

MEETING NUMBER FOUR HUNDRED AND EIGHTY FOUR OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON **MONDAY, DECEMBER 9, 2013**, BEGINNING AT **4:00 PM** IN THE **ROSSER BOARDROOM**, WOODROFFE CAMPUS, OTTAWA.

## AGENDA

1.	Constitution of the Meeting	Presented by	Tab
2.	Declarations of Conflict of Interest		
3.	Approval of the Agenda and Minutes of October 15, 2013		1
4.	Strategic Discussion Topic – The Digital College	C. Brulé G. MacDougall	2
5.	Business Arising from the Minutes		
6.	Decision Items & Reports		
	6.1 Program Approval i) Entrepreneurship Acceleration, OCGC	C. Brulé	3
	6.2 Saudi Arabia Update	C. Brulé D. McNair	4
	6.3 Governance Committee i) Academic and Student Affairs Committee - Terms of Reference ii) Governance Policy BG1-01	K. Leroux	5
	6.4 Audit & Risk Management Committee Report i) Internally Restricted Net Assets ii) Fixed Asset Policy	L. Lamontagne	6
	6.5 2 <sup>nd</sup> Quarter Financial Review	D. McNair	7
	6.6 2014/2015 Budget Assumptions & 3-year Pro Forma	D. McNair	8
	6.7 College Renovations i) Dental Laboratory Project ii) Confederation Repatriation Project	C. Brulé D. McNair	9
7.	Other Business		
	7.1 Advisory Committee Annual Report 2012-2013	C. Brulé	10
8.	Report from the Chair	J. McIntosh	
9.	Report from the President	K. MacDonald	
10.	Management Summary Report	K. MacDonald	11
11.	In Camera Session		
12.	Meeting Adjournment		12
	Information items: i) SEM Report – Student Survey Results ii) 2 <sup>nd</sup> Quarter Business Plan Update		



**DRAFT**

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MINUTES OF MEETING NUMBER FOUR HUNDRED AND EIGHTY THREE OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE WHICH WAS HELD ON TUESDAY, OCTOBER 15, 2013, AT 4:00 PM, IN THE ROSSER BOARDROOM, C BUILDING, WOODROFFE CAMPUS.

Present	James McIntosh, Chair Fred Blackstein Nancy Cheng Lynne Clark Barbara Farber Louis Lamontagne Kathyrn Leroux Kent MacDonald, President Shawn McBride Doug Orendorff John Owens Andrew Pridham Mark Sutcliffe Michael Waters	Regrets:	Kyrylo Kasyanenko Jeanine Chiasson
		Sr. Mgmt:	Gerry Barker, Human Resources Claude Brulé, Academic Duane McNair, Finance & Admin Laura Stanbra, Student Services
		Recorder:	Suzannah DiMarco
Observers	Jo-Ann Aubut, Acting Dean, Academic Development Jennifer Daly-Cyr, Director Algonquin College Cathy Dempsey, Director, Finance & Administrative Services Peter Fortura, Chair, Business Administration Mark Hoddenbagh, Director, Applied Research & Innovation Eric Hollebhone, Director, Marketing Tracy McDougall, Executive Assistant to the President Russ Mills, Dean, Faculty of Arts, Media & Design Peter Nadeau, incoming Board Governor Doug Ouder Kirk, Executive Director, Academic Operations and Planning Joe Ranieri, Acting Director, Business Development Brenda Rothwell, Executive Director, Foundation Michel Savard, Dean, School of Hospitality & Tourism Jane Trakalo, Chair, Community Studies Michael Wheatley, Professor, Faculty of Health, Public Safety & Community Studies		

**1. CONSTITUTION OF THE MEETING**

Chair McIntosh constituted the Board Meeting at 4:03 pm. Guests were welcomed.

**2. CONFLICT OF INTEREST DECLARATION**

No conflicts of interest were declared.

### **3. APPROVAL OF THE AGENDA AND PAST MINUTES**

Members were referred to the draft regular and In Camera minutes of June 17, 2013. Several revisions to the minutes were provided.

#### **RESOLUTION**

**MOVED & SECONDED N. Cheng & J. Owens**

**That the regular and In Camera minutes of October 15, 2013, be approved as revised.**

**CARRIED.**

### **4. STRATEGIC DISCUSSION TOPIC**

D. McNair, Vice President Finance & Administration and D. Ouderkirk, Executive Director Academic Operations & Planning presented on College Finance & Funding. Members were briefed on Provincial funding, tuition fees and other revenues the College relies on to fund the delivery of programs and services to students. The College's fiscal challenges with respect to post-secondary education were highlighted and members were provided with information on College revenues, expenditures, funding for strategic investments and budget management. A number of questions were asked around growth funding, the impact of the international student recovery fee, cuts to grants for rural campuses and caps on high-demand programs. Members were briefed on Colleges Ontario's advocacy efforts and Algonquin College's ongoing efforts to reduce costs, and increase revenues while providing greater access to programs and services.

### **5. BUSINESS ARISING**

#### **5.1 Annual Report 2012**

K. MacDonald introduced E. Hollebhone, Director of Marketing & College Enrollment. Members were referred to the draft Annual Report 2012 included in their packages. In follow-up to the Board's review of the report in June, 2013, a number of revisions were made in response to Governors' suggestions. The report was presented for final approval, and for submission to the Ministry of Training, Colleges and Universities.

#### **RESOLUTION**

**MOVED & SECONDED K. Leroux & J. Owens**

**That the Board of Governors approve the 2012 Annual Report as presented.**

**CARRIED.**

#### **5.2 Jazan Campus**

##### **5.2.1 Status Update**

C. Brulé and D. McNair provided members with a status update on the Jazan Campus, Saudi Arabia. The first intake of students was received in September with most taking a Preparatory Year Program to educate them in English, Math and other skills. Members were referred to the status update report on the campus start-up, marketing and recruitment efforts, corporate training, community relations and financial projections. Members were briefed in more detail on the human resource requirements of the campus. Management was complemented on the status of operations to date.

Discussion occurred regarding the campus's risk profile and some mitigation strategies that are proving effective. It was noted that no new risks have materialized.

#### 5.2.2 Governance Model and 5.2.3 Memorandum of Agreement

D. McNair referred members to the materials in their packages associated with Algonquin College's subsidiary corporations and the proposed governance model to oversee "Algonquin College – Saudi Arabia" and "2369143 Ontario Limited". MTCU requires corporations of Ontario Colleges to have Memorandums of Agreement in place to define the operating relationship. Members were referred to the Memorandum of Agreements drafts included in their packages. Some revisions to wording of the documents and motions was provided. With these amendments:

#### **RESOLUTION**

##### **MOVED & SECONDED D. Orendorff & N. Cheng**

1. That the Algonquin College Board of Governors approve the proposed governance model of Algonquin College's subsidiary corporation Algonquin College – Saudi Arabia.
2. That the Algonquin College Board of Governors approve the proposed governance model of Algonquin College's subsidiary corporation 2364193 Ontario Limited.

**CARRIED.**

#### **RESOLUTION**

##### **MOVED & SECONDED N. Cheng & M. Sutcliffe**

3. That the Algonquin College Board of Governors approve the Memorandum of Agreement between Algonquin College and Algonquin College Saudi Arabia and authorize President Kent MacDonald to sign the agreement on behalf of Algonquin College.
4. That the Algonquin College Board of Governors approve the Memorandum of Agreement between Algonquin College and 2364193 Ontario Limited authorize President Kent MacDonald to sign the agreement on behalf of Algonquin College.

**CARRIED.**

#### **RESOLUTION**

##### **MOVED & SECONDED D. Orendorff & F. Blackstein**

5. That the Algonquin College Board of Governors give authority to Dr. Kent MacDonald to sign the contract with the Colleges of Excellence, Kingdom of Saudi Arabia.

**CARRIED.**

#### **RESOLUTION**

##### **MOVED & SECONDED D. Orendorff & K. Leroux**

6. That the Algonquin College Board of Governors nominate Jebriil Zurbtan as designate for Algonquin College – Saudi Arabia.

**CARRIED.**

## **6. DECISION ITEMS & REPORTS**

### 6.1 Governance Committee Report

Governor Leroux, Chair of Governance Committee provided members with a verbal update of the activities and areas of focus for the Committee in the coming year. One of the activities will be the development of a new Academic & Student Affairs Committee. The Committee agreed that an Ad Hoc Working Group could be formed to research the role and mandate of the new Committee.

### **RESOLUTION**

**MOVED & SECONDED K. Leroux & N. Cheng**

**That the Board of Governors approve the establishment of an Ad Hoc Working Group to develop draft Terms of Reference for a new Academic & Student Affairs Committee.**

**CARRIED.**

### 6.2 Audit & Risk Management Committee Report

Governor Cheng, Chair of the Audit & Risk Management Committee provided members with a verbal overview of the work and activities for the coming year, as well as a reporting template that will be used to share information with the Board.

### 6.3 ESCO2 – Phase II

D. McNair referred members to the materials included in their packages that provides an overview of progress to date as well as the technical, legal and financial considerations.

### **RESOLUTION**

**MOVED & SECONDED L. Lamontagne & J. Owens**

**That the Board of Governors approve and authorizes staff to amend the contract with Siemens to include Phase 2 (a) subject to final form documentation.**

**CARRIED.**

### 6.4 New Program Approvals

#### 6.4 i) Brand Management OCGC

C. Brulé introduced R. Mills, Dean, Faculty of Arts, Media & Design and P. Fortura, Chair, Business Administration to review the program proposal for Brand Management OCGC. A number of questions about the new program were answered.

### **RESOLUTION**

**MOVED & SECONDED F. Blackstein & K. Leroux**

**That the Board of Governors approve the Brand Management OCGC program effective Spring, 2014.**

**CARRIED.**

6.4 ii) Museum & Cultural Resource Management OCGC

C. Brulé introduced J. Trakalo, Chair, Community Studies to review the program proposal for Museum and Cultural Resource Management OCGC. A number of questions about the new program were answered.

**RESOLUTION**

**MOVED & SECONDED J. Owens & B. Farber**

**That the Board of Governors approve the Brand Management OCGC program effective Fall, 2015.**

**CARRIED.**

## **7 OTHER BUSINESS**

### 7.1 Code of Ethical Conduct

Members were asked to complete the Code of Ethical Conduct form.

## **8 REPORT FROM THE CHAIR**

- Update on the Board of Governors' Fall Retreat held in Pembroke, Ontario.
- Colleges Ontario 2013 Higher Education Summit will be held in Toronto on November 17, 18, ending with the Premier's Awards Gala.
- Fall Convocation Ceremonies will be held on October 28, 2013 at the NAC. Governors are welcome to attend.
- Remittance documents were on the table for Governors' review.
- The next Board meeting will be held on December 9, with a Holiday Dinner afterwards in the Restaurant International.

## **9 REPORT FROM THE PRESIDENT**

- Members were briefed on 3 events that occurred recently on or near the Woodroffe campus that highlight the importance of the College's Emergency Management Planning exercises. All were handled well by staff.
- The United Way Campaign kick-off will be held on Friday, October 18 – Governors are welcome to attend.
- Algonquin College will host 11 Brazilian students to study at the College through the "Science without Borders" (SwB) program.
- The ACCE building has won yet another award. The Canadian Green Building Award is presented to recognize the most exemplary buildings of their kind in Canada.
- Team Ontario placed 6th overall in the Solar Decathlon this weekend, marking one of the best results ever by a Canadian team.

**10 MANAGEMENT SUMMARY REPORT**

The Management Summary report for October, 2013 was received and is available online at [www3.algonquincollege.com/bog/](http://www3.algonquincollege.com/bog/).

**11 IN CAMERA SESSION**

**RESOLUTION**

**MOVED & SECONDED K. Leroux & J. Owens**

**That the Board of Governors move to an In Camera session for the purposes of discussing matters of a confidential nature.**

**CARRIED.**

**RESOLUTION**

**MOVED & SECONDED S. McBride & B. Farber**

**That the Board of Governors move out of the In Camera session.**

**CARRIED.**

**RESOLUTION**

**MOVED & SECONDED F. Blackstein & J. Owens**

**That the Board of Governors approve the sale of the Old Pembroke Campus.**

**CARRIED.**

**12 MEETING ADJOURNMENT**

There being no further business, the meeting was adjourned at 6:30 pm.

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James McIntosh, Chair

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Suzannah DiMarco, Recorder



<b>Presentation to:</b>	Board of Governors
<b>Subject:</b>	Digital College strategy
<b>Date:</b>	December 9, 2013
<b>Presenter(s):</b>	Glenn MacDougall

**Purpose**

To engage BOG members in a discussion related to the College's Digital Strategy.

**Background**

Since the late 1990s, Algonquin College has made the effective use of educational and digital technologies a key component of its strategy and has established itself as a leader in the college system. Building on our college vision, our digital strategy remains one of our main points of differentiation, as expressed in our October 5th 2012 Strategic Mandate Agreement (SMA). It is anticipated that MCTU will be asking Algonquin to update the SMA and possibly have it outline a strategy extending out over a number of years.

The digital strategy has been identified as one of the four major themes for the 2014/2015 business plan and The BOG has requested an update on where things stand, and current directions. The BOG has also expressed interest in being engaged in a discussion on how the College's Digital Strategy will influence and impact our academic offerings, and other lines of business both internal and external.

**Recommendation**

The BOG being familiar with the current version of the SMA is asked to engage in a conversation, seek clarification where required, and provide advice on the College's Digital direction.



## PRESENTATION TO BOARD OF GOVERNORS

<b>Program Title:</b>	Entrepreneurship Acceleration
<b>Credential:</b>	Ontario College Graduate Certificate
<b>Program Length:</b>	One Year
<b>School:</b>	Business
<b>Dean:</b>	Dave Donaldson
<b>Proposed Start Date:</b>	Fall 2014

### PURPOSE

This one-year Ontario College Graduate Certificate prepares students to accelerate into an entrepreneurial career in a dynamic startup or in intrapreneurship. Entrepreneurship is a recognized skill set required in both new and existing companies globally. This intense, hands-on program is created and taught by leading industry experts. Students acquire tools, strategies and develop business savvy to drive success within a new or existing company.

Students accelerate their entrepreneurial skills through the development of high performance teams. Students identify and understand a product life cycle from conception to delivery. Development of leadership and strategic thinking is a major focus. A variety of learning formats are used including case studies, classroom, online study, group work and practical industry-related experience.

Employment opportunities are with fast-paced startup companies or with corporations offering intrapreneurship opportunities. Graduates may find employment in private, public and non-profit sectors in industries such as information technology, telecommunications and manufacturing, health care and hospitality.

### BACKGROUND

Canada is a true leader in fostering entrepreneurship garnering a top three position within the G20 countries according to the Ernst Young (EY) Entrepreneurship Barometer for 2013. According to the report, entrepreneurship is the single largest driving force for creating jobs and it predicts the net creation of 150,000 new businesses in the coming decade — a resounding endorsement for Canada's entrepreneurial system. According to Startup Canada, Millennials are twice as likely as non-Millennials to start a business in the next year with 16% likely to do so.

In relation to entrepreneurs, the Government is building on successes such as 98% of higher education institutions offering at least one course in entrepreneurship (Industry Canada). 44% of local entrepreneurs cited improvements in this area, while 37% cited improvements in delivering dedicated entrepreneurship Chairs in universities and business schools.

However, Industry Canada also states that too few education and training-related efforts focus specifically on the needs of entrepreneurs. Enovec's Scott Walton identified that even basic skills, such as how entrepreneurs should deal with investors, needs attention. "For start-up businesses, we definitely need to do a lot more on the education side — it's simple things like, here is a guideline for what you need to do and here are some people that you can go and talk to that have already done this".

This program will not require any additional equipment or renovations.

## **CONSIDERATIONS**

(i) **Evidence of Need**

Wesley Clover, a local incubator of over 20 companies, identified a need for a graduate certificate in Entrepreneurship Acceleration with particular interest in developing high performance teams. This need has been validated in studies by Ernst Young and Industry Canada, highlighting an increase of over 150,000 entrepreneurs over the next 10 years. With continued growth in entrepreneurship in Canada, this program provides the necessary background for students with previous postsecondary education to develop the skills required for success, both domestic and international.

(ii) **Student Interest**

OCAS data indicates significant applicant demand for Ontario College Graduate Certificates with 10 colleges offering 12 different offerings ranging from Entrepreneurship to Business and Entrepreneurship Management. Algonquin will be the only College with such a program in Eastern Ontario with a point of differentiation being the number of field work hours woven into the curriculum.

(iii) **Staffing**

In the first two years, staffing will be attributed to one full-time faculty member coordinating and teaching one course within the program. Part-time subject matter experts will fill other staffing positions. A full-time professor/coordinator hire is projected for the third year of delivery, assuming stable enrolment.

(iv) **Admissions Requirements**

*Program Eligibility:*

- Ontario College Diploma, Ontario College Advanced Diploma, Degree or equivalent
- Applicants with partial postsecondary and a minimum of three years of relevant entrepreneurial work experience will be considered.
- All applicants must submit the Entrepreneurship Acceleration Program Eligibility Package consisting of a Letter of Intent, Résumé, and two Letters of Reference.
- Applicants with International transcripts must provide proof of either: IELTS-International English Language Testing Service-Overall band of 6.5 with a minimum of 6.0 in each band; OR TOEFL-Internet-based (iBT)-overall 90, with the minimum in each component: Reading 21; Listening: 20 Speaking: 27, Writing: 22.

(v) **Advisory Committee Support**

Effective September 25, 2013, members of the Ad Hoc Entrepreneurship Acceleration Advisory Committee confirmed their approval of the program via email and recommended the proposed program for approval by the Board of Governors.

(vi) **Strategic Alignment**

The implementation of this program reflects the strategic directions of the College including the commitment to digital learning with 21% online exclusive of the field hours, alternative delivery, leveraging of our relationships with business and industry, and meeting the needs of students and the community both domestically and abroad.

(vii) **Attestation**

This program proposal has been vetted in accordance with the policy and procedure on program approval detailed in Board Governance Policy, BGII-01 Programs of Instruction.

([www.algonquincollege.com/board/documents/BGII-01ProgramsofInstruction.APPROVED.May.14.2012.pdf](http://www.algonquincollege.com/board/documents/BGII-01ProgramsofInstruction.APPROVED.May.14.2012.pdf))

Appendix 1: Program of Study

Appendix 2: Cash Flow

## **RECOMMENDATION**

That the Board of Governors approve the Entrepreneurship Acceleration Ontario College Graduate Certificate program effective Fall 2014 and seek validation of the program title and outcomes from the Credentials Validation Service and approval for funding from the Ministry of Training, Colleges and Universities.

**APPENDIX 1 - PROGRAM OF STUDY**

**LEVEL 1 – 15 Weeks**

COURSE NUMBER	COURSE TITLE	Hours					
		Theory		Lab		Field / Clinical	Total Hours
		In class	Online	In class	Online		
MGT1110	Interpersonal Dynamics	45	15				60
MGT1113	Developing and Managing High Performance Teams	45	15				60
MGT1114	Entrepreneurship	45	15				60
MGT1115	Leading People and Organizations	45	15				60
MKT1105	Marketing for Entrepreneurs	45	15				60
	<b>TOTAL LEVEL HOURS</b>	<b>225</b>	<b>75</b>				<b>300</b>

**LEVEL 2 – 15 Weeks**

COURSE NUMBER	COURSE TITLE	Hours					
		Theory		Lab		Field / Clinical	Total Hours
		In class	Online	In class	Online		
MKT1216	Professional Sales and Negotiations	45	15				60
MGT1206	Advanced Leadership	45	15				60
LAW1202	Legal Aspects of Entrepreneurship	45	15				60
FIN1100	Finance and Accounting for Entrepreneurs	60	0				60
MGT1205	Business Modelling and Planning	30	0			225	255
	<b>TOTAL LEVEL HOURS</b>	<b>225</b>	<b>45</b>			<b>225</b>	<b>495</b>

**Certificate Program Total Hours:**

*Hybrid Hours = 120 (21%)*

<b>795</b>
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***N.B. An online offering of this program will be developed concurrently.***

# Entrepreneurship Acceleration

Ontario College Graduate Certificate

## Cash Flow Analysis

<b>TOTAL ENROLMENT</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/2020</b>
Year 1**	38	38	48	58	58	68
Tuition Fee per Semester	2,200	2,266	2,334	2,404	2,476	2,550
<b>REVENUE</b>						
Fees	83,600	86,108	112,031	139,432	143,615	173,427
Grant*			27,138	53,935	87,999	100,698
<b>Total Revenue</b>	<b>83,600</b>	<b>86,108</b>	<b>139,169</b>	<b>193,367</b>	<b>231,614</b>	<b>274,125</b>
<b>EXPENSES</b>						
FT Academic + Fringe (22.9%)	15,000	15,000	67,820	105,160	108,588	109,005
Temp Acad + Fringe (9.5%)	58,308	58,308	38,072	25,381	25,381	25,381
FT Supp + Fringe (26.8%)						
Temp Supp + Fringe (9.5%)						
<b>Operating</b>	<b>13,750</b>	<b>13,938</b>	<b>11,634</b>	<b>11,841</b>	<b>12,058</b>	<b>12,286</b>
<b>Total Expenses</b>	<b>87,058</b>	<b>87,246</b>	<b>117,526</b>	<b>142,382</b>	<b>146,028</b>	<b>146,673</b>
<b>CONTRIBUTION BEFORE</b>	<b>-3,458</b>	<b>-1,138</b>	<b>21,643</b>	<b>50,984</b>	<b>85,586</b>	<b>127,452</b>
<b>INVESTMENTS</b>						
Equipment						
Course Development	39,600	0	0	0	0	0
Renovations						
<b>Total Capital</b>	<b>39,600</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>NET CONTRIBUTION</b>	<b>-43,058</b>	<b>-1,138</b>	<b>21,643</b>	<b>50,984</b>	<b>85,586</b>	<b>127,452</b>
<b>%</b>	<b>-51.50%</b>	<b>-1.32%</b>	<b>15.55%</b>	<b>26.37%</b>	<b>36.95%</b>	<b>46.49%</b>

\* Grant Value \$4,285

Program Weight 1.0, Funding Unit 1.0 (Estimate)

FT academic calculated at step 10, 8/12's of the annual salary in the year of hire

A number of variables are considered when calculating tuition and expenses; these are changed based on government direction as required

Note:

The purpose of the Cash Flow Analysis for a new program is to capture the direct revenues and expenses associated with the program. The resulting contribution indicates the funds the program will generate to help support the current operations of the Academic Area. Therefore, pre-existing costs such as department overheads and space costs are not included in the cash flow. These costs are captured in the annual Program Costing exercise.

Enrolment Detail\*\*

Level 01	20	20	25	28	30	35
Level 02	18	18	23	25	28	33
	38	38	48	53	58	68

<b>Presentation to:</b>	Board of Governors
<b>Subject:</b>	Saudi Arabia: Jazan Campus Update & Wave 2 RFP Strategy
<b>Date:</b>	December 2, 2013
<b>Presenter(s):</b>	Claude Brulé, VP Academic Duane McNair, VP Finance and Administration

**Purpose**

To update the Board on:

1. Early results for Algonquin’s Saudi “College of Excellence” (CoE) campus in Jazan
2. Recommended strategy to respond to the CoE Wave 2 RFP

**1. Early Results for Algonquin’s Campus in Jazan**

- Overall Assessment**
  - Despite delays beyond our control in contract signing and in establishing Algonquin's Saudi Limited Liability Company (LLC), and a late start recruiting students, the Jazan campus is up and running with ~800 students and is poised to make an after tax profit of \$700,000 in Year 1. Profits expected to grow significantly in remaining years of the 5-year contract. CoE has indicated that it wants to make a 15-20 year commitment to Algonquin and other providers.
- Students**
  - Approximately 800 students are currently enrolled with 80 in Electrical and Mechanical Engineering Technician programs and 720 studying primarily English in the Preparatory Year Program (PYP)
  - A second intake of about 400 students is planned for February 2014. After attrition, this should bring overall enrollment above 1,000 students.
- HR**
  - Comprehensive set of 45 policies (including Human Resources, Academic Affairs, Student, Health and Safety, Student Affairs and Information Technology) have been drafted based on Algonquin College’s Canadian policies; these are now being reviewed by Jazan Leadership Council
- Regulatory**
  - LLC bank account is in place; working to clear other administrative hurdles to be able to obtain employment visas
- Contract Training**
  - Algonquin College – Jazan (AC-J) is providing contract training to Cristal (world's 2nd largest producer of titanium) worth about \$150K - prospect of a long term relationship are very strong
  - AC-J has been contacted by Saudi Aramco (one of the largest employers in KSA) for help with their in-house training requirements
  - Projected profit assumes no additional contract training revenues – additional contracts have a very high margin and could augment Year 1 profits considerably
- Challenges**
  - Campus Principal has not yet been recruited. (In discussion with a lead candidate at this time.)
  - Recruitment of ESL instructors has proved more difficult than anticipated
  - Inflation due to robust economic development in Jazan is increasing operating costs
  - Campus cleanliness and equipment (especially IT) still need improvement
  - Moving students and staff towards the higher academic standard of Algonquin College of Excellence is a primary challenge as the previous low standard TVTC corporate memory persists
- Other**
  - Algonquin College’s working relationship with CoE has been excellent – for example, they were reasonable in determining how to calculate Algonquin College’s tuition payments
  - Algonquin is seen by CoE as strong in developing curriculum
  - Our efforts to reach out to Jazan area employers have been very productive and bode well for getting them engaged, finding work placements for our students, and securing more contract training opportunities.

## 2. Recommended Strategy for Wave 2 RFP (Proposals Due December 20, 2013)

### Background

- Algonquin was invited to submit a Letter of Interest for “Wave 2” of the Colleges of Excellence initiative consisting of 26 new campuses. Algonquin submitted its Expression of Interest in September and has subsequently been short-listed. We received the RFP on October 10, 2013.
- The 26 campuses have been organized in 11 “clusters.” Each cluster has 1, 2 or 3 campuses including: 3 single campus clusters (all male); 1 cluster with two campuses (one male, one female); and 7 clusters with 3 campuses.
- Programs requested are similar to those requested in Wave 1 – Algonquin is strong in most, but some programming areas would be new (e.g.: agriculture, chemical technology, etc.)
- Proposals are due December 20, 2013 and the new campuses are to accept students for fall 2014.

### Cluster Selection Criteria

- The International Education Centre (IEC) drafted campus/cluster selection criteria including: safety and security; demographic viability; regional economic activity; costs; ease of travel; attractiveness to potential hires; and availability of staff accommodation.
- Another key consideration was balancing Algonquin’s male and female student numbers in Saudi Arabia, meaning that we only considered clusters with at least 1 female campus to balance existing male campus in Jazan.
- Algonquin College staff from IEC, Physical Resources and Information Technology Services (ITS) recently returned from a site visit of Clusters 4, 5 and 6 and a site visit report will be produced by end of week.

### Recommended Clusters to Bid

From our analysis of the clusters, it was determined that we would only consider bidding on three of the clusters, numbers 4, 5 and 6. They are (larger, more viable cities noted in ***Bold***):

- 1<sup>st</sup> choice = #4: two campuses (M&F) in ***Qatif***
- 2<sup>nd</sup> choice = #5: one campus in ***Dammam (F)*** and two campuses in Al Quwaiiyah (M&F)
- 3<sup>rd</sup> choice = #6: campuses in ***Al Ahsa (F)***, Al Majmah’ah (F) and Shaqra (M)

Algonquin’s proposal would clearly indicate that we are only willing to enter into a contract to manage ONE of the three clusters.

### Analysis of Clusters 4, 5 & 6

#	Campus	Population	Advantages	Concerns
4	Qatif (M&F)	524,200	<ul style="list-style-type: none"> <li>• Viable urban population</li> <li>• M&amp;F campuses in same city allows hiring of couples</li> </ul>	<ul style="list-style-type: none"> <li>• Other bids likely to be very competitive</li> <li>• Algonquin unlikely to win on price</li> </ul>
5	Dammam (F) Al Quwaiiyah (M&F)	3,100,000 126,000	<ul style="list-style-type: none"> <li>• Viable urban population</li> <li>• M&amp;F campuses in same town allows hiring of couples</li> <li>• Town similar size to Jazan</li> </ul>	<ul style="list-style-type: none"> <li>• Al Quwaiiyah and Dammam are 580 km apart and a 5-hour drive</li> </ul>
6	Al Ahsa (F) Al Majma'ah (F) Shaqra (M)	1,100,000 133,300 40,500	<ul style="list-style-type: none"> <li>• Viable urban population</li> <li>• Town similar size to Jazan</li> </ul>	<ul style="list-style-type: none"> <li>• 3 campuses far apart so sharing resources a challenge</li> <li>• Low population</li> <li>• Difficult road access</li> <li>• Hard to recruit/retain</li> </ul>

### Risk Analysis & Mitigation Strategy

Algonquin has conducted a preliminary analysis of Wave 2 Risks and determined that Wave 2 risks are slightly lower than they were for our Wave 1 bid for the following reasons:

- Financial risks are less because Algonquin has greater knowledge of the real costs associated with starting up a campus in KSA, and has established a good working relationship with CoE.
- Financial risks are also mitigated because CoE has doubled the minimum guaranteed tuition from 300 to 600 students, which is sufficient to achieve breakeven.
- Algonquin now has experience (and success) recruiting students for Jazan on short notice and will be able to leverage "success stories" from Jazan to recruit students in other locations.

- Algonquin's Canadian policies and the policies that were previously in place for Jazan create a robust set of more than 45 policies that can be applied in new campuses.
- Algonquin has institutional knowledge of how to start up and operate a new campus in KSA: our staff in Jazan can be seconded to the new campuses; Canadian staff who have helped build capacity in Jazan can potentially be used again in the new campuses.
- The only risk that is deemed to potentially be higher in Wave 2 is the risk that Algonquin could overextend itself and not have the capacity to manage and recruit staff for up to 3 additional campuses in KSA. To mitigate this risk, Algonquin has issued an international RFP for non-academic support including: non-academic recruitment, ITS fit up, classroom/equipment fit up, cleaning and maintenance services (Facilities Maintenance services), catering, compound fit up, real estate services.

**Overall Bid Strategy**

- We recommend bidding for all three of the clusters identified above (#s 4, 5 and 6) with a clear indication that Algonquin is only interested in entering into a contract with CoE to manage ONE of the three clusters we are bidding on. This will help mitigate against the risk that another bidder beats us out on price on one or both of our preferred clusters leaving Algonquin with no winning bid.
- Our proposal will highlight our experience in Jazan and the success we have had in engaging with Saudi employers including through the DACUM process for the Industrial Millwright program in Jazan, as well as contract training that we are offering.
- Cluster 6 is the most problematic of the 3 clusters, mainly because Shaqra has a very small population and is partly accessible only on a two lane highway from Riyadh despite being only 200 km away. These factors will make it difficult to recruit qualified instructors and find enough students to make the campus viable.
- To mitigate the risk of winning Cluster 6 and finding it difficult to achieve a profit, we plan to price it higher (initial plan is to price it 20% higher for Al Ahsa and Al Majma'ah and 40% higher for Shaqra) than our per-student tuition pricing for the other two clusters. This way if Algonquin is the only qualified bidder for Cluster 6, we will be in a strong position to negotiate a contract value that will allow us to offer additional perks to staff such as pay increments and regular transportation to Riyadh for R&R.

**Timelines**

- The Proposal is due December 20, 2013
- CoE to seek clarifications – January 16, 2014
- Oral Presentations to CoE – January 26-29, 2014
- Final results of tender process – February 3, 2014

**Sought from the Board**

- Authorization to submit a Proposal for Clusters 4, 5 and 6 on December 20, 2013. The following resolution wording is suggested:

“That the Algonquin College Board of Governors give Algonquin College – Saudi Arabia the authority to submit a non-binding proposal to Colleges of Excellence in the Kingdom of Saudi Arabia to operate one of three potential clusters of new technical and vocational colleges opening in Saudi Arabia in Fall of 2014. Prior to the Algonquin College Board of Governors giving authority to enter into a contractual relationship with Colleges of Excellence, Management must present the business plan to the Board for approval and receive necessary approvals from the Ontario Ministry of Training Colleges and Universities and Ministry of Finance.”

**Further Information**

A Supplemental document is available containing the following key documents related to the Wave 2 RFP:

- A. Algonquin’s Letter of Interest submission (September 12, 2013)
- B. The Wave 2 Request for Proposals from CoE (received October 10, 2013)
- C. Briefing Notes for the AC Board (October 27, 2013)
- D. Preliminary Risk Mitigation Strategy (Prepared mid-November 2013)
- E. Monthly Report for Jazan Campus to October 31, 2013
- F. Profit & Loss Report to October 31, 2013

APPENDIX D: PRELIMINARY RISK MTIGATION STRATEGY (MD-NOV, 2013)



Risks Identified for Jazan Bid during Wave 1 of CoE	Wave 1			Wave 2 Assessment		
	Probability	Impact	Overall Risk	Risk Change	Revised Overall	What's different in Algonquin's Wave 2 Bid?
1. Risk of per student tuition being too low to be profitable	L	H	M	Lower	L	<ul style="list-style-type: none"> <li>The minimum student guarantee has gone up from 300 in Wave 1 to 600 in Wave 2;</li> <li>Real costs are known for Jazan and in line with projections;</li> <li>Jazan likely to be profitable in year 1;</li> <li>recent clarification from CoE on how student numbers are calculated shows client is reasonable and profitability is achievable</li> </ul>
2. Staffing risks	L	M	M	Slightly higher	M	<ul style="list-style-type: none"> <li>Staff will be harder to find for more remote campuses;</li> <li>Principal for AC-J has proved challenging to recruit;</li> <li>AC has issued an RFP to identify a Saudi service provider for recruitment of local staff</li> </ul>
3. Student risks	M	M	M	Lower	M	<ul style="list-style-type: none"> <li>AC now has experience (and success) recruiting students for Jazan on short notice;</li> <li>AC will be able to leverage "success stories" from Jazan to recruit students in other locations</li> </ul>
4. Facilities and equipment risks	L	M	L	Lower	L	<ul style="list-style-type: none"> <li>AC has issued an RFP for Saudi companies to offer procurement support</li> </ul>
5. Risk of being too profitable causing loss of charitable status & MTCU claw-back	L	H	L	Same	L	<ul style="list-style-type: none"> <li>No change to the unlikelihood of losing charitable status;</li> <li>The International Student Recovery Fee (clawback) will not apply to students taking the Preparatory Year Program (ESL) in Canada or overseas</li> </ul>
6. Start-up and timeline risks	L	M	M	Lower	L	<ul style="list-style-type: none"> <li>AC's Saudi LLC has already been established;</li> <li>Wave 2 proposals are due 3 months earlier in the academic year, leaving more time for start-up activities</li> </ul>
7. Risks involving the perception of Algonquin College in Canada	M	L	L	Same	L	<ul style="list-style-type: none"> <li>The fact that AC-Jazan is running successfully and is projected to be profitable should help counteract negative perceptions;</li> <li>some AC stakeholders may argue the College has increased risk by concentrating offshore program delivery in one geographic area</li> </ul>

Risks Identified for Jazan Bid during Wave 1 of CoE	Wave 1			Wave 2 Assessment		
	Probability	Impact	Overall Risk	Risk Change	Revised Overall	What's different in Algonquin's Wave 2 Bid?
8. Risk that Algonquin policies and procedures are not appropriate for the Saudi operation	L	L	L	Lower	L	<ul style="list-style-type: none"> <li>AC has been working to adapt AC's Canadian policies and the policies that were previously in place for Jazan to create a robust set of more than 45 policies.</li> <li>These will be applicable to any additional campuses awarded to AC in Wave 2</li> </ul>
9. Regime change, Arab spring, etc., prevents operation of the campus	L	H	L	Same	L	<ul style="list-style-type: none"> <li>This risk will be slowly reduced over time as young Saudi nationals gain skills through their studies at Algonquin's Saudi campuses leading to jobs and a more sustainable economy;</li> <li>The Arab Spring has de-escalated over the past year</li> </ul>
10. Lack of capacity and understanding to operate in Saudi Arabia	L	M	L	Lower	L	<ul style="list-style-type: none"> <li>AC's staff in Jazan can be used for start-up and "troubleshooting" in the new campuses;</li> <li>Canadian staff who have helped build capacity in Jazan can potentially be used again in the new campuses;</li> <li>curriculum in Jazan and Kuwait will be transferrable to the new campuses</li> </ul>

APPENDIX E: MONTHLY REPORT FOR JAZAN CAMPUS (OCT 31, 2013)

# Jazan Monthly Report (Prepared by Martin Doyle)

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I am starting Monthly reports which will be issued with the monthly financial statements.

I will keep the same topics each month to establish some consistency.

I am proposing the report be organized in the following sections.

Finance

H/R

Student Success (which will cover Recruitment, Retention and Marketing)

Physical Plant

Regulatory Issues

Other

If you would like to see any other content in the report, we are happy to modify it.

## 1. FINANCE

YTD October Profit is \$319,662 on Revenue of \$1,938,806.

October showed a loss of \$ (29,612.) October's loss is due to an understatement of expenses in September.

Projections to Year End are included in the "Jazan Budget revised Nov 2013" file attached.

The projections carry some risk as they are dependednt on retention assumptions and recruiting 400 more students for the February 16 intake.

The following table is a summary:

### Algonquin College Jazan 2013/2014 Financial Forecast

	Revenue	Expenses &Tax	Net Profit	Cumulative Profit
September	\$ 1,101,803	\$ 752,801	\$ 349,003	\$ 349,003
October	837,054	887,983	(50,928)	298,075
November	797,643	743,561	54,081	352,156
December	801,941	773,172	28,769	380,925
January	1,034,230	938,918	95,312	476,237
February	1,298,757	1,007,242	291,515	767,752
March	1,333,760	1,006,447	327,313 <sup>1</sup>	1,095,065
April	1,249,504	986,225	263,278	1,358,344
May	1,487,007	1,043,226	443,781	1,802,125
June	843,357	888,750	(45,393)	1,756,732
July	-	686,344	(686,344)	1,070,388
August	417,312	786,499	(369,187)	701,201
<b>Total Jazan</b>	<b>\$ 11,202,368</b>	<b>\$ 10,501,167</b>	<b>\$ 701,201</b>	

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<sup>1</sup> Note profit on March 31 dividend must be less to cover losing summer months

More detail is contained in the file.

One other area of note is the Capital investment. Mobilization costs are much higher than planned owing to:

Higher Project management costs mostly for travel.

Buy out of Cadre assets

Deferred maintenance in our Compounds.

Lack of basic furniture on Campus

PYP Infrastructure requirements.

We are still conducting the analysis and a complete report will be sent along with next months report.

## **2 HR**

We experienced some attrition.

One electrical instructor resigned unexpectedly

Three PYP teachers left Jazan with no notice.

We will be paying prorated bonuses at the end of December as indicated in the contingent contract. Our plan is to shift the bonus year, now at December 31 – CADRE YE, to stretch from September 1 to June 30 which is the effective operating period. Bonus will still be one month's salary and will be subject to performance review. We will be paying full prorated bonus for the initial 4 months to acknowledge the difficulties surrounding the start-up.

We have draft policies developed on contract and taken from AC and CADRE. The JLC is working through a review and is making them better serve our needs. Our revisions are subject to review in Ottawa.

## **3 STUDENT SUCCESS**

We started our February recruitment campaign. Our goal is 400 students for the Feb intake.

The plan includes marketing events to increase brand awareness and develop prospects.

We started an outreach to students to improve class attendance and minimize attrition. Our goal is to have 615 students eligible for tuition in November and maintain the majority into the Second Semester.

We are hiring two Saudi councillors to focus on those students at risk. We are hiring yourn university educated Saudi men with some ability in English. Counseling will be done mostly in Arabic.

We have plans to obtain an extra two school buses to bring students in from outlying towns.

Transportation is a major issue in attendance.

## **4 PHYSICAL PLANT**

We are working to reorganize and train the maintenance crew with some early success. Sam Gauvreau is working as our Physical Plant Mentor and we are grateful for his willingness to pitch in.

We are following up on this to create a Cleaning Service Mentor to follow up on the work done by AC Maintenance team and implement the program which was developed.

Compound space and leases is becoming a big issue. One Compound lease is up in December and the landlord wants a 100% increase. We are negotiating. The boom times caused by the Jazan Economic City

are creating a surge in real estate prices. The large contingency in our forecast is due to compound uncertainty.

## **5. REGULATORY ISSUES**

We have a working bank account with SAR19.5MM in it. However we must provide additional documentation within a month.

We need to get our Chamber of Commerce stamp approved and we need an approved form 700 which can only be obtained in Riyadh

We need to have our GOSI and Zukat(sp) status finalized

When all of those are done we can get our employment visa granting statues finalized.

We will keep running at the wall till it falls down!

## **6. OTHER**

We have met the training manage of Cristal, a world class metal company, three times now and prospects for a long term relationship are favourable.

We are also meeting with Aramco in Dammam next week to discuss training opportunities.

Best Regards

Marty Doyle

APPENDIX F: JAZAN PROFIT AND LOSS REPORT TO OCT 31, 2013

	SAR		Oct 13
	Oct 13	Aug - Oct 13	
<b>Income</b>			
<b>20000 · Revenue</b>			
20100 · Foundation Year revenue	2,758,435.00	6,364,835.00	\$ 761,328.06
20200 · Diploma program revenue	274,185.00	659,826.00	\$ 75,675.06
<b>Total 20000 · Revenue</b>	<b>3,032,620.00</b>	<b>7,024,661.00</b>	<b>\$ 837,003.12</b>
<b>Total Income</b>	<b>3,032,620.00</b>	<b>7,024,661.00</b>	<b>\$ 837,003.12</b>
<b>Gross Profit</b>	3,032,620.00	7,024,661.00	\$ 837,003.12
<b>Expense</b>			
<b>110000 · General Expenses</b>			
<b>1000 · Payroll Expenses</b>			
1002 · PYP Salaries	614,092.42	1,156,123.04	\$ 169,489.51
1003 · Technical program salaries	421,011.00	1,061,621.37	\$ 116,199.04
1004 · Administration and SS salaries	127,867.85	300,117.14	\$ 35,291.53
1005 · HR Salaries	27,500.00	59,481.50	\$ 7,590.00
1006 · IT salaries	39,914.22	92,603.57	\$ 11,016.32
1007 · Registration Salaries	74,062.70	142,928.50	\$ 20,441.31
1008 · Finance Salaries	38,415.00	74,017.48	\$ 10,602.54
110002 · Airlinetickets/employee	0.00	970.00	\$ -
110006 · Insurance Expenses/Employee	241,718.05	241,718.05	\$ 66,714.18
110008 · GOSI Expenses/Employee	92,501.03	92,501.03	\$ 25,530.28
110012 · Bonus and termination 12%	401,063.00	401,063.00	\$ 110,693.39
1000 · Payroll Expenses - Other	0.00	5,265.83	\$ -
<b>Total 1000 · Payroll Expenses</b>	<b>2,078,145.27</b>	<b>3,628,410.51</b>	<b>\$ 573,568.09</b>
110100 · Phone/Internet College	88,024.25	88,024.25	\$ 24,294.69
110111 · VISA/Single exit	0.00	200.00	\$ -
110200 · Phone / Internet compound	41,726.61	76,955.50	\$ 11,516.54
110300 · Cellphones	60.00	3,385.00	\$ 16.56
110500 · Gas/oil	653.00	1,973.00	\$ 180.23
110600 · Hospitality	2,158.00	2,608.00	\$ 595.61
112000 · Miscellaneous	800.00	1,230.00	\$ 220.80
113000 · Office supply	4,335.00	9,758.00	\$ 1,196.46
113003 · physical Plant	0.00	2,701.37	\$ -
113010 · Orientation	0.00	17,841.00	\$ -
113011 · Compound	0.00	10,867.93	\$ -
114000 · Photocopy-Internal-Ink	0.00	3,130.00	\$ -
117000 · Equipment under 3500SR	3,880.00	15,846.02	\$ 1,070.88
118000 · Courier	3,500.00	3,610.00	\$ 966.00
119000 · Uniforms ( Staff)	3,560.00	3,560.00	\$ 982.56
119001 · Uniforms-Students	36,118.00	36,118.00	\$ 9,968.57
120000 · Vehical leases/Repairs	2,481.00	13,169.00	\$ 684.76



## SAR

	<u>Oct 13</u>	<u>Aug - Oct 13</u>	<u>Oct 13</u>
121000 · Contract cleaning services	93,916.65	93,916.65	\$ 25,921.00
122000 · Compound rent	204,167.00	646,667.00	\$ 56,350.09
123000 · Contract security	80,270.00	80,270.00	\$ 22,154.52
124000 · Electricity	276,879.40	288,957.85	\$ 76,418.71
125000 · Janitorial Supplies	5,112.00	11,399.35	\$ 1,410.91
126000 · Maintenance Building	26,631.69	114,256.29	\$ 7,350.35
127000 · Maintenance Grounds	0.00	4,606.00	\$ -
128000 · Water Supply	21,930.00	27,474.00	\$ 6,052.68
128001 · Sewage expense-Compound	8,910.00	8,910.00	\$ 2,459.16
128002 · Sewage expense-Campus	13,588.00	13,588.00	\$ 3,750.29
129000 · Advertising-Media	0.00	2,000.00	\$ -
130100 · Hardware MaintenanceCosts	920.00	3,280.00	\$ 253.92
130101 · Tax Expenses 24%	-33,881.76	365,746.73	\$ (9,351.37)
130400 · Other expenses	0.00	10,965.00	\$ -
130600 · Performance Bond	80,894.00	80,894.00	\$ 22,326.74
141000 · Equipment loan depreciation	95,134.14	189,514.58	\$ 26,257.02
142001 · Diploma instruction	0.00	4,630.00	\$ -
<b>Total 110000 · General Expenses</b>	<u>3,139,912.25</u>	<u>5,866,463.03</u>	<u>\$ 866,615.78</u>
<b>Total Expense</b>	<u>3,139,912.25</u>	<u>5,866,463.03</u>	<u>\$ 866,615.78</u>
<b>Net Income</b>	<u><u>-107,292.25</u></u>	<u><u>1,158,197.97</u></u>	<u><u>\$ (29,612.66)</u></u>

	\$
	<u>Aug - Oct 13</u>
<b>Income</b>	
<b>20000 · Revenue</b>	
20100 · Foundation Year revenue	\$ 1,756,694.46
20200 · Diploma program revenue	\$ 182,111.98
<b>Total 20000 · Revenue</b>	<u>\$ 1,938,806.44</u>
<b>Total Income</b>	<u>\$ 1,938,806.44</u>
<b>Gross Profit</b>	\$ 1,938,806.44
<b>Expense</b>	
<b>110000 · General Expenses</b>	
<b>1000 · Payroll Expenses</b>	
1002 · PYP Salaries	\$ 319,089.96
1003 · Technical program salaries	\$ 293,007.50
1004 · Administration and SS salaries	\$ 82,832.33
1005 · HR Salaries	\$ 16,416.89
1006 · IT salaries	\$ 25,558.59
1007 · Registration Salaries	\$ 39,448.27
1008 · Finance Salaries	\$ 20,428.82
110002 · Airlinetickets/employee	\$ 267.72
110006 · Insurance Expenses/Employee	\$ 66,714.18
110008 · GOSI Expenses/Employee	\$ 25,530.28
110012 · Bonus and termination 12%	\$ 110,693.39
1000 · Payroll Expenses - Other	<u>\$ 1,453.37</u>
<b>Total 1000 · Payroll Expenses</b>	\$ 1,001,441.30
110100 · Phone/Internet College	\$ 24,294.69
110111 · VISA/Single exit	\$ 55.20
110200 · Phone / Internet compound	\$ 21,239.72
110300 · Cellphones	\$ 934.26
110500 · Gas/oil	\$ 544.55
110600 · Hospitality	\$ 719.81
112000 · Miscellaneous	\$ 339.48
113000 · Office supply	\$ 2,693.21
113003 · physical Plant	\$ 745.58
113010 · Orientation	\$ 4,924.12
113011 · Compound	\$ 2,999.55
114000 · Photocopy-Internal-Ink	\$ 863.88
117000 · Equipment under 3500SR	\$ 4,373.50
118000 · Courier	\$ 996.36
119000 · Uniforms ( Staff)	\$ 982.56
119001 · Uniforms-Students	\$ 9,968.57
120000 · Vehical leases/Repairs	\$ 3,634.64

\$

	<u>Aug - Oct 13</u>
121000 · Contract cleaning services	\$ 25,921.00
122000 · Compound rent	\$ 178,480.09
123000 · Contract security	\$ 22,154.52
124000 · Electricity	\$ 79,752.37
125000 · Janitorial Supplies	\$ 3,146.22
126000 · Maintenance Building	\$ 31,534.74
127000 · Maintenance Grounds	\$ 1,271.26
128000 · Water Supply	\$ 7,582.82
128001 · Sewage expense-Compound	\$ 2,459.16
128002 · Sewage expense-Campus	\$ 3,750.29
129000 · Advertising-Media	\$ 552.00
130100 · Hardware MaintenanceCosts	\$ 905.28
130101 · Tax Expenses 24%	\$ 100,946.10
130400 · Other expenses	\$ 3,026.34
130600 · Performance Bond	\$ 22,326.74
141000 · Equipment loan depreciation	\$ 52,306.02
142001 · Diploma instruction	\$ 1,277.88
Total 110000 · General Expenses	<u>\$ 1,619,143.80</u>
 Total Expense	 <u>\$ 1,619,143.80</u>
 Net Income	 <u><u>\$ 319,662.64</u></u>

<b>ALGONQUIN COLLEGE</b>	
<b>Presentation to:</b>	Board of Governors
<b>Subject:</b>	Motions for Board Approval
<b>Date:</b>	December 9, 2013
<b>Presenter:</b>	Kathryn Leroux Chair, Governance Committee

**Purpose**

The Board's Governance Committee submit two items for Board consideration.

**Academic and Student Affairs Committee – Terms of Reference**

In follow-up to the Board's direction to establish a new Academic and Student Affairs Committee, Governance Committee established a small working group, Chaired by Governor Blackstein, to begin scoping out draft Terms of Reference and membership. The Working Group met during the month of November and submitted draft Terms of Reference to Governance Committee at the November 28 meeting. Governance Committee recommends the draft Terms of Reference to the Board with the understanding that there will likely be a need for further revisions after the new Committee has been in place for some time.

**That the Board of Governors approves the Terms of Reference for the Academic and Student Affairs Committee.**

**Governance Policy BG1-01**

Governance Committee was asked to review policy BG1-01 "Responsibilities of the Board of Governors" to reflect the College's international opportunities and interests. The Committee reviewed a number of drafts during October and November and submit the final draft for Board approval.

**That the Board of Governors approves revised governance policy BG1-01 as presented.**

**DRAFT**

**ALGONQUIN COLLEGE BOARD OF GOVERNORS  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE TERMS OF REFERENCE**

The Academic and Student Affairs Committee, a standing committee of the Board of Governors, was established to assist the Board in fulfilling its Academic and Student Affairs oversight responsibilities.

**Responsibilities**

The Academic and Student Affairs Committee shall ensure the College's commitment to quality education and student experience through continuous improvement. The Academic and Student Affairs Committee's focus is on ensuring appropriate policies and processes exist and that they achieve the necessary outcomes. It is not an operational committee, and as such, the Committee's specific governance responsibilities are:

1. To ensure due diligence with regard to approval of new programs and program suspensions/cancellations. This will include compliance with all Ministry binding directives and recommended best practice, plus related Algonquin College Board policies. This scope will include all Ontario College credentials and degree programs entering the intermediate stage of proposal development as per the College's Program Review Committee (PRC) process.
2. To receive Program Evaluation Committee reports and implementation plans in response to recommendations associated with Ministerial Renewal of Consent processes.
3. To ensure organization-wide quality assurance processes are in place. Relevant measures such as key performance indicators (KPIs), graduation rates, employment rates and others, will be reported to the Committee.
4. To ensure the effectiveness of the College's Program Advisory Committee policies.
5. To provide strategic direction to enhance the student experience and guide the alignment of College and Students Association priorities. Appropriate reports such as the Ombudsman's Annual Report, as well as Student Affairs related policy creation and policy reviews will be reported to the Committee.
6. To make recommendations to the Board of Governors with respect to the above matters.

**Membership**

The Academic and Student Affairs Committee shall be composed of between three and five members of the Board of Governors. It would be desirable for the Student Governor representative to be a member of the committee. The Vice-President Academic and the Vice-President Student Services of the College shall be **non-voting** members of the Committee. In addition, the Board Chair and the President shall be ex-officio (voting) members of the committee.

**Term of Appointment**

Each Academic and Student Affairs Committee member shall typically be appointed for a one-year term and the term may be extended while the member continues as a Governor of the College.

**Chair**

The Chair of the Academic and Student Affairs Committee shall be an external Board member and shall be a member of the Executive Committee. The Governance Committee of the Board of Governors will bring forward an annual recommendation for the Chair of the Academic and Student Affairs Committee.

**Vacancy**

The Board shall fill a vacancy on the Academic and Student Affairs Committee by appointing a new member to the Committee.

**Meetings**

Meetings shall be **closed**, with participation by non-committee members at the call of the chair.

**Frequency of Meeting**

The Academic and Student Affairs Committee shall meet a minimum of three times each year, or more often as is deemed necessary.

**Calling Meetings**

Any member of the Academic and Student Affairs Committee may call a meeting of the Academic and Student Affairs Committee.

Approved by the Board of Governors:

Draft approved by Governance Committee: November 28, 2013

## Board Governance Policy

November 28, 2013 version  
Revised after Gov Cmt meeting

### BG I-01 Responsibilities of the Board of Governors

Policy Category :	Board Process		
Date First Approved:	2012 <del>3</del> -12-10	Date Last Reviewed	2012-12-10
Board Meeting Number:	477	Mandatory Review Date	2017- <del>8</del> -12-10

#### PURPOSE

This policy outlines the responsibilities of the Algonquin College Board of Governors (the Board) in fulfilling its mandate as set out in the Ontario Colleges of Applied Arts and Technology (OCAAT) Act; the Ontario Regulation 34/03; the Minister's Binding Policy Directives and the OCAAT Guidance on Appointments and Effective Governance.

#### POLICY

Changed all numbering throughout document

Each board of governors of a college of applied arts and technology is responsible for the governance of the college and, as such, is accountable to the students, employers, and communities the college serves for ensuring that it is effectively and appropriately managed to achieve its established mandate and to provide needed services (Reference: Governance p. 2).

The Board shall perform the responsibilities of the Board identified in the Minister's Binding Policy Directives. These include:

1. The Board shall establish governance structures to enable the achievement of expected institutional outcomes with clear lines of communication and internal accountability (Governance p. 3).
2. The Board shall set the College mission, vision, strategic directions, and overall goals and outcomes within the context of the appropriate laws, government policy, and local need (Governance p. 3). Working with the Management of the College, the Board shall develop a strategic plan in support of that mission statement and ensure that mechanisms are in place to monitor the College performance against the strategic plan. (Appendix B p. 14).
3. The Board shall be responsible for hiring the President, delegating to the President the accountability for the operations of the College in Canada and internationally. The Board shall then evaluate the President's performance (Governance p. 3) on the attainment of corporate goals and outcomes. The Board shall assess annually the attainment by the President, of corporate goals and outcomes (Board – President Relations p. 2). **As part of this evaluation process, the President shall ensure:**

**3.1 College personnel will recognize diverse respect unfamiliar values and norms when providing College services domestically and internationally; and**

3.2 Algonquin personnel will adhere to the College's values of Caring, Learning, Integrity and Respect, while providing services to student and clients in Canada and while working in an international setting.

4. The Board shall reviews, amends, and approves the College's annual business plan, budget, and annual report that support the strategic plan (Governance p. 3).
5. The Board shall assess periodically the effectiveness of the Board with respect to governance, accountability and the attainment of College mission and strategic plan. (Governance p. 3)
6. The Board shall take corrective action, as necessary, where expected outcomes or quality of performance are not achieved (Governance p. 3).
7. The Board shall approves all programs of instruction that a college will offer, suspend or cancel (Program Suspension, p. 6) in Canada and internationally. The Board shall ensure that programs of instruction are developed and implemented consistent with provincial standards where they exist (Credentials Framework, protocols for grading, advancement, and dispute resolution, quality assurance policy, College Advertising and Marketing Guidelines) (Programs of Instruction p. 7).
8. The Board shall approves the creation of any wholly owned subsidiary corporation, including a college foundation. , if required (Entrepreneurial Activities p. 2).

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**The Board shall consider best practices and adopt as appropriate** ~~The Board shall follow~~ may perform best practices including the following suggested by the OCAAT (spell out) Guidance on Appointments and Effective Governance:

1. The Board should ensure that proven methods for program development and review occur, and that this process involvesing stakeholders in an effective and meaningful way (Appendix B p. 14).
2. The Board should ensure that appropriate practices are implemented to identify and manage institutional risk including appropriate monitoring and reporting (Appendix B p. 15).
3. The Board should ensure that regular reports on the operational and financial situation of the College are completed ~~done~~, including reports on the progress the College is making towards meeting the strategic plan and on performance measures against benchmarks. The Board should also ensure that necessary and appropriate audit systems are in place (Appendix B p. 20).
4. The board should use an established process for recruitment, delegation of accountability for College operations, performance review and compensation of the President (Appendix B p. 16).
5. The Board should ensure that the College's communications with students, business, community stakeholders, and the Ministry is ongoing and effective (Appendix B p. 17).



6. The Board recognizes that Algonquin College is a Crown Agency and therefore subject to provincial legislation such as those listed in Appendix A. The Board expects that ~~the should ensure that the~~ college operates in accordance with legal and regulatory requirements (Board-President Relations p. 2). ~~Colleges are Crown agencies and, therefore, subject to provincial legislation such as those listed in Appendix A.~~
7. The Board should ensure that ongoing review and development of academic programs uses proven methods that involve stakeholders in an effective and meaningful way (Appendix B p 14).
8. The Board should ensure the College has processes that will ensure commitment to quality education and service excellence including continuous improvement (Appendix B p 14).
9. The Board should ensure that the College's applied research activities have appropriate accountability for research funds and appropriate processes for research ethics outcomes, including commercialization (Appendix B p. 14).
10. The Board's additional responsibilities related to International Services include International Service Selection: **Connect this sentence and next.**

Changed all numbering throughout document

The Board shall ensures objective criteria consistent with the College values of Caring, Learning Integrity and Respect are used in determining which international services to provide. These criteria shall include:

- i) Algonquin College's selected international services will contribute to the achievement of the College's long-term strategic goals.
- ii) Algonquin College's selected international services will help to enable citizens within international communities to enhance their economic and social prosperity through education.
- iii) Algonquin College's selected international services will provide opportunities for College staff and students to share educational and cultural knowledge and experiences.

International Service Delivery:

The Board shall authorizes the subsidiary corporation Memorandum of Agreement (MOA): an agreement that sets out the relationship between the College and any international subsidiary corporation (Entrepreneurial Activities p.2).

## MONITORING

The Governance Committee shall report on Board compliance with all Board Responsibilities by reporting to the Board any deficiencies on an annual basis.

~~The Governance Committee shall review the By-laws to determine regularly if they continue to fulfil the oversight requirements of the Board of Governors.~~

## PROCEDURE

The President shall inform the Governance Committee of any changes in the OCAAT Act (**spell out**); the **appropriate** Regulation or Minister's Binding Policy Directives which impact the Board responsibilities. ~~If there is a new Minister's Binding Policy Directive, the Governance Committee shall determine its impact on the College and implement strategies to achieve compliance.~~

The Governance Committee will present a report card on the Board's fulfilment of its responsibilities, targeting the June **Board** meeting. **Combine this sentence and next.**

This report card ~~on the Board's fulfilment of its responsibilities~~ will be part of orientation package for new governors.

## RELATED MATERIALS

### *Ontario Colleges of Applied Arts and Technology Act*

The Act establishes the authority to create colleges of applied arts and technology in Ontario. Each college is a corporation without share capital and consists of members of its board of governors.

### *Ontario Regulation 34/03*

Ontario Regulation 34/03, Section 8 and 9, outline the responsibilities of the Board of each college for the strategic plan, business plan, annual report; and the annual approval and submission of a balanced budget.

### *Algonquin College By-law #1, Section 5- Powers of the Boards*

The powers of the Algonquin College Board are outlined in the Algonquin College by-law #1, Section 5.

### *MTCU Minister's Binding Policy Directive – Governance and Accountability Framework (Governance)*

This binding directive defines the minimum expectations for governance and accountability of the colleges.

### *MTCU Minister's Binding Policy Directive – Framework for Programs of Instruction (Programs of Instruction)*

This binding directive defines the expectations for all programs of instruction offered by the colleges regardless of funding source.

### *MTCU Minister's Binding Policy Directive Program Suspension and Cancellation: Operating Procedure (Program Suspension)*

Ministry of Training, Colleges and Universities Colleges of Applied Arts and Technology, Minister's Binding Policy Directive, Entrepreneurial Activities, 2003 (Entrepreneurial Activities)

### *MTCU Ontario Colleges of Applied Arts and Technology OCAAT Governance and Accountability Policy Framework - Protocol for Board Nominations and Appointments, Appendix B Guidance on Appointments and Effective Governance (Appendix B)*

This appendix provides examples of Board practices that are in place and used in some Ontario colleges and elsewhere in dealing with the strategic plan, quality education and excellence, budget approval, internal controls, risk management, human resources strategy, capital asset management, stakeholder

communications, new member nomination, Board evaluation, new member orientation and public reporting.

Ministry of Training, Colleges and Universities Colleges of Applied Arts and Technology, Policy Framework, Board – President Relations, 2003 (Board – President Relations)

## APPENDIX A

The Corporations Act governs the operation of the college except where limited by the Ontario Colleges of Applied Arts and Technology Act, 2002, and its regulations. Colleges are Crown agencies and, therefore, subject to provincial legislation such as, but not limited to:

- ~~Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c 11,~~
- ~~Broader Public Sector accountability, BPS Perquisites Directive (Aug 2011)~~
- ~~Building Code~~
- ~~CPP~~
- ~~Colleges Collective Bargaining Act (unique),~~
- ~~Construction Lien~~
- ~~Corporations Act (Ontario)~~
- ~~Dangerous Goods Transportation~~
- ~~Employer Health Tax~~
- ~~Employment standards~~
- ~~Environment protection,~~
- ~~Financial Administration Act,~~
- ~~Fire Protection and Prevention~~
- ~~Freedom of Information and Protection of Privacy Act~~
- ~~Income Tax~~
- ~~Not For Profit Corporations Act (Ontario) – in force late 2012~~
- ~~Occupational health and safety,~~
- ~~Ombudsman Act~~
- ~~Ontario Water Resources~~
- ~~Pesticides~~
- ~~Protection of Privacy Act.~~

### **Note: add to financial policy**

~~Funds earned from international activities shall be returned to the College to support its' core business within the education and training mandate (Entrepreneurial Activities p. 3).~~

**Board Governance Policy**November 28 DRAFT  
CLEAN VERSION**BG I-01 Responsibilities of the Board of Governors**

Policy Category :	Board Process		
Date First Approved:	2013-12-10	Date Last Reviewed	2012-12-10
Board Meeting Number:	477	Mandatory Review Date	2018-12-10

**PURPOSE**

This policy outlines the responsibilities of the Algonquin College Board of Governors (the Board) in fulfilling its mandate as set out in the Ontario Colleges of Applied Arts and Technology (OCAAT) Act; the Ontario Regulation 34/03; the Minister's Binding Policy Directives and the OCAAT Guidance on Appointments and Effective Governance.

**POLICY**

Each board of governors of a college of applied arts and technology is responsible for the governance of the college and, as such, is accountable to the students, employers, and communities the college serves for ensuring that it is effectively and appropriately managed to achieve its established mandate and to provide needed services (Reference: Governance p. 2).

1. The Board shall perform the responsibilities of the Board identified in the Minister's Binding Policy Directives. These include:
  - 1.1. The Board shall establish governance structures to enable the achievement of expected institutional outcomes with clear lines of communication and internal accountability (Governance p. 3).
  - 1.2. The Board shall set the College mission, vision, strategic directions, and overall goals and outcomes within the context of the appropriate laws, government policy, and local need (Governance p. 3). Working with the Management of the College, the Board shall develop a strategic plan in support of that mission statement and ensure that mechanisms are in place to monitor the College performance against the strategic plan. (Appendix B p. 14).
  - 1.3. The Board shall be responsible for hiring the President, delegating to the President the accountability for the operations of the College in Canada and internationally. The Board shall evaluate the President's performance (Governance p. 3) on the attainment of corporate goals and outcomes. As part of this evaluation process, the President shall ensure:
    - 1.3.1. College personnel recognize diverse values and norms when providing College services domestically and internationally; and
    - 1.3.2. Algonquin personnel will adhere to the College's values of Caring, Learning, Integrity and Respect, while providing services to student and clients in Canada and while working in an international setting.

- 1.4. The Board reviews, amends, and approves the College's annual business plan, budget, and annual report that support the strategic plan (Governance p. 3).
  - 1.5. The Board shall assess periodically the effectiveness of the Board with respect to governance, accountability and the attainment of College mission and strategic plan. (Governance p. 3)
  - 1.6. The Board shall take corrective action, as necessary, where expected outcomes or quality of performance are not achieved (Governance p. 3).
  - 1.7. The Board approves all programs of instruction that a college will offer, suspend or cancel (Program Suspension, p. 6) in Canada and internationally. The Board shall ensure that programs of instruction are developed and implemented consistent with provincial standards where they exist (Credentials Framework, protocols for grading, advancement, and dispute resolution, quality assurance policy, College Advertising and Marketing Guidelines) (Programs of Instruction p. 7).
2. The Board approves the creation of any wholly owned subsidiary corporation, including a college foundation (Entrepreneurial Activities p. 2). The Board shall consider best practices and adopt as appropriate, including the following suggested by the Ontario Colleges of Applied Arts and Technology Act (OCAAT Act) Guidance on Appointments and Effective Governance:
    - 2.1. The Board should ensure that proven methods for program development and review occur, and that this process involves stakeholders in an effective and meaningful way (Appendix B p. 14).
    - 2.2. The Board should ensure that appropriate practices are implemented to identify and manage institutional risk including appropriate monitoring and reporting (Appendix B p. 15).
    - 2.3. The Board should ensure that regular reports on the operational and financial situation of the College are completed, including reports on the progress the College is making towards meeting the strategic plan and on performance measures against benchmarks. The Board should also ensure that necessary and appropriate audit systems are in place (Appendix B p. 20).
    - 2.4. The board should use an established process for recruitment, delegation of accountability for College operations, performance review and compensation of the President (Appendix B p. 16).
    - 2.5. The Board should ensure that the College's communications with students, business, community stakeholders, and the Ministry is ongoing and effective (Appendix B p. 17).
    - 2.6. The Board recognizes that Algonquin College is a Crown Agency and therefore subject to provincial legislation such as those listed in Appendix A. The Board expects that the college operates in accordance with legal and regulatory requirements (Board-President Relations p. 2).

- 2.7. The Board should ensure that ongoing review and development of academic programs uses proven methods that involve stakeholders in an effective and meaningful way (Appendix B p 14).
- 2.8. The Board should ensure the College has processes that will ensure commitment to quality education and service excellence including continuous improvement (Appendix B p 14).
- 2.9. The Board should ensure that the College's applied research activities have appropriate accountability for research funds and appropriate processes for research ethics outcomes, including commercialization (Appendix B p. 14).
- 2.10. The Board's additional responsibilities related to International Services include International Service Selection. The selection process will include the use of objective criteria consistent with the College values of Caring, Learning Integrity and Respect to determining which international services to provide. These criteria shall include:
  - 2.10.1. Algonquin College's selected international services will contribute to the achievement of the College's long-term strategic goals.
  - 2.10.2. Algonquin College's selected international services will help to enable citizens within international communities to enhance their economic and social prosperity through education.
  - 2.10.3. Algonquin College's selected international services will provide opportunities for College staff and students to share educational and cultural knowledge and experiences.
- 2.11. International Service Delivery:

The Board authorizes the subsidiary corporation Memorandum of Agreement (MOA): an agreement that sets out the relationship between the College and any international subsidiary corporation (Entrepreneurial Activities p.2).

## **MONITORING**

The Governance Committee shall report on Board compliance with all Board Responsibilities by reporting to the Board any deficiencies on an annual basis.

## **PROCEDURE**

The President shall inform the Governance Committee of any changes in the Ontario Colleges of Applied Arts and Technology Act (OCAAT Act); appropriate Regulations and Minister's Binding Policy Directives which impact the Board responsibilities.

The Governance Committee will present a report card on the Board's fulfilment of its responsibilities, targeting the June Board meeting. This report card will be part of orientation package for new governors.

## RELATED MATERIALS

### *Ontario Colleges of Applied Arts and Technology Act*

The Act establishes the authority to create colleges of applied arts and technology in Ontario. Each college is a corporation without share capital and consists of members of its board of governors.

### *Ontario Regulation 34/03*

Ontario Regulation 34/03, Section 8 and 9, outline the responsibilities of the Board of each college for the strategic plan, business plan, annual report; and the annual approval and submission of a balanced budget.

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This appendix provides examples of Board practices that are in place and used in some Ontario colleges and elsewhere in dealing with the strategic plan, quality education and excellence, budget approval, internal controls, risk management, human resources strategy, capital asset management, stakeholder communications, new member nomination, Board evaluation, new member orientation and public reporting.

### *Ministry of Training, Colleges and Universities Colleges of Applied Arts and Technology, Policy Framework, Board – President Relations, 2003 (Board – President Relations)*

# MEMO

**DATE:** December 9, 2013  
**TO:** Board of Governors  
**FROM:** Audit & Risk Management Committee  
**SUBJECT:** ARM Committee meeting of October 8, 2013

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**A. ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL**

**1) Internally Restricted Net Assets**

The Audit & Risk Management Committee reviewed 3 options for the transfer of Internally Restricted Net Assets in June and deferred the decision until the Fall, once requirements for Algonquin College Saudi Arabia project were known. After a review of several options at the October meeting, the ARM Committee recommends to the Board of Governors:

**RESOLUTION**

**That the Board of Governors approves:**

- **The transfer of \$1.18 million within Internally Restricted Net Assets, from Specific Reserves: other projects and initiatives to Specific Reserves: Contingency Reserve fund; and**
- **Utilize \$3.22 million from Specific Reserves: Other projects and initiatives to settle a portion of the loan balance and interest rate swap obligation associated with the Police and Public Safety Institute; and**
- **Utilize \$1 million from Reserve Funds: Future capital expansion to settle a portion of the loan balance and interest rate swap obligation associated with the Police and Public Safety Institute.**

**2) Fixed Asset Policy**

Members reviewed the revised Fixed Asset policy. The only revision to the policy refers to an increase to the College's asset capitalization threshold for equipment, from \$1000 to \$5000. The ARM Committee recommends to the Board:

**RESOLUTION**

**That the Board of Governors approves the amended Fixed Asset Policy as presented.**

**B. ITEMS THAT THE COMMITTEE HAS APPROVED – FOR INFORMATION TO THE BOARD**

**1) 2013/2014 Audit Plan**

S. Desrocher provided members with an executive summary of the Audit Plan for fiscal 2013-2014. The audit scope, materiality, and areas of audit focus were reviewed. The 2013/2014 Audit Plan was approved by the ARM Committee. The plan was approved.



## **2) Accounting Policy – Subsidiary Corporations**

Members were briefed on a draft policy for the accounting of the newly created subsidiary corporations. Two corporations were created by Algonquin College for the purposes of establishing college operations in Jazan, Saudi Arabia. Articles of Association for Algonquin College - Saudi Arabia were prepared and submitted to the Kingdom of Saudi Arabia Ministry of Commerce, with a fiscal year end of August 31. Articles of Incorporation for 2364193 Ontario Limited were prepared and submitted to the Ontario Ministry of Government Services with a fiscal year end of March 31. An analysis was completed to determine the accounting policies for consolidation in the College's financial statements for fiscal year ending March 31, 2014. The ARM Committee approved the accounting policy for subsidiary corporations.

## **3) ARM Committee Annual Work Plan**

Members were referred to the draft ARM Committee annual work plan for 2013-2014. Discussion occurred regarding the timing of the meetings, and the possible need for an additional meeting between October, 2013 and April, 2014. Some minor amendments will be made to the work plan but the work plan was approved by consensus.

## **C. INFORMATION ITEMS PRESENTED TO ARM COMMITTEE**

- ✓ Bank Reconciliation Update
- ✓ Internal Audit – IT Governance & Strategy Update
- ✓ Enterprise Risk Management Update
- ✓ Management's response to Auditors' Letter of Recommendations dated May 31, 2013
- ✓ Auditors' Letter of Recommendations dated September 30, 2013
- ✓ Endowment Fund Investment Report

# ALGONQUIN COLLEGE

<b>Presentation to:</b>	Board of Governors
<b>Subject:</b>	Internally Restricted Net Assets
<b>Date:</b>	December 9, 2013
<b>Presenter(s):</b>	Duane McNair, Vice-President, Finance and Administration

**Purpose:**

To present options and a recommendation regarding the allocation of internally restricted net assets.

**Background:**

This section will set the context for the recommendation.

**Internally Restricted Net Assets**

The College's internally restricted net assets as at the end of the 2012/13 fiscal year are presented below (from Note 20 in audited financial statements):

	<b>March 31, 2013</b>
Appropriations	<b>\$ 2,195,444</b>
Specific reserves:	
Other projects and initiatives	<b>19,479,862</b>
Ancillary services reserve fund	<b>5,642,416</b>
Contingency reserve fund	<b>4,500,000</b>
Employment stabilization funds	<b>470,004</b>
Other student aid	<b>17,781</b>
Reserve funds:	
Future capital expansion - sale of Rideau Campus	-
Future capital expansion	<b>20,333,299</b>
Rural campus reserve fund	-
<b>Balance, end of year</b>	<b><u>\$ 52,638,806</u></b>

*Specific reserves: Other projects and initiatives* are funds from accumulated surpluses set aside to address investment requirements that will enable the College to achieve its strategic and operational objectives. The March 31, 2013 balance is composed of the following:

<b>Other Projects &amp; Initiatives</b>	
Specific Reserves - Pembroke/Student Commons	\$ 1,802,413
Enterprise Resource Planning System	\$ 2,000,000
Re-patriate Programs from Confederation	
HS to Woodroffe Campus	\$ 1,000,000
Upgrade Dental Lab	\$ 3,500,000
Strategic Investment Priorities Budget 2013/14	\$ 6,005,342
Health Services Agreement with Students' Association	\$ 672,343
Projects in Consultation with Students	\$ 86,335
Unallocated Balance	\$ 4,413,429
<b>OTHER PROJECTS &amp; INITIATIVES</b>	<b>\$ 19,479,862</b>

### Strategic Investment Priorities – Requirements and Sources of Funds

The College has significant requirements for investment funds over the coming years. As per Appendix A, the total requirements are estimated to be as high as \$194 million over the next 5 year period. The College has and will continue to establish diverse sources of funds including the following:

- Capital Grants from the Province (eg. Digital College grant)
- Net Contributions from Non-Funded Activity:
  - o International Education Centre (including overseas operations)
  - o College Ancillary Services
  - o Contract and other Non-Funded Activity
- Internally Restricted Net Assets: Specific Reserves
- Internally Restricted Net Assets: Reserve Funds
- Capital Fundraising Campaigns
- Strategic Partnerships (eg. Students' Association contribution to Student Commons, Energy Savings Company contract with Siemens – ESCO 2)
- Sale of Capital Assets (eg. former Pembroke campus)
- Alternative Financing and Procurement (ie. Public-Private Partnerships)

### Ontario Colleges Debt

The following table identifies the long-term debt levels at the 8 large colleges in Ontario:

	<b>Outstanding Debt</b>
	<b>31-Mar-13</b>
Algonquin	\$ 62,365,832
Centennial	\$ 26,087,915
Fanshawe	\$ 41,772,000
George Brown	\$ 433,336
Humber	\$ 35,327,941
Mohawk	\$ 33,979,315
Seneca	\$ 53,021,675
Sheridan	\$ 21,705,028

Algonquin currently carries the highest level of debt amongst this group. Outstanding debt is associated with the following facilities:

Police and Public Safety Institute (2000)	\$ 6,627,706
Residence - 3 Phases (2000, 2001, 2003)	34,949,447
Student Commons (2012)	<u>20,788,679</u>
Total	<u>\$ 62,365,832</u>

### Financial Health

The finance directors of the Ontario colleges and finance staff of the Ministry of Training Colleges and Universities (MTCU) recently established a series of financial health indicators for the college system. These indicators can be classified into four broad areas of financial health:

**Liquidity:** Ability of the College to meet its short term financial obligations.

**Debt Management:** The College's debt levels relative to assets and its capacity to service debt.




**Operations:** The capacity for the College to continue operations in the event that unexpected financial losses occur and its ongoing ability to fund operating expenditures.

**Net Assets:** The Province's key measure to assess the financial health of colleges.

**Discussion/Considerations:**





**Internally Restricted Net Assets – 3 Options**

The Internally Restricted Net Assets balance for the year ended March 31, 2013 includes an additional balance of \$4.4M that the Board of Governors has the discretion to allocate in a few different ways. In the Financial Statements, as at March 31, 2013, this \$4.4M balance has been recorded under Specific Reserves: Other projects and initiatives (refer to Note 20 in Financial Statements). Three options were presented to the Audit and Risk Management Committee on October 8, 2013 for consideration in formulating a recommendation to the Board of Governors. The options are presented below along with an assessment of impact on the College’s financial health using the following indicators:

Indicators	
Improvement	
No Impact	
Decline	

**Option 1**

**Transfer \$4.4M to Reserve Fund: Future Capital Expansion (current balance \$20.3M).** This action would increase the capacity for the College to participate in future capital expansion projects. At this time, the College has not committed to a specific major capital expansion project. In the event that the College does wish to commit to a major capital expansion project, the College will most likely be required to contribute capital.

<b>Option 1</b>	
<b>Impact on College's Financial Health</b>	
Liquidity	
Debt Management	
Operations	
Net Assets	

While this option has a neutral impact on the College’s financial health, the College would forego the opportunity to improve its debt management position and improve its operating capacity.

## Option 2





**Transfer an additional \$1.18M to the Contingency Reserve Fund and settle total outstanding debt on PPSI facility with remaining \$3.22M plus \$5.23M from Reserve Funds.** This action would establish the Contingency Reserve Fund at the target balance (3% of Budgeted Operating Revenues) one year ahead of schedule (in June 2012, the Board of Governors gave approval to establish the Contingency Reserve Fund balance over 4 years, ie. by June 2015):

<b>Contingency reserve fund (Note 20, financial statements):</b>	
Balance as at March 31, 2013	\$ 4,500,000
2013/14 Approved Budgeted Contribution	<u>2,750,000</u>
2013/14 Approved Budget Balance as at March 31, 2014	\$ 7,250,000
Less: 3% of 2013/14 Approved Budget Operating Revenue	<u>(8,430,000)</u>
Remaining Contribution:	\$ (1,180,000)

In addition, utilize the remaining \$3.22M available PLUS \$5.23M from the existing balance in Reserve Fund: Future Capital Expansion to settle the outstanding debt and interest rate swap obligations associated with the Police and Public Safety Institute (PPSI) Facility. This action would reduce the College's outstanding debt and swap obligations by 12% or \$8.45M, reduce annual debt servicing (principal and interest) expenditures by \$896k, and positively impact key financial health indicator ratios including Total Debt to Assets and Debt Servicing. The College entered into a 25-year \$10M long-term debt agreement in the year 2000 to finance a portion of the construction of the PPSI facility. To manage the volatility of interest rates, the College entered into an interest rate swap agreement (effective interest rate of 6.55%). As at September 25, 2013, the balance of the long term debt (including current portion) and the fair value of the swap agreement are as follows:

Loan Balance	\$ 6,814,073
Interest Rate Swap Valuation	<u>1,634,090</u>
Total Loan Balance and Interest Rate Swap Obligation	\$ 8,448,163





Consider that the present value of an \$896,000 annuity with a discount rate of 2.5% (approximate rate earned on reserve funds) over 12 years is \$9.2M.

<b>Option 2 Impact on College's Financial Health</b>	
Liquidity	
Debt Management	
Operations	
Net Assets	

While this option does improve the College's financial health in terms of debt management and operations, it also impacts liquidity by utilizing \$9.6 million of the Colleges cash balance. In addition, this option would reduce the College's reserve fund for future capital expansion balance by 25% (\$5.2 million of \$20.3 million).

**Option 3:**

**Transfer an additional \$1.18M to the Contingency Reserve Fund and settle 50% of outstanding debt on PPSI facility with remaining \$3.22M plus \$1M from Reserve Funds.** This action would establish the Contingency Reserve Fund at the target balance (3% of Budgeted Operating Revenues) one year ahead of schedule, similar to note above. In addition, utilize this \$3.22M available PLUS \$1M from the existing balance in Reserve Fund: Future Capital Expansion to reduce the outstanding debt and interest rate swap obligations associated with the Police and Public Safety Institute (PPSI) Facility by approximately 50%. This action would reduce the College's outstanding debt and swap obligations by 6% or \$4.22M, reduce annual debt servicing (principal and interest) expenditures by \$448k, and positively impact key financial health indicator ratios including Total Debt to Assets and Debt Servicing.

Option 3 Impact on College's Financial Health	
Liquidity	
Debt Management	
Operations	
Net Assets	

This option is recommended by the ARM Committee for the following reasons:

- improves the College's overall financial health;
- will only have a modest impact on liquidity by utilizing just over \$4.2 million of the Colleges combined \$74 million cash and investments (working capital funds) balance;
- will only have a modest \$1 million impact on \$20.3 million reserve fund which may be utilized to address future capital expansion requirements;
- improves the College's Total Debt to Asset Ratio from 27.8% (reported at Q2 2013/14) to 26.8%;
- improves the College's Debt Servicing Ratio from 2.2% (reported at Q2 2013/14) to 2.0%;
- reduces the College's operating expenditures (on a cash flow basis) for debt servicing by \$448,000 per year;
- advances maturity date of the PPSI debt from 2025 to 2019;
- reduces Algonquin's total debt levels; and

- positions Algonquin to respond to future expansion opportunities that may require contributions of capital in the form of cash, debt or other arrangements (eg. PPP capital lease) by improving leverage status.

**Recommendation:**

That the Board of Governors approve:

- The transfer of \$1.18 million within Internally Restricted Net Assets, from Specific Reserves: other projects and initiatives to Specific Reserves: Contingency Reserve fund; and
- The utilization of \$3.22 million from Specific Reserves: Other projects and initiatives to settle a portion of the loan balance and interest rate swap obligation associated with the Police and Public Safety Institute; and
- The utilization of \$1 million from Reserve Funds: Future capital expansion to settle a portion of the loan balance and interest rate swap obligation associated with the Police and Public Safety Institute.



**APPENDIX A**

**STRATEGIC INVESTMENT PRIORITIES  
ESTIMATED REQUIREMENTS OVER NEXT 5 YEARS**

<i>in 000s</i>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>5-YEAR TOTALS</b>
College Technologies	\$ 5,000	\$ 6,170	\$ 7,500	\$ 8,000	\$ 8,500	\$ <b>35,170</b>
College Space & Infrastructure	10,000	17,500	17,500	17,500	17,500	<b>80,000</b>
New Programs/Curriculum Development	1,000	1,250	1,500	1,750	2,000	<b>7,500</b>
Academic & Other Equipment	1,800	1,900	2,000	2,100	2,200	<b>10,000</b>
Initiatives & Opportunities	2,000	2,000	2,500	2,500	3,000	<b>12,000</b>
120,000 Gross Square Foot Facility in 2017/18	-	-	-	50,000	-	<b>50,000</b>
<b>TOTAL ESTIMATED REQUIREMENTS</b>	<b>\$ 19,800</b>	<b>\$ 28,820</b>	<b>\$ 31,000</b>	<b>\$ 81,850</b>	<b>\$ 33,200</b>	<b>\$ 194,670</b>

# ALGONQUIN COLLEGE

<b>Presentation to:</b>	Board of Governors
<b>Subject:</b>	Fixed Asset Policy
<b>Date:</b>	December 9, 2013
<b>Presenter(s):</b>	Duane McNair, Vice-President, Finance and Administration

## **Purpose**

To present proposed changes to the College's asset capitalization threshold for equipment.

## **Background**

Review of the capital asset threshold and corresponding inventory work processes was identified as an operational review opportunity by the College Budget Committee that could provide significant time savings throughout the college.

This opportunity has two components, firstly, the fixed assets capitalization threshold that must be approved by the Board of Governors and secondly, the opportunity to streamline the process of tracking fixed assets.

Based on research conducted by the Finance Department the College has one of the lowest capitalization thresholds in the sector at \$1,000. A recent survey of Ontario colleges showed that only two other small colleges have a threshold at this level (Canadore and La Cite). Of the largest colleges, Seneca, George Brown and Sheridan use \$5,000 while Humber uses \$3,500. All school boards in Ontario adopted a \$5,000 threshold when they implemented Public Sector Accounting Standards (PSAS).

Based on these findings a recommendation to increase the dollar value to \$5,000 was proposed and endorsed by the Audit and Risk Management Committee with final approval being required by the Board of Governors. The capital assets policy is reported as note (g) on the audited financial statements and is attached as Appendix A.

## **Discussion/Considerations**

Capitalizing an expense involves a considerably greater level of administrative effort than does expensing the cost for limited benefit. When the \$1,000 threshold was introduced over fifteen years ago, far fewer assets cost more than \$1,000. The College tracks all assets valued greater than \$1,000 in a fixed assets inventory system.

Raising our threshold to \$5,000 will significantly reduce the workload for Fixed Asset coordinators, budget officers, purchase requisitioners and Financial Services staff by simplifying the process as well as reducing the number of assets that require tracking.

By changing the capitalization threshold and not tracking assets under \$5,000, there could be a presumed risk that we have not safeguarded our assets. College management is responsible for protecting College assets as outlined below:

## **Board Policy BGII-02 Financial Management :**

### **Asset Protection**

Assets shall be protected, adequately maintained, and not placed unnecessarily at risk.

The College shall comply with all aspects of the Broad Public Sector procurement directive.

The revised capital asset management policy will include a list of assets valued at less than \$5,000 that will continue to be tracked based on relevant risks factors such as assets that are at risk of theft, loss or misuse. Finance Department staff is consulting with schools and departments to determine which assets that meet this criteria will continue to be tracked. All assets regardless of value must be safeguarded to reduce the risk of theft, loss or misuse.

The College Budget Committee and College Risk Management Committee have been consulted and support making changes to this policy.

### **Recommendation**

That the Board of Governors approve the amended Fixed Asset policy including the amendment to the capitalization threshold from \$1,000 to \$5,000.

## THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

### Fixed Asset Policy (Amended)

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#### SIGNIFICANT ACCOUNTING POLICIES

##### Capital Assets

Purchased capital assets are recorded at cost less accumulated amortization. Contributed capital assets are recorded a fair value at the date of contribution. Repairs and maintenance costs are charged to expense. Betterments that extend the estimated life of an asset are capitalized. When a capital asset no longer contributes to the College's ability to provide services or the value of the future economic benefits associated with the capital asset is less than its net book value, the carrying value of the capital asset is reduced to reflect the decline in the asset's value.

Capital assets in excess of \$5,000 are recorded at cost with the following exceptions:

- i. Furniture and library holdings are charged to expenditures in the year of acquisition.
- ii. Computer software is charged to expenditures in the year of acquisition.
- iii. Land originally acquired at the Woodroffe campus is recorded at a nominal value of \$1 with subsequent additions recorded at cost.
- iv. Donated capital assets are recorded at the value of the receipt issued to the donor, which reflects estimated fair value of the capital asset at the time of the donation.
- v. Construction in progress is not amortized until the project is complete and the facilities are available for use.

Capital assets are capitalized on acquisition and amortized on a straight-line basis over their useful lives, which has been estimated to be as follows:

Buildings	40 years
Site improvements	10-20 years
Equipment and computers	5 years

Capital assets are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. Recoverability of assets to be held and used is measured by a comparison of the carrying amount of an asset to estimate undiscounted cash flows expected to be generated by the asset. If the carrying amount of an asset exceeds its estimated future cash flows, an impairment charge is recognized by the amount by which the carrying amount of the asset exceeds the fair value of the asset.

# ALGONQUIN COLLEGE

<b>Presentation to:</b>	Board of Governors
<b>Subject:</b>	2013/14 2 <sup>nd</sup> Quarter Financial Report
<b>Date:</b>	December 9, 2013
<b>Presenter(s):</b>	Duane McNair, Vice-President, Finance and Administration

## **Purpose**

To provide the 2<sup>nd</sup> Quarter financial projections for the 2013/14 fiscal year.

## **Background**

On February 11, 2013 the Board of Governors approved the 2013/14 Annual Budget with a budgeted net contribution of \$813,000.

There are many factors affecting the revenue and expenditure projections that are estimated when the Annual Budget is presented to the Board of Governors for approval in February that are updated throughout the fiscal year. The quarterly financial reporting process provides the in-year updated financial forecast based on the most current information available.

The 2013-14 Annual Budget presentation presents the funded and non-funded activities that the College operates to ensure that the fourth pillar of the Strategic Plan – “Financial Sustainability” is achieved.

The first grouping entitled “Funded Activity/ College Operations” represents the core operations of the college that is funded primarily by provincial grants and tuition fees. This grouping includes all program costs for each school, facilities costs, and other corporate and administrative costs and is directly aligned with Goal 9 of the Strategic Plan which states that we will align our funded operational expenditures with provincial funding.

The next three groupings entitled Contract Activity, College Ancillary Services and International Education Centre are the non-funded business units that traditionally provide a positive net contribution to the College. These funds are used to invest in capital and other strategic investment priorities to support the strategic and business plans for the College.

## **Discussion/Considerations**

This financial report reflects the projected revenue and expenditures using the most current information available from deans, directors, chairs and managers throughout the College.

A new section, Financial Health Indicators, has been added to the report to provide the Board with information on the College’s financial health according to ratios and

benchmarks developed by the Colleges Ontario Finance Officers in collaboration with staff from the Ministry of Training, Colleges and Universities.

### **Revenue Outlook**

Total revenue forecast is estimated to increase by \$5.8 million overall primarily due to increases in tuition revenue and one time revenue adjustments associated with strategic investment priorities. The 2013/14 approved Annual Budget reflected an assumption of 0% rate increase to tuition fees. However, in March 2013, the Ministry of Training Colleges and Universities (MTCU) issued an updated Tuition Fee policy that allowed Algonquin to increase rates by 3%. In addition, enrolment is projected to be 5.7% vs the 3.1% budgeted.

### **Expenditures Outlook**

Current estimates, based on data provided from all budget holders, shows that some budgets may achieve in-year savings that will result in a forecasted year end surplus. Salaries and benefits are forecast to be \$1.5 million (1%) lower than originally budgeted due to a combination of staff vacancies and other staffing adjustments that will result in lower costs. Other operating costs and provisions established for contingencies were reviewed and reduced by \$1.7 million (0.2%) based on updated information.

### **Funded College Operations**

Overall the college is maintaining its balanced funded operations. This forecast presents a \$3.6 million surplus due to a net increase in revenue of \$1.8 million (1%) and a net decrease in expenditures of \$1.7 million (1.0%) related to reductions in compensation costs and the contingency budget.

### **Non-Funded Activities**

The approved budget forecast indicated that Contract Activity, Ancillary Services and International Education would generate a positive contribution of \$9.5 million. However based on update information this target may now be at risk and is forecast at \$9.0 million. The impact of this reduction will be offset by the higher than estimated net contribution from the Funded Activity budget.

International Education Center revenue is up due to higher than expected enrolment of International students attending Woodroffe campus. Contract Activity revenues are projected to be slightly less (\$300k or 1%) than budgeted. College Ancillary Services results are projected to be \$700k less than budgeted due to shortfall in the summer hoteling business at Residence and one-time costs associated with the Residence's change in management (Campus Living Centres manages the Residence effective May 2013 following a competitive bid process).

### **Strategic Investment Priorities Schedule**

The Strategic Investments Priorities Schedule includes updated projections associated with the three new facilities constructed in recent years: Algonquin Center for

Construction Excellence, Pembroke and Student Commons. These expenditures are partially offset by funds received in 2013/14 and the remainder funded from internally restricted net assets.

Other variances from the Annual Budget include the College Equipment Renewal Fund Grant, Apprenticeship Enhancement Fund Grant and expenditures from Appropriations.

### **Summary of Funded Positions**

The Q2 Funded Positions Report is also attached to the 2nd Quarter Financial Report for information. Adjustments have been made to reflect new positions, eliminated positions, and positions that have been transferred. Accordingly, there are minor differences in the staff complement and an increase in the total staff complement of three positions.

### **Compliance**

Refer to Appendix A of this transmittal report for a summary of the budget and financial projection requirements that College management references to ensure compliance with existing Board Policy and budget guidelines.

### **Recommendation**

That the Board of Governors approves the 2<sup>nd</sup> Quarter Financial Report for 2013/14.

## APPENDIX A

<b>ANNUAL BUDGET AND QUARTERLY FINANCIAL PROJECTIONS COMPLIANCE SCORECARD</b>			
	<u>Source</u>	<u>Budget/Projection Requirement</u>	<u>Compliant (Y/N)</u>
1	BGII-02 Board Financial Management Policy	1.2 The annual budget [and Quarterly Projections] ... shall:  1.2.2 Have expenditures not exceeding revenues unless the Board has approved ... to spend from reserve funds;	Y
2	BGII-02 Board Financial Management Policy	1.2 The annual budget [and Quarterly Projections] ... shall:  1.2.3 Have ancillary expenditures not exceeding ancillary revenues unless the Board has specifically directed otherwise.	Y
3	BGII-02 Board Financial Management Policy	2.3 Quarterly projections of the annual budget shall be presented to the Board, ensuring the College's projected surplus or deficit are at least equal to or better than the Approved Budget.	Y
4	BGII-02 Board Financial Management Policy	4.2 The President may not approve an unbudgeted expenditure or commitment that will result in the College's fiscal year-end total balance of unrestricted net assets plus internally restricted net assets being lower than budgeted without the approval of the Board.	Y
5	Strategic Plan 2012-2017	'Goal 9 - Align our funded operational expenditures with provincial funding' - we must ensure we budget and project 'Funded Activity' with balanced or surplus results	Y
6	President's Budget Overview - Annual Budget 2012-2013	President's Overview: 'We will be aggressively pursuing further opportunities in the non funded area which will provide funds for investment in all of the things that are currently not funded through government sources such as technology upgrades, infrastructure improvements, equipment for faculty and staff etc.'  - we must ensure that our SIP expenditures (budgeted and projected) do not exceed the sum of: - Non-Funded Activities net contributions; - Specific grants and contributions; and - Allocations from Internally Restricted Net Assets such that the ending balance of Internally Restricted Net Assets is at least equal to or greater than the balance approved by the Board in the Annual Budget (see #4 above).	Y





**2013**  
**2014**

**2nd Quarter Financial Report**  
**A Presentation to the Board of Governors**  
**December 9, 2013**

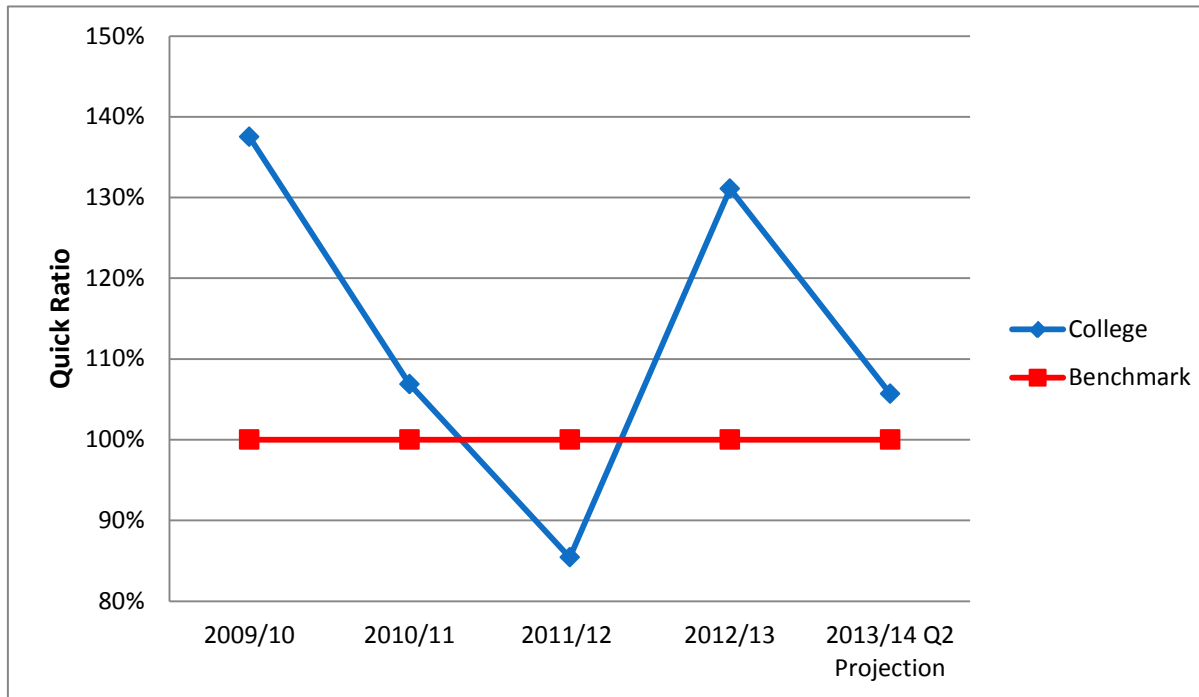


## 2013/2014 2nd Quarter Financial Report

### TABLE OF CONTENTS

Financial Health Indicators - Liquidity .....	3
Financial Health Indicators - Debt Management .....	4
Financial Health Indicators - Operating Results .....	5
Financial Health Indicators - Net Assets .....	6
Summary of 2 <sup>nd</sup> Quarter Financial Report .....	7
Statement of Financial Position .....	8
Revenue Schedule & Variance Analysis .....	9
Expenditures Schedule & Variance Analysis .....	11
Strategic Investment Priorities Schedule and Variance Analysis.....	13
Internally Restricted Net Assets Schedule.....	15
Summary of Funded Positions & Variance Analysis.....	16

**Measuring Liquidity: Quick Ratio**



**Objective:**

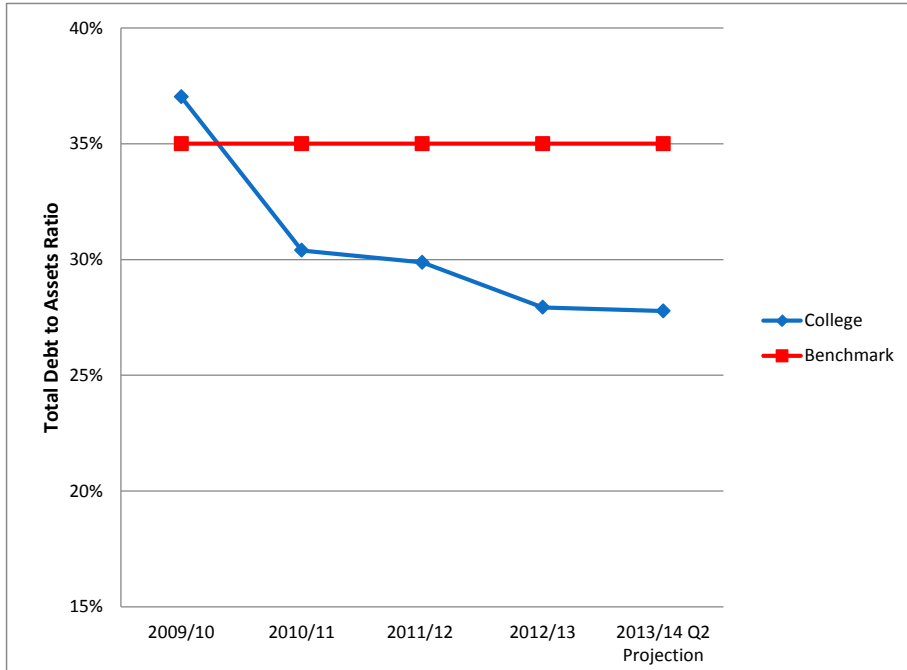
Fiscal performance indicator testing the college's ability to pay its short term maturing obligations (e.g. biweekly payroll payments).

**Benchmark:**

Less than 1.00 is typically a concern because it begins to indicate that a college may not be able to meet its short term obligations.

**Note:** *When including surplus cash invested in longer term investments (greater than 1 year) Algonquin's Quick Ratio is at 2.2 at Q2 2013/14.*

Managing Debt: Total Debt to Assets Ratio



**Objective:**

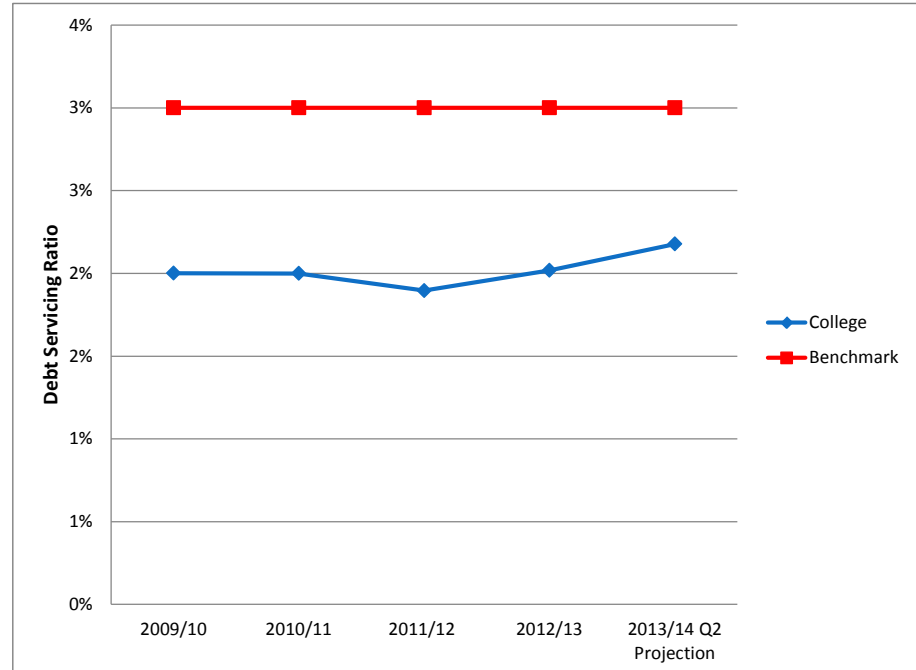
Measures the proportion of total assets that are financed by debt. A high or increasing value may be predictive of future liquidity problems or a reduced ability to borrow money in the future.

**Benchmark:**

Greater than 35% leads to a concern as this may indicate that a college will not be able to finance their ongoing operations due to the debt burden.

**Note:** Compare with 2003/04 Total Debt to Assets Ratio of 52%

Managing Debt: Debt Servicing Ratio



**Objective:**

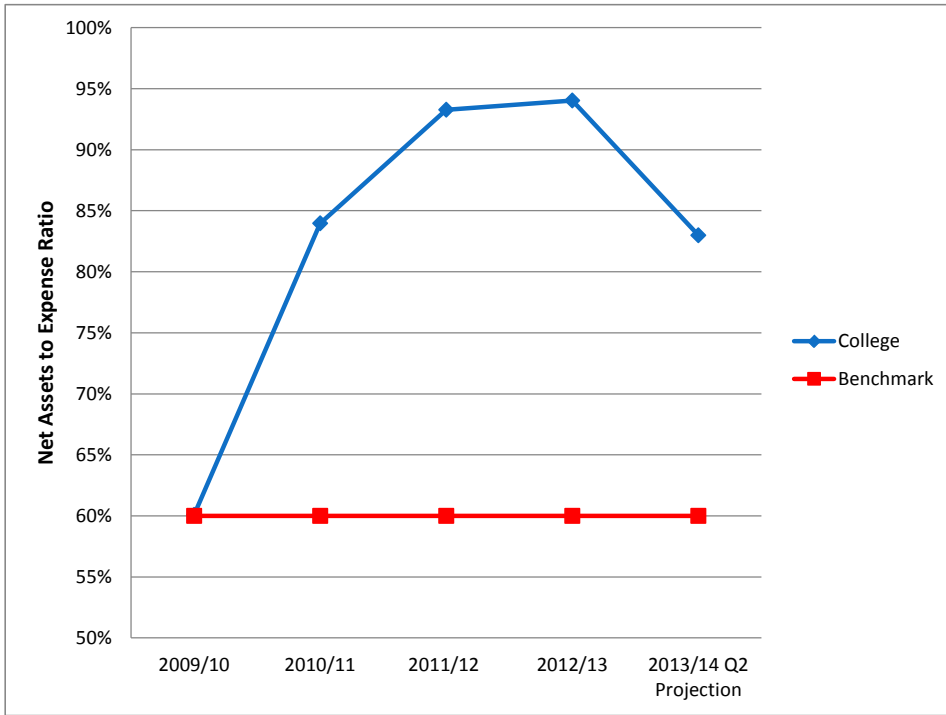
This ratio measures the College's spending on servicing the debt portfolio and could be used as an indicator that the college may be over-leveraged in debt.

**Benchmark:**

A ratio greater than 3% indicates that the college is spending less than 97% on core services which leads to a possibility that the college may be over-leveraged with debt payments.

**Note:** Compare with 2003/04 Debt Servicing Ratio of 2.7%

Operating Results: Net Assets to Expense Ratio



**Objective:**

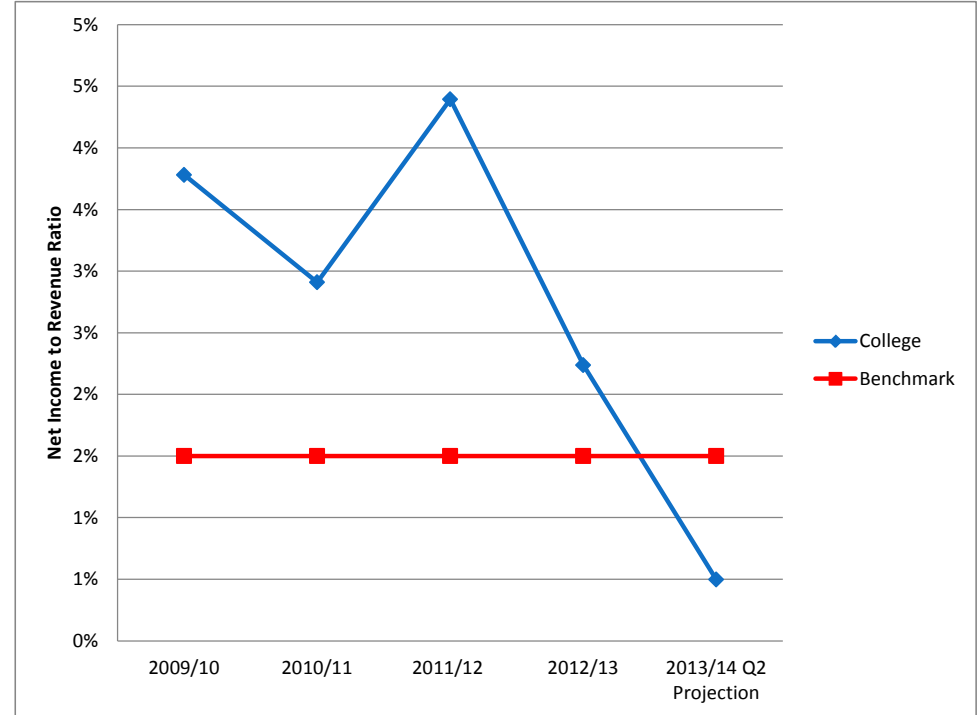
A traditional indicator to ascertain the ability of a college to continue operations in the event there is a delay in revenue streams.

**Benchmark:**

Less than 60% may be a concern since it could indicate that a college may not have sufficient internally accumulated resources in the future to fund operations and may be heading towards a deficit position. A negative percentage indicates the college is already in a deficit position.

**Note:** Compare with 2003/04 Net Assets to Expense Ratio of 48%

Operating Results: Net Income to Revenue Ratio



**Objective:**

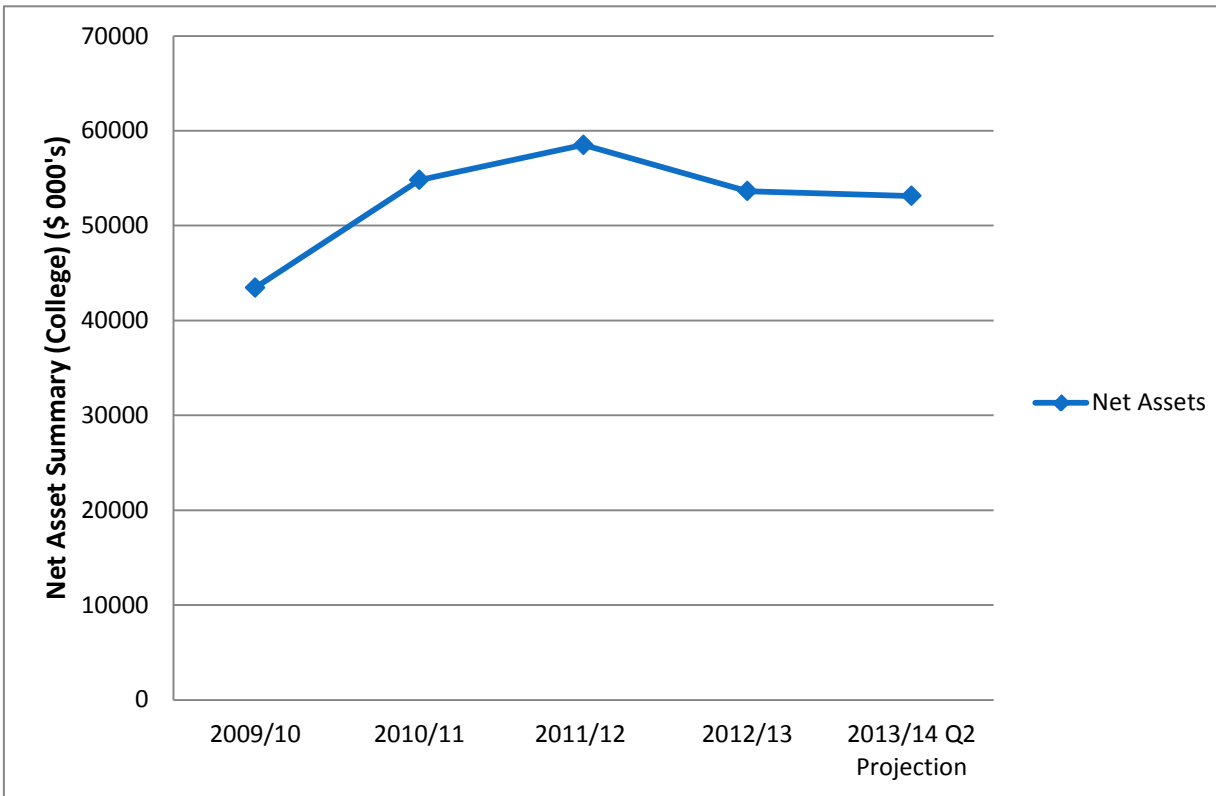
This ratio is an indicator of fiscal performance that measures the extent of a balanced budget.

**Benchmark:**

Less than 1.5% may be a concern because it may indicate that the college may not be able to recover from a deficit position in a reasonable period of time.

**Note:** Compare with 2003/04 Net Income to Revenue Ratio of (0.24)%

**Net Assets: Net Asset Summary**



**Objective:**

To measure a net asset balance for operating purposes.

**Benchmark:**

Less than zero indicates an accumulated deficit.

**Note:** Compare with 2003/04 Net Assets Summary of **\$(5,143k)**

	Approved Annual Budget	Q2 Year-End Projection	Q2 vs. Approved Variance F/(U)	Variance as % of Budget
<b>Funded Activity/College Operations</b>				
Revenue	\$ 197,985	\$ 199,782	\$ 1,797	1%
Expenditures	194,571	192,879	1,692	1%
Net Contribution	3,414	6,903	3,489	102%
<b>Contracts &amp; Other Non-Funded Activity</b>				
Revenue	27,866	27,564	(301)	-1%
Expenditures	25,716	25,583	133	1%
Net Contribution	2,150	1,981	(168)	-8%
<b>College Ancillary Services</b>				
Revenue	40,285	40,963	678	2%
Expenditures	33,613	35,029	(1,416)	-4%
Net Contribution	6,672	5,934	(737)	-11%
<b>International Education Centre</b>				
Revenue	14,864	15,580	716	5%
Expenditures	11,262	11,637	(375)	-3%
Net Contribution	3,602	3,943	341	9%
<b>Strategic Investment Priorities* page 13</b>				
Revenue	2,900	5,837	2,937	101%
Expenditures	16,433	22,622	(6,189)	-38%
Net Contribution	(13,533)	(16,785)	(3,252)	24%
<b>Non-Cash Revenue Adjustments</b>				
Capital Grants recorded as Deferred Capital Contributions	(2,560)	(2,560)	-	0%
Amortization of Deferred Capital Contributions	7,900	8,000	100	1%
<b>Non-Cash Expenditure Adjustments</b>				
Expenditures to be Capitalized	7,000	7,500	500	7%
Amortization Expense	(15,000)	(15,000)	-	0%
Change in Vacation, Sick Leave & Post-Employment Benefits	1,168	1,477	309	26%
<b>Net Contribution as per Public Sector Accounting Standards (PSAS)***</b>				
	\$ 812	\$ 1,394	\$ 582	72%

\* See Strategic Investment Priorities Schedule for details.



2013/2014 2nd Quarter Financial Report  
 STATEMENT OF FINANCIAL POSITION  
 (all figures in \$ 000's)

	March 31, 2014 Approved Annual Budget	March 31, 2014 Q2 Projected	Q2 vs. Approved Variance F/(U)
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash & Short Term Investments	\$ 25,452	\$ 25,837	\$ 385
Accounts Receivable	22,500	17,000	(5,500)
Inventory	1,700	1,900	200
Prepaid Expenses	1,400	1,400	-
	<u>51,052</u>	<u>46,137</u>	<u>(4,915)</u>
<b>Investments</b>	<b>47,269</b>	<b>47,983</b>	<b>714</b>
<b>Endowment Assets</b>	<b>17,656</b>	<b>18,510</b>	<b>854</b>
<b>Capital Assets</b>	<b>275,799</b>	<b>272,219</b>	<b>(3,580)</b>
<b>TOTAL ASSETS</b>	<b>\$ 391,776</b>	<b>\$ 384,849</b>	<b>\$ (6,927)</b>
<b>LIABILITIES &amp; NET ASSETS</b>			
<b>Current Liabilities</b>			
Accounts Payable & Accrued Liabilities	\$ 20,000	\$ 15,000	\$ (5,000)
Accrued Salaries & Employee Deductions Payable	6,000	6,000	-
Deferred Revenue	20,000	20,000	-
Current Portion of Long Term Debt	2,647	2,647	-
	<u>48,647</u>	<u>43,647</u>	<u>(5,000)</u>
<b>Long Term Debt</b>	<b>59,718</b>	<b>59,718</b>	<b>-</b>
<b>Vacation, Sick Leave &amp; Post-Employment Benefits</b>	<b>19,147</b>	<b>18,386</b>	<b>(761)</b>
<b>Deferred Capital Contributions</b>	<b>158,294</b>	<b>160,501</b>	<b>2,207</b>
<b>Interest Rate Swaps</b>	<b>13,916</b>	<b>13,916</b>	<b>-</b>
<b>Net Assets</b>			
Unrestricted	1,000	1,000	-
Investment in Capital Assets	55,140	49,352	(5,788)
Vacation, Sick Leave & Post-Employment Benefits	(19,147)	(18,386)	761
Internally Restricted	51,321	52,121	800
Interest Rate Swaps	(13,916)	(13,916)	-
Endowment Fund	17,656	18,510	854
	<u>92,054</u>	<u>88,681</u>	<u>(3,373)</u>
<b>TOTAL LIABILITIES &amp; NET ASSETS</b>	<b>\$ 391,776</b>	<b>\$ 384,849</b>	<b>\$ (6,927)</b>



	Approved Annual Budget	Q2 Year-End Projection	Q2 vs. Approved Variance F/(U)
<b>FUNDED ACTIVITY/COLLEGE OPERATIONS</b>			
<b>Grants</b>			
Post Secondary Activity	\$ 94,584	\$ 94,183	\$ (401)
Apprentice	4,972	5,021	48
Flow-Through Student Aid	1,710	1,710	-
<b>TOTAL GRANTS</b>	<b>101,266</b>	<b>100,913</b>	<b>(353)</b>
<b>Tuition Fees</b>			
Full-Time Post Secondary	55,557	57,196	1,639
Part-Time	10,544	9,505	(1,038)
Adult Training	884	1,540	656
Student IT & Mobile Computing Fees	6,707	6,872	165
<b>TOTAL TUITION FEES</b>	<b>73,692</b>	<b>75,113</b>	<b>1,421</b>
<b>Contract Educational Services</b>			
Corporate & Other Programs	3,082	3,064	(18)
<b>TOTAL CONTRACT EDUCATIONAL SERVICES</b>	<b>3,082</b>	<b>3,064</b>	<b>(18)</b>
<b>Other</b>			
Early Learning Centre	946	946	-
Student Ancillary Fees	4,612	4,544	(68)
Student Services Grant	-	-	-
Investment Income	1,400	1,108	(292)
Transfer from International Education Centre <sup>1</sup>	5,699	6,234	535
Miscellaneous	7,288	7,860	572
<b>TOTAL OTHER</b>	<b>19,945</b>	<b>20,691</b>	<b>746</b>
<b>TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS</b>	<b>197,985</b>	<b>199,782</b>	<b>1,797</b>
<b>CONTRACTS &amp; OTHER NON-FUNDED ACTIVITY</b>	<b>27,866</b>	<b>27,564</b>	<b>(301)</b>
<b>COLLEGE ANCILLARY SERVICES</b>	<b>40,285</b>	<b>40,963</b>	<b>678</b>
<b>INTERNATIONAL EDUCATION CENTRE</b>	<b>14,864</b>	<b>15,580</b>	<b>716</b>
<b>STRATEGIC INVESTMENT PRIORITIES</b>	<b>2,900</b>	<b>5,837</b>	<b>2,937</b>
<b>TOTAL REVENUE</b>	<b>\$ 283,900</b>	<b>\$ 289,725</b>	<b>\$ 5,827</b>

<sup>1</sup> 50% of full-time tuition fees from International Students is shared with Academic Services (part of Funded Activity/College Operations).

Description	Variance F/(U)	Comments
Post Secondary Activity	\$ (401)	Decrease in Enrolment Growth Grant related to policy lever reductions as per technical paper provided by the Ministry of Training, Colleges and Universities.
Tuition Fees - Full Time Post Secondary	\$ 1,639	3% increase to full-time fees. Updated information provided by the Ministry of Training, Colleges and Universities. Increased enrolment, particularly online programs.
Part-Time	\$ (1,038)	Career and College Preparation Basic Training is now reflected under Adult Training (560k), see below. Reduction in Part-Time funded program enrolment, Business programs(248k). Various other reductions spread out among schools (230k)
Adult Training	\$ 656	Increase in Career and College Preparation Basic Training 560k was budgeted under Part-Time at approved as the ministry was planning to phase out tuition short programs. The ministry has now reversed it's decision. Increase in Language Training 75k for flow through of students now enrolled in full time English training program. Various minor adjustments 21k.
Student IT & Mobile Computing Fees	\$ 165	Increase in Mobile Computing Fees due to increased enrolment in mobile programs.
Investment Income	\$ (292)	Unrealized losses in fixed income investments due to rising interest rates.
Transfer from International Education Centre	\$ 535	Increase in International student enrolment. 50% of full-time tuition fees from International Students is shared with Academic Services (Part of Funded Activity/College Operations)
Miscellaneous	\$ 572	Increase in distance education hosting fees offset by increase in contract services expense. Increase in internal recoveries between College departments offset by increase in Internal charges (other costs) from College departments.
CONTRACTS & OTHER NON-FUNDED ACTIVITY	\$ (301)	Revised projections for 2013-14 School to Work Initiative (881k) flow through contract offset by adjustment to expenses. Nunavut Sivuniksavut 217K and Department of National Defense 125k. New School Contracts Youth Employment Fund 287k and Local Immigration Partnership 145k. New program Women into Electrical Engineering Technology 121k. Decreased enrollment projections for English as Second Language program(257k). Revised projections for Personal Development Institute (104k). Revised revenue projections for various other contracts 46k.
COLLEGE ANCILLARY SERVICES	\$ 678	Bookstore increase in e-text, OC Transpo and computerware \$256k, Tim Hortons \$275k, Residence decrease from summer hotel and academic revenues (\$356k), Estimated insurance proceeds from Residence flood \$453k. Minor adjustments \$50k.  Bookstore revenue decrease due to adoption of e-texts accompanied by reduction in print textbook sales.
INTERNATIONAL EDUCATION CENTRE	\$ 716	Increase in international student enrollment 919k. Revised projections for CADRE (351k). Increase in miscellaneous contracts 148k.
STRATEGIC INVESTMENT PRIORITIES	\$ 2,937	See <i>Strategic Investment Priorities Variances</i> .
Total Explained Variances	\$ 6,266	
Other Minor Variances	\$ (439)	
Total Variance	\$ 5,827	

	Approved Annual Budget	Q2 Year-End Projection	Q2 vs. Approved Variance F/(U)
<b>FUNDED ACTIVITY/COLLEGE OPERATIONS</b>			
<b>TOTAL SALARIES &amp; BENEFITS</b>	\$ 139,781	\$ 138,244	\$ 1,536
<b>Other Operating Costs</b>			
Mandated Student Aid	4,859	4,860	(0)
Contingencies	5,342	4,076	1,266
Long Term Debt Interest	1,024	1,024	
Contract Services	8,089	8,436	(347)
Instructional Supplies & Equipment	3,373	3,476	(103)
Information Technology	5,149	5,249	(100)
Promotion	2,162	2,132	31
Building Maintenance & Utilities	10,098	10,448	(350)
Flow-Through Student Aid	1,710	1,710	-
Cost of Goods Sold	1,021	1,021	
Other	11,963	12,201	(238)
<b>TOTAL OTHER OPERATING</b>	54,790	54,634	158
<b>TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS</b>	<b>194,571</b>	<b>192,879</b>	<b>1,692</b>
<b>CONTRACTS &amp; OTHER NON-FUNDED ACTIVITY</b>	<b>25,716</b>	<b>25,583</b>	<b>133</b>
<b>COLLEGE ANCILLARY SERVICES</b>	<b>33,613</b>	<b>35,029</b>	<b>(1,416)</b>
<b>INTERNATIONAL EDUCATION CENTRE</b>	<b>11,262</b>	<b>11,637</b>	<b>(375)</b>
<b>STRATEGIC INVESTMENT PRIORITIES</b>	<b>16,433</b>	<b>22,622</b>	<b>(6,189)</b>
<b>TOTAL EXPENDITURES</b>	<b>\$ 281,595</b>	<b>\$ 287,750</b>	<b>\$ (6,154)</b>



2013/2014 2nd Quarter Financial Report  
 EXPENDITURES SCHEDULE  
 Variance Analysis (all figures in \$ 000's)

Description	Variance F/(U)	Comments
Total Salaries & Benefits	\$ 1,536	Full-time salary savings due to the timing of new hires in administration, support and academic positions were partially offset by the requirement to backfill with part-time staff, and the additional part-time academic staff required due to the increase over plan in both fall and winter post-secondary enrolments.
Contingencies	\$ 1,266	Contingency for Deferral Fee elimination reversed. Other general contingencies reversed based on most current information.
Contract Services	\$ (347)	Increase in contract services offset by increase in miscellaneous revenue for Distance Education hosting fees. Other minor variances.
Instructional Supplies and Equipment	\$ (103)	Revised projections offset by increased enrollment and revenue
Information Technology	\$ (100)	Revised projections offset by increased enrollment and revenue
Building Maintenance & Utilities	\$ (350)	Revised operating projections for Pembroke campus (155K) and Perth campus (90K) . Revised budget for cleaning contract at Woodroffe campus (105k)
Other	\$ (238)	Increase in internal charges and recoveries between departments offset by increase in miscellaneous revenue
Contract Activity	\$ 133	Reduction in anticipated expenditures at Corporate training center
College Ancillary Services	\$ (1,416)	Revised budget due to the change in management structure and the transition of the residence operation to Campus Living Center (CLC) on May 1, 2013 (774k). Increase in Bookstore cost of goods sold (415k). Opening of Tim Horton's franchise (233k) Minor adjustments 6k .
Strategic Investment Priorities	\$ (6,189)	See Strategic Investment Priorities Variances
Total Explained Variances	\$ (5,808)	
Other Minor Variances	\$ (346)	
Total Variance	\$ (6,154)	

	Approved Annual Budget	Q2 Year-End Projection	Annual Budget vs. Projection Variance F/(U)
<b>Source of Funds</b>			
Facilities Renewal Grant	\$ 600	\$ 600	\$ -
College Equipment Renewal Fund Grant	-	559	559
Apprenticeship Enhancement Fund Grant	-	980	980
Students' Association Contribution (Student Commons & Pembroke)	-	570	570
Capital Campaign	-	700	700
Digital College	2,300	2,428	128
<b>TOTAL SOURCE OF FUNDS</b>	<b>2,900</b>	<b>5,837</b>	<b>2,937</b>
<b>EXPENDITURES:</b>			
<i>Campus Expansion</i>			
Algonquin Centre for Construction Excellence		700	(700)
Pembroke Campus		1,400	(1,400)
Student Commons		1,000	(1,000)
<i>Total Campus Expansion</i>	-	3,100	(3,100)
<i>Other</i>			
Digital College	3,900	3,652	248
College Technologies	2,650	1,204	1,446
College Space & Infrastructure	2,650	4,530	(1,880)
New Program Initiatives	1,000	895	105
Academic & Other Equipment	1,800	1,620	180
Initiatives & Opportunities	4,433	4,790	(357)
Apprenticeship Enhancement Fund (AEF)	-	980	(980)
Appropriations	-	1,851	(1,851)
<i>Total Other</i>	16,433	19,522	(3,089)
<b>TOTAL EXPENDITURES</b>	<b>16,433</b>	<b>22,622</b>	<b>(6,189)</b>
<b>TOTAL NET CONTRIBUTION</b>	<b>\$ (13,533)</b>	<b>\$ (16,785)</b>	<b>\$ (3,252)</b>



2013/2014 2nd Quarter Financial Report  
 STRATEGIC INVESTMENT PRIORITIES SCHEDULE  
 Variance Analysis (all figures in \$000's)

Description	Variance F/(U)	Comments
College Equipment Renewal Fund (CERF)	\$ 559	College Equipment Renewal Fund grant announced after budget was prepared.
Apprenticeship Enhancement Fund Grant	\$ 980	Apprenticeship Enhancement fund grant announced after budget was prepared (offset by equivalent expenditures)
Students' Association Contribution	\$ 570	Reflects carryover of project funding for Student Commons (no change to overall funding).
Capital Campaign	\$ 700	Reflects current year cash flow for capital campaigns.
Digital College - Revenue	\$ 128	Reflects revised project costs and provision adjustments
Algonquin Center for Construction Excellence	\$ (700)	Reflects carryover of project expenses no change to overall cost.
Campus Expansion - Pembroke College	\$ (1,400)	Reflects carryover of project expenses no change to overall cost.
Campus Expansion - Student Commons	\$ (1,000)	Reflects carryover of project expenses no change to overall cost.
Digital College - Expenses	\$ 248	Reflects revised project costs and provision adjustments
College Technologies	\$ 1,446	Reflects revised project costs and provision adjustments including the investment in Evergreening of labs impacted by the Digital College initiative
College Space & Infrastructure	\$ (1,880)	Reflects revised project costs and provision adjustments including investment in Tim Horton's franchise. Incremental planning costs for new Dental lab and moving of leased space back to Woodroffe.
New Program Initiatives	\$ 105	Reflects revised project costs and provision adjustments
Academic & Other Equipment	\$ 180	Reflects revised project costs and provision adjustments
Initiatives & Opportunities	\$ (357)	Reflects revised project costs and provision adjustments
Apprenticeship Enhancement Fund (AEF)	\$ (980)	Apprenticeship Enhancement fund grant announced after budget was prepared (offset by equivalent grant)
Appropriations	\$ (1,851)	Appropriations included on March 31, 2013 year end Financial Statements
Total Explained Variances	\$ (3,252)	
Other Minor Variances	\$ -	
Total Variance	\$ (3,252)	



2013/2014 2nd Quarter Financial Report  
 INTERNALLY RESTRICTED NET ASSETS SCHEDULE  
 (all figures in \$ 000's)

	Year-End Actual March 31, 2013	Projected In-Year Use of Funds (2013/14)	Projected Year- End Adjustments (2013/14)	Projected March 31, 2014 <sup>2</sup>
<b>Appropriations</b>	\$ 2,195	\$ 1,851	\$ (344)	\$ (0)
<b>Specific Reserves:</b>				
Other Projects & Initiatives	19,480	3,846	(272)	15,362
Ancillary Services Reserve Fund	5,642	1,208	1,201	5,636
Employment Stabilization Funds	470	30	102	542
Other Student Aid	18	90	92	20
	25,610	5,174	1,123	21,559
<b>Contingency Reserve Fund</b>	4,500	-	2,750	7,250
<b>Reserve Funds:</b>				
Future Capital Expansion	20,333	700	3,679	23,312
<b>TOTAL INTERNALLY RESTRICTED NET ASSETS*</b>	<b>\$ 52,638</b>	<b>\$ 7,725</b>	<b>\$ 7,209</b>	<b>\$ 52,121</b>
<b>TOTAL UNRESTRICTED NET ASSETS</b>	<b>\$ 1,000</b>			<b>\$ 1,000</b>
<b>Investment in Capital Assets</b>	48,918	-	434	49,352
<b>Vacation, Sick Leave &amp; Post-Employment Benefits</b>	(19,863)	-	1,477	(18,386)
<b>Interest Rate Swaps</b>	(13,723)	-	(193)	(13,916)
<b>Endowment Fund</b>	17,911	-	599	18,510
<b>TOTAL NET ASSETS</b>	<b>\$ 86,881</b>	<b>\$ 7,725</b>	<b>\$ 9,525</b>	<b>\$ 88,681</b>

\* Budgeted balances of Internally Restricted Net Assets and Unrestricted Net Assets includes the impact of budgeted expenditures from Appropriations, Specific Reserves and Reserve Funds and contributions to Reserve Funds for the fiscal year 2013/2014

	Approved Annual Budget 2013/14				Position Changes			Full-Time Funded at Q2 2013/2014				Total Staffed at Sept 30/13	Total Vacant at Sept 30/13	Vacant Admin	Vacant Support	Vacant Academic	
	Admin	Support	Academic	Total	Positions Opened	Positions Closed	Positions Transferred	Admin	Support	Academic	Total						
<b>President &amp; Board of Governors</b>																	
President's Office	3	-	-	3				3	-	-	3	3	-	-	-	-	-
<b>Human Resources</b>																	
Human Resources	22	2	1	25				22	2	1	25	24	1	1	-	-	-
<b>Administration</b>																	
Vice-President's Office	2	-	-	2				2	-	-	2	2	-	-	-	-	-
College Ancillary Services	17	70	-	87				17	70	-	87	85	2	-	2	-	-
Finance & Administrative Services	7	28	-	35				7	28	-	35	33	2	-	2	-	-
Information Technology Services	9	68	-	77	2			11	68	-	79	76	3	-	3	-	-
Physical Resources	15	39	-	54				15	39	-	54	50	4	1	3	-	-
<b>Total</b>	<b>50</b>	<b>205</b>	<b>-</b>	<b>255</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>52</b>	<b>205</b>	<b>-</b>	<b>257</b>	<b>246</b>	<b>11</b>	<b>1</b>	<b>10</b>	<b>-</b>	<b>-</b>
<b>Student Services</b>																	
Vice-President's Office	2	-	-	2				2	-	-	2	2	-	-	-	-	-
Student Support Services	10	36	18	64			1	10	37	18	65	64	1	1	-	-	-
Algonquin College Foundation Registrar	4	2	-	6				4	2	-	6	6	-	-	-	-	-
<b>Total</b>	<b>26</b>	<b>96</b>	<b>18</b>	<b>140</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>26</b>	<b>97</b>	<b>18</b>	<b>141</b>	<b>139</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Academic Services</b>																	
Vice-President's Office	14	3	17	34	2	(1)	-	16	6	13	35	24	11	1	-	-	10
School/College Work Initiative	-	1	-	1				-	1	-	1	1	-	-	-	-	-
Faculty of Arts, Media & Design	7	27	111	145			1	7	27	112	146	140	6	-	1	5	-
School of Business	5	8	85	98	1			5	9	85	99	97	2	-	1	1	-
School of Hospitality & Tourism	3	9	39	51			1	3	9	40	52	49	3	1	-	2	-
Faculty of Technology & Trades	6	26	142	174			1	6	26	143	175	170	5	1	1	3	-
Algonquin College Heritage Institute	2	11	11	24	1	(1)	1	3	10	12	25	24	1	-	1	-	-
Faculty of Health, Public Safety & Community Studies	8	31	123	162				8	31	123	162	151	11	2	-	-	9
Learning & Teaching Services	3	7	1	11		(1)	(4)	1	5	-	6	6	-	-	-	-	-
Mobile Computing	-	7	-	7				-	7	-	7	6	1	-	1	-	-
Centre for Continuing and Online Learning	4	17	-	21			1	4	18	-	22	21	1	-	1	-	-
Personal Development Institute	-	3	-	3			(1)	-	2	-	2	2	-	-	-	-	-
Applied Research & Development	2	1	-	3				2	1	-	3	1	2	1	1	-	-
Business Development & Corporate Training	7	4	-	11	1	(1)	(2)	6	3	-	9	6	3	3	-	-	-
International & Corporate Business Development	7	9	21	37				7	9	21	37	33	4	1	-	-	3
Algonquin College in the Ottawa Valley	6	29	26	61			1	6	29	27	62	60	2	-	1	-	1
<b>Total</b>	<b>74</b>	<b>193</b>	<b>576</b>	<b>843</b>	<b>5</b>	<b>(4)</b>	<b>(1)</b>	<b>74</b>	<b>193</b>	<b>576</b>	<b>843</b>	<b>791</b>	<b>52</b>	<b>10</b>	<b>8</b>	<b>34</b>	<b>-</b>
<b>Advancement</b>																	
Executive Director's Office	3	2	-	5				3	2	-	5	5	-	-	-	-	-
Recruitment	2	7	-	9				2	7	-	9	9	-	-	-	-	-
College Marketing	1	10	-	11				1	10	-	11	10	1	-	1	-	-
<b>Total</b>	<b>6</b>	<b>19</b>	<b>-</b>	<b>25</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6</b>	<b>19</b>	<b>-</b>	<b>25</b>	<b>24</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>
<b>COLLEGE TOTAL</b>	<b>181</b>	<b>515</b>	<b>595</b>	<b>1,291</b>	<b>7</b>	<b>(4)</b>	<b>-</b>	<b>183</b>	<b>516</b>	<b>595</b>	<b>1,294</b>	<b>1,227</b>	<b>67</b>	<b>14</b>	<b>19</b>	<b>34</b>	<b>-</b>

The complement report represents the total number of positions for each of the College's major areas assuming the proposed budget is accepted. Not all positions are 100% funded in the budget as some positions are vacant at the start of the year and other positions have a start date projected for other than April 1st.



# ALGONQUIN COLLEGE

<b>Presentation to:</b>	Board of Governors
<b>Subject:</b>	2014/15 Budget Assumptions and 3 Year Pro Forma
<b>Date:</b>	December 9, 2013
<b>Presenter(s):</b>	Duane McNair, Vice-President, Finance and Administration

## Purpose

To provide preliminary information about the 2014/15 Budget Assumptions and 3-Year Pro Forma.

## Background

The Ontario government has continued to report that it intends to eliminate the province's annual deficit which includes reductions in funding for the College Sector. The estimated impact of the 2<sup>nd</sup> year of these reductions (compared to 2012/13) is provided in the chart below:

<b>Provincial Budget Measure</b>	<b>2014/15</b>
International Student Recovery Fee	\$ (891,000)
Elimination of Small Northern and Rural Grant	\$ (1,800,000)
'Policy Levers' - Operating Grant Reductions	\$ (1,500,000)
International Student Municipal Tax	\$ (72,000)
<b>Total Impact on Algonquin College</b>	<b>\$ (4,263,000)</b>

## Discussion/Considerations

The 2013/14 Q2 Financial Report (reported separately) is projecting a positive yearend net contribution. However, current provincial funding reductions and increased cost pressures continue to present challenges in balancing the annual in-year budget.

The College Budget Committee (CBC), a team of Deans and Directors, was established in early spring to begin the process of developing the budget assumptions and the preliminary 3-Year Pro-Forma. The attached report (see Appendix – Pro Forma Summary) provides preliminary estimates for 2014/15 to 2016/17. The CBC has worked collaboratively to achieve a balanced budget for Funded Activity. Non-Funded Activities and Strategic Investment Priorities are still under development and will be presented as part of the 2014/15 Annual Budget presentation to the Board in February 2014.

The preliminary pro forma for 2014/15 includes the following assumptions:

- 3% full-time post-secondary enrolment growth
- 3% price increase for full-time tuition and ancillary fees
- Decrease of \$1.5 million to General Purpose Operating Grant
- \$3.6 million increase in Enrolment Growth Grant (due to enrolment growth achieved in 2011/12 and 2012/13)
- Salaries and benefits estimates based on current collective agreements and legislation
- 0%-2% increase for most other operating expenditures
- No new funding is expected for capital projects that the College is planning for, including the Dental lab upgrade and the relocation of programs from the leased space at Confederation High School to the Woodroffe campus.

Funded Activity for 2014/15 and beyond is projected to produce a cash net contribution that will be sufficient to annually fund \$2 million in contributions to Reserve Funds, \$250K in contributions to a new Infrastructure Renewal Fund and to fund the principal portion of long-term debt payments.

The pro forma for Net Assets is projected to result in a positive fiscal year-end balances for Unrestricted Net Assets plus Internally Restricted Net Assets. This is compliant with the Ministry's Business Plan Directive on Deficit Recovery Plans and the College's Board Financial Management Policy.

### **Recommendation**

That the Board of Governors accepts the 2014/15 budget assumptions and 3-year pro forma report as presented.



Preliminary Pro Forma Summary  
 Board of Governors - December 9, 2013  
 (all figures in \$ 000's)

	Approved Annual Budget	Q2 Year-End Projection	Pro Forma 2014/15	Pro Forma 2015/16	Pro Forma 2016/17
<b>Funded Activity/College Operations</b>					
Revenue	\$ 197,985	\$ 199,782	\$ 210,107	\$ 217,610	\$ 223,648
Expenditures	194,571	192,879	207,106	214,568	220,563
Net Contribution	3,414	6,903	3,001	3,042	3,085
<b>Contracts &amp; Other Non-Funded Activity</b>					
Revenue	27,866	27,564	27,866	27,866	27,866
Expenditures	25,716	25,583	25,716	25,716	25,716
Net Contribution	2,150	1,981	2,150	2,150	2,150
<b>College Ancillary Services</b>					
Revenue	40,285	40,963	43,369	46,358	49,061
Expenditures	33,613	35,029	36,212	38,127	40,178
Net Contribution	6,672	5,934	7,158	8,231	8,883
<b>International Education Centre</b>					
Revenue	14,864	15,580	18,950	24,932	29,368
Expenditures	11,262	11,637	13,192	15,648	17,360
Net Contribution	3,602	3,943	5,758	9,284	12,008
<b>Strategic Investment Priorities*</b>					
Revenue	2,900	5,837	600	600	600
Expenditures	16,433	22,622	19,800	28,820	31,000
Net Contribution	(13,533)	(16,785)	(19,200)	(28,220)	(30,400)
<b>Non-Cash Revenue Adjustments</b>					
Capital Grants recorded as Deferred Capital Contributions	(2,560)	(2,560)	(1,000)	(1,000)	(1,000)
Amortization of Deferred Capital Contributions	7,900	8,000	7,000	7,000	7,000
<b>Non-Cash Expenditure Adjustments</b>					
Expenditures to be Capitalized	7,000	7,500	7,500	7,500	7,500
Amortization Expense	(15,000)	(15,000)	(15,000)	(15,000)	(15,000)
Change in Vacation, Sick Leave & Post-Employment Benefits	1,168	1,477	171	35	(7)
<b>Net Contribution as per Public Sector Accounting Standards (PSAS)***</b>					
	\$ 812	\$ 1,393	\$ 1,439	\$ (3,116)	\$ (1,964)



Preliminary Pro Forma Summary  
 Board of Governors - December 9, 2013  
 (all figures in \$ 000's)

	Approved Annual Budget	Q2 Year-End Projection	Pro Forma 2014/15	Pro Forma 2015/16	Pro Forma 2016/17
<b>Net Assets</b>					
Unrestricted	\$ 1,000	\$ 1,000	1,000	1,000	1,000
Investment in Capital Assets	55,140	49,352	50,500	51,810	53,294
Vacation, Sick Leave and Post Employment Benefits	(19,147)	(18,386)	\$ (18,215)	\$ (18,180)	\$ (18,187)
<b>Internally Restricted</b>					
Appropriations	-	(0)	1,000	1,000	1,000
Specific Reserves	21,264	21,559	18,301	10,390	3,664
Contingency Reserve Fund	7,250	7,250	8,250	8,521	8,916
General Reserve Fund	22,807	23,312	24,691	27,869	30,760
Interest Rate Swaps	(13,916)	(13,916)	(13,638)	(13,365)	(13,098)
Endowments	17,656	18,510	19,110	19,710	20,310
<b>Total Net Assets</b>	<b>\$ 92,054</b>	<b>\$ 88,681</b>	<b>\$ 90,999</b>	<b>\$ 88,755</b>	<b>\$ 87,659</b>



<b>Presentation to:</b>	Board of Governor's
<b>Subject:</b>	Dental Facilities / Confederation High School Repatriation Project
<b>Date:</b>	December 9, 2013
<b>Presenter(s):</b>	Claude Brulé, Vice-President, Academic Duane McNair, Vice-President, Finance and Administration

### **Purpose**

To seek approval for capital investment in the order of \$6.7M for a major renovation project at the Woodroffe campus related to:

- The expansion and modernization of the Dental programs facilities in Building J, and
- The repatriation to Building A of the Hair Stylist/Hairstylist Apprenticeship and Esthetician programs activity from Confederation High School and the relocation of the Massage Therapy program activity from Building J.

### **Background**

1. Attachments:

- Powerpoint - "Dental Program Renovation and Hair Stylist, Esthetician Repatriation and Massage Therapy Relocation Projects"
- PDF - "Dental Program Capital Project Business Case"
- PDF - "Hair Stylist/Hairstylist Apprenticeship, Esthetician Program Repatriation and Massage Program Relocate Project Business Case"

2. Dental Programs Renovation Project: This project will result in the modernization of the dental facilities in Building J at the Woodroffe Campus. This renovation includes the current patient clinic (operatory) space, sterilization lab, the staff and student locker rooms, storage areas, and staff offices. The Dental Hygiene program moved from a two to a three year diploma in 2011 resulting in a major curriculum review and implementation of the third year in Fall 2013. The academic team has committed to reviewing the implications and opportunities of an accelerated program delivery, essentially offering three years in a compressed two year timeframe. The current space has deficiencies in sterilization and inadequate space in the operatories. In addition technologic practices have evolved to include digital radiography and electronic patient records. These practices would be incorporated into the renovated space.

3. Hair Stylist, Esthetician Programs Repatriation and Massage Therapy

- Program Relocation Project: This project uses a “bundle for value” approach to resolve 2 facility needs by creating a new storefront opportunity in Building A. It repatriates the Hair Stylist, Hairstylist Apprenticeship, and Esthetician program activity from Confederation High School to the Woodroffe campus and it relocates the Massage Therapy program activity displaced from Building J by the Dental Programs Renovation Project. Design of this storefront environment will reflect the “spa” characteristics of the Hair Stylist / Esthetician activity while respecting the “therapeutic treatment” nature of Massage Therapy.
4. Phase 1 of a College-wide Initiative: Both projects are being planned using Integrated College Development Planning principles as “Phase 1” of a Healthy Living Education (HLE) initiative. Advancing the FY 2013/14 Business Plan objective AE2.7 related to the College’s Health and Wellness vision and business framework, the HLE initiative represents significant program, development and employee engagement opportunities for the College. Appendix A in the attached Powerpoint provides some background on the discussions to-date related to HLE. These projects are being planned as prototype learning enterprise nodes within the College-wide HLE initiative. A fuller discussion of the HLE initiative will be brought to the Board at a future date (to be determined).
  5. Schedule: Both portions of this project need to be completed by mid-August 2014 in order to be ready to receive students for the Fall term. This requires an aggressive but achievable schedule to complete the planning, design and tendering of the work in order that construction can begin immediately following the completion of the Winter term.
  6. Financial Sustainability: The Dental programs and the Hairstylist and Esthetician programs will generate a forecasted combined net contribution in 2014/15 of \$1.59 million (after space and depreciation costs) to College overhead and support costs. This investment will enable the College to continue to generate this significant net contribution on a recurring annual basis. The anticipated return on investment is projected at 3.55 years for the Dental project and at 2.14 years for the Hair Stylist / Hairstylist Apprenticeship / Esthetician / Massage Therapy project.
  7. Indicative Costing: The combined indicative costing of the two projects is currently estimated at \$6.7M. The current costs are indicative (approximate) at this time as the design for the project has not been completed. A substantive (accurate) estimate will be included with the February budget submission. (Note: Refer to Appendix B of the attached Powerpoint for more a more detailed clarification of cost estimate accuracy.)
  8. Funding: Proposed funding for the project has been structured as follows:

2013/14 Strategic Investment Priorities Funding	\$ 650,000
2014/15 Strategic Investment Priorities Funding	
Internally Restricted Net Assets: Specific Reserves	4,500,000
2014/15 Net Contribution from Non-Funded Activity	<u>1,550,000</u>
<b>TOTAL COMBINED PROJECT FUNDING</b>	<b>\$ 6,700,000</b>

(Refer to Appendix A for Projected Strategic Investment Priorities – Estimated Sources of Funds and Investment Requirements for 5-year forecast).

### **Recommendation**

1. That the Board of Governors approves the capital investment required to complete this work based on the indicative costing of \$6.7M.

**APPENDIX A: PROJECTED STRATEGIC INVESTMENT PRIORITIES**  
**ESTIMATED SOURCES OF FUNDS AND REQUIREMENTS OVER NEXT 5 YEARS**

<i>in 000s</i>	2014/15	2015/16	2016/17	2017/18	2018/19	5-YEAR TOTALS
<b>SOURCES OF FUNDS</b>						
Specific Reserves						
Finance/HR Enterprise Resource Planning System	2,000	-	-	-	-	<b>2,000</b>
Re-patriate Hair Stylist/Esthetician Programs from Confederation High School	1,000	-	-	-	-	<b>1,000</b>
Upgrade Dental Lab	3,500	-	-	-	-	<b>3,500</b>
Ancillary Reserves	1,360	1,000	1,000	1,000	1,000	<b>5,360</b>
Grants						
Facilities Renewal Grant	600	600	600	600	600	<b>3,000</b>
Funded Activity	800	900	1,000	1,100	1,200	<b>5,000</b>
Non-Funded Activity						
Contract and Other Non-Funded Activity	2,150	2,258	2,370	2,489	2,613	<b>11,880</b>
College Ancillary Services	4,251	5,205	5,729	6,000	6,276	<b>27,461</b>
International Education Centre	5,757	9,284	12,008	12,148	6,269	<b>45,466</b>
Other Sources To Be Identified:						
Capital Campaigns, Specific Reserves, Capital Grants, Strategic Partnerships, etc.	-	9,574	8,293	58,513	15,242	<b>91,622</b>
<b>TOTAL ESTIMATED SOURCES OF FUNDS</b>	<b><u>\$ 21,418</u></b>	<b><u>\$ 28,820</u></b>	<b><u>\$ 31,000</u></b>	<b><u>\$ 81,850</u></b>	<b><u>\$ 33,200</u></b>	<b><u>\$ 196,289</u></b>
<b>INVESTMENT REQUIREMENTS</b>						
College Technologies	\$ 5,000	\$ 6,170	\$ 7,500	\$ 8,000	\$ 8,500	\$ <b>35,170</b>
College Space & Infrastructure	10,000	17,500	17,500	17,500	17,500	<b>80,000</b>
New Programs/Curriculum Development	1,000	1,250	1,500	1,750	2,000	<b>7,500</b>
Academic & Other Equipment	1,800	1,900	2,000	2,100	2,200	<b>10,000</b>
Initiatives & Opportunities	2,000	2,000	2,500	2,500	3,000	<b>12,000</b>
120,000 Gross Square Foot Facility in 2017/18	-	-	-	50,000	-	<b>50,000</b>
<b>TOTAL ESTIMATED REQUIREMENTS</b>	<b><u>\$ 19,800</u></b>	<b><u>\$ 28,820</u></b>	<b><u>\$ 31,000</u></b>	<b><u>\$ 81,850</u></b>	<b><u>\$ 33,200</u></b>	<b><u>\$ 194,670</u></b>





**DENTAL PROGRAM CAPITAL  
PROJECT  
AND  
HAIR STYLIST/HAIRSTYLIST  
APPRENTICESHIP,  
ESTHETICIAN PROGRAMS  
REPATRIATION AND  
MASSAGE THERAPY  
PROGRAM RELOCATE  
PROJECT**

**Presentation to Board of  
Governors**

**December 9, 2013**

# Dental Program Capital Project

## Drivers of Change

- Present facilities do not reflect current state of practice, and in some cases are not operating as intended (sterilization room) which poses a risk to program accreditation;
- Program standards are evolving as a result of new technologies (e.g. digital radiography, electronic patient records) which must be integrated into the dental curriculum and facilities;
- A third year has been added to the Dental Hygiene program through a provincial consultation process, putting pressures on the existing facilities;
- Opportunity to showcase a storefront / learning enterprise model that provides a broader set of dental care services to our students and external community;
- Strengthen ability to help address industry problems through an incubator clinic for applied research in dental care;
- Increased opportunities for intra- and inter-professional education in health.



# Hairstylist, Esthetics Programs Repatriation and Massage Therapy Program Relocation

## Drivers of Change

- New Ministry requirements as Ontario College Diploma (OCD) increased from 1500 hours to 1725 hours, including additional hours for General Education and Communication courses;
- Current Non-Semester Diploma Program (NSDP) at 35+ hours/week for students - already excessive;
- Current premises are sub-standards and do not meet program requirements; and
- Significant negative impact on past Key Performance Indicator (KPI) results.



# Emerging Indicative Cost Picture:

## Total \$6.7M

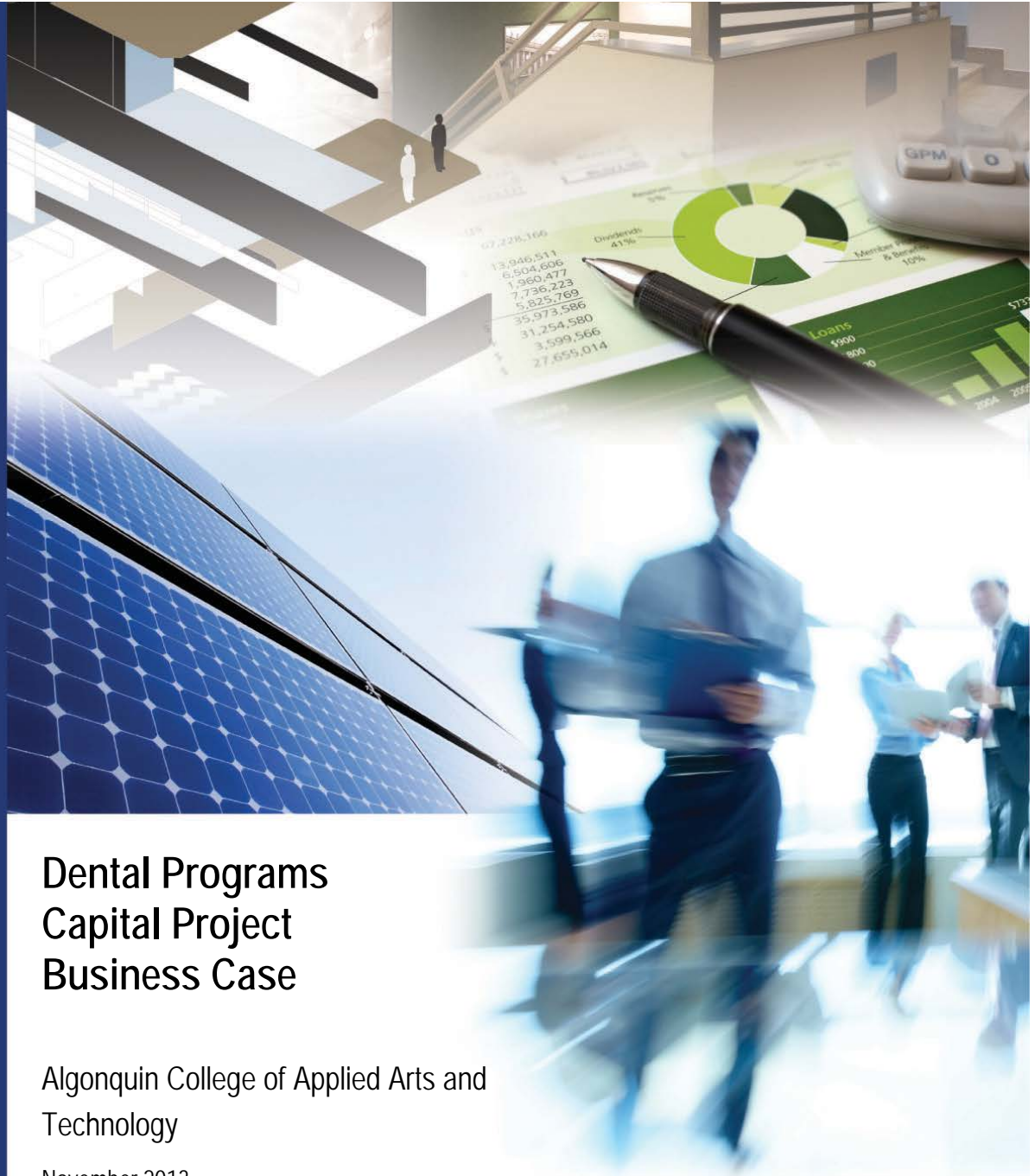
Dental Program Capital Project  
– Building J

Activity	Est. Cost	Accuracy
Expansion / Renewal of Dental Clinic	\$3.2M	Class C
Reinstatement of Displaced Offices (Building J)	\$0.23M	Class G
<i>Subtotal:</i>	<i>\$3.43M</i>	<i>Varies</i>
Correction of Base Building J Mechanical (HVAC)	\$0.26M	Class C
<b>Total:</b>	<b>\$3.69M</b>	<i>Varies</i>

Hair Stylist/Hairstylist, Esthetician Program Repatriation and Massage Therapy Program Relocate Project  
– Building A

Activity	Est. Cost	Accuracy
Relocation of Massage Therapy Activity	\$0.51M	Class G
Repatriation of Hair Stylist/Hairstylist and Esthetician Activity	\$1.4M	Class G
Relocation of Other Activity Displaced from Building A	\$0.6M	Class G
Base Building Uncertainties	\$0.5M	Class G
<b>Total:</b>	<b>\$3.01M</b>	Class G





## Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and  
Technology

November 2013

**mhpm**  
PROJECT LEADERS

Managing risk. Maximizing opportunity.

## Version History

Date	Document Version	Document Revision History	Document Author/Reviser
November 12, 2013	1.0	Initial draft	Dean Plater, MHPM
November 13, 2013	1.1	Len Trembley review and comments	Dean Plater, MHPM
November 14, 2013	1.2	Lisa Chillingworth review and comments	Dean Plater, MHPM
November 14, 2013	1.3	Dr. Barb Foulds review and comments	Dean Plater, MHPM
November 18, 2013	1.4	VP/Academic overheads removed from calculations per BF/DO	Dean Plater, MHPM
November 27, 2013	1.5	John Tattersall Guidance and Comments	Dean Plater, MHPM
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November 28, 2013	1.7	John Tattersall Comments	Dean Plater, MHPM
November 29, 2013	1.8	Final Edits	Phil Rouble, Algonquin
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## Acknowledgements

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November 28<sup>th</sup>, 2013

820314-0009

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# Dental Programs Capital Project Business Case



## Table of Contents

- 1. Executive Summary .....3**
  - 1.1. Business Case Purpose .....3
  - 1.2. Timeline .....4
  - 1.3. Business Opportunity/Problem.....4
  - 1.4. The Current Situation.....4
  - 1.5. Options.....5
  - 1.6. Financial Feasibility.....5
  - 1.7. Recommendation .....6
  
- 2. Introduction ..... 7**
  - 2.1. Background .....7
  - 2.2. Context.....8
  - 2.3. Algonquin College Vision, Mission and Values.....9
  - 2.4. Business Opportunity.....9
  - 2.5. Current Situation..... 10
  - 2.6. Scope ..... 11
  - 2.7. Constraints and Assumptions..... 11
  
- 3. Option 1: Dental Clinic Area Retrofit .....13**
  - 3.1. Description of Option ..... 13
  - 3.2. Cost of Project ..... 13
  
- 4. Option 2: Status Quo .....14**
  - 4.1. Description of Option ..... 14
  - 4.2. Cost of Construction ..... 14

**5. Options Analysis .....15**

    5.1. Evaluation of Options..... Error! Bookmark not defined.

**6. Conclusion and Recommendation.....17**

    6.1. Qualitative/Quantitative Rationale ..... 17

    6.2. Feasibility..... 17

    6.3. Business Impact Analysis ..... 18

    6.4. Recommendation ..... 18

**7. References .....19**

**Appendix 1 - Program Operating Data.....20**

**Appendix 2 - Return on Investment and Net Present Value Formulas21**

**Appendix 3 – Construction Budget Details (Class C) .....22**

# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



## 1. Executive Summary

### 1.1. Business Case Purpose

Algonquin College of Applied Arts and Technology (Algonquin) is considering a project that will result in the renovation of the dental facility at the Woodroffe Campus. This renovation includes the current patient clinic space, the staff and student locker rooms, storage areas, and staff offices. A renovation of the Dental facility will result in a relocation of the existing Massage Therapy clinic as well as office space.

This project supports the strategic plan as the Dental Assisting (I/II) and Dental Hygiene Programs foster environments of applied learning and are examples of a learning enterprise within the Healthy Living Education Vision. The purpose of this business case is to analyze the options relating to the dental facilities redevelopment project and the domino effect of relocation of the Massage Therapy Clinic. This business case will take into consideration the following aspects of the project:

- Financial values of the project
- Scopes of work
- Performance metrics
- Assumptions
- Schedule
- High level risks
- Resourcing
- Opportunity costs
- Strategies and tactics for implementation
- Recommendations and next steps
- Other propositions of value

Through a collaborative process, staff and faculty consultations were carried out in order to develop the project scope and to provide the inputs for the development of this business case

# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



## 1.2. Timeline

As a significant impact to the regular program curriculum is not permitted, it is anticipated that the construction phase of the project will commence in May 2014 with final completion prior to the end of August 2014. Design and engineering will be completed in advance of the construction starting in May of 2014.

## 1.3. Business Opportunity/Problem

The Dental clinic is an example of a learning enterprise that brings the community to the college to receive basic dental assessment and treatment at a lower cost to the consumer. Employer demand for Dental Programs graduates are cyclical, and subject to market forces. Currently there is a high demand for the Dental Assisting graduates and a lesser demand for Dental Hygiene graduates. To further complicate the situation, there appears to be a decline in application to the program as a result of a high level of qualified dental hygienists in the marketplace.

The Dental Hygiene program moved from a two- to a three-year diploma in 2011 resulting in a major curriculum review and implementation of the third year in Fall 2013. The current space has deficiencies in sterilization and inadequate space in the operatories. In addition, technologic practices have evolved to include digital radiography and electronic patient records. In order for the programs to remain current, these practices would be incorporated into the renovated space.

## 1.4. The Current Situation

The current dental clinic area has reached a point of architectural and functional obsolescence. It is also understood that there are accreditation issues with the current sterilization area and that improvements are required.

# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



There have been historical challenges with the base-building mechanical systems in J building. This project will afford the college an opportunity to remediate the deficiencies in conjunction with the project.

## 1.5. Options

This business case examines two Options:

Option 1 Retrofit of the Dental Program Clinic

Option 2 Status Quo

### 1.5.1. Preferred Option

The preferred option is to move forward with Option 1, that will bring the entire space up to a more appropriate level of architectural and operational functionality. This option represents the best solution to modernize the clinic, address the historical base mechanical issues, correct the sterilization deficiencies, deploy current technologies and improve student and staff locker and meeting space.

## 1.6. Financial Feasibility

As a result of the change to a three-year program, other colleges in the system have moved to accelerated program delivery, essentially offering three years in a compressed two-year timeframe. Although some preliminary examination of this approach did occur, this option has not been implemented at Algonquin College. From a financial perspective, this delivery modality may result in a greater return on investment. The program team has committed to undertake a more rigorous review of the implications and opportunities of moving to accelerated program delivery.

# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



The preliminary estimated cost for the project are \$3.69M inclusive of taxes, design, millwork, and project management fees. This is based on a Class "D" estimate as prepared by Hanscomb which was later refined by Algonquin and MHPM to a Class "C" level. The return on investment for the project is 3.55 years when analyzed with the program net operating income. The net present value of the project moves to a favorable positive position between years 2 and 3 which is well in advance of the overall lifecycle expectation for the improvements.

## 1.7. Recommendation

It is recommended that Algonquin proceed with Option 1 recognizing the ongoing and overall contributions that the dental programs make to institution, while addressing the current spacial and functional challenges and the need for technology improvements. The project is further substantiated as it will provide an ideal opportunity to address historic base building mechanical issues and current accreditation issues related to the sterilization area.

# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



## 2. Introduction

### 2.1. Background

Colleges of Applied Arts and Technology were established in 1965 as part of the Ontario system of public community colleges. Algonquin College of Applied Arts and Technology was established in 1967. The College grew from the founding institutions which were the Eastern Ontario Institute of Technology and the Ottawa Vocational Center. Today, Algonquin has three Canadian campuses located in West Ottawa (Woodroffe), Perth, and Pembroke Ontario. There is also a fourth campus located in Jazan, Saudi Arabia. The institution has approximately 180 programs available for students.

The Algonquin College Woodroffe Campus is comprised of approximately twenty facilities configured in a contiguous manner and situated at the intersections of Woodroffe Avenue and Navaho Drive in Ottawa.

In the recent past the College has undergone significant transformation of its facilities including the addition of the Algonquin Centre for Construction Excellence and the most recent addition of the new Student Commons facility.

In the fall of 2011, the 180,000-square-foot Algonquin Centre for Construction Excellence was built to house 600 additional construction seats and provide space for thousands more students studying in related programs. The green, Leadership in Energy and Environmental Design (LEED) Platinum certified building is highlighted as a living teaching laboratory for best practices in sustainable construction.

In the fall of 2012, the Student Commons project provided for a continued partnership between the College and its Students' Association and resulted in a new 110,000-square-foot facility.



# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



## 2.2. Context

Algonquin college is currently in the second year of the 2012 – 2017 Strategic Plan. The Plan is built upon four strategic pillars as illustrated below and twelve specific supporting priorities. This project strives to address the following strategic priorities as identified in the Strategic Plan:

**Goal 1:** Deliver an exemplary applied education and training experience

**Goal 4:** Provide opportunities for every full-time student in Ontario College Credentialed programs to have a work integrated learning experience



Underpinning the Strategic Plan is the 2013 – 2014 Business Plan. This Plan further distills the strategic goals into tactical initiatives with performance measures. The 2014 - 2015 Business Plan was not available at the time of the preparation of this business case. As such, the project linkages to the specific measures and initiatives could not be prepared.



# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



## 2.3. Algonquin College Vision, Mission and Values

Algonquin has adopted the following vision, mission and values which have been considered in the development of this business case and analysis.

**Vision:** "To be a global leader in digitally-connected applied education and training".

**Mission:** "To transform hopes and dreams into skills and knowledge, leading to lifelong career success. Supporting our local communities through outreach activities."

### Values

Caring - We have a sincere and compassionate interest in the well-being of the individual.

Learning - We believe in the pursuit of knowledge, personal growth and development.

Integrity - We believe in trust, honesty and fairness in all relationships and transactions.

Respect - We value the dignity and uniqueness of the individual. We value the equity and diversity in our community.

## 2.4. Business Opportunity

Algonquin College is known in the dental industry for providing high caliber graduates into the market place. To sustain this output, the College needs to ensure that the program remains attractive to potential students. Modernizing the clinic space and supporting equipment will be a major enticement for persons considering the program and career path.

The Dental Programs provide a low cost alternative to people that do not have dental insurance coverage. New and improved facilities may result in higher level of use by the community.

# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



To facilitate the scoping of the project and the development of this business case, a consultative process was undertaken with the project stakeholders. Through a series of meetings, interview and discussions the project team collected the requirements and determined the best course of action to address project requirements under the umbrella of Algonquin College's Strategic and Business Plans. The stakeholders consulted included but was not limited to the following participants:

Dr. Barbara Foulds, Acting Dean, Faculty of Health, Public Safety and Community Studies  
Denis Lefebvre, Business Administrator  
Joan Degan, Chair, Allied Health  
Faculty and Staff  
John Dalziel, Head of Major Construction  
Phil Rouble, Associate Director Facilities Planning and Sustainability

## 2.5. Current Situation

The dental clinic area is nearing the end of its useful lifecycle and has numerous functional challenges. There is inadequate corridor and circulation space in the operatory areas. This creates problems for both instructors, students and observers.

The overall space foot print of the facility will need to expand and as a result, the current massage program space and a component of office space adjacent to the dental area will be displaced.

There are accreditation issues with the current sterilization area and improvements are required. These are needed to maintain compliance.

Historical issues with the base building mechanical systems have created operational challenges. This project will provide an ideal window of opportunity to correct the deficiencies.

# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



Algonquin wishes to maintain its position of competitiveness with these programs by providing a learning environment that mirrors the current industry standards and technology. This will ensure that the graduating students are best positioned to secure employment as they have first-hand experience with today's tools and techniques.

## 2.6. Scope

The following list of items have been determined to be in-scope for this project:

- Design
- Construction of clinic space
- Millwork
- Reinstatement of displaced offices
- Base building mechanical corrections
- Supporting information technology (IT)
- Moves
- Project management
- Commissioning
- Sterilization Area

It has been determined that the following items are out of scope for this project:

- Building envelope
- Public washrooms
- HVAC
- Specialty Equipment- Digital Radiology, Electronic Charting, Sterilizer

## 2.7. Constraints and Assumptions

The following list of constraints and assumptions were prepared during the research for this business case.

- The project schedule is constrained as the renovation must be completed between regular semesters (anticipated May- Aug 2014). Massage Therapy clinic relocation
- New office space for ECE , massage, MRT and dental faculty and Chairperson

# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



- New technology applications will be introduced outside of the project scope (Digital Radiology/Electronic Charting)
- Business drivers other than return on investment (ROI) are being considered in the analysis of the project value
- Funding for the project is being solely provided by Algonquin College
- Grant per WFU adjusted down to \$4,317 effective 2013/14
- Enrolments have been adjusted to reflect current realities in 2013/14
- Tuition fees, Incidental fees and other revenue increased 3% year over year starting in 2014/2015
- Expenditures increased by 3% year over year starting in 2014/15 less adjustments for reduced activity
- Assume as of 2014/2015 that space costs will be increased by 33% - to accommodate additional space required for programs
- Currently there is a fall and winter intake of Dental Assisting. In the new model in 2015, there would be a Fall and Spring intake. Dental Assistant Level 1 Winter intake was suspended for Winter 2014 and expenses adjusted.

# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



## 3. Option 1: Dental Clinic Area Retrofit

### 3.1. Description of Option

This option will provide for the renovation of the dental facility which will result in space that performs at a much higher level than the current configuration. The reconfiguration will allow for more suitable circulation pathways around the chairs and in the corridor areas for instructors, students and observers.

As a significant level of construction will be undertaken, there will be an ideal window of opportunity to introduce more current technologies which will further enhance the overall learning experience and program value.

It is also understood that the project will address an accreditation issue as the current sterilization area is inadequate.

### 3.2. Cost of Project

#### 3.2.1. Table of Project Costs

Project Costs – Dental Clinic		
Line	Component	Cost
1	Expansion/Renewal of Clinic	\$ 3,200,000*
2	Reinstate Displaced Offices	\$ 230,000
3	Correction of Base Building Mechanical	\$ 260,000
4	Total Project Cost	\$ 3,690,000

\*Construction cost rounded the nearest hundred thousand- see appendix 3

# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



## 4. Option 2: Status Quo

### 4.1. Description of Option

The Algonquin College Dental Programs have operated for numerous years in the current facilities. It is feasible to continue the program operations as they are today for some time into the future. Requirements to upgrade the sterilization area will need to be addressed to maintain compliance for accreditation.

However, the Status Quo option presents risks to the programs. As the technology continues to evolve, and if the current architectural issues are not addressed, there could be reductions on intake to the programs. This would ultimately have a significant impact to the contributions.

### 4.2. Cost of Construction

The specific costs for the needed improvements of the sterilization area were not available at the time of the development of this business case.

# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



## 5. Options Analysis

### 5.1.1. Net Present Value

The following Net Present Value (NPV) was used to determine at which point the investment would become positive relative to the operating data provided. As operating information was provided to fiscal year 2017/18 the two subsequent years were based on the same forecast numbers as prepared for 2017/18. A discount rate of 3% was used that is equivalent to the current Bank of Canada prime rate. The discount rate was applied based on the principle that the project funding could achieve the 3% rate of return if it was used strictly as an investment vehicle.

### 5.1.2. Net Present Value Table

Net Present Value (NPV) Analysis				
Year	Discount Rate	Cash flow	Present Value	Cumulative Present Value
0	3%	-\$ 2,831,354	-\$ 2,831,354	
1	3%	\$ 1,007,650	\$ 978,300	-\$ 1,853,054
2	3%	\$ 1,126,066	\$ 1,062,326	-\$ 790,728
3	3%	\$ 1,111,116	\$ 1,019,372	-\$ 286,377
	<b>Net Present Value</b>	<b>\$ 228,644</b>		

From this analysis, we see that after a four year window the NPV moves into a positive position. With the levels of operational revenue relative to the initial cash flow this project appears to be financially viable. This timeline is well in advance of the reasonable life cycle for the improvements. If we further consider the simple return on investment(ROI) for the project it is as follows:

# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



## 5.1.3. Return on Investment Table

ROI Analysis	
Construction Estimate	\$ 3,690,000
Net Operating Income (5 year average)	\$ 1,040,088
ROI -Years	3.55

From this analysis, we see a rapid recovery on the initial investment amount due to the relatively high operating income. According to this projection, the project looks favourable.



# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



## 6. Conclusion and Recommendation

### 6.1. Qualitative/Quantitative Rationale

#### 6.1.1. Qualitative Rationale

By moving forward with the project to renovate the dental facility, the following additions of value can be anticipated:

- Preparing students for employment using current tools, facilities and work processes will improve the overall marketability of the programs
- A renovated facility will be more attractive to potential clinic clients

#### 6.1.2. Quantitative Rationale

It has been historically proven that the two Dental Programs net a significant revenue for Algonquin College. This project will be used to sustain, if not improve upon, the levels of income for the College. The following quantitative items should be considered:

- The project will address the outstanding base building mechanical issues
- The project will correct the deficiencies with the sterilization area
- As the net contribution of the programs is relatively high, the return on investment for the project is short

### 6.2. Feasibility

There is a tight window for construction. If design and procurement activities are completed in advance of the anticipated May 2014 construction start, there should be no issues with completing the project prior to the beginning of the Fall semester of 2014/15.

# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



## 6.3. Business Impact Analysis

As the massage program will be displaced from its current occupancy, a separate project will be executed to support the program's requirements.

## 6.4. Recommendation

There is a solid case to move forward with Option 1 - Dental Facility Renovation. From the return on investment analysis it is evident that there is a quick return attributed to the level of net income that the program generates. If we consider the next dimension of the Net Present Value the overall profitability of the program relative to the capital investment is quite desirable. Between years 2 and 3, the NPV moves into a favourable positive position.

In addition to the solid financial case to move forward with the project, there are number of other valid reasons to proceed which are provided in the qualitative analysis above.

Given the preceding, it is recommended to proceed with Option 1.

# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



## 7. References

Algonquin College, Business Plan 2013 – 2014

Algonquin College, Annual Budget 2013 – 2014

Algonquin College, Strategic Plan 2012 – 2017

[http://en.wikipedia.org/wiki/Algonquin\\_College](http://en.wikipedia.org/wiki/Algonquin_College)

[www.algonquincollege.com](http://www.algonquincollege.com)

# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



## Appendix 1 - Program Operating Data

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	
1	<b>Dental Programs operations summary</b>																							
2	<b>For the Year 2009/2010 to 2017/2018</b>																							
3	<b>DRAFT</b>																							
4																								
5																								
6							2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019									
7																								
8																								
9	<b>Revenue</b>																							
10		Tuition Fees					833,574	789,879	749,946	932,745	997,368	1,117,045	1,233,636	1,270,645	1,308,765									
11		Grant					1,504,932	1,346,307	1,095,892	1,346,701	1,311,794	1,440,927	1,561,092	1,561,092	1,561,092									
12		CE Revenue					121,349	109,302	122,028	80,000	110,000	113,300	116,699	120,200	123,806									
13		Other revenue					536,271	546,146	403,889	444,780	443,924	482,300	523,768	537,021	552,049									
14																								
15		<b>Total revenue</b>					<b>2,996,126</b>	<b>2,791,634</b>	<b>2,371,755</b>	<b>2,804,226</b>	<b>2,863,086</b>	<b>3,153,572</b>	<b>3,435,195</b>	<b>3,488,958</b>	<b>3,545,712</b>									
16																								
17																								
18	<b>Expenditures</b>																							
19																								
20		Teaching Costs					643,959	698,736	794,471	865,603	860,123	896,575	955,864	984,540	1,014,076									
21		Service Costs (per program costing)					69,978	74,842	55,542	50,381	50,796	61,319	63,159	65,054	67,005									
22		Non Teaching Costs					818,132	832,869	740,707	904,249	863,201	917,900	1,012,424	1,042,797	1,074,081									
23		CE Expenses					69,088	53,772	73,582	50,000	65,000	66,950	68,959	71,027	73,158									
24																								
25		<b>Total expenditures</b>					<b>1,601,157</b>	<b>1,660,219</b>	<b>1,664,302</b>	<b>1,870,233</b>	<b>1,839,120</b>	<b>1,942,744</b>	<b>2,100,406</b>	<b>2,163,418</b>	<b>2,228,320</b>									
26																								
27		Contribution before Overhead					1,394,969	1,131,415	707,453	933,993	1,023,966	1,210,828	1,334,789	1,325,540	1,317,391									
28																								
29		Overhead - Department/Faculty and VP Acade					-	-	-	-	-	-	-	-	-									
30		(per program costing)																						
31		Contribution After Overhead					1,394,969	1,131,415	707,453	933,993	1,023,966	1,210,828	1,334,789	1,325,540	1,317,391									
32																								
33		Space Costs (per program costing)					90,918	94,724	95,960	109,270	111,455	148,236	152,683	157,263	161,981									
34		Depreciation (per program costing)					40,373	50,757	51,773	52,808	53,865	54,942	56,041	57,162	58,448									
35																								
36		<b>Estimated Contribution to College operations</b>					<b>1,263,678</b>	<b>985,934</b>	<b>559,720</b>	<b>771,914</b>	<b>858,646</b>	<b>1,007,650</b>	<b>1,126,066</b>	<b>1,111,116</b>	<b>1,096,963</b>									
37																								
38		<b>Estimated Contribution % to College Operations</b>					<b>42.18%</b>	<b>35.32%</b>	<b>23.60%</b>	<b>27.53%</b>	<b>29.99%</b>	<b>31.95%</b>	<b>32.78%</b>	<b>31.85%</b>	<b>30.94%</b>									

Provided by Denis Lefebvre, Algonquin College



## Appendix 2 - Return on Investment and Net Present Value Formulas

- 1) Return on Investment(ROI) was calculated using the average of the net operating income provided.

$$\text{ROI} = \text{Investment} / \text{NOI}$$

- 2) Net Present Value was calculated using the industry accepted formula of:

$$\text{NPV}(i, N) = \sum_{t=0}^N \frac{R_t}{(1+i)^t}$$

Where:

$R_t$  = Cash flow(inflow-outflow)

T = Time(years)

i = Discount Rate (Bank of Canada Prime was used)

N = Total number of periods

# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



## Appendix 3 – Construction Budget Details (Class C)

Section	Area	Description	Cost	Design	Contingency	Tax		Area Total (rounded to nearest \$1000)
A	Dental - Direct Cost - Class C Estimate		\$2,574,510	\$247,041	\$282,156	\$105,835	\$3,209,542	\$3,210,000
		Demolition	\$216,800	\$21,680	\$23,848	\$8,945	\$271,273	
		Dental Area Architectural	\$1,084,700	\$108,470	\$119,317	\$44,756	\$1,357,243	
		Dental Mechanical Fit-up	\$419,100	\$41,910	\$46,101	\$17,292	\$524,403	
		Dental Electrical Fit- up	\$299,800	\$29,980	\$32,978	\$12,370	\$375,128	
		Specialty Millwork	\$371,000	\$37,100	\$40,810	\$15,308	\$464,218	
		Equipment	\$32,390	\$3,239	\$3,563	\$1,336	\$40,528	
		Clinic Furniture	\$12,320	\$1,232	\$1,355	\$508	\$15,415	
		IT Connections	\$26,250	\$2,625	\$2,888	\$1,083	\$32,846	
		IT Connection with Phone	\$8,050	\$805	\$886	\$332	\$10,073	
		Moves	\$10,000	\$0	\$1,000	\$375	\$11,375	
		PM Services	\$94,100		\$9,410	\$3,530	\$107,040	

Provided by Len Trembley, MHPM

# Dental Programs Capital Project Business Case

Algonquin College of Applied Arts and Technology



## Appendix 4 – Total Project Costs

Project Costs – Dental Clinic		
Line	Component	Cost
1	Expansion/Renewal of Clinic	\$ 3,200,000
2	Reinstate Displaced Offices	\$ 230,000
3	Correction of Base Building Mechanical	\$ 260,000
4	Total Project Cost	\$ 3,690,000

Costs provided by Len Trembley, MHPM



## Hair Stylist/Hairstylist Apprenticeship, Esthetician Program Repatriation and Massage Therapy Program Relocate Project Business Case

Algonquin College of Applied Arts and

**mhpm**  
PROJECT LEADERS

Managing risk. Maximizing opportunity.



## Version History

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November 29, 2013	2.1	Final edits	Phil Rouble, Algonquin

## Acknowledgements

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820314-0007

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# Hair Stylist/Hairstylist and Esthetician Capital Project Business Case

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## Table of Contents

- 1. Executive Summary .....3**
  - 1.1. Business Case Purpose .....3
  - 1.2. Timeline .....4
  - 1.3. Business Opportunity/Problem.....4
  - 1.4. The Current Situation.....5
  - 1.5. Options.....6
  - 1.6. Feasibility/Financial.....6
  - 1.7. Recommendation .....7
  
- 2. Introduction .....8**
  - 2.1. Background .....8
  - 2.2. Context.....9
  - 2.3. Algonquin College Vision, Mission and Values..... 10
  - 2.4. Business Opportunity..... 10
  - 2.5. Current Situation..... 12
  - 2.6. Scope ..... 12
  - 2.7. Constraints and Assumptions..... 13
  
- 3. Option 1: Repatriate Hair Stylist/Hairstylist and Esthetician Programs .....14**
  - 3.1. Description of Option ..... 14
  - 3.2. Cost of Project ..... 14
  
- 4. Option 2: Discontinue Hair Stylist/Hairstylist and Esthetician Programs .....15**
  - 4.1. Description of Option ..... 15
  
- 5. Options Analysis .....16**
  - 5.1. Net Present Value Analysis ..... 16
  - 5.2. Return on Investment Analysis ..... 17

# Hair Stylist/Hairstylist and Esthetician Capital Project Business Case

---



- 6. Conclusion and Recommendation.....18**
  - 6.1. Qualitative Rationale..... 18
  - 6.2. Quantitative Rationale ..... 18
  - 6.3. Feasibility..... 18
  - 6.4. Business Impact Analysis ..... 19
  - 6.5. Recommendation ..... 19
  
- 7. References.....20**
  
- Appendix 1 – Hair Stylist/Hairstylist Program Operating Forecast.21**
  
- Appendix 2 – Massage Therapy Program Operating Forecast.....22**
  
- Appendix 3 - Combined Total - Massage Therapy, Hair  
Stylist/Hairstylist and Esthetician Programs Operating Forecast.....23**
  
- Appendix 4 - Return on Investment and Net Present Value Formulas24**
  
- Appendix 5 - Construction Budget and Total Budget Details (Class G)  
25**
  
- 8. Appendix 6 - Demonstration Plans .....27**

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case

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Algonquin College of Applied Arts and Technology

## 1. Executive Summary

### 1.1. Business Case Purpose

Algonquin College of Applied Arts and Technology (Algonquin) is considering a project that will result in the relocation of the Hair Styling/ Hairstylist (apprenticeship) and Esthetician programs from the Confederation High School property into Building "A" of the Algonquin Woodroffe Campus. This project supports the strategic plan as these programs align with the strategic goals of i) "Delivering an exemplary applied education and training experience" and ii) "Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students".

The purpose of this business case is to analyze the options relating to the repatriation of the Hair Stylist/Hairstylist and Esthetician programs into the Woodroffe Campus. This business case will take into consideration the follow aspects of the project:

- Financial values
- Scopes of work
- Performance metrics
- Assumptions
- Schedule
- High level risks
- Resourcing
- Opportunity costs
- Strategies and tactics for implementation
- Recommendations and next steps
- Other propositions of value

Through a collaborative process, staff and faculty consultations were carried out in order to develop the project scope and to provide the inputs for the development of this business case.

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case

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Algonquin College of Applied Arts and Technology

## 1.2. Timeline

As a significant impact to the regular program curriculum is not permitted, it is anticipated that the construction phase of the project will commence in May 2014 with final completion prior to August 15<sup>th</sup>, 2014. Design and engineering will be completed in advance of the construction starting in May of 2014.

## 1.3. Business Opportunity/Problem

The Esthetician program was initiated in Fall 2008 in leased facilities at Confederation High School in response to market demand. The Hair Stylist/Hairstylist Apprenticeship programs were relocated to the Confederation High School for Fall 2009 from the Adult High School in downtown Ottawa to improve operational efficiencies. The Confederation High School location was intended as a temporary accommodation for this activity until appropriate space could be found at the Woodroffe Campus. The lease at Confederation High School, extended by one year, is set to expire on August 31, 2014 and as such this provides an opportunity to move the programs to the Woodroffe Campus and provide those students with a more fulsome Algonquin College experience.

If the programs are not repatriated back on to the Campus, they will need to be discontinued as the current lease is set to expire.

Where appropriate, the College is clustering programs that fall under the Healthy Living and Education umbrella into a main hub in Building A. As the result of a parallel project (Dental Programs Capital Project) that will displace the Massage Therapy program from its current occupancy in Building J, the Fitness, Esthetician, Hair Styling/ Hairstylist Apprenticeship, Massage Therapy Programs and the supporting reception will be consolidated together in a new storefront opportunity in Building "A" on the ground floor in the North West corner.

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case

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Algonquin College of Applied Arts and Technology

## 1.4. The Current Situation

The Ministry of Training Colleges and Universities implemented new curriculum standards for both the Hair Stylist Diploma and apprenticeship programs which came into effect Fall 2013. This new mandate increased the practical lab hours in the diploma program from 525hrs to 990hrs as well as an increase in the core Hair Stylist theory hours to 510hrs.

The 1,500 mandated hours together with the regulated general electives of 135 hours and college directive for communications courses of 90 hours, bring the total number of hours for this program to 1,725 hours. The current Non Semestered Diploma Program(NSDP) is over 35 hours per week. If the program continues in this manner, the weekly study load for students will be unmanageable.

As a result, moving the NSDP to a 2-year Ontario College Diploma (OCD) status will engage students in an average of 28-29 hours per week. This change, combined with the increase of mandated lab hours already mentioned, will increase the space utilization. This will result in the need for two labs in order to maintain the activities of the OCD as well as the current apprenticeship and Ontario Youth Apprenticeship Program (OYAP) offerings as we move from Confederation High School to Woodroffe Campus.

The current occupancy in the Confederation High School does not meet the program requirements and as such, impacts the program learning outcomes. The programs are operating in substandard laboratory conditions that were not built to align with the needs of the programs and their learning outcomes. Written notice to resolve outstanding concerns has been received from the local health authorities. An extension to resolve the issues has been granted based on Algonquin's commitment to a relocation in the near future.

The combined financial contributions of these programs is significant. Hairstylist Apprenticeship is a red seal regulated trade and there is movement in the industry to shift the profession of Esthetician into a regulated trade. With regulated trades, there is a requirement for licensure. These licensing requirements will require that individuals pursuing career paths in either profession will need formal post-secondary education to fulfill their knowledge requirements. As a result, it is anticipated that the current high intake into these programs will continue forward and may increase in the future.

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case

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Algonquin College of Applied Arts and Technology



## 1.5. Options

This business case examines two Options:

Option 1      Repatriate the Hair Stylist/Hairstylist Apprenticeship and Esthetician Programs

Option 2      Discontinue Hair Stylist/Hairstylist Apprenticeship and Esthetician Programs

## 1.6. Feasibility/Financial

Although it is possible that some time in the future enrollment rates for the programs may increase due to trade licensing requirements, for the purposes of this analysis, the operating information was reviewed assuming a static level of enrollment. In that context, the program contributions remain quite favorable.

The preliminary estimated costs for the project are \$3.01M inclusive of taxes, design, millwork, and project management fees. This is based on a Class "G" estimate as prepared by MHPM. The return on investment for the project is 2.14 years when analyzed with the forecasted average program net operating income. The net present value of the project moves to a favorable positive position between years 1 and 2 which is well in advance of the overall lifecycle expectation for the improvements.



# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case

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Algonquin College of Applied Arts and Technology



## 1.7. Recommendation

The preference is to proceed with Option 1 – Repatriate the Hair Stylist/Hairstylist Apprenticeship and Esthetician programs into the Woodroffe Campus. The approach will see both of the programs move into new facilities that support the program standards and are conducive to achieving the learning outcomes. The current facilities are substandard and do not meet the requirements for learning.

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case



Algonquin College of Applied Arts and Technology

## 2. Introduction

### 2.1. Background

Colleges of Applied Arts and Technology were established in 1965 as part of the Ontario system of public community colleges. Algonquin College of Applied Arts and Technology was established in 1967. The College grew from the founding institutions which were the Eastern Ontario Institute of Technology and the Ottawa Vocational Center. Today, Algonquin has three Canadian campuses located in West Ottawa, Perth, and Pembroke Ontario. There is also a fourth campus located in Jazan, Saudi Arabia. The institution has approximately 180 programs available for students.

The Algonquin College Woodroffe Campus is comprised of approximately twenty facilities configured in a contiguous manner and situated at the intersections of Woodroffe Avenue and Navaho Drive in Ottawa.

In the near past, the College has undergone significant facilities transformation including the addition of the Algonquin Centre for Construction Excellence and the most recent addition of the new Student Commons facility.

In the fall of 2011, the 180,000- square-foot Algonquin Centre for Construction Excellence was built to house 600 additional construction seats and provide space for thousands more students studying in related programs. The green, Leadership in Energy and Environmental Design (LEED) Platinum certified building is highlighted as a living teaching laboratory for best practices in sustainable construction.

In the fall of 2012, the Student Commons project provided for a continued partnership between the College and its Students' Association and resulted in a new 110,000-square-foot facility.



# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case



Algonquin College of Applied Arts and Technology

## 2.2. Context

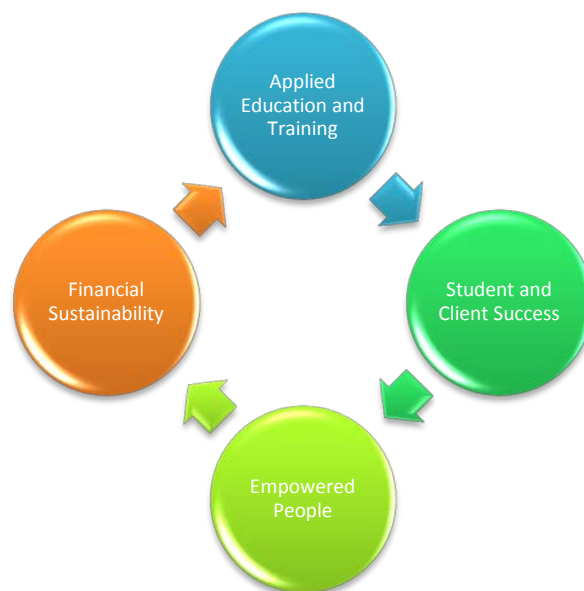
Algonquin college is currently in the second year of the 2012 – 2017 Strategic Plan. The Plan is built upon four strategic pillars as illustrated below and twelve specific supporting priorities. This project strives to address the following strategic priorities as identified in the Strategic Plan:

**Goal 1:** Deliver an exemplary applied education and training experience

**Goal 2:** Create a unique suite of program, products and services geared to meet the needs and expectations of our clients and students

**Goal 4:** Provide opportunities for every full-time student in Ontario College Credentialed programs to have a work integrated learning experience

Underpinning the Strategic Plan is the 2013 – 2014 Business Plan. This Plan further distills the strategic goals into tactical initiatives with performance measures. The 2014 - 2015 business plan was not available at the time of the preparation of this business case. As such the project linkages to the specific measures and initiatives could not be prepared.



# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case

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Algonquin College of Applied Arts and Technology

## 2.3. Algonquin College Vision, Mission and Values

Algonquin has adopted the following vision, mission and values which have been considered in the development of this business case and analysis.

**Vision:** "To be a global leader in digitally-connected applied education and training."

**Mission:** "To transform hopes and dreams into skills and knowledge, leading to lifelong career success. Supporting our local communities through outreach activities."

### Values

Caring - We have a sincere and compassionate interest in the well-being of the individual.

Learning - We believe in the pursuit of knowledge, personal growth and development.

Integrity - We believe in trust, honesty and fairness in all relationships and transactions.

Respect - We value the dignity and uniqueness of the individual. We value the equity and diversity in our community.

## 2.4. Business Opportunity

The Hair Stylist/Hairstylist Apprenticeship and Esthetician programs are currently situated off campus at the former Confederation High School Building. The programs are now operating in sub-optimal environments as the accommodations were not purpose-built. Occupancy is currently under a commercial lease which will be expiring on August 31, 2014.

Where appropriate, the College is clustering programs that fall under the Healthy Living and Education umbrella into a main hub in Building A. As the result of a parallel project (Dental Programs Capital Project) that will displace the Massage Therapy program from its current occupancy in Building J, the Fitness, Esthetician, Hair Styling/ Hairstylist Apprenticeship, Massage Therapy Programs and the supporting single integrated reception will be consolidated together in a new entrepreneurial-based storefront structure within Building "A". Design of this storefront environment will reflect the "spa" characteristics of the Hair Stylist / Esthetician activity while respecting the "therapeutic treatment" nature of Massage Therapy. This inter-disciplinary education initiative supports knowledge development for students outside of their core areas of study through exposure.

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case

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## Algonquin College of Applied Arts and Technology

It is understood that the Esthetician occupation is under review and that licenses may become a requirement at some point in the near future. Proper position in advance of the change will assist Algonquin College to compete with private schools that will be attempting to attract students. Preparing suitable and updated facilities in advance of a potential program intake will increase the College's likelihood of attracting students.

To facilitate the scoping of the project and the development of this business case a consultative process was undertaken with the project stakeholders. Through a series of meetings, interview and discussions the project team collected the requirements and determined the best course of action to address project requirements under the umbrella of Algonquin College's Strategic and Business Plans.

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case

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Algonquin College of Applied Arts and Technology

## 2.5. Current Situation

As the current space off campus is not purposely built to support the programs it is difficult for students to achieve the learning outcomes identified in the Ministry of Training, Colleges and University Program Standard.

There are privacy issues with the Esthetic programs as the current laboratory is not constructed to provide appropriate privacy as needed. It does not offer the level of sound proofing that would be appropriate. Services such as water are not in appropriate locations which results in water being manually transported when required. This is creating numerous slip hazards in the learning environments.

## 2.6. Scope

The following list of items have been determined to be in-scope for this project:

- Design
- Construction of Hair Stylist/Hairstylist and Esthetician space
- Millwork
- Relocation of Massage Therapy program space
- Supporting information technology (IT)
- Relocation of displaced activities leaving building "A"
- Correction of Base Building deficiencies as needed
- Project Management
- Commissioning

It has been determined that the following items are out of scope for this project:

- Building envelope
- Public Washrooms
- Program equipment(beds, chairs, dryers etc.)

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case

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Algonquin College of Applied Arts and Technology



## 2.7. Constraints and Assumptions

The following list of constraints and assumptions were prepared during the research for this business case.

- The project schedule is constrained as the refit must be completed between regular semesters (anticipated May- Aug 2014)
- Working capital is readily available to support the project
- Business drivers other than return on investment (ROI) are being considered in the analysis of the project value
- Funding for the project is being solely provided by Algonquin College

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case



Algonquin College of Applied Arts and Technology

## 3. Option 1: Repatriate Hair Stylist/Hairstylist and Esthetician Programs

### 3.1. Description of Option

This option will provide for the repatriation of the Hair Stylist/Hairstylist Apprenticeship and Esthetician Programs from the Confederation High School occupancy into the Woodroffe Campus "A" Building, ground floor in the North West corner. This will result in the construction of two dedicated Hair Styling laboratories, a Pedicure and Manicure laboratory and an Esthetician laboratory.

The project costing as identified below does not provide for the needed equipment which will be purchased with funding from another source.

### 3.2. Cost of Project

#### 3.2.1. Table of Project Costs

Project Costs – Hair Stylist/Hairstylist and Esthetician Repatriation and Massage Therapy Relocate		
Line	Component	Cost
1	Relocate Massage Therapy	\$ 510,000
2	Repatriate Hair Stylist/Hairstylist Apprenticeship and Esthetician Programs	\$ 1,400,000
3	Relocate Other Displaced Activity	\$ 600,000
4	Base Building	\$ 500,000
5	Total Project Cost	\$ 3,010,000



# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case

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Algonquin College of Applied Arts and Technology

## 4. Option 2: Discontinue Hair Stylist/Hairstylist and Esthetician Programs

### 4.1. Description of Option

As the lease will expire, the occupancy at Confederation High School will no longer be available. If the programs are not provided accommodations on the Campus they will cease to exist.



# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case



Algonquin College of Applied Arts and Technology

## 5. Options Analysis

### 5.1. Net Present Value Analysis

The following Net Present Value (NPV) was used to determine at which point the investment would become positive relative to the operating data. As operating information was provided to fiscal year 2013/2014 the subsequent years were forecasted (see Appendix 1). A discount rate of 3% was used that is equivalent to the current Bank of Canada prime rate. The discount rate was applied based on the principle that the project funding could achieve the 3% rate of return if it was used strictly as an investment vehicle.

From this analysis, we see that after a two-year window (year 0 is the year in which the project costs were incurred), the NPV moves into a positive position, hence this project appears to be financially viable. This timeline is well in advance of the reasonable life cycle for the improvements.

#### 5.1.1. Net Present Value Table

Net Present Value (NPV) Analysis				
Year	Discount	Cashflow	Present Value (PV)	Cumulative NPV
0	3%	-\$ 1,586,707	-\$ 1,586,707	
1	3%	\$ 1,413,629	\$ 1,372,455	-\$ 214,252
2	3%	\$ 1,403,699	\$ 1,324,244	\$ 1,109,992
		<b>Net Present Value</b>	<b>\$ 1,109,992</b>	

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case



Algonquin College of Applied Arts and Technology

## 5.2. Return on Investment Analysis

The return on investment (ROI) for the project is as follows:

### 5.2.1. Return on Investment Table

Return on Investment	
Construction Estimate	\$ 3,010,000
Net Operating Income (average) <sup>1</sup>	\$ 1,403,424
<b>ROI -Years</b>	<b>2.14</b>

From this analysis, we see a very rapid recovery on the initial investment amount due to the relatively high operating income. From this perspective, the project looks very favourable.

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<sup>1</sup> Net Operating Income includes Hair Stylist/Hairstylist, Esthetician and Massage Programs

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case

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Algonquin College of Applied Arts and Technology

## 6. Conclusion and Recommendation

### 6.1. Qualitative Rationale

The Algonquin Massage, Hair Stylist/Hairstylist Apprenticeship and Esthetician are core educational programs which prepare students for entry into the employment market place. By moving forward with the project the following additions of value can be anticipated:

- Preparing students for employment using current tools, facilities and work processes that will improve the overall marketability of the programs
- An occupancy that provides needed services
- Privacy as required
- Purpose built facilities that support a high level of integration and collaboration
- Inter-disciplinary education

### 6.2. Quantitative Rationale

It has been historically proven that the two programs net a significant amount of revenue for Algonquin College. This project will be used to sustain the levels of income for the College. The following quantitative items should be considered:

- It is likely that updated facilities will generate additional student interest. This puts Algonquin in a favorable position as compared to private schools offering the same programs.
- As the net contribution of the programs is relatively high, the return on investment for the project is very short.

### 6.3. Feasibility

There is a relatively tight window for construction. If design and procurement activities are completed in advance of the anticipated May 2014 construction commencement, there should be no issues with completing the project prior to the beginning of the Fall semester of 2014/15.

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case

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Algonquin College of Applied Arts and Technology

## 6.4. Business Impact Analysis

The project to repatriate the Hair Stylist/Hairstylist and Esthetician programs will result in the displacement of one program from Building "A". This has been provided for in the cost estimation (Table 3.2.1).

## 6.5. Recommendation

There is a strong case to move forward with Option 1 – Repatriate the Hair Stylist/Hairstylist Apprenticeship and Esthetician Programs. The overall contributions of these programs to Algonquin is significant.

Given the current high interest in the programs and the forthcoming requirements for professional licensure, it is relatively safe to assume that these programs will continue to provide favourable levels of contribution going forward.

It is recommended to proceed with Option 1.

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case

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Algonquin College of Applied Arts and Technology

## 7. References

Algonquin College, Annual Budget 2013 – 2014

Algonquin College, Business Plan 2013 – 2014

Algonquin College, Strategic Plan 2012 – 2017

Esthetician Program Standard 2007, Ministry of Training, Colleges and Universities

[http://en.wikipedia.org/wiki/Algonquin\\_College](http://en.wikipedia.org/wiki/Algonquin_College)

[www.algonquincollege.com](http://www.algonquincollege.com)

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case



Algonquin College of Applied Arts and Technology

## Appendix 1 – Hair Stylist/Hairstylist Apprenticeship Program Operating Forecast

	Post Secondary/Apprence Totals	Forecast						
	Average 2011/12 - 2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	
<b>Revenue</b>								
FT Grant	\$ 749,270	\$ 743,716	\$ 743,716	\$ 743,716	\$ 743,716	\$ 743,716	\$ 743,716	
PT Grant	\$ 4,173	\$ 4,142	\$ 4,142	\$ 4,142	\$ 4,142	\$ 4,142	\$ 4,142	
Apprenticeship	\$ 148,463	\$ 148,463	\$ 148,463	\$ 148,463	\$ 148,463	\$ 148,463	\$ 148,463	
FT Tuition	\$ 277,642	\$ 285,972	\$ 294,551	\$ 303,387	\$ 312,489	\$ 321,864	\$ 331,519	
PT Tuition	\$ 5,177	\$ 5,332	\$ 5,492	\$ 5,657	\$ 5,827	\$ 6,002	\$ 6,182	
Foreign Premium	\$ 9,533	\$ 9,819	\$ 10,114	\$ 10,417	\$ 10,730	\$ 11,052	\$ 11,383	
Misc	\$ 99,183	\$ 102,158	\$ 105,223	\$ 108,380	\$ 111,631	\$ 114,980	\$ 118,429	
<b>Total Revenue</b>	\$ 1,293,442	\$ 1,299,603	\$ 1,311,701	\$ 1,324,163	\$ 1,336,998	\$ 1,350,218	\$ 1,363,835	
							\$ -	
<b>Expenses</b>								
Direct	\$ 466,707	\$ 480,708	\$ 495,129	\$ 509,983	\$ 525,282	\$ 541,041	\$ 557,272	
In-direct overhead	\$ 111,436							
	\$ 578,142	\$ 480,708	\$ 495,129	\$ 509,983	\$ 525,282	\$ 541,041	\$ 557,272	
Confed rent	\$ 31,098							
Space costs	\$ 3,110	\$ 84,256	\$ 84,256	\$ 84,256	\$ 84,256	\$ 84,256	\$ 84,256	
Depreciation	\$ 4,080	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	
Sub total	\$ 38,288	\$ 88,856	\$ 88,856	\$ 88,856	\$ 88,856	\$ 88,856	\$ 88,856	
<b>Total costs</b>	\$ 616,431	\$ 569,564	\$ 583,985	\$ 598,839	\$ 614,138	\$ 629,897	\$ 646,128	
<b>Contribution</b>	\$ 677,011	\$ 730,039	\$ 727,716	\$ 725,324	\$ 722,859	\$ 720,321	\$ 717,707	
<b>Contribution %</b>	52%	56.17%	55.48%	54.8%	54.1%	53.3%	52.6%	

The Operating Data up to year 2013/2014 was provided by Altaf Sovani, of Algonquin College. The forecast (years 2016- 2020 )was calculated based on the following assumptions:

- Year over year 3% increase in tuition
- Program enrollment to remain static
- Grant contributions be adjusted from \$4317 to \$4285/WFU in 2014/15
- Equipment depreciated as straight line over 5yrs. New equipment value \$23,000(26 workstations \* \$500, 20 beds \* \$500)
- NOTE: Indirect overheads (Dean's office etc.) were removed from data per Doug Ouderkirk

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case



Algonquin College of Applied Arts and Technology

## Appendix 2 – Massage Therapy Program Operating Forecast

Massage Therapy Operations Summary												
For the Year 2010/2011 to 2018/19												
Draft												
				2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
<b>Revenue</b>												
	Tuition Fees			428,696	558,245	650,094	685,770	739,634	761,823	784,678	808,219	832,465
	Grant			793,439	879,937	960,003	965,877	975,159	975,159	975,159	975,159	975,159
	Other Revenue			89,211	120,240	144,899	124,695	131,716	135,667	139,738	143,930	148,248
	<b>Total revenue</b>			<b>1,311,346</b>	<b>1,558,422</b>	<b>1,754,996</b>	<b>1,776,341</b>	<b>1,846,510</b>	<b>1,872,650</b>	<b>1,899,575</b>	<b>1,927,308</b>	<b>1,955,872</b>
<b>Expenses</b>												
	Teaching Costs			740,785	806,579	833,755	808,433	861,993	887,853	914,488	941,923	970,181
	Service Costs (per program costing)			40,692	46,400	46,391	47,783	49,216	50,693	52,213	53,780	55,393
	Non-Teaching Costs			83,715	86,254	117,420	126,566	130,363	134,274	138,302	142,451	146,725
	<b>Total Expenditures</b>			<b>865,192</b>	<b>939,233</b>	<b>997,566</b>	<b>982,782</b>	<b>1,041,572</b>	<b>1,072,819</b>	<b>1,105,004</b>	<b>1,138,154</b>	<b>1,172,299</b>
	Contribution Before Overhead			446,154	619,189	757,430	793,560	804,938	799,831	794,571	789,154	783,573
	Overhead (Department/Faculty and VP Academic) (per program costing)											
	Contribution After Overhead			446,154	619,189	757,430	793,560	804,938	799,831	794,571	789,154	783,573
	Space Costs (per program costing)			64,451	59,105	100,337	103,347	105,414	107,522	109,673	111,866	114,104
	Depreciation (per program costing)			1,851	4,778	5,968	6,147	6,270	6,395	6,523	6,654	6,787
	<b>Estimated Contribution to College Operations</b>			<b>379,852</b>	<b>555,306</b>	<b>651,125</b>	<b>684,065</b>	<b>693,254</b>	<b>685,913</b>	<b>678,375</b>	<b>670,634</b>	<b>662,683</b>
	<b>Estimated Contribution in % to College Operations</b>			<b>28.97%</b>	<b>35.63%</b>	<b>37.10%</b>	<b>38.51%</b>	<b>37.54%</b>	<b>36.63%</b>	<b>35.71%</b>	<b>34.80%</b>	<b>33.88%</b>

### Notes:

- Grant has been discounted by 1% in 2013/14 and another 1% in 2014/15 plus growth wherever applicable
- A 3% rate of increase for revenue aside from the grant which is based on enrolment which for this exercise is flat after 2014/15.
- Teaching cost escalations due to faculty returning from leave without pay

Operating Data provided by Denis Lefebvre, of Algonquin College



# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case



Algonquin College of Applied Arts and Technology

## Appendix 3 - Combined Total - Massage Therapy, Hair Stylist/Hairstylist Apprenticeship and Esthetician Programs Operating Forecast

	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Total Revenue	\$ 3,146,113	\$ 3,184,352	\$ 3,223,738	\$ 3,264,305	\$ 3,306,090
Total Expenses	\$ 1,522,280	\$ 1,567,948	\$ 1,614,987	\$ 1,663,437	\$ 1,713,340
Contribution Before Overheads	\$ 1,623,833	\$ 1,616,403	\$ 1,608,751	\$ 1,600,869	\$ 1,592,751
Overhead (Department/Faculty and VP Academic)					
Space Costs	\$ 189,670	\$ 191,778	\$ 193,929	\$ 196,122	\$ 198,360
Depreciation	\$ 10,870	\$ 10,995	\$ 11,123	\$ 11,254	\$ 11,387
Contribution	\$ 1,423,293	\$ 1,413,629	\$ 1,403,699	\$ 1,393,493	\$ 1,383,004
Contribution as %	45%	44%	44%	43%	42%

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case

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Algonquin College of Applied Arts and Technology

## Appendix 4 - Return on Investment and Net Present Value Formulas

- 1) Return on Investment(ROI) was calculated using the average of the net operating income provided.

$$\text{ROI} = \text{Investment} / \text{NOI}$$

- 2) Net Present Value was calculated using the industry accepted formula of:

$$\text{NPV}(i, N) = \sum_{t=0}^N \frac{R_t}{(1+i)^t}$$

Where:

R<sub>t</sub>= Cash flow(inflow-outflow)

T=Time(years)

i=Discount Rate (Bank of Canada Prime was used)

N=Total number of periods

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case



Algonquin College of Applied Arts and Technology

## Appendix 5 - Construction Budget and Total Budget Details (Class G)

Table 5.1 – Hairstylist and Esthetics Construction Costs

Construction Costs – Hair Esthetics Repatriation Therapy Relocate (Class G)		
Line	Component	Cost
1	Hairstyling Labs	\$ 560,000
2	Esthetician	\$ 390,000
3	Storage & Support	\$ 26,000
4	Offices	\$ 85,000
5	Reception	\$ 90,000
6	Refurbish Foyer	\$ 225,000
7	Confederation HS Refurbishment	\$ 20,000
	Total	\$ 1,400,000*

Table 5.2 Total Construction Costs

Project Costs – Hair Esthetics Repatriation and Massage Therapy Relocate (Class G)		
Line	Component	Cost
1	Relocate Massage Therapy	\$ 510,000
2	Repatriate Hair Stylist/Hairstylist Apprenticeship and Esthetician Programs (see table above)	\$ 1,400,000
3	Relocate Other Displaced Activity	\$ 600,000
4	Base Building	\$ 500,000
5	Total Project Cost	\$ 3,010,000**

\* Rounded to the nearest ten thousand

\*\* These costs were developed based on Algonquin College unit rates that include design, contingencies and taxes

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case

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Algonquin College of Applied Arts and Technology

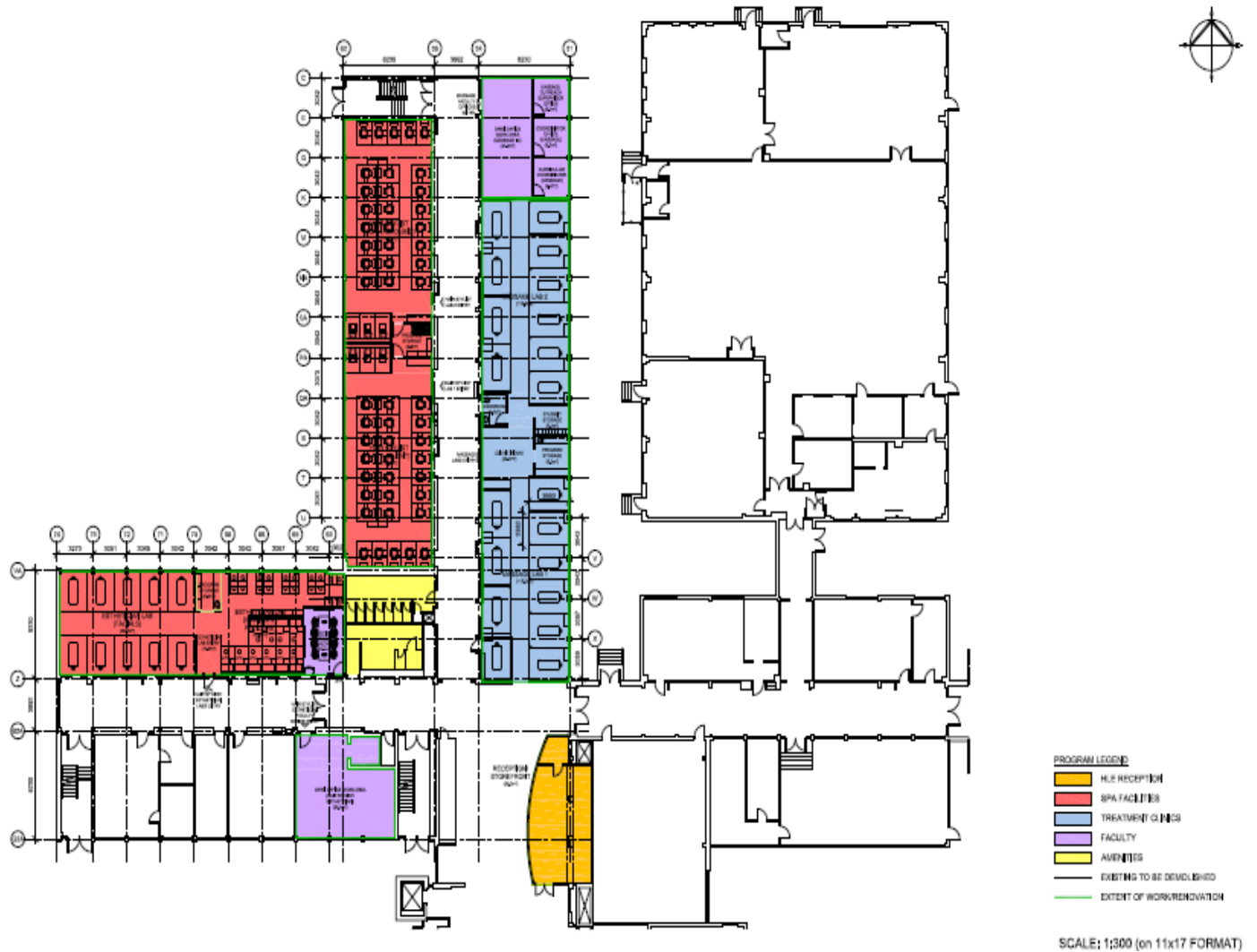
Budget numbers were prepared by Len Trembley, MHPM.



# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case

Algonquin College of Applied Arts and Technology

## 8. Appendix 6 - Demonstration Plans



Prepared by grc architects October 7, 2013

# Hair Stylist/Hairstylist Apprenticeship and Esthetician Capital Project Business Case

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Algonquin College of Applied Arts and Technology



**PRESENTATION TO THE  
BOARD OF GOVERNORS  
Advisory Committee Annual Report  
Academic Year 2012-2013**

**PURPOSE**

To provide the Board of Governors with an overview of the activities undertaken by the Advisory Committees during the academic year 2012-2013. This is an information item.

**BACKGROUND**

In its binding policy directive *Framework for Programs of Instructions*, the Ministry of Training, Colleges and Universities requires that the Board of Governors establishes an advisory committee for each program or cluster of programs made up of a cross section of persons external to the college who have a diversity of experience and expertise related to the particular occupational area addressed by the program or program cluster. Membership is drawn from industry, business, and professional organizations. Recent graduates are also invited to sit on advisory committees. College professors and academic administrators serve as resource persons to advisory committees. Each advisory committee has from eight to fifteen members.

The mandate of an advisory committee is to assist the College in establishing and maintaining programs relevant to the needs of employers and in response to student demand. Each year, advisory committees are asked to submit an annual report detailing the main activities they have undertaken during the year. If required, advisory committees can address recommendations to the Board on issues related to program delivery.

In Fall 2000, the Board of Governors directed the Administration to take immediate action on operational issues raised by the Advisory Committees and refer to the Board of Governors, only those issues requiring Board action.

**CONSIDERATIONS**

During the 2012-2013 academic year, the College had 100 advisory committees; 10 of which did not meet during the year.

The following advisory committees did not meet due to lack of quorum or members being unavailable for the scheduled meetings. Membership for these committees is under review with departments developing strategies to attract new committed members. It is hoped that these strategies will result in effective advisory committees being in place for the 2013-2014 academic year.

- Horticultural Industries, OCD
- Theatre Arts, OCD
- Game Development, OCAD
- Interactive Multimedia Developer, OCD
- Fitness and Health Promotion, OCD
- Electro-mechanical Engineering Technician – Robotics, OCD
- Motive Power Technician, OCD
- Masonry – Heritage and Traditional, OCD

The following advisory committee did not meet due to changes in departmental ownership and staffing during the 2012-2013 academic year:

- Emergency Management, OCGC
- Performance Coaching, OCGC

It should be noted that program advisory committee membership, a voluntary activity on the part of members of the community, has a life cycle. In any given year, there will be committees which do not meet as a result of a need to renew membership or challenges with scheduling.

During the 2012-2013 academic year, advisory committees participated in the 19 scheduled Program Quality Reviews. Advisory committee members provided input on their perception of the program, the program's ability to meet employers' demands, as well as trends affecting the future of the program. As well, members participated in the review and endorsed recommendations for curriculum changes, as appropriate, which have been implemented by the Schools as part of the Annual Curriculum Review

#### **OBSERVED TRENDS AND CONSIDERATIONS**

The review of the Advisory Committees annual reports reveals that the following trends and topics were of most interest to the members:

- Program Quality Review
- Curriculum development/revision recommendations
- Experiential learning placements
- Program standards review
- Mobile learning and e-text initiatives

#### **OTHER CONSIDERATIONS**

All program-specific recommendations addressed to the Board of Governors by the Advisory Committees have been actioned by program staff.

#### **RECOMMENDATION**

That the Board of Governors receive the Advisory Committee Annual Report for 2012-2013.

Submitted by Claude Brulé, Vice President, Academic

Date: December 09, 2013



**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

**AREA 1 – HUMAN RESOURCES**

**ORGANIZATIONAL EFFECTIVENESS**

Job Posting Summary

Since April 1, to November 19, 2013 the Recruitment Team has posted 250 competitions. The breakdown is as follows:

<b>Academic</b>	91
<b>Administrative</b>	52
<b>Support</b>	107
<b>Total</b>	250

*\*Note: Includes part time and reposted information.*

Community Engagement

Members of the HR team presented to members of the Ottawa Job Match Network in order to provide valuable insight to new Canadians regarding the recruitment process at Algonquin. The team also participated in a mentor working event hosted by Ottawa Community Immigrant Services Organization.

Faculty Performance Support Program

The new Faculty Performance Support Program manual and Frequently Asked Questions are now posted on the Human Resources website. The pilot will commence January 2014 and will include 5 Faculty per Chair, randomly selected by the Union and Human Resources.

In order to ensure the program is successful, professional development will be offered to the Chairs in the Winter of 2014 including:

- New Faculty Performance Support Program session;
- How to Conduct a Classroom Visit;
- How to Have Difficult Conversations;
- How to Wrap Up the Faculty Performance Support Meeting.

Part-time Employees: Electronic Time Sheets and Training Sessions

Starting in January 2014, new electronic time sheets will be available for part-time employees. Human Resources and Payroll are partnering in order to deliver training to all Budget Officers and other part-time payroll stakeholders.

On November 26, Human Resources, Payroll and Finance began the Request for Proposal process for a new integrated HR Information System/Enterprise Resource Planning System.

**COMPENSATION, PENSION & BENEFITS (CP&B)**

The Travel Policy was brought forward to President's Council on November 20 for final approval. The College purchased a comprehensive out-of-country coverage with AIG to ensure College employees have the appropriate coverage when traveling on company business. Employees will notify and be

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

tracked by Human Resources in HRIS when they are traveling out-of-country. The out-of-country plan details are available on the HR website.

Human Resources and Public Relations/Advancement will be participating in the volunteer days. Human Resources will be participating in several 'acts of kindness' during the ACKindness campaign.

**CENTER FOR ORGANIZATIONAL LEARNING (COL)**

There will be twenty Part-time Faculty Orientation sessions offered from December 2 to January 7, 2013.

Leadership Mentoring Program began October 29 with 9 mentor/mentee pairings from across the College.

All three levels of the Algonquin Leadership in Education Institute (ALEI) are being offered.

Level I - Leadership Development (16 participants),

Level II - Advanced Leadership Development (16 participants), and;

Level III - Organizational Leadership (12 participants).

Support Staff Professional Development offerings were offered between November 25 and December 6, 2013. Sixteen workshops were offered including topics such as MS Outlook & Word, Introduction to Online Note-taking tools, Online Learning with Lynda.com, How to be Smart with Your Money, File Sharing in the Cloud, and AODA compliance.

"Support Staff Getting Connected Conference" was held October 23-25, 2013 with 10 attending from Algonquin.

Planning is underway for the 2014 Kaleidoscope Conference and the 2014 Live Laugh Learn Employee Retreat. We are anticipating 100 participants to attend the Retreat.

**LABOUR RELATIONS**

As of November 18, 2013 there were 23 active Support Staff grievances and 8 active Academic grievances which are ongoing through the Step process.

**ACCESSIBILITY**

AC03: AODA Integrated Accessibility Standards Regulation was approved by President's Council.

**AREA 2 – FINANCE & ADMINISTRATION**

**FINANCE AND ADMINISTRATIVE SERVICES**

The Finance and Administrative Services Department team continues to work collaboratively with the College Budget Committee to develop the 2014-15 Pro-forma budget to be presented to the Board of Governors for approval in February 2014.

**Other Projects Currently in Progress:**

- Financial, Procurement and Administrative support continues for the Jazan Campus in Saudi

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

Arabia.

- The Request for Information (RFI) for HRIS/Financials/Payroll solutions was released in August and is currently under review.
- Algonquin College is one of five Ontario Colleges working collaboratively on a Request for Proposal (RFP) for Banking Services with the Ontario Education Collaboration Marketplace (OECM). The RFP was issued in late October and closes December 10, 2013.

**PHYSICAL RESOURCES****ICDP (Integrated College Development Plan)**

- John Tattersall and Phil Rouble co-presented on our ICDP framework at the Administrative Services Co-ordinating Committee Conference in Hamilton. Phil Rouble also presented on ICDP and Space Management at Niagara College.
- Both briefings have generated considerable interest in Algonquin's approach to long term planning.

**Scenario Planning**

- Presented a scenario planning model to President's Council in response to the September Board of Governors Retreat outcomes.
- Presented a conceptual modeling to President's Council in response to the September Board of Governors Retreat outcomes.

**Sustainable Algonquin Steering Committee**

- Presented a draft 5-Year Sustainability Plan to the Sustainable Algonquin Steering Committee based on the Association for the Advancement of Sustainability in Higher Education - Sustainability Tracking, Assessment & Rating System structure.

**Dental Program Revitalization – Building J**

- Functional Program Analysis is complete.
- Awarded Design to Bryden Martel Architects.
- Kick-off meeting – November 14, 2013.
- Preparation of business case is underway.

**Confederation and Massage in Building "A"**

- RFP for Design Services closes November 15, 2013.

**Siemens ESCO Phase 1**

- Water Measures is 80% complete. Initial results show savings of almost twice the targeted amount.
- Building "B" Planning and Design is underway, site Plan agreement submitted to City of Ottawa.

**INFORMATION TECHNOLOGY SERVICES****• Strategy, Planning & Analytics**

- Unveiled ITS re-organization that enables better strategic planning, improved service delivery and provides a strong accountability structure.
- IT project and enhancement intake request process communicated to the College enabling a single point of access for submitting requests.
- Internal IT Strategy and Governance Audit completed and draft report prepared.
- MYAA (Multi-Year Accountability Agreement) finalized and submitted to the Ministry.

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

- Integrated OCAS (Ontario College Application Services) data into the Enterprise Data Warehouse to allow the automated comparison of OCAS data with data in College systems.
- Created a Part-time Faculty report set to allow for the monitoring of replacement vs. non-replacement costs and schedule allocation.
- **Applications**
  - HRIS delivered functionality to support Part-Time Pay automation.
  - SIS team completed 2013F Registrar's Office Enrolment Count on November 1 audit date. Processing time of this count has been cut in half (compared to previous years) owing to a reduction of required reports, and positive impact of SIS upgrade completed this summer.
  - Kicked off project with Northern College to determine feasibility of Algonquin College hosting Northern College's administrative systems.
- **Service Delivery & Infrastructure**
  - Significant increases in wireless utilization at the beginning of term resulted in disruptions to service at peak times. Significant focus and effort placed on resolving the underlying issues including the assistance by several firms and RF engineers to identify and mitigate problems with the wired and wireless network configuration. All major issues resolved. All other services at 99.5% SLA (service level agreement).
  - The new student email environment was deployed based on the cloud based Microsoft Office 365 product. Further enhancements are planned this fiscal year to this environment to provide a greater range of services through this product.
  - A revised virtual desktop environment is being deployed which will support the College's goal of anywhere, anytime application and software access. This new technology also enables the reduction in dedicated labs by providing students with access to applications from student-owned devices.
  - An RFP for the College's telecommunications service providers has been issued and is under final evaluation.
  - ITS continues to provide support and guidance to the new campus in Saudi Arabia.
  - Work is underway to integrate Perth and Pembroke Employment Services offices into College network to provide improve services to these organizations.
- **Information Security and Policy**
  - Released new Information Security Website ([www3.algonquincollege.com/infosec](http://www3.algonquincollege.com/infosec))
  - First Algonquin participation in International Cyber Security Awareness Month
    - Interviews with CKDJ and Algonquin Times
    - Publication of security posters and bookmarks
    - New blogs on InfoSec website
  - Continued efforts to secure Health Services IT environment - established new process for Physicians accessing Electronic Medical Record (EMR) system remotely.
  - PCI-DSS (Payment Card Industry-Data Security Standard) - successfully passed first ever, quarterly, mandatory security assessment.

**COLLEGE ANCILLARY SERVICES****Innovative Business Initiatives**

- CAS has engaged three sections of first year Business students on a case study that is focused on determining the retail service offerings that students would like to see on

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

campus.

- Conference Services executed a contract with a film group that was filming on campus in October. Two more film groups will be on campus before the holidays.
- CAS is working with Applied Research to develop a mobile app that will improve our communication, delivery of service and contribute to an improved campus life experience.
- The Print Management Strategy continues to be developed. Upon the completion of community consultation an implementation process will begin. The goal is to reduce power and paper consumption while improving print services on campus with updated processes and equipment.

**Financial Success**

- Conference Services will be realigned to sit within Food Services organizational structure for the purpose of delivering a one-stop experience as clients enjoy our facilities and food during their visit to campus.
- Tim Horton's has proven to be a popular destination on campus averaging over 1200 customers per day. Full integration with Tim Horton's is complete as clients are now able to use their Tim's card for purchases.
- Although isolated financial and operational challenges exist, the overall financial performance within Print, Parking, Retail and Food Services remains stable at Q2.

**Employee Growth and Learning**

- Food Services continue to be committed to delivering quality products in clean and safe facilities. Food Services will be providing updated food safety training to 80 staff members in February.
- Retail Services organized and hosted the Campus Stores Canada conference lunch & learn on our e-text initiative as well as coordinated a tour of our Retail Services facilities for conference attendees on November 13th.

**Customer Satisfaction**

CAS is in the process of developing the 2013/14 annual service survey to capture important feedback from the campus community and develop metrics to further understand our businesses and client satisfaction.

**AREA 3 – STUDENT SERVICES**

**REGISTRAR'S OFFICE**

**Registration Statistics**

**Full-time Registration in Post-Secondary/Graduate Certificate Programs**

For the 2013 Fall Term, as at November 1, 2013 (Audit Date), the net registered students numbered 16,887 or 102.7% of the projected enrolment.

Further details are noted in Appendix 1 – Area 3: Student Services, at the end of this report, and also found at the following link:

[http://intraweb.ottawa.ad.algonquincollege.com/departments/registrar/statistics/registration\\_stat/Summary/2013F/2013-11-01.pdf](http://intraweb.ottawa.ad.algonquincollege.com/departments/registrar/statistics/registration_stat/Summary/2013F/2013-11-01.pdf)

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

**Continuing Education Registrations**

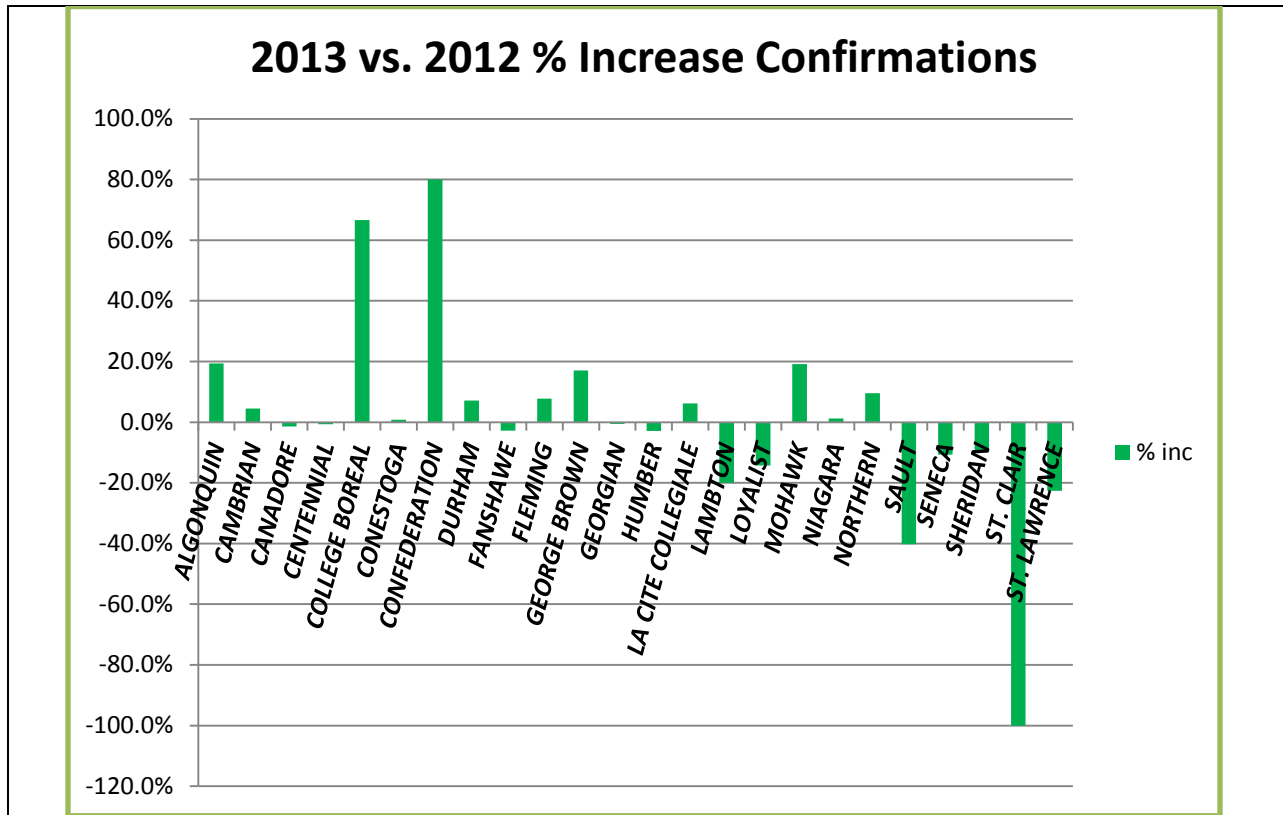
For the 2013 Fall Term as at November 1, 2013, registrations stood at 12,769 as compared to 12,696 at the same time last year. The term registrations to November 1, 2013 represent 122.5% of the projected enrolment. Registration continues throughout the term.

**Admissions Statistics**

**Ontario College Counts, 2013 Winter , as at November 4, 2013**

Percentage increase (decrease) vs. 2013 Winter Term						
	Algonquin			Ontario College System		
	Non-Direct	Direct	Overall	Non-Direct	Direct	Overall
<b>College Choices</b>						
Number of individual applicants	11.5%	8.4%	<b>10.6%</b>	-1.8%	-6.6%	<b>-3.4%</b>
<b>Program Choices</b>						
Number of applications (5 total program Choices with up to 3 choices at any one College)	9.0%	4.6%	<b>7.8%</b>	-2.2%	-7.9%	<b>-4.1%</b>
<b>Confirmations</b>	21.0%	14.3%	<b>19.3%</b>	2.4%	-3.0%	<b>0.7%</b>

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**



Algonquin College’s increase in confirmations places it in the top 5 provincially.

**2013 Fall Convocation Ceremonies**

The 2013 Fall Convocation Ceremonies for Ottawa Schools took place on Monday, October 28, 2013. Ceremonies were held at 2:00 p.m. and 6:30 p.m. in Southam Hall of the National Arts Centre. Dwight Brown was awarded an Algonquin College Honorary Diploma in recognition of a lifetime of achievement and service to the Ottawa community and as a leader who embodies the values, traditions, and aspirations of Algonquin College.

**2013 Fall Convocation Ceremonies – Attendance**

CAMPUS	2013 # of Graduates Attended	2013 Attendance % of Total Graduates	2012 # of Graduates Attended	2012 Attendance % of Total Graduates
Woodroffe	665	33%	635	34%

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

**Financial Aid**

The Registrar’s Office received 3,900 online applications for the Fall 2013 Student Assistance Bursary. This compares to 3,876 applications received last fall. To date, \$833,399.00 has been awarded to 2,165 students, which represents approximately 95% of the available funding. This funding is comparable to what was available last year.

**Admissions, Registration and Records**

The team is currently processing applications for the 2014 Winter and 2014 Spring intakes. Preparations for the 2014 Fall intake are well underway in preparation for this admissions cycle’s first Coltrane Transmission of applications from Ontario Colleges the week of November 25<sup>th</sup>.

**Contact Centre and In-Person Client Service**

Peak activity for the Client Service team occurs in September each year. While efforts to encourage online self-serve options continue, the Registrar’s Office continues to see increased telephone inquiries and in-person service demands. Maintaining flat staffing levels year over year without significant decrease in client demand has impacted the overall service levels. Ongoing efforts to promote off-peak service visits and online self-serve options continue.

**September Service Levels**

<b>Contact Centre</b>				
	<i>September 2013</i>	<i>YTD (2013)</i>	<i>September 2012</i>	<i>YTD (2012)</i>
Calls Received	18,082	118,125	19,846	116,826
Average Wait Time	0:06:03	0:03:35	0:04:40	0:03:02

<b>Service Counter</b>				
	<i>September 2013</i>	<i>YTD (2013)</i>	<i>September 2012</i>	<i>YTD (2012)</i>
Tickets Issued (TI)	17,719	77,343	18,450	71,618
Customers Served	16,826	74,474	17,561	68,993
Percent Served	94.96%	96.29%	95.18%	96.33%
No Ticket Issued (Welcome Station)	5,159	18,322	4,981	15,006
Average Waiting Time Global	0:13:05	0:07:59	0:16:25	0:08:16
Average Transaction Time Global	0:08:11	0:08:22	0:08:50	0:09:28



**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

**October Service Levels**

<b>Contact Centre</b>				
	<b>October 2013</b>	<b>YTD (2013)</b>	<b>October 2012</b>	<b>YTD (2012)</b>
Calls Received	12,326	130,451	12,543	129,369
Average Wait Time	0:02:03	0:03:21	0:01:30	0:02:49

<b>Service Counter</b>				
	<b>October 2013</b>	<b>YTD (2013)</b>	<b>October 2012</b>	<b>YTD (2012)</b>
Tickets Issued (TI)	11,176	88,519	10,894	82,515
Customers Served	10,887	85,361	10,428	79,421
Percent Served	97.41%	96.43%	95.72%	96.25%
No Ticket Issued (Welcome Station)	3,637	21,959	2,391	17,397
Average Waiting Time Global	0:03:03	0:07:17	0:08:42	0:08:20
Average Transaction Time Global	0:07:59	0:08:18	0:08:06	0:09:25

**Fees**

Phase 2 of the GeneSIS development for the eText program is underway and is expected to be completed by November 15. This phase will allow students to pay for an eText only once during an academic year. The Student Services Marketing area assisted with the advertising of the 2014 Winter Fees Due Date. A video clip was posted to various college links, an advertisement was put in the Algonquin Times, posters were strategically posted throughout the college, emails were sent to addresses of parents. The Registrar's Office also sent out a series of emails to students informing them of the Fees Due Date and payment options. The Registrar's Office will be running a series of statistical reports after Fees Due Date (November 15) in hopes that the paid-on-time percentage increases.

**FOUNDATION**

**Endowment Funds**

<b>Endowment Funds</b>	<b>April 1, 2013 to November 1, 2013</b>	<b>April 1, 2012 to November 1, 2012</b>	<b>Variance</b>
Received endowment funds	\$381,703	\$86,557	77%
Confirmed non-endowed annual awards	\$389,395	\$210,903	46%
Bursary, Scholarship and Award Disbursements	\$474,848	\$396,604	17%

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

**Capital Campaigns**

Most gifts are pledged over five years. Confirming and receiving each annual donation requires effective donor relations and ongoing stewardship.

**Major Gifts and Gifts-in-Kind**

	<b>April 1, 2013 to October 31, 2013</b>	<b>April 1, 2012 to October 31, 2012</b>	<b>Fiscal Year Goal</b>	<b>% Goal</b>
Major gifts and GIK	\$359,591	\$117,420	\$500,000	67%

**Building Campaigns (Note 1)**

	<b>Cash Received</b>		<b>Fiscal Year Goal (Note 4)</b>	<b>% Goal</b>	<b>Cumulative Cash Received to Date</b>	<b>Cash Received and Outstanding Pledges (Note 2)</b>	<b>Campaign Target</b>	<b>% Goal</b>
	<b>April 1, 2013 to October 31, 2013</b>	<b>April 1, 2012 to October 31, 2012</b>						
Woodroffe (Note 3)	\$394,857	\$424,107	\$950,000	41.56%	\$4,842,592	\$7,354,837	\$7,000,000	105%
Pembroke expansion	\$112,838	\$133,013			\$1,696,782	\$2,212,293	\$2,500,000	88%
Perth expansion	\$28,600	\$30,470	\$50,000	57.20%	\$451,992	\$579,025	\$1,000,000	57%
	\$536,295	\$587,590	\$1,000,000	42.35%	\$6,991,366	\$10,146,255	\$10,500,000	97%

*Note 1: Financial Statements, are presented as draft, and will receive final approval by the Algonquin College Foundation Board of Directors.*

*Note 2: Outstanding Pledges represents total pledged amount less cash received to date.*

*Note 3: Because donations for the Woodroffe campaign (ACCE) exceeded \$7M target by over \$600,000, the Board approved the transfer of \$250,000 of the 2011-12 donations to establish an ACCE Endowment Bursary.*

*Note 4: Fiscal year goal includes cash received for Woodroffe and Perth expansion projects only.*

**Alumni Relations**

- Call for Alumnus/a of the Year nominations.
- Fall edition of AlumNet (online newspaper) produced and sent to 54,893 alumni.
- Recruited new member to the Alumni Advisory Committee.

**STUDENT SUPPORT SERVICES**

**Aboriginal Student Services**

**Services to Students**

The primary issues identified by students seeking the assistance of the Aboriginal Student Support Specialist were:

- Technical transition, such as learning to use network-based resources such as Blackboard.

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

- Financial issues, such as delays in receiving sponsorship funding or managing personal finances.
- Identifying and connecting with college services, such as Peer Tutoring.

**Aboriginal Cultural Events**

The Mamidosewin Centre hosted over 70 events for the College community between the dates of September 23 to November 15. Many of these were small, social-based events designed to bring students together; such as a movie night or X-Box tournament. However, several of these events were firmly based on Aboriginal culture and ceremonies.

**Mamidosewin Centre Gathering Space**

The gathering space of the Mamidosewin Centre continues to be well used by students with an average of 50 students using the Centre per day to socialize, relax, study and share meals. A significant factor in the success of the gathering space is the role of the team of four Aboriginal student leaders. Funded through the CSEP initiative, this group of student leaders share in the role of creating a welcoming, inclusive, and respectful environment for all students accessing the Mamidosewin Centre. They also plan and facilitate small events for students.

Several Police Foundations classes were held within the Mamidosewin Centre. This initiative was designed to expose students to the cultural icons of the Centre while they covered course material related to Canadian Aboriginal culture and history. Students participated in a smudging ceremony and learned about Aboriginal culture from Aboriginal Counsellor Jackie Tenute.

**Centre for Students with Disabilities (CSD)**

The CSD has seen a significant increase in the number of students they have supported this Fall. The Woodroffe Campus has had a 37% increase, and Pembroke a 26% increase. The CSD Test Room as a result, has accommodated significantly more tests/exams, with a 40% increase over the summer compared to last summer, and a 36% increase since the end of October.

The Assistive Technologists held presentations for several classes on the use of Read and Write Gold software, for which there is a college-wide license. This tool can be used universally by students and staff regardless of disability status.

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

**Co-Curricular Record Program (CCR)**

**Co-Curricular Program Statistics**

<b>Number of Recognized Activities</b>			
	<b>2013</b>	<b>2012</b>	<b>Variance</b>
Woodroffe Campus	83	66	20%
Perth Campus	8	1	87%
Pembroke Campus	4	0	100%

<b>Number of Co-Curricular Record Validations</b>			
<i>A 'validation' represents an activity that has been accepted, completed and a record of completion is provided by the student.</i>	<b>2013</b>	<b>2012</b>	<b>Variance</b>
Validation Totals	352	313	11.1%
Note 1: There have been a total of 665 co-curricular validations to date. Note 2: The CCR year is defined as May 1, 2012 to April 30, 2013.			

**Counselling Services**

**Direct Client Support**

Key Service Metrics (September 23 – November 17, 2013):

<b>Key Service Indicator</b>	<b>2013</b>	<b>2012</b>	<b>Variance</b>
# of counselling appointments available	1817	1391	31%
# of appointments by students requested	2017	1421	42%
# of counselling and intake appointments completed	1294	899	44%
# of students meeting with a counsellor or intake worker	809	585	38%
% of requests for appointments that could not be granted due to schedule conflicts	26%	16%	-10%

During the reporting period of September 23 to November 17, 2013 students most frequently report that they were accessing Counselling Services for issues related to mental health distress; with 23 (4%) of students reporting some risk factor for suicide during their Intake Assessment. The following provides a summary of the frequency of commonly report issues by students during the Intake Assessment:

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

<b>Common Issues Reported by Students Entering Counselling Services and Frequency of Reports</b>						
<b>Issue</b>	<b>Mental Health Distress</b>	<b>Career or Program Indecision</b>	<b>Academic Distress</b>	<b>Interpersonal Distress</b>	<b>Other Issue</b>	<b>Financial Distress</b>
Frequency of Report	25%	23%	21%	14%	12%	5%

**Outreach Activities**

Counselling Services completed 24 workshops for students on issues including stress management, effective study skills and effective group work. 805 students attended these workshops and two workshops were streamed live for students enrolled in rural campuses and in online programs.

Counselling Services also participated in Mental Illness Awareness Week activities with other Student Support Services departments from October 7 to 11. Counselling Services took primary responsibility for organizing two booths that focused on Stress Management. This week was also used to promote the <http://icopeu.com/Algonquin/home.html> mental health awareness and support website.

Along with workshops and events for students, Counselling Services also hosted a SafeTalk workshop on basic suicide intervention skills attended by 13 College staff.

**Tragic Event Response Team (TERT)**

TERT was on standby on October 2, during the evacuation of Building V (Veterinary Technician) due to concerns that something in the building could be making occupants ill. TERT was not deployed as an investigation concluded that there was no risk to staff and students.

On November 11, two TERT members facilitated a memorial gathering for students and staff of the Social Services Worker program following the death of professor Heidi Friesen-Kobayashi.

On November 15, TERT partnered with the Spiritual Centre on the 2<sup>nd</sup> Floor of the Student Commons to facilitate a support session for members of the Algonquin College community impacted by the destruction of Typhoon Haiyan in the Philippines.

**Services for Prospective Students**

Demand for assistance from prospective students selecting a suitable program to complete enrollment remains strong. From September 23 to November 9, 380 prospective students requested a 30 minute appointment; representing a 32% increase over the same period in 2012. However, the limitations on the capacity of the service resulted in only 275 clients receiving appointments; leaving a service shortfall of 105 prospective students (-18%).

**Health Services**

On Saturday's during the month of November, Lead physician Elaine Hall, is providing physician services to students receiving their flu shots.

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

Fourth Year BScN students have participated in four projects with Health Services:

1. Delivered 1,410 flu shots at clinics held in the ACCE building and Student Commons on November 4, 5, 11 and 12.
2. Evaluated the Safe Ottawa Drinking Alliance (SODA) survey tool.
3. Developed a survey about post-secondary school student nutrition.
4. Both researched and recruited students for a student advisory committee for Health Promotion.

**Health Services Client Statistics**

Number of Clients Served			
	2013	2012	Variance
September to November (6 weeks)	4,732	4,691	0.8%

**Employment Support Centre**

A recent agreement was developed between the Algonquin College Employment Support Centre and a community agency, Dress For Success. The agency primarily provides disadvantaged women with an appropriate outfit to wear to a job interview as they transition into the workforce. The Employment Support Centre facilitates client referrals from the College to Dress For Success.

The Police Foundations program faculty partnered with Algonquin Employment Officers to provide 250 students with hands-on experience related to the job search process. During the month of October, the Employment Officers delivered five one hour workshops that outlined the job search process including developing a résumé and a cover letter. Following the workshops students were required to meet one-on-one for approximately 10 to 15 minutes with an Employment Officer to receive feedback related to the draft résumé or cover letter developed by the student. Faculty requested that all students participate in this assignment. A debriefing session will take place with the faculty members to discuss the outcomes of the joint exercise.

**Employment Support Centre Statistics**

Number of Job Postings			
	2013	2012	Variance
September 16 to November 12	474	409	14%

**Student Affairs and Orientation**

A total of six events were hosted on campus for students, which included: a Culinary Workshop, Zip Lining, Wine Tasting Workshop, the Alternative Spring Break Information sessions, Snakes and Lattes and Pumpkin Carving. Students were also able to get involved as a volunteer in five different Community Projects, which included: The Ottawa Mission, Helping with Furniture, Silver Springs Farm Garlic Planting Project, Embassy West Retirement Residence, and Debra Dynes Family House Children's Lunch Program.

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

**Test Centre**

**Test Center (TC) Service Volumes**

<b>Service Volumes</b>			
	<b>2013</b>	<b>2012</b>	<b>Variance</b>
April 1 – November 12	5,240	5,287	-0.8%

While Algonquin College full-time Admission Assessments increased 10% and TSSA assessments increased 21%, the overall decrease in assessments can be attributed to a 51% decrease in external assessments (i.e., MTCU Assessments and Private companies - of which CONNECT Strategic Alliances who the Test Centre proctored in the Ontario Pharmacists Exam for was dissolved by its Board of Governors on March 31, 2013), as well as a 33% decrease in the part-time Taxi Assessments, which can be attributed to fewer enrollees in the program and/or fewer rewrites (i.e. fewer unsuccessful candidates who return to rewrite). This accentuates the vulnerability the Test Centre budget has regarding external assessments, and their unreliable nature (i.e., private companies can dissolve at any time, or opt to not write at the Test Centre).

**TC Electronic Grading Service (Marks Analysis)**

<b>Electronic Grading Volumes Processed for the College</b>			
	<b>2013</b>	<b>2012</b>	<b>Variance</b>
April 1 – November 12	<b>Course Sections</b>		
	1,884	1,758	7%
	<b>Individual Exams</b>		
	58,859	59,749	-1.5%

The trend seems to indicate that more classes/faculty are using the service (i.e., the increase in course sections), but there are smaller class sizes (i.e., the decrease in individual exams).

**Welcome Centre**

**Welcome Centre Client Statistics**

<b>Number of Clients Served</b>			
	<b>2013</b>	<b>2012</b>	<b>Variance</b>
September 23 – November 17	11,468	8,114	29%

**Marketing Officer**

Student Services has hired an area-wide Marketing Officer, Sophia Bouris, reporting to the Manager of the Welcome Centre. This position corresponds to a Student Services goal in the College's 2013-14 Business Plan to, "Develop and launch an enhanced communication and marketing plan for Student Services". To that end, the primary focus for this year's plan will be to ensure Student Services awareness benchmarks are established and to convert static Student Service websites to interactive

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

multi-media websites.

The first order of business was the re-branding of Social Media sites (Facebook and Twitter) to encompass all of Student Services rather than having individual services maintaining their own outlet. This change will allow for efficiencies and consistencies to be gained across the Student Services area.

The first edition of the Student Services online newsletter was released to all first year students in mid-October. The inaugural edition featured a welcome to students from Laura Stanbra, Vice President, Student Services, as well as articles profiling the new Student Learning Centre, the Co-Curricular Record program, the expanded Student Information Desk and event updates from the Student Affairs and Orientation team.

Additionally, marketing plans are underway to move forward with the creation of an Industry Speaker series in the Foundation/Alumni Office. A marketing campaign was also launched in collaboration with the Manager, Fees, Curriculum and Reporting in the Registrar's Office to highlight the upcoming Fees Due Date (November 15). The campaign included a video being released via Social Media outlets, a poster campaign, and advertisements in the Algonquin Times.

**Student Success Specialist**

As part of a Retention Proposal, the Student Success Specialist in Student Support Services is leading a Peer Mentorship Pilot Project. Two Mentors are mentoring 13 protégés from within the Hospitality Management – Hotel and Restaurant program.

**Student Information Desk (SID)**

**Student Information Desk Client Statistics**

Number of Clients Served			
	2013	2012	Variance
September 23 – November 17	2,072	1,701	18%

Effective Monday, November 11, Student Support Services opened the Mobile Student Information Desk in the ACCE building foyer. The mobile SID will be operational 26 hours per week until the completion of the 2013 Fall Term Final Assessment Week.

The Student Information Desk has partnered with Health Services to afford the Health Promotion Outreach Team the opportunity to showcase its efforts in this high-traffic space. The Health Promotion Team will be represented at the Student Information Desk once per week throughout the month of November.

**Learning Resource Centre (LRC)**

The President's Council has formally approved the requested name change of the Learning Resource Centre (LRC) to 'Library'.

The Heads of Library and Learning Resources (HLLR) Video Research Panel tabled its final consultant's



**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

report that identifies the important trends in the use and delivery of educational video content. The report's recommendations supported by HLLR underscored the need for a longer term vision for video streaming services in the colleges.

The Heads of Library and Learning Resources (HLLR) eBook Consortium Project has recently completed phase 2 of the Implementation Analysis Phase (IAP). An important milestone has been met with the release of a [Request for Information \(RFI\)](#) to vendors and aggregators. Responses to the RFI are expected to provide valuable insight and options for how a college eBook consortium could be structured and with which partners. The funding requirements for this project have shifted to 2014-15.

**Woodroffe Campus Statistics**

Type of Service	2013	2012	Comparison	Comments
Patron Visits	44,994	46,131	-2%	
Reference	3,890	4,038	-3%	
Circulation	2,596	2,263	14%	
Reserves	1,058	1,384	-23%	Variance is subject to faculty/text usage.
Instruction Sessions	29	27	7%	
Instruction Attendees	1,167	993	15%	

**Perth Campus Statistics**

Type of Service	2013	2012	Comparison	Comments
Circulation	316	246	22%	Program increase/library promotion
Reserves	211	237	-11%	

**Pembroke Campus Statistics**

Type of Service	2013	2012	Comparison
Circulation	194	198	-2%
Reserves	269	277	-3%

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

**Peer Tutoring**

**Peer Tutoring Statistics**

Number of Clients Served (122 Active Tutors from Various Programs)				
	2013	2012	Variance	Comments
September 23 to November 17th	2,278	2,502	-9%	A noted trend of students using Student Learning Centre (English)

**Student Learning Centre**

The Student Learning Centre is now fully operational offering English, math and computer coaching appointments. There are currently 130 students registered in the system from 40 different programs. Students are booking appointments both online and through the Peer Tutoring Desk. The new location of C210 is scheduled for completion on November 15, 2013.

**Business Operations**

The Team has welcomed Sarah Smith a second year Office Administration student who is working 3 hours a week to gain experience in an office setting. This opportunity fosters a sense of community and partnership. Also as of last week, this project/activity was approved through the Co-Curricular Record program.

**AREA 5 – ACADEMIC**

**Algonquin College in the Ottawa Valley**

The Pembroke Campus held its annual Open House for High School students on October 28, 2013. Approximately 400 students attended from high schools in Renfrew and Pontiac Counties. College faculty and students set up interactive displays in the gymnasium and provided half-hour presentations on their respective programs.

**Algonquin Centre for Construction Excellence, Algonquin Heritage Institute and Applied Research & Innovation**

The Solar Decathlon 2013 ECHO Home project (ontariosd.ca) developed in collaboration between Algonquin College, Carleton University and Queen’s University received support from a number of centers within Applied Research & Innovation, notably the Construction Research Centre, the Full Spectra Centre, and the Design Centre. The project was an entry in the sustainable housing competition to develop cost-effective solar powered homes that was hosted by the U.S. Department of Energy. It demonstrated environmentally friendly design and construction and the power of inter-institutional and inter-disciplinary projects. Of 20 entries from around the world, Team Ontario’s entry placed sixth overall, first in the Engineering category and tied for first in Hot Water and Energy Balance. Innovations included blinds on the south side of the house that automatically adjust themselves based on weather and solar patterns, and vacuum insulation panels with more than twice the insulation capacity of a conventional home, ideal for a rough Ontario winter.

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013****Algonquin Centre for Construction Excellence and Workforce & Personal Development**

The Women in Electrical Engineering Technology (WEET) initiative received a national award for 'Innovation in Human Resources Practices – Educational or Training Institution' by Electricity Human Resources Canada. The award was presented for innovative practices in diversity.

**Career and College Access Centre**

A new course, ENL0071 Communications for the Employment Pathway is being delivered by the Academic Upgrading Smiths Falls Centre faculty at Community Employment Services, Perth. This is an example of two of the College's Employment Ontario programs (Literacy and Basic Skills and Employment Services Perth) partnering to better meet the needs of the Lanark County clients.

**General Arts and Science**

A retention project to text students who are absent from class has been overwhelming successful with students in the General Arts and Science programs. Students indicated that had this service not been available, they most likely would not have reached out for help. Results of this initiative are being shared across the Academic Area.

**School of Advanced Technology**

The Mechanical Engineering Technology program was presented the Accreditation Certificate by the Canadian Technology Accreditation Board (CTAB). The CTAB is a standing committee of The Canadian Council of Technician and Technologists (CCTT) and is charged with developing, coordinating and managing the national accreditation program for applied science and engineering technology programs. A formal presentation will take place at Algonquin College at a later date.

**School of Health and Community Studies**

Heidi Friesen-Kobayashi, Professor, Social Service Worker program, passed away on November 5, 2013 after a hard-fought battle with cancer. The Heidi Friesen-Kobayashi Placement Excellence Award was established through the Foundation to honor Heidi's commitment to student success and to the community. On November 11, 2013, a gathering in remembrance of Heidi was arranged for the second year Social Service Workers students by members of the faculty, the Community Studies Chair and members of the Tragic Event Response Team. This gathering allowed individuals to honor Heidi's contribution to the program and the significant impact she had on her students.

**School of Hospitality and Tourism**

In the last month, the School of Hospitality and Tourism has been featured in local media including The Ottawa Citizen, EMC Barrhaven newspaper, Ottawa Magazine – Anne's Picks: You Tube, Knight Productions filming a commercial, CTV Ottawa, OTTAWA Ruby Television, InMotion film episode, Life with Rogers, and radio interview on CFRA radio.

**Centre for Continuing and Online Learning**

Algonquin College and La Cité collégiale hosted the Heads of Continuing Education annual conference at the Westin Hotel in Ottawa on October 10 and 11, 2013. Centre for Continuing and Online Learning staff made presentations on Accessibility for Ontarians with Disabilities Act (AODA), curriculum design and development, student success, client service, MOOCS and digital citizenship. Feedback indicated an 83%

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

satisfaction with the event. A positive outcome was the creation of several networking groups to continue exploring common issues.

**Language Institute**

The Language Institute will continue to participate in the one-year pilot project with the Cree School Board. A small cohort of six students will be tested in James Bay for pre-admission and placement purposes so they can join the General Arts and Science – English for Academic Purposes program in January 2014.

**International Education Centre**

At the Jazan Campus, 866 students are enrolled in the Preparatory Year Program (PY) and in the two technician programs: Mechanical Technician – Industrial Millwright and Electrical Engineering Technician.

**Learning and Teaching Services**

Implementation of the eText initiative is going well, involving almost 4,000 students across 34 programs. Work is underway for the Winter 2014 term roll-out, as is planning for Fall 2014.

**Applied Research and Innovation**

Applied Research and Innovation was successful with its application to the Ontario Research Fund (ORF) on behalf of the College. ORF awarded the College \$800K toward the development of the Construction Research Centre; this matches the \$800K contribution from the Canada Foundation for Innovation and the \$1.5M in cash and in-kind secured from industry partners.

**Corporate Training Centre**

Algonquin College staff and faculty are making optimal use of the opportunity to complete professional development offerings at the Corporate Training Centre in downtown Ottawa. This opportunity was announced at the President's Breakfast in August 2013. Since September, 20 staff members have engaged in professional development at the Centre.

**Student/Alumni Activity**

Karen Burley, Bachelor of Science in Nursing student, Pembroke Campus, attended an Ottawa Senators game on November 3, 2013 as part of the Senators-Military Bursary Fund Armed Forces Day. Karen was one of several Pembroke Campus students who received a bursary through the program.

Algonquin College bested the other members of Polytechnics Canada at the annual Student Applied Research Showcase at SAIT Polytechnic in Calgary where Game Development graduate, Sean Emberley, took first place for his excellent presentation on "Voice-Activated Dental Charting", a software program developed for Cumulus Dental. A team of professors and students from various disciplines contributed to the success of this project.

Fourth year students and professors of the Bachelor of Science in Nursing (BScN) program, Woodroffe Campus, in collaboration with Algonquin College's Health Services, implemented a four-day Flu Clinic in November. 120 nursing students participated in this event and immunized 1,410 members of the

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

College Community. As a part of the event, BScN and Dental students implemented a wellness extravaganza to promote healthy living.

The Child and Youth Worker students raised \$1,516.35 this October 2013 which was Child Abuse Awareness month. Having brought the purple ribbon campaign to the halls of Algonquin College, the students' donation was presented to a representative of the Children's Aid Society of Ottawa-Carleton.

Graduates of the Practical Nursing program (2013) achieved a 91% pass rate on the Canadian Practical Nurse Registration Examination (78 out of 86 students were successful).

Tourism and Travel students travelled to New York City from November 14 to 18, 2013, under the supervision of Professors Jamie Ledoux and Cindy Stephens, as part of their experiential learning. They spent four days visiting famous sights such as Central park, Times Square, Wall Street, etc. The opportunity provided students a better understanding of various tourism industry sectors.

Twelve Culinary Arts students volunteered to assist with the preparation of food under Chef Ahmad Lutfi for Their Excellencies, the Right Honorable David Johnston, Governor General of Canada and Mrs. Sharon Johnston, who hosted the Harvest Celebration. In addition to touring the Governor General's residence, students assisted the Rideau Hall Kitchen Team, led by Executive Chef Louis Charet, alumni of the School of Hospitality and Tourism.

On November 1, 2013, 50 Culinary and Baking students participated in the Ottawa Wine and Food Show working with the Canadian Chefs Association at the Café Marche preparing food for the event.

Dmitry Klishch, second-year Mechanical Engineering Technology student, has won the very prestigious 2013 IEEE Global Humanitarian Technology Conference (GHTC) Student Poster Competition held October 20 to 23, 2013 in San Jose, California. Dmitry's project included several design concepts he is developing to be included in his Exo Support Leg design.

Police Foundations (Perth) students investigated a "mock" collision in the Perth Campus parking lot on November 13, 2013. There were emergency vehicles from the Town of Perth on hand, as well as "victims" and "investigating officers" played by staff and students. It was a great learning experience for all involved.

On October 17, 2013, students from Police Foundations, Personal Support Worker and Office Administration-Executive programs at the Perth Campus assisted and participated in an evacuation exercise at Lanark Lodge Seniors Residence. The students worked closely with area fire departments, police services and local paramedics. The event was a huge success and residence staff were very complimentary of the students.

**Faculty/Staff Activities**

Dmitri Priven, Coordinator, Teachers of English as a Second/Foreign Language program (TESL), was selected to sit on the Research Committee of the TESL Ontario Board in Toronto.

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

Peter Larock, Chair, Design Studies participated in the Association of Canadian Community Colleges mission to India, which included participation in the 3<sup>rd</sup> Annual Canada-India Business forum, visits to Chennai and Bangalore to participate in meetings with private sector training partners, and at the invitation of the Canadian Trade Office in Bangalore participated in the Association of Bangalore Animation Industry Festival in Mysore.

Gerry Samson, Building Services Coordinator, Pembroke Campus, participated in the Best Western Pembroke Inn Zombie Run for breast cancer on October 27, 2013. Gerry was the top fundraiser of the event, raising more than \$1,200.

'Miracles for Mark', a fundraiser for Mark Anderson, Journalism professor, who is battling cancer, was held October 23, 2013 at the Heart and Crown. About \$6,000 was raised to cover some of Mark's medical costs.

Andrea Emery, Coordinator, Graphic Design and Paul West, Coordinator, Animation attended a Student Portfolio Day at Bealart, located in London, Ontario on November 14, 2013. Student portfolios were reviewed and advice provided to those who were interested in the Animation, Graphic Design and Conceptual Art programs. These potential applicants were impressed with the feedback offered by the professors and with Algonquin College in general.

On October 31, 2013, the faculty and staff of the School of Hospitality and Tourism invited their colleagues from the School of Media and Design to a Food and Talk (FAT) lunch. The idea came about during the Employee Engagement Tiger Team talks in August to improve communication /networking throughout the College.

Chris Hahn, Chair, Construction Trades and Building Systems and Chef Scott Warrick, Coordinator, Culinary Arts were on the 1310 News show, "Talk to the Hand", on November 12, 2013 to discuss employment in the trades. They were joined by the Honorable Brad Duguid, Minister, Training, Colleges and Universities; other local subject matter experts; and host Ed Hand for a lively discussion on why students should consider trades programs and other issues of import to students.

Wahab Almuhtadi, Research Coordinator, Faculty of Technology and Trades was selected by the Networks of Centres of Excellence of Canada (NCE) to be a member of the Panel of Experts tasked with reviewing the industry-academia applications submitted for the 2014 Competition under the Business-Led Network of Centres of Excellence (BL-NCE) Program.

**Community Activity**

Police Foundations students at the Pembroke Campus have been involved in a number of volunteer activities since 2013 including providing safety for a Terry Fox Walk at Our Lady of Lourdes School, providing safety for the Taking Steps for Cancer fundraiser, providing safety for the First Annual Zombie Thrill Run fundraiser, and security for the Pembroke Lumber Kings hockey games. In addition, second-year students are participating in a two-day Children's Restraint Technician course.

The Pembroke Campus is hosting guest speakers as part of its Community Lecture Series to be

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

conducted between November 2013 and April 2014. The high profile speakers include Howard Bloom, Sports Business Analyst for CTV's Canada AM; Dr. David Pratt, JFK Assassination Author; Gwynne Dyer, Historian and Journalist; and Ed Lawrence, CBC Radio's Gardening expert.

The City of Pembroke was recently named the top international community in the Communities in Bloom Competition in the medium-sized category. The local committee feels that they won because of the completion of Algonquin College's waterfront campus. The "green" philosophy behind the design and function of the campus impressed the international judges.

As part of the Best Gift Ever Campaign, Helene Campbell, organ transplant advocate, was on campus on November 26, 2013 to promote Organ Donation Registration at an event hosted by the Health and Wellness Research Centre. A group of Bachelor of Science in Nursing students, in collaboration with Applied Research and Innovation, has been involved in this campaign over the past semester.

Academic Upgrading faculty and staff attended the Friends of Literacy luncheon at the Restaurant International hosted by the Ottawa Community Coalition for Literacy. President Kent MacDonald was the keynote speaker.

On September 23, 2013, Chef Edwards (with assistance from students, faculty and staff Steve Price, Dan Halden, Ric Lee, Margrit Werner, Michael Bakogeorge, and Trevor Buck) produced a Burnt Honey, Thyme and Apple Jam that has been donated to a charity called "Homes for the Holidays", on behalf of the School of Hospitality and Tourism.

Almost 450 local Tourism Industry insiders gathered on October 23, 2013 at Algonquin College to celebrate the achievements of front-line staff at the 18<sup>th</sup> Annual Stars of the City Recognition Evening. Food was prepared by Culinary Arts students and wait staff provided by Bartending and Hotel and Restaurant Management students.

**AREA 7 – ADVANCEMENT****SALES AND STUDENT RECRUITMENT****Recruitment Generated New Leads** Year to Date Period Ending:

- October 31<sup>st</sup> 2013 - 6,940
- October 31<sup>st</sup> 2012 - 6,310
- Year-over-year increase of 10%

**Recruitment Presentations & Events**

Year to Date Period Ending:

- October 31<sup>st</sup> 2013 - 801
- October 31<sup>st</sup> 2012 - 784

**Guidance Counsellor Forum**

Working in collaboration with the Recruitment Team, the Department hosted the College's annual

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

Forum event on October 3<sup>rd</sup>, and welcomed approximately 140 guidance counselors on site for a morning conference following by lunch at the Restaurant International. The day's agenda included:

- welcoming remarks by Vice President Academic Claude Brulé,
- presentations by the Perth and Pembroke campuses,
- a review of new programs by Jo-Ann Aubut, Dean, Academic Development, and
- a student panel with three students from Ottawa and one from the Perth Campus

The event also included a trade-show style presentation of student services, admissions, academic Faculties, and student success specialists. Anne Kalil, Manager, Recruitment acted as emcee for the event.

**Jazan – Saudi Arabia**

The Recruitment team met with the Campus Recruitment Officer from our Jazan Campus, teaching him the procedures for the many different types of recruitment events and presentations.

**Perth Campus**

Student Recruitment completed a Perth Campus Recruitment Research Report and presented it to the Perth Enrolment Management Committee in Perth. Recruitment support was also provided to enable the Perth Campus to run an Open House on November 27<sup>th</sup>.

**Inside Sales**

Our Student Ambassador staffed Telemarketing team made 1,977 calls of which 545 calls (27.5%) resulted in a live conversation with a prospective student. In October, we also completed calling and profiling 190 high schools that have students that apply to Algonquin but that we have never visited due to the travel distance. Additional Viewbooks were sent to 31 of the schools and an Algonquin College Poster was mailed to all 190 schools.

**MARKETING****Marketing Generated Leads**

- October 2013 - 2,925
- October 2012 - 1,837
- Year-over-year increase of 63%

**Recruitment Advertising Campaign**

The 2013-14 Recruitment advertising campaign is now being rolled out to cinema, online, and outdoor. Marketing has produced a 15-second Cineplex video ad for CCOL winter intake, along with two versions of a 30-second Cineplex and Web media ads.

**Program Marketing Campaign**

Phase One of the Program Marketing Campaign for 2013-2014 rolled out on October 1st. The two target programs with Winter Intakes were selected to be launched first, in order to drive applications for January. Paid search campaigns on Google Adwords and LinkedIn were launched for both programs. This was the first time a program-specific paid search campaign was run on LinkedIn.



**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

Two program-specific webinars were held in October, with positive results. The Police Foundations webinar had 63 registrants and 24 attendees, while the Food and Nutrition Management webinar had 22 registrants and 1 live attendee. The lower numbers are likely indicative of the more specialized nature of the program, as well as the midday delivery. Thus far the results show that 7-8PM is the optimal time to run a program webinar. We are continuing to experiment with email invitations, Facebook advertising, and the date/time of the webinars in order to engage the largest number of prospective students.

**Website Homepage**

Marketing is working toward the rollout of the a new homepage design in January 2015. A/B web traffic tests on the new design are underway to determine the impact and confirm the design meets the goals of improved navigation and satisfaction. To date over thirty-thousand unique visitors have been surveyd with the new design exceeding our original expectations.

**Environmental Graphics**

Completed environmental graphics for both the Pembroke and Perth campuses as well as the School of Advanced Technology, School of Business, School of Health and Community Studies, School of Hospitality and Tourism, School of Media and Design, and the Language Institute.

**Email Nurture Campaign**

Marketing has partnered with the Recruitment team to develop an email nurture campaigns targetting grades 8-11.

**Customer Relationship Management (CRM) Pilot**

1. ITS - The CRM Team is working with ITS to reimagine its service desk model. Initial scoping is now complete and an RFP for a consultant to support the transition to Salesforce's Service Cloud is nearing completion.
2. Career and Academic Access Centre - Academic Referral Advisors have been on boarded to Salesforce and are using the system to manage their contacts' information, interactions, and activities. Phase two of the CAAC system will integrate with Genesis SIS in order to permit the unit to measure anmd report on the the success of its students in FT programs.
3. Web Services – completed the transition from the Zendesk ticketing system to the Salesforce Service Cloud.

**INTERNAL/EXTERNAL COMMUNICATIONS****MEDIA RELATIONS****Press Releases**

The Public Relations and Communications department sent 10 media releases and advisories in October pertaining to

- Fall Convocation
- The United Way campaign
- Two awards for the Student Commons

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

- The announcement of our 2013 Premier's Award nominees
- An award for the Women Into Electrical Engineering Technology (WEET) program
- An award for the City of Pembroke, which prominently mentioned the new campus
- The College's ranking as one of Canada's top research colleges

**In the News**

- Oct 4 – Ottawa Citizen and Digital Journal published an article on WEET program.
- Oct 11 – Chick Advisor wrote a review of Dirty Duck Soap, which is made by Algonquin culinary students.
- Oct 16 – Ottawa Business Journal wrote an article on students helping local businesses through voucher program.
- Oct 17 - 18 – Ottawa Citizen, 580 CFRA, and Canadian Architect wrote an article on Team Ontario placing 6th in Solar Decathlon.
- Oct 18 – Canadian Design-Build Institute wrote a story on Student Commons winning their Award of Excellence.
- Oct 18 – CFRA wrote a story on the College's United Way campaign.
- Oct 22 – CBC News Ottawa aired a segment on nursing students and their opinions of MTV show Scrubbing In.
- Oct 22-23 – CBC Radio's All in a Day interviewed Professor Jay Smith about Cost of Carbon event. CFRA wrote a story about the event.
- Oct 24 – CTV Ottawa aired a video report on students who threw a fundraiser to help their professor who is battling cancer.
- Oct 24 – CTV Morning Live aired a segment on Great Pumpkin Charity Ball and Algonquin's culinary student's involvement.
- Oct 25 – RogersTV aired the men's provincial soccer championships.
- Oct 26 – CFRA Ottawa aired an interview on the Computer Radio Row about the eText program.
- Oct 29 – The Ottawa Citizen wrote a story about the Maniac Pumpkin Carvers visiting Algonquin culinary students. CBC Radio One interviewed students about Maniac Pumpkin Carvers experience.

**Media Training**

The Public Relations and Communications department continues to prepare for the first two media training sessions for CLC members, scheduled for Mon Jan 13 and Mon Jan 20. In preparation, the department will be unveiling an official College Media Relations guide by early December.

**Community Hero of the Game**

In conjunction with the Ottawa Senators, Algonquin launched the 'Community Hero of the Game' program, recognizing Algonquin alumni, employees and students who have made a significant contribution to their community.

**SOCIAL MEDIA****Overview**

Between the College's main Twitter and Facebook accounts, there were more than 10,300 social

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

media interactions (Twitter mentions, Retweets and Facebook stories) in October by 6,800 unique users.

Algonquin College continues to be a leader in the social sphere, ranking among the most influential Canadian Colleges on Klout with a score of 69. Klout score is calculated based on engagement, output, number of followers, and the quality of interactions via social media. It is ranked from 1-100.

**Twitter**

More than 600 tweets were sent from the @AlgonquinColleg Twitter account in October. Popular topics were midterms, campus events, and questions about AC programs/recruitment. The account attracted nearly 700 new followers, a 5.3% increase since September. We continue to be the leading Ontario College on Twitter with 13,823 followers.

**Facebook**

Algonquin has jumped from 5th to 4th place for Facebook followers among all Ontario Colleges, up from 19th place in January! Our main Facebook page grew to 26,423 page 'Likes' by the end of October— a 13% increase since September and a 1058% increase since January. Facebook advertising is again being used to target new and returning students to connect with our page.

**Training**

The Social Media Community Officer continues to hold Lunch and Learn sessions on various social media topics. October's session focused on Hootsuite, a Twitter and social media management tool. Various departmental and one-on-one meetings were also held to foster employees' social media knowledge.

**Video Contest**

A video contest was also conducted with the Algonquin Students' Association, asking AC Students to create a short video about why they're "AC Proud". Seven entries were received and are shining examples of our students' creativity, social connectivity, and school pride.

**Social Media Account Management Policy**

The draft Social Media Account Management policy was presented to the College Academic Council and feedback from those constituents is currently being incorporated into the policy. The new social media resource website is still under development and will feature a series of social media "how to" videos, social media channel snapshots, and a social stream featuring content from the many College-affiliated social media accounts.

**EVENTS****Official Launch of the Women into Electrical Engineering Technology (WEET) program**

Working in collaboration with the Workforce and Personal Development team, Advancement organized and executed the official launch of the WEET program in the ACCE atrium on Friday, October 4<sup>th</sup> at 11:00 a.m. WEET program coordinator Kathryn Reilander emceed the event, which included remarks from Vice President Claude Brulé, WEET project coordinator Irene Casey, program sponsors Roslyn Bern (President, Leacross Foundation) and Laura Cooke (Vice President, Corporate Relations, Hydro One),

**BOARD OF GOVERNORS  
MANAGEMENT SUMMARY REPORT  
DECEMBER 9, 2013**

WEET student Patti Wunsch, and special guest the Honourable Bob Chiarelli, Minister of Energy and MPP for Ottawa West-Nepean.

**Convocation**

Worked in partnership with the Registrar's Office in the preparation and execution of the Fall Convocation ceremonies held October 28th at the National Arts Centre (NAC). Dwight Brown, retired construction industry professional, was our honorary diploma recipient at the afternoon ceremony.

**New Employee Breakfast**

On October 29, a total of 11 new employees were invited to join President MacDonald for a breakfast in the Staff Dining Lounge to discuss their experiences as our newest staff members and to share any suggestions they may have to enhance the programs and services we provide to the College community.

**President's Coffee Break Series**

College employees chatted informally with President MacDonald at the annual Halloween President's Coffee Break held at the Woodroffe Campus on Thursday, October 31<sup>st</sup>. More than 350 college employees enjoyed the 'spook-tacular' event with the majority donning costumes ranging from witches, to doctors, to mascots!

**President's Star Award**

Advancement worked collaboratively with the President's Office to present awards to the following Algonquin employees in October: Norma Albert, Elaine Foster and Gloria Abernethy (ACCT), Shelly Waplinton (Community and Student Affairs/Pembroke), the Pembroke Campus Maintenance Staff, and Elizabeth Tyrie (Business Development).

# Appendix 1 – Area 3: Student Services



## Algonquin College Post-Secondary and Graduate Certificate Registration Statistics 2013F Summary Report

As of Nov 1/2013 05:06 PM

Faculty/School	2012F	2013F																		Part-Time		Co-Op	
	Audited	Approved/Projected			Total Registered Cumulative	College Withdrawal			Rtning Not Paid	Net Registered			Audit Eligible	International			Contract	Net Registered (Total) as % of Projected	Audit as % of Audited	12F	13F	12F	13F
		A01	Rtning	Total		A01	Rtning	Total		A01	Rtning	Total		A01	Rtning	Total				12F	13F		
SCHOOL OF BUSINESS	2,898	1,483	1,710	3,193	3,408	133	95	188	180	1,542	1,698	3,238	2,890	161	153	314	0	101.4%	99.8%	201	210	30	35
SCHOOL OF HOSPITALITY & TOURISM	976	757	428	1,185	1,245	51	19	70	59	759	418	1,175	1,019	78	72	148	0	99.2%	104.4%	85	63	0	0
FACULTY OF ARTS & MEDIA DESIGN	3,487	2,402	1,213	3,615	3,772	137	25	162	89	2,437	1,173	3,610	3,510	58	32	88	0	99.9%	100.7%	164	187	0	0
FACULTY OF TECHNOLOGY & TRADES	3,019	1,745	1,745	3,490	3,888	160	38	198	129	1,871	1,799	3,670	3,311	124	174	298	0	105.2%	109.7%	326	299	59	60
FACULTY OF HLTH, PUBLIC SAFETY/COMM STUDIES	3,291	1,789	1,831	3,420	3,648	97	40	137	77	1,858	1,853	3,511	3,398	30	30	60	0	102.7%	103.3%	164	188	0	0
INTERNATIONAL & CORPORATE BUS DEV	29	33	0	33	97	5	5	10	8	53	34	87	82	5	0	5	0	263.6%	282.8%	0	0	0	0
CENTRE FOR CONTINUING & ONLINE LEARNING	350	243	209	452	613	0	0	0	80	388	245	613	598	0	1	1	0	135.6%	170.9%	39	39	0	0
ALGONQUIN COLLEGE HERITAGE INSTITUTE	221	204	111	315	300	14	1	15	9	213	72	285	279	2	0	2	0	90.5%	128.2%	5	5	0	0
ALGONQUIN COLLEGE IN THE OTTAWA VALLEY	642	488	251	739	724	23	3	26	9	483	215	698	684	3	2	5	0	94.5%	106.5%	29	32	0	0
<b>COLLEGE TOTAL</b>	<b>14,911</b>	<b>9,144</b>	<b>7,298</b>	<b>16,442</b>	<b>17,673</b>	<b>620</b>	<b>166</b>	<b>786</b>	<b>638</b>	<b>9,584</b>	<b>7,303</b>	<b>16,887</b>	<b>15,771</b>	<b>457</b>	<b>484</b>	<b>921</b>	<b>0</b>	<b>102.7%</b>	<b>105.8%</b>	<b>993</b>	<b>1,021</b>	<b>89</b>	<b>95</b>

FOR COMPARISON ONLY

College Total at Nov 1, 2012 06:35 PM	13,970	8,876	6,712	15,588	16,758	635	159	794	528	9,264	6,700	15,964	14,907	352	427	779	0	102.4%	106.7%	893	993	88	89
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NOTES:

(1) Calculated days are calendar days including weekends

# Business Plan 2013/2014 Q2 Update to the Board of Governors

December, 2013

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q2 Update December, 2013	Status Green, Yellow, Red
<b>CHAMPION APPLIED EDUCATION AND TRAINING</b>				
<b>Goal 1: Deliver an exemplary applied education and training experience.</b>	AE 1.1 Enhance the entrepreneurial culture at the College to promote entrepreneurial thinking within the student body.	Entrepreneurial culture strategy and implementation plan presented to President's Council.	In progress. Academic area working collaboratively with the SA and their Executive in Residence to develop a full plan.	Academic
	AE 1.2 Encourage the launch of faculty, staff, and students innovative ideas to improve pedagogy and the learning environment.	(1) A minimum of 15 submissions are funded through this innovation mechanism. (2) Three (3) ideas are implemented cross-college to improve either pedagogy, the learning environment or processes associated with educational delivery.	Thirteen (13) faculty projects were approved in the spring. A second call for submissions has been issued.	Academic
	AE 1.3 Increase common learning outcomes and/or courses to enhance student mobility.	(1) Six (6) common course modules and three Provincial Learning Units developed. (2) Efficiency of course delivery improved through common course adoption, as measured by pilot in one course area.	Six (6) courses have been identified for Provincial Learning Unit development and delivery. Analysis underway to determine modular sequential approach to content, and develop the necessary learning interactions in which to support and assess student achievement.	Academic
	AE 1.4 Centralize curriculum development and implementation support.	Curriculum Services operational with end-to-end service provision.	Curriculum Services operationalized under Academic Development. Personnel now in place to provide more seamless service provision.	Academic
<b>Goal 2: Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.</b>	AE 2.1 Develop a scalable Strategic Enrolment Management model with the capacity to simulate forecasting and growth scenarios.	Strategic Enrolment Management model developed and presented to President's Council.	Two Strategic Enrolment presentations have been made to President's Council with a final Strategic Enrolment Management Plan to be presented to PC in January.	Advancement (Lead) & Academic

# Business Plan 2013/2014 Q2 Update to the Board of Governors

December, 2013

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q2 Update December, 2013	Status Green, Yellow, Red
	AE 2.2 Implement year-2 of the 5-year Programming Strategy.	All programs earmarked for development in year-2 of the 5-year Programming Strategy have been developed.	Programs under development tracking as per plan. A total of 27 programs of varying credentials currently under development for projected start dates ranging from 2014-15 to 2016-2017. This includes College Certificates which are approved by Deans Council on behalf of the Board.	Academic
	AE 2.3 Widen access by developing and delivering additional Bachelor's Degrees.	(1) Six (6) new degrees in development. (2) One (1) degree approved by the Board of Governors. (3) 365 students enrolled in Degree programs.	(1) Six (6) degrees in various stages of development: Bachelor of Early Learning and Community Development, Bachelor of Public Safety, Bachelor of Automation and Robotics, Bachelor of Business Systems Development, Bachelor of Digital Health, Bachelor of Commerce (Human Resources Management), Bachelor of Commerce (eMarketing). (2) The Bachelor of Automation and Robotics tracking for an April 2014 presentation. (3) 471 students enrolled in Degree programs as of Fall 2013.	Academic
<b>Goal 2: Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.</b>	AE 2.4 Widen access by developing additional Graduate Certificate programs.	(1) Five (5) new Graduate Certificates approved by the Board of Governors. (2) 740 students enrolled in Graduate Certificates.	(1) Perinatal Nursing, Brand Management, Museum and Cultural Resource Management, Project Management approved by the Board. Entrepreneurship Acceleration tracking for December Board; (2) 679 students enrolled in Graduate Certificates as of Fall 2013.	Academic

# Business Plan 2013/2014 Q2 Update to the Board of Governors

December, 2013

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q2 Update December, 2013	Status Green, Yellow, Red
	AE 2.5 Develop School/Faculty business plans in support of industry/sector needs.	Sector focused business plans for each School/Faculty developed.	School/Faculty business plans are in progress and aligned with the 2014-15 budget process for sector programming initiatives set to launch in the upcoming academic year.	Academic
	AE 2.6 Develop and launch the Integrated College Development Plan process.	Integrated College Development Plan framework presented to the Board of Governors and public consultation process initiated.	Updates to the Board on Integrated College Development Plans (ICDP) were presented in May and September. Further ICDP development is continuing along with development of a scenario-based planning tool. Anticipate presenting final framework in Spring '14.	Finance & Admin
	AE 2.7 Complete the development of the College's Health and Wellness vision and business framework.	Health and Wellness vision and business framework presented to the Board of Governors.	Development of vision and business framework progressing well. Phase I to be presented to Board in December 2013.	Academic (Lead) with Student Services and with Finance & Admin
<b>Goal 3: Leverage technology to enhance the educational experience</b>	AE 3.1 Implement year 3 of 4-year mobile learning program (MLP) plan.	Approximately 100 additional programs of study converted to MLPs.	Completed. Total number of Mobile Learning Programs to date is 148.	Academic (Lead) with Finance & Admin



# Business Plan 2013/2014 Q2 Update to the Board of Governors

December, 2013

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q2 Update December, 2013	Status Green, Yellow, Red
	AE 3.2 Enhance the choice and flexibility of student learning options by increasing the availability of hybrid and fully online offerings.	(1) Six (6) new online programs developed and delivered. (2) 50 <b>net</b> new hybrid courses developed and delivered. (3) 300 additional online Full-time Equivalents (FTEs). (4) 1,000 Part-Time course-level enrolments.	(1) Ten (10) new programs were successfully launched, and another two (2) were launched as accelerated programs online. (2) On track to develop 50 net new hybrid courses in 13-14. (3) 300 additional online FTEs achieved and likely to be surpassed by year-end. (4) 700 part-time course-level enrolments as of Fall 2013. On track to meet target.	Academic
	AE 3.3 Increase flexible access to postsecondary education by offering full-time online programs to a monthly intake basis.	Three (3) full-time online programs offered on a monthly intake basis.	Three (3) full-time online programs were successfully launched as monthly intake programs effective October 2013, resulting in an additional 30 full-time enrolments.	Academic (Lead) & Student Services (RO)
	AE 3.4 Increase access to oversubscribed full-time programs.	Online version of the first semester of three (3) oversubscribed full-time programs developed and launched.	Four (4) new full-time offerings were successfully launched in Fall 2013.	Academic
<b>Goal 3: Leverage technology to enhance the educational experience</b>	AE 3.5 Update standards for the development and delivery of all hybrid and online courses.	Standards have been updated, promulgated and enforced.	Development of quality assurance standards for hybrid and online courses in progress.	Academic
	AE 3.6 Review the results of the pilot and develop Phase 2 of the eText strategy.	(1) eText pilot phase 1 evaluation completed. (2) eText implementation phase 2 rolled-out for a majority of programs that were mobile in 2012-13. (3) An Algonquin eText asset production model has been developed.	(1) Evaluation completed and lessons learned incorporated into phase 2 roll-out. (2) Phase 2 roll-out completed for majority of programs that were Mobile Learning Programs in 12-13. (3) Development of an asset production model for eText in progress.	Academic (Lead), Student Services, Finance & Admin

# Business Plan 2013/2014 Q2 Update to the Board of Governors

December, 2013

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q2 Update December, 2013	Status Green, Yellow, Red
	AE 3.7 Expand the availability and use of open educational resources. (OER)	(1) 50 faculty members have contributed both internal and external content to the Athens Open Educational Resources website. (2) An OER usage report template presented to the College Leadership Council.	Development of online resources continues, however more research required to determine best method to store and retrieve these resources, as the current platform is no longer supported.	Academic
	AE 4.1 Create the strategy, business model, and implementation plan for an "Algonquin Connects" concept that encompasses among others: community and corporate social responsibility (CCSR), sustainability, service learning and volunteerism.	(1) Strategy, business model and implementation plan developed and approved. (2) Co-curricular activities increased by 10%. (3) Mechanism for measuring Return on Investment (ROI) developed.	(1) Algonquin Connects communications strategy is being developed. Draft implementation plan has been developed to be presented to President's Council. (2) The co-curricular record has demonstrated strong activity so far this fall. Year-to-date statistics indicate an 11% increase.	Academic (Lead), Student Services
	AE 4.2 Continue to embed applied research activities in full-time programs of study.	775 students, 70 faculty, and 130 employers are engaged in applied research projects.	As of Fall 2013, there are 600 students, 40 faculty, 100 employers engaged in over 130 applied research projects. On track to meet target by year-end.	Academic
	AE 4.3 Implement year 1 of the experiential learning plan.	(1) 75% of full-time programs have a work-integrated learning component. (2) Work-integrated learning opportunities have been created within college departments.	(1) Community Partnerships and Engagement unit established to oversee work-integrated learning activities. On track to have 75% of full-time programs with a work-integrated learning component. (2) Work-integrated learning opportunities within college departments currently under exploration.	Academic (Lead) & Student Services
	AE 4.4 Conduct study to determine feasibility of the storefront delivery model.	Storefront delivery model study presented to President's Council	Draft framework has been developed and is being circulated for comments. Presentation to President's Council to occur during the 2014 Winter term.	Academic

# Business Plan 2013/2014 Q2 Update to the Board of Governors

December, 2013

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q2 Update December, 2013	Status Green, Yellow, Red
<b>STUDENT &amp; CLIENT SUCCESS</b>				
<p><b>Goal 5: Deliver exceptional service to our diverse student and client populations.</b></p>	<p>SC 5.1 Enhance student success and retention capacity.</p>	<p>(1) Term-to-term retention increased by 1.5% over 2012-13. (2) Retention baseline for under-represented (non-traditional) student populations established. (3) Retention strategy for under-represented (non-traditional) student populations developed.</p>	<p>(1) Winter 2013 to Fall 2013 showed a slight increase of 0.2% over previous year. Fall 2013 to Winter 2014 term-to-term retention information will only be available after day 10 of the Winter term. (2) Retention baseline data has been determined for self-declared First Generation Students, and work is ongoing to make similar determinations for other self-declared under-represented groups. (3) Several strategies have been developed and implemented to improve student retention for under-represented groups such as First Generation Students, Aboriginal, Women, Transitional Workers, and New Canadians.</p>	<p>Academic</p>
	<p>SC 5.2 Pilot a writing support centre to assist Algonquin students with their communication and writing needs.</p>	<p>(1) 48hrs per week of coaching offered. (2) 800 students served. (3) Pilot program evaluated and performance benchmarks established.</p>	<p>A delay of 2.5 months in the opening of the C210 location has impacted progress. However, the Student Learning Centre is now fully operational offering English, math and computer coaching appointments. There are currently 130 students registered in the system from 40 different programs.</p>	<p>Student Services Yellow</p>
	<p>SC 5.3 Develop and launch an enhanced communication and marketing plan for Student Services.</p>	<p>(1) Student services awareness benchmark established. (2) Static Student Support Service websites converted to interactive multi-media websites.</p>	<p>New marketing initiatives across Student Services are being monitored and tracked. Website re-development is in progress and ongoing.</p>	<p>Student Services</p>

# Business Plan 2013/2014 Q2 Update to the Board of Governors

December, 2013

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q2 Update December, 2013	Status Green, Yellow, Red
	SC 5.4 Expand the enterprise level knowledge database for student inquiries.	Use of knowledge database (Intelliresponse) system increased by 10%.	An analytic program has been put in place to establish benchmarks. Initial data indicates the use of the Intelliresponse program is growing. On-going promotion of this web-based information system is provided by the Student Information Desk and the Welcome desk.	Student Services
	SC 5.5 Implement first-year of a multi-year accessibility plan for Accessibility for Ontarians with Disabilities Act (AODA).	95% of first-year departmental AODA plans implemented.	100% of first year Accessibility for Ontarians with Disabilities Act (AODA) plans implemented.	Human Resources
	SC 5.6 Administer an alumni satisfaction survey.	(1) Survey completed and benchmark established. (2) Business plan drafted to address results.	1) Completed Alumni survey and presented findings to Presidents Council and the Alumni Advisory Committee . Benchmark established as 86% of Alumni are proud to be an Algonquin graduate. 2) Alumni Business Plan is in the process of being drafted.	Student Services
	SC 5.7 Coordinate and extend employer/community outreach.	(1) 100 employer/community events attended by the College. (2) Two (2) issues of employer/community newsletter distributed. (3) Measures of success established and results presented to President's Council.	26 community events attended. First newsletter to be issued in Q3.	Advancement

# Business Plan 2013/2014 Q2 Update to the Board of Governors

December, 2013

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q2 Update December, 2013	Status Green, Yellow, Red
<p><b>Goal 6: Leverage technology to automate and modernize our business processes, fostering an environment of continuous improvement.</b></p>	<p>SC 6.1 Automate business processes to enhance productivity, efficiency and audit ability.</p>	<p>Ten (10) College business processes automated, complete with workflow and data system integration.</p>	<p>COMPLETED: 10 automation processes have been completed and an additional 3 are in progress for completion by fiscal year end. The team is also heavily engaged with HR in completing the automation of PT Payroll processes across the College and is committed to completion of this within the 2013-14 fiscal year. The GeneSIS changes to support PT Payroll automation were completed in Oct. 2013.</p>	<p>Finance &amp; Admin</p>
	<p>SC 6.2 Finalize the College's long term Enterprise Resource Planning (ERP) strategy, identifying solutions that balance competitive advantage with operating efficiencies.</p>	<p>ERP solution identified to address:                      - Student Information System                      - Human Resources/Payroll System                      - Learning Management System                      - Social Information Management System</p>	<p>The Student Information System (SIS) Stabilization project was completed successfully in August 2013, providing improved system performance, reliability, security, and support. Included in this migration was a significant Ingres Database modernization, from an outdated v2.6 platform, onto a current v10 on Linux. An RFI has been issued for the HR, Payroll and Finance systems and twelve (12) responses have been received from a wide range of ERP (Enterprise Resource Planning) providers and integration firms. The Learning Management System (LMS) has been configured to enable security features in the summer, well in advance of the Fall term start-up.</p>	<p>Finance &amp; Admin</p>
	<p>SC 6.3 Expand and enhance the College's financial management system (Peoplesoft).</p>	<p>Peoplesoft Budgeting Travel &amp; Expense and Project Accounting modules implemented including updated business processes and staff training.</p>	<p>Initiative has been started but may be suspended depending on decision on HR/Finance ERP system - to be determined in Q4 2013/14.</p>	<p>Finance &amp; Admin</p>

# Business Plan 2013/2014 Q2 Update to the Board of Governors

December, 2013

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q2 Update December, 2013	Status Green, Yellow, Red
	SC 6.4 Review and assess pan-College initiatives.	(1) Review of pan-College initiatives completed by appropriate College Leadership Council lead(s). (2) Customer Relationship Management (CRM) system pilot expanded across a minimum of four units to the satisfaction of the unit's Dean or Director.	Customer Relationship Management (CRM) office established and 3/4 of team hired. Four projects identified, with one completed (Career and Academic Success Centre) and three in process (Registrar's Office, International, ITS - Service Desk).	Advancement
<b>EMPOWERED PEOPLE</b>				
<b>Goal 7: Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.</b>	EP 7.1 Implement strategies targeting three (3) areas identified for improvement in the Employee Engagement Survey.	Employee Engagement Survey overall score increased 3.71 to 3.80.	Employee Engagement Survey will be conducted in September 2014.	HR
	EP 7.2 Establish a college forum that encourages the discussion of issues of common concern among managers.	Two (2) forums hosted with participation from 75% of managers.	Management Academy will be launched in September 2014.	HR
<b>Goal 7: Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.</b>	EP 7.3 Expand and enhance access to employee professional development, with a focus on priorities aligned to the College's strategic direction.	(1) 10% increase in attendance at COL sponsored training sessions. (2) 15 new professional development training sessions offered in conjunction with partners in CIS, the Mobile Learning Team, and other departments. (examples: Digital Direction, Business Intelligence, Social Media, Mobile, Curriculum Development).	(1) Continue to monitor. (2) Completed: 37 workshops offered in May-June 2013 in collaboration with Ed Tech team, BbHelp team, LTS team, LRC team, Academic Development team.	HR

# Business Plan 2013/2014 Q2 Update to the Board of Governors

December, 2013

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q2 Update December, 2013	Status Green, Yellow, Red
	EP 7.4 Expand and enhance the Kaleidoscope professional development conference.	(1) 20% increase in Kaleidoscope attendance. (2) Satisfaction benchmark established.	1) Increase in Kaleidoscope attendance from 2012-2013 was 5%. Additional strategies in place to ensure increased attendance for 2014. 2) Satisfaction benchmark established. Online feedback for all keynotes and workshops collected electronically via QR code. Final feedback from conference collected via online survey.	HR
	EP 7.5 Pilot the provision of 2-days off for community service, per year, per employee within one School and Department.	Result of pilot and its impact on employee engagement presented to President's Council.	As a result of Standard Workload Formula (SWF) issues, Human Resources has partnered with Public Relations for the Volunteer Day pilot. Each employee in these two departments can take up to 2 days to volunteer at a recognized charitable organization. In return, the employee is to provide feedback to the Manager of Compensation, Pension & Benefits. The feedback will be utilized to further develop the Volunteer draft policy. Further, we are partnering with the #ACKIndness group and the employees in PR and HR can use a portion of the 2 days allotment towards "acts of kindness". We will work with PR to publicize some of the good works and lessons learned by the two groups.	HR
	EP 7.6 Develop an online tutorial to support mobile awareness for faculty and staff.	Mobile online tutorial delivered.	Online resources available in Faculty Survival Guide. Faculty Resource Site (on COL site) re-designed and will launch in January 2014.	HR
	EP 7.7 Provide professional development for Deans and Academic Chairs regarding new faculty performance evaluation process.	Training completed.	Continue to provide training.	HR

# Business Plan 2013/2014 Q2 Update to the Board of Governors

December, 2013

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q2 Update December, 2013	Status Green, Yellow, Red
	EP 7.8 Research the feasibility of a university partnership with Algonquin to offer a Masters Degree in Education or similar graduate credential at the College.	University partnership report delivered to President's Council for consideration.	Twenty-one applicants were selected and forwarded to St. Francis Xavier University for consideration into the Masters of Education program.	HR
<b>Goal 8: Create and foster an environment in which the College's model of leadership competencies and behaviours is supported.</b>	EP 8. 1 Encourage and support leadership training at all levels of the organization.	92 employees enrolled in Algonquin Leadership in Education Institute training (ALEI Levels I, II, & III).	To date, 44 employees enrolled in Algonquin Leadership in Education Institute training (ALEI Levels I, II, & III).	HR
	EP 8. 2 Include mentorship as part of ALEI Level III program.	95% of ALEI Level III participants actively engaged in pilot mentorship program.	Leadership Mentorship Program objectives have changed. The program is not formally aligned with ALEI III. To date, 8 of the 9 mentors in the Leadership Mentoring Program are ALEI III grads.	HR
	EP 8. 3 Update the College's succession planning framework.	Succession planning framework presented to President's Council.	Revisions being completed. Draft will be presented in September 2014.	HR
	EP 8. 4 Continue development of plans to implement a Responsibility Centered Management (RCM) Model that encourages innovation and provides greater autonomy and decision making.	(1) Development of a working RCM model utilizing the College's audited financial statement information. (2) Assessment of the College's technologies, business processes and employee skills completed to determine suitable fit for RCM model.	1) Scheduled to meet with RCM consultants in December '13 to receive draft Responsibility Centered Management (RCM) simulations developed using College's audited financial statement information. 2) Assessments to be completed in Q4 of 2013/14.	Finance & Admin
<b>FINANCIAL SUSTAINABILITY</b>				
<b>Goal 9: Align our funded operational expenditures with provincial funding.</b>	FS 9.1 Prepare a multi-year strategic plan cost and estimate progress report.	Strategic Plan progress report presented to President's Council.	Work on identifying strategic and business plan initiatives over the next 3 years is continuing. This is required to be completed before cost and estimated progress reports can be prepared.	Finance & Admin



# Business Plan 2013/2014 Q2 Update to the Board of Governors

December, 2013

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q2 Update December, 2013	Status Green, Yellow, Red
	FS 9.2 Develop a Procurement Strategy to ensure best value for money, Broader Public Sector Directives compliance, encourage strategic partnerships and optimize relationships with the vendor community.	Procurement Strategy approved by College Leadership Council.	COMPLETED: In Spring 2013, Procurement Strategy was presented to the College Leadership Council.	Finance & Admin
<b>Goal 10: Expand non-funded opportunities to increase revenue.</b>	FS 10.1 Develop a strategic plan for College Ancillary Services with the goal of doubling net contribution within five (5) years.	College Ancillary Services Strategic Plan prepared and approved by President's Council.	Strategic Planning Process is in progress with the following accomplishments to date: - Environmental Scan - SWOT, Pestle and Vrine Analysis - current state and future possibilities and growth opportunities - Vision and Mission Statements drafted - goals under development using Balanced Scorecard methodology	Finance & Admin
	FS 10.2 Implement the International Education Centre's strategic plan aimed at growing contract activity and enrolment.	1,006 FTE international students enrolled at the College.	On track to exceed target by approximately 90 FTEs.	Academic
	FS 10.3 Develop Course Outline Management and Mapping System (COMMS) for provincial wide use based on an annual subscription model.	COMMS subscription model piloted with one Ontario College and marketing plan established.	Agreement has been reached with one Ontario college and discussions are underway with three others.	Academic
	FS 10.4 Develop a multi-level strategy to enhance and strengthen Federal Government relations.	(1) Federal Government sales strategy developed and presented to President's Council. (2) Federal Government corporate training revenues increased from \$1.2M in 2012-13 to \$1.8M in 2013-14.	1) Government of Canada strategy in progress. Presentation on the draft strategy to President's Council expected in December 2013. 2) Corporate Training unit generated \$500K to date in Federal Government corporate training.	Academic

## Business Plan 2013/2014 Q2 Update to the Board of Governors

December, 2013

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q2 Update December, 2013	Status Green, Yellow, Red
<b>Goal 11: Leverage strategic business partnerships to meet the capital needs of the College.</b>	FS 11.1 Establish a new multi-year College-wide fundraising plan.	5-year fundraising plan presented to and approved by the Foundation Board and the Board of Governors.	The framework for the five-year fundraising plan was developed and approved by President's Council. The Foundation is working with College leadership to identify fundraising priorities.	Student Services
	FS 11.2 Secure new strategic partnerships and steward existing relationships to generate revenue and in-kind contributions.	(1) \$1M raised from the stewarding and renewal of campaign pledges. (2) \$1M raised from alumni revenue, annual and endowment student bursary/scholarship contributions. (3) \$640K interest disbursed and stewarded from donor named endowment funds. (4) \$500K raised from new gifts-in-kind partnerships and major gift cash donations.	(1) \$\$423K of \$1M raised. (2) \$782K of \$1M raised. (3) \$260K of \$640K disbursed. (4) \$360K of \$500K raised.	Student Services
	FS 11.3 Complete the assessment of the Centrepointe development initiative.	Centrepointe development report submitted to President's Council.	No movement from the City of Ottawa in Q1 or Q2.	Finance & Admin

# Business Plan 2013/2014 Q2 Update to the Board of Governors

December, 2013

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q2 Update December, 2013	Status Green, Yellow, Red
	FS 11.4 Launch implementation of multi-year energy savings company agreement (ESCO-II).	(1) Energy savings company agreement (ESCO-II) accepted by the College. (2) Phase 1 facility improvement projects (FIMs) launched and \$750K in annual savings confirmed.	1) Gain Board of Governors' approval for ESCO2: Ongoing - Phase 1 completed, Board approved on May 13, 2013. Phase 2a completed, Board approved on October 15, 2013. Phase 3 in development, Siemens draft DFS in development. Ensure that the Energy Performance Contract and the Tri-Party Agreements are signed effective May 15, 2013: Completed - Contracts were signed effective May 15, 2013. 2) Confirm to PC by end of FY 13/14 that planned annual savings of at least \$750K are realistic based on measured and/or deemed savings achieved to date: Ongoing - First 90 day report, dated September 30, 2013, for water conservation measures: target was \$61,689, achieved is \$112,363 which is 182% above target.	Finance & Admin
<b>Goal 12: Create the technological foundation to align with the digital direction.</b>	FS 12.1 Develop an Enterprise Risk Management framework to support the attainment of the strategic objectives of the College.	(1) College Risk Management Committee mandate and membership approved by President's Council. (2) College Statement of Risk Tolerance prepared and accepted by the Board of Governors. (3) Risk Reporting Framework prepared and accepted by Board of Governors' Audit and Risk Management Committee.	The College Risk Management Committee (CRMC) mandate and membership has been approved by President's Council in June 2013. The Risk Reporting Framework, proposed by CRMC, has been accepted by the Board of Governors' Audit and Risk Management Committee, with minor adjustments to the formatting of the report.	Finance & Admin

# Business Plan 2013/2014 Q2 Update to the Board of Governors

December, 2013

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q2 Update December, 2013	Status Green, Yellow, Red
	FS 12.2 Facilitate an IT system, process & governance internal audit to mitigate key corporate risk.	Internal audit report presented and accepted by the Board of Governors' Audit and Risk Management Committee.	A College-initiated audit of IT Strategy and Governance was kicked off with BDO/Interis selected in May 2013 as the vendor to conduct the audit. The Audit Work Plan was presented to PC and subsequently accepted by the Board of Governors' Audit and Risk Management (ARM) Committee later in June 2013. The Draft Report has been prepared, containing five (5) recommendations and will be presented to ARM Committee in Winter '14.	Finance & Admin
	FS 12.3 Continued investment in the College's information technology (IT) network, including its monitoring, control and support systems, to ensure a consistent level of internet and wireless connectivity.	College internet and wireless access available 95%.	Significant increases in wireless utilization at the beginning of term resulted in disruptions to service at peak times. Significant focus and effort placed on resolving the underlying issues including the assistance by several firms and RF engineers to identify and mitigate problems with the wired and wireless network configuration. All major issues resolved. All other services at 99.5% SLA (service level agreement).	Finance & Admin
	FS 12.4 Reduce dependency on dedicated labs.	Five (5) dedicated labs converted to alternative use.	The work to migrate five (5) dedicated labs to alternative use was completed as planned in August 2013.	Finance & Admin

# Business Plan 2013/2014 Q2 Update to the Board of Governors

December, 2013

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q2 Update December, 2013	Status Green, Yellow, Red
	FS 12.5 Expand managers ability to access corporate data currently stored in core business systems through the use of business intelligence software.	Corporate data integrated into the College's business intelligence system for the following business systems; - PeopleSoft Financials - Human Resources/Pay System - GeneSIS Student Info System - Blackboard Learning Management System	Algonquin's corporate data has been made available in a data warehouse, early in Q1 of this fiscal year. The data has been leveraged to produce and support Academic Program Costing reports (well in advance of July 2013). The data is also being leveraged to produce Strategic Investment Priority (SIP) quarterly reports, to look at the actual quarterly spending of Capital projects relative to planned/projected spending profiles. These reports have been in place as of August 2013.	Finance & Admin

## 2013 First Year Student Survey

### Overview

Believing that data is a key component to the effort of Strategic Enrolment Management (SEM), the SEM Committee committed to re-launching the First Year Student Survey (FYSS), last completed in 2009.

A collaborative approach was used to develop the survey, using the 2009 questions as a foundation and engaging a cross section of College stakeholders via the establishment of a FYSY Working Group. The SEM Committee wishes to thank the following individuals for their efforts;

Shelley Carter-Rose – Dean & Chair SEMC	Peter MacKie - Director, Sales and Student Recruitment
Diane Banks – Faculty Level Marketing Officer	Jeff McNab – College Registrar
Toni Connolly – Disability Services	Ernest Mulvey – Director, International
Cheryl Giff – SEMC Administrative Support	Michel Savard – Dean & Chair Student Success Committee
Lisa Lamb – Student Success Specialist	Shelly Styles – Director, Student Support Services
Eric Hollebhone – Director, Marketing	Duncan Topp – Manager, Business Intelligence

The 17 question survey was launched in late September and completed in mid-October. While statistically reliable, the 2013 online survey response rate of 5% (1104 respondents) was considerably lower than the 2009 paper based response rate of 66%.

### Notable Survey Results

#### Demographics & Marketing

- Those *attending high school* make up the largest block of respondents at 28.44%, with *employed full-time* ranking second at 23.82%, and those *already attending Algonquin* placing third at 12.32%.
- Only 3.35% of respondents who were employed, either full- or part-time, prior to joining the college (32%) contacted the Algonquin Experienced Worker Centre for assistance.
- *Job potential when you graduate* was the selected as the “one of the most important reasons for choosing to attend Algonquin” with 55.16%. Next highest was *reputation of the program* at 39.4% and *proximity to home* at 38.04%.
- The *College website*, including program web pages, was the single most used source of research accounting for 72.73%. The *OCAS website* was a distant second at 10.42%.
- Algonquin was the *first choice* of 80.53% of survey respondents.
- 45% of respondents juggle employment while studying, with 30% working 10 hours or more per week.

#### Support

- 21.29 % of respondents were *very satisfied* with orientation, 35.42% were *satisfied*, with 28.53% *not participating*.
- 29.80% of respondents were *very satisfied* with program orientation, 32.16% were *satisfied*, with 20.29% *not participating*.

- 41.58% of respondents believed they needed *no help* to be successful at the College with a combined 52.80% believing *help* or *some help* was required.
- Respondents identified *Career Goals* at 62.68%, *Financial Aid* at 57.69%, and *Improved Memory Skills* at 55.6% and help with *Assignments and Study Habits* at 52.80% as the areas of highest demand for support.

Support Area	Some Help & Help Required
Explore career goals and areas of interest	62.68%
Financial assistance for my studies	57.69%
Improve memory skills	55.26%
Advice on assignments/reports or test writing skills	52.80%
Improve study skills	52.26%
Knowing who to access for help with a problem	50.80%
Time management skills	49.10%
Dealing with stress	48.09%
Job search skills (resume, writing, interview skills)	43.62%
Workshops on the skills mentioned above	41.12%
Budgeting	40.94%
Use of Library learning resources	40.77%
Research skills	40.40%
Improve math skills	39.77%
Nutrition and/or wellness	39.40%
Course Load reduction/recognition of prior learning	39.31%
Setting priorities	39.13%
Clarify program expectations	38.76%
Improve note-taking skills	38.59%
Improve writing skills	37.32%
Tutoring in a specific subject	36.24%
Computer skills	31.25%
Student leadership skills	29.98%
Use of Blackboard for course materials	29.35%
Identifying your learning style	29.26%
Personal issues	26.99%
Improve reading skills	23.28%
English Second Language skills	13.31%

- In terms of online support the top priorities for respondents where *Employment and employer networking opportunities* at 54.17%, *Career guidance services* at 44.47%, *Study skills* at 36.96%, and *Podcasts of lectures* at 35.15%.
- Only half of the respondents knew their Student Success Specialist with 41.76% needing help identifying who to turn to for support.
- Student Association (SA) had a high level of awareness with 80.80%, yet more had not visited their website vs. those that have.

- A summary of attrition indicators can be found below.

Responses	Attrition Indicators
38.04%	Agree or Strongly Agree to feeling overwhelmed right now
31.61%	Are struggling with content of specific courses
27.81%	Do not feel they have been provided enough information about financial assistance
18.75%	Do not feel a part of the AC community
16.21%	Agree or Strongly Agree to feeling isolated
14.28%	Are not feeling connected to their classmates

- 95.66% of respondents identified they were confident they will be successful, suggesting an overly optimistic understanding of the challenge of transitioning to college

### **Recommendations**

- The survey should be repeated in September 2014 and that consideration be given to making it an annual or bi-annual effort.
- The College should clarify which unit has responsibility for institutional research and assign ownership of the First Year Student Survey to that body.
- Efforts should be considered to ensure the completion rate per campus and school is large enough to permit a deeper level analysis (300 respondents/unit).
- The analysis would benefit from a cross-correlation with the 2009 results before trends can be identified.

### **Next Steps**

The findings will be integrated into a formal Strategic Enrolment Management Plan, the first draft of which will be distributed to the College community at the end of January, 2014.



## Getting To Know You!

### First Year Student Survey Fall 2013

1. Which one of the following describes your primary activity during the 12 month period prior to entering your current program? (select only one)
  - Attending High School
  - Attending Algonquin College
  - Attending another Community College
  - Attending University
  - Employed full-time, outside the home
  - Employed part-time, outside the home
  - Self employed
  - Looking for work while unemployed
  - Homemaker
  - Other
2. If previously employed, did you contact the Algonquin Experienced Worker Centre for assistance?
  - Yes
  - No
3. What were important reasons for your choice to attend Algonquin College? (select a maximum of 3)
  - Reputation of Algonquin College
  - Reputation of your program
  - Job potential when you graduate
  - College facilities
  - Student life and social activities
  - Tuition and fees
  - Algonquin College is close to home
  - Algonquin College accepted me first
  - I had previous experience with Algonquin College
  - I had work experience related to this program
  - I had previous post-secondary education related to this program
  - Industry experience of the faculty teaching my program

4. Which of the following sources of information did you consult while researching Algonquin College?  
(select as many as apply to you)

- Algonquin College website
- Program website
- Printed marketing material (Viewbook, Brochure, etc.)
- School Finder
- Ontario College Application Service
- YouTube
- Facebook
- Other social media sites

5. Who influenced your decision to attend Algonquin College? (select a maximum of 3)

- Parents, guardian or family members
- Friends
- Teacher at your school
- Guidance counsellors
- Government Employment office
- Other social agency
- College staff or faculty
- College students or graduates
- College recruitment representatives
- Faculty marketing representative
- Tour of the College

6. What was your first choice educational institution this year? (select only one)

- Algonquin College
- Another Ontario College
- University
- Private college or vocational institution

7. Please indicate your satisfaction with the Orientation activities that occurred this year:

	Very Satisfied	Satisfied	Not Satisfied	Did Not Participate	Was Not Offered
<b>“College”</b> Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>“Program”</b> Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Are you aware of the Students’ Association?

- Yes
- No

9. Have you been to the Students’ Association website, [www.algonquinSA.com](http://www.algonquinSA.com)?

- Yes
- No

10. Which of the following areas, if any, do you feel you may need help with in order to be successful in your program at Algonquin College:

	No help Required	Some help Required	Help required
Advice on assignments/reports or test writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore career goals and areas of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of Blackboard for course materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial assistance for my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing who I should see if I have a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve memory skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course load reductions/recognition of prior learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dealing with stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarify program expectations on an on-going basis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve note-taking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of library learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve math skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring in a specific subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve reading skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Second Language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying your learning style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition and/or wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job search skills (resume writing, interview skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops on the skills mentioned above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Are you aware of the Student Success Specialists and what services they can provide to you?

- Yes
- No



15. Thinking back on your experiences so far from the time you began interactions with Algonquin College to present day, please indicate your level of agreement with each of the following statements (please provide a response for each item):

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
The College provided me with adequate information about financial assistance (e.g. scholarships, grants, Ontario Student Assistance Program, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The College provided me with adequate information about program costs (e.g. tuition, books, fees, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel part of the Algonquin College community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. College can be a big adjustment. How are you doing? Please indicate your level of agreement with each of the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
I feel I have adjusted well to Algonquin College and am excited about the year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am struggling with the content of a specific course(s) in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel overwhelmed right now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am making connections with my classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am feeling isolated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. How confident are you in each of the following (please provide a response for each item):

	Extremely Confident	Somewhat Confident	Not at all Confident	N/A
The support you receive from family and friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to get to and from the campus or class on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to be successful at Algonquin College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you would like to receive contact from your Student Success Specialist, please provide your name and email address here: \_\_\_\_\_

## Getting to Know You! First Year Student Survey Fall 2013

Created On : 09/11/2013 Collecting Since: 10/03/2013  
Responses: 1104 Collecting Data: Yes  
Page 1 of 2

### 1. Which one of the following describes your primary activity during the 12 month period prior to entering your current program?

Attending High School	28.44%
Attending Algonquin College	12.32%
Attending another Community College	2.08%
Attending University	6.79%
Employed full-time, outside the home	23.82%
Employed part-time, outside the home	9.33%
Self employed	1.99%
Looking for work while unemployed	3.62%
Homemaker	1.36%
Other	2.54%
Not Answered	7.71%

### 2. If previously employed, did you contact the Algonquin Experienced Worker Centre for assistance?

Yes	3.35%
No	86.32%
Not Answered	10.33%

### 3. What were important reasons for your choice to attend Algonquin College? Select a maximum of 3.

Reputation of Algonquin College	34.06%
Reputation of your program	39.40%
Job potential when you graduate	55.16%
College facilities	14.58%
Student life and social activities	12.32%
Tuition and fees	11.50%
Algonquin College is close to home	38.04%
Algonquin College accepted me first	6.43%
I had previous experience with Algonquin College	14.22%
I had work experience related to this program	11.05%

I had previous post-secondary education related to this program	9.33%
Industry experience of the faculty teaching my program	9.06%

**4. Which of the following sources of information did you consult while researching Algonquin College? Select as many as apply to you.**

Algonquin College website	53.53%
Program website	19.20%
Printed marketing material (Viewbook, Brochure, etc.)	3.71%
School Finder	1.54%
Ontario College Application Service	10.42%
YouTube	0.36%
Facebook	1.45%
Other social media sites	1.63%
Not Answered	8.16%

**5. Who influenced your decision to attend Algonquin College? Select a maximum of 3.**

Parents, guardian or family members	52.26%
Friends	40.31%
Option	20.11%
Teacher at your school	11.50%
Guidance counsellors	13.22%
Government Employment office	2.36%
Other social agency	2.54%
College staff or faculty	9.87%
College students or graduates	16.39%
College recruitment representatives	3.89%
Faculty marketing representative	1.18%
Tour of the College	18.84%

**6. What was your first choice educational institution this year?**

Algonquin College	80.53%
Another Ontario College	3.89%
University	6.97%
Private college or vocational institution	0.54%
Not Answered	8.07%

**7. Please indicate your satisfaction with the Orientation activities that occurred this year:**

**“College” Orientation**

Very Satisfied	21.29%
Satisfied	35.42%

Not Satisfied	8.51%
Did Not Participate	28.35%
Was Not Offered	3.17%
Not Answered	3.26%
<b>“Program” Orientation</b>	
Very Satisfied	29.80%
Satisfied	32.16%
Not Satisfied	5.34%
Did Not Participate	20.29%
Was Not Offered	2.99%
Not Answered	9.42%
<b>8. Are you aware of the Students' Association?</b>	
Yes	80.80%
No	11.05%
Not Answered	8.15%
<b>9. Have you been to the Students' Association website, www.algonquinSA.com?</b>	
Yes	45.38%
No	46.83%
Not Answered	7.79%
<b>10. Which of the following areas, if any, do you feel you may need help with in order to be successful in your program at Algonquin College:</b>	
<b>Advice on assignments/reports or test writing skills</b>	
No Help Required	41.58%
Some Help Required	42.75%
Help Required	10.05%
Not Answered	5.62%
<b>Explore career goals and areas of interest</b>	
No Help Required	31.88%
Some Help Required	42.93%
Help Required	19.75%
Not Answered	5.44%
<b>Use of Blackboard for course materials</b>	
No Help Required	64.86%
Some Help Required	20.74%
Help Required	8.61%
Not Answered	5.79%



**Financial assistance for my studies**

No Help Required	37.14%
Some Help Required	30.43%
Help Required	27.26%
Not Answered	5.17%

**Knowing who I should see if I have a problem**

No Help Required	43.48%
Some Help Required	37.86%
Help Required	13.04%
Not Answered	5.62%

**Time management skills**

No Help Required	45.47%
Some Help Required	33.97%
Help Required	15.13%
Not Answered	5.43%

**Improve study skills**

No Help Required	40.31%
Some Help Required	35.60%
Help Required	18.66%
Not Answered	5.43%

**Improve memory skills**

No Help Required	39.22%
Some Help Required	35.51%
Help Required	19.75%
Not Answered	5.52%

**Course load reductions/recognition of prior learning**

No Help Required	54.53%
Some Help Required	28.44%
Help Required	10.87%
Not Answered	6.16%

**Setting priorities**

No Help Required	54.98%
Some Help Required	29.71%
Help Required	9.42%
Not Answered	5.89%

**Dealing with stress**

No Help Required	41.58%
Some Help Required	31.88%
Help Required	16.21%
Not Answered	10.33%

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**Clarify program expectations on an on-going basis**

No Help Required	55.07%
Some Help Required	31.79%
Help Required	6.97%
Not Answered	6.17%

**Improve note-taking skills**

No Help Required	55.62%
Some Help Required	29.89%
Help Required	8.70%
Not Answered	5.79%

**Use of library learning resources**

No Help Required	53.26%
Some Help Required	33.61%
Help Required	7.16%
Not Answered	5.97%

**QuestionImprove writing skills**

No Help Required	56.88%
Some Help Required	30.53%
Help Required	6.79%
Not Answered	5.80%

**Improve math skills**

No Help Required	54.26%
Some Help Required	26.27%
Help Required	13.50%
Not Answered	5.97%

**Tutoring in a specific subject**

No Help Required	58.06%
Some Help Required	27.36%
Help Required	8.88%

Not Answered	5.70%
<b>Improve reading skills</b>	
No Help Required	70.74%
Some Help Required	18.12%
Help Required	5.16%
Not Answered	5.98%
<b>Computer skills</b>	
No Help Required	63.04%
Some Help Required	24.46%
Help Required	6.79%
Not Answered	5.71%
<b>Research skills</b>	
No Help Required	53.62%
Some Help Required	32.52%
Help Required	7.88%
Not Answered	5.98%
<b>English Second Language skills</b>	
No Help Required	80.34%
Some Help Required	9.60%
Help Required	3.71%
Not Answered	6.35%
<b>Identifying your learning style</b>	
No Help Required	59.96%
Some Help Required	21.83%
Help Required	7.43%
Not Answered	10.78%
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<b>Personal issues</b>	
No Help Required	67.03%
Some Help Required	20.74%
Help Required	6.25%
Not Answered	5.98%
<b>Budgeting</b>	
No Help Required	53.62%
Some Help Required	30.80%

Help Required	10.14%
Not Answered	5.44%
<b>Nutrition and/or wellness</b>	
No Help Required	54.71%
Some Help Required	29.62%
Help Required	9.78%
Not Answered	5.89%
<b>Student leadership skills</b>	
No Help Required	64.13%
Some Help Required	24.91%
Help Required	5.07%
Not Answered	5.89%
<b>Job search skills (resume writing, interview skills)</b>	
No Help Required	41.21%
Some Help Required	37.50%
Help Required	16.12%
Not Answered	5.17%
<b>Workshops on the skills mentioned above</b>	
No Help Required	48.01%
Some Help Required	32.07%
Help Required	9.15%
Not Answered	10.77%
<b>11. Are you aware of the Student Success Specialists and what services they can provide to you?</b>	
Yes	50.09%
No	41.76%
Not Answered	8.15%
<b>12. Which of the following services would you like to see delivered online? Please select all that apply.</b>	
Virtual Open House	23.10%
Program and course selection options	33.97%
College and program level orientation	22.55%
Career guidance	44.47%
Academic advisement	21.56%
Podcasting of lectures	35.14%
Information on how to manage a budget	27.08%
Skills to succeed at College	36.96%

Peer tutoring	26.27%
Social networking	24.18%
Employment and employer networking opportunities	54.17%

**13. How could Algonquin College most effectively provide you with new, important or urgent information?**

Telephone call to your personal cell phone or home phone	4.53%
Email	47.46%
Text messaging	18.21%
Messages sent via an Algonquin Facebook or other social network account	3.35%
Blackboard announcements	12.86%
Algonquin College website	1.90%
Large-screen TV displays throughout the campus	3.53%
Not Answered	8.16%

**14. On average, how many hours do you spend per week doing each of the following:**

**Caring for family (children, parents, dependants)**

None	42.21%
Less than 5 Hours	25.63%
5 to 9 Hours	11.32%
10 to 19 Hours	7.52%
20 to 29 Hours	3.26%
30 Hours or more	6.16%
Not Answered	3.90%

**Travelling to and from school**

None	9.96%
Less than 5 Hours	44.66%
5 to 9 Hours	25.72%
10 to 19 Hours	13.77%
20 to 29 Hours	1.81%
30 Hours or more	0.36%
Not Answered	3.72%

**Study and/or homework outside of class**

None	1.09%
Less than 5 Hours	20.47%
5 to 9 Hours	32.70%
10 to 19 Hours	27.54%

20 to 29 Hours	11.05%
30 Hours or more	3.71%
Not Answered	3.44%
<b>Paid employment</b>	
None	51.45%
Less than 5 Hours	5.80%
5 to 9 Hours	8.33%
10 to 19 Hours	16.12%
20 to 29 Hours	9.33%
30 Hours or more	5.16%
Not Answered	3.81%
<b>Volunteering</b>	
None	69.02%
Less than 5 Hours	18.66%
5 to 9 Hours	5.53%
10 to 19 Hours	2.26%
20 to 29 Hours	0.27%
30 Hours or more	0.27%
Not Answered	3.99%
<b>Watching television, gaming and/or internet</b>	
None	6.61%
Less than 5 Hours	38.77%
5 to 9 Hours	27.17%
10 to 19 Hours	14.04%
20 to 29 Hours	6.16%
30 Hours or more	3.71%
Not Answered	3.54%
<b>Physical recreation/playing sports</b>	
None	19.47%
Less than 5 Hours	41.03%
5 to 9 Hours	21.65%
10 to 19 Hours	7.34%
20 to 29 Hours	1.63%
30 Hours or more	0.91%
Not Answered	7.97%

**15. Thinking back on your experiences so far from the time you began interactions with Algonquin College to present day, please indicate your level of agreement with each of the following statements**

**The College provided me with adequate information about financial assistance (e.g. scholarships, grants, Ontario Student Assistance Program, etc.)**

Strongly Agree	17.12%
Agree	46.56%
Disagree	22.19%
Strongly Disagree	5.62%
N/A	7.43%
Not Answered	1.08%

**The College provided me with adequate information about program costs (e.g. tuition, books, fees, etc.)**

Strongly Agree	23.73%
Agree	52.45%
Disagree	16.21%
Strongly Disagree	3.80%
N/A	2.45%
Not Answered	1.36%

**I feel part of the Algonquin College community**

Strongly Agree	21.38%
Agree	52.99%
Disagree	14.86%
Strongly Disagree	3.89%
N/A	4.35%
Not Answered	2.53%

**16. College can be a big adjustment. How are you doing? Please indicate your level of agreement with each of the following statements:**

**I feel I have adjusted well to Algonquin College and am excited about the year**

Strongly Agree	36.50%
Agree	52.72%
Disagree	7.25%
Strongly Disagree	1.18%
N/A	1.27%
Not Answered	1.08%

**I am struggling with the content of a specific course(s) in my program**

Strongly Agree	6.97%
Agree	24.64%

Disagree	41.58%
Strongly Disagree	21.74%
N/A	3.89%
Not Answered	1.18%
<b>I feel overwhelmed right now</b>	
Strongly Agree	10.14%
Agree	27.90%
Disagree	39.49%
Strongly Disagree	17.93%
N/A	3.52%
Not Answered	1.01%
<b>I am making connections with my classmates</b>	
Strongly Agree	23.82%
Agree	59.15%
Disagree	11.50%
Strongly Disagree	2.72%
N/A	1.90%
Not Answered	0.91%
<b>I am feeling isolated</b>	
Strongly Agree	3.26%
Agree	12.95%
Disagree	38.86%
Strongly Disagree	36.23%
N/A	7.25%
Not Answered	1.45%
<b>17. How confident are you in each of the following</b>	
<b>The support you receive from family and friends</b>	
Extremely Confident	65.49%
Somewhat Confident	28.08%
Not at all Confident	4.26%
N/A	1.27%
Not Answered	0.90%
<b>Your ability to get to and from the campus or class on time</b>	
Extremely Confident	64.22%
Somewhat Confident	30.43%



Not at all Confident	3.44%
N/A	0.82%
Not Answered	1.09%
<b>Your ability to be successful at Algonquin College</b>	
Extremely Confident	55.71%
Somewhat Confident	39.95%
Not at all Confident	2.08%
N/A	0.72%
Not Answered	1.54%