ITIs - 722 c) presentations to non-traditional audiences - 96
Continue focused marketing campaign for mature students.	Increased applications from mature students	Target 200 additional mature students.	2007/08 marked a shift toward mature student marketing activities including enhanced communications with alumni, ads in trade magazines, career fairs and attendance at the Adult High Schools. CCP's Job Re-entry (JRT/FFC) programs are attracting students to the college who have not completed their high school diploma. Many of these students are referred by Ontario Works. The Job Re-entry programs provide a safe introduction to the College and to the many opportunities available to pursue further education.
Increased opportunities for first generation students by expanding General Arts and Sciences offerings as well as one year programs.	Increased participation rates of first generation students.	Participation increased by 100 students in General Arts and Sciences.	In Fall 2007, the expansion of the GAS programs has contributed to the increase in direct-entry students by 128 students.
Target internal research activity on first generation and under represented students.	Strategic data is collected and analyzed.	New initiatives in place to address under represented students.	CCP is asking students on their registration form to identify if they are first generation students. College is participating in the tri-ministry Crown Ward Education Championship Team initiative.
Explore high skills major and dual credit pilots to target first generation students.	College adds new agreements with local high schools.	25 first generation students involved in high skills major and dual credit programs.	The College is working with the school boards in Eastern Ontario towards the successful delivery of Specialist High Skill Majors. A number of post-secondary programs have made seats available to high school students who are seeking dual credit including Business SHSM pathway and Forestry SHSM.
Continue program of infrastructure enhancement for disabled students.	Improvements made to technology assists for disabled students.	Improved student satisfaction rates with disabled students.	Entered into a partnership arrangement with the Regional Assessment Resource Centre (RARC) at Queen's University to refer students with disabilities requiring a psycho-educational assessment. Assessments will also be provided to students in financial need, and not on OSAP, at a nominal fee or at no cost. This partnership has been arranged due to the high demand for this assessment. Under this arrangement, students will now be seen within four to six weeks; previously the wait list for this service could be up to six months. Co-hosted with Carleton University the largest gathering of high school students with learning disabilities across Canada to facilitate the transition to post-secondary education.

Strategies/Programs	Indicators	Contracted Results	Actual Results
Facilitate training of Canadian Language Benchmarks (CLB) and Canadian Language Benchmarks Placement Test (CLBT), including certification for Algonquin Assessors through the College's Integrating Immigrants to Employment (CIITE) Project.	Conduct Canadian Language Benchmarking of Algonquin programs commonly enrolled in by ITIs. Administer CLBPT to sample group of ITIs in Level 01 of benchmarked programs and track academic performance. Benchmark Algonquin College's Standard English Test and aligned with the level of the CLBPT benchmarks.	Implementation of a protocol for conducting language benchmarking research for selected programs. Determination of if and how the CLBT can be incorporated into College assessment practices as an accurate and efficient tool.	Algonquin CIITE Language Proficiency Team completed Canadian Language Benchmarks (CLB) orientation and Canadian Language Benchmarks Placement Test (CLBT) training and certification of 11 Algonquin assessors. Algonquin CIITE Language Proficiency Team and Assessors conducted CLB benchmarking of 6 Algonquin programs commonly enrolled in by ITI's and implemented pilot protocol for conducting language benchmarking research for selected programs. Provided recommendations on best practices to consider in future use of protocol. Assessment of CLBT was completed. Findings indicate that CLBT is not a suitable tool for inclusion in the college admissions assessment of second language proficiency.
Implement an enhanced model for delivering academic and related advisement services for ITI's.	Work with Algonquin departments in the design and implementation of best practice model for providing advisement services for ITI's. Evaluate model and make recommendation for improved processes.	Best practices model implemented for providing advisement services for ITI's.	Through its Academic Referral Centre (ARC) Algonquin College implemented an enhanced model for delivering academic and related advisement services for ITI's. The Service model is highly integrated with internal college departments and external Community Agencies. Using this model the number of ITI and newcomers who received advisement through the Academic Referral Centre increased to 786 (a 26% increase over the previous year).
Identify and track FGS participation in the Algonquin College/ Ottawa Carleton Catholic District School Board Achievement Centre.	System in place to track first generation students.	Longitudinal tracking of post-secondary students established and student success measured by June 2007.	Work is ongoing on a identification and tracking system with the Board of Education. Targeted to parents of schools that are identified as having a high percentage of at risk FGS students.
Add questions to both the Entrance Bursary and manual Student Assistance Bursary applications to identify students who are the first in their generation to attend post-secondary studies.	Additional support services will be added as funding improvements are made.	Targeted support services are in place for first generation.	The Academic Referral Centre (ARC) is a support service for first generation and for all the under-represented groups who are thinking of coming to Algonquin. ARC expansion provided increased one-on-one meeting time that is an essential support to FGS.
Review research results and implement targeted strategies.	Statistics maintained in Centre about visits and the nature of contacts directed towards targeted strategies. Unmet aboriginal educational needs documented for additional efforts. Improved response rate from representative community associations to ensure broad range of inputs. New benchmarks set for participation based on surveys and data collected.	Target 40 additional aboriginal students. Target 10% improvement in retention of aboriginal and first generation students.	CCP's agreement with the Cree School Board to provide an on-site advisor for Cree students will increase the participation and retention of this under represented population A six month research project was completed on aboriginal needs and priorities for post secondary education. The Study was conducted by the Aboriginal Education Council, Algonquin College, identifies obstacles and gives direction to aide in helping to prevent future obstacles.

Strategies/Programs	Indicators	Contracted Results	Actual Results
<p>Include optional questions on annual College student surveys which request that students indicate if they are First Generation or Aboriginal.</p> <p>Identify First Generation or Aboriginal Student Populations and set benchmarks for participation rates based on Ontario College Student Engagement Survey (OCSE) results collected in fall 2006.</p>	<p>Revised student surveys to capture first generation and aboriginal students.</p> <p>OCSE survey identifies proportion of students who are First Generation or Aboriginal Students.</p>	<p>Longitudinal data obtained on participation rate of first generation and aboriginal students commencing fall 2007.</p> <p>Target 100 new first generation students.</p>	<p>CCP is asking students to identify on their registration form if they are first generation.</p>
<p>Develop and implement an electronic data base for student records and reports to more efficiently track and measure efforts for disabled, notably in the Test Room and the Adaptive Technology lab.</p>	<p>Improvements to CSD client service within the College's capacity to supply.</p> <p>Improved technological services for disabled students as funding improves.</p> <p>Electronic database is developed and implemented.</p> <p>Improved student satisfaction.</p>	<p>New technologies in place to address student need.</p> <p>Increased participation rates.</p> <p>Revised data collection strategies to target required information in place.</p> <p>Preparation of timely and reliable data to measure student participation rates.</p>	<p>Developed and implemented an electronic database for scheduling, storing records, tracking visits, listing special accommodations, reporting and counselling notes.</p> <p>For the first time we purchased leading edge technology and developed usages for an eye mouse "Quick Glance 3", that will allow students with high physical needs to benefit from this technology immediately.</p>
<p>Establish a plan to increase the mainstreaming of adaptive technology into the College's Access Labs both at the Woodroffe Campus and the Student Support Centre in Pembroke.</p>	<p>Plan developed implemented.</p>	<p>Improved services to CSD Clients as measured by client success.</p> <p>Improved retention (10%).</p> <p>Increase in computers with adaptive technology across the College.</p>	<p>In addition to forums and focus groups, a comprehensive survey was completed to obtain feedback from students with disabilities on issues facing their disabilities. Their level of level of satisfaction with CSD services was also recorded. We surpassed our goal of 200 respondents, which is a 63% increase in student participation when compared to last year. A report is being prepared which we will be using to establish goals and direction for 2008-2009.</p> <p>Demand testing for students with disabilities, and the demand for testing accommodation service, increased by 7.37% to 1,501 exams in F2007 when compared to the same time last year</p> <p>Added three specifically programmed computers with special peripherals to improved access to two open access labs (C102 & T201), and our Learning Resource Centre at the Woodroffe Campus, plus one mobile computing device at the Pembroke Campus that allows students accessibility when the specialized adaptive computer lab is closed.</p>
<p>The College has included in its budget for 2006/07; \$0.3M to renew and upgrade elevators; \$0.2M to renew and upgrade washrooms and \$0.1M to make additional increases to handicapped accessibility.</p>	<p>Increase elevator reliability of 3 critical elevators from 85% to 95%.</p> <p>Increase number and clean-ability of accessible washrooms in high traffic areas of the College and expand the general accessibility of washrooms and other College services into the 30-40 year old portions of the Campus.</p>	<p>Increased facilitation of the unassisted movement of persons with physical disabilities as the College strives to meet the requirements of the Ontario Disabilities Act and the needs of a high concentration of persons with physical disabilities at Algonquin College.</p>	<p>The following upgrades were made in 2007/08:</p> <ul style="list-style-type: none"> Provided new automatic door operators at a number of locations; Undertook sidewalk and curb improvements at a number of locations to allow wheelchair accessibility; Purchased and installed additional height adjustable tables at various classrooms throughout the Campus; Created 2 new accessible classrooms in previously split level studios; Built accessible washrooms as part of the renovations underway in the Learning Resource Centre.
<p>Analysis and documentation completed on applicants who either received or were denied funding.</p>	<p>Analysis completed.</p>	<p>Year end report documenting situation after full year of implementation.</p>	<p>100% of SAG students who demonstrated need were accommodated through bursaries for a total of 465 students.</p>
<p>Work on campus program in place to help students.</p>	<p>Plan documented.</p>	<p>Year end report completed.</p>	<p>112,000 hours work on campus accommodated through the CSEP Program.</p>

COLLEGE SMALL, NORTHERN AND RURAL

Strategies/Programs	Indicators	Contracted Results	Actual Results
Implement the new plan for the rural campuses..	Initiatives in place to move the agenda forward.	Target 5% growth at both campuses. Complete campus funding analysis	Enrolment growth at rural campuses 6.1%
Study the specific facility needs of the Perth Campus and develop a plan of action.	Plan developed.	Strategy accepted.	Plan submitted and a \$2M extension funded in 08/09 budget.
Determine essential facility needs for the Pembroke Campus and develop a plan of action.	Plan developed.	Strategy accepted.	Proposal submitted to MTCU for funding to establish new campus on land donated by the City of Pembroke. Fund raising campaign under way to raise funds in support of new campus.
Upgrade Perth Campus cafeteria and kitchen.	Budget \$250K for the upgrade.	Renovation completed.	Renovation completed for Fall 07 start.
Add new Inn & Spa Hotel Management Program in partnership with Perth Hotel.	Program in place in the new facility.	Program in place in the new facility.	Program has received approval, but start date had to be postponed to Fall 09 as Inn & Spa Hotel not fully operational.

COLLEGE SMALL, NORTHERN AND RURAL

Student Access Guarantee and Commitment

	Yes	No
The college took into consideration the Ministry's student tuition/book shortfall calculation in allocating financial aid, as set out in the 2006-2007 Student Access Guarantee Guidelines	X	

<p>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 (b) automatically issued to students based on their OSAP information.</p>	<p>Algonquin will meet all tuition/book shortfalls in compliance with the 2007-08 Student Access Guidelines.</p> <p>The Financial Aid Office will focus 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 will regularly update the OSAP files of award recipients. A manual calculation must be 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.</p> <p>The Financial Aid Office will regularly update the Ministry's Bursary Recording System to reflect the financial assistance provided to students.</p> <p>Any student's concerns about this issue are addressed through the student bursary process. Students complete and submit either an on-line or manual bursary application. Eligibility for bursary assistance is determined through an adjudication process and is based upon the information which the student provides on their individual bursary applications.</p>
<p>Identify whether your institution plans to provide loan assistance 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; (b) describe how you determine how much loan aid to provide.</p>	<p>Algonquin College does not provide loan assistance.</p>
<p>If your institution has a process in place to collect statistics on the socio-economic accessibility of High Demand programs that you offer, please describe the data that you collect.</p>	<p>The Financial Aid Office at Algonquin College collects statistics on the number of First Generation students who are applying for bursary assistance. This is done through a question which is part of all our bursary applications. In addition, all our student need bursary applications have specific parental/spousal income questions which provide data on the parental/spousal salary ranges attached to those bursary applicants.</p>

QUALITY OF THE LEARNING ENVIRONMENT

<p>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 provide students with information about other financial aid options, i.e. bank lines of credit.</p> <p>In addition, students who wish, can be referred to the FAO Officer who has been assigned to their file for a more extensive examination or review of their financial aid concerns. This review has the potential to address the concerns which the student may have about barriers to access.</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>Students who dispute the amount of institutional student financial assistance through the Student Access Guarantee are given the opportunity to request an interview with the Financial Aid Bursary staff. As part of the interview, the students will be part of an in-depth discussion about the decision and is provided with an opportunity to provide additional information to the Bursary staff.</p>

Quality of the Learning Environment

2007-2008

Strategies/Programs	Indicators	Contracted Results	Actual Results
<p>Enhance approach to event management to better serve client needs.</p>	<p>Events refocused and realigned to present a positive image of Algonquin College.</p>	<p>A formal event review process in place to seek feedback from College stakeholder groups.</p> <p>New client centered model established by June 2007.</p>	<p>Realigned major recruitment events to better serve different target audiences. Changes included introduction of classroom visits as part of Open House and introduction of series of evening events targeted to mature students.</p>

Strategies/Programs	Indicators	Contracted Results	Actual Results
<p>Conduct a feasibility study to expand mobile computing so that students can bring their own mobile learning hardware to the College and be connected anytime/anywhere.</p>	<p>Study completed, including identification of the impact on academic area, ITS, LTS and Physical Resources.</p>	<p>Increase use of mobile computing by students based on findings of the study by adding two more lap top programs in fall 2007.</p>	<p>Study completed and major recommendations approved for incorporation in 2008 -2013 strategic plan. Three new laptop programs were offered in Fall 07: Journalism- Print, Photography and e-Publishing.</p>
<p>Improve the quality of the learning at the College through the provision of orientation and professional development programs for faculty.</p>	<p>Orientation and professional development (PD) opportunities related to the Professor of the 21st Century provided to faculty. Online portfolio assessment tool developed to enable faculty to identify their learning needs.</p>	<p>All new faculty participate in orientation programs. Using the On-line portfolio self assessment tool, faculty will identify their learning needs and participate in appropriate professional development activity. Tool developed and implemented.</p>	<p>All new full-time faculty participate in a one-week "Teaching at Algonquin" program and a one-week regional "Focus on Learning" conference. All part-time faculty are introduced to teaching at Algonquin through 15 hours of paid Professional Development workshops. All faculty are provided with a leveled version of our Professor of the 21st Century document to self assess their PD requirements.</p>
<p>Continue programs/ activities which improve student/faculty engagement and support the enhancement of student life and the overall learning environment such as:</p> <ul style="list-style-type: none"> • On-site settlement counselling for students who are newcomers, offered in partnership with the Ottawa Community Immigrant Services Organization; • Peer Tutoring Services; • Annual student feedback surveys and focus groups on Student Services. 	<p>Positive feedback received on student participation and level of satisfaction measured against service level standards. Improved student satisfaction as indicated on performance surveys. Student satisfaction rate tracked and suggestions for improvements are reviewed and a plan of action implemented.</p>	<p>Data analysis by target groups completed.</p>	<ul style="list-style-type: none"> • Feedback from Triple Play/Dual Credit students • Feedback from Students Helping Students • May 28th Forum will include a panel of students to provide feed back on the Dual Credit program <p>Peers helping peers – the college students using already developed resources on the college experience. College students will act as ambassadors for the college mentoring the students.</p>
<p>Develop and implement a comprehensive retention plan.</p>	<p>Specific initiatives targeted and retention plan developed and implemented.</p>	<p>200 student improvement in retention numbers over the 2006-07 baseline.</p>	<p>Retention project implemented in Horticulture, Florist, Theatre Arts, and Interior Decorator. Specialists hired for every Faculty and campus of the College. Reports identifying students "at risk" have been developed and implemented to help the retention efforts for students with low English and Math marks entering College.</p>

Strategies/Programs	Indicators	Contracted Results	Actual Results
Develop and implement a mobile technology strategy.	Plan in place for a full implementation in fall 2008.	Plan completed.	Plan completed and incorporated in the 2008 2013 strategic planning process.
New Trades Centre approved for construction.	MTCU approval and funding grant.	Plan completed.	Proposal for funding submitted to MTCU.
College begins planning and design of a "Green College".	Plan in place and specific initiatives underway.	Plan approved.	College Environmental Steering Committee formed. Mandate developed and approved. College conducted an Energy Day to launch "Green Power Program" for conservation awareness in Fall 2007 with Chief Conservation Officer of Ontario as guest. He presented College with Provincial award for Energy Conservation achievements.
Upgrade of wireless system to meet capacity demands.	Budget \$500K.	Project completed.	\$360,000 invested in first phase of enhancing our wireless connectivity. The deployment phase for future build-out will commence in the summer, 2008.
Complete renovations to the Woodroffe Campus. Space for new programs developed. Chemistry lab added. Biotechnology facilities added. Wireless infrastructure enhanced.	Budget \$2,000,000. Addresses issues of quality in the chemistry lab and will allow the College to add 44 new students. Budget \$650K Budget \$500K Budget \$500K	Completed. Safety, accessibility, and academic growth accommodated. Completed. Completed. Completed.	Provincial CFIP funds significantly increased the amount of work completed on renewal and improvement of College facilities. In total approx. \$10M of work was completed. The Chemistry-Biology lab cluster was planned and designed: it is now in the implementation stage and is to be completed by end Aug, 2008 with a budget of \$1.6M
Set client service standards for the entire college.	Better service to all clients which will lead to positive growth, increased retention and improved reputation.	Service standards in place by September 2007.	College-wide client service standards completed and posted to intra-net.
Adjust semester length and delivery options to address student needs.	15 Week Semester implemented in fall 2007.	Improved student satisfaction and retention.	Effective September 2007, curriculum adjustments made to most post secondary programs in order to move to a 15 week semester delivery model.
Realign College financial reporting to match government financial consolidation model.	Consolidation targets are met.	Smooth transition to new model.	The Department of Finance successfully re-aligned its financial reporting structure to conform to the provincial government's consolidation reporting requirements in 2007/08.
Review academic advising model.	Complete review and plan targeted initiatives.	New initiatives begun.	The Academic Advising Leaders Group (AAL) under direction of the Student Success Committee (SSC) undertook a review of academic advising at the College and investigated best practices across North America. New initiatives identified for 2008/09
Improved teaching and learning.	Higher student satisfaction scores. More full time faculty. Learning centre improved. Improved graduation and retention rates. More first choice applicants.	All indicators met: - Graduation rate hits 65%. - Retention hits 10% improvement. - 10 new full time professors added. - New "green" initiative in place.	As part of the College's "green" initiative new general education courses were developed to ensure that students have access to electives with a focus on the environment in each of the five general education theme areas.



STUDENT RETENTION RATES

	Contracted Results	Actual Results
1 st to 2 nd Year	84%	86.7
2 nd to 3 rd Year	90%	89.7
3 rd to 4 th Year*	95.5%	93.1

*applicable only to applied degree programs

GRADUATION RATES

Contracted to Increase graduation rate to 68% by June 2009 using 2005-06 as the baseline.

ADDITIONAL QUALITY FUNDING

Additional quality funding of \$1,591,000 was received from the Provincial Government in 2007/08. These funds were used to support MYAA initiatives including the hiring of new faculty, the upgrade of the wireless networks, the planning for capital expansion and support for improving student retention and graduation rates.



“You could not find an institution that is more attuned to what is happening in the economy and where the opportunities are. Colleges like Algonquin are very responsive to employer demand for skilled workers and tailor their programming, the technologies they use to support their programming and students’ learning experiences to ensure their graduates contribute to their full potential in the workplace. In the future, colleges like Algonquin will prove not only to be a valuable source of talent to employers but also to be a resource for enhancing the skills of those currently employed.”

– Dr. Kurtis Kitagawa
Principal Research Associate, Education and Learning
Conference Board of Canada

