Mission: *To transform hopes and dreams into lifelong success.*
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MEETING OF THE BOARD OF GOVERNORS

MEETING NUMBER FIVE HUNDRED AND SIX OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON MONDAY, FEBRUARY 26, 2018, FROM 4:00 PM – 6:00 PM, IN T102 A&B, OTTAWA CAMPUS.

	AGENDA	Presenter	Time
0.	Celebrating Student Success - Outdoor Adventure Fat Bike Research Tour of Iceland	M. Cusson	10 m.
1.	Constitution of the Meeting and Approval of the Agenda	P. Nadeau	1 m.
2.	Declarations of Conflict of Interest	P. Nadeau	1 m.
3.	**APPROVAL OF PREVIOUS MEETING MINUTES AND THE CONSENT AGENDA**	P. Nadeau	5 m.
	3.1 Minutes of the Board of Governors' meeting of December 11, 2017	P. Nadeau	
	3.2 Board Executive Committee Report	P. Nadeau	5 m.
	3.3 Academic and Student Affairs Committee Report	S. Fournier	5 m.
	3.4 Audit and Risk Management Committee Report	N. Cheng	5 m.
	3.5 Governance Committee Report	J. Robblee	5 m.
	3.6 Foundation Report	M. Waters	5 m.
4.	**BUSINESS ARISING FROM THE MINUTES**		
	4.1 Learning Management System (LMS) Investment Case	D. Wotherspoon	
	4.2 Net Tuition Project – Investment Case	L. Stanbra D. McNair	
	4.3 Student One Stop Space – Budget	D. McNair	
5.	**DECISION ITEMS & REPORTS**		
	5.1 Third Quarter 2017-2018 Financial Projection	D. McNair G. Perry	10 m.
	5.2 2018-2019 Business Plan and Annual Budget – Approval	D. Wotherspoon D. McNair L. Stanbra C. Frederick M. Cusson for C. Brulé S. Anderson R. McLester	45 m.

6.	**NEW BUSINESS**		
	6.1 Workday Project Update	D. Wotherspoon	10 m.
7.	**ITEMS FOR INFORMATION**		
	7.1 Third Quarter 2017-2018 Business Plan Update	D. Wotherspoon	
	7.2 International Education Strategic Plan Refresh Update	D. Wotherspoon	
	7.3 Report from the Board Chair	P. Nadeau	
	7.4 Report from the President	C. Jensen	
	7.5 Management Summary Report	Executive Team	
	7.6 Confirmation of mandatory Government remittances (hand out)	D. McNair	
8.	**UPCOMING EVENTS**	**Date**	
	• Future of Health and Wellness Speaker Series	March 16, 2018	
	• Spring 2018 Board of Governors Retreat	March 24, 2017	
	• Welding Lab Official Opening	April 3, 2018	
	• Applied Research Day	April 13, 2018	
	• Board of Governors Meeting	April 16, 2018	
	• 50th Anniversary Birthday Party Bash	May 3, 2018	
	• Future of Health and Wellness Speaker Series	May 18, 2018	
	• President's BBQ	June 7, 2018	
	• Board of Governors Meeting	June 11, 2018	
	• Board of Governors and Foundation Board End-of-Year Dinner	June 14, 2018	
	• 2018 Spring Convocation	June 18 - 20, 2018	
9.	**IN CAMERA Meeting**		
10.	**MEETING WITHOUT MANAGEMENT**		
	10.1 February 26, 2017 Board Meeting Evaluation (hand out)	P. Nadeau	
11.	**MEETING ADJOURNMENT**		

2017-18 BOG Work Plan

ROLE OF THE BOARD			MEETING DATES			
STRATEGIC DIRECTION SETTING- The Board develops and adopts a strategic plan consistent with its mission, vision and values, and enables the organization to realize its mission. The Board oversees major decisions, monitors progress on implementation of strategic directions and approves annual business plans. The Board annually reviews the Strategic Plan as part of the regular planning cycle.	**RESPONSIBLE AREA /PERSON**	**Oct 16 2017**	**Dec 11 2017**	**Feb 26 2018**	**Apr 16 2018**	**Jun 11 2018**
• ASAC Report to BOG (New/ Suspended and Cancelled Academic Programs)	S. Fournier, C. Brulé	X	X	X	X	X
• ARM Report to BOG (Major Capital Projects, Workday)	D. McNair	X	X		X	X
• Healthy Living Education Initiative	C. Brulé		tbc		tbc	
• Five Year Capital Investment Plan	D. McNair		X			
• International Education Strategy Refresh (final decision deferred to Q2 2018)	D. Wotherspoon		X	X - update		X̶
• Major Capital Projects (included in ARM Report)	D. McNair	X			X	X
• People Plan	C. Frederick	X				
• Executive Compensation Framework	C. Jensen, C. Frederick		X			
• Executive compensation	C. Jensen			X	X	
• Approval of 2018-2019 Business Plan and Budget	D. Wotherspoon D. McNair			tbc		
• Strategic Mandate Agreement – Present at September 2017 Board Retreat	C. Brulé					
• Lean Management Plan (defer to April 16, 2018)	D. Wotherspoon		X̶	X̶	X	
• IT Modernization Plan	D. Wotherspoon				X	
• Applied Research Plan	D. Wotherspoon					X
• Innovation and Entrepreneurship Plan	D. Wotherspoon				X	
OVERSIGHT OF THE PRESIDENT – The Board selects and supervises the President, including developing and approving the job description, recruiting and selecting the President, reviewing and approving annual performance goals, evaluating performance and determining compensation and ensuring a succession plan is in place.						
• Delegated to Executive Committee	Algonquin College Executive team	X	X	X	X	X
PERFORMANCE MONITORING – The Board ensures that management has identified appropriate measures of performance, and has plans in place to address variances from expected/planned performance.						
• Annual Report 2017-2018 and progress against Strategic Plan 2017-2022	S. Anderson					X
• Quarterly 2017-2018 Business Plan Update (Bring to ARM teleconference meeting in January 2018 – to be scheduled)	D. Wotherspoon	Q1	Q2	Q3		
• Fourth Quarter 2017-2018 Business Plan performance	D. Wotherspoon					Q4
• Program Advisory Committee's Annual Report (ASAC Report)	C. Brulé		X			
• Employee Engagement Update (presentation for Information)	C. Frederick	X				

FINANCIAL OVERSIGHT – The Board is responsible for stewardship of financial resources, approves policies for financial planning, approves the annual operating and capital budgets, monitors financial performance against budget and compliance against investment policies, ensures the accuracy of financial information and approves the annual audited financial statements and ensures management has put into place measures that ensure the integrity of internal controls.	RESPONSIBLE AREA /PERSON	Oct 16 2017	Dec 11 2017	Feb 26 2018	Apr 16 2018	Jun 11 2018
• 2018-2019 Budget Assumptions and three-year pro forma	D. McNair		X			
• 2018-2019 Tuition and Fees Schedules	L. Stanbra		X			
• Banking Officers' resolution	D. McNair					X
• Colleges of Applied Arts & technology (CAAT) Retirement Compensation Annual Report to Sponsors	C. Jensen					X
• Endowment Fund Performance Report	D. McNair					X
• Five Year Capital (this is already included in section above)	D. McNair		X			
• Learner Driven Space Investment Case	L. Stanbra	X				
• Learner Driven Space - Budget	D. McNair			X		
• Indigenous Gathering Circle Investment Case	R. McLester	X				
• Learning Management System approval in principle	C. Brulé/D. Wotherspoon					X
• Quarterly 2017-2018 Financial Projection	D. McNair	Q 1	Q2	Q3		
• Fourth Quarter Financial Results and Audited Financial Statements	D. McNair					Q4
RISK INDENTIFICATION AND OVERSIGHT – The Board oversees management's risks program, and identifies unusual risks in the organization and ensures plans are in place to manage and prevent such risks.						
• 2017 Corporate Risk Profile	D. McNair		X			
• Freedom of Information Annual Report	D. McNair					X
• Cybersecurity Audit	D. Wotherspoon D. McNair					X
• IT Automation and Process Improvement Audit (included in ARM Report to Dec. 11 BOG)	D. Wotherspoon D. McNair		X			
STAKEHOLDER COMMUNICATION AND ACCOUNTABILITY – The Board ensures the organization appropriately contributes to strong stakeholder relationships, and advocates on behalf of College stakeholders in support of the mission, vision, values and strategic directions.						
• Strategic Plan 2017-2022 Communications Roll-Out	S. Anderson	X				
• Board of Governors' Summer Key Message	S. Anderson	X				X
• Board of Governors' Fall Key Message	S. Anderson		X			
• Board of Governors' Winter Key Message	S. Anderson			X		
• Board of Governors' Spring Key Message	S. Anderson				X	

GOVERNANCE – The Board is responsible for the quality of its own governance, establishes by-laws and governance policies to facilitate the performance of the Board's role and performance.	RESPONSIBLE AREA /PERSON	Oct 16 2017	Dec 11 2017	Feb 26 2018	Apr 16 2018	Jun 11 2018
• Review and adoption of the Governors' Code of Ethical Conduct	P. Nadeau					
• Structure of Effective Board Meetings generative discussion	P. Nadeau					
• Board Committee reports (Academic &Student Affairs; Audit & Risk Management; Governance)	V. Tiqui-Sanford	X	X	X	X	X
• Foundation Board Report	L. Stanbra	X	X	X	X	X
• Appointment of new Governors for 2017-2018	P. Nadeau				X	
• Governance Committee Report to include Board Officer and Committee Appointments; BGI-01 Report Card; Governor	J. Robblee				X	
• Governance Committee report to include BOG Officer & Committee Memberships, Board Evaluation Report	J. Robblee					X
LEGAL COMPLIANCE – The Board ensures that appropriate processes are in place to effect compliance with legal requirements.						
• Confirmation of mandatory Government remittances	D. McNair	X	X	X	X	X

Mission: *To transform hopes and dreams into lifelong success.*
Vision: *To be a global leader in personalized, digitally connected, experiential learning.*
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DRAFT

BOARD OF GOVERNORS MEETING MINUTES

MINUTES OF THE MEETING NUMBER FIVE HUNDRED AND FIVE OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON MONDAY, DECEMBER 11, 2017 AT 4:00 PM, AT THE ALGONQUIN CENTRE FOR CONSTRUCTION EXCELLENCE BUILDING (ACCE CA105 A&B), OTTAWA CAMPUS.

Present:	**Algonquin College Executive Team:**
Peter Nadeau, Chair	Cathy Frederick, Human Resources
Jim Brockbank, Vice Chair	Claude Brulé, Academic
Cheryl Jensen, President	Doug Wotherspoon, Innovation & Strategy
Audrey Claire Lawrence	Duane McNair, Finance & Administration
Cyril McKelvie	Laura Stanbra, Student Services
Gail Beck	Ron Deganadus McLester, Indigenous Initiatives
Jay McLaren	Scott Anderson, Communications, Marketing & External Relations
Jim Robblee	Tracy McDougall, Director, President's Office
Krisha Stanton	
Kelly Sample	**Guests:**
Naina Kansal	Colin Bonang, Director, Risk Management
Shellee Fournier	Grant Perry, Acting Director, Finance and Administrative Services
Stephen Heckbert	Krista Pearson, Registrar
Steve Barkhouse	
Valerie Sayah	**Recorder:**
	Victoria Tiqui-Sanford, Assistant to the Board of Governors
Regrets:	
Nancy Cheng	
Michael Waters	

Chair P. Nadeau welcomed guests and members to the meeting at 4:02 PM.

Algonquin College Alumni of Distinction Awards Gala – 2017
Chair P. Nadeau asked members and guests to watch the Algonquin College Alumni of Distinction Awards Gala video on behalf of Governor M. Waters, the Board of Governors representative on the Algonquin Foundation Board. The video forms part of agenda item 3.5: Foundation Report.

1. **CONSTITUTION OF THE MEETING & APPROVAL OF THE AGENDA**
   Chair P. Nadeau constituted the meeting at 4:08 p.m. and asked whether any Governors wished to remove or add an item to the agenda. No items were removed or added.

   RESOLUTION: G. Beck & S. Fournier
   THAT the Board of Governors approves the meeting agenda of December 11, 2017.
   CARRIED.

2. **DECLARATION OF CONFLICT OF INTEREST**
   Chair P. Nadeau asked members to declare any conflicts of interest with items on the agenda. Governor N. Kansal declared a conflict of interest and will abstain from voting for agenda item 6.2: 2018-2019 Tuition and Fees Schedules.

   Governor J. Robblee joined the meeting at 4:11 p.m.

3. **APPROVAL OF PREVIOUS MEETING MINUTES AND THE CONSENT AGENDA**

   3.1 Minutes of the Board of Governors' meeting of October 16, 2017
   Approval of the Board of Governors Meeting minutes of October 16, 2017.

   RESOLUTION
   MOVED & SECONDED: J. McLaren & S. Barkhouse
   THAT the Board of Governors approves the meeting minutes of October 16, 2017.
   CARRIED.

   3.2 Academic and Student Affairs Committee Report
   Governor S. Fournier, Chair, Academic and Student Affairs Committee provided members with information from the meeting held on November 20, 2017. Enrolment updates have been highlighted in the report. Members accepted this report for information. Board of Governors approvals are requested for the following:

   Co-operative Education Option, Regulatory Affairs - Sciences, Ontario College Graduate Certificate
   RESOLUTION
   MOVED & SECONDED: S. Fournier & G. Beck
   THAT Academic and Student Affairs Committee recommends to the Board of Governors the approval of a co-operative education delivery option for the Regulatory Affairs - Sciences, Ontario College Graduate Certificate program effective Fall 2018.
   CARRIED.

   Program Proposal: Bachelor of Commerce (Strategic Human Resources Management) (Honours)
   RESOLUTION
   MOVED & SECONDED: S. Fournier & A. Lawrence
   THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Bachelor of Commerce (Strategic Human Resources Management) (Honours) program effective Fall, 2019.
   CARRIED.

   Program Proposal: Bachelor of Science (Culinary Arts and Food Science) (Honours)
   RESOLUTION
   MOVED & SECONDED: S. Fournier & A. Lawrence
   THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Bachelor of Science (Culinary Arts and Food Science) (Honours) program effective Fall 2019.
   CARRIED.

3.3 Audit and Risk Management Committee Report

Governor K. Sample, Vice Chair, Audit and Risk Management Committee provided members with highlights from the meeting held on October 24, 2017.

Members accepted this report for information.

3.4 Governance Committee Report

Governor J. Robblee, Chair of Governance Committee, provided members with information from the meeting held on November 15, 2017. Board of Governors approval is requested for the following:

Review BGI-04 – Responsibility of the BOG Chair – follow up on proposed amendment to Section 3

RESOLUTION

MOVED & SECONDED: J. Robblee & G. Beck

THAT the Board Governance Committee recommends to the Board of Governors the approval of the proposed amendment to BGI-04 – Responsibility of the BOG Chair as presented.

CARRIED.

3.5 Foundation Report

Chair P. Nadeau referred members to the Foundation report for their information.

Members accepted this report for information.

4. BUSINESS ARISING FROM THE MINUTES

4.1 Credit Facility Covenants

Chair P. Nadeau referred members to the Credit Facility Covenants report for their information.

D. McNair, Vice President, Finance and Administration provided members with highlights of the report.

Questions from members were answered.

Members accepted this report for information.

5. NEW BUSINESS

5.1 Algonquin College - Saudi Arabia Final Settlement

President C. Jensen referred members to the Algonquin College - Saudi Arabia Final Settlement included in their meeting package. The report provided an update on the termination of the agreement between Algonquin College – Saudi Arabia and Colleges of Excellence. Both parties have agreed to settle all outstanding claims, for a final payment of $2.9 million (8,556,116 SAR), and credit for services-in-kind $506,865 (1,500,000 SAR). The services-in-kind credit will be applied to a list of services including program and course curriculum, technology consulting services, program quality assurance consulting, employee training and corporate training.

President C. Jensen provided information on the growth of International enrolments and the continued expansion of offshore delivery of programs, such as the partnership with Algonquin College and China's Ningbo Polytechnic.

Questions from members were answered.

RESOLUTION

MOVED & SECONDED: C. Jensen & J. Robblee

THAT the Algonquin College Board of Governors approves the provision of a forgivable loan in an amount not to exceed $2,907,000 that shall be provided to Algonquin College Saudi Arabia LLC for final transition and wind-up related costs funded from College reserve funds generated from non-funded activity.
CARRIED.
ABSTAINED: S. Heckbert

6. **DECISION ITEMS & REPORTS**

6.1 2018-2019 Budget Assumptions and Three-year Pro Forma
D. McNair presented the 2018-2019 Budget Assumptions and Three-year Pro Forma. This report provided members with a preliminary three year pro forma budget forecast for the period 2018-2019 to 2020-2021.

The College will be facing the following challenges that will impact the College's operating budget:
- Changing demographics
- Impacts of a new corridor funding model
- Ongoing maintenance requirements for physical and technological infrastructure
- Rising operating costs
- Impacts of the draft Bill 148, Fair Workplaces, Better Jobs Act, 2017

The final 2018-2019 Annual Budget will be presented to the Board of Governors for approval at the February 26, 2018 meeting.
Questions from members were answered.
Members accepted this report for information.

6.2 2018-2019 Tuition and Fees Schedules
L. Stanbra, Vice President, Student Services introduced K. Pearson, Registrar, to present the 2018-2019 Tuition and Fees Schedules for the 2018-2019 academic year. The draft 2018-2019 Tuition and Fees Schedules has been established in accordance with the Ministry of Advanced Education and Skills Development Binding Policy Directive on Tuition and Ancillary Fees. The principles of the framework include:
   a) The average overall maximum allowable increase will remain at 3.0%. Regular Tuition Fee Programs will have a 3.0% increase applied. High Demand, Graduate Certificate, and Degree Programs can apply a maximum allowable 5.0% increase over the previous year, but the overall maximum must remain at or below 3.0%.
   b) High Demand domestic enrolment must be no more than 15.0% of the College's post-secondary domestic enrolment. Graduate Certificate and Degree Programs are excluded from this calculation.
Questions from members were answered.

RESOLUTION
MOVED & SECONDED: J. Brockbank & G. Beck
THAT the Board of Governors approves the proposed 2018-2019 Tuition and Fees Schedules.
CARRIED.
ABSTAINED: N. Kansal

6.3 2017 Corporate Risk Profile

D. McNair introduced C. Bonang, Director, Risk Management who presented the 2017 Corporate Risk Profile that was approved at the October 24, 2017 Audit and Risk Management Committee meeting. The 2017 Corporate Risk Profile identified 17 high-risks for the College that have been grouped into six high-risk areas, which will form the basis for quarterly monitoring and reporting to the Audit and Risk Management Committee. Major capital projects are assessed for risks. All projects must align with the Board's risk appetite statements, and are subject to risk mitigation analysis on an ongoing basis.

Questions from members were answered.

Members accepted this report for information.

6.4 Second Quarter 2017-2018 Financial Projection

D. McNair introduced G. Perry, Acting Director, Finance and Administrative Services who presented the Second Quarter 2017-2018 Financial Projection report. This report projects a $3.4 million decrease to the net contribution of Algonquin College. This is reflected in a decrease to the Approved Annual Budget net contribution of $5.6 million, to a second quarter net contribution projection of $2.1 million as outlined in the report. The net contribution decrease incorporates the financial impacts of the five-week academic work stoppage. The negative impact from the work stoppage has been mitigated by an increase in enrolment which occurred prior to the work stoppage. This increase was primarily achieved through a 27.9% increase over the Approved Annual Budget in international student enrolment.

Question from members were answered.

RESOLUTION
MOVED & SECONDED: A. Lawrence & J. Robblee
THAT the Board of Governors approves the Second Quarter 2017-2018 Financial Projection.
CARRIED.

6.5 Program Advisory Committee Annual Report 2016-2017

The report provided members with an overview of the activities undertaken by the Program Advisory Committees during the academic year 2016-2017. C. Brulé, Senior Vice President Academic informed members that the updated version includes statements regarding consultation with faculty members.

Members accepted this report for information.

7. ITEMS FOR INFORMATION

7.1 Five Year Capital Investment Plan

D. McNair presented the Five Year Capital Investment Plan to members. The plan identifies the investment requirements and sources of funds to support the College's Development Plan and other Strategic Investment Priorities. The College invests approximately $20 million annually in Strategic Investment Priorities projects. Currently, the College has a number of significant investments underway including the replacement of the College's financial and human resources systems (Workday) and the investment in the Innovation Centre and Institute for Indigenous Entrepreneurship.

Questions from members were answered.

Members accepted this report for information.

7.2 International Education Strategy Refresh
The report provided members with an update on progress being made on Algonquin College's International Education Strategic Plan refresh.
Members accepted this report for information.

7.3 Second Quarter 2017-2018 Business Plan Update
The report provided members with the Second Quarter 2017-2018 Business Plan Update. The annual business plan is a tool used by management to set the direction for the College to achieve annual goals and targets in the context of the Strategic Plan.
Members accepted this report for information.

7.4 Innovation Centre Naming
The report informed members of the chosen name for the Algonquin College Innovation Centre, and the process used to determine the final choice. An integrated marketing communication campaign will promote the DARE District as a whole and the units within. Special emphasis within the first year of promotion will emphasize that DARE is an acronym that stands for **D**iscovery, **A**pplied **R**esearch and **E**ntrepreneurship. The name reveal has been tentatively targeted for February 2018.
Members accepted this report for information.

7.5 Learning Management System (LMS)
The report provided members with awareness on the development of an Investment Case proposal to upgrade and modernize the College's Learning Management System. The business case will be presented to the Board of Governors for approval at the February 26, 2018 meeting.
Members accepted this report for information.

7.6 Executive Compensation Framework
Chair P. Nadeau informed members that an update will not be available before Christmas.
Members accepted this for information.

7.7 Report from the Board Chair
Chair P. Nadeau briefed members with information on the Colleges Ontario 2017 Higher Education Summit (November 25-27). Highlights from the report included our four Developmental Services Worker (DSW) students and graduates who won the prestigious $15,000 prize from William G. Davis Innovation Fund. This fund was set up to commemorate the Colleges' 50th Anniversary and was highly competitive.
In addition the report highlighted the six Algonquin College Alumni who were nominated for the 2017 Premier's Awards. The Gala that was held on the last evening of the Summit.
Members accepted this report for information.

7.8 Report from the President
President Jensen informed members about the reports to government on the Truth and Reconciliation Commission. She provided highlights on the mental health report that College Presidents received. According to the report, colleges and universities are not primary deliverers of mental health care, and it urges the government, health-care providers and community agencies to work with the sector to address the rising challenge on campuses. College Presidents also endorsed

a streamlined pre-budget submission to the Ontario government that calls for the province to use its 2018 Ontario Budget to address the fiscal crisis facing colleges.
Members accepted this report for information.

Governor C. McKelvie exited the meeting at 6:00 p.m.

7.9 Management Summary Report
Members accepted this report for information.

8. **UPCOMING EVENTS**
   Chair P. Nadeau provided highlights of upcoming events.

   The Regular meeting adjourned at 6:03 p.m.

   Governors K. Sample exited the meeting at 6:04 p.m.

9. **IN CAMERA**
   An In Camera session was not held.

10. **MEETING WITHOUT MANAGEMENT**

    10.1 Evaluation of Board Committees
    Members were provided with the Evaluation forms to complete.

11. **MEETING ADJOURNMENT**
    There being no further business, the meeting was adjourned at 6:35 p.m.

_____   _____
Peter Nadeau, Chair   Victoria Tiqui-Sanford, Recorder

APPENDIX A: Observers:

Alanna McDonell, Director, Marketing & College Enrolments
Bryan Eburne, Manager, Fees, Curriculum and Reporting
Chris Janzen, Dean, Faculty of Technology and Trades
Claire Tortolo, Professor, EAP International
Dave Donaldson, Dean, School of Business
Devyn Barrie, Algonquin Times
Diane McCutcheon, Director, Labour Relations
Elizabeth Tyrie, Executive Assistant, Innovation and Strategy
Emily Woods, Acting Manager, Financial Services
Gord Warner, Director, Strategic Procurement
Jack Wilson, Professor
Jodi Jaffray, Academic Manager
Joe Ranieri, Director, Business Development
Jim Kyte, Dean, School of Hospitality and Tourism
Lois Pollock, Chief Digital Officer
Maggie Cusson, Dean, Academic Development
Mark Leduc, Executive Director, Academic Planning
Michelle Cosh, Director, Talent Management and Organization Development
Pam Auchterlonie, Laboratory Technologist, Applied Science & Environmental Technology
Patrick Devey, Dean, Centre for Continuing and Online Learning
Paul Gardner, Business Administrator, Special Projects, Finance and Administration
Peggy Austen, Acting Director, Foundation
Peter Leland, Risk Manager
Robyn Heaton, Dean, Faculty of Arts, Media and Design
Ruth Dunley, Communications Officer, Public Relations and Communications
Sandra Larwill, Academic Manager
Shelley Styles, Student Support Services
Todd Schonewille, Director, Physical Resources

MEMO

DATE: February 26, 2018

TO: Board of Governors

FROM: Governor Shellee Fournier, Chair, Academic & Student Affairs Committee

SUBJECT: **Academic & Student Affairs Committee meeting of January 25, 2018**

For documentation in support of the agenda items, please visit the Board's SharePoint site; choose Academic and Student Affairs Committee, January 25, 2018 folder.

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL
There are no items requiring Board of Governors Approval.

B. ITEMS THE COMMITTEE HAS REVIEWED – FOR INFORMATION TO THE BOARD

1) Academic Affairs and Research Policies - Update
There are 46 policies in the Academic Affairs and Research categories. During the last year, a number of the policies have been reviewed. The review process includes feedback received from the Academic area and incorporated into the policy as appropriate.
Members accepted this update for information.

2) Student Affairs Policies – Update
There are 12 policies in the Student Affairs category. Policy SA14 has been updated and Policy SA07 has undergone extensive review and will be finalized by February 2018. The remaining ten Student Affairs policies are up to date.
Members accepted this update for information.

3) Enrolment Update Report
As of January 17, 2018, full time registrants (Post‑Secondary and Graduate Certificates) are 17,522 for the Winter 2018 term. This represents a 606 student (3.6%) increase compared to last year at the same time.
Members accepted this report for information.

4) Research Ethics Board Annual Report 2016-2017
The Research Ethics Board is making progress on delivering feedback and approval to investigators in a timely manner while maintaining the integrity of the Tri-Council Policy Statement – Ethical Conduct for Research Involving Humans – 2014 (TCPS2) guidelines at Algonquin College.
Members accepted this report for information.

MEMO

5) <u>Program Quality Review Annual Report</u>
The Program Quality Review report provided an update on the current status of this activity at the College. This annual update demonstrates the College has effective quality assurance processes for its programs of instruction.
Members accepted this report for information.

Enrolment Update

For the Academic and Student Affairs Committee

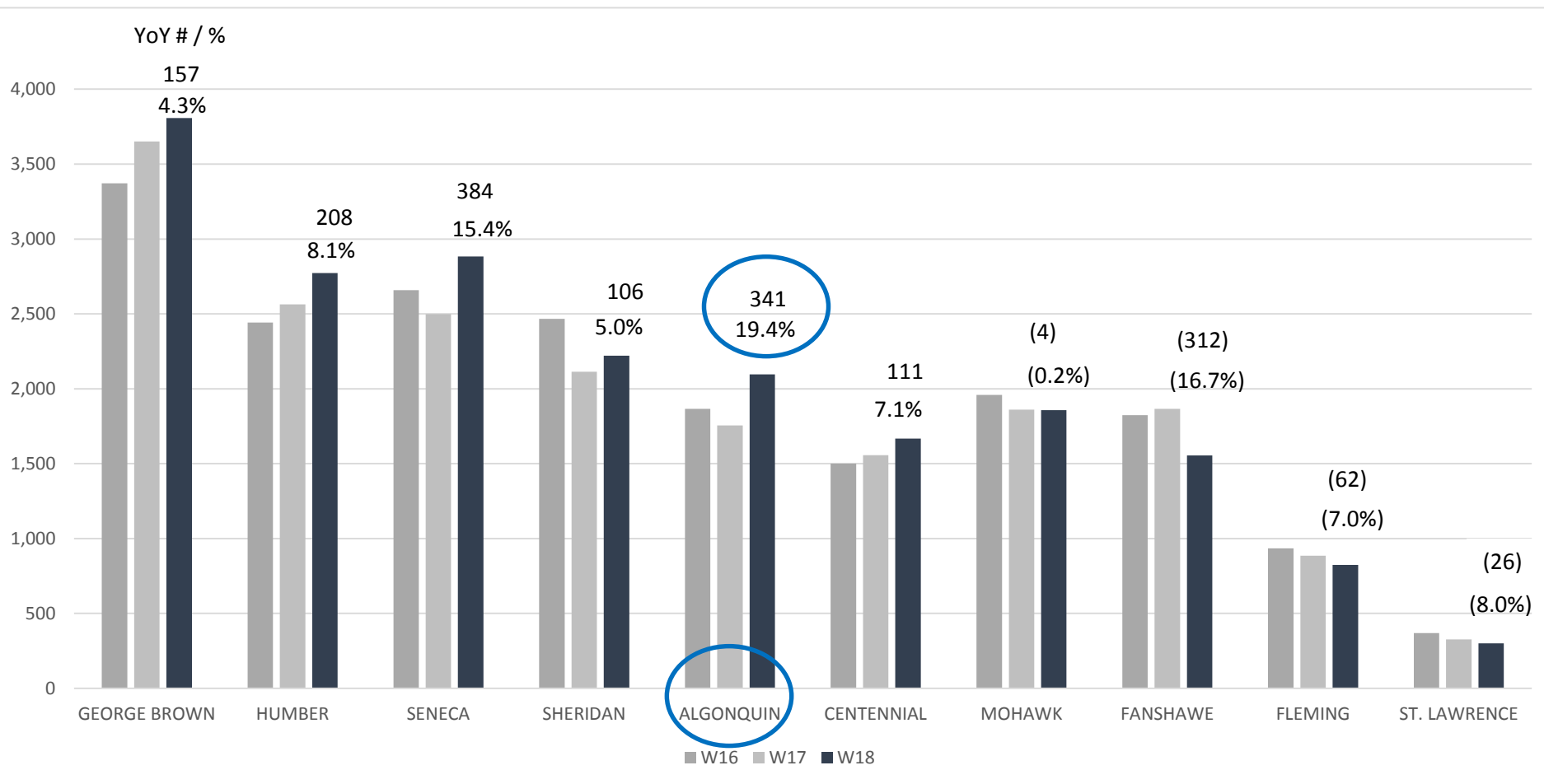Prepared by Academic Operations and Planning and the Registrar's Office

January 25, 2018

Enrolment Dashboard – Winter 2018

COLLEGE ENROLMENT - 2018 WINTER (Post Secondary & Graduate Certificates)	Actual (at Jan. 17, '18)	Approved Budget			Previous Year (at Jan. 10, '17)		
		Over / (Under) #	Over / (Under) %	Status	YoY #	YoY %	Status
Total Registered	17,522	489	2.9%	🟢	606	3.6%	🟢
Level 01	2,929	707	31.8%	🟢	654	28.7%	🟢
Returning	14,593	(218)	(1.5%)	🟡	(48)	(0.3%)	🟡
Domestic	14,809	(156)	(1.0%)	🟡	(96)	(0.6%)	🟡
International	2,713	645	31.2%	🟢	702	34.9%	🟢

Note for status indicators: green if year over year % = or > 0%; yellow if 0% to (2%); red if worse than (2%)

Winter '18 Confirmations – Large colleges and local
(OCAS as at Jan. 21, 2018, Level 01 domestic)

YoY # / %

College	YoY #	YoY %
GEORGE BROWN	157	4.3%
HUMBER	208	8.1%
SENECA	384	15.4%
SHERIDAN	106	5.0%
ALGONQUIN	341	19.4%
CENTENNIAL	111	7.1%
MOHAWK	(4)	(0.2%)
FANSHAWE	(312)	(16.7%)
FLEMING	(62)	(7.0%)
ST. LAWRENCE	(26)	(8.0%)

Legend: W16, W17, W18

Recruitment Activity for 18F (Sept 1 to present) Four Year Comparison, as of January 15, 2018
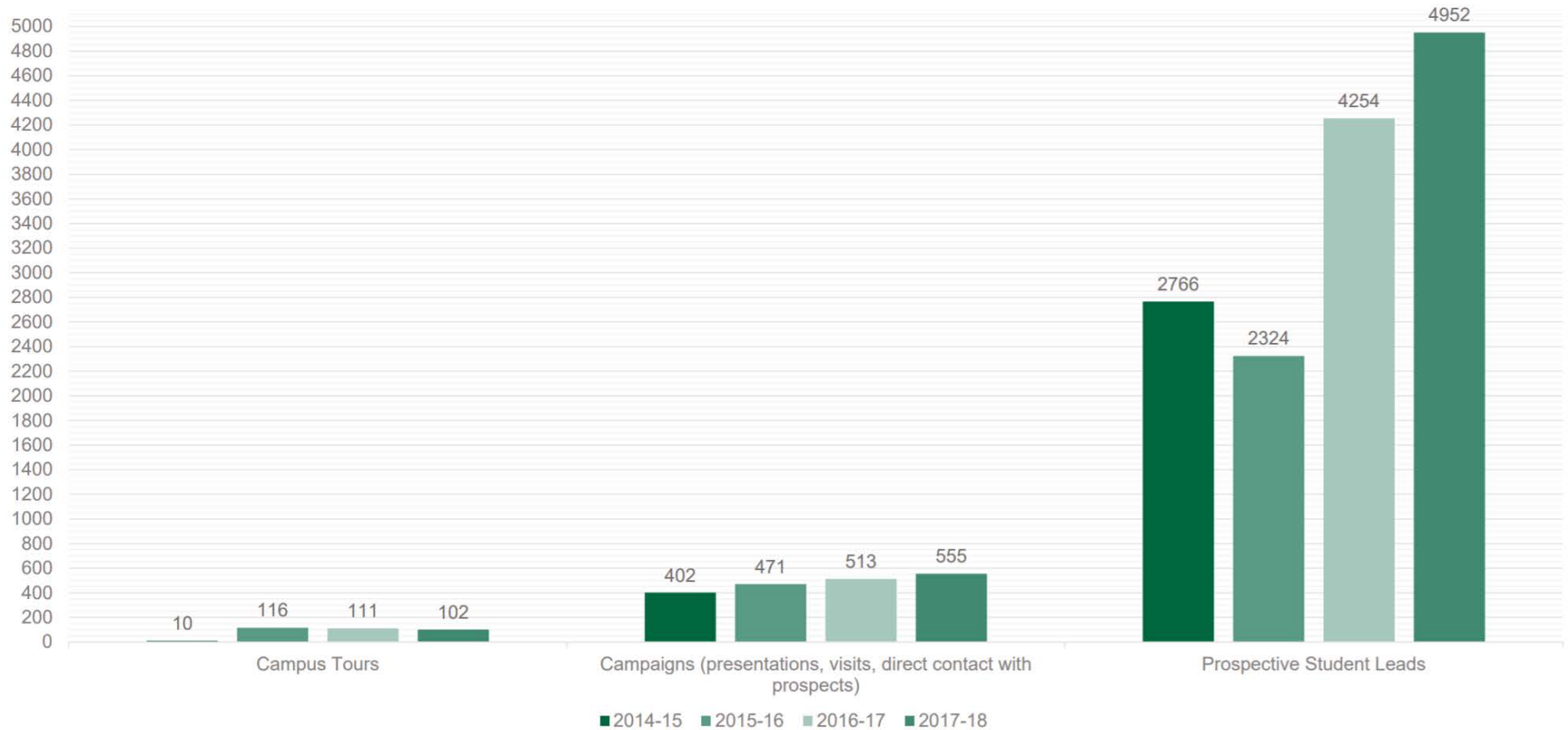
MEMO

DATE: February 26, 2018

TO: Board of Governors

FROM: Governor Nancy Cheng, Chair, Audit & Risk Management Committee

SUBJECT: **Audit & Risk Management Committee meeting of February 9, 2018**

For documentation in support of the agenda items, please visit the Board's SharePoint site, choose the Audit & Risk Management Committee, February 9, 2018 meeting folder.

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL
There were no items that require Board Approval.

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

1) Cyber Security Audit Plan
Members were referred to the Cyber Security Audit Plan. Ernst and Young, the winning proponent to perform the Cyber Security audit provided members with the audit goals and review process of the College Governance Structure, Technical Domains, and Resource dedication. The audit will focus on areas identified by the college deemed important, such as security information related to students, staff, and health records. A draft report will be provided to the Audit and Risk Management Committee by March 13.

RESOLUTION
MOVED & SECONDED: P. Nadeau & K. Sample
THAT the Board of Governors Audit and Risk Management Committee approves the Audit of Cyber Security Audit Plan.
CARRIED.

MEMO

DATE:	February 26, 2018
TO:	Board of Governors
FROM:	Governor Jim Robblee, Chair, Governance Committee
SUBJECT:	**Governance Committee meeting January 29, 2018**

For documentation in support of the agenda items, please visit the Board's SharePoint site; choose the Governance Committee meeting folder, January 29, 2018.

A. **ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL**
There are no items requiring Board of Governors approval.

B. **ITEMS THE COMMITTEE HAS REVIEWED AND ACTIONED – FOR INFORMATION TO THE BOARD**

1) 2017 Higher Education Summit Post Summary Report
Governors G. Beck, A. Lawrence, and K. Stanton provided highlights of their reports to the members. Highlights included the valuable information that new governors gained from the pre-conference sessions, workshops, and the extraordinary key note speakers at the summit. Members accepted this report for information.

2) Terms of Reference all Board Committees (Review)
Members reviewed the Terms of Reference for each of the Board Committees. There were no revisions required. Further review will be done at the March 28 Governance Committee meeting.
Members accepted this for information.

3) Board Retreat Planning – Spring
Members were referred to the Draft March 24 Board Retreat agenda. The focus and theme of the retreat will be on Truth and Reconciliation. The retreat will be facilitated by Ian Smith of Strategy Corp.
Members accepted this for information.

4) Governor Recruitment Update
Members reviewed all the documents that will be used for the recruitment process for Governor N. Cheng's vacancy effective September 1, 2018. Advertising for this vacancy will be limited to the Algonquin College Board of Governors website.
Members accepted this for information.

5) Memo 2018-2019 Board Chair & Board Executive Committee Succession

Members reviewed the Memo 2018-2019 Board Chair & Board Executive Committee Succession. The memo is approved and scheduled for distribution to all board members on February 9, 2018. Member will advise the Board Assistant with their preferred committee position by February 28.

Members accepted this for information.

6) Evaluation Results – December 11, 2017 Board of Governors Meeting

Overall, the evaluations and comments are positive. Members felt that the meeting was conducted efficiently and presenters, along with senior management were highly regarded for their efforts and hard work.

Members accepted this report for information.

MEMO

ALGONQUIN
COLLEGE
Foundation

DATE: February 26, 2018

TO: Board of Governors

FROM: Algonquin College Foundation Board of Directors

SUBJECT: Foundation Report

A.   DONATIONS AND GIFTS IN KIND

1)   As of December 31, 2017, the Foundation realized $2,206,069 from fundraising revenue and endowment contributions. This represents 64% of the $3,470,778 revenue goal for 2017-2018.

B.   ENDOWMENT AND DONATION HIGHLIGHTS

1)   In celebration of the grand opening of the Lone Star Texas Grill's new location in Barrhaven, former Board of Governor Chair, Kathryn Leroux, along with Ottawa City Councillor, Jan Harder, announced the establishment of the Lone Star Texas Grill Bursary for students in Algonquin College's culinary arts program at the official ribbon cutting ceremony.

2)   The Shoultz family set up a third bursary with the establishment of the Ken and Doris Shoultz Memorial Bursary for Personal Support Workers studying at the new classroom at the Perley-Rideau Veteran's Health Centre. Ken Shoultz was the first principal of the Ontario Vocational Centre and the first Dean of Technology and Trades for Algonquin College.

C.   ALUMNI AND FRIENDS NETWORK

1)   Tie Into Business Networking Night
A record number of 70 students, alumni, and employers enjoyed the 'Tie Into Business' event, hosted by the Algonquin College Employment Support Centre in partnership with the Alumni Office, on November 8. This represents a 24% increase over last year. The highlight of the evening was the alumni panel featuring four Algonquin College alumni that delivered inspirational messages on their experiences and journeys. The inspirational messages motivated students to take risks, to believe in themselves, develop genuine connections and to build trusting relationships to achieve their career aspirations.

This year's alumni panel featured Brendan McCrann, B2B marketing consultant; Kyla Cullain, owner, and Chief Executive Officer of Next Steps Transition Inc.; Jai Bawa, architect and project manager and Ian Lockhart, Account Executive at i-Sight Software by Customer Expressions.

2) <u>Maclean's Magazine featured Alumnus of the Year Jerry Popowich</u>
The November issue of Maclean's Magazine featured Jerry Popowich, Mercury Filmworks and Algonquin College's 2017 Alumnus of the Year in the 'College All Stars' section.

3) <u>Citizen Advocacy's Celebration of People Award's Gala - Advocacy Winner: John-David Skene</u>
JD Skene, an Algonquin College graduate from four programs, and founder of his own business – Barrier Buster, is an inspirational alumnus with cerebral palsy. JD was nominated by the Alumni and Friends Network for the Celebration of People Advocacy award for his work in breaking down barriers for people with disabilities. He is also the inventor of the Whiskspenser, an adaptive culinary tool that allows people to whisk and dispense simultaneously using only one hand.

4) <u>Retiree Holiday Luncheon</u>
On December 5, 2017, over 170 Algonquin College retirees gathered in the Marketplace Food Court at the Ottawa campus for a special annual holiday luncheon. President Cheryl Jensen provided a welcome address including an update regarding the progress of the development of the Innovation Centre.

D. OTHER ACTIVITIES

1) <u>High Tech Industry Leaders Dinner</u>
On November 7, 2018, the Foundation organized a dinner hosted by President Cheryl Jensen at the Rideau Club for 14 high tech industry leaders to learn more about Algonquin College's future plans related to innovation and entrepreneurship.

2) <u>Foundation Board of Directors Tour</u>
Eight Board members participated in a 'hard hat' tour of the new Innovation Centre on December 7.

Upcoming Foundation Events

Black Tie Bean Fest	Saturday April 28, 2018
Algonquin College's 50th Anniversary Gala	Thursday May 3, 2018
President Jensen Birdies for Bursaries Golf Tournament	Tuesday, May 22, 2018
Perth Campus Bursary Golf Tournament	Friday June 8, 2018
Alumni of Distinction Awards Gala	Thursday, September 27, 2018

Agenda Item No: 4.1

Report title:	Learning Management System Renewal Project
Report to:	Board of Governors
Date:	February 26, 2018
Author/Presenter:	Claude Brulé, Senior Vice-President, Academic Doug Wotherspoon, Vice President, Innovation & Strategy, International and Strategic Planning

1. RECOMMENDATION:

    THAT the Board of Governors approves an expenditure of up to $0.83 million from the College's Strategic Investment Priorities budget and up to $2.22 million from the base operating budget for a total $3.05 million over a five year period to adopt a new Learning Management System for a period of no less than five years.

2. PURPOSE / EXECUTIVE SUMMARY:

    The purpose of this Investment Case, given in Appendix A: Learning Management System Investment Case, is to provide information to the Board of Governors regarding the results of the College's recent Learning Management System Request for Proposals and to request approval for the project budget.

3. BACKGROUND:

    Algonquin College's main Learning Management System (currently Blackboard Learn™) is a crucial online learning environment used by students and faculty. It serves as a portal for all digital materials associated with courses and programs of study, fosters a community of learners through its communication tools, provides a platform to perform assessments, and allows faculty and management to assess the progress of learners to better serve their learning needs.

    The Learning Management System is a key component of Algonquin College's digital strategy. It is part of a larger network of integrated systems including the Algonquin College Student Information System (ACSIS), the Customer Relationship Management System, the Enterprise Data Warehouse and the General Student Information System (GeneSIS). Collectively, these systems help manage the College's relationships with students and faculty and they help automate and administer business processes.

    In recent years, there have been significant disruptions to the stability of the Learning Management System. This has caused dissatisfaction with its reliability and consistency

amongst students and faculty alike. Algonquin College's Students' Association identified a number of challenges with the Learning Management System, particularly the lack of a common "look and feel", varying levels of faculty adoption, and inconsistent navigation. Given the challenges, a request for proposals for a new Learning Management System was issued in Summer 2017.

4. DISCUSSION:

Governing the implementation and operation of Algonquin College's Learning Management System is Policy AA42 Learning Management System, which applies to all of the College's credit courses. The policy identifies the need "to provide students and faculty with access to essential course materials, resources and other relevant information through the College's Learning Management System". Consistent with Ontario's accessibility guidelines, these materials include course curriculum materials within a digital learning environment that enables and facilitates academic success.

In addition to providing a recommendation for the next-generation Learning Management System for Algonquin College, the mandate of the Learning Management System Steering Committee also included the establishment of appropriate governance to ensure consultation and communication on upgrades and enhancements to the current and future Learning Management System.

The Learning Management System Steering Committee, in consultation with key stakeholders of the College, undertook the evaluation of the responses to the request for proposals and provided a recommendation for a new vendor.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022				
LEARNER DRIVEN Goal One Establish Algonquin as the leader in personalized learning across all Ontario colleges.	☒	CONNECTED Goal Four Become an integral partner to our alumni and employers.		☒
QUALITY AND INNOVATION Goal Two Lead the college system in co-op and experiential learning.	☐	SUSTAINABLE Goal Five Enhance Algonquin's global impact and community social responsibility.		☐
Goal Three Attain national standing in quality, impact and innovation within each school and service.	☒	PEOPLE Goal Six Be recognized by our employees and the community as an exceptional place to work.		☐

6. STUDENT IMPACT:

During the 2016-17 academic year, the college community experienced several unscheduled outages of the Blackboard Learn™ Learning Management System. This, despite best efforts to resolve, eroded stakeholder confidence in the system, and resulted in both students and faculty indicating clearly the existing system's inability to meet their teaching and learning needs. A renewal of the Learning Management System is of critical importance in ensuring continuing student success.

More significantly, today's contemporary learning management systems are intuitive for users, built to support standards for accessibility, and include features that support retention and learning success. Through the adoption and configuration of a new digital learning environment, students and faculty will benefit from these enhanced features.

7. FINANCIAL IMPACT:

The cost to migrate to the new Learning Management System is estimated to be $829,500 during the 2018-2019 fiscal year. The total five year cost for operating the new Learning Management System (including the noted 2018-2019 migration cost) is estimated to be $3,050,641.

It is important to recognize that there is an existing annual operating budget provision for the College's current Learning Management System which over a five year period is budgeted at approximately $3,820,000. When comparing this cost against the estimated annual budget for the new Learning Management System solution, over a five year period, a net benefit of $770,000 would be realized.

8. HUMAN RESOURCES IMPACT:

The Investment Case planning will be carried out with existing staff resources from across the College and within the current staff complement. As part of the development of the Investment Case for the Learning Management System Renewal Project, the long term impact upon College human resources will be assessed.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

This project/initiative does not have an impact on specific government or regulatory requirements.

10. COMMUNICATIONS:

The Learning Management System Steering Committee maintains membership of both faculty and students, and has prioritized significant stakeholder engagement activities in determining the requirements and reviewing the shortlisted vendors in making its recommendation of a new Learning Management System. A comprehensive communications plan was developed that included a dedicated website, email communications and digital signage across the College to ensure frequent and transparent communication with all stakeholders. In the selection of a new Learning Management System, a detailed project plan is in place to ensure a successful implementation.

11. CONCLUSION:

The success of this initiative is considered to be vital to successfully and competitively deliver upon the College's academic mandate. The College believes strongly that ensuring a state-of-the-art, reliable learning management system is crucial for supporting teaching and learning, maintaining a strong institutional brand position, and delivering upon our enrolment and retention efforts.

Respectfully submitted: Approved for submission:

_____   _____
Claude Brulé   Cheryl Jensen
Senior Vice President, Academic   President

_____
Doug Wotherspoon
Vice President, Innovation & Strategy, International and Strategic Planning

Appendices:

Appendix A: Learning Management System Investment Case

Learning Management System
Investment Case

ALGONQUIN
COLLEGE

Table of Contents:

Section

Page

ALGONQUIN COLLEGE

Executive Summary

Algonquin College's Learning Management System (LMS) is a crucial online learning environment used round-the-clock by students, faculty and College administration. Currently, the College utilizes a number of system platforms including Blackboard Learn, Embanet and Canvas. The Learning Management System serves as an access portal for digital academic materials and as a platform to perform academic assessments, and enables student. The environment encourages group work by facilitating student communication and collaboration and in doing so, helps to create a sense of community.

The current Learning Management System requires a major version upgrade as the version of the software support ends in the summer 2018, and the vendor contract is due for renewal in March 2018.

"At Algonquin College, we fundamentally believe technology can enhance a student's ability to learn and we are proud to be on the leading edge of its use in higher education. "

Algonquin College
2017-2022 Strategic Plan

Governing the operation of the Algonquin College Learning Management System is policy AA42 which applies to all the College's credit courses. The policy identifies the need "to provide students and faculty with (online) access to essential course materials, resources and other relevant information through the College's Learning Management System". Consistent with Ontario's accessibility guidelines, these materials include course curriculum materials within a digital learning environment that enables and facilitates academic success.

The Learning Management System is a key component of Algonquin's digital strategy as it is part of a larger network of integrated systems including the Algonquin College Student Information System (ACSIS), the Customer Relationship Management System and the General Student Information System (GeneSIS). Collectively, these systems help manage the College's relationships with students and faculty and they help automate and administer business processes.

Today's Learning Management Systems incorporate five functional elements:

- Interoperability with programs written in common formats (pdf, doc, xls, e-pub3, etc.)
- Personalized learning - adaptive content delivery
- Assessments and analytics that are suggestive and help develop competencies
- Collaboration spaces that shift easily between private and public digital spaces
- Accessibility aid – the ability to facilitate learning through personalized layout and design tools

Realized over the 2018-2019 fiscal year, the cost to migrate to the new Learning Management System is estimated to be $829,500. The total 5 year cost for operating the new Learning Management System (including the noted 2018-2019 migration cost) is estimates to be $3,050,641.

It is important to recognize that there is an existing annual budget provision for operating the College's current Learning Management System and when comparing the incremental cost impact of moving to the leading Learning Management System proponent, <u>an estimated cost benefit of $380,000 would be realized over the proposed 5 year contractual period.</u>

> **We Recommend That:**
>
> That the Board of Governors approves an expenditure of up to $0.83 million from the College's Strategic Investment Priorities budget and up to $2.22 million from the base operating budget for a total $3.05 million over a five-year period to adopt a new Learning Management System for a period of no less than five years.

ALGONQUIN
COLLEGE

Problem Statement

Algonquin College's Learning Management System (currently Blackboard Learn™) is a crucial online learning environment used round-the-clock by students, faculty and College administration. It serves as an access portal for digital academic materials, as a platform to perform academic assessments, and enables student self-administration. The environment encourages group work by facilitating student communication and collaboration and in doing so, helps to create a sense of community.

The Learning Management System (LMS) is a key component of Algonquin College's digital strategy as it is part of a larger integrated business processing network that includes our Student Information System and our Customer Relationship Management System.

Unfortunately, several unscheduled Learning Management System outages during the fall 2016 semester have served to harm user and stakeholder confidence and satisfaction. Students and faculty have been vocal in their dissatisfaction with the Learning Management System and the reputation of the College has suffered.

We submit that:

The College must stabilize the existing Learning Management environment and proceed to secure a new Learning Management System solution that will empower Algonquin College's academic vision of being "a global leader in personalized, digitally connected, experiential learning".

ALGONQUIN COLLEGE

Investment Objectives

The objectives of the Learning Management System project are:

- Stabilizing the current LMS environment with governance measures that ensure consultation and communication of future upgrades to the LMS and improve user experience through relationship management software.

- Ensuring that future upgrades and changes to the Learning Management System are made with consultation and appropriate communication

- Recommending tools and functionality for the Learning Management System that incorporate user feedback and incorporate postsecondary best practices arrived at through research and environmental scanning

- Commence a Request for Proposal that will guide the College in selecting and implementing a new Learning Management System

- Ensuring Algonquin College can achieve its Vision "To be a global leader in personalized, digitally connected, experiential learning"

- Leveraging performance metrics to target and monitor project success (including: Learner/Faculty Satisfaction, Number of Incidents, Requests for Training, System Uptime, Adoption, etc.)

"It's crucial that the College ensures students have continuous and reliable access to an on-line Learning Management environment that is easy to navigate and facilitates mobile learning. "

Patrick Devey, Ph.D.
Dean of the Centre for Continuing and Online Learning

ALGONQUIN COLLEGE

Background

The Learning Management System is a key component of Algonquin's digital strategy as it is part of a larger network of integrated systems including the Algonquin College Student Information System (ACSIS), the Customer Relationship Management System and the General Student Information System (GeneSIS). Collectively, these systems help manage the College's relationships with students and faculty and they help automate and administer business processes.

Despite the College's efforts to quickly resolve them, several seemingly long and unscheduled outages were experienced during Algonquin College's fall 2016 semester. Combined with an administrative history that has proven to be slow to upgrade and adopt user feedback, student and faculty dissatisfaction with the Learning Management Systems' has grown. Stakeholders have been strong and clear that they want the College to deliver a more consistent and robust Learning Management System.

The current Learning Management System is in need of a major software upgrade (Summer 2017) and the College's agreement with its vendor is due for renewal at the end of March 2018.

"At Algonquin College, we fundamentally believe technology can enhance a student's ability to learn and we are proud to be on the leading edge of its use in higher education. "

Algonquin College
2017-2022 Strategic Plan

Internal Environment

As one of the largest of Ontario's 24 Colleges, Algonquin College has over 20,000 full-time students, 1,400 full-time employees and 3,000 part-time employees. Across Ontario and throughout Canada, Algonquin College is a significant provider of graduates who quickly generate direct economic activity within communities.

Over our 50-year history, the College has served a seminal role in stimulating economic growth by providing access to applied research involving students, faculty and industry.

The College serves the applied education and training needs of several student populations, in communities representing a broad range of demographics and economic profiles.

The College is focusing on improving accessibility and success for underrepresented groups (including Aboriginal, first-generation Canadians, students with disabilities and, Francophones).

Algonquin College facilitates the delivery of academic programing and course resources with an online environment known as the Learning Management System.

Governing the operation of the Algonquin College Learning Management System is policy AA42 which applies to all the College's credit courses. The policy identifies the need "to provide students and faculty with (online) access to essential course materials, resources and other relevant information through the College's Learning Management System". Consistent with Ontario's accessibility guidelines, these materials include course curriculum materials within a digital learning environment that enables and facilitates academic success.

The policy specifies that for each program and course, students and faculty will have access to an online source (a digital learning environment) for demand-based access to a library of academic success resources. These resources include: an approved course outline, course/program policy information, course materials, an announcement board, assessment tools and results, and faculty contact information.

ALGONQUIN COLLEGE
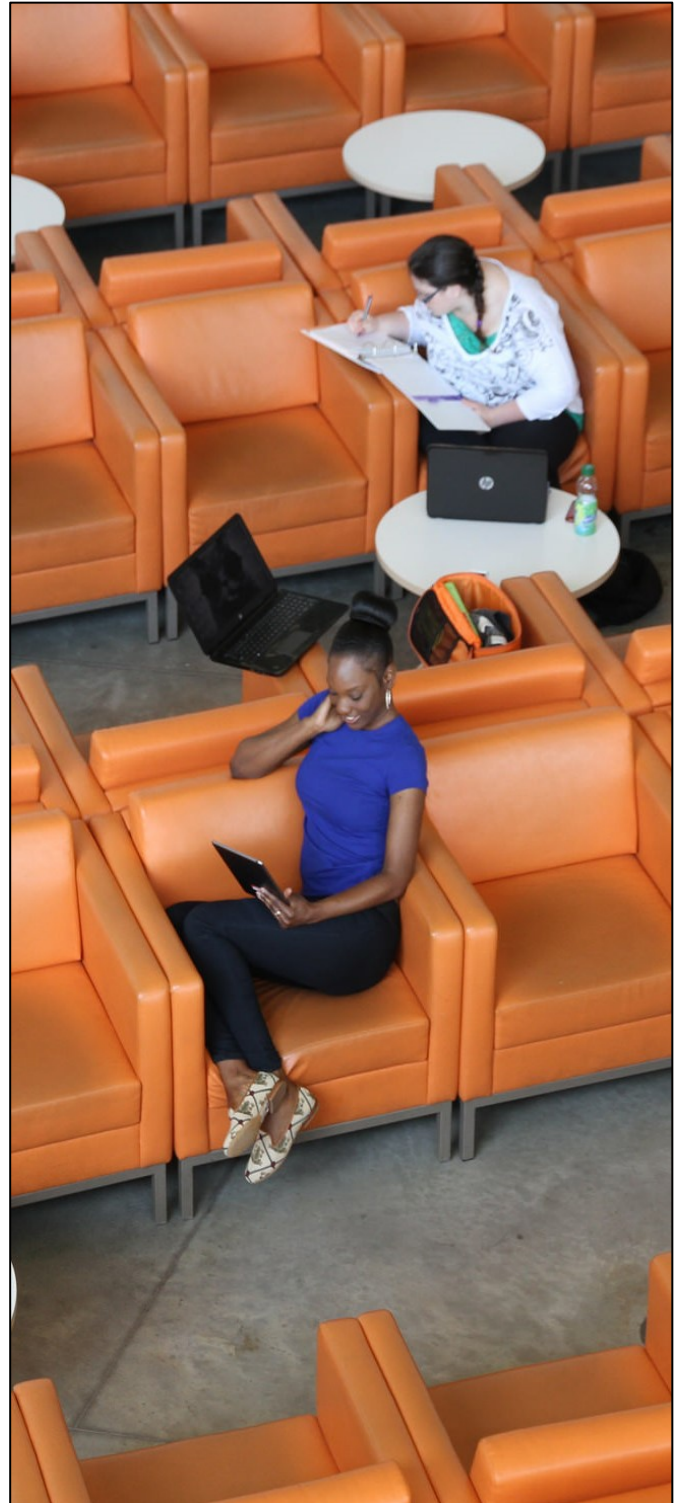
External Environment

New Learning Management System architectures are adoptive and adaptive. They enable academic achievement by clustering standard tools - that seamlessly function with resident information systems - in branded environments that are user-friendly and intuitive.

Standard academic tools within Learning Management Systems include:

- Course academic materials
- Schedules and submission portals
- Tutorials and presentations
- Testing and study resources
- Performance and progress reports
- Faculty access
- Email and messaging

Today's Learning Management Systems are more than convenient mechanisms to deliver course content, conduct testing and publish results. As these systems have evolved, they have integrated functional elements to become interactive and intelligent.

Today's Learning Management Systems incorporate five functional elements:

- Interoperability with programs written in common formats (pdf, doc, xls, e-pub3, etc.)
- Personalized learning - adaptive content delivery
- Assessments and analytics that are suggestive and help develop competencies
- Collaboration spaces that shift easily between private and public digital spaces
- Accessibility aid – the ability to facilitate learning through personalized layout and design tools

When asked, students report that they feel inadequately prepared to use their institution's Learning Management System. Faculty report that because there is clear evidence that Learning Management Systems enhance student learning, they are motivated to pursue user training.

When polled, user satisfaction tends to be greatest for the most basic of Learning Management System features and lowest for those designed to facilitate academics. This seems counter intuitive when considering that the principal user group – students – are known to be highly mobile and digital landscape savvy, and that faculty report their strong belief that engagement tools improve student success potential.

Although faculty and students see the Learning Management System as a significant enhancement to the teaching and learning dynamic - the truth is - neither tend to utilize the full landscape of facilitation and engagement tools. Of particular note are system tools designed to enable student and faculty collaboration as they are well document to significantly improve the academic success of both students and faculty.

ALGONQUIN
COLLEGE

Competitive Landscape

A survey of the Ontario College landscape shows that two software providers dominate the Learning Management landscape - D2L and Blackboard. As such, it is apparent that Algonquin College's selection of Blackboard has proven to be in line with many other Ontario postsecondary institutions.

Currently, the College's Learning Management System is in need of a major version upgrade (with software support for the current version ending this past summer). Further, given that the vendor contract with Blackboard is due for renewal in March 2018, it is timely for the College to undertake a competitive Request for Proposal process.

In July of 2017, the College released a public procurement document (Request for Proposal #17001) with the intention of securing a Learning Management System with implementation service support.

In order to determine the functional, technical and training requirements for this Request for Proposal, a steering committee was created including faculty, administration and student representation.

Initially, the Learning Management System steering committee was established to provide stakeholder perspective and expertize in the identification and documentation of the benefits and shortfalls within the existing Learning Management System.

Drawing on industry best practises and with the help of a dedicated project manager and the leadership of two academic project sponsors, this committee determined a substantive list of Learning Management System functional, technical and training requirements. Identified as "Must" have or "Rated" within the issued Request for Proposal, these requirements defined the evaluation criteria within the public procurement process.

College Institution	Current LMS
Algonquin	Blackboard
Boreal	D2L
Cambrian	Moodle
Canadore	D2L
Centennial	D2L
Conestoga	D2L
Confederation	D2L
Durham	D2L
Fanshawe	D2L
Sir Sanford Fleming	D2L
George Brown	Blackboard
Geogian	Blackboard
Humber	Blackboard
La Cite	D2L
Lambton	D2L
Loyalist	Blackboard
Mohawk	D2L
Niagara	Blackboard
Northern	Blackboard
Sault College	D2L
Seneca	Blackboard
Sheridan	D2L
St. Clair	Blackboard
St. Lawrence	Blackboard

Totals	LMS
10	Blackboard
13	D2L
1	Moodle

Options Analysis

The solicitation, evaluation and ultimately the procurement of a new Learning Management System has been governed by the College's Department of Procurement. In doing so, the College has recognized the need to achieve an objective evaluation of Learning Management System service providers (proponents), through the mechanism of a multi-layered evaluation matrix that assessed a robust list of Functional and Technical requirement.

In managing procurement process, the role of the College's Department of Procurement has been to administer an open, fair and transparent evaluation that adhered to the following guiding principles:

- Accountability for the procurement decision and the appropriateness of the processes.
- Transparency to all stakeholders and provide them with equal access to information on procurement processes and results.
- Value for money over the lifecycle of the goods procured.
- Quality – the right product, at the right time, in the right place.
- Process Standardization to remove inefficiencies and create a level playing field.

The following chart shows the results of the first evaluation phase that determined the two leading proponents.

Stage 1 Assessment for LMS - Functional, Technical and Training Requirements

Appendix G - LMS Functional Requirements		Proponent 1	Proponent 2	Proponent 3	Proponent 4
1	General and Administration	39	51.5	49	38
2	Content Creation and Instructional Design	36	43	42	32
3	Assessment, Assignment and Evaluation	51	71	70.5	52.5
4	Communication Tools	48	63.5	60	38.5
5	Reporting and Data	17	27	27.5	16
	Sub-Total	191	256	249	177
	Rank	3	1	2	4

	Proponent 1	Proponent 2	Proponent 3	Proponent 4
Percentage out of 70 =	68%	92%	89%	64%
Weight out of 35 =	23.8	32.2	31.2	22.4

Appendix H - LMS Technical and Training Requirements		Proponent 1	Proponent 2	Proponent 3	Proponent 4
1	Architecture and Modularity/Extensibility	9.5	16.5	18.5	12
2	Security	33.5	71.5	64.5	58.5
3	Performance and Resiliency	11	25.5	25.5	17
4	Access and Permissions	9	14	15	15
5	API, Integrations and Migration	33	57.5	53.5	32.5
6	SLA, Support and Operations	32	36	34	32
7	Training and Implementation	10	15	15	11.5
	Sub-Total	138	236	226	178.5
	Rank	4	1	2	3

	Proponent 1	Proponent 2	Proponent 3	Proponent 4
Percentage out of 70 =	53%	91%	87%	69%
Weight out of 15 =	8.0	13.7	13.1	10.4

Combined Scoring	Proponent 1	Proponent 2	Proponent 3	Proponent 4
Total	329	492	475	355.5
Rank	4	1	2	3

ALGONQUIN COLLEGE

The following chart shows the results of the second evaluation phase that helped evaluate between the two leading proponents.

Stage 2 Assessment for LMS - Functional and Technical Requirements

LMS Scoring of Functional Requirements		Proponent 2	Proponent 3
F-1	Demonstrate how calendar functionality is integrated and show how it is synchronized with other calendar software.	15	13
F-2	Demonstrate Content management functionality and show how faculty and students import/export content using different media file types with at one document (file) being over one (1) Gigabytes.	35	28
F-3	Demonstrate how adaptive release of content is created with custom triggers for a student accommodation and how content is pushed to the student and non-linear learning paths are maintained through the content.	20	14
F-4	Demonstrate how faculty (instructors) and administrators to add/remove students, guests, auditors both individually and in batch.	32	27
F-5	Demonstrate gradebook functionality on how to setup grade schemas, how to import and export of final grades individually and in a batch method, and, how to re-grade and manually override a grade.	32	30
F-6	Demonstrate how course content is copied from an existing course to a new blank course shell and how filters are applied to select or deselect certain items.	13	10
F-7	Demonstrate mobile functionality by showing faculty and student views, at a minimum for, assignment/assessment creation, grading, feedback, upload/download content, announcements.	20	18
F-8	Demonstrate Virtual classroom, collaborative communication and tools used by all roles.	8	6
F-9	Demonstrate Quiz creation and randomization.	19	19
F-10	Demonstrate Web Conferencing.	12	11
F-11	Demonstrate assignment of multiple roles and permissions, customized and group accounts.	5	5
F-12	From a Faculty and student perspective, demonstrate Student Analytics, Performance and Reporting.	16	12
	Sub- Total	227	193

LMS Scoring of Technical Requirements		Proponent 2	Proponent 3
T-1	Demonstrate Daily actions done as user or course administration (using GUI)	49	47
T-2	Demonstrate Start of Term Course Set-up	40	34
T-3	Demonstrate Reporting and Data	40	34
	Sub- Total	129	115

Combined Scoring	Proponent 2	Proponent 3
Total	355	280
Weight of of 12	10.5	8.2

ALGONQUIN COLLEGE

Financial Analysis

It is important to recognize that there is an existing annual budget provision for operating the College's current Learning Management System and when comparing the incremental cost impact of moving to the leading Learning Management System proponent, an estimated cost benefit of $770,000 would be realized over the proposed 5 year contractual period.

With the College moving to a software as a service or "cloud" delivery model for the learning Management System, modifications to existing position descriptions will be made in order to re-allocate human resources and capture efficiencies from Information Technology department and Learning and Teaching Services personnel.

In determining an estimate for the annual operational expense, the LMS Project Manager has collected the existing Learning Management System costs in each academic area of the College.

The following two charts provide the Estimated LMS Migration Costs (first year impact of migrating to a new LMS) and the Estimated LMS Operational Costs that would result assuming the College contracts for a new LMS with the leading Learning Management System proponent.

Estimated LMS Migration Cost

Item	2018-2019	Duration
Project Manager	$ 77,000	Ongoing until end of project
LMS Migration Coordinator	85,000	
Lead Trainer/Coordinator	85,000	March 2018- April 2019
5 Part-time Trainers	40,000	August 2018 - Sept 2018
8 FT Education Technologists	154,000	Feb 2018-2019 (phased)
Sub-Total	$ 441,000	
Miscellaneous Expenses	9,000	
Sub-Total	$ 450,000	
Continguency (15%)	67,500	
LMS Systems Administrator	312,000	Jan 2018 - Jan 2019
Estimated LMS Migration Cost	**$ 829,500**	*

Estimated LMS Operational Costs

Item	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
* LMS Migration Cost (from above)	$ 829,500				
LMS Software Licensing	188,676	$ 295,796.31	$ 307,716.38	$ 320,118.02	$ 333,018.83
Centre for Continuing and Online Learning Licensing	77,111	119,694	123,284	126,983	130,793
Media & Design Software Licensing	-	-	-	-	-
Corporate Training Licensing	16,407	25,467	26,231	27,018	27,828
Annual Hardware Improvement	15,000	15,000	15,000	15,000	15,000
** Estimated Annual LMS Operations Cost	**$ 1,126,694**	**$ 455,957**	**$ 472,231**	**$ 489,119**	**$ 506,640**

Estimated Total 5 Year LMS Operational Cost	**$ 3,050,641**	***

Notes: *   The Estimated LMS Migration Cost depicts the first year impact of the system support for the migration between from the College's current state to the anticipated future state. Except for the LMS System Administrator expense, these costs represent internal human resources.

　　　　**   The Estimated Annual LMS Operations Cost includes ongoing system maintenance expenses but does not include items such as: 24/7 branded end-user support services, add-on optional modules, etc.

　　　***   Year 1 of the Estimated Total 5 Year LMS Operational Cost includes ongoing system maintenance expenses based on 23,000 Fulltime Equivalent Students. Incorporated into the subsequent years of cost modelling are the following estimated inflation adjustments:
   - 1% year-over-year growth in the number of Fulltime Equivalent Students
   - 4% year-over-year growth in the cost of user support

ALGONQUIN COLLEGE

Recommendation

The new Learning Management System will serve as a major upgrade and should provide the entire Algonquin College community with the necessary stability required to "transform hopes and dreams into lifelong success".

The Learning Management System is a key component of Algonquin College's digital strategy. This initiative is considered vital to competitively delivering upon the College's academic mandate. The College believes strongly that this step forward will ensure a state-of-the-art and reliable component within our larger integrated business processing network.

The new Learning Management System will be an anchor in supporting teaching and learning environment, in maintaining a strong institutional brand position, and in delivering upon our enrolment and retention efforts.

We Recommend That:

That the Board of Governors approves an expenditure of up to $0.83 million from the College's Strategic Investment Priorities budget and up to $2.22 million from the base operating budget for a total $3.05 million over a five-year period to adopt a new Learning Management System for a period of no less than five years.

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COLLEGE

Outcome Management Strategy

Outcome Management is about planning, managing and achieving the intended objectives of the project. Specifically, it is a set of activities designed to improve, monitor, correct, and secure the initiative's intended objectives and benefits.

The Objectives and Benefits of this project are:

• Increased user satisfaction

• Increased confidence in the reliability of the LMS

• Increased LMS stability

• Improved governance of LMS operations

• Increased communications and awareness of LMS activities, such as upgrades

• Improved and consistent use of the LMS by faculty

• Financial efficiencies as a result consolidation of licensing and support when duplicate LMS solutions are phased out

• Risk reduction related to security of information with the centralization onto a single LMS solution

Goals/Objectives/Deliverables	Performance Measures
Continue to provide governance for the current LMS environments to ensure stability until the migration and implementation of the new LMS. This includes providing governance that ensures appropriate consultation and communication on upgrades to the LMS, as well as to serve as a mechanism for recommendations on decision-making as per the project-state governance	Existing committees consulted when changes are proposed for the Blackboard and communication of the impact and provide recommendations. Ensure established procedure is followed to make changes in the production environment of Blackboard.
Migrate existing data and course content to the new LMS	All identified courses and course content is migrated and validated to be complete prior to start of each academic term.
Ensure effective system integration of the new LMS into the Algonquin College's digital ecosystem	Single Sign On (SSO) is integrated with the College's online portal, and Integration with the student information system is complete to load Genesis data daily and identified data for Enterprise Data Warehouse (EDW) has been completed. Ensure any required application program interfaces have been created and operational.
Configure the new LMS to ensure it supports quality curriculum, streamlined course development, personalized learning, and flexible course delivery	Configuration and permissions have been created to align with AA42 Policy.
Execute an effective training strategy resulting in the confidence and adoption of the new LMS by both faculty and students	Faculty and Students are able to effectively use the new LMS when the 2018 Fall term begins. Usage report can be leveraged to validate.
Implement an effective support model serving all College stakeholders	Ensure that at a minimum the current level of support exists with the new LMS. E.g.: CCOL has 24/7 support for their end users
Decommission and archiving the current historical course content	Consolidate and archive the existing different instances of Blackboard data into one location for future reference.
Update the AA42 Learning Management System policy that establishes benchmark standards of use of the LMS.	Updated policy AA42 has been socialized, approved and adopted by the faculty.

Accessibility Impacts/Requirements

The Accessibility for Ontarians with Disabilities requirements were a must in the Request for Proposal (RFP) and the vendors have indicated their LMS system is compliant.

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COLLEGE

Governance and Oversight

This project is sponsored by two members of the Algonquin College executive team.

The sponsors are ultimately responsible for the maintenance and operation of the current LMS and for securing a project team who can successfully migrate it towards the implementation and use of a new LMS. They will ensure progress updates are provided to the Algonquin College Executive and Leaderships Teams and in doing so, seek required approvals and feedback. They are also responsible for securing project funding and providing strategic guidance.

Roles	Name(s)/Title(s)
Executive Sponsors	C. Brulé, Senior Vice-President Academic D. Wotherspoon, Vice President, Innovation & Strategy, International and Strategic Planning

This project will be overseen by an LMS Steering Committee (as noted below in the Action Plan).

The responsibilities of the LMS Steering Committee include - but are not limited to - project guidance and validation, management support, resource allocation and training. The LMS Steering Committee will make recommendations to the ACET via the executive sponsors and engage with College stakeholder groups. Their role is to lead and manage the project's risks, changes, schedules and communications. They define and amend the roles and responsibilities for the entire project team.

Roles	Name(s)/Title(s)
Steering Committee Members	P. Devey, Dean, Centre for Continuing and Online Learning (Co-Chair) M. Cusson, Dean, Academic Development (Co-Chair) J. Dallas, Manager, Digital Strategies and Solutions/Centre for Continuing and Online Learning (Co-Lead) F. Karimi, Chair, Learning and Teaching Services (Co-Lead) L. Lambregts, Educational Technologist R. Walsh, Coordinator and Faculty Developmental Services Worker Program J. Puritt, Professor, Business Communications J. Smith, Academic Advising Coordinator, part-time instructor K. Surman, Professor and Coordinator, Applied Science & Environmental Technology G. Ricciuto, Communications Advisor and Web Support V. Ventura, SA President S. Decker, SA Vice President J.Taker, Manager, Enterprise Applications, ITS
Communications	Scott Anderson, Executive Director of Marketing and Communications
Project Management	B. Baxter, PMO Manager L. Guo, PMO H. Murphy, Business Analyst
Stakeholders	Algonquin College faculty, staff and students/clients affected

ALGONQUIN COLLEGE

Action Plan

The Action Plan includes: planning and scope management; governance and project structure; advocacy planning and professional service requirements; project delivery model and public procurement methodology; schedule management; budget and cost management; resources management, communications management, quality management, risk management, scope and project controls.

In-Scope is defined as follows:

- Continue to provide and improve the governance of the current Blackboard Learning Management System
- Migration and Implementation of the new LMS for the following target audiences:
    - Full-time Academic Programs (Blackboard)
    - Centre for Continuing and Online Learning (CCOL)
    - Corporate Training
    - School of Media and Design (Canvas)
- Define the support and governance model of the new Learning Management System
- Develop and execute a migration and validation plan
- Develop and execute a training strategy and plan
- Develop and execute a Communications Plan
- Develop and implement a new support model for the new LMS
- Decommissioning and archiving old LMS data that have been migrated to the new LMS

Major Milestones	Completion Date
Initiation Phase	
Establish LMS Steering Committee membership and core team	February 9, 2018
Define Migration and Implementation Strategy/Approach	February 16, 2018
Sign contract with selected vendor	February 26, 2018/ ASAP
Gate 1 Approval	February 26, 2018
Planning Phase	
Establish roles and responsibilities with Vendor and Complete Discovery Sessions	March 2, 2018
Complete Combined Charter and Project Management Plan	March 2, 2018
Complete LMS Implementation/Migration Planning	March 12, 2018
Gate 2 Approval	March 14, 2018
Execution	
Complete LMS Configuration (user profiles, security, permissions)	March 2018
Configure and Implement Integrations (SSO, SIS, BI, CCOL e-Portal)	March 2018
Complete Migration and Validation Activities (May 1st launch)	April 2018
Execute Training Strategy and Training Plan	March 2018 – May 2019
Define and Implement new LMS Support Model	April 2018
May 1 Spring term Go-live	May 1, 2018
Fall term Go-live	September 3, 2018
Gate 3 Approval	September 5, 2019
Close-out	
Conduct Lessons Learned	May 2018 and September 2019
Decommission and Archive LMS Data	June 2019
Gate 4 Approval	July 2019

ALGONQUIN COLLEGE

Risk Management

The College's Board of Governors has developed four risk appetite statements that are used when assessing the merits of all significant investments.

Risk Appetite Statements and Response:

1. Statement: Algonquin College accepts a moderate level of risk to embark on innovative program development that supports academic excellence and program relevance in a technological landscape, as long as it does not compromise the student experience, program success metrics or financial health.

   Response: The Learning Management System Investment Case recognises the importance of ensuring the quality of student experience and in maintaining or improving program success metrics. This initiative recognizes that changes are required to the College's current Learning Management system. Further that the Learning Management System requires improvement in order for the College to competitively deliver upon a mandate of academic excellence and program relevance in a technological landscape. The risk for this initiative is assessed as moderate.

2. Statement: The College embraces technology as a value creation tool and has a high-risk appetite for technology advancement initiatives provided that they do not adversely affect our other value drivers or unduly put at risk the privacy and security of personal or corporate data.

   Response: Cyber security attacks and the risks associated with data privacy are prevalent across all technology landscapes. This initiative recognizes that the Learning Management System is connected to a number of secure College information systems. In order to mitigate the potential of information breach, a robust set of governance mechanisms and data safeguards will be required. Rather than operating the Learning Management System on premises (our current approach), the new system will be operated using a "software as a service" in the "cloud". Through this software delivery and management change, the College must maintain adherence to internal and external regulatory requirements. This initiative introduces a high potential of placing private data at risk.

3. Statement: The College is focused on creating the financial capacity to support a high-risk appetite for innovative initiatives that contribute to greater financial health, but a low appetite for financial risks that might threaten our capability to deliver mission centric programs and services.

   Response: This initiative seeks to initiate a significant and innovative improvement to how Algonquin College will digitally interact with students and faculty. The financial impact of this initiative is not likely to be significant on the College's capital reserves but will likely introduce an ongoing operational impact. The risk that this initiative will introduce a material financial risk that could threaten the College's capability to deliver mission centric programs and services is assessed as low.

4. Statement: The College has a low appetite for risks that could significantly impact its reputation of committing to our core values and sustaining positive relationships with our students, our people and our strategic partners.

   Response: The Learning Management System Investment Case recognizes that the success of this initiative would have a significant impact upon Algonquin College's ability to achieve academic competitive advantage. This initiative seeks to mitigate existing risk to the College's reputation for sustaining positive relationships with faculty and students. As such, this initiative introduces a high potential of reputational risk.

Appendix A: Risk Appetite Test Committee

In preparation for completion of this Investment case, a committee of College leaders was assembled to engage in a preliminary risk test specific for the Learning Management System project. Through the use of a Risk Appetite Test, the following summary of inherent opportunities and risks in the context of the College's six value drivers have been identified:

Reputational	Opportunities: • An excellent LMS will facilitate collaboration between students and faculty • Restore confidence to the user community (student, faculty, staff) • College has responded to the student and faculty concerns of the stability of the current LMS by creating this LMS Steering Committee and project • Stakeholders feel they have been heard • College is responsive to stakeholders by enhancing the learning environment • Ensure everyone has the tools needed to meet their respective goals • If we do this well, we will provide the tools needed to assist the faculty and student to be successful • Adopt education technologies that are contemporary and pedagogically sound in support of the digital College • Can re-enforce that we are a digital College with the implementation of a stable and current LMS • Provides competitive advantage for learning/hybrid learning opportunities • Technology innovation needs to evolve with the different ways of learning • Other Colleges have under gone a renewal of their LMS in the past 7 years and we need to renew in order to stay competitive • Opportunity to restore confidence within the College Community given our long standing issues with the current/out dated LMS • Restore reputational harm that may have already been caused
	Risks: • Falling behind and not being competitive if our LMS is not current and support new ways of learning • Implementation adds risk for delivering on stakeholder expectation
Financial Health and Capacity	Opportunities: • Potential to reduce operating cost of licenses for the 5 different LMSs that the College is currently using • Reduction to costs for retaining different expertise and staff to support 5 different LMS • Consolidation of different support models associated with the 5 LMS's • Inconsistent student experience as some students may need to log into several different LMS at the College in order to complete their studies • Ability to be competitive in the education environment that we don't have today • Allows us to scale our deployment
	Risks: • Research shows that after 5 years a SaaS model subscription may become more expensive
Student Experience	Opportunities: • There are 5 different LMS supported by the College; provide a consistent experience for the students irrespective of their program of study • Provide responsive design and mobile app capabilities for the students and faculty • Meet the current AODA/accessibility requirements mandated by BPS • Potential 7/24 support for both faculty and students • Engagement and retention of students as a result of consistency across courses and programs • Policy for professors/faculty to have a consistent and same look and feel • SLA from vendor to provide stable environment • Modern systems are more intuitive and are designed with integrated self-help and are self-documenting • AODA compliance and support of students requiring accommodation is more easily maintained as a result of common look and feel with one platform
	Risks: • Changing the system that students and faculty are used to working within; they don't know how to use the new system and aren't comfortable learning a new system • Support and training adoption risk that may result in less engagement with the LMS by faculty • Adult learners need more support to change systems effectively
Academic Excellence & Program Relevance	Opportunities: • Self-directed/personalize learning supported with new LMS • New LMS supports strategic initiatives /hybrid learning • Increase retention and persistence of students • Standardization and consistency across courses and programs • increase indicators and analytics provided with a new LMS will increase retention and identify students at risk
	Risks: • Changing the system that students and faculty are used to working within; they don't know how to use the new system and aren't comfortable learning a new system • Support and training adoption risk that may result in less engagement with the LMS by faculty • Adult learners need more support to change systems effectively

ALGONQUIN COLLEGE

External Stakeholder Relationships	Opportunities: • Support corporate and COL training; ability to host and track training • Need to retain student sample data/assignments for external accreditation and the current system is very manual • Interface and integrations that allow for new partnership opportunities through eCampusOntario • Ability to be a collaborative partner hinges on having a current and stable LMS • Most stakeholders are internal to the College environment and are registered in programs or courses. Faculty and staff stakeholders are internal as well.
	Risks:
Our People	Opportunities: • College has been responsive with respect to the dissatisfaction with the current LMS • Increase confidence from students and faculty with new LMS • Better faculty experience through more intuitive design, navigation and common features; encourage faculty to make the investment of time to learn the new LMS
	Risks: • Risk in the transition for some student and faculty not wanting to change and learn the new LMS • Training for faculty may need to be a greater effort than that for students • Blackboard was deployed at Algonquin for 18 years (4 instances: FT programs, CCOL Embanet, CT, COL); this is a big change management project for the College • Canvas is used by the School of Media and Design and faculty provide administration of the LMS.
Technological Capability and Capacity	Opportunities: • 4 TB of data; consider a retention policy for data to free up virtual storage space • Establish a retention policy to purge old data (Note: June 2017 the LMSSC reviewed and indicated 8 years of retained course and student data) • Look to other Colleges that have a data retention policy • Need to take advantage of a content management solution with the new LMS to reduce data storage costs
	Risks: Network Infrastructure: • ITS is not certain that the current network infrastructure will support a Saas LMS solution. ITS feels the current bandwidth wouldn't support a cloud LMS solution; need to update infrastructure prior to implementing new LMS.

The following summarizes 11 topics that engaged the committee in significant conversation.

1	Algonquin's commitment to providing digital learning resources to students is reinforced by the adoption of College Policy AA42 (Learning Management System) in 2011. The learning management system (LMS) is a key component of Algonquin's digital strategy and **brand impact** as it is part of a larger network of integrated systems that help manage and automate various business processes.
2	LMS technology innovation provides for ease of online and remote collaboration to enrich the **modern learning experience** of students and faculty.
3	Given the College's long standing issues with the current and outdated LMS, a new modern LMS and implementation aims to **restore confidence** within the College Community.
4	At Algonquin College, and in support of **academic excellence**, the new LMS has the capability to be more collaborative and drive a blended learning experience of full-time and part-time students. Blended learning combines e-learning with traditional classroom methods and independent study to create a new hybrid teaching methodology and represents a fundamental change in the way teachers and students approach the learning experience.
5	Enhancements to formal learning environments with informal learning activities such as social learning and enhanced collaborative communication tools provides support for **academic excellence**.
6	A new LMS provides a more intuitive and adaptive design which mitigates some of the concern of new system introduction by providing self-documentation, self-help and embedded training to foster a greater level of **adoption**. This encourages students and faculty to make the investment into learning and adopting the new LMS.
7	The College has been responsive with respect to the dissatisfaction with the current LMS and the project has provided an open, fair and transparent process to select a new LMS. To mitigate and **deter reputation harm**, client (student, faculty and staff) consultation sessions, surveys and vendor demonstrations were held to solicit and respond to the client's collective needs and address requirements in the selection process.
8	The College currently provides for multiple LMS's. With the deployment of the new LMS, the number of LMS instances offered will be streamlined which provides students and faculty with a standard view of learning and which endeavors to **enhance the College's competitive advantage**.
9	Many Colleges in Ontario and Canada have replaced their LMS's in the last five (5) years. The replacement of the LMS ensures that the College will not fall behind and allows us to be **competitive** by keeping current LMS capabilities.
10	The modern LMS provides analytics and indicators that will identify and inform both students and faculty of students at risk and helps to deliver on **student retention and graduates rates**.
11	Moving to a SaaS environment provides greater **stability** and standard compliance for infrastructure, security standards and architecture and release and verification management and aims to address user confidence.

ALGONQUIN COLLEGE

Appendix B: Risk Assessment Matrix:

		Likelihood				
		Rare (1)	Unlikely (2)	Possible (3)	Likely (4)	Almost Certain (5)
Impact	Catastrophic (5)	Moderate Risk	Moderate Risk	High Risk	Critical Risk	Critical Risk
	Major (4)	Low Risk	Moderate Risk	High Risk	High Risk	Critical Risk
	Moderate (3)	Low Risk	Moderate Risk	Moderate Risk	High Risk	High Risk
	Minor (2)	Low Risk	Low Risk	Moderate Risk	Moderate Risk	Moderate Risk
	Insignificant (1)	Low Risk	Low Risk	Low Risk		Moderate Risk

Impact

Impact refers to the extent to which a risk event might affect the College. It is recognized that a risk may carry impacts across the range of risk categories (Strategic, Reputational, Financial, International, Compliance/Legal, and Operational/Hazard). The risk category that is most predominant should be selected when assigning a category to a risk. When determining an impact rating, assign the rating as it relates to the risk category that has been selected for the risk.

Likelihood

Likelihood represents the possibility that a given event will occur. In this risk assessment, likelihood has been expressed using qualitative terms (almost certain, frequent, likely, possible, unlikely, rare). The context for occurrence should be considered relative to the activity being assessed.

The mitigation strategies specific to these areas will need to ensure that ongoing project partnerships complement and enhance the College brand, that there are clearly defined roles and responsibilities, that financial sustainability is ensured, and that milestones and contingencies are that the appropriate to the level of identified risk.

Risk Assessment Protocol

The College's Department of Risk Management has developed a risk assessment tool to assist the project owner during the risk assessment process. It provides a structure that assists with the identification, analysis and evaluation phases. The output of the tool provides the project owner with a completed risk register that can be used for internal and external communication and ongoing monitoring. Upon approval of the Investment case and the introduction of external funding requirements and/or external business partnerships, a full risk assessment would be initiated.

Once commenced, a full risk assessment focuses on the following categories:

Financial	The risk of financial loss due to a potential change in market condition
Strategic	Risks that affect or are created by the College's business strategy and strategic objectives
Reputational	The loss of value to the College brand and negative impact in our ability to attract students and investment
International	Risks outside of Canada which impact the College's international and Canadian operations
Compliance & Legal	Risks the affect the College's ability to execute its strategic plan
Operational / Hazard	Risks of loss arising from non-compliance with internal and external regulatory requirements, legal action and liability claims

Appendix C: College 5 Year Capital Plan/Sources of Funds

Capital Expansion Reserve	March 31, 2017	PROJECTED March 31, 2018	PROJECTED March 31, 2019	PROJECTED March 31, 2020	PROJECTED March 31, 2021	PROJECTED March 31, 2022
Opening Balance	$ 31,223,098	$ 33,765,502	$ 27,900,469	$ 24,251,162	$ 25,206,673	$ 21,897,061
Interest [1]	542,404	337,655	279,005	242,512	252,067	218,971
Annual addition to Reserve	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Sub-Total	$ 33,765,502	$ 36,103,157	$ 30,179,474	$ 26,493,673	$ 27,458,740	$ 24,116,032
Innovation Centre [2]		-7,314,688	-2,225,312			
Pedestrian Bridge to Light Rail [3]			-646,000		-1,678,679	-774,893
Athletics Recreation Complex [4]			-330,000	-1,287,000	-3,883,000	
Student One Stop Space [5]		-888,000	-2,727,000			
Closing Balance	$ 33,765,502	$ 27,900,469	$ 24,251,162	$ 25,206,673	$ 21,897,061	$ 23,341,139

Notes:

1	Interest projected at 1% annually		
2	Innovation Centre total	$	6,557,400
3	Pedestrian Bridge to Light Rail total	$	3,099,572
4	Athletics Recreation Complex	$	5,500,000
5	Student One Stop Space (50% Reserve Funded)	$	7,230,000

Five Year Capital Investment Plan
Definitions
Version: February 2, 2018

Purpose:

The purpose of the Five Year Capital Investments Report is to identify the investment requirements of the College over a five year period, and to identify potential source of funds to support the College's development plans and other Strategic Investment Priorities.

Definitions:

Term	Definition
Base Ongoing Maintenance Costs	Annual investment requirements to repair or replace information communications and technology infrastructure, physical infrastructure and equipment.
Base Recurring Development Needs	Annual investment requirements for the development of new programs, curriculum renewal, adaptations and renovations of existing learning and administrative spaces, and other initiatives in support of strategic priorities.
Approved Major Capital Projects	Major capital projects which have received approval from the Board of Governors.
Potential Capital Projects	Future major capital projects that are still in the concept design phase or advocacy phase that the College may present for full approval by the Board of Governors once it is determined there is strategic advantage to be realized and adequate sources of funding.
Advocacy Stage	Major capital projects which have been approved in principle by the Board of Governors, and adequate funding sources are currently being sought. Once funding sources have been identified, these projects will be brought back to the Board of Governors for approval of the project plan.
High Assurance Funds	High assurance funds include funding sources which have either been approved by the Board of Governors; have a high likelihood of realization (such as Facilities Renewal Grant from the Ministry of Advanced Education and Skills Development); or funds which could be realized with a low impact to the College's Financial Health Indicators (such as some additional debt).
Moderate Assurance Funds	Moderate assurance funds include funding sources which could be realized by the College, but would have a greater impact on the Financial Health Indicators of the College, and would restrict the College's ability to respond to unknown future events (such as greater levels of debt, or increased usage of College reserve funds).
Low Assurance Funds	Low assurance funds include funding sources which have a low likelihood of realization.

Report Format:

Three reports are included as part of the Five Year Capital Investments Report:	
Summary of Five Year Capital Investment Requirements	This report outlines the investment requirements of the College in order to support the College's development plans and the Strategic Plan. The report is broken into four main categories of investments: Base Ongoing Maintenance; Base Recurring Development Needs; Approved Major Capital Projects; and Potential Major Capital Projects.
Summary of Five Year Capital Investment Potential Sources of Funding	This report outlines the potential sources of funding that have been identified to support the investment requirements of the College. The funding sources have been broken down into three categories which identify the amount of certainty the College has in realizing these funding sources: High Assurance Funds Moderate Assurance Funds Low Assurance Funds
Summary of Sources of Revenue and Shortfall	This report details the potential revenue sources and compares them with the investment requirements. The shortfall of funding sources to requirements is shown at each level of funding assurance.

ALGONQUIN COLLEGE

SUMMARY OF FIVE YEAR CAPITAL INVESTMENT REQUIREMENTS

CATEGORY	Class Estimate	Actuals 2016-2017	Q3 Projection 2017-2018	Forecast 2018-2019	Forecast 2019-2020	Forecast 2020-2021	Forecast 2021-2022	Five Year Total
			FORECAST					
Base Ongoing Maintenance Costs								
Information Technology Infrastructure Renewal		$ 2,656,054	$ 1,481,491	$ 2,100,000	$ 3,475,000	$ 3,775,000	$ 2,775,000	$ 13,606,491
Equipment - Academic		1,559,162	1,725,372	1,010,000	1,800,000	1,800,000	1,800,000	8,135,372
Equipment - Non-Academic		155,447	113,396	140,000	165,000	165,000	165,000	748,396
Physical Infrastructure Maintenance		3,268,883	3,892,331	2,392,058	11,750,000	14,000,000	14,000,000	46,034,389
College Ancillary Services (Maintenance)		1,234,335	1,111,854	-	450,000	450,000	450,000	2,461,854
Appropriations		-	34,000	100,000	100,000	100,000	100,000	434,000
Total Base Ongoing Maintenance Costs		**8,874,681**	**8,358,444**	**5,742,058**	**17,740,000**	**20,290,000**	**19,290,000**	**71,420,502**
Base Recurring Development Needs								
Initiatives & Opportunities		4,857,499	6,888,025	7,731,692	3,300,000	3,500,000	3,700,000	25,119,717
New Program Development		904,671	901,248	863,675	906,859	952,202	999,812	4,623,795
Apprenticeship Enhancement Fund Investments		501,028	500,000	1,000,000	655,000	655,000	655,000	3,465,000
College Ancillary Services (Development) Investments		921,294	337,526	420,875	750,000	750,000	750,000	3,008,401
Information Technology Development Projects - General								
Information Technology Development Projects		1,413,492	999,710	540,000	3,447,000	3,347,000	1,950,000	10,283,710
Student Information System - Preliminary Design and Planning		129,438	510,966	406,103				917,069
Learning Management System - Preliminary Design and Planning			345,000					345,000
Customer Relationship Management - Preliminary Design and Planning			54,902					54,902
Campus Expansion Projects / Physical Resources Development								
Healthy Living Education Development - Advocacy and Preliminary Design and Planning		475,012	235,674	45,388				281,062
Integrated College Development Planning (ICDP)		260,783	65,000	100,000	100,000	100,000	100,000	465,000
Adaptations and Renovations		1,617,401	1,106,093	4,134,800	2,500,000	3,000,000	3,000,000	13,740,893
Total Base Recurring Development Needs		**11,088,619**	**11,944,144**	**15,242,533**	**11,658,859**	**12,304,202**	**11,154,812**	**62,304,549**
Subtotal Base Maintenance & Development Needs		**19,963,300**	**20,302,588**	**20,984,591**	**29,398,859**	**32,594,202**	**30,444,812**	**133,725,051**
Approved Major Capital Projects								
Innovation Centre and Institute for Indigenous Entrepreneurship		6,771,344	34,134,604	4,149,604				38,284,208
Workday Finance and Human Resources System Implementation		5,906,366	2,935,000					2,935,000
Equipment Renewal and Electrical Lab Alterations		1,670,126	555,659					555,659
Welding Lab Project at the College's Transportation Technology Centre		459,966	1,838,034					1,838,034
Energy Savings Contract II Phase 4 (ESCO2)		1,474,677	390,000	2,183,616				2,573,616
Building F Renovation		1,568,562	89,573					89,573
Athletics & Recreation Revitalization (Students' Association Funded)			-	3,000,000	11,700,000	30,000,000	-	44,700,000
Pedestrian Bridge to Bus Rapid Transit Station			-	646,000	-	1,678,679	774,893	3,099,572
Student One Stop Space			1,776,000	5,454,000		-	-	7,230,000
Indigenous Gathering Circle			220,000	1,358,000				1,578,000
Total Approved Major Capital Projects		**17,851,040**	**41,938,870**	**16,791,220**	**11,700,000**	**31,678,679**	**774,893**	**102,883,662**
Potential Major Capital Projects - Estimated Costs								
(these items are not included in the 2017/18 Approved Projects)								
Advocacy Stage:								
Healthy Living Education / Net Zero Facility	Class G				20,705,764	36,123,324	46,750,000	103,579,088
Investment Case Under Development:								
Ontario Student Assistance Program (OSAP) Transformation And Net Tuition Project		31,962	578,766	328,000				906,766
Student Information System (SIS)	Class G			-	3,500,000	17,500,000	14,000,000	35,000,000
Learning Management System Upgrade (LMS)	Class G		-	829,500				829,500
Customer Relationship Management System (CRM)	Class G				1,500,000			1,500,000
Total Major Potential Capital Projects - Estimated Costs		**-**	**578,766**	**1,157,500**	**25,705,764**	**53,623,324**	**60,750,000**	**141,815,354**
Total Major Capital Project Costs		**17,851,040**	**42,517,636**	**17,948,720**	**37,405,764**	**85,302,003**	**61,524,893**	**244,699,016**
GRAND TOTAL PROJECT COSTS		**$ 37,814,340**	**$ 62,820,224**	**$ 38,933,311**	**$ 66,804,623**	**$ 117,896,205**	**$ 91,969,705**	**$ 378,424,067**

ALGONQUIN COLLEGE

SUMMARY OF FIVE YEAR CAPITAL INVESTMENT SOURCES OF FUNDS

CATEGORY	Q2 Projection 2017-2018	Forecast 2018-2019	Forecast 2019-2020	Forecast 2020-2021	Forecast 2021-2022	Five Year Total
High Assurance Funds						
Funded & Non-Funded Activity Contributions to Strategic Investment Priorities	$ 8,218,992	$ 16,896,000	$ 18,759,000	$ 19,436,000	$ 20,000,000	$ 83,309,992
Students' Association Contribution - Athletics & Recreation Complex		2,670,000	10,413,000	26,700,000	-	39,783,000
Students' Association Contribution - Indigenous Initiatives	200,000	200,000	200,000	200,000	200,000	1,000,000
Monetization of Assets - Other Assets					3,000,000	3,000,000
Monetization of Assets - Residence			11,750,000	28,250,000		40,000,000
Post Secondary Institutions Strategic Investment Fund Grant (Federal)	16,650,000	946,000				17,596,000
Fundraising for Innovation Centre	380,000	500,000				880,000
Specific Purpose Grants (Facilities Renewal Program, Apprenticeship Enhancement Fund, Colleges Equipment Renewal Fund)	4,365,000	2,205,000	2,205,000	2,208,000	2,041,000	13,024,000
50th Anniversary Grant - Innovation Centre	2,892,600					2,892,600
Anticipated Underspend & Repayment of Fundraising Loan from Reserves	6,582,560	-	500,000 -	500,000		5,582,560
Additional Debt						
Healthy Living Education Enabling Costs			985,000			985,000
Approved Drawdown from Internally Restricted Net Assets						
Innovation Centre and Institute for Indigenous Entrepreneurship	7,314,688	2,225,312				9,540,000
ESCOII	390,000	2,183,616				2,573,616
Workday Finance and Human Resources System Implementation	2,935,000					2,935,000
Information Technology and Physical Infrastructure Renewal Projects	3,127,000	1,411,000				4,538,000
Academic and Administrative Equipment	500,000	500,000				1,000,000
Approved Multi-year Strategic Investment Priorities Expenditures	8,376,384	5,493,383				13,869,767
Athletics and Recreation Complex		330,000	1,287,000	3,300,000	-	4,917,000
Pedestrian Bridge to Bus Rapid Transit Station		646,000	-	1,678,679	774,893	3,099,572
Proposed Drawdown from Internally Restricted Net Assets						
Student One Stop Space	888,000	2,727,000				3,615,000
Total High Assurance	62,820,224	38,933,311	45,099,000	81,272,679	26,015,893	254,141,107
Moderate Assurance Funds						
Additional Debt - Student Information System					19,203,872	19,203,872
Fundraising for Innovation Centre			500,000	500,000		1,000,000
						-
Additional Unapproved Withdrawal from Internally Restricted Net Assets						-
Customer Relationship Management			500,000			500,000
Total Moderate Assurance	-	-	1,000,000	500,000	19,203,872	20,703,872
Low Assurance Funds						
Ministry of Advanced Education and Skills Development Grant Funding for Healthy Living Education			9,317,594	16,255,496	21,037,500	46,610,590
Federal Grant Funding for Healthy Living Education			11,388,170	19,867,828	25,712,500	56,968,498
Total Low Assurance	-	-	20,705,764	36,123,324	46,750,000	103,579,088
Grand Total - Sources of Funds	$ 62,820,224	$ 38,933,311	$ 66,804,764	$ 117,896,003	$ 91,969,765	$ 378,424,067

ALGONQUIN COLLEGE

Summary of Sources of Revenue and Shortfall

POTENTIAL SOURCE OF FUNDS AVAILABLE FOR STRATEGIC INVESTMENT PRIORITIES (from page 3) 2017-2018 : 2021-2022	
High Assurance of Funds / Low Risk	
Additional Debt	$ 985,000
Approved Drawdown from Internally Restricted Net Assets	46,087,955
Specific Purpose Grants (FRP, AEF, CERF)	13,024,000
Funded & Non-Funded Activity Contributions to SIP	83,309,992
Students' Association Contribution - Athletics and Rec Complex	39,783,000
Students' Association Contribution - Courtyard	1,000,000
Monetization of Assets	43,000,000
PSISIF Grant (Federal) for Innovation Centre and Institute for Indigenous Entrepreneurship	17,596,000
Fundraising for Innovation Centre and Institute for Indigenous Entrepreneurship	880,000
50th Anniversary Grant - Innovation Centre	2,892,600
Anticipated Underspend & Payback of Reserve Loans (donations)	5,582,560
	254,141,107
Moderate Assurance of Funds / Medium Risk	
Additional Debt	19,203,872
Fundraising for Innovation Centre and Institute for Indigenous Entrepreneurship	1,000,000
Withdrawal from Internally Restricted Net Assets	500,000
	20,703,872
Low Assurance of Funds / High Risk	
MTCU Grant Funding for HLE	46,610,590
Federal Grant Funding for HLE	56,968,498
Monetization of Other Assets / Alternative Financing (to be determined)	-
	103,579,088
TOTAL IDENTIFIED AND POTENTIAL SOURCES OF FUNDS	**378,424,067**
CUMULATIVE 5 YEAR CAPITAL INVESTMENT REQUIREMENTS (from page 2)	
Base Ongoing Maintenance Costs	71,420,502
Base Recurring Development Needs	62,304,549
Approved Major Capital Projects	102,883,662
Potential Major Capital Projects	141,815,354
TOTAL 5-YEAR CAPITAL PROFORMA CURRENT PRELIMINARY ESTIMATES	**378,424,067**
HIGH ASSURANCE FUNDS LESS CURRENT PRELIMINARY ESTIMATES	**(124,282,960)**
HIGH & MODERATE ASSURANCE FUNDS LESS CURRENT PRELIMINARY ESTIMATES	**(103,579,088)**
ALL AVAILABLE FUNDS LESS CURRENT PRELIMINARY ESTIMATES	**$ (0)**

ALGONQUIN COLLEGE

Agenda Item No: 4.2

Report title:	Net Tuition Project – Investment Case
Report to:	Board of Governors
Date:	February 26, 2018
Author/Presenter:	Laura Stanbra, Vice President, Student Services Duane McNair, Vice President, Finance and Administration

1. RECOMMENDATION:

THAT the Board of Governors approves an expenditure of up to $865,121 from the College's Strategic Investment Priorities budget over the fiscal years 2016-2017, 2017-2018 and 2018-2019 to complete the information systems development necessary to support the Net Tuition initiative mandated by the Ministry of Advanced Education and Skills Development for Fall 2018.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this Investment Case is to articulate the requirements of the Ministry mandated Net Tuition Project, request approval for the project budget and provide details of the College's implementation plan.

3. BACKGROUND:

In 2016, the Ministry of Advanced Education and Skills Development mandated that the postsecondary institutions adapt and prepare for changes to the Ontario Student Assistance Program through a transformation including the production of a Net Tuition View.

The Ontario Student Assistance Program Transformation launched in Fall 2017 and the Net Tuition, including the Net Estimate (estimated Ontario Student Assistance Program) and Net View (confirmed Ontario Student Assistance Program) stages, launches in the 2018-2019 cycle.

The term "Net Tuition" became the description for a fundamental change in communicating tuition costs to students earlier in the application cycle and enabling earlier access to the Ontario Student Assistance Program application. The Net Tuition reflects the tuition cost less the estimated eligible financial aid combination of grants and loan, to show students the net cost of their education. The term "free tuition" marketed by the Government of Ontario was used to highlight that the transformation to the Ontario Student Assistance Program would enable access to more grants (non-repayable funding) at the beginning of the academic

program thereby reducing the overall debt for students and reducing their financial burden; however, the eligibility for Ontario Student Assistance Program grants and loans is largely dependent upon the applicant's personal circumstances including, but not limited to, income, family dependency, prior studies, and living costs.

The Ministry gave notice of this mandatory College initiative in fiscal year 2016-2017 and work began in that year. However, full details required to implement these changes have been released to colleges in phases over that time. Development proceeded before achieving an appropriate level of cost certainty for this information technology project. Although the project budget is not currently at $1 million it was felt that it would be prudent to treat it as a Major Capital Project and seek Board approval as there is a moderate likelihood that costs will exceed $1 million.

The full investment case is given in Appendix A: Net Tuition Investment Case.

4. DISCUSSION:

Ontario Student Assistance Program Transformation with Net Tuition is intended to provide applicants with earlier information to make informed decisions, identify gaps in funding for better planning, and allow students to compare costs between programs and institutions. It also requires institutions to be transparent about fees and articulate their value earlier in the application cycle.

The College's unique approach provides a personalized "smart money" plan that educates applicants about the cost of education at Algonquin College along with promoting a new entrance bursary program.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN **Goal One** **Establish Algonquin as the leader in personalized learning across all Ontario colleges.**	☒	**CONNECTED** **Goal Four** **Become an integral partner to our alumni and employers.**	☐
QUALITY AND INNOVATION **Goal Two** **Lead the college system in co-op and experiential learning.**	☐	**SUSTAINABLE** **Goal Five** **Enhance Algonquin's global impact and community social responsibility.**	☒
Goal Three **Attain national standing in quality, impact and innovation within each school and service.**	☐	**PEOPLE** **Goal Six** **Be recognized by our employees and the community as an exceptional place to work.**	☐

6. STUDENT IMPACT:

Student access to financial aid and awards is critical for affordability. More than 60% of Algonquin College students participate in the Ontario Student Assistance Program as well as College programs including bursaries, awards, scholarships, emergency funding, and student employment.

7. FINANCIAL IMPACT:

The project funding total over the three years is projected to be a maximum of $865,121. Beyond the cost to implement the project, there are no incremental on-going operational costs to the College. Algonquin College was granted a Special Bursary of $150,000 by the Ministry for electing to participate in an early pilot program that will partially offset these costs.

The full cost estimate is given in the following Table:

Net Tuition Billing Project Cost Estimates					
	Fiscal 2016-2017	Fiscal 2017-2018	Fiscal 2018-2019		Totals
Revenue					
Ontario Special Pilot Bursary	$ 31,962	$ 118,038	$ -	$	150,000
			Revenue Total	$	150,000
Expenses					
Registrar's Office					
Salaries and Wages	$ 20,253	$ 112,477	$ 80,600		
Benefits	$ 2,084	$ 11,380	$ 6,052	$	232,846
General Operating	$ 7,840	$ 19,159	$ -	$	26,999
Information Technology					
Salaries and Wages	$ -	$ 114,362	$ 62,421		
Benefits	$ -	$ 6,616	$ 4,687	$	188,086
General Operating	$ -	$ 108,662	$ 97,759	$	206,421
Marketing and Communications					
Salaries and Wages	$ -	$ 48,961	$ 17,897		
Benefits	$ -	$ 12,334	$ 1,344	$	80,536
General Operating	$ 2,112	$ 90,881	$ 37,241	$	130,234
			Expense Total	$	865,121
			Project Net Cost Estimate	$	715,121

8. HUMAN RESOURCES IMPACT:

The project is not anticipated to result in changes to current staffing levels.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The completion of this project will ensure that the College complies with the Ministry of Advanced Education and Skills Development Net Tuition mandate.

10. COMMUNICATIONS:

Extensive investment in marketing research and planning has been a component of the project to ensure that Algonquin College is well positioned in this new and competitive landscape. This research is detailed in the Investment Case and informed the development of the entrance bursary and scholarship program and "smart money" plan.

11. CONCLUSION:

By the Fall of 2018, Algonquin College must complete significant changes to our major information systems and enrolment communications processes in order to accomplish the data integrations necessary to implement the Ministry's Net Tuition mandate.

Respectfully submitted: Approved for submission:

_____   _____
Laura Stanbra   Cheryl Jensen
Vice President, Student Services   President

_____
Duane McNair
Vice President, Finance and Administration

Appendices:

Appendix A: Net Tuition Investment Case

Net Tuition Project
Investment Case

ALGONQUIN
COLLEGE

Table of Contents:

Section

Page

ALGONQUIN COLLEGE

Executive Summary

The Government of Ontario has transformed the Ontario Student Assistance Program and as a part of this change, has mandated that Colleges and Universities implement a new Net Tuition system.

This Net Tuition mandate will make student eligibility to government and institutional financial aid transparent and as such is likely to increase the total number of in the postsecondary applications and participation rate - especially from lower income families. In many cases, students will find their tuition support offer – in the form of grants, bursaries and scholarships – to be equivalent to the institutions' tuition cost.

Starting in the 2018-2019 school year, the Ministry of Advanced Education and Skills Development (MAESD) has mandated changes to the way Colleges and Universities must present their tuition cost at the time of student application. Specifically, there is a need for a net estimate. The mandated changes will create tuition cost transparency for students and their families. The changes will enable tuition cost comparison across postsecondary institutions for all students who are eligible to receive funding through the Ontario Students' Assistance Program (OSAP).

Algonquin College has experienced dramatic enrolment growth in recent years. Between 2009 and 2014, full-time enrolments swelled by almost 5% annually, surpassing the provincial average. In 2015, more than 57% of Algonquin College's applicants reported a household income of less than $60,000 and almost 60% of Algonquin Applicant applicants received some form of assistance through the Ontario Student Assistance Program.

The estimated cost to implement the Net Tuition project is currently estimated at $865,121 over a three-year period from 2016 to 2018. Approximately 50% of this cost is associated to systems development solutions due to limitations within the current student information system. Offsetting this cost, Algonquin College was awarded a one-time bursary of $150,000 for agreeing to pilot the program.

> **We Recommend:**
>
> That the Board of Governors approves an expenditure of up to $865,121 from the College's Strategic Investment Priorities budget over the fiscal years 2016-2017, 2017-2018 and 2018-2019 to complete the information systems development necessary to support the Net Tuition initiative mandated by the Ministry of Advanced Education and Skills Development for Fall 2018.

ALGONQUIN COLLEGE

Problem Statement

The Government of Ontario has transformed the Ontario Student Assistance Program and, as a part of change, has mandated that Colleges and Universities implement a new Net Tuition system.

The implementation will result in prospective students being able to compare the Net Tuition offer of postsecondary institutions - net of local bursaries, scholarships, awards and Ontario Student Assistance - without making a registration commitment. As such, the number of prospective students seeking tuition and enrolment information from the College is expected to rise significantly. The Net Tuition mandate is likely to significantly impact the College's applicant to registrant conversion success rate.

The Net Tuition mandate will make student eligibility to government and institutional financial aid more transparent. The mandate is likely to increase the total number of postsecondary applications - especially from lower income families. In many cases, students will realize that their offers for tuition support – in the form of grants, bursaries and scholarships – are equivalent to the institutions' tuition cost.

> **It is submitted that:**
>
> By the fall of 2018, Algonquin College must complete significant changes to our major information systems and enrolment communications processes in order to accomplish the data integrations necessary to implement the Ministry's Net Tuition mandate.

ALGONQUIN
COLLEGE

Investment Objectives

This investment project will enable the implementation of the Net Tuition mandate as required by the Ministry of Advanced Education and Skills Development.

Starting in the 2018-2019 school year, the Ministry of Advanced Education and Skills Development (MAESD) has mandated changes to the way Colleges and Universities must present their tuition cost at the time of student application. The mandated changes will create tuition cost transparency for students and their families. The changes will enable tuition cost comparison across postsecondary institutions for all students who are eligible to receive funding through the Ontario Students' Assistance Program (OSAP).

> While 60% of Algonquin College students receive some form of financial assistance through the Ontario Student Assistance Program, we know that 37% of all post-secondary bound students indicate that they declined College due to "Funding/Cost".

Functionally, the Net Estimate will show any non-repayable OSAP aid along with any eligible institutional bursaries, scholarships and awards, subtracted from the institutions' tuition fees to arrive at the **_net tuition_** cost.

When Net Tuition is fully implemented, Ontario Student Assistance Program applicants will know the total amount of financial assistance they are eligible for when applying for post-secondary education – prior to registration.

For Colleges and Universities, once students have completed registration, financial aid through the Ontario Student Assistance Program will be forwarded directly to the institution rather than being cycled through students. As a result, the Net Tuition process is likely to have a positive impact on student accounts receivables.

Sample Cost Comparison Ministry Letter

ALGONQUIN COLLEGE

Background

The Ottawa Campus is Algonquin College's flagship physical campus and a landmark in the nation's capital. As the largest of the College's campuses, it is home to over 20,000 students and staff, and is one of the largest college campuses in Ontario and in Canada. Algonquin College is one of 24 colleges within Ontario, with 1,400 full-time employees and 3,000 part-time employees and as such has a significant impact upon the local economy.

Across Ontario and throughout Canada, Algonquin College is a significant provider of graduates who quickly generate direct economic activity within communities. Over our 50-year history, the College has served a seminal role in stimulating economic growth by providing access to applied research involving students, faculty and industry.

The College serves the applied education and training needs of several student populations, in communities representing a broad range of demographics and economic profiles. The College's focus is on improving access and success for underrepresented groups (including Aboriginal, first-generation Canadians, students with disabilities and, Francophones) combined with a wide range of program delivery methods, in person, hybrid, and online modalities.

External Environment

Demographics

The expected decline in the proportion of the population between 18 and 25 years will negatively impact enrolment in post-secondary institutions in the coming years, although the growing demand for higher educated and skilled workers will likely negate much of the decline. On balance, the projected rate of growth in postsecondary students is expected to be less than it was in the 2005 to 2014 period.

Across Canada, among adults aged 25 to 64 years, the most popular diploma programs in 2011 were in the fields of: Business, management, marketing and related support services (27.1%); health professions and related programs (17.1%); and engineering technologies and engineering-related fields (9.3%). Among trade certificate programs, the most popular fields were: mechanic and repair technologies/technicians (17.5%); construction trades (15.9%) and personal and culinary services (12.7%).

Many analysts believe that there will be much less demand for lower-skilled positions in virtually every sector in the next decade. The Ontario Government expects that 20% of new jobs created in the province in the next decade will be in the trades. The skills mismatch is expected to become more problematic over time as technology and new innovations transform industries and create a greater demand for "highly qualified people".

The College System

The Ontario college system serves 200 communities and collectively offers more than 4,500 programs. First-year enrolment at Ontario's public colleges is at an all-time high. The number of university graduates enrolled in college programs has expanded more than 40% in the past five years.

In 2015/16, one-third of entrants to Ontario colleges came directly from high school, whereas 20% were "delayed entrants". More than 34,000 international students attended Ontario colleges in 2015, a substantial increase over the 8,000 who did so in 2008/09.

In terms of regions, southwestern and central Ontario each provided 23% of applicants, while 31% originated from the GTA. Eastern Ontario accounted for 15% of applicants and 7% were from northern Ontario.

The credential with the highest enrolment in 2014/15 was the diploma program, which had 102,000 registrations, or one-half of the total. Advanced diploma programs were chosen by 27% of the enrollees, while certificate programs were selected by 14%. Bachelor's Degrees (5%) and Graduate Certificate (4%) programs had the lowest proportion of enrolments.
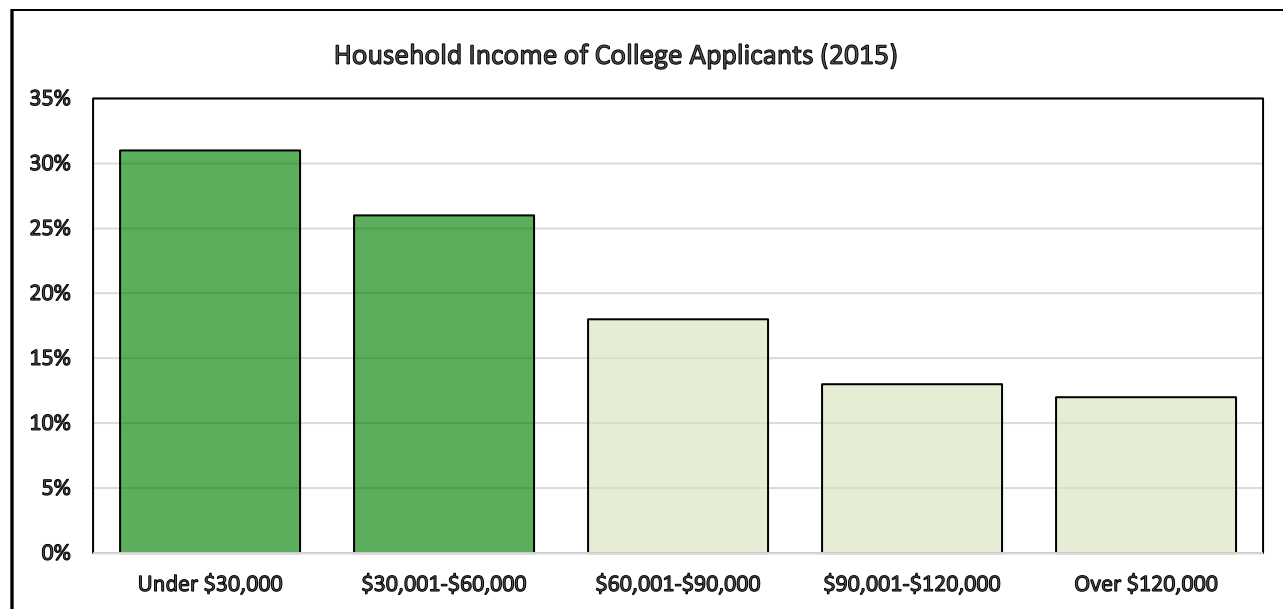
In 2015, the college programs with the highest proportion of applicants were health sciences/kinesiology/nursing, which had a 25% share. Business (11%), social and community services (11%), fine arts and design (9%), and skilled trades/applied technologies/apprenticeship (8%), were the next most popular areas.

Average tuitions per academic year at Ontario colleges typically range from $2,600 to $7,300 with certificates at the bottom of the tuition spectrum and Applied Diplomas at the top.

In 2014/15, 82,992 students graduated from full-time college programs in Ontario. George Brown (9%), Humber (9%) and Algonquin (8%) colleges had the largest shares of graduates.

ALGONQUIN
COLLEGE

Internal Environment

Algonquin College has experienced dramatic enrolment growth in recent years. Between 2009 and 2014, full-time enrolments swelled by almost 5% annually, surpassing the provincial average. In 2015, more than 57% of Algonquin College's applicants reported a household income of less than $60,000.

Household Income of College Applicants (2015)

Income Bracket	Percentage
Under $30,000	31%
$30,001-$60,000	26%
$60,001-$90,000	18%
$90,001-$120,000	13%
Over $120,000	12%

From Academia Group 2015 applicant survey 2015

Algonquin Students (2015-2016)

Gender	
Male	53%
Female	47%
Type of Entry	
Direct	31%
Indirect	69%
Country	
Domestic	91%
International	9%
Catchment	
Local	76%
Non-Local	24%
Age	
20 or less	45%
21 to 25	34%
26 to 30	10%
> 30	11%
Credential	
Certificate	13%
Diploma	56%
Advanced Diploma	22%
Graduate Certificate	6%
Degree	3%

ALGONQUIN COLLEGE

The following chart (from Academica's 2015-2017 Acceptance/Declined Study) details the most frequently reported reasons students declined pursuing an enrolment offer from Algonquin College.

One thing Agonquin College Could Have Done…			
Academic Year	**2014**	**2015**	**2016**
Survey Size	**885**	**1863**	**1358**
Offer me an entrance Scholarship	16%	15%	18%
Lower the Tuition Fees	11%	13%	14%
Offer me the Program that I was interested in	12%	14%	11%
Have a better Location	10%	10%	10%
Communicate my offer of admission earlier	5%	8%	5%
Offer me a larger entrance Scholarship	5%	4%	6%
Provide more information about Algonquin's Programs	2%	3%	2%
Guarentee a Residence space	1%	2%	2%
Have a better credit transfer system	1%	2%	1%
Communicate with me more promptly	1%	1%	1%
Communicate with me more often	1%	2%	1%
Suggestion other courses or Programs similar to my chosen field	0%	0%	3%
Improve - Communicate - extracurricular campus options	1%	1%	1%
Improve campus safety	0.5%	0.5%	0.5%
Communicate my acceptance	0%	1%	0%
Improve reputation and quality of Programs	0%	1%	0%
No admission testing	0%	0%	1%
Communicate with me more politely	0%	0%	0.5%
Other	10%	3%	5%
Nothing	24%	21%	19%

Scholarships & Tuition	32%	32%	38%
Programming	14%	18%	16%
Communications	8%	13%	9%

The table above allows the identification and aggregation of three primary categories (reasons) for declining an acceptance letter from Algonquin College. These categories are: Scholarships & Tuition, Programming, and Communications.

> This survey provides a clear indication that a ***consistent and significant number of applicants have declined an Algonquin College enrolment offer on the basis of cost***
> (net-tuition = tuition minus scholarships and bursaries).
>
> In fact, in 2016, ***almost 40% of those surveyed indicated that*** Scholarships & ***Tuition was the most notable barrier to*** their ***enrolment.***

The second most frequently noted reason for declining an acceptance letter associates with Programming. This result highlights that there is tangible enrolment growth potential (in excess of 15%) through measures designed to improve the College's program accessibility and reputation for quality.

The third most frequently noted reason for declining an acceptance letter connects to the College's Communications. Although this category has shown to be persistent and significant (averaging at approximately 10% annually), measures designed to improve frequency and admissions communications can also target improvement to ancillary support services provided within Algonquin College's net-tuition. Finally, communications can also target improvement to the College's reputation for quality programming by including positive alumni and industry feedback.

ALGONQUIN
COLLEGE

Competitive Environment

Tuition

Algonquin College's cost for first-year tuition and compulsory ancillary fees were examined against 8 comparable postsecondary institutions. For the purposes of examining the Ottawa market specifically, Algonquin College has been presented against La Cité College and for the purpose of comparing costs associated to the our Bachelor of Commerce for e-Supply Chain Management, against Ottawa and Carleton Universities.

Institution	Location	Tuition*	+/- Average	Ancillary Fee**	+/- Average	Total Cost	+/- Average
Mohawk College	Hamilton	$ 2,921	-1.3%	$ 1,287	-26.7%	$ 4,209	-7.9%
Fanshawe College	London	2,935	-1.8%	1,151	-13.3%	4,086	-4.8%
Humber College	Toronto	2,916	-1.1%	1,007	0.9%	3,923	-0.6%
Seneca College	North York	2,933	-1.7%	984	3.2%	3,917	-0.4%
Sheridan College	Oakville	2,832	1.8%	1,068	-5.1%	3,900	0.0%
George Brown College	Toronto	2,770	3.9%	922	9.3%	3,692	5.3%
St. Lawrence College	Kingston	2,937	-1.9%	680	33.1%	3,617	7.2%
Centennial College	Toronto	2,767	4.0%	827	18.6%	3,594	7.8%
Algonquin College	Ottawa	2,937	-1.9%	1,414	-39.1%	4,351	-11.6%
La Cité College	Ottawa	2,886	-0.1%	822	19.1%	3,708	4.9%
Average		$ 2,883		$ 1,016		$ 3,900	

* 2017-18 website data   ** 2016-17 CRALO suvey

Bachelor of Commerce (e-Supply Chain Management)					
Algonquin College***	Ottawa	$ 6,994	$ 1,414	$ 8,408	
Ottawa University***	Ottawa	7,602	1,302	8,904	
Carleton University***	Ottawa	7,744	1,700	9,444	

*** Note: The ancillary fee for Algonquin College, Ottawa University and Carleton University includes the cost of transportation in the form of an OC Transpo Presto Pass.

Algonquin continues to have the highest ancillary fees of all Ontario Colleges, surpassing $1,400 in 2016-17 - followed by Niagara at $1,289 and Mohawk at $1,287. Interestingly, while most Colleges' modestly increased their ancillary fees in the 2016-2017 academic year, seven College's decreased them.

Scholarships

In the University system, entrance scholarships are commonplace – full-time students are automatically assessed based on their high school academic performance offered (from $500 to $6,000). Many of these scholarships are annually renewed if the student maintains their grade average during university studies.

Over 70% of universities have an entrance scholarship for students with an academic average of between 80 and 85%. Over 90% of universities have an entrance scholarship for students with an academic average between 85 and 90%. Finally, all universities - except the Ontario College of Art and Design - have an entrance scholarships for students with an academic average of 90% or more.

For Colleges, entrance scholarships are far less common with just under 30% of Colleges having them incorporated into their tuition offsetting. Unlike the automatic scholarship awarding processes that are commonplace and seeming unlimited

with university registration, college scholarships are awarded through an application process. Further, generally Colleges don't publicly disclose their scholarship application process while universities are simply merit-based.

Colleges with scholarship programs include:

- Cambrian - offers sixty $1,000 entrance scholarships based on high school academic performance
- Centennial – offers a handful of entrance scholarships with specific requirements (including being an alumni, or single parent, etc.)
- Conestoga - offers 3 to 5 entrance scholarships for diploma programs and a small number of entrance scholarships for their degree programs (from $1,000 to $1,500)
- Humber - offers a small number of $1,000 entrance scholarships to first-time post-secondary students based on high school academic performance (requiring reference letters, and involvement in extra-curricular activities)
- La Cité - foundation offers fifty $1,000 entrance scholarships
- Loyalist - offers $1,000 entrance scholarships to students with a high school academic performance of 87% or more and who accept their admission offer by May 1
- Seneca – offers renewable entrance scholarships for students in degree programs whose high school academic performance is 70% or more

Bursaries and Awards

Entrance bursaries are becoming increasingly available to students within the College landscape. Currently, approximately one third of Ontario colleges offer entrance bursaries. In addition to demonstrating financial need, the majority of entrance bursaries stipulate the need for student applicants to have full-time status, hold Canadian citizenship or be a permanent resident, and make an OSAP application.

Colleges with bursary programs include:

- Cambrian – offers a "Cash for College" program with two hundred $500 entrance bursaries
- Centennial – offers fifty "Connect" bursary of up to $2,000 for applicants who attended an application event in March
- Fanshawe - offers an undisclosed number of entrance bursaries up to $1,000; applicants are encourages to apply for the bursary before offer of admission has been issued
- Humber – offers an undisclosed quantity of $500, $750 or $1000 tuition bursaries to students who apply before July 29th for the academic fall term
- La Cité - offers an undisclosed quantity of $500 bursaries for full-time, first-time La Cité students who receive OSAP (or Quebec Student Aid)
- St. Clair - offers an undisclosed quantity entrance bursaries; awarded in October
- Sault - offers an undisclosed quantity of $500 bursaries to first-year students; awarded mid-June.
- Seneca - offers up to $2,000 as a "Head Start Tuition Bursaries" for students pursuing degrees and $1,000 for students pursuing diplomas and certificates

ALGONQUIN COLLEGE

Financial Analysis

Beyond the cost to implement the project, there are no on-going, additional or incremental operational costs to the College.

Net Tuition Billing Project Cost Estimates					
	Fiscal 2016-2017	Fiscal 2017-2018	Fiscal 2018-2019	Totals	
Revenue					
Ontario Special Pilot Bursary	$ 31,962	$ 118,038	$ -	$	150,000
Revenue Total				$	**150,000**
Expenses					
Registrar's Office					
Salaries and Wages	$ 20,253	$ 112,477	$ 80,600		
Benefits	$ 2,084	$ 11,380	$ 6,052	$	232,846
General Operating	$ 7,840	$ 19,159	$ -	$	26,999
Information Technology					
Salaries and Wages	$ -	$ 114,362	$ 62,421		
Benefits	$ -	$ 6,616	$ 4,687	$	188,086
General Operating	$ -	$ 108,662	$ 97,759	$	206,421
Marketing and Communications					
Salaries and Wages	$ -	$ 48,961	$ 17,897		
Benefits	$ -	$ 12,334	$ 1,344	$	80,536
General Operating	$ 2,112	$ 90,881	$ 37,241	$	130,234
Expense Total				$	**865,121**
Project Net Cost Estimate				$	**715,121**

ALGONQUIN COLLEGE

Recommendation

In order to achieve the requirements mandated by the Ministry of Advanced Education and Skills Development for the fall of 2018, it was recommended that the College convenes a project team.

The deliverables of the project team is:

- Conduct college wide requirements gathering for Net Tuition implementation during the winter of 2017-2018

- Complete Phase I - systems training and assessment process by the fall 2017

- Complete Phase II - systems training and assessment process by the winter of 2018

The performance requirements of the team is:

- Creation of College stakeholder group, including a steering committee with a governance structure and detailed identification of the information systems change requirements

- That for the fall of 2017, Algonquin College's Ontario Student Assistance Program assessments adhere to the new Ministry's guidelines

- That by February 1st 2018, all Algonquin College applicants, who have applied for the Ontario Student Assistance Program (OSAP) have access to the Net Estimate as per the Ministry's Net Tuition mandate.

We Recommend:

That the Board of Governors approves an expenditure of up to $865,121 from the College's Strategic Investment Priorities budget over the fiscal years 2016-2017, 2017-2018 and 2018-2019 to complete the information systems development necessary to support the Net Tuition initiative mandated by the Ministry of Advanced Education and Skills Development for Fall 2018.

ALGONQUIN COLLEGE

Outcome Management Strategy

In response to the Net Tuition mandate, the Registrar's Office team has developed an Action Plan that includes the following areas of focus.

- Personalize the Student Admissions Package
- Create a Confirmation Incentive
- Communicate the value of fees

[*Sample 1:* OSAP RECIPIENT – $70,000 parental income – FREE TUITION]

Your Personalized Financial Aid Plan: Business Marketing

Paying for college can be very challenging, but we're here to help. We've assembled your estimated financial aid (including OSAP), tuition, and fees into one spot so you can see the true cost of your education up front.

Congratulations! You qualify for a $500 AC Aid Entrance Bursary.
The bursary will be applied to your tuition when you confirm by May 1, 2018.

Your First Year at Algonquin (Two Terms)

Estimated Financial Aid	
Non-Repayable	
AC Aid Entrance Bursary*	$500
OSAP – Ontario Student Grant	$1,500
OSAP – Canada Student Grant(s)	$2,300
Repayable	
OSAP – Canada Ontario Integrated Student Loan	$2,300
Total Estimated Aid	**$6,600**
Estimated Tuition	$2,937
Estimated Compulsory Ancillary Fees (includes transit pass and health insurance)	$1,414
Estimated eTextbooks**	$1,220
Total Estimated First-Year Fees	**$5,571**
Remaining Aid to pay for other educational costs, including supplies and living expenses	$1,029

Non-Repayable Aid is just that – money you don't have to pay back!

*AC Aid Entrance Bursary is conditional upon accepting Algonquin's offer of admission on or before May 1, 2018. Confirm your offer now at ontariocolleges.ca!

**With eTextbooks, you will save 40% on the cost of traditional textbooks. eTexts provide our students with a unique advantage by promoting flexible, personalized learning opportunities that you can afford. The digital resources are permanent, can be saved as PDF's or printed and support is always available.

Personalized the Students Admissions Package

- Incorporate the specific Algonquin College program being applied for within the initial congratulatory communications

Create a Confirmation Incentive

- Highlight where prospective student have qualified for Algonquin College bursaries, awards and scholarships, and create a time-sensitive impetus to complete the registration process

Communicate the Value of our Ancillary Fees

- Highlight that the College's ancillary fee adds value to registering at Algonquin because it reduces the cost impact of textbooks and includes accessible public transportation

ALGONQUIN COLLEGE

Create a one-page Confirmation and Payment Calendar

Risk Identification

The College's Board of Governors has developed four risk appetite statements that are used when assessing the merits of all significant investments.

Risk Appetite Statements and Response:

1. Statement: Algonquin College accepts a moderate level of risk to embark on innovative program development that supports academic excellence and program relevance in a technological landscape, as long as it does not compromise the student experience, program success metrics or financial health.

    Response: The Net Tuition initiative is unlikely to introduce incremental risk to the College embarking on innovative program development that supports academic excellence and program relevance in a technological landscape. The risk that this initiative will compromise the student experience, program success metrics or financial health is assessed as low.

2. Statement: The College embraces technology as a value creation tool and has a high-risk appetite for technology advancement initiatives provided that they do not adversely affect our other value drivers or unduly put at risk the privacy and security of personal or corporate data.

    Response: Cyber security attacks and the risks associated with data privacy are prevalent across all technology landscapes. This initiative will require communication and data sharing between College software programs and data warehouses in order to automate bursary application and personalize client outreach activities. This initiative is assessed to introduce a high level of risk on the privacy and security of personal or corporate data. As such, a risk mitigation strategy will be required to ensure adherence to the College's policies for Information Security, Data Privacy and adherence to applicable regulatory requirements.

3. Statement: The College is focused on creating the financial capacity to support a high-risk appetite for innovative initiatives that contribute to greater financial health, but a low appetite for financial risks that might threaten our capability to deliver mission centric programs and services.

    Response: The Ministry mandated Net Tuition initiative is likely to result in operational and technological innovation at the College but is unlikely to impact our capability to deliver mission centric programs and services. Therefore, this risk is ranked as low.

4. Statement: The College has a low appetite for risks that could significantly impact its reputation of committing to our core values and sustaining positive relationships with our students, our people and our strategic partners.

    Response: The focus of the Ministry's mandate is to create transparency of the components of tuition only and not the components of compulsory College ancillary fees. The tuition transparency mandate will identify that Algonquin College has the highest compulsory ancillary fees in the province without being specific as to the campus resources and student services included. Consequently, there is potential the Net Tuition mandate may negatively impact the number of applicants Algonquin College receives - post implementation. It is assessed that the Net Tuition project will introduce a moderate level of risk upon Algonquin College's reputation.

ALGONQUIN
COLLEGE

Risk Appetite Test Committee

In preparation for completion of this Investment case, a committee of College leaders was assembled to engage in a preliminary risk test specific to the movement of Student Registration. Through the use of a Risk Appetite Test, the following summary of inherent risks and opportunities in the context of the College's value drivers have been identified:

Table 1: Risk Fit Outcomes: Opportunities and Risks	
Reputational	Opportunities: • Fee transparency; access to information about the cost of education • Aligning timelines of OSAP with the regular application cycle per season • AC Aid has been created to be cost competitive when students are making a decision –additional financial resources • Value proposition for all fees (value students will get for their money)
	Risks: • Student's letter from the Ministry will not capture all fees (only tuition), so students could be confused by the information. The College's marketing plan and Smart Money Plan are the strategies to mitigate this risk and provide students with good information. • Not participating in the project could result in non-compliance with Ministry direction • We could appear to be more expensive in the Ministry's letter
Financial Health and Capacity	Opportunities: • Ministry mandated • Pilot participation provided access to additional government funding ($150,000) • Leadership opportunity by participating in the pilot to influence the outcomes • Less than 1% proposed increase in compulsory ancillary fees for 1819 (to go to Board in Dec 2017) to be mindful of student costs, to become more aligned within the system • Better information about the cost of education and access to resources could reduce "melt" – confirmed student attrition
	Risks: • Smart Money Plan may not reinforce the perspective of "free" education for some students because it will outline tuition and compulsory ancillary fees – mitigate this risk with disclaimers and estimates (as per standard practice) • Ministry letter may make Algonquin appear more expensive and students may choose other programs based on affordability • Potential enrolment impact • Compulsory Ancillary fees have not be proposed for an increase in 1819 in order to "right size" our leading cost in the province on these fees – this is an advanced mitigation on cost competitiveness—but longer term we may not be able to keep these fees flat
Student Experience	Opportunities: • Net View of the student's fees with financial aid (as applicable) through the Student Portal • Smart money plan for students – outlining student financial plan and personalized • Admissions and enrolment onboarding • The Smart Money Plan has the opportunity to better support sponsored students and their sponsors with more fee information and transparency • Hard copy letters are often reviewed by parents and influencers, which can help to support the student's education around cost of education
	Risks: • Student confusion around the discrepancy between perspective of "free tuition" and the cost of tuition and compulsory fees. • Further reluctance to increase compulsory fees could negatively impact the student experience and access to the necessary resources to support student activities and resources • Hard copy letters will likely generate more student questions about the costs, the necessity to pay – it will be critical to identify the value for cost and articulate compulsory versus optional

ALGONQUIN COLLEGE

Academic Excellence & Program Relevance	Opportunities: • The Algonquin Smart Money Plan, AC Aid and Project goals approach align with our college values around integrity, learning, caring and respect. • Program ancillary fees (course-related) are carefully reviewed for necessity • More information to support student choice around fit, cost, access to resources
	Risks:
External Stakeholder Relationships	Opportunities: • Sponsored students
	Risks: • Confusion between the public consumption of "free tuition" • Foundation and Donors – external confusion that "free tuition" means students don't have a financial need – makes it hard to ask for support for student financial need
Our People	Opportunities: • The new OSAP transformation and net tuition 'era' will necessitate greater internal understanding about how OSAP is new and different – greater understanding about the cost of education and an opportunity for employees to learn and provide (general) guidance and education about how OSAP and grants are more accessible than ever before
	Risks: • Confusion and need for communications • Students and staff will be learning the new net tuition era at the same time
Technological Capability and Capacity	Opportunities: • Integration of the Client Relationship Management system to automate the bursary application and the collect better information about students in order to personalize outreach and tailor meaningful communications and service • Net View in ACSIS • Tuition Calculator
	Risks: • GeneSIS - inflexibility, limited ability to be do responsive, personalized communications and planning; rigidity in coding and limited resources for creativity using the current student information system • OSAP Student Financial Assistance Branch system – old system and limited flexibility

ALGONQUIN COLLEGE

Appendix A: Risk Assessment Matrix:

		Likelihood				
		Rare (1)	Unlikely (2)	Possible (3)	Likely (4)	Almost Certain (5)
Impact	Catastrophic (5)	Moderate Risk	Moderate Risk	High Risk	Critical Risk	Critical Risk
	Major (4)	Low Risk	Moderate Risk	High Risk	High Risk	Critical Risk
	Moderate (3)	Low Risk	Moderate Risk	Moderate Risk	High Risk	High Risk
	Minor (2)	Low Risk	Low Risk	Moderate Risk	Moderate Risk	Moderate Risk
	Insignificant (1)	Low Risk	Low Risk	Low Risk		Moderate Risk

Impact

Impact refers to the extent to which a risk event might affect the College. It is recognized that a risk may carry impacts across the range of risk categories (Strategic, Reputational, Financial, International, Compliance/Legal, and Operational/Hazard). The risk category that is most predominant should be selected when assigning a category to a risk. When determining an impact rating, assign the rating as it relates to the risk category that has been selected for the risk.

Likelihood

Likelihood represents the possibility that a given event will occur. In this risk assessment, likelihood has been expressed using qualitative terms (almost certain, frequent, likely, possible, unlikely, rare). The context for occurrence should be considered relative to the activity being assessed.

The mitigation strategies specific to these areas will need to ensure that ongoing project partnerships complement and enhance the College brand, that there are clearly defined roles and responsibilities, that financial sustainability is ensured, and that milestones and contingencies are that the appropriate to the level of identified risk.

Risk Assessment Protocol

The College's Department of Risk Management has developed a risk assessment tool to assist the project owner during the risk assessment process. It provides a structure that assists with the identification, analysis and evaluation phases. The output of the tool provides the project owner with a completed risk register that can be used for internal and external communication and ongoing monitoring. Upon approval of the Investment case and the introduction of external funding requirements and/or external business partnerships, a full risk assessment would be initiated.

Once commenced, a full risk assessment focuses on the following categories:

Financial	The risk of financial loss due to a potential change in market condition
Strategic	Risks that affect or are created by the College's business strategy and strategic objectives
Reputational	The loss of value to the College brand and negative impact in our ability to attract students and investment
International	Risks outside of Canada which impact the College's international and Canadian operations
Compliance & Legal	Risks the affect the College's ability to execute its strategic plan
Operational / Hazard	Risks of loss arising from non-compliance with internal and external regulatory requirements, legal action and liability claims

ALGONQUIN COLLEGE

Appendix B: College 5 Year Capital Plan/Sources of Funds

Capital Expansion Reserve	March 31, 2017	PROJECTED March 31, 2018	PROJECTED March 31, 2019	PROJECTED March 31, 2020	PROJECTED March 31, 2021	PROJECTED March 31, 2022
Opening Balance	$ 31,223,098	$ 33,765,502	$ 27,900,469	$ 24,251,162	$ 25,206,673	$ 21,897,061
Interest [1]	542,404	337,655	279,005	242,512	252,067	218,971
Annual addition to Reserve	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Sub-Total	$ 33,765,502	$ 36,103,157	$ 30,179,474	$ 26,493,673	$ 27,458,740	$ 24,116,032
Innovation Centre [2]		-7,314,688	-2,225,312			
Pedestrian Bridge to Light Rail [3]			-646,000		-1,678,679	-774,893
Athletics Recreation Complex [4]			-330,000	-1,287,000	-3,883,000	
Student One Stop Space [5]		-888,000	-2,727,000			
Closing Balance	$ 33,765,502	$ 27,900,469	$ 24,251,162	$ 25,206,673	$ 21,897,061	$ 23,341,139

Notes:

1 Interest projected at 1% annually
2 Innovation Centre total $ 6,557,400
3 Pedestrian Bridge to Light Rail total $ 3,099,572
4 Athletics Recreation Complex $ 5,500,000
5 Student One Stop Space (50% Reserve Funded) $ 7,230,000

Five Year Capital Investment Plan
Definitions
Version: February 2, 2018

Purpose:

The purpose of the Five Year Capital Investments Report is to identify the investment requirements of the College over a five year period, and to identify potential source of funds to support the College's development plans and other Strategic Investment Priorities.

Definitions:

Term	Definition
Base Ongoing Maintenance Costs	Annual investment requirements to repair or replace information communications and technology infrastructure, physical infrastructure and equipment.
Base Recurring Development Needs	Annual investment requirements for the development of new programs, curriculum renewal, adaptations and renovations of existing learning and administrative spaces, and other initiatives in support of strategic priorities.
Approved Major Capital Projects	Major capital projects which have received approval from the Board of Governors.
Potential Capital Projects	Future major capital projects that are still in the concept design phase or advocacy phase that the College may present for full approval by the Board of Governors once it is determined there is strategic advantage to be realized and adequate sources of funding.
Advocacy Stage	Major capital projects which have been approved in principle by the Board of Governors, and adequate funding sources are currently being sought. Once funding sources have been identified, these projects will be brought back to the Board of Governors for approval of the project plan.
High Assurance Funds	High assurance funds include funding sources which have either been approved by the Board of Governors; have a high likelihood of realization (such as Facilities Renewal Grant from the Ministry of Advanced Education and Skills Development); or funds which could be realized with a low impact to the College's Financial Health Indicators (such as some additional debt).
Moderate Assurance Funds	Moderate assurance funds include funding sources which could be realized by the College, but would have a greater impact on the Financial Health Indicators of the College, and would restrict the College's ability to respond to unknown future events (such as greater levels of debt, or increased usage of College reserve funds).
Low Assurance Funds	Low assurance funds include funding sources which have a low likelihood of realization.

Report Format:

Three reports are included as part of the Five Year Capital Investments Report:	
Summary of Five Year Capital Investment Requirements	This report outlines the investment requirements of the College in order to support the College's development plans and the Strategic Plan. The report is broken into four main categories of investments: Base Ongoing Maintenance; Base Recurring Development Needs; Approved Major Capital Projects; and Potential Major Capital Projects.
Summary of Five Year Capital Investment Potential Sources of Funding	This report outlines the potential sources of funding that have been identified to support the investment requirements of the College. The funding sources have been broken down into three categories which identify the amount of certainty the College has in realizing these funding sources: High Assurance Funds Moderate Assurance Funds Low Assurance Funds
Summary of Sources of Revenue and Shortfall	This report details the potential revenue sources and compares them with the investment requirements. The shortfall of funding sources to requirements is shown at each level of funding assurance.

ALGONQUIN COLLEGE

SUMMARY OF FIVE YEAR CAPITAL INVESTMENT REQUIREMENTS

CATEGORY	Class Estimate	Actuals 2016-2017	FORECAST Q3 Projection 2017-2018	Forecast 2018-2019	Forecast 2019-2020	Forecast 2020-2021	Forecast 2021-2022	Five Year Total
Base Ongoing Maintenance Costs								
Information Technology Infrastructure Renewal		$ 2,656,054	$ 1,481,491	$ 2,100,000	$ 3,475,000	$ 3,775,000	$ 2,775,000	$ 13,606,491
Equipment - Academic		1,559,162	1,725,372	1,010,000	1,800,000	1,800,000	1,800,000	8,135,372
Equipment - Non-Academic		155,447	113,396	140,000	165,000	165,000	165,000	748,396
Physical Infrastructure Maintenance		3,268,883	3,892,331	2,392,058	11,750,000	14,000,000	14,000,000	46,034,389
College Ancillary Services (Maintenance)		1,234,335	1,111,854	-	450,000	450,000	450,000	2,461,854
Appropriations		-	34,000	100,000	100,000	100,000	100,000	434,000
Total Base Ongoing Maintenance Costs		8,874,681	8,358,444	5,742,058	17,740,000	20,290,000	19,290,000	71,420,502
Base Recurring Development Needs								
Initiatives & Opportunities		4,857,499	6,888,025	7,731,692	3,300,000	3,500,000	3,700,000	25,119,717
New Program Development		904,671	901,248	863,675	906,859	952,202	999,812	4,623,795
Apprenticeship Enhancement Fund Investments		501,028	500,000	1,000,000	655,000	655,000	655,000	3,465,000
College Ancillary Services (Development) Investments		921,294	337,526	420,875	750,000	750,000	750,000	3,008,401
Information Technology Development Projects - General								
Information Technology Development Projects		1,413,492	999,710	540,000	3,447,000	3,347,000	1,950,000	10,283,710
Student Information System - Preliminary Design and Planning		129,438	510,966	406,103				917,069
Learning Management System - Preliminary Design and Planning			345,000					345,000
Customer Relationship Management - Preliminary Design and Planning			54,902					54,902
Campus Expansion Projects / Physical Resources Development								
Healthy Living Education Development - Advocacy and Preliminary Design and Planning		475,012	235,674	45,388				281,062
Integrated College Development Planning (ICDP)		268,783	65,000	100,000	100,000	100,000	100,000	465,000
Adaptations and Renovations		1,617,401	1,106,093	4,134,800	2,500,000	3,000,000	3,000,000	13,740,893
Total Base Recurring Development Needs		11,088,619	11,944,144	15,242,533	11,658,859	12,304,202	11,154,812	62,304,549
Subtotal Base Maintenance & Development Needs		19,963,300	20,302,588	20,984,591	29,398,859	32,594,202	30,444,812	133,725,051
Approved Major Capital Projects								
Innovation Centre and Institute for Indigenous Entrepreneurship		6,771,344	34,134,604	4,149,604				38,284,208
Workday Finance and Human Resources System Implementation		5,906,366	2,935,000					2,935,000
Equipment Renewal and Electrical Lab Alterations		1,670,126	555,659					555,659
Welding Lab Project at the College's Transportation Technology Centre		459,966	1,838,034					1,838,034
Energy Savings Contract II Phase 4 (ESCO2)		1,474,677	390,000	2,183,616				2,573,616
Building F Renovation		1,568,562	89,573					89,573
Athletics & Recreation Revitalization (Students' Association Funded)			-	3,000,000	11,700,000	30,000,000	-	44,700,000
Pedestrian Bridge to Bus Rapid Transit Station			-	646,000	-	1,678,679	774,893	3,099,572
Student One Stop Space			1,776,000	5,454,000	-	-		7,230,000
Indigenous Gathering Circle			220,000	1,358,000				1,578,000
Total Approved Major Capital Projects		17,851,040	41,938,870	16,791,220	11,700,000	31,678,679	774,893	102,883,662
Potential Major Capital Projects - Estimated Costs								
(these items are not included in the 2017/18 Approved Projects)								
Advocacy Stage:								
Healthy Living Education / Net Zero Facility	Class G				20,705,764	36,123,324	46,750,000	103,579,088
Investment Case Under Development:								
Ontario Student Assistance Program (OSAP) Transformation And Net Tuition Project		31,962	578,766	328,000				906,766
Student Information System (SIS)	Class G		-	-	3,500,000	17,500,000	14,000,000	35,000,000
Learning Management System Upgrade (LMS)	Class G		-	829,500				829,500
Customer Relationship Management System (CRM)	Class G				1,500,000			1,500,000
Total Major Potential Capital Projects - Estimated Costs		-	578,766	1,157,500	25,705,764	53,623,324	60,750,000	141,815,354
Total Major Capital Project Costs		17,851,040	42,517,636	17,948,720	37,405,764	85,302,003	61,524,893	244,699,016
GRAND TOTAL PROJECT COSTS		$ 37,814,340	$ 62,820,224	$ 38,933,311	$ 66,804,623	$ 117,896,205	$ 91,969,705	$ 378,424,067

ALGONQUIN COLLEGE

SUMMARY OF FIVE YEAR CAPITAL INVESTMENT SOURCES OF FUNDS

CATEGORY	Q2 Projection 2017-2018	Forecast 2018-2019	Forecast 2019-2020	Forecast 2020-2021	Forecast 2021-2022	Five Year Total
High Assurance Funds						
Funded & Non-Funded Activity Contributions to Strategic Investment Priorities	$ 8,218,992	$ 16,896,000	$ 18,759,000	$ 19,436,000	$ 20,000,000	$ 83,309,992
Students' Association Contribution - Athletics & Recreation Complex		2,670,000	10,413,000	26,700,000	-	39,783,000
Students' Association Contribution - Indigenous Initiatives	200,000	200,000	200,000	200,000	200,000	1,000,000
Monetization of Assets - Other Assets					3,000,000	3,000,000
Monetization of Assets - Residence			11,750,000	28,250,000		40,000,000
Post Secondary Institutions Strategic Investment Fund Grant (Federal)	16,650,000	946,000				17,596,000
Fundraising for Innovation Centre	380,000	500,000				880,000
Specific Purpose Grants (Facilities Renewal Program, Apprenticeship Enhancement Fund, Colleges Equipment Renewal Fund)	4,365,000	2,205,000	2,205,000	2,208,000	2,041,000	13,024,000
50th Anniversary Grant - Innovation Centre	2,892,600					2,892,600
Anticipated Underspend & Repayment of Fundraising Loan from Reserves	6,582,560	-	500,000 -	500,000		5,582,560
Additional Debt						
Healthy Living Education Enabling Costs			985,000			985,000
Approved Drawdown from Internally Restricted Net Assets						
Innovation Centre and Institute for Indigenous Entrepreneurship	7,314,688	2,225,312				9,540,000
ESCOII	390,000	2,183,616				2,573,616
Workday Finance and Human Resources System Implementation	2,935,000					2,935,000
Information Technology and Physical Infrastructure Renewal Projects	3,127,000	1,411,000				4,538,000
Academic and Administrative Equipment	500,000	500,000				1,000,000
Approved Multi-year Strategic Investment Priorities Expenditures	8,376,384	5,493,383				13,869,767
Athletics and Recreation Complex		330,000	1,287,000	3,300,000	-	4,917,000
Pedestrian Bridge to Bus Rapid Transit Station		646,000	-	1,678,679	774,893	3,099,572
Proposed Drawdown from Internally Restricted Net Assets						
Student One Stop Space	888,000	2,727,000				3,615,000
Total High Assurance	62,820,224	38,933,311	45,099,000	81,272,679	26,015,893	254,141,107
Moderate Assurance Funds						
Additional Debt - Student Information System					19,203,872	19,203,872
Fundraising for Innovation Centre			500,000	500,000		1,000,000
						-
Additional Unapproved Withdrawal from Internally Restricted Net Assets						-
Customer Relationship Management			500,000			500,000
Total Moderate Assurance	-	-	1,000,000	500,000	19,203,872	20,703,872
Low Assurance Funds						
Ministry of Advanced Education and Skills Development Grant Funding for Healthy Living Education			9,317,594	16,255,496	21,037,500	46,610,590
Federal Grant Funding for Healthy Living Education			11,388,170	19,867,828	25,712,500	56,968,498
Total Low Assurance	-	-	20,705,764	36,123,324	46,750,000	103,579,088
Grand Total - Sources of Funds	$ 62,820,224	$ 38,933,311	$ 66,804,764	$ 117,896,003	$ 91,969,765	$ 378,424,067

ALGONQUIN COLLEGE

Summary of Sources of Revenue and Shortfall

POTENTIAL SOURCE OF FUNDS AVAILABLE FOR STRATEGIC INVESTMENT PRIORITIES (from page 3) 2017-2018 : 2021-2022	
High Assurance of Funds / Low Risk	
Additional Debt	$ 985,000
Approved Drawdown from Internally Restricted Net Assets	46,087,955
Specific Purpose Grants (FRP, AEF, CERF)	13,024,000
Funded & Non-Funded Activity Contributions to SIP	83,309,992
Students' Association Contribution - Athletics and Rec Complex	39,783,000
Students' Association Contribution - Courtyard	1,000,000
Monetization of Assets	43,000,000
PSISIF Grant (Federal) for Innovation Centre and Institute for Indigenous Entrepreneurship	17,596,000
Fundraising for Innovation Centre and Institute for Indigenous Entrepreneurship	880,000
50th Anniversary Grant - Innovation Centre	2,892,600
Anticipated Underspend & Payback of Reserve Loans (donations)	5,582,560
	254,141,107
Moderate Assurance of Funds / Medium Risk	
Additional Debt	19,203,872
Fundraising for Innovation Centre and Institute for Indigenous Entrepreneurship	1,000,000
Withdrawal from Internally Restricted Net Assets	500,000
	20,703,872
Low Assurance of Funds / High Risk	
MTCU Grant Funding for HLE	46,610,590
Federal Grant Funding for HLE	56,968,498
Monetization of Other Assets / Alternative Financing (to be determined)	-
	103,579,088
TOTAL IDENTIFIED AND POTENTIAL SOURCES OF FUNDS	**378,424,067**
CUMULATIVE 5 YEAR CAPITAL INVESTMENT REQUIREMENTS (from page 2)	
Base Ongoing Maintenance Costs	71,420,502
Base Recurring Development Needs	62,304,549
Approved Major Capital Projects	102,883,662
Potential Major Capital Projects	141,815,354
TOTAL 5-YEAR CAPITAL PROFORMA CURRENT PRELIMINARY ESTIMATES	**378,424,067**
HIGH ASSURANCE FUNDS LESS CURRENT PRELIMINARY ESTIMATES	**(124,282,960)**
HIGH & MODERATE ASSURANCE FUNDS LESS CURRENT PRELIMINARY ESTIMATES	**(103,579,088)**
ALL AVAILABLE FUNDS LESS CURRENT PRELIMINARY ESTIMATES	**$ (0)**

ALGONQUIN COLLEGE

ALGONQUIN COLLEGE

President/Board of Governors

Report title:	Student One Stop Space - Budget
Report to:	Board of Governors
Date:	February 26, 2018
Author/Presenter:	Duane McNair, Vice-President, Finance and Administration

1. RECOMMENDATION:

    THAT the Board of Governors approves an expenditure of $7.23 million funded 50% from the College's reserve fund for future capital expansion and 50% from the Strategic Investment Priorities budget over fiscal years 2017-2018 and 2018-2019 to complete the renovation of the lower level of the Building C DARE District to create a Student One Stop Space.

2. PURPOSE / EXECUTIVE SUMMARY:

    The purpose of this report is to present the Student One Stop Space project budget for approval.

3. BACKGROUND:

    On October 16, 2017, the Board of Governors approved the allocation of up to $8 million from the College reserve fund for future capital expansion to complete the renovation of the lower level of Building C DARE District. This renovation will create a Student One Stop Space (formerly called the Learner Driven Space). This space will provide for the co-location of services that enable students to get started and stay at Algonquin College.

    Since the last Board of Governors meeting, the space has been designed and a detailed project budget and schedule have been developed.

4. DISCUSSION:

    This project will co-locate the following key student services to the lower level of Building C DARE District:
    - the Registrar's Office,
    - Academic Student Success Services,
    - Prior Learning and Assessment Recognition and Transfer Services,
    - the Test Centre,
    - the Information Technology Student Help Desk,

- the International Education Centre, and
- the Students' Association Food Cupboard.

The new space will enable redesigned registration and admission services while co-locating other services specifically selected to have an impact on student enrolment and retention. This initiative will realize the potential for improving process efficiency and leveraging cross-departmental knowledge by co-locating and integrating services into a space with reimagined service delivery in-person and online.

The design also accommodates the fact that a significant number of students will continue to require in-person access to personalized services, privacy and discretion.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN **Goal One** **Establish Algonquin as the leader in personalized learning across all Ontario colleges.**	☒	**CONNECTED** **Goal Four** **Become an integral partner to our alumni and employers.**	☐
QUALITY AND INNOVATION **Goal Two** **Lead the college system in co-op and experiential learning.**	☐	**SUSTAINABLE** **Goal Five** **Enhance Algonquin's global impact and community social responsibility.**	☐
Goal Three **Attain national standing in quality, impact and innovation within each school and service.**	☒	**PEOPLE** **Goal Six** **Be recognized by our employees and the community as an exceptional place to work.**	☒

6. STUDENT IMPACT:

The Student One Stop Space project will create a welcoming, clear and efficient services model that would seek to minimize the administrative time commitment made by new and returning students. This initiative will co-locate a comprehensive list of services conveniently and accessibly.

The project will introduce a new "self-serve with assistance" delivery model that combines direct access to the College's online registration with direct access to highly competent enrolment services staff. The delivery model will enable the Registrar's office staff to capture direct student (user) feedback as it happens. The "self-serve with assistance" model will allow

timely and reliable evidence for the design and re-design of Algonquin College's digital "front-door".

The new delivery model recognizes the power and legitimacy of student feedback and acknowledges that reliable and timely student feedback can validate the success of process developments.

7. FINANCIAL IMPACT:

The proposed budget for this project is presented below:

Budget Item Description	Budget	Allocation of total Budget
Consultant & Design Fees	$ 892,389	12.3%
Construction	$ 4,058,278	56.2%
Fit-Up & Accommodations	$ 495,000	6.9%
Other Project Costs - Information Technology, Audio Visual & Security	$ 422,000	5.8%
Process Re-design & Operationalization	$ 445,000	6.2%
Contingency	$ 679,054	9.3%
Taxes	$ 238,279	3.3%
Total Project Budget	**$ 7,230,000**	

8. HUMAN RESOURCES IMPACT:

Four guiding principles were developed for the space development for this project:
*   enriching the learner experience,
*   valuing the employee experience,
*   delivering an integrated best-in-class service solution, and
*   building a center for global education and engagement.

A key element of success in this project is creating a dynamic work environment that promotes and enables cross-department collaboration. This will transform the College's service delivery as well as provide a quality and motivating work environment for employees.

The initiative will result in the relocation of 130 employees to the new space. The initiative will also likely change the scope of work for many staff. This will require the review, and potentially revisions, to existing job descriptions. Management has been engaging stakeholders and is developing a structured change management process for this work.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

    The execution of this project complies with government legislation and regulations. There is no anticipated legal impact associated with this project.

10. COMMUNICATIONS:

    A broad spectrum of communications initiatives will be developed or are already underway. Extensive stakeholder engagement has taken place during the development of the functional program and schematic design of the space and will continue as the service delivery model is refined along with other preparations to operationalize the space.

11. CONCLUSION:

    The Student One Stop Space project will significantly improve the accessibility, usability and success of student enrolment and retention efforts. It will improve personalized service both in-person and on-line and facilitate student progression through the Algonquin College Personal Success System.

Respectfully submitted: Approved for submission:

_____   _____
Duane McNair   Cheryl Jensen
Vice President, Finance and Administration   President

President/Board of Governors

Agenda Item No: 5.1

Report title:	Third Quarter 2017-2018 Financial Projection
Report to:	Board of Governors
Date:	February 26, 2018
Author/Presenter:	Duane McNair, Vice President, Finance and Administration Grant Perry, Acting Director, Finance and Administrative Services

1. RECOMMENDATION:

    THAT the Board of Governors approves the Third Quarter 2017-2018 Financial Projection.

2. PURPOSE / EXECUTIVE SUMMARY:

    The purpose of this report is to present the Third Quarter 2017-2018 Financial Projection, including a summary of funded positions, and to provide an updated compliance status of policy BG11-02 Board Financial Management.

3. BACKGROUND:

    When the budget is approved, some factors must be estimated because of unknown elements affecting the revenue and expenditure forecasts. The quarterly financial reporting process provides updated projections based on current information.

    On February 13, 2017, the Board of Governors approved the 2017-2018 Annual Budget with an overall net contribution of $5.6 million. In compliance with both the Board of Governors' direction and the Ministry of Advanced Education and Skills Development's Operating Directive, the 2017-2018 Approved Annual Budget returns a net surplus on Funded Activity/ College Operations of $11.6 million and maintains the College's commitment to balancing student tuition revenues and government funded activities with associated operating expenditures.

4. DISCUSSION:

    As part of the Third Quarter 2017-2018 Financial Projection review process, budget holders had the opportunity to identify changes to the Approved Annual Budget, including updating the estimated impacts of the five-week academic work stoppage.

    The Third Quarter 2017-2018 Financial Projection projects a $5.5 million increase to the net contribution of Algonquin College. This is reflected in an increase to the Approved Annual

Budget net contribution of $5.6 million, to a third quarter net contribution projection of $11.1 million as outlined in this report. The net contribution increase incorporates the financial impacts of the five-week academic work stoppage, and the initial impacts of changes to the Employment Standards Act, namely the increase in minimum wage and statutory holiday pay for part-time employees which came into effect on January 1, 2018. The negative impact from the work stoppage has been offset by an increase in fall semester enrolments which occurred prior to the work stoppage and strong winter semester enrolments. Contributing to overall enrolment growth is a 27.9% increase over the Approved Annual Budget in international student enrolment.

The updated estimated impact from the five-week academic work stoppage is a $3.8 million net loss. The loss is comprised of a number of components as follows:

- \+ $8.2 million in salary and benefit savings realized during the work stoppage.
- \- $1.8 million in additional salary and benefit expenditures projected for the extension of the fall semester.
- -$0.2 million set aside to support the Student Strike Relief Fund in response to the communication by the Ministry of Advanced Education and Skills Development.
- -$7.9 million in lost contribution anticipated through an increased rate of student attrition,
- -$1.4 million anticipated reduction in Ancillary Services net contribution from loss of retail sales, conference bookings, and student residence lease terminations.
- -$0.7 million reduction in International fee premiums for anticipated international student attrition, and lost training contract revenues.

Identified changes have been included in Appendix A: Third Quarter 2017-2018 Financial Projection. Changes greater than $500,000 that impact the projected net contribution of the College are discussed below in the sections titled: **Revenue Projection Adjustments** and **Expenditure Projection Adjustments**. Changes that impact the net contribution from the Approved Annual Budget that are less than $500,000 are detailed throughout the Third Quarter 2017-2018 Financial Projection in Appendix A.

Revenue Projection Adjustments:
- Full-time Post-Secondary Tuition revenue has decreased by $326,000. The $7.9 million reduction in full-time post-secondary tuition fees from anticipated student attrition related to the academic work stoppage has been offset by higher than budgeted enrolments in the fall semester, prior to the strike, and winter semester enrolments that are currently projecting 1% higher than the approved annual budget.
- Contract and Educational Services increased revenue by $1.6 million primarily due to a new $1.4 million eCampus Contract for an Open Textbook Initiative with the Ontario Online Learning Consortium.

- College Ancillary Services has reduced revenue projections by $4.5 million. $2.1 million is attributed to lost sales and student account refunds due to the academic work stoppage. Additional revenue decreases of $1.7 million were incurred in Retail Services due to lower e-text sales (partially offset by lower cost of goods sold). In addition, Food Services is decreased by $819,000 due to lower than expected sales and conference contracts in the summer and early fall. This was offset slightly by higher than anticipated summer revenue in the Student Residence of $387,000.

- The International Education Centre has increased revenues by $4.6 million as a result of a 27.9% increase in enrolment over the 2017-2018 Approved Annual Budget.

- Revenue has increased in the College's Strategic Investment Priorities by $4.2 million as a result of:
  - Receipt of a 50th Anniversary Commemoration Grant of $2.9 million announced by the Province after the budget was prepared (offset by equivalent expenditures);
  - Funding of $556,000 in 2017-2018 under the Apprenticeship Enhancement Fund Grant. The recognition of this funding was deferred at the end of the 2016-2017 fiscal year as the equipment of the Electrical Lab renovations had not yet been received; and
  - Funding of $501,000 in 2017-2018 under the Facilities Renewal Grant. This additional funding was not properly recorded during the preparation of the 2017-2018 Approved Annual Budget.

Expenditure Projection Adjustments:
- Salary and Benefit projections have been reduced by $6.2 million as a result of the academic work stoppage. $8.2 million in salary related savings that accrued during the work stoppage has been offset by additional $1.8 million in salary and benefit expenditure adjustments resulting from the extended fall semester.

- Mandated Student Aid has been increased by $1.2 million for the Student Support Fund due to the work stoppage in response to the communication by the Ministry of Advanced Education and Skills Development, and for anticipated additional student aid requests.

- Contingencies have been decreased by $1.7 million to reflect projected requirements.

- Contract Services expenses have increased by $2.3 million as a result of:
  - Additional expenditures of $843,000 to support the new eCampus Contract;
  - Contracted services increase of $433,000 due to temporary backfill (with contracted resources) for position vacancies;
  - Increase of $810,000 for the Distance Education programs (offset by increase in Distance Education Hosting Fees); and
  - Increase of $238,000 in facilitator delivery costs for Distance Education courses.

- College Ancillary Services expenditures have been reduced by $3.1 million, of which $817,000 is a result of the academic work stoppage savings in cost of goods sold. Additional savings were realized through reduced expenditures in Retail Services of $1.7

million due to the decline in e-text revenues, and Food Services of $663,000 due to lower than budgeted sales and conference sales activity through the summer and early fall.

- The International Education Centre has increased expenditures by $6.2 million. This anticipated increase is the result of two items:
  o A 27.9% increase in international student enrolment over the 2017-2018 Approved Annual Budget has increased related expenditures by $3.3 million, which includes a transfer of an additional $1.1 million of international premiums to the Funded Activity of the College.
  o A projected $2.9 million payment to the Colleges of Excellence for an early contract termination.

- As a result of the Third Quarter 2017-2018 Strategic Investment Priorities Review, net expenditure increases have been approved in Strategic Investment Priorities projects by $2.6 million primarily as a result of:
  o $2.0 million increase in estimated expenditures in Initiatives and Opportunities projects;
  o 1.8 million increase in estimated expenditures for the Student One Stop Shop (Learner Driven Space) project which was approved by the Board of Governors on October 16, 2017;
  o $1.1 million increase in estimated expenditures in Academic Equipment;
  o $1.1 million increase in estimated expenditures in Apprenticeship Enhancement;
  o $766,000 increase in estimated expenditures for Ancillary Services initiatives;
  o $622,000 increase in estimated expenditures for New Program Initiatives;
  o $610,000 increase in estimated expenditures for College Space and Infrastructure;
  o $557,000 increase in estimated expenditures for College Technologies; and,
  o $6.0 million **decrease** of expenditures as an estimated underspend in Strategic Investment Priorities projects based on historical trend analysis.

Compliance:

- The College is compliant with the Board of Governors' Policy BGII-02: Financial Management. Please see Appendix B: Third Quarter 2017-2018 Compliance Schedule.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN **Goal One** **Establish Algonquin as the leader in personalized learning across all Ontario colleges.**	⊠	**CONNECTED** **Goal Four** **Become an integral partner to our alumni and employers.**	⊠

QUALITY AND INNOVATION **Goal Two** **Lead the college system in co-op and experiential learning.**	☒	SUSTAINABLE **Goal Five** **Enhance Algonquin's global impact and community social responsibility.**	☒
Goal Three **Attain national standing in quality, impact and innovation within each school and service.**	☒	PEOPLE **Goal Six** **Be recognized by our employees and the community as an exceptional place to work.**	☒

6. STUDENT IMPACT:

   Students will benefit from additional investments in technology infrastructure, renovations and adaptations to learning spaces, maintenance of existing learning spaces, and investment in new program development, academic equipment, and new facilities.

   In response to the communication by the Ministry of Advanced Education and Skills Development regarding the academic work stoppage, Algonquin College has implemented a Strike Tuition Refund Policy, as well as a Student Support Fund.

7. FINANCIAL IMPACT:

   All health indicators remain better than the benchmarks established in the Strategic Mandate Agreement.

8. HUMAN RESOURCES IMPACT:

   The 2017-2018 Approved Annual Budget and the Third Quarter 2017-2018 Financial Projection provides required funding for all existing full-time permanent staff complement positions and other than permanent positions (i.e. part-time, temporary employees). There are also provisions for professional development and training for College employees.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

   In compliance with both the Board of Governors' Financial Management Policy and the Ministry of Advanced Education and Skills Development's Business Plan Operating Procedure Directive, the 2017-2018 Approved Annual Budget and the Third Quarter 2017-2018 Financial Projection maintain a positive accumulated surplus position and the College's commitment to balancing government funded operating activities with expenditures.

10. COMMUNICATIONS:

Any required communications will be administered through the Executive Director of Communication, Marketing and External Relations.

11. CONCLUSION:

The Algonquin College Third Quarter 2017-2018 Financial Projection identifies resources supporting the Strategic Plan and Business Plan of the College while complying with Provincial government directives.

Respectfully submitted: Approved for submission:

_____   _____

Duane McNair   Cheryl Jensen
Vice President, Finance and Administration   President

Appendices:

Appendix A: Third Quarter 2017-2018 Financial Projection
Appendix B: Third Quarter 2017-2018 Compliance Schedule

THIRD QUARTER 2017-2018

FINANCIAL PROJECTION

Presentation to the Board of Governors
February 26, 2018

ALGONQUIN COLLEGE

Third Quarter 2017-2018 Financial Projection

TABLE OF CONTENTS

**Third Quarter 2017-2018 Financial Projection
SUMMARY**
(all figures in $ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Q3 vs. Approved Variance Favourable/ (Unfavourable)	Variance as % of Budget
Funded Activity/College Operations						
Revenue	$ 238,674	$ 240,260	$ 240,349	$ 240,119	$ 1,445	1%
Expenditures	227,058	226,558	229,757	223,750	3,308	1%
Net Contribution	11,617	13,702	10,592	16,369	4,753	41%
Contracts & Other Non-Funded Activity						
Revenue	27,358	27,358	27,910	27,910	552	2%
Expenditures	26,306	26,306	26,306	26,306	-	0%
Net Contribution	1,052	1,052	1,604	1,604	552	52%
College Ancillary Services						
Revenue	44,991	43,843	40,753	40,512	(4,479)	-10%
Expenditures	36,945	36,046	34,745	33,850	3,095	8%
Net Contribution	8,046	7,797	6,008	6,662	(1,384)	-17%
International Education Centre						
Revenue	24,014	27,963	29,758	28,658	4,643	19%
Expenditures	18,228	20,491	24,674	24,434	(6,206)	-34%
Net Contribution	5,786	7,472	5,084	4,224	(1,563)	-27%
Strategic Investment Priorities						
Revenue	20,585	25,497	25,697	24,801	4,216	20%
Expenditures	54,211	62,537	61,644	56,832	(2,621)	-5%
Net Contribution	(33,626)	(37,040)	(35,947)	(32,031)	1,595	5%
Non-Cash Revenue Adjustments						
Capital Grants recorded as Deferred Capital Contributions	(19,000)	(24,000)	(25,000)	(24,500)	(5,500)	-29%
Amortization of Deferred Capital Contributions	8,000	8,000	8,000	8,000	-	0%
Non-Cash Expenditure Adjustments						
Expenditures to be Capitalized	40,000	43,500	46,200	44,900	4,900	12%
Amortization Expense	(16,500)	(15,000)	(14,600)	(14,300)	2,200	13%
Change in Vacation, Sick Leave & Post-Employment Benefits	185	185	185	185	-	0%
Net Contribution as per Public Sector Accounting Standards (PSAS)	$ 5,559	$ 5,668	$ 2,126	$ 11,113	$ 5,553	

Third Quarter 2017-2018 Financial Projection
STATEMENT OF FINANCIAL POSITION
(all figures in $ 000's)

	Year-End Actual March 31, 2017	March 31, 2018 Approved Annual Budget	March 31, 2018 Q1 Projected	March 31, 2018 Q2 Projected	March 31, 2018 Q3 Projected	Q3 vs. Approved Variance
ASSETS						
Current Assets						
Cash	$ 52,733	$ 26,723	$ 35,314	$ 33,339	$ 44,195	$ 17,472
Accounts Receivable	17,917	22,000	20,000	20,000	20,000	(2,000)
Inventory	1,527	2,000	1,650	1,650	1,650	(350)
Prepaid Expenses	2,153	2,500	2,500	2,500	2,500	-
	74,330	53,223	59,464	57,489	68,345	15,122
Investments	66,829	49,629	65,584	61,917	65,548	15,919
Endowment Assets	24,395	23,996	24,995	25,295	25,295	1,299
Capital Assets	263,459	288,599	291,959	295,059	294,059	5,460
TOTAL ASSETS	$ 429,013	$ 415,447	$ 442,002	$ 439,760	$ 453,247	$ 37,800
LIABILITIES & NET ASSETS						
Current Liabilities						
Accounts Payable & Accrued Liabilities	$ 26,017	$ 19,000	$ 22,800	$ 22,800	$ 27,800	$ 8,800
Accrued Salaries & Employee Deductions Payable	9,291	8,200	8,600	8,600	8,600	400
Deferred Revenue	32,257	27,400	30,000	30,000	30,000	2,600
Current Portion of Long Term Debt	2,927	3,106	3,106	3,106	3,106	-
	70,492	57,706	64,506	64,506	69,506	11,800
Long Term Debt	48,275	45,168	45,168	45,168	45,168	-
Vacation, Sick Leave & Post-Employment Benefits	18,948	18,215	18,763	18,763	18,763	548
Deferred Capital Contributions	148,260	158,424	164,260	165,260	164,760	6,336
Interest Rate Swaps	8,472	7,391	8,472	8,472	6,219	(1,172)
Net Assets						
Unrestricted	1,000	1,000	1,000	1,000	1,000	-
Investment in Capital Assets	64,960	81,901	79,425	81,525	81,025	(876)
Vacation, Sick Leave & Post-Employment Benefits	(18,948)	(18,215)	(18,763)	(18,763)	(18,763)	(548)
Internally Restricted	73,285	47,252	64,302	58,660	68,147	20,895
Endowment Fund	24,395	23,996	24,995	25,295	25,295	1,299
	144,692	135,934	150,959	147,717	156,704	20,770
Accumulated Remeasurement Losses	(10,126)	(7,391)	(10,126)	(10,126)	(7,873)	(482)
	134,566	128,543	140,833	137,591	148,831	20,288
TOTAL LIABILITIES & NET ASSETS	$ 429,013	$ 415,447	$ 442,002	$ 439,760	$ 453,247	$ 37,800

ALGONQUIN COLLEGE

(all figures in $ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Q3 vs. Approved Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS					
Grants					
Post Secondary Activity	$ 107,213	$ 107,203	$ 106,887	$ 106,887	$ (326)
Apprentice	5,136	5,136	4,554	4,554	(582)
Flow-Through Student Aid	1,659	1,659	1,659	1,659	-
TOTAL GRANTS	**114,008**	**113,998**	**113,100**	**113,100**	**(908)**
Tuition Fees					
Full-Time Post Secondary	73,246	73,246	72,446	72,446	(800)
Part-Time	10,272	10,272	10,051	10,051	(221)
Adult Training	1,234	1,234	1,102	1,102	(132)
Student IT & Mobile Computing Fees	7,471	7,471	7,157	7,157	(314)
TOTAL TUITION FEES	**92,223**	**92,223**	**90,756**	**90,756**	**(1,467)**
Contract Educational Services					
Corporate & Other Programs	4,524	4,524	6,076	6,076	1,552
TOTAL CONTRACT EDUCATIONAL SERVICES	**4,524**	**4,524**	**6,076**	**6,076**	**1,552**
Other					
Early Learning Centre	1,012	1,012	1,011	1,011	(1)
Student Ancillary Fees	6,023	6,023	5,816	5,316	(707)
Investment Income	1,165	1,165	1,165	2,165	1,000
Transfer from International Education Centre [1]	8,825	10,421	10,406	9,966	1,141
Miscellaneous	10,894	10,894	12,019	11,729	835
TOTAL OTHER	**27,919**	**29,515**	**30,417**	**30,187**	**2,268**
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	**238,674**	**240,260**	**240,349**	**240,119**	**1,445**
CONTRACTS & OTHER NON-FUNDED ACTIVITY	**27,358**	**27,358**	**27,910**	**27,910**	**552**
COLLEGE ANCILLARY SERVICES	**44,991**	**43,843**	**40,753**	**40,512**	**(4,479)**
INTERNATIONAL EDUCATION CENTRE	**24,015**	**27,963**	**29,758**	**28,658**	**4,643**
STRATEGIC INVESTMENT PRIORITIES	**20,585**	**25,497**	**25,697**	**24,801**	**4,216**
TOTAL REVENUE	**$ 355,623**	**$ 364,921**	**$ 364,467**	**$ 362,000**	**$ 6,377**

[1] 40% of the International Fee Premium is shared with Academic Services (part of Funded Activity/College Operations).

Description	Variance Favourable/ (Unfavourable)	Comments
Post Secondary Activity	$ (326)	Unfavourable variance due to the following: ($419K) Adjustment to the International Student Recovery fee based on the Ministry's final international enrolment calculations, $90K New Mental Health Grant (with offsetting related expenses) within Student Support Services, $3K Other minor grant adjustments.
Apprentice	$ (582)	As a result of the five week academic work stoppage and the cancellation of 11 classes, we have estimated a $659K reduction in apprentice revenue from the Approved Annual Budget. Prior to the work stoppage, apprentice enrolments had increased by 52 planned apprenticeship seats from the Approved Annual Budget.
Full-Time Post Secondary Tuition Fees	$ (800)	As a result of the five week academic work stoppage, we have estimated a 9.8% reduction from the Approved Annual Budget in full-time post secondary tuition fees totaling $7.2M. This estimate is in response to the November 20, 2017 memorandum from the Ministry of Advanced Education and Skills Development allowing students to withdraw without penalty up to December 5, 2017. Prior to the work stoppage, full-time post secondary enrolments had increased by 1,032 in the first half of fiscal year 2017-2018 over the Approved Annual Budget for a $1.8M increase in tuition revenue from the Approved Annual Budget. Despite the withdrawals due to the work stoppage, winter enrolments are currently 1% above the Approved Annual Budget.
Part-Time Post Secondary Tuition Fees	$ (221)	Unfavourable variance is due to the following: ($148K) Declining enrolments in part-time non-funded offerings such as First Aid and CPR, Basic Electrical, Ministry of Transportation Driver's Instructor and Motorcycle (weather-related) programs, ($81K) Decrease in part-time funded enrolments, $8K Other minor variances.
Adult Training	$ (132)	Reallocation of funds from Institution Funded Special Bursary Program (supporting Students in Academic Upgrading and Academic Assistance for Adults with Developmental Disabilities) to Mandated Student Aid. This reallocation of funds still maintains the "soft" targets set by the Ministry of Advanced Education and Skills Development for this group of students.
Student IT & Mobile Computing Fees	$ (314)	As a result of the five week academic work stoppage, we have estimated a 9.8% reduction (aligned with the reduction in enrolment estimate from the Approved Annual Budget) in student IT and mobile computing fees totaling ($732K). However, increased fall enrolments prior to the work stoppage, plus the increase in winter enrolments have partially offset these losses.

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Description	Variance Favourable/ (Unfavourable)	Comments
Corporate & Other Programs	$ 1,552	Favourable variance is due to the following: $1.4M Increase in revenue as a result of new eCampus program contract revenue to support the Open Textbook Initiative with the Ontario Online Learning Consortium (with offsetting increase to expenses), $107K Increase in collaborative program (Bachelor of Nursing and Bachelor of Information Technology) revenue due to slight enrolment increase, $45K Other minor variances.
Student Ancillary Fees	$ (707)	As a result of the five week academic work stoppage, we have estimated a 9.8% reduction in student ancillary fees (aligned with the reduction in enrolment estimate from the Approved Annual Budget). Lost revenue from Late Fees has been estimated at $500K. However, increased fall enrolments prior to the work stoppage, plus the increase in winter enrolments have partially offset these losses.
Investment Income	$ 1,000	Favourable variance is a result of an increase in cash balances coupled with a higher interest rate with the TD Bank which resulted in an increase in projected interest revenue.
Transfer from International Education Centre	$ 1,141	Increased international fee premiums allocated to funded activity as a result of a 28.8% increased enrolment in international education over the Approved Annual Budget. This projected increase has taken into account the impact of the five week work stoppage, which is equivalent to 32 two-semester full-time international students.
Miscellaneous	$ 835	Favourable variance is due to the following: $814K Increase in Distance Education hosting fees (unbudgeted) offset by increase in contract services related to hosting Distance Education services for Ontario colleges, $21K Other minor variances.
Contract and Other Non-Funded Activity	$ 552	A net favourable variance due to: $261K in new revenue due to an increase in English for Academic Purposes enrolment, $139K in new revenue for Language Instruction for Newcomers to Canada, $211K in new revenue for Autism Spectrum Disorder Grant, ($59K) decrease in revenue for the Motorcycle Training program due to lower enrolments caused by poor weather conditions. These projected increases have taken into account the impacts of the five week work stoppage.

ALGONQUIN COLLEGE

Third Quarter 2017-2018 Financial Projection
REVENUE SCHEDULE
Variance Analysis (all figures in $ 000's)

Description	Variance Favourable/ (Unfavourable)	Comments
College Ancillary Services	$ (4,479)	Of the ($4.5M) net unfavourable variance, ($2.1M) is due to the work stoppage from lost revenues of ($634K) in Bookstore, ($147K) in Parking Services, ($1.1M) in Food Services, ($195K) in Student Residence, and ($110K) in lost Print Services revenues due to the five week academic work stoppage. The remaining ($2.3M) net unfavourable variance is due to: ($1.7M) reduction in Bookstore revenue from reduced e-text sales, ($107K) reduction in budgeted Parking revenue due to delays in implementing new evening and weekend parking rates, ($819K) reduction in budgeted Food Services revenue due to lower than anticipated summer and early fall performance, offset by a $387K increase in Student Residence summer rental revenue above the Approved Annual Budget as a result of the Canada 150 impact on summer hotel rentals.
International Education Centre	$ 4,643	A 28.8% unbudgeted increase in international student enrolment resulted in increased international fee premiums to the International Education Centre. This increase in international fee premiums has been reduced by $289K to reflect the impact of the estimated withdrawals due to the five week academic work stoppage. Of the net increase in international fee premiums, $1.2M is transferred to Funded Activity as identified above.
Strategic Investment Priorities	$ 4,216	*See Strategic Investment Priorities Variances page for details.*
Total Explained Variances	$ 6,378	
Other Minor Variances	$ (1)	
Total Variance	$ 6,377	

ALGONQUIN COLLEGE

Third Quarter 2017-2018 Financial Projection
EXPENDITURES SCHEDULE

(all figures in $ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Q3 vs. Approved Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS					
TOTAL SALARIES & BENEFITS	$ 160,905	$ 160,905	$ 153,047	$ 154,682	$ 6,223
Other Operating Costs					
Mandated Student Aid	6,693	6,693	11,193	7,893	(1,200)
Contingencies	5,528	5,028	7,993	3,826	1,702
Long Term Debt Interest	813	813	813	813	-
Contract Services	8,789	8,789	11,309	11,134	(2,345)
Instructional Supplies & Equipment	4,569	4,569	4,698	4,698	(129)
Information Technology	7,819	7,819	8,046	8,046	(227)
Promotion	2,385	2,385	2,443	2,443	(58)
Building Maintenance & Utilities	13,519	13,519	13,648	13,648	(129)
Flow-Through Student Aid	1,659	1,659	1,659	1,659	-
Cost of Goods Sold	1,122	1,122	1,166	1,166	(44)
Other	13,257	13,257	13,742	13,742	(485)
TOTAL OTHER OPERATING	66,153	65,653	76,710	69,068	(2,915)
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	227,058	226,558	229,757	223,750	3,308
CONTRACTS & OTHER NON-FUNDED ACTIVITY	26,306	26,306	26,306	26,306	-
COLLEGE ANCILLARY SERVICES	36,945	36,046	34,745	33,850	3,095
INTERNATIONAL EDUCATION CENTRE	18,228	20,491	24,674	24,434	(6,206)
STRATEGIC INVESTMENT PRIORITIES	54,211	62,537	61,644	56,832	(2,621)
TOTAL EXPENDITURES	$ 362,748	$ 371,938	$ 377,126	$ 365,172	$ (2,424)

Description	Variance Favourable/ (Unfavourable)	Comments
Salaries and Benefits	$ 6,223	Favourable variance is due to the following: $8.2M Projected salary savings as a result of the work stoppage, ($1.9M) Estimated labour costs for extension of fall semester and return to work, ($750K) Estimated additional cost related to Employment Standards Act changes requiring payment for statutory vacation pay for part-time staff, $673K Additional salary savings as a result of ongoing vacancies.
Mandated Student Aid	$ (1,200)	Unfavourable variance resulting from estimated additional costs for the Student Support Fund in response to the communication from the Ministry of Advanced Education and Skills Development in response to the academic work stoppage.
Contingencies	$ 1,702	Contingency has been reduced to reflect estimated requirements.
Contract Services	$ (2,345)	Net unfavourable variance is due to the following: ($843K) Increase in contract services relating to new eCampus program contract to support the Open Textbook Initiative with the Ontario Online Learning Consortium (offset by additional revenue), ($433K) Increase in contract services relating to backfill for vacant positions in various departments including Information Technology, Health Services and the Ombudsperson, ($810K) Increase in expense related to additional facilitator costs for the Distance Education programs (offset by additional Host Fee revenue), ($127K) Increased costs for security ($113K) and other costs related to the work stoppage, ($238K) Overall rate increase in facilitation costs of $2 per student. $106K Other minor variances.
Information Technology	$ (227)	Net unfavourable variance is due to the following: ($112K) Software licenses for various programs such as Broadcasting - Television, Language Training Part-Time funded program and Bachelor of Information Technology and licenses and training for frontline Registrar service staff, ($20K) Administrative information technology equipment for Registrar's Office for convocation name display, ($17K) Administrative information technology equipment for new eCampus program (with additional revenue), ($78K) Other minor variances.

Third Quarter 2017-2018 Financial Projection
EXPENDITURES SCHEDULE
Variance Analysis (all figures in $ 000's)

Description	Variance Favourable/ (Unfavourable)	Comments
Building Maintenance & Utilities	$ (129)	Unfavourable variance is due to the following: ($80K) Additional costs related the maintenance of Life Safety Systems, ($49K) Other minor variances.
Other	$ (485)	Net unfavourable variance is due to the following: ($114K) Increase in other costs related to additional funding for programs such as eCampus and Business, Technology and Outdoor Training Innovation Projects, ($88K) Increase in professional development expenses including ($20K) for Salesforce training for the Registrar's Office staff, ($64K) Additional legal fees within Risk Management and for Freedom of Information requests, ($24K) Additional rental costs due to the expansion of the Personal Support Worker Program to the Perley and Rideau Veteran's Health Centre, ($195K) Other minor variances.
College Ancillary Services	$ 3,095	Of the $3.1M net favourable variance, $817K is due to the work stoppage as follows: $464K in reduced cost of goods sold in the Bookstore related to the five week work stoppage, $353K in reduced Food Services cost of goods sold related to the five week work stoppage. The remaining $2.3M net favourable variance is due to: $1.7M in cost of goods sold in the Bookstore related to reduced e-text sales, $663K in reduced cost of goods sold in Food Services due to lower than anticipated summer and early fall sales, ($265K) increase in Residence expenditures related to the increase in summer hotel revenues, $145K in Administrative salary savings and ancillary contingencies, $35K in other minor variances unrelated to the work stoppage.
International Education Centre	$ (6,206)	The unfavourable variance is due to the following: ($3.3M) In increased expenditures required to support a 28.8% unbudgeted increase in international enrolment over the Approved Annual Budget. The variance amount includes the transfer of $1.2M to Funded Activity revenue. This projection has taken into account the impact of the five week work stoppage, which is equivalent to an estimated reduction of 32 two-semester full-time international students, ($2.9M) payment to Colleges of Excellence for contract termination.
Strategic Investment Priorities	$ (2,621)	*See Strategic Investment Priorities Variances page for details.*
Total Explained Variances	$ (2,193)	
Other Minor Variances	$ (231)	
Total Variance	$ (2,424)	

ALGONQUIN COLLEGE

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Q3 vs. Approved Variance Favourable/ (Unfavourable)
Source of Funds					
Facilities Renewal Grant	$ 966	$ 1,467	$ 1,467	$ 1,467	$ 501
College Equipment Renewal Fund Grant	560	560	560	560	-
Apprenticeship Enhancement Fund Grant	2,338	2,894	2,894	2,894	556
Capital Campaign	87	87	87	87	-
Alumni Affinity Sponsorship Donation for Innovation Centre	-	-	-	50	50
Post-Secondary Institutions Strategic Investment Fund (PSISIF) Grant	16,634	17,596	17,596	16,650	16
Students' Association Contribution	-		200	200	200
50th Anniversary Commemoration Grant	-	2,893	2,893	2,893	2,893
TOTAL SOURCE OF FUNDS	**20,585**	**25,497**	**25,697**	**24,801**	**4,216**
EXPENDITURES:					
Campus Expansion					
Innovation Centre Project	34,103	36,162	36,507	34,135	(32)
Apprenticeship Enhancement Fund Electrical Lab	-	556	556	556	(556)
Apprenticeship Enhancement Fund Welding Lab	1,838	1,838	1,838	1,838	-
Indigenous Gathering Circle	-	-	473	220	(220)
Student One Stop Space	-	-	2,200	1,776	(1,776)
Total Campus Expansion	35,941	38,556	41,574	38,524	(2,584)
Other					
College Technologies	6,215	8,064	6,856	6,772	(557)
College Space & Infrastructure	4,754	7,792	5,796	5,364	(610)
New Program Initiatives	610	687	1,232	1,232	(622)
Academic & Other Equipment	575	1,315	1,633	1,633	(1,058)
Initiatives & Opportunities	5,333	8,388	7,085	7,312	(1,979)
College Ancillary Services	683	1,689	1,422	1,449	(766)
Apprenticeship Enhancement Fund (AEF)	-	500	500	500	(500)
Appropriations	100	34	34	34	66
Adjustment for Anticipated Underspend	-	(4,488)	(4,488)	(5,988)	5,988
Total Other	18,270	23,981	20,070	18,308	(38)
TOTAL EXPENDITURES	**54,211**	**62,537**	**61,644**	**56,832**	**(2,622)**
TOTAL NET CONTRIBUTION	$ (33,626)	$ (37,040)	$ (35,947)	$ (32,031)	$ 1,594

Description	Variance Favourable/ (Unfavourable)	Comments
Facilities Renewal Grant	$ 501	Additional Facilities Renewal Grant funding not originally included in 2017-2018 Approved Annual Budget.
Apprenticeship Enhancement Fund Grant	$ 556	2016-2017 Electrical Lab contract revenue deferred to the current year for equipment which was not received by March 31, 2017.
Alumni Affinity Sponsorship Donation for Innovation Centre	$ 50	New donation for the Innovation Centre from the Alumni Affinity Sponsorship.
Post-Secondary Institutions Strategic Investment Fund (PSISIF) Grant	$ 16	Grant funding adjusted to reflect changes to 2017-2018 estimated spending for the Innovation Centre project.
Students' Association Contribution	$ 200	New cash contribution for 2017-2018 from the Students' Association for the Indigenous Gathering Circle. The Students' Association has pledged a $1M contribution over five years.
50th Anniversary Commemoration Grant	$ 2,893	Additional one-time funding announced by the Ministry of Advanced Education and Skills Development in March 2017 after the 2017-2018 Approved Annual Budget had been finalized.
Innovation Centre Project (partially funded through PSISIF as above).	$ (32)	Variance due to timing of construction costs incurred in 2017-2018.
Apprenticeship Enhancement Fund Electrical Lab	$ (556)	Cost of equipment from 2016-2017 Electrical Lab contract that was not received prior to March 31, 2017.
Indigenous Gathering Circle	$ (220)	Expected costs to be incurred in 2017-2018 related to the Indigenous Gathering Circle.
Student One Stop Space	$ (1,776)	Renovation of the lower level of Building C Innovation Centre approved by the Board of Governors October 16, 2017.

Third Quarter 2017-2018 Financial Projection
STRATEGIC INVESTMENT PRIORITIES SCHEDULE
Variance Analysis (all figures in $000's)

Description	Variance Favourable/ (Unfavourable)	Comments
College Technologies	$ (557)	Reflects revised project costs, provision adjustments, and carry forward budgets from projects in progress at the end of fiscal year 2016-2017.
College Space & Infrastructure	$ (610)	($610K) increase reflects revised project costs, provision adjustments, and carry forward budgets from projects in progress at the end of fiscal year 2016-2017.
New Program Initiatives	$ (622)	Variance is due to the following: ($415K) increase in expenses due to the Robotics and Mechatronics program, ($77K) reflects a carry forward budget for the Centre for Continuing and Online Learning from projects in progress at the end of fiscal year 2016-2017, ($130K) increase is due to additional new program initiatives in hybrid and curriculum services development.
Academic & Other Equipment	$ (1,058)	Increase in planned academic equipment expenditures to address needs as identified in the first quarter.
Initiatives & Opportunities	$ (1,979)	Reflects revised project costs, provision adjustments, and carry forward budgets from projects in progress at the end of fiscal year 2016-2017.
College Ancillary Services	$ (766)	Reflects revised project costs, provision adjustments, and carry forward budgets from projects in progress at the end of fiscal year 2016-2017.
Apprenticeship Enhancement Fund (AEF)	$ (500)	Reflects revised project costs, provision adjustments, and carry forward budgets from projects in progress at the end of fiscal year 2016-2017.
Appropriations	$ 66	Reduction of unutilized appropriation budgets to support 2017-2018 fiscal year expenses.
Adjustment for Anticipated Underspend	$ 5,988	Based on historical trends, a 15% provision has been added to account for anticipated underspending in Strategic Investment Priorities projects. This underspend has been further adjusted based on actual year to date spending.
Total Explained Variances	$ 1,594	
Other Minor Variances	$ -	
Total Variance	$ 1,594	

Third Quarter 2017-2018 Financial Projection
INTERNALLY RESTRICTED NET ASSETS SCHEDULE
(all figures in $ 000's)

	Year-End Actual March 31, 2017	Projected In-Year Use of Funds (2017-2018)	Projected Year-End Adjustments (2017-2018)	Projected March 31,2018
Appropriations	$ 100	$ 66	$ 66	$ 100
Specific Reserves:				
Other Projects & Initiatives	25,524	14,063	14,844	26,305
Ancillary Services Reserve Fund	4,873	1,449	1,104	4,528
Employment Stabilization Funds	552	-	-	552
	30,949	15,512	15,948	31,385
Contingency Reserve Fund	8,471		282	8,753
Reserve Funds:				
Future Capital Expansion	33,765	8,203	2,347	27,909
TOTAL INTERNALLY RESTRICTED NET ASSETS*	$ 73,285	$ 23,781	$ 18,643	$ 68,147
TOTAL UNRESTRICTED NET ASSETS	$ 1,000			$ 1,000
Investment in Capital Assets	64,960		16,065	81,025
Vacation, Sick Leave & Post-Employment Benefits	(18,948)		185	(18,763)
Interest Rate Swaps	(10,126)		2,253	(7,873)
Endowment Fund	24,395		900	25,295
TOTAL NET ASSETS	$ 134,566	$ 23,781	$ 38,046	$ 148,831

* 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 2017-2018.
The Board of Governors Financial Management Policy requires that the Board of Governors approve any spending from Reserve Funds.

ALGONQUIN COLLEGE

Third Quarter 2017-2018 Financial Projection
SUMMARY OF FUNDED POSITIONS

	Approved Annual Budget 2017-2018				Position Changes			Total Staffed at Dec 31, 2017	Total Vacant at Dec 31, 2017
	Admin	Support	Academic	Total	Positions Opened	Positions Closed	Positions Transferred		
President & Board of Governors									
President's Office	4	-	-	4				4	-
Human Resources									
Human Resources	23	2	1	26				25	1
Finance and Administration									
Vice-President's Office	2	-	-	2				2	-
College Ancillary Services	17	74	-	91				88	3
Finance & Administrative Services	10	27	-	37				35	2
Risk Management	9	1	-	10				10	-
Physical Resources	10	39	-	49	3	(3)		41	8
Total	48	141	-	189	3	(3)	-	176	13
Student Services									
Vice-President's Office	2	-	-	2				2	-
Aboriginal Services & Partnerships	1	2	1	4				3	1
Student Support Services	10	45	18	73				70	3
Algonquin College Foundation	3	4	-	7		(1)		4	2
Registrar	11	66	-	77				75	2
Total	27	117	19	163	-	(1)	-	154	8
Innovation and Strategy									
Vice-President's Office	4	-	-	4		(1)		3	-
International & Strategic Planning	12	10	20	42	1			40	3
Applied Research & Development [1]	1	2	-	3				3	-
Business Development & Corporate Training [1]	4	7	-	11				11	-
Information Technology Services [1]	19	87	-	106	3	(3)	(1)	89	16
Total	40	106	20	166	4	(4)	(1)	146	19
Academic Services									
Vice-President's Office	3	-	10	13		(8)	(2)	3	-
Academic Operations and Planning	10	12	4	26	1	(2)		22	3
Faculty of Arts, Media & Design	8	33	114	155		(3)		146	6
School of Business	5	8	88	101	3	(3)		93	8
School of Hospitality & Tourism	3	9	41	53	3	(1)	1	51	5
Faculty of Technology & Trades	6	27	151	184	9		1	182	12
Algonquin College Heritage Institute	4	10	13	27	1			26	2
Faculty of Health, Public Safety & Community Studies	8	30	122	160				146	14
Centre for Continuing and Online Learning	7	16	-	23	1		1	22	3
Personal Development Institute	-	1	-	1				1	-
Algonquin College in the Ottawa Valley	7	32	29	68				66	2
Total	61	178	572	811	18	(17)	1	758	55
Communications, Marketing, and External Relations									
Marketing	2	21	-	23			(1)	21	1
Communications	3	3	-	6	1	(1)	1	6	1
Total	5	24	-	29	1	(1)	-	27	2
COLLEGE TOTAL	208	568	612	1,388	26	(26)	-	1,290	98

The complement report represents the total number of positions for each of the College's major areas.

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.

1 - Digital Technologies and Innovation is included under Innovation and Strategy for 2017-2018 as Information Technology Services, Applied Research and Development, and Business Development and Corporate Training.

Operating Results: Annual Surplus

Objective:

Measures the excess of revenues over expenses in a given year.

Benchmark:

Must be greater than $0.

Rationale:

An annual deficit or declining surpluses may indicate a decline in an institution's financial health.

ALGONQUIN COLLEGE

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:
A ratio of 1 or higher indicates that a college should be able to meet its short-term obligations.

Rationale: A ratio of 1 is a typical business standard. Less than 1 may indicate that a college is not able to meet its short-term obligations. When including surplus cash invested in longer term investments (greater than 1 year) Algonquin's Quick Ratio was at 1.85 for Q3 2017-2018.

Operating Results: Net Assets to Expense Ratio

Operating Results: Net Income to Revenue 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:
60% or higher.
Rationale:
A net balance that is less than 60% of annual expenses may indicate a lower tolerance for variable or volatile revenues.

Objective:
This ratio measures the return an institution generates on each dollar of revenue.
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.
Rationale:
A surplus less than 1.5% of revenues indicates that small changes in expenses or revenues may result in annual deficits for the institution.

Managing Debt: Total Debt to Assets Ratio

Managing Debt: Debt Servicing 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.
Rationale:
A high debt burden may indicate that the institution is vulnerable to its creditors, or will have reduced liquidity or a reduced ability to borrow in the future.

Objective:
This ratio measures the College's spending on servicing the debt portfolio .
Benchmark:
A ratio of 3% or lower, based on historical trend analysis and industry standard.
Rationale:
A ratio of greater than 3% may indicate a reduced or restricted cash flow as the College is spending less than 97% of revenues on core services.

ALGONQUIN COLLEGE

Accumulated Surplus/(Deficit)

Objective:
Represents the cumulative wealth that an institution has under its own control to assist with ongoing operations.
Benchmark:
Must be greater than $0.
Rationale:
An accumulated deficit indicates that the College may have borrowed to support its past operations and will have to make up this difference in the future.

ANNUAL BUDGET AND QUARTERLY FINANCIAL PROJECTIONS COMPLIANCE SCHEDULE

	Source	Budget/Projection Requirement	Compliant (Y/N)
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 2017-2022	'Goal 5 - Enhance Algonquin's global impact and community social responsibility' -we must ensure we maintain strong financial health indicators	Y

6	President's Budget Overview - Annual Budget	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; 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

Agenda Item No: 5.2

Report title:	2018-2019 Business Plan and Annual Budget
Report to:	Board of Governors
Date:	February 26, 2018
Author/Presenter:	Duane McNair, Vice President, Finance and Administration Doug Wotherspoon, Vice President, Innovation and Strategy

1. RECOMMENDATION:

    a) **THAT** the Board of Governors approves the 2018-2019 Business Plan and Annual Budget with a projected negative net contribution of $5.5 million.

2. PURPOSE / EXECUTIVE SUMMARY:

    The purpose of this report is to present the proposed 2018-2019 Business Plan and Annual Budget for approval by the Board of Governors.

3. BACKGROUND:

    The Ministry of Advanced Education and Skills Development requires Ontario colleges to prepare an annual budget and business plan to be submitted by June 30th of each year.

    In 2013, College management recommended to the Board of Governors that the budget be approved annually in February to enable staff to begin projects that align with the Business Plan at the start of the first quarter of the new fiscal year.

4. DISCUSSION:

    This year's Business Plan works to deliver on our mission *to transform hopes and dreams into lifelong success* and the College's 2017-2022 Strategic Plan. This includes a shift from the previous practice of outlining new projects to one aimed at strengthening and measuring the College's success in terms of core activities.

Agenda Item No: 5.2

The 2018-2019 Business Plan introduces two new goals and True North metrics, one covering the College's commitment to environmental sustainability and the other to truth and reconciliation.

For Algonquin, a True North is defined as an ideal state the College should strive for, a reflection of the purpose of the organization, and the foundation of a strategic plan.

Underpinning the College's Business Plan are a set of Divisional, School, and Departmental plans that align each business units' work with the College's True North metrics. This cascading effect allows the College to marshal all of its strengths in support of the College's strategic direction, mission, vision and values.

The 2018-2019 Annual Budget development process has achieved a positive net contribution for both the Funded Activity / College Operations, and the Non-Funded Activities of the College. However the impact of changes in legislation to the Employment Standards Act (Fair Workplaces, Better Jobs Act) has resulted in significant increases in overall College labour expenses. These increases have considerably reduced the projected net contributions of the College, and resulted in an overall projected deficit budget for 2018-2019.

College management has identified both short and long term strategies to address the increase in expenditures, and through these mitigation plans, it is anticipated that the College budget will be in a balanced position within three years.

The attached proposed 2018-2019 Annual Budget includes key assumptions for capital, operating and Business Plan requirements that will require the use of Internally Restricted Funds.

President/Board of Governors

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN **Goal One** **Establish Algonquin as the leader in personalized learning across all Ontario colleges.**	☒	**CONNECTED** **Goal Four** **Become an integral partner to our alumni and employers.**	☒
QUALITY AND INNOVATION **Goal Two** **Lead the college system in co-op and experiential learning.**	☒	**SUSTAINABLE** **Goal Five** **Enhance Algonquin's global impact and community social responsibility.**	☒
Goal Three **Attain national standing in quality, impact and innovation within each school and service.**	☒	**PEOPLE** **Goal Six** **Be recognized by our employees and the community as an exceptional place to work.**	☒

6. STUDENT IMPACT:

Students will benefit from the core focus on being learner driven. In addition, commitments to improving student retention and student satisfaction, embedding an entrepreneurial mindset in all our learners, and increased Co-op opportunities will positively affect all learners.

7. FINANCIAL IMPACT:

The proposed 2018-2019 Annual Budget projects a negative net contribution of $5.5 million. In addition, the proposed Annual Budget will draw up to $22.7 million from Internally Restricted Funds (accumulated surpluses) to address numerous necessary projects and initiatives in Strategic Investment Priorities.

The 2018-2019 Annual Budget will result in two of the seven Financial Health Indicators dropping below the benchmark established in the Strategic Mandate Agreement. More specifically, the net income to revenue ratio, and annual surplus indicators are negatively impacted by the requirement to spend from accumulated surpluses from previous years to fund the projected deficit budget for 2018-2019.

The utilization of accumulated surpluses will address capital investment requirements, as well as the financial impacts of the Fair Workplaces, Better Jobs Act. Although this metric is projected to remain below the benchmark through 2020-2021, it is projected to improve annually. The College remains in good financial health.

8. HUMAN RESOURCES IMPACT:

The proposed 2018-2019 Business Plan and Annual Budget provides support for the continued implementation of the College's People Plan, including efforts dealing with succession planning, performance feedback, pulse surveys, and training on how to deter and protect individuals from being victims of sexual assault and sexual violence.

While implementing the requirements of the Fair Workplaces, Better Jobs Act, the College is committed to minimizing any involuntary negative impacts on employees. In total, no net new full-time permanent staff complement positions are recommended for approval within this budget.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

In compliance with both the Board of Governors' Financial Management Policy, and the Ministry of Advanced Education and Skills Development Business Plan Operating Procedure directive, the 2018-2019 Annual Budget maintains a positive accumulated surplus position and also the College's commitment to balancing government funded operating activities with expenditures.

10. COMMUNICATIONS:

Pending approval of the 2018-2019 Annual Budget and Business Plan by the Board of Governors, the document will be submitted to the Ministry of Advanced Education and Skills Development, and posted on the College's website. In addition, a Town Hall meeting will be held for all College employees to review the 2018-2019 Approved Annual Budget and Business Plan.

11. CONCLUSION:

The 2018-2019 Business Plan and Annual Budget compensates for the additional expenses arising from the Fair Workplaces, Better Jobs Act and also supports the second year of initiatives under the 2017-2022 Strategic Plan. Regular updates of the compliant budget will be reported to the Board of Governors.

Respectfully submitted: Approved for submission:

_____   _____
Duane McNair   Doug Wotherspoon
Vice President, Finance and Administration   Vice President, Innovation and Strategy

_____
Cheryl Jensen
President

Appendices:

Appendix A: Draft 2018-2019 Business Plan
Appendix B: Draft 2018-2019 Annual Budget

#	2017-22 Strategic Goals	2018-19 Metrics	2017-18 Target	2018-19 Target	True North	Initiative/Leveraged Action
LEARNER DRIVEN						
1.0	Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges	Improve student retention	87.5%	87.5%	100%	1.0 a) New Learning Management System launched by Q2 b) Learning Management System employee training developed and 100% of employee users trained by Q2 c) Retention A3-Plan Do Study Adjust plan updated, with Entering Student Survey and Intercept program countermeasures refined and scaled up by Q4 d) Learning Management System adoption and use monitored, with a goal of 85% weekly log-in for students and 90% daily log-ins for faculty by Q4 e) Learning Management System student and faculty satisfaction measured, with a goal of 83% satisfaction achieved by Q4
1.1		Secure employee participation & support in the development of the Learner Driven Plan Secure student participation & support in the development of the Learner Driven Plan	NA NA	70% 20%		1.1 a) Feedback methods developed for different modalities (in person, online) and varied topics within the Learner Driven Plan by Q1 b) Learner Driven plan that defines and measures personalized learning and college experience, developed in a peer-led and cross-college collaborative model involving all categories of employees and students, delivered to the Board of Governors by Q4 c) Quarterly town halls held for stakeholder consultation and input d) Student and employee satisfaction with the process of the development of the plan measured by Q4
1.2		Increase student and employee awareness of mental health as measured by sessions using web-based tools	1,569	2,000		1.2 a) Awareness campaign, specifically targeting the 28 online web-based mental health tools, launched for employees by Q1 and students by Q2 b) Student, employee and class representative awareness sessions held by Q2
1.3		Grow student & employee participation in Discovery, Applied Research and Entrepreneurship	3,000	5,000		1.3 a) Student and Employee Entrepreneurship Mindset survey completed by Q1 b) Applied Research and Innovation Strategy presented to Algonquin College Executive Team by Q2 c) Draft Faculty engagement plan presented to Deans Council by Q3, increasing number of faculty engaged in applied research from 79 to 100 by Q4 d) Employee innovation fund operationalized and five employee led projects supported by Q4 e) 75 IgniteAC events hosted by Q4 f) Algonquin College Center for Indigenization (formerly known as Institute for Indigenous Entrepreneurship) launched by Q2 g) Inaugural Global Conference on Indigenizing Entrepreneurship held with 250 delegates by Q3
1.4		Improve student and employee satisfaction of critical Learner Driven platforms	NA	Benchmark to be established		1.4 a) Customer Relationship Management Plan updated and presented to Strategic Enrolment Management Committee by Q1 b) Information Technology Modernization Plan presented to Algonquin College Executive Team by Q2 c) Workday Enterprise Resource Planning launched by Q3 d) All employees trained on Workday by Q3 e) Student Information System readiness reaches 80% by Q4 f) Data governance, analysis, scoping and infrastructure documentation reached final stages of readiness by Q4 g) Options analysis for conversion to a new Student Information System presented to the Algonquin College Executive Team by Q4
INNOVATION AND QUALITY						
2.0	Goal #2: Lead the college system in Co-op and experiential learning	Grow the percentage of students registered in Co-op	9.2% (1,500 students)	11.75% (1,960 students)	50%	2.0 a) Co-op A3-Plan Do Study Adjust Plan updated, with 1-2 countermeasures put in place by Q1 b) Strategic Enrolment Management (SEM) Committee & Academic area engaged in discussion of Co-op A3 findings and countermeasures by Q1

#	2017-22 Strategic Goals	2018-19 Metrics	2017-18 Target	2018-19 Target	True North	Initiative/Leveraged Action
2.1		Increase the number of co-op streams for programs of study	33	38		2.1 a) Five new co-op streams for existing programs of study presented to Board for approval with one by Q2, two by Q3, and two by Q4
3.0	Goal #3: Attain national standing in quality, impact, and innovation by each school and service	Increase student and employee willingness to recommend Algonquin College as a place to study and work	96% 67%	97% NA* * Part of the Employee Engagement survey to be completed in Fall 2019	100% 100%	3.0 a) Lean/Continuous Improvement A3-Plan Do Study Adjust Plan updated, with two countermeasures identified for implementation by Q2 b) Two new departments (Registrar's Office and Indigenous Initiatives) on boarded into the Lean Continuous Improvement program by Q3 c) 1,000 employees certified at Lean white belt level and 200 at yellow belt level by Q4
3.1		Improve the overall quality of the Learning Experience (KPI - Student Satisfaction and Engagement Survey Q#24)	79.2%	80%		3.1 a) Key Performance Indicators (KPI) student attributes analysis report and recommendations completed by Q3 b) Student focus groups conducted to improve student engagement and success with report and recommendations provided to the Algonquin College Executive Team by Q3
3.2		Improve the overall quality of the Student Experience (KPI - Student Satisfaction and Engagement Q#39)	67.5%	69.5%		3.2 Student One Stop Space Project a) Communication campaign creating College-wide awareness of the new space and services launched by Q2 and carried through by Q4 b) New service model developed and implemented through process improvement evaluation by Q3; service model effectiveness evaluated and continuous improvements implemented by Q4. c) Measure student satisfaction (pulse surveys) by Q3 and Q4 and report to the Academic and Student Affairs Committee by Q4 Library Services d) New Presentation Studio, with the technical tools and space for students to practice and record their work, operational by Q1 e) New self-serve book check out/borrowing solution implemented by Q2 f) Communication campaign building College-wide awareness of the new Library and services launched by Q1 and carried through by Q4
3.3		Improve the cleanliness and general condition of College buildings (KPI Student Satisfaction and Engagement Survey Q#47 and Q#48)	69.5% 74.8%	76% 79%		3.3 a) DARE District construction substantially completed by Q1 b) Clean Buildings A3-Plan Do Study Adjust plan completed, with top 2 countermeasures selected for implementation, completed by Q2 c) Athletics Recreation Complex milestones (project vision and principles, loan financing, and Students' Association operating agreement) achieved by Q4
3.4		Improve the National Capital Region's Willingness to Recommend Algonquin College	-21	-19		3.4 a) Communications strategy to improve internal brand culture supporting living the brand from the inside-out defined and implemented by Q1 b) Process for onboarding and leveraging Brand Ambassadors developed by Q3 c) Brand campaign effectively executed into market in adherence with Brand Application Matrix by Q4
CONNECTED						
4.0	Goal #4: Become an integral partner to our alumni and employers	Improve Alumni engagement	10,800	12,960	100%	4.0 a) Alumni Engagement A3-Plan Do Study Adjust Plan updated, with 1-2 countermeasures put in place by Q4 b) Number of alumni engaged on social media network increased from 7,360 to 8,500 through the development and implementation of an annual social media plan by Q4 c) Interactions with alumni champions, partners and stakeholders increased from 930 to 1,200 through an increase in alumni engagement initiatives by Q4 d) Number of alumni events hosted by College departments increased from 10 to 20 by Q4

#	2017-22 Strategic Goals	2018-19 Metrics	2017-18 Target	2018-19 Target	True North	Initiative/Leveraged Action
4.1		Alumni leads passed to the Algonquin College Foundation	NA	845		4.1 a) Process, toolkit and training implemented to capture, document and pass along leads to the Algonquin College Foundation by Q1 b) Alumni identification incorporated in employee onboarding process in Human Resources by Q2 c) Campaign for current employees who are alumni to self-report to the Alumni Office launched by Q2
SUSTAINABLE						
5.0	Goal #5: Enhance Algonquin's financial sustainability	Net contribution % Net contribution $	3.3% $5.6M	1.9% $5.5M	10%	5.0 a) Plan to monetize the Ottawa campus residence facility and pay off the residence long term debt presented to Board of Governors by Q2 b) New budget planning module, integrated with Workday financial information system, implemented by Q4
5.1		Grow international activity and enrolments	4,363	6,303		5.1 a) International Education Strategic Plan Refresh completed by Q2 b) International net contribution increased from $6.1 M to $10.7 by Q4 c) International Enrolment A3-Plan Do Study Adjust Plan updated, with 1-2 countermeasures put in place by Q4, and merged with College Strategic Enrolment Management Committee enrolment plan
5.2		Increase applications to the Ontario Student Assistance Program (OSAP)	64.0%	68.0%		5.2 a) Entrance Bursary and Scholarship program launched by Q1 b) Personalized Smart Money financial plans articulating value and available aid created and distributed by Q2
5.3		Grow Algonquin Foundation revenue	$3.4M	$4.1M		5.3 a) New 3-year fundraising strategic plan developed and presented to the Foundation Board of Directors by Q4 b) First year of donor stewardship plan implemented by Q4 c) Donor satisfaction benchmark established by Q4 d) Existing annual fund donor renewals increased from 96% to 98% by Q4
6.0	Goal #6: Improve Algonquin's stewardship of the environment	Reduce Algonquin's greenhouse gas emissions	NA	5.0%	100%	6.0 a) Algonquin College "Moving Towards Net Zero" plan completed and submitted to Ministry of Advanced Education and Skills Development (MAESD) by Q2 b) Storm Water Management Pond completed on time and on budget by Q2 c) Greenhouse Gas Emission Reduction A3 exercise to determine the College's most effective behavioural initiatives to achieve reductions completed by Q3
7.0	Goal #7: Advance Algonquin's journey toward truth and reconciliation	Grow student, employee and community member participation in Indigenization initiatives	NA	Benchmark to be established	100%	7.0 a) Aboriginal Education Council (AEC) governance model retreat, informed by the "Seven Grandfathers" teachings resulting in updated Terms of Reference and membership list by Q2 b) Transforming Indigenization Initiatives presented to Algonquin College Executive Team by Q3 b) Indigenous pedagogy concepts tested with 35 volunteer faculty and student service leads with results presented to Algonquin College Executive Team by Q4 d) 10 professional development sessions (Blanket Exercise and Exploration of Truth) hosted by Q4
PEOPLE						
8.0	Goal #8: Be recognized by our employees and the community as an exceptional place to work	Raise Employee Engagement	56%	59%	100%	8.0 Second year People Plan implemented by Q4, including: a) All Algonquin College Leadership Team members trained to complete and report on weekly frontline employee visits by Q2 b) Pulse Survey tool for departments to measure progress of employee engagement plans (drivers of Employee Engagement) implemented by Q2 c) Employee Performance Management A3-Plan Do Study Adjust Plan updated, with 1-2 countermeasures put in place by Q2 d) Process for matching internal candidates with short-term (<4

#	2017-22 Strategic Goals	2018-19 Metrics	2017-18 Target	2018-19 Target	True North	Initiative/Leveraged Action
						months) assignments developed and implemented by Q3 e) Succession and Strategic Workforce Planning framework designed and implemented by Q3 f) Performance Feedback tool for Part Time Administrators and Support Staff developed by Q4 g) 75 leaders trained in use of standardized change management methodology and tools by Q4 h) Adjustments tested and implemented to improve career conversations and employee performance development process by Q4
8.1		Increase the number of Employees who have completed training for policy SA16 Sexual Assault/Sexual Violence Policy	NA	100% - Administrators & employees with responsibilities designated through policy SA16 50% - Remaining Employees		8.1 a) Web-based training module developed and delivered by Q2 b) Training module for employees promoted and launched by Q3

Treasurer's Report of the 2018-2019 Annual Budget

The 2018-2019 Annual Budget provides the College with the resources required to deliver on the commitments detailed in the 2018-2019 Business Plan and the College's 2017-2022 Strategic Plan. The Budget projects an in-year deficit of $5.5 million, which is being funded from reserve funds maintained in the Internally Restricted Net Asset accounts.

The Fair Workplaces, Better Jobs Act became law in November 2017, advancing several important changes to the Employment Standards Act that will drive cost adjustments related primarily to increased compensation, equal pay for equal work, and enhanced leave benefits. These changes result in an estimated $25 million impact to the College's operating expenditures year-over-year.   The College leadership team and staff are committed to making the necessary adjustments to our programs and services to return to a balanced budget by 2020-2021.

Many of the mitigation strategies that the College will undertake to offset the impacts will take multiple years to implement. Despite these challenges, the College remains committed to living our values of caring, learning, integrity and respect as well as delivering the highest quality education and services to our learners and our employees.

This budget continues the College's history of investing in the future of the College and its people. Investments in a changing workplace, new capital building developments, physical and information technology infrastructure, and process improvements will result in an enhanced learner experience.

Internally Restricted Net Assets/Accumulated Surpluses

Last year, the College concluded fiscal year 2016-2017 with a net contribution of $5.6 million, exceeding the 2016-2017 Annual Budget deficit of $6.7 million with a variance of 3.7% of total budgeted expenditures. In addition to various operating savings, this positive variance was primarily achieved because of a $1.8 million underestimation of the enrolment growth and tuition fees, a $7.4 million underestimation of the Strategic Investment Priorities revenue, a $2.3 million increase due to International onshore enrolment growth, and an $800,000 increase in investment revenue.

The College has grown its accumulated surplus balance during the past 15 years in the Internally Restricted Net Asset accounts. These funds are managed closely to provide resources to fund Strategic Investment Priorities that will enhance the overall experience of learners. The College continues to show strong annual surpluses. The College draws on reserves to fund projects such as the Workday enterprise resource planning system upgrade and the DARE District. The accumulated surpluses and healthy balance of the

Internally Restricted Net Assets enables the College to address significant capital investment requirements and address unanticipated operating budget challenges.

Annual Surpluses vs Accumulated Surpluses/Reserves
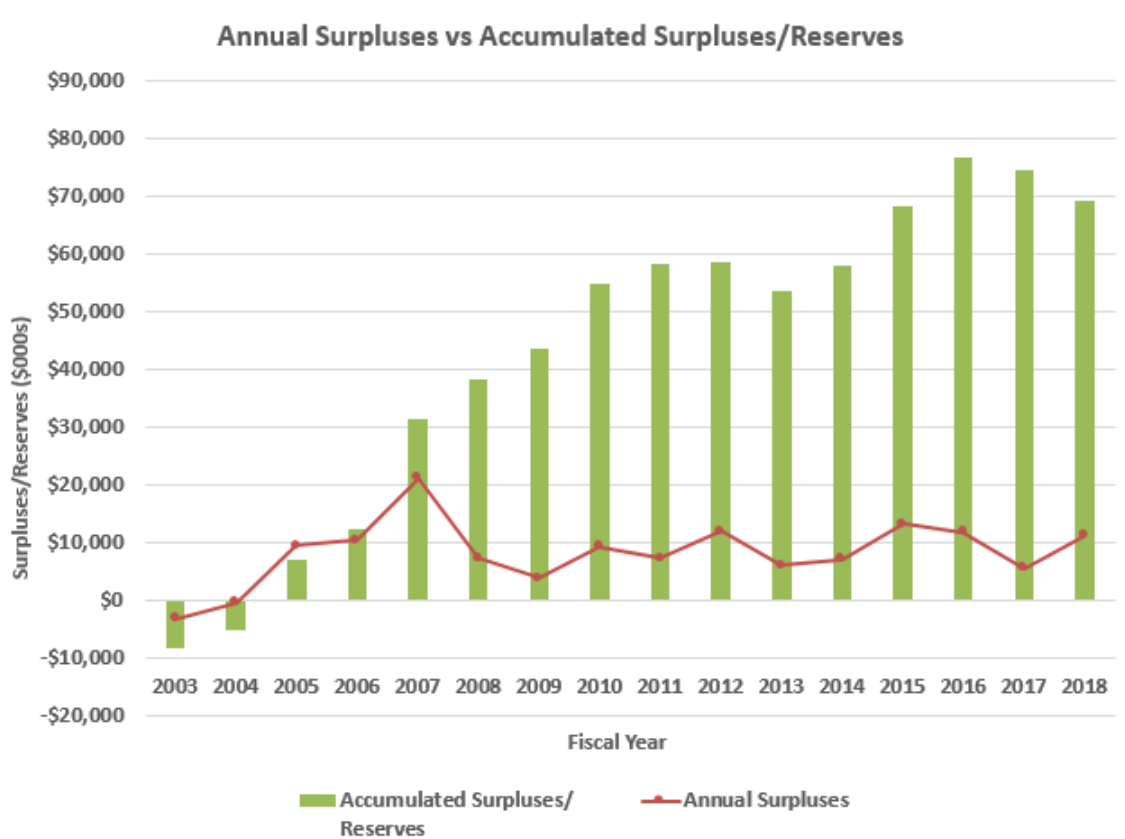
Through a business planning process that continues to engage all areas of the College, a series of major initiatives aimed at making improvements to our employees' workplaces, academic facilities, student services and business process automation that require drawing down funds from internally restricted accounts were identified.

The President is submitting a recommendation to the Board of Governors to approve spending from the College's Specific Reserves and Reserve Funds for Future Capital Expansion within Internally Restricted Net Assets for the following significant capital projects and initiatives in 2018-2019:

2

2018-2019 Expenditures from Internally Restricted Net Assets	
Information Technology and Physical Infrastructure Renewal Projects	$1,411,000
DARE District (this is not an additional new request but is within the allocation approved at the May 3, 2016 Board of Governors Meeting)	2,424,000
Energy Savings Contract 2 (ESCO2) – Energy Savings Measures (this is not an additional new request but within the allocation approved in the 2016-2017 Annual Budget)	2,184,000
Student One Stop Space (this is not an additional new request but within the allocation approved at the October 16, 2017 Board of Governors meeting)	2,750,000
Pedestrian Bridge to Rapid Transit Station (this is not an additional new request but within the allocation approved at the June 12, 2017 Board of Governors meeting)	646,000
Athletics and Recreation Complex (this is not an additional new request but within the allocation approved at the June 12, 2017 Board of Governors meeting)	330,000
Enterprise Resource Planning System Upgrades (this request includes funding to complete the Workday implementation; a separate report is presented requesting approval of the revised Workday project budget).	7,000,000
College Ancillary Services Renewal and Development	458,000
Academic and Administrative Equipment	500,000
2017-2018 Approved Multi-Year Strategic Investment Priorities Expenditures Deferred to 2018-2019	5,000,000
Total Expenditures from Internally Restricted Net Assets	$22,703,000

The College is ensuring that it is compliant with the amendments to the Employment Standards Act. This will require a drawdown on the College's Contingency Reserve Fund for 2018-2019 that was established by the Board of Governors in 2012 to address unanticipated opportunities and challenges. The President is submitting a recommendation to the Board of Governors to approve the spending of $5.5 million from this Contingency Reserve Fund.

The College continues to plan for medium and long-term investment requirements and has budgeted for the following additions to our internally restricted accounts:

Internally Restricted Net Assets	2018-2019 Budgeted Contributions
Specific Reserves	
• Ancillary Services Reserve Funds	$1,062,000
• Information Technology and Physical Infrastructure Renewal Fund	3,000,000
General Reserve Funds – Future Capital Expansion	2,000,000
Contingency Reserve Fund	591,000
Total Budgeted Contributions to Internally Restricted Funds	$6,653,000

Please refer to the Net Assets Continuity Schedule for more information on budgeted contributions and expenditures from Internally Restricted Net Assets.

The budgeted 2018-2019 fiscal year-end total balance of unrestricted net assets plus internally restricted net assets are as follows:

Unrestricted and Internally Restricted Net Assets	
Unrestricted Net Assets	$1,000,000
Internally Restricted Net Assets	
• Appropriations	100,000
• Specific Reserves	
o Other Projects and Initiatives	15,394,000
o Ancillary Services Reserve Fund	5,194,000
o Employment Stabilization Fund	557,000
• Contingency Reserve Fund	3,822,000
• Reserve Fund – Future Capital Expansion	24,700,000
Total Unrestricted and Internally Restricted Net Assets	$49,767,000

Challenges and Opportunities Facing the College

The development of the Annual Budget required significant engagement from the Algonquin College Leadership Team and input from the entire College community. With the passing of the Fair Workplaces, Better Jobs Act on November 22, 2017, the College was immediately faced with an estimated $25 million operating cost impact each year going forward.

In response, a task force was established to identify risk mitigation options that were subsequently presented to a steering committee for decisions. This steering committee was comprised of the Algonquin College Executive Team and representatives from the Algonquin Students' Association and the Support Staff Union. An invitation was issued to the Academic Staff Union but was declined. The steering committee decided on budget and operating adjustments totalling close to $15 million in 2018-2019. There is further work to be done to execute on these decisions and close the remaining gap in our operating budget by 2020-2021.

The Ministry of Advanced Education and Skills Development renewed its college sector funding model in 2017-2018. This new corridor funding model is intended to improve student outcomes, support differentiation linked to colleges' Strategic Mandate Agreements, provide more predictable funding and support enrolment planning. While the corridor funding model is a more predictable model, it will no longer provide year-to-year grant funding increases for domestic enrolment growth. This change requires the College to pay even more attention to program costs and ensure that there are sufficient margins generated to support the overhead and corporate costs of the College.

The part-time College support staff are now certified as a bargaining unit represented by the Ontario Public Sector Employee Union. In the coming months, it is anticipated that bargaining will commence for a new collective agreement between Ontario colleges and the part-time support staff bargaining unit. This will result in updated terms and conditions of employment for all of the College's part-time support staff. There will likely be adjustments required to the College's operating budget once this new collective agreement is finalized.

In the spring of 2014, the College received an audit report on its deferred maintenance that stated that the College's physical deferred maintenance liability had grown from $41-million in 2010 to $87 million in 2014. While the Province has committed to increasing funding for deferred maintenance for the college sector over the coming years ($26 million in 2014-2015 increasing to $100 million by 2019-2020), Algonquin's share will not be sufficient to reduce this liability. With over $700 million in facilities and infrastructure, the College should be investing approximately $14 million (or 2% of the $700 million replacement value) each year. In addition, the College has in excess of $47 million in information, communications and technology (ICT) infrastructure that should be renewed at a rate of about 4% to 6% per year ($1.9 million to $2.9 million). Aging academic equipment is another major concern as the College receives insufficient funding to keep our technology current.

The College relies on people, processes and technology to operate and transform its service operations and program delivery. Several significant investments are being made in the College's enterprise resource planning information technology systems to support transformation. Workday is being implemented to replace the College's human resources, payroll and financial information systems. A new learning management system will be implemented by Fall 2018. The College continues to invest in the Salesforce platform as its customer relationship management solution. In the near future, the College will begin to upgrade its most significant business application, the student information system.

Assumptions

A number of assumptions were made in the preparation of estimates to be included in the Annual Budget. A list of the most significant assumptions for 2018-2019 follows:

Revenues
- The Enrolment Envelope, Differentiation Envelope and Special Purpose Grant funding will be held stable;
- Tuition fee rates for funded programs have been budgeted with a 3% increase;
- Enrolment growth in full-time post-secondary programs is projected to increase by 3.2% over 2017-2018 projected enrolment levels due to growth in existing programs, international enrolments, the launch of new programs, and improved retention; and
- The following other non-funded revenue sources have been updated to respond to the projected enrolment changes, the economy, international opportunities, and anticipated market conditions:
  - Contract Activity;
  - International Premium and Tuition; and
  - College Ancillary Services.

Operating Expenditures
- Wage increases for all faculty and staff will not exceed the current range of wage increases in the public sector and are based on current collective agreements and legislation. Other expenditures will increase at a rate consistent with the rate of inflation or will remain constant; and
- In response to the challenges and opportunities identified above, several operating budget adjustments have been included to ensure that the College is presenting a budget that complies with Ministry directives and sets a course to return to a balanced budget by 2020-2021.

<u>Funding for Strategic Investment Priorities</u>
Through the alignment of operating revenues and expenditures within the Province's funding and tuition fee framework, the College is able to direct contributions from non-funded activities to Strategic Investment Priorities. Priority setting has been based on investments that are deemed to be essential, support the College's strategic directions, support transformation of services, renew curriculum and develop new programs, deliver high quality instructional equipment for students, and mitigate the risk of physical and technological infrastructure failure.

More specifically, the Annual Budget provides funding for the following initiatives:
- Developing additional hybrid courses, online programs, graduate certificates and degree programs to meet the needs of today's student;
- Campus expansion with the construction of the DARE District;
- Developing the Indigenous Gathering Circle and Institute for Indigenous Entrepreneurship;
- Continuing with the implementation of the Workday finance, human resources, and payroll enterprise resource planning system;
- Implementing strategies to improve employee engagement; and
- Continuing to upgrade and improve the service and reliability of wired and wireless networks.

Risks

We believe that this budget is reasonable under the circumstances. The following identifies and assesses major risks:

RISK SCHEDULE			
Risk Identification	Risk Level in 2018-2019	Likelihood in 2018-2019	Risk Mitigation
International Enrolment Less than Projection Resulting in Reduced Tuition and Fee Revenue	Major	Possible	• New Programs • Conversion of Applications to Registrations • Retention Initiatives • International Recruitment • Increase Winter Intakes
Costs to Implement Fair Workplaces, Better Jobs Act Exceed Budget	Major	Possible	• Ongoing Programs and Services Reviews • Organizational Design • Contingency Funds
Provincial Operating Grants Less than Budgeted	Moderate	Unlikely	• Reduce Direct Expenses • Defer Strategic Investments
Other Revenues Less than Budgeted	Moderate	Possible	• International Initiatives • Contract Training
Labour Relations	Moderate	Possible	• Support Negotiations Between College Employer Council and OPSEU Part-Time Support Staff Bargaining Unit
Information Technology Assets and Services – Business Interruption	Moderate	Possible	• Upgraded IT Infrastructure • Cyber Security Internal Audit • Business Continuity/Disaster Recovery Planning
Major Capital Projects Exceed Budget	Major	Possible	• Project Governance Structure • Ongoing Monitoring and Reporting

Budget Impact

The 2018-2019 Annual Budget provides adequate resources for programs and services to operate the College and fund initiatives that support the 2017-2022 Strategic Plan. In order to produce a compliant budget, a number of budget reduction and expansion initiatives were implemented including:

Budget Reductions	Impact
Reduce/Terminate Agreements	$440,000 Sponsorship Agreements $300,000 Service Agreements Re-tendered
Adjust Program Mix	$1,118,300 in Annual Net Operating Cost Reductions
Staffing Model Changes	$3,514,000 in Organizational Re-structuring of Full-time and Part-time Employees
Non-Salary Budgets	$5,041,000 Reduction in Budgets for Travel, Meetings, Equipment, Cost of Goods Sold, Supplies and Other Miscellaneous Accounts

Budget Expansion	Impact
International Enrolment Increase	$6,336,000 Increase in Full-Time Tuition and Fee Revenues
College Ancillary Services Revenue	$30,000 Residence Occupancy Model $100,000 Price Increases in Food and Retail $200,000 Parking Pass Rate Increase
Student/Client Fee Increases	$65,000 Test Centre Fee Increase $60,000 Corporate Training Price Increase $27,000 Peer Tutoring Fee Increase

More specifically, this budget includes provisions for the following program and service improvements:
- Effective academic advising and retention initiatives;
- Professional development opportunities for employees; and
- Digital and physical infrastructure support.

Additional details of new initiatives are included in the College's annual Business Plan.

Thank you to the College Budget Committee

I would like to conclude by thanking all of those involved in the development of the Annual Budget for their hard work and ongoing commitment to the College, with a special mention of the efforts of the College Budget Committee (CBC):

- Christopher Janzen, (Chair), Dean, Faculty of Technology and Trades
- Diane McCutcheon, (Vice-Chair), Director, Labour Relations
- Diane Charlebois, Manager, Information Technology Services Finance and Administration
- Dave Donaldson, (College Facilities and Infrastructure Committee Chair), Dean, School of Business
- Doreen Jans, (Resource), Acting Manager, Corporate Budgeting
- Christine Kelsey, OPSEU Local Support Staff Union President
- Mark Leduc, Executive Director, Academic Operations and Planning
- Alanna McDonell, Director, Marketing
- Ron Deganadus McLester, Executive Director, Truth, Reconciliation and Indigenization
- Ernest Mulvey, Director, International Education Centre
- Krista Pearson, (College Technology Committee Chair), Registrar
- Grant Perry, (Resource), Acting Director, Finance and Administrative Services
- Todd Schonewille, Director, Physical Resources
- Emily Woods, (Resource), Acting Associate Director, Financial Services

Duane McNair
Treasurer and Vice-President, Finance and Administration

ALGONQUIN COLLEGE

PRO FORMA SUMMARY

(all figures in $ 000's)

	Actual 2016-2017	Annual Budget 2017-2018	Q3 Projection 2017-2018	Annual Budget 2018-2019	Pro Forma 2019-2020	Pro Forma 2020-2021
Funded Activity/College Operations						
Revenue	$ 237,141	$ 238,674	$ 240,119	$ 250,944	$ 255,999	$ 264,991
Expenditures [1]	220,176	227,176	223,750	249,153	248,480	252,567
Net Contribution	16,965	11,498	16,369	1,791	7,519	12,424
Contract Activity & Other Non-Funded Activity						
Revenue	27,236	27,358	27,910	29,537	29,183	29,034
Expenditures	26,085	26,306	26,306	27,465	27,073	26,862
Net Contribution	1,151	1,052	1,604	2,072	2,110	2,172
College Ancillary Services						
Revenue	41,816	44,991	40,512	44,407	44,211	45,598
Expenditures [1]	33,766	36,945	33,850	36,615	36,634	37,351
Net Contribution	8,050	8,046	6,662	7,792	7,577	8,247
International Education Centre						
Revenue [2]	16,562	24,015	28,658	34,994	36,665	39,323
Expenditures	13,695	18,111	24,434	24,400	24,410	25,661
Net Contribution	2,867	5,904	4,224	10,594	12,255	13,662
Strategic Investment Priorities						
Revenue	9,157	20,585	24,801	5,410	10,476	28,680
Expenditures [3]	37,890	54,211	56,832	42,932	36,052	58,209
Net Contribution	(28,733)	(33,626)	(32,031)	(37,522)	(25,576)	(29,529)
Non-Cash Revenue Adjustments						
Capital Grants recorded as Deferred Capital Contributions	(8,144)	(19,000)	(24,500)	(4,700)	(10,400)	(27,900)
Amortization of Deferred Capital Contributions	7,295	8,000	8,000	8,500	8,900	9,000
Non-Cash Expenditure Adjustments						
Expenditures to be Capitalized	20,293	40,000	44,900	22,200	13,500	33,000
Amortization Expense	(13,958)	(16,500)	(14,300)	(16,400)	(18,000)	(18,600)
Change in Vacation, Sick Leave & Post-Employment Benefits	(207)	185	185	150	150	150
Net Contribution as per Public Sector Accounting Standards (PSAS)	$ 5,579	$ 5,559	$ 11,113	$ (5,523)	$ (1,965)	$ 2,626

1- Expenditures do not include contributions to reserve funds, nor does it include principal repayments of debt.

2 - Reflects a change for 2017-2018 in the methodology for recording the split of international fee premiums between Funded Activity and the International Education Centre.

3 - Strategic Investment Priorities Expenditures includes authorized and proposed spending from Internally Restricted Net Assets.

ALGONQUIN COLLEGE

PRO FORMA SUMMARY

(all figures in $ 000's)

	Actual 2016-2017	Annual Budget 2017-2018	Q3 Projection 2017-2018	Annual Budget 2018-2019	Pro Forma 2019-2020	Pro Forma 2020-2021
Net Assets						
Unrestricted	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000
Investment in Capital Assets	64,960	81,901	81,025	93,731	91,029	90,031
Vacation, Sick Leave and						
Post-Employment Benefits	(18,948)	(18,215)	(18,763)	(18,613)	(18,463)	(18,313)
Internally Restricted						
Appropriations	100	100	100	100	100	100
Specific Reserves	30,949	11,065	31,385	21,145	14,893	18,846
Contingency Reserve Fund	8,471	8,685	8,753	3,822	9,487	9,824
Reserve Funds - Future Capital Expansion	33,765	27,402	27,909	24,700	25,875	25,060
Interest Rate Swaps	(10,126)	(7,391)	(7,873)	(6,762)	(5,673)	(4,686)
Endowments	24,395	23,996	25,295	25,895	26,495	27,095
TOTAL NET ASSETS	$ 134,566	$ 128,543	$ 148,831	$ 145,018	$ 144,743	$ 148,957

ALGONQUIN COLLEGE

STATEMENT OF FINANCIAL POSITION

(all figures in $ 000's)

	March 31, 2018 Annual Budget	March 31, 2018 Q3 Projection	March 31, 2019 Proposed Budget
ASSETS			
Current Assets			
Cash and Short Term Investments	$ 26,723	$ 44,195	$ 37,245
Accounts Receivable	22,000	20,000	19,000
Inventory	2,000	1,650	1,600
Prepaid Expenses	2,500	2,500	2,300
	53,223	68,345	60,145
Investments	49,629	65,548	55,868
Endowment Assets	23,996	25,295	25,895
Capital Assets	288,599	294,059	299,859
TOTAL ASSETS	$ 415,447	$ 453,247	$ 441,767
LIABILITIES AND NET ASSETS			
Current Liabilities			
Accounts Payable & Accrued Liabilities	$ 19,000	$ 27,800	$ 27,000
Accrued Salaries & Employee Deductions Payable	8,200	8,600	8,900
Deferred Revenue	27,400	30,000	31,000
Current Portion of Long Term Debt	3,106	3,106	3,298
	57,706	69,506	70,198
Long Term Debt	45,168	45,168	41,870
Vacation, Sick Leave & Post-Employment Benefits	18,215	18,763	18,613
Deferred Capital Contributions	158,424	164,760	160,960
Interest Rate Swaps	7,391	6,219	5,108
Net Assets			
Unrestricted	1,000	1,000	1,000
Investment in Capital Assets	81,901	81,025	93,731
Vacation, Sick Leave & Post-Employment Benefits	(18,215)	(18,763)	(18,613)
Internally Restricted	47,252	68,147	49,767
Interest Rate Swaps	(7,391)	(7,873)	(6,762)
Endowment Fund	23,996	25,295	25,895
	128,543	148,831	145,018
TOTAL LIABILITIES AND NET ASSETS	$ 415,447	$ 453,247	$ 441,767

ALGONQUIN COLLEGE

REVENUE SCHEDULE

(all figures in $ 000's)

	Funded Activity/ College Operations	Contract Activity & Other Non-Funded Activity	College Ancillary Services	International Education Centre	Strategic Investment Priorities	Annual Budget 2018-2019	Q3 Projection 2017-2018	Annual Budget 2017-2018	Actual 2016-2017
Grants									
Post Secondary Activity	$ 107,891	$ -	$ -	$ -	$ -	$ 107,891	$ 102,531	$ 107,215	$ 109,475
Capital & Equipment	-	-	-	-	2,540	2,540	21,820	20,498	6,021
Apprentice	5,148	-	-	-	-	5,148	7,448	5,136	5,464
Flow-Through Student Aid	1,659	-	-	-	-	1,659	1,659	1,658	1,324
TOTAL GRANTS	114,698	-	-	-	2,540	117,238	133,458	134,507	122,284
Tuition Fees									
Full-Time Post Secondary	79,905		-	30,359	-	110,264	97,721	94,854	89,928
Full-Time Non-Funded	-	1,981	-	95	-	2,076	1,595	1,429	1,397
Part-Time	10,257	1,799	-	-	-	12,056	11,759	12,003	12,022
Adult Training	1,026	-	-	-	-	1,026	1,102	1,234	1,203
Student IT & Mobile Computing Fees	7,629	-	-	-	-	7,629	7,157	7,469	8,217
TOTAL TUITION FEES	98,817	3,780	-	30,454	-	133,051	119,334	116,989	112,767
Contract Educational Services									
Provincially Funded Programs	-	13,651	-	-	-	13,651	17,006	12,428	13,499
Corporate & Other Programs	4,853	9,957	-	1,437	-	16,247	17,129	14,709	14,879
Grants, Fees & Other Income Associated with Contract Activity	-	-	-	-	-	-	44	1,999	1,229
TOTAL CONTRACT EDUCATIONAL SERVICES	4,853	23,608	-	1,437	-	29,898	34,179	29,136	29,607
COLLEGE ANCILLARY SERVICES SALES	-	-	44,407	-	-	44,407	40,512	44,991	41,816
Other									
Students' Association Contribution									
(Indigenous Gathering Circle & Athletics and Recreation Complex)	-	-	-	-	2,870	2,870	107	-	53
Capital Campaign	-	-	-	-	-	-	87	87	-
Early Learning Centre	1,029	-	-	-	-	1,029	1,011	1,012	998
Student Ancillary Fees	6,283	61	-	-	-	6,344	5,382	6,085	6,282
Investment Income	1,285	-	-	-	-	1,285	2,165	1,165	2,268
Internal Transfer of International Revenue [1]	12,332	166	-	-	-	12,498	10,152	8,983	6,637
Algonquin College - Saudi Arabia Net Equity Share of Gain/(Loss)	-	-	-	-	-	-	-	-	(4,828)
Miscellaneous	11,647	1,922	-	3,103	-	16,672	15,613	12,668	14,028
TOTAL OTHER	32,576	2,149	-	3,103	2,870	40,698	34,517	30,000	25,438
TOTAL REVENUE	$ 250,944	$ 29,537	$ 44,407	$ 34,994	$ 5,410	$ 365,292	$ 362,000	$ 355,623	$ 331,912

1 - Reflects a change for 2017-2018 in the methodology for recording the split of international tuition fee premium between Funded Activity and International.

	Annual Budget 2018-2019	Q3 Projection 2017-2018	Annual Budget 2017-2018	Actual 2016-2017
Funded Activity/College Operations	$ 250,944	$ 240,119	$ 238,674	$ 237,141
Contract Activity & Other Non-Funded Activity	29,537	27,910	27,358	27,236
College Ancillary Operations	44,407	40,512	44,991	41,816
International Education Centre	34,994	28,658	24,015	16,562
Strategic Investment Priorities	5,410	24,801	20,585	9,157
Total Revenue	$ 365,292	$ 362,000	$ 355,623	$ 331,912

ALGONQUIN COLLEGE

EXPENDITURES SCHEDULE

(all figures in $ 000's)

	Funded Activity/ College Operations	Contract Activity & Other Non-Funded Activity	College Ancillary Services	International Education Centre	Strategic Investment Priorities	Annual Budget 2018-2019	Q3 Projection 2017-2018	Annual Budget 2017-2018	Actual 2016-2017
Full-Time Salaries & Benefits									
Full-Time Salaries & Benefits - Academic	$ 69,538	$ 1,875	$ -	$ -	$ -	$ 71,413	$ 60,995	$ 70,130	$ 66,773
Full-Time Salaries & Benefits - Administration	21,537	2,124	1,596	1,640	-	26,897	26,296	28,748	26,002
Full-Time Salaries & Benefits - Support	35,776	3,308	4,327	580	-	43,991	42,372	44,814	40,966
Total Full-Time Salaries & Benefits	126,851	7,307	5,923	2,220	-	142,301	129,663	143,692	133,741
Other Staff Salaries & Benefits									
Other Staff Salaries & Benefits - Academic	41,447	4,137	-	203	-	45,787	33,257	28,402	30,638
Other Staff Salaries & Benefits - Administration	1,780	1,788	157	343	-	4,068	4,784	4,237	4,142
Other Staff Salaries & Benefits - Support	12,142	2,295	2,775	341	-	17,553	11,378	8,916	10,909
Total Other Staff Salaries & Benefits	55,369	8,220	2,932	887	-	67,408	49,419	41,555	45,689
TOTAL SALARY & BENEFITS	182,220	15,527	8,855	3,107	-	209,709	179,082	185,247	179,430
Other Operating									
Mandated Student Aid	6,892	-	-	5	-	6,897	7,898	6,698	6,146
Contingencies	7,630	-	-	-	-	7,630	3,876	5,528	4,304
Long Term Debt Interest	774	-	1,997	-	-	2,771	2,968	2,968	3,153
Contract Services	8,974	6,395	2,110	4,071	-	21,550	23,603	20,292	18,862
Instructional Supplies & Equipment	3,737	1,742	64	38	-	5,581	6,857	7,168	6,875
Information Technology	7,806	157	258	143	-	8,364	8,625	8,474	7,554
Marketing and Promotion	2,017	558	250	381	-	3,206	3,726	3,610	4,088
Building Maintenance & Utilities	13,638	50	3,256	-	-	16,944	16,209	16,647	14,682
Flow-Through Student Aid	1,659	-	-	-	-	1,659	1,854	1,658	1,319
Cost of Goods Sold	1,078	2	17,243	-	-	18,323	16,635	19,473	18,203
Internal Transfer of International Revenue [1]	-	-	-	12,499	-	12,499	10,153	8,983	6,637
Algonquin College- Saudi Arabia Net Equity Share of Loss						-	2,900		
Other	12,728	3,034	2,582	4,156	-	22,500	23,954	21,792	22,469
TOTAL OTHER OPERATING	66,933	11,938	27,760	21,293	-	127,924	129,258	123,291	114,292
STRATEGIC INVESTMENT PRIORITIES EXPENDITURES	-	-	-	-	42,932	42,932	56,832	54,211	37,890
TOTAL EXPENDITURES	$ 249,153	$ 27,465	$ 36,615	$ 24,400	$ 42,932	$ 380,565	$ 365,172	$ 362,749	$ 331,612

1 - Reflects a change for 2017-2018 in the methodology for recording the split of international tuition fee premium between Funded Activity and International.

	Annual Budget 2018-2019	Q3 Projection 2017-2018	Annual Budget 2017-2018	Actual 2016-2017
Funded Activity/College Operations	$ 249,153	$ 223,750	$ 227,176	$ 220,176
Contract Activity & Other Non-Funded Activity	27,465	26,306	26,306	26,085
College Ancillary Operations	36,615	33,850	36,945	33,766
International Education Centre	24,400	24,434	18,111	13,695
Strategic Investment Priorities	42,932	56,832	54,211	37,890
Total Expenditures	$ 380,565	$ 365,172	$ 362,749	$ 331,612

ALGONQUIN COLLEGE

STRATEGIC INVESTMENT PRIORITIES SCHEDULE

(all figures in $ 000's)

	Grants & Fundraising	College Funded	Annual Budget 2018-2019	Q3 Projection 2017-2018	Annual Budget 2017-2018	Actual 2016-2017
Source of Funds						
Facilities Renewal Grant	$ 980	$ -	$ 980	$ 1,467	$ 966	$ 1,934
College Equipment Renewal Fund Grant	560	-	560	560	560	560
Apprenticeship Enhancement Fund Grant	1,000	-	1,000	2,894	2,338	2,631
Capital Campaign	-	-	-	87	87	225
Alumni Affinity Sponsorship for DARE District	-	-	-	50	-	-
Post Secondary Institutions Strategic Investment Fund (PSISIF) Grant	-	-	-	16,650	16,634	3,527
Students' Association Contribution	2,870	-	2,870	200	-	-
50th Anniversary Commemoration Grant	-	-	-	2,893	-	-
Other	-	-	-	-	-	280
TOTAL SOURCE OF FUNDS	5,410	-	5,410	24,801	20,585	9,157
Expenditures						
Campus Expansion						
DARE District		2,123	2,123	34,135	34,103	6,642
Apprenticeship Enhancement Fund Electrical Lab			-	556		
Apprenticeship Enhancement Fund Welding Lab			-	1,838	1,838	2,631
Indigenous Gathering Circle	200	905	1,105	220		
Student One Stop Space		5,000	5,000	1,776		
Pedestrian Bridge to Bus Rapid Transit Station		646	646	-	-	-
Athletics and Recreation Complex	2,670	330	3,000	-	-	-
Total Campus Expansion	2,870	9,004	11,874	38,525	35,941	9,273
Other						
College Technologies	-	10,590	10,590	6,772	6,215	9,898
College Space & Infrastructure	980	3,592	4,572	5,364	4,754	8,973
New Program Initiatives	-	864	864	1,232	610	915
Academic & Other Equipment	560	590	1,150	1,633	575	1,715
Initiatives & Opportunities	-	12,334	12,334	7,312	5,333	4,960
College Ancillary Services		448	448	1,449	683	2,156
Appropriations	-	100	100	34	100	-
Apprenticeship Enhancement Fund	1,000	-	1,000	500	-	-
Adjustment for Anticipated Underspend	-	-	-	(5,988)	-	
Total Other	2,540	28,518	31,058	18,308	18,270	28,617
TOTAL EXPENDITURES	5,410	37,522	42,932	56,832	54,211	37,890
NET CONTRIBUTION	$ -	$ (37,522)	$ (37,522)	$ (32,031)	$ (33,626)	$ (28,733)

ALGONQUIN COLLEGE

NET ASSETS CONTINUITY SCHEDULE

(all figures in $ 000's)

	Q3 Projection March 31, 2018	2018-2019 Budgeted In Year Use of Funds	2018-2019 Budgeted Year End Adjustments	Budgeted Balance March 31, 2019
Appropriations	$ 100	$ 100	$ 100	$ 100
Specific Reserves				
Other Projects & Initiatives	26,305	16,641	5,730	15,394
Ancillary Services Reserve Fund	4,528	458	1,124	5,194
Employment Stabilization Funds	552	-	5	557
	31,385	17,099	6,859	21,145
Contingency Reserve Fund	8,753	-	(4,931)	3,822
Reserve Funds				
Future Capital Expansion	27,909	5,504	2,295	24,700
TOTAL INTERNALLY RESTRICTED NET ASSETS [1]	$ 68,147	$ 22,703	$ 4,323	$ 49,767
TOTAL UNRESTRICTED NET ASSETS [1]	$ 1,000	$ -	$ -	$ 1,000
Investment in Capital Assets	$ 81,025	$ -	$ 12,706	$ 93,731
Vacation, Sick Leave & Post-Employment Benefits	(18,763)	-	150	(18,613)
Interest Rate Swaps	(7,873)	-	1,111	(6,762)
Endowment Fund	25,295	-	600	25,895
TOTAL NET ASSETS	$ 148,831	$ 22,703	$ 18,890	$ 145,018

1 - Budgeted balances of Internally Restricted Net Assets and Unrestricted Net Assets includes the impact of budgeted expenditures from Appropriations, Specific Reserves and Reserve Funds, as well as contributions to Reserve Funds for the fiscal year 2018-2019.
The Board of Governors Financial Management Policy requires that the Board of Governors approve any spending from Reserve Funds.

ALGONQUIN COLLEGE
SUMMARY OF FUNDED POSITIONS

	3rd Quarter 2017-2018				Position Changes			Proposed Budget 2018-2019			
	Admin	Support	Academic	Total	Opened	Closed	Transferred	Admin	Support	Academic	Total
President & Board of Governors											
President's Office	4	-	-	4	-	-	-	4	-	-	4
Aboriginal Services & Partnerships [1]	-	-	-	-			4	1	2	1	4
Total	4	-	-	4	-	-	4	5	2	1	8
Human Resources											
Human Resources [2]	23	2	1	26	-	-	(9)	17			17
Labour Relations [2]				-	-	-	4	4			4
Talent Management & Organizational Development [2]				-	-	-	5	2	2	1	5
Total	23	2	1	26	-	-	-	23	2	1	26
Finance and Administration											
Vice-President's Office	2	-	-	2	-	-	-	2	-	-	2
College Ancillary Services	17	74	-	91	-	-	-	17	74	-	91
Finance & Administrative Services	10	27	-	37		-	-	10	27	-	37
Physical Resources	11	38	-	49		-	-	11	38	-	49
Risk Management	9	1	-	10		-	-	9	1	-	10
Total	49	140	-	189	-	-	-	49	140	-	189
Student Services											
Vice-President's Office	2	-	-	2	-	-	-	2	-	-	2
Aboriginal Services & Partnerships [1]	1	2	1	4	-	-	(4)	-	-	-	-
Student Support Services	10	45	18	73	-	-	-	10	45	18	73
Algonquin College Foundation	3	3	-	6	-	-	-	3	3	-	6
Registrar	11	66	-	77	-	-	-	11	66	-	77
Total	27	116	19	162	-	-	(4)	26	114	18	158
Innovation and Strategy											
Vice-President's Office	3	-	-	3	-	-	-	3	-	-	3
International and Strategic Planning	12	11	20	43	-	-	-	12	11	20	43
Applied Research & Development	1	2	-	3			1	2	2	-	4
Business Development & Corporate Training	4	7	-	11				4	7	-	11
Information Technology Services	18	87	-	105			(1)	17	87	-	104
Total	38	107	20	165	-	-	-	38	107	20	165
Academic Services											
Vice-President's Office	3	-	-	3	-	-	-	3	-	-	3
Academic Operations and Planning	10	12	3	25	-	-	2	10	12	5	27
Faculty of Arts, Media & Design	8	32	112	152	-	-	-	8	32	112	152
School of Business	5	8	88	101	-	-	-	5	8	88	101
School of Hospitality & Tourism	3	9	44	56	-	-	-	3	9	44	56
Faculty of Technology & Trades	6	27	161	194	-	-	(1)	6	27	160	193
Algonquin College Heritage Institute	4	11	13	28	-	-	(1)	4	11	12	27
Faculty of Health, Public Safety & Community Studies	8	30	122	160	-	-	-	8	30	122	160
Centre for Continuing & Online Learning	8	17	-	25	-	-	-	8	17	-	25
Personal Development Institute	-	1	-	1	-	-	-	-	1	-	1
Algonquin College in the Ottawa Valley	7	32	29	68	-	-	-	7	32	29	68
Total	62	179	572	813	-	-	-	62	179	572	813
Communications, Marketing and External Relations											
Marketing	2	20	-	22	-	-	-	2	20	-	22
Communications	4	3	-	7	-	-	-	4	3	-	7
Total	6	23	-	29	-	-	-	6	23	-	29
COLLEGE TOTAL	209	567	612	1,388	-	-	-	209	567	612	1,388

The complement report represents the total number of positions for each of the College's major Areas.

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 other than April 1st.

1 Aboriginal Services & Partnerships moved from Student Services to President and Board of Governors for 2018-2019.

2 New sectors Labour Relations and Talent Management & Organizational Development were created for 2018-2019 under the Human Resources Area.

ALGONQUIN COLLEGE

2018-2019 PROJECTED ENROLMENT VERSUS 2017-2018 ACTUAL ENROLMENT

FACULTY/SCHOOL	Post Secondary / Post Diploma			Applied Degree			% Change
	Projected 2018-2019	Actual (unaudited) 2017-2018	Change	Projected 2018-2019	Actual (unaudited) 2017-2018	Change	
Algonquin College Heritage Institute							
Level 1	229	201	28		-	-	
Returning	422	382	40		-	-	
TOTAL	651	583	68	-	-	-	
Algonquin College in the Ottawa Valley							
Level 1	518	538	(20)		-	-	
Returning	978	915	63		-	-	
TOTAL	1,496	1,453	43	-	-	-	
Centre for Continuing & Online Learning							
Level 1	1,201	1,157	44		-	-	
Returning	1,529	1,471	58		-	-	
TOTAL	2,730	2,628	102	-	-	-	
Faculty of Arts, Media & Design							
Level 1	2,546	2,543	3	40	48	(8)	
Returning	4,148	3,903	245	206	205	1	
TOTAL	6,694	6,446	248	246	253	(7)	
Faculty of Health, Public Safety & Community Studies							
Level 1	2,402	2,306	96	22	22	-	
Returning	5,716	5,645	71	96	71	25	
TOTAL	8,118	7,951	167	118	93	25	
Faculty of Technology & Trades							
Level 1	3,005	2,884	121	15	13	2	
Returning	6,588	6,350	238	156	168	(12)	
TOTAL	9,593	9,234	359	171	181	(10)	
International Education							
Level 1	161	164	(3)	-	-	-	
Returning	364	296	68	-	-	-	
TOTAL	525	460	65	-	-	-	
School of Business							
Level 1	2,017	2,038	(21)	78	80	(2)	
Returning	4,656	4,566	90	420	404	16	
TOTAL	6,673	6,604	69	498	484	14	
School of Hospitality & Tourism							
Level 1	945	934	11	30	30	-	
Returning	1,562	1,473	89	200	192	8	
TOTAL	2,507	2,407	100	230	222	8	
TOTAL Level 1	13,024	12,765	259	185	193	(8)	1.9%
TOTAL Returning	25,963	25,001	962	1,078	1,040	38	3.8%
TOTAL	38,987	37,766	1,221	1,263	1,233	30	3.2%

In addition to the above, the budget supports: 2,258 semestered enrolments in the Collaborative Programs; 1,723 semestered enrolments in Full-Time Non-Funded Programs; and 2,476 Seat Purchases in the Apprentice Programs.

ALGONQUIN COLLEGE

Operating Results: Annual Surplus

Objective:
Measures the excess of revenues over expenses in a given year.
Benchmark:
Must be greater than $0.
Rationale:
An annual deficit or declining surpluses may indicate a decline in an institution's financial health.

ALGONQUIN COLLEGE

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:

A ratio of 1 or higher indicates that a college should be able to meet its short term obligations.

Rationale: A ratio of 1 is a typical business standard. Less than 1 may indicate that a college is not able to meet its short term obligations. When including surplus cash invested in longer term investments (greater than 1 year) Algonquin's Quick Ratio is 1.65 for 2018-2019.

ALGONQUIN COLLEGE

Operating Results: Net Assets to Expense Ratio

Operating Results: Net Income to Revenue 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:
60% or higher.
Rationale:
A net balance that is less than 60% of annual expenses may indicate a lower tolerance for variable or volatile revenues.

Objective:
This ratio measures the return an institution generates on each dollar of revenue.
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.
Rationale:
A surplus less than 1.5% of revenues indicates that small changes in expenses or revenues may result in annual deficits for the institution.

ALGONQUIN COLLEGE

Managing Debt: Total Debt to Assets Ratio

Managing Debt: Debt Servicing 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.
Rationale:
A high debt burden may indicate that the institution is vulnerable to its creditors, or will have reduced liquidity or a reduced ability to borrow in the future.

Objective:
This ratio measures the College's spending on servicing the debt portfolio.
Benchmark:
A ratio of 3% or lower, based on historical trend analysis and industry standard.
Rationale:
A ratio of greater than 3% may indicate a reduced or restricted cash flow as the College is spending less than 97% of revenues on core services.

Accumulated Surplus/(Deficit)

Objective:
Represents the cumulative wealth that an institution has under its own control to assist with ongoing operations.
Benchmark:
Must be greater than $0
Rationale: An accumulated deficit indicates that the college may have borrowed to support its past operations and will have to make up this difference in the future.

Agenda Item No: 6.1

Report title:	Workday Enterprise Resource Planning System Implementation
Report to:	Board of Governors
Date:	February 26, 2018
Author/Presenter:	Cathy Frederick, Vice President, Human Resources Duane McNair, Vice President, Finance and Administration Doug Wotherspoon, Vice President, Innovation and Strategy

1. RECOMMENDATION:

a) **THAT** the Board of Governors accept the report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The Workday implementation is a major business transformation initiative for Algonquin College's Human Resources, Finance, and Payroll functions. The catalyst for this transformation is the replacement of the existing enterprise systems with an integrated enterprise resource planning solution, using a software-as-a service approach.

This report provides an update on the project's progress since the last presentation to the Board of Governors and an overview of on-going and upcoming key activities, deliverables and milestones required to successfully deploy the Workday application.

3. BACKGROUND:

The strategic vision for the enterprise resource plan includes the following objectives;

- Create a college-wide technological foundation and alignment with the digital direction
- Enable a sustainable, automated and modernized business processes
- Enable data integration (student, employee & administration) for data-driven decisions, and
- Foster an environment of continuous improvement.

The Workday implementation is part of the College enterprise resource planning strategy to replace up to nine legacy systems at the College, ranging from Learning Management to the Student Information System.

Agenda Item No: 6.1

Following a Request for Proposal process, Workday's software-as-a-service was selected as the College's new Human Resources and Finance system, with Meteorix, subsequently acquired by IBM, as the implementation partner. The initial implementation timeline for phase one was December 2016 for Human Resources/Payroll and April 2017 for Financials.

In the third quarter of 2016-2017, after an evaluation of completed work to assess data integrity and quality, it was determined that some configuration needed to be revisited in order to ensure a successful deployment. As a result, the initial deployment timelines were shifted, with the Financial and Human Resources modules to be deployed together in the second quarter of 2017-2018.

During the fourth quarter of 2016-2017, the scheduled "go-live" date was further delayed due to unforeseen implications associated with the vendor's scheduled release of Workday 29 in September 2017. This required a timing shift from the second quarter to the third quarter of 2017-2018. The November 1, 2017 deployment date was heavily dependent upon meeting several key milestone dates.

In the first quarter of 2017-2018, a number of issues related to data integrity, technical process and new data inclusions were identified during the data conversion and validation processes. Several challenges related to the conversion of data from Algonquin's legacy systems resulted in a missed milestone, consequently impacting dates for User Experience Sessions, and go-live.

The Algonquin Project Executive and Project Management team worked closely with IBM to develop an updated milestone project schedule to achieve a March 2018 go-live date.

In parallel, the Algonquin team sought and received permission from the Algonquin College Executive Team to proceed with a third-party *Project Health Check Assessment.* The purpose was to obtain a comprehensive evaluation of the overall health of the implementation and to identify potential opportunities to make adjustments.

Specifically, the assessment sought to secure an independent answer to three questions.
1. The likelihood of the project meeting its go-live date of March 31, 2018
2. What Workday system functionality could be reasonably provided by March 31, 2018
3. What adjustment does Algonquin College need to make to successfully implement Workday?

Agenda Item No: 6.1

4. DISCUSSION:

The *Project Health Check Assessment* report was received in late December 2017 and provided general observations covering;
- Tenant Management Plan
- Delivery Assurance Reviews
- Project Planning
- Governance
- Resourcing
- Stakeholder Management
- Data Conversion

The report concluded that the Workday Implementation was at high risk and unlikely to successfully go-live by March 31, 2018.This was due to many serious concerns in all areas of observation.

After consultation and pursuant with the terms of the implementation contract, Meteorix/IBM was informed of the College's decision to terminate its contract for convenience, triggering the contract's 60-day written notice wind down period. Additionally, the Executive Team requested that options for moving forward and their associated costs be evaluated for presentation to the Board of Governors at its February 26, 2018 meeting.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN **Goal One** **Establish Algonquin as the leader in personalized learning across all Ontario colleges.**	☐	**CONNECTED** **Goal Four** **Become an integral partner to our alumni and employers.**	☐
QUALITY AND INNOVATION **Goal Two** **Lead the college system in co-op and experiential learning.**	☐	**SUSTAINABLE** **Goal Five** **Enhance Algonquin's global impact and community social responsibility.**	☒
Goal Three **Attain national standing in quality, impact and innovation within each school and service.**	☐	**PEOPLE** **Goal Six** **Be recognized by our employees and the community as an exceptional place to work.**	☒

6.   STUDENT IMPACT:

By aligning the College's internal systems for human resources, payroll and finance with the latest technology, employees at the College will experience efficiencies in time devoted to completing many administrative activities. These efficiencies will enable a redirection of effort towards value-added services that focus on the student experience at the College.

7.   FINANCIAL IMPACT:

The decision to terminate the agreement with Meteorix/IBM and the delayed timelines will increase the project cost. The options for moving forward are being considered and the costs associated with those options will be presented at the February 26, 2018 Board meeting for approval.

8.   HUMAN RESOURCES IMPACT:

The delay in the project has resulted in lengthened secondments of staff to the Workday project.

9.   GOVERNMENT / REGULATORY / LEGAL IMPACT:

The anticipated delay is providing the College an opportunity to increase scope of the project to include implementation of the new Employment Standards Act (Bill 148) within the Workday project.

10. COMMUNICATIONS:

 The decisions approved at the Board meeting will be communicated broadly across the College.

11. CONCLUSION:

The Workday implementation is a major transformational initiative for Algonquin College, leveraging technology and best practices to enhance employee experience, engagement and productivity. Management has decided to inform Meteorix/IBM, of the intent to terminate the agreement. Recommendations for moving forward and the associated costs will be presented at the February 26th, 2018 Board of Governors meeting.

President/Board of Governors

Respectfully submitted:

_____
Doug Wotherspoon
Vice President, Innovation and Strategy

Approved for submission:

_____
Cheryl Jensen
President

Agenda Item No: 7.1

Report title:	Third Quarter 2017-2018 Business Plan Update
Report to:	Board of Governors
Date:	February 26, 2018
Author/Presenter:	Doug Wotherspoon, Vice President Innovation and Strategy

1. RECOMMENDATION:

   THAT the Board of Governors accepts the Third Quarter 2017-2018 Business Plan Update for information.

2. PURPOSE / EXECUTIVE SUMMARY:

   The Board of Governors is responsible for monitoring the College's progress against key metrics and performance outcomes as they relate to the organization's strategic directions. The annual business plan is a tool used by management to set the direction for the College to achieve annual goals and targets in the context of the Strategic Plan.

3. BACKGROUND:

   The Board of Governors is provided with quarterly updates on progress being made against the annual Business Plan using a Business Plan Dashboard and Exceptions Report.

   Dashboard

   A small change has been made to the Dashboard legend for fiscal year 2017-2018 Quarterly Report, refered to Appendix A: Third Quarter 2017-2018 Dashboard. A fourth colour of orange has been added.
   The legend reads as follows:
   - *Green – Completed/In Progress*: Identifies targets or initiatives completed or on-track to be completed within the originally established quarter of the fiscal year.
   - *Yellow – Delayed*: Identifies targets or initiatives that are delayed in being reached, but are on track to be completed within the fiscal year.
   - *Orange – At Risk*: Identifies targets or initiatives that may be at risk of being completed within the fiscal year.
   - *Red – Not Completed*: Identifies targets or initiatives that will not be completed within the fiscal year.

Agenda Item No: 7.1

Exceptions Report

A small change has also been made to the Exception Report for the fiscal year 2017-2018. Each Exceptions Report will report out on those targets and initiatives identified for delivery within each quarter that are noted as delayed, at risk, or not completed. The Exceptions Report for the Third Quarter covers the period October 1 through to December 31, 2017, provided in Appendix B: Third Quarter 2017-2018 Exception Report.

4. DISCUSSION:

Contingency action plans are implemented for all targets and initiatives that have a yellow, orange, or red status.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN **Goal One** **Establish Algonquin as the leader in personalized learning across all Ontario colleges.**	☒	**CONNECTED** **Goal Four** **Become an integral partner to our alumni and employers.**	☒
QUALITY AND INNOVATION **Goal Two** **Lead the college system in co-op and experiential learning.**	☒	**SUSTAINABLE** **Goal Five** **Enhance Algonquin's global impact and community social responsibility.**	☒
Goal Three **Attain national standing in quality, impact and innovation within each school and service.**	☒	**PEOPLE** **Goal Six** **Be recognized by our employees and the community as an exceptional place to work.**	☒

6. STUDENT IMPACT:

No negative student impact is identified at this time. Students will ultimately benefit from the achievement of targets on the annual Business Plan.

7. FINANCIAL IMPACT:

No current financial impact identified at this time.

8.   HUMAN RESOURCES IMPACT:

No current human resources impact identified at this time.

9.   GOVERNMENT / REGULATORY / LEGAL IMPACT:

No current government/regulatory/legal impact identified at this time.

10. COMMUNICATIONS:

The third quarter update is made available to the public on the Board of Governors website prior to the Board of Governors February 26, 2018 meeting.

11. CONCLUSION:

The third quarter Dashboard and Exceptions Report are presented for information. Targets and initiatives identified in yellow indicate they are delayed, in orange that they may be at risk, and in red that they are not expected to be completed. In each exception, the responsible Executive Team member has been asked to provide additional detail, including proposed new timelines or mitigation strategies expected to be implemented to return the item to green.

Respectfully submitted: Approved for submission:

_____   _____
Doug Wotherspoon   Cheryl Jensen
Vice President, Innovation and Strategy   President

Appendices:

Appendix A: Third Quarter 2017-2018 Dashboard
Appendix B: Third Quarter 2017-2018 Exception Report

Goal 1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)

Student Retention

⚠️	AS/SS	1.0	a) A3 - Plan Do Study Adjust Plan completed by Q1.
🔶		1.0	b) Learner Driven Plan led by working group co-chaired by the Senior Vice President Academic and Vice President Student Services, that defines and measures personalized learning at Algonquin College, drafted and presented to College's Board of Governors by Q4.

At-risk Learners Supported

⚠️	AS	1.1	a) A3 - Plan Do Study Adjust Plan completed by Q1.
⚠️		1.1	b) Current state benchmarks established by Q1.
⚠️		1.1	c) Software systems for collecting and tracking at-risk learner related data investigated by Q2.
🔶		1.1	d) Employee training program established by Q2.

Learning Management System (LMS) Logins

🟢	AS	1.2	a) A3 - Plan Do Study Adjust Plan completed by Q1.
🟢		1.2	b) Learning Management System policy AA42 reviewed by Q1.
🟢		1.2	c) Learner Management System user requirements analysis completed by Q2.
🟢		1.2	d) Comprehensive faculty support plan for key education technologies in use at the College developed and implemented by Q4.
🟢		1.2	e) Request for Proposal issued and single College-wide Learning Management System selected by Q4.

Class Attendance

🟢	AS	1.3	a) A3 - Plan Do Study Adjust Plan completed by Q1.
⚠️		1.3	b) Current state and benchmarks established by Q1.
⚠️		1.3	c) Future state and targets established by Q2.

Goal 2: Lead the college system in Co-op and experiential learning. (Internal Business Process)

Students Enrolled in Co-op

🟢	IS	2.0	a) A3 - Plan Do Study Adjust Plan completed by Q1.
🟢		2.0	b) Benefits of applying for Canadian Association for Co-Operative Education (CAFCE) accreditation reviewed by Q2.
🟢		2.0	c) Applied Research, Innovation and Entrepreneurship strategy updated and presented to ACET by Q2.
⚠️		2.0	d) Applied Research Annual Report presented to ACET by Q2.
⚠️		2.0	e) Tool to assess the quality of Co-op and Work Integrated Learning (WIL) activities in programs of study developed by Q3.

Programs with a Co-op Stream

🔶	IS	2.1	a) A3 - Plan Do Study Adjust Plan completed by Q1.
⚠️			b) Current state and benchmarks established by Q2.
🔶		2.1	c) Future state and targets established by Q3.

Legend

🟢	Completed and in progress to reach target
⚠️	Measures that may be delayed in reaching target
🔶	Measures that may be at risk in reaching target
🔶	Measures that will not reach target by

AS	Academic Services
SS	Student Services
IS	Innovation and Strategy
FA	Finance and Administration
HR	Human Resources
CME	Communications, Marketing & External Relations
II	Indigenous Initiatives

Enrolled Co-op Students Completing a Work Term within the Year

🟢	IS	2.2	a) A3 - Plan Do Study Adjust Plan completed by Q1.
🔺		2.2	b) Framework for the creation of co-op positions at Algonquin College completed, in consultation with union partners by Q2.
🔺		2.2	c) Co-op hiring process reviewed by Q2.
🟢		2.2	d) Employer focused Co-Op marketing campaign.
🟢		2.2	e) New Learning Enterprise in the Academic Area created by Q4.

Employer Leads Passed on to the Co-op Office by College Employees

🔶	IS	2.3	a) A3 - Plan Do Study Adjust Plan completed by Q1.
🔺			b) Employee training program for identifying and passing on leads to the Co-op Office developed and launched by Q2.
🟢		2.3	c) System for employees to pass on leads to the Co-op Office developed by Q2.

Goal 3: Attain national standing in quality, impact, and innovation by each school and service. (Internal Business Process)

Willingness to Recommend (Net Promoter Score)

🟢	IS	3.0	a) A3 - Plan Do Study Adjust Plan completed by Q1.
🔺		3.0	b) Enterprise level "Willingness to Recommend" survey tool researched and costed for recommendation to ACLT by Q2.
🟢	AS	3.0	c) Program Advisory Committee 2016-2017 Review recommendations implemented by Q3.
🟢		3.0	d) Five-year cyclical quality audit site visit of June 2016 recommendations implemented by Q4.
🟢	CME	3.0	e) 50th Anniversary Plan implemented by Q4.

Process Improvements Implemented/Value Stream Maps Completed

🟢	IS	3.1	a) A3 - Plan Do Study Adjust Plan completed by Q1.
🔺		3.1	b) Lean Management Strategy developed and presented to the Board of Governors by Q1.
🔺		3.1	c) Information Technology Plan completed by Q2.
🟢		3.1	d) Customer Relationship Management (CRM) Plan developed by Q1.
🟢		3.1	e) Business Intelligence Plan, with a focus on Lean Management and enrolment activity completed by Q2.
🟢	FA	3.1	f) Internal Control over Financial Reporting Plan developed by Q4.
🔺		3.1	g) E-texts Plan and Risk Assessment completed by Q2.
🔺	SS	3.1	h) Class Scheduling Solutions (Infosilem) launched in Q2.
🟢		3.1	i) Student Information System requirements gathering completed by Q3.
🟢		3.1	j) Net Tuition implementation, including Student Awards Management System completed by Q4.

Goal 4: Become an integral partner to our alumni and employers. (Customer)

Alumni Engagement

🔺	SS	4.0	a) A3 - Plan Do Study Adjust Plan completed by Q1.
🟢		4.0	b) Existing alumni interactions across the College audited to identify areas for improvement by Q3.
🟢		4.0	c) System to track and manage alumni interactions implemented by Q4.
🟢		4.0	d) Plan for increasing awareness of alumni engagement opportunities further enhanced and implemented by Q4.

Alumni Contacts Passed on to the Alumni Office by College Employees

🔺	SS	4.1	a) A3 - Plan Do Study Adjust Plan completed by Q1.
🔺		4.1	b) System for employees to pass on leads to the Alumni Office developed by Q2.

Goal 5: Enhance Algonquin's global impact and community social responsibility. (Financial)

Net Contribution

▲	FA	5.0	a) A3 - Plan Do Study Adjust Plan completed by Q1.
▲		5.0	b) Opportunities to improve productivity identified, assessed and prioritized by Q1.
⬣		5.0	c) Implementation of Project Fusion/Workday completed on time and on budget with process efficiency metrics developed by Q4.
●	IS	5.0	d) Potential framework and process for measuring productivity investigated and tested by Q4.
●		5.0	
			e) Potential framework and process for measuring time saved through process improvement and lean initiatives presented to ACET by Q4.

Domestic Post Secondary Education Enrolments

▲	AS	5.1	a) A3 - Plan Do Study Adjust Plan completed by Q1.
●		5.1	b) Marketing, recruitment, admissions, academic advising and early alert/intervention processes enhanced through Lean methodology, under the guidance of Strategic Enrolment Management (SEM) by Q4.

Aboriginal Post Secondary Education Enrolments

●	II	5.2	a) A3 - Plan Do Study Adjust Plan completed by Q1.
●		5.2	b) Process for collecting and reporting Aboriginal learner self-identification completed by Q4.
●		5.2	c) Indigenous initiatives multi-year strategic plan, that includes caring for community partnerships and an environmental scan to understand their needs, completed by Q4.

International Post Secondary Education Enrolments

●	IS	5.3	a) A3 - Plan Do Study Adjust Plan completed by Q1.
●		5.3	b) First year of India Market Entry Strategy implemented by Q1.
●		5.3	c) International Digital Marketing position created and filled by Q1.
●		5.3	e) International Marketing Plan updated Q3.

Revenue: Funded Activity, College Ancillary Services, International Education Centre, Contract and Other Non-Funded Activity

▲	FA	5.4	a) A3 - Plan Do Study Adjust Plan completed by Q1.
●		5.4	b) College Ancillary Services Strategic Plan updated and presented to ACET by Q4.
●	IS	5.4	c) Contract Training revenue-share model investigated and options for improvement identified and presented to ACLT by Q4.
●	CME	5.4	d) Government Relations Plan implemented by Q4.

Foundation Revenue

▲	SS	5.5	a) A3 - Plan Do Study Adjust Plan completed by Q1.
●		5.5	b) Prospect lists for all solicitations established and prospect plan launched (target number of visits per week) by Q1.
●		5.5	c) Fundraising projects prioritized by Q2.
●		5.5	d) Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship campaign launched by Q2.

Goal 6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)

Employee Engagement

🔺	HR	6.0	a) A3 - Plan Do Study Adjust Plan completed by Q1.
🔺		6.0	b) Communication Plan in support of AC People Plan developed by Q2.
🟢		6.0	c) Approved recommendations from 2016 Part-time Task Force and Employee Mobility Task Force implemented by Q4.
🟢		6.0	d) College-wide Employee Engagement Plan and Department Level Plans to address findings of the 2017 Employee Engagement Survey developed by Q4.
🟢		6.0	e) Review conducted and resourcing plan developed to reduce vacancy rate and optimize the ratio of full-time to non-full time employees by Q4.

Annual Performance Reviews Completed On-time, including the Development of Professional Development Plans. (Note: In the first year the focus will be on Administrative employees, expanding to Support Staff and Faculty in future years.)

🔺	HR	6.1	a) A3 - Plan Do Study Adjust Plan completed by Q1.
🔺		6.1	b) College-wide Employee Performance Development Framework and supporting programs created by Q1.
🔺		6.1	c) Standard operating procedure/process established and confirmed by ACLT by Q2.
🔺		6.1	d) Accountability framework established by Q2.
🟢		6.1	e) Cross-over plan from current Employee Performance Development Program tracking systems to Workday confirmed by Q2.

Employee Communication Matrix

🟢	CME	6.2	a) A3 - Plan Do Study Adjust Plan completed by Q1.
🟢		6.2	b) Coat of Arms revealed and implementation plan drafted by Q1.
🔺		6.2	c) Conduct employee research to understand user expectations, needs and requirements by Q2.
🟢		6.2	d) Internal employee communications plan developed and implemented by all departments by Q3.
🟢		6.2	e) President Messaging Plan drafted and implemented by Q3.

METRICS DEFINITION

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
1.0	Goal #1: Learner Driven	Student Retention	Percentage of eligible Post-Secondary Education students enrolled at the College Day 10 of the Fall term who remain enrolled Day 10 in the following term across all levels. Eligible students are domestic and international full-time and part-time students registered in certificate, diploma, advanced diploma, degree and graduate certificate programs.	Term	GeneSIS, Term_ Comp Report from RO	Sr. VP Academic	ED Academic Operations and Planning
1.1	Goal #1: Learner Driven	At-risk Learners Supported	Percentage of unique at-risk students who are supported over the total number of at-risk students identified. ● At-risk learner is defined as a level 01 (first term) student who self-identifies or whose administrator and/or faculty identifies as more likely than typical students to withdraw from Algonquin during their first term. ● Supporting - defined as an interaction in which an institutional representative gives insight, advice, or direction to a student about an academic or professional development matter. The nature of this interaction may be to inform, counsel, coach or mentor.	Weekly	A. At-risk learner attributes may include (but not limited to): a) High school english and math grades (OCAS-Cognos) b) Program choice (OCAS - Cognos) c) AC Start and AC Day 1 orientation attendance (data system / source TBD) d) Class attendance (Learning Management System - attend_value) e) Learning Management System login activity (LMS - last_login) f) Grades for assignments (Learning Management System - grade) g) Fees outstanding or financial encumbrance (GeneSIS) C. Reporting of counselling events (TBD - currently there is no system to track and report counselling events. Possible options are Salesforce or a future student success and retention system).	Sr. VP Academic	ED Academic Operations and Planning
1.2	Goal #1: Learner Driven	Learning Management System (LMS) Logins	The ratio of students who entered their user name and password to login to the Learning Management System as a whole (not just to access the Learning Management System for a particular class / course) compared to the total number of students, expressed as a percentage.	Weekly	Learning Management System (for faculty), COGNOS (for Administrators) Fact_Students_LMS_user_access	Sr. VP Academic	ED Academic Operations and Planning
1.3	Goal #1: Learner Driven	Class Attendance	The sum of the individual percentage of class attendance divided by the total classes for the day. ● A Class is a scheduled activity or event (irrespective of length of time) for a course section. ● Class registrations are the number of FT & PT students registered in a course section. ● Attendance is the percentage of FT & PT students who attended a class compared to the total class registration.	Daily	Learning Management System (Fact_Student_Attendance via BlackBoard) Syllabus (Software used by RO for timetabling)	Sr. VP Academic	ED Academic Operations and Planning

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
2.0	Goal #2: Quality and Innovation	Students Enrolled in Co-op	Percentage of all Full-time students who are registered in certificates, diplomas, advanced diplomas, degrees and graduate certificates with a co-op option.	Monthly	Cognos Business Intelligence Tools / Genesis	VP Innovation and Strategy	Manager Co-op Education
2.1	Goal #2: Quality and Innovation	Programs with a Co-op stream	Number of post-secondary vocational programs that have one or more co-operative education semester(s) as part of, or a stream of the program of study.	Term	GeneSIS, Field "03" in Program Code (e.g. 0150X03FWO)	Sr. VP Academic	Dean Academic Development
2.2	Goal #2: Quality and Innovation	Enrolled Co-op Students Completing a Work Term within the Year	Percentage of all Full-time students registered in certificates, diplomas, advanced diplomas, degrees and graduate students with a co-op option who completed a minimum of one co-op work term within the year.	Monthly	Cognos Business Intelligence Tools / Genesis	VP Innovation and Strategy	Manager Co-op Education
2.3	Goal #2: Quality and Innovation	Employer Leads Passed on to the Co-op Office by College Employees	Number of Co-op leads passed on to Co-op Office by College employees.	Monthly	Cognos Business Intelligence Tools. ITS to support creation of tracking tool for use in 2017/18.	VP Innovation and Strategy	Manager Co-op Education
3.0	Goal #3: Innovation & Quality	Willingness to Recommend (Net Promoter Score)	Recorded annually as part of the Colleges Ontario Key Performance Indicators (KPI) survey.	Annually	COGNOS, Report KPI0001	Sr. VP Academic	ED Academic Operations and Planning
3.1	Goal #3: Innovation & Quality	Process Improvements Implemented	Number of process improvements submitted as implemented to the Lean Office	Daily	ITS to support creation of tracking tool for use in 2017/18.	VP Innovation and Strategy	Manager Business Process Review
3.2	Goal #3: Innovation & Quality	Value Stream Maps Completed	Number of Value Stream Maps submitted to the Lean Office	Daily	ITS to support creation of tracking tool for use in 2017/18.	VP Innovation and Strategy	Manager Business Process Review
4.0	Goal #4: Connected	Alumni Engagement	Percentage of Alumni with contactable data with whom the College interacts, including; ● On-campus (meetings, visits, committees, lectures/panels, events) ● Off-campus (meetings, events, activities, ad hoc discussion) ● Donations, pledges or sponsorship ● College initiated outreach (feature story, award nomination, etc.) ● Alumni Customer Service –interaction from alumni through web, twitter, LinkedIn, phone, drop in when they are looking for information or support	Daily	1) Raiser's Edge is possible 2) Raiser's Edge is possible 3) Raiser's Edge 4) Raiser's Edge, Marketo, Outlook, Phone 5) Excel, Raiser's Edge	VP Student Services	Manager Alumni Relations

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
4.1	Goal #4: Connected	Alumni Contacts Passed on to the Alumni Office by College Employees	Number of Alumni contacts passed on to Alumni Office - A combination of: Names, year of graduation, email, work address etc. ● Self-declaration (contact us to provide their information) ● College initiated information (a department or an employee provides found information)	Daily	1) Raiser's Edge 2) Raiser's Edge	VP Student Services	Manager Alumni Relations
5.0	Goal #5: Sustainable	Net Contribution	Operating revenues less operating expenditures on a modified cash flow basis. *Under a modified cash flow basis the following cash outflows are treated as expenditures: - principal portion of debt service payments - contributions to reserves - purchases of assets that will be capitalized on the balance sheet The following cash inflows are treated as revenues: - capital grants that will be recorded as deferred capital contribution on the balance sheet The following items are excluded from the calculation: - depreciation expense, amortization of deferred capital contributions, change in vacation liability, impact of capitalizing assets and capital grants *NOTE: this portion of the definition is required for Finance Dept staff only - applies at the College roll-up level, not required knowledge for other administrators	Monthly	Cognos Business Intelligence Financial Reporting Tool: - Funded Activity - College Ancillary Services - International Education Centre - Contract and Other Non-Funded Activity	VP Finance and Administration	Director Finance and Administrative Services
5.1	Goal #5: Sustainable	Domestic Post Secondary Education Enrolments	Full-Time students registered in certificates, diplomas, advanced diplomas, degrees and graduate certificates, whose status in Canada is Citizen, Landed Immigrant, Diplomat, or any other status requiring Canadian fees assessment. This excludes part-time, apprenticeship, tuition short (or equivalent) and joint collaborative degree program student registrations.	Daily	GeneSIS, RO Report Reg001	Sr. VP Academic	ED Academic Operations and Planning
5.2	Goal #5: Sustainable	Aboriginal Post Secondary Education Enrolments	Full-Time students registered in certificates, diplomas, advanced diplomas, degrees and graduate certificates, who self identify as Aboriginal. This excludes part-time, apprenticeship, tuition short (or equivalent) and joint collaborative degree program student registrations.	Daily	GeneSIS, RO Report	ED Indigenous Initiatives	Manager, Indigenous Initiaties

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
5.3	Goal #5: Sustainable	International Post Secondary Education Enrolments	Full-Time students registered in certificates, diplomas, advanced diplomas, degrees and graduate certificates whose status in Canada is International Student, Temporary Visitor, or any other status requiring Non-Canadian fees assessment. This excludes part-time, apprenticeship, tuition short (or equivalent) and joint collaborative degree program student registrations.	Daily	GeneSIS, RO Report Reg001	VP Innovation and Strategy	Director International Education Centre
5.4	Goal #5: Sustainable	Revenues	Operating revenues associated with: - Funded Activity - College Ancillary Services - International Education Centre - Contract and Other Non-Funded Activity	Daily	Cognos Business Intelligence Financial Reporting Tool: - Funded Activity - College Ancillary Services - International Education Centre - Contract and Other Non-Funded Activity	VP Finance and Administration	Acting Director Finance and Administration
5.5	Goal #5: Sustainable	Foundation Revenue	Funds received from: - cash donations - fair market value of in-kind donations - endowment revenues - sponsorship revenues from Foundation events - affinity partner revenue	Daily	Raiser's Edge	VP Student Services	Executive Director, Algonquin College Foundation
6.0	Goal #6: People	Employees Engagement	Percentage of engaged employees as measured in the employee engagement survey (AON Hewitt)	Every 2 years (Annually being explored)	Engaged employees are those whose average response to the six specific questions (which assess "Say, Stay, Strive") in AON Hewitt survey is 4.5 or more (i.e., on average, they agree or strongly agree with the six questions).	VP Human Resources	Manager Organizational Effectiveness
6.1	Goal #6: People	Annual Performance Reviews Completed On-time, Including the Developlment of Professional Development Plans	Percentage of all eligible Administrative employees who have an annual performance review completed on-time, including the development of professional development plans (Note: In the first year the focus will be on Administrative employees, epanding to Support Staff and Faculty in future years).	Quarterly	Tracking of Admin employees in Halogen for first half of 2017-18,transitioning to all employees in Workday in Q3 2017/18.	VP Human Resources	Manager Organizational Effectiveness
6.2	Goal #6: People	Employee Communication Matrix	Matrix measure combining number of MyAC posts & time on posts	Monthly	The number of myAC posts submitted by employees as tracked through Salesforce Communities	ED Communications, Marketing and External Relations	ED Communications, Marketing and External Relations
		Metrics for future consideration ● Case response time ● Productivity ● Time saved ● Daily Huddles held ● Daily Huddles employee satisfaction					

2017-18 Business Plan

Second Quarter Exception Report

2017-22 Strategic Goals	2017-18 Metric	2017-18 Target	2017-18 Initiative/Leveraged Action	ACET Member	Status	Comments for First Quarter
Learner Driven Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)	Student Retention	87.5%	1.0 b) Learner Driven Plan, led by working group co-chaired by the Senior Vice President Academic Services and Vice President Student Services, that defines and measures personalized learning at Algonquin College, drafted and presented to the College's Board of Governors by Q4.	C. Brulé /L. Stanbra		a) Delayed. Due to the Academic work stoppage, analysis of countermeasures testing along with recommendations to the Strategic Enrolment Management Committee will be completed in Q4
Learner Driven Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)	Student Retention	87.5%	1.0 b) Learner Driven Plan, led by working group co-chaired by the Senior Vice President Academic Services and Vice President Student Services, that defines and measures personalized learning at Algonquin College, drafted and presented to the College's Board of Governors by Q4.	C. Brulé /L. Stanbra		Due to the Academic work stoppage, the Learner Driven Plan development has been postponed until the work stoppage is over and the 2017 Fall term is completed. The Co-chairs anticipate a draft plan presented to the Board of Governors in October 2018.
Learner Driven Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)	At-risk Learners Supported	NA	1.0 a) A3 - Plan Do Study Adjust Plan completed by Q1.	C. Brulé		a) Delayed. A3 completion deferred to Q4 as directed by Lean Office due to capacity.
Learner Driven Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)	At-risk Learners Supported	NA	1.1 b) Current state benchmarks established by Q1.	C. Brulé		b) Delayed. Current state benchmarks deferred to Q4.
Learner Driven Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)	At-risk Learners Supported	NA	1.1 c) Software systems for collecting and tracking at-risk learner related data investigated by Q2.	C. Brulé		c) Delayed. Software systems investigation deferred due to Strategic Investment Priorities (SIP) resource limitations.
Learner Driven Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)	At-risk Learners Supported	NA	1.1 d) Employee training program established by Q2	C. Brulé		d) Not to be completed. Employee training program deferred to 2018-2019.
Learner Driven Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)	Class Attendance	NA	1.3 b) Current state and benchmarks established by Q1.	C. Brulé		b) Not to be completed. Pilot of A3 delayed due to Academic work stoppage but will be run for the 2018 Winter term.

2017-22 Strategic Goals	2017-18 Metric	2017-18 Target	2017-18 Initiative/Leveraged Action	ACET Member	Status	Comments for First Quarter
Learner Driven Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)	Class Attendance	NA	1.3 c) Future state and targets established by Q2.	C. Brulé		c) Delayed. To follow completion of b).
Innovation and Quality Goal #2: Lead the college system in Co-op and experiential learning. (Internal Business Process)	Students enrolled in Co-op	20%	2.0 d) Applied Research Annual Report presented to ACET by Q2.	D. Wotherspoon		d) Delayed. Historic outcomes data has been generated and validated. The last graphic design and data clusters are being produced. A draft document will be shared with ACET and ACLT. Plan is to be released by Q4.
Innovation and Quality Goal #2: Lead the college system in Co-op and experiential learning. (Internal Business Process)	Students enrolled in Co-op	20%	2.0 e) Tool to assess the quality of Co-op and Work Integrated Learning (WIL) activities in programs of study developed by Q3.	D. Wotherspoon		e) Delayed. Co-op students and Co-op employers surveys scheduled in Q4. CAFCE accreditation in progress which may require College Co-op programming updates to meet CAFCE certification criteria.
Innovation and Quality Goal #2: Lead the college system in Co-op and experiential learning. (Internal Business Process)	Programs with a Co-op Stream	33	2.1 a) A3 - Plan Do Study Adjust Plan completed by Q1.	C. Brulé		a) At risk. A3 work delayed due to Academic work stoppage, and may not be completed by Q4.
Innovation and Quality Goal #2: Lead the college system in Co-op and experiential learning. (Internal Business Process)	Programs with a Co-op Stream	33	2.1 b) Current state and benchmarks established by Q2.	C. Brulé		b) Delayed. Current state and benchmarks to be completed by Q4.
Innovation and Quality Goal #2: Lead the college system in Co-op and experiential learning. (Internal Business Process)	Programs with a Co-op Stream	33	c) Future state and targets established by Q3.	C. Brulé		c) At risk. Future state and targets may be completed by Q4.
Innovation and Quality Goal #2: Lead the college system in Co-op and experiential learning. (Internal Business Process)	Enrolled Co-op Students Completing a Work Term within the Year.	17.50%	2.2 b) Framework for the creation of co-op positions at Algonquin College completed, in consultation with union partners, by Q2.	D. Wotherspoon		b) Delayed. To be completed by Q4. College Academic work stoppage has reduced efforts on this deliverable.
Innovation and Quality Goal #2: Lead the college system in Co-op and experiential learning. (Internal Business Process)	Employer Leads Passed on to the Co-op Office by College Employees	500	2.3 a) A3 - Plan Do Study Adjust Plan completed by Q1.	D. Wotherspoon		a) Not to be completed. To date, 72 leads have been provided to the Co-op office by College employees. The Academic work stoppage was an additional engagement barrier.
Innovation and Quality Goal #2: Lead the college system in Co-op and experiential learning. (Internal Business Process)	Employer Leads Passed on to the Co-op Office by College Employees	500	2.3 b) Employee training program for identifying and passing on leads to the Co-op Office developed and launched by Q2.	D. Wotherspoon		Delayed: Fall dates were cancelled due to work stoppage. Winter 2017 training dates have been scheduled.
Innovation & Quality Goal #3: Attain national standing in quality, impact, and innovation by each school and service. (Internal Business Process)	Process Improvements Implemented Value Stream Maps Completed	200 40	3.1 a) A3 - Plan Do Study Adjust Plan completed by Q1.	D. Wotherspoon		b) At risk. To date, 10 value stream maps have been completed. The target of 40 will not be achieved due to the delayed launch of the Black Belt cohort. The Black Belt cohort would have built internal capacity to support 20-30 value stream maps by year-end.

2017-22 Strategic Goals	2017-18 Metric	2017-18 Target	2017-18 Initiative/Leveraged Action	ACET Member	Status	Comments for First Quarter
Innovation & Quality Goal #3: Attain national standing in quality, impact, and innovation by each school and service. (Internal Business Process)	Process Improvements Implemented Value Stream Maps Completed	200 40	3.1 b) Lean Management Strategy developed and presented to the Board of Governors by Q1.	D. Wotherspoon		b) Delayed. The Algonquin College Way Growth and Development Path is being circulated to key College stakeholders. By applying Lean methodology and going to Gemba (where the work is done), we will ensure the plan reflects our customers' needs for an effective Lean implementation College-wide.
Innovation & Quality Goal #3: Attain national standing in quality, impact, and innovation by each school and service. (Internal Business Process)	Process Improvements Implemented Value Stream Maps Completed	200 40	3.1 c) Information Technology Plan completed by Q2.	D. Wotherspoon		c) Delayed. Senior leadership changes within ITS and focus on completion of WorkDay Implementation and LMS Stabilization/Conversion have delayed the completion of the IT Modernization Plan and presentation to the Board in June.
Innovation & Quality Goal #3: Attain national standing in quality, impact, and innovation by each school and service. (Internal Business Process)	Process Improvements Implemented Value Stream Maps Completed	200 40	3.1 g) E-Texts Plan and Risk Assessment completed by Q2.	D. McNair		g) Delayed. An eText research project is underway to assess how the eText program has impacted all stakeholders. Ancillary Services is working with stakeholders to develop eText pay model recommendations for the end of the 2018 Winter Semester.
Innovation & Quality Goal #3: Attain national standing in quality, impact, and innovation by each school and service. (Internal Business Process)	Process Improvements Implemented Value Stream Maps Completed	200 40	3.1 h) Class Scheduling Solution (Infosilem) launched in Q2.	L. Stanbra		h) Delayed. On track to complete in revised timelines with data load and timetable production starting in Q4 for the Spring 2018 semester.
Connected Goal #4: Become an integral partner to our alumni and employers. (Customer)	Alumni Engagement	NA	4.1 a) A3 - Plan Do Study Adjust Plan completed by Q1.	L. Stanbra		a) Delayed. Due to organizational changes in the Foundation, the Manager of Alumni Engagement was not hired in Q1. A3 is in progress for completion at Q4.
Connected Goal #4: Become an integral partner to our alumni and employers. (Customer)	Alumni Contacts Passed on to the Alumni Office by College Employees	NA	4.0 a) A3 - Plan Do Study Adjust Plan completed by Q1.	L. Stanbra		a) Delayed. Due to a delay in securing a new Manager of Alumni Relations. To be completed by Q4.
Connected Goal #4: Become an integral partner to our alumni and employers. (Customer)	Alumni Contacts Passed on to the Alumni Office by College Employees	NA	4.0 b) System for employees to pass on leads to the Alumni Office developed by Q2.	L. Stanbra		a) Delayed. Due to a delay in securing a new Manager of Alumni Relations. To be completed by Q4.

2017-22 Strategic Goals	2017-18 Metric	2017-18 Target	2017-18 Initiative/Leveraged Action	ACET Member	Status	Comments for First Quarter
Sustainable Goal #5: Enhance Algonquin's global impact and community social responsibility. (Financial)	Net Contribution	3.3%	5.0 a) A3 - Plan Do Study Adjust Plan completed by Q1.	D. McNair		a) Delayed. A3 on net contribution may be delayed past Q4 due to competing priorities (i.e. ESA amendments).
Sustainable Goal #5: Enhance Algonquin's global impact and community social responsibility. (Financial)	Net Contribution	3.3%	5.0 b) Opportunities to improve productivity identified, assessed, and prioritized by Q1.	D. McNair		b) Delayed. Processes have been identified and assessed. Prioritization to occur in Q4.
Sustainable Goal #5: Enhance Algonquin's global impact and community social responsibility. (Financial)	Net Contribution	3.3%	5.0 c) At risk. Updates on Workday to be provided in separate report to the Board of Governors.	C. Frederick		c) At risk. Updates on Workday to be provided in separate report to the Board of Governors.
Sustainable Goal #5: Enhance Algonquin's global impact and community social responsibility. (Financial)	Domestic Post Secondary Education Enrolments	33,567	5.1 a) A3 - Plan Do Study Adjust Plan completed by Q3.	C. Brulé		Domestic enrolments for fiscal 2018 are currently on track to meet target of 33,567. a) Delayed. A3 in progress however due to Academic work stoppage, completion delayed to Q4
Sustainable Goal #5: Enhance Algonquin's global impact and community social responsibility. (Financial)	a) Funded Activity	$236.9M	5.4 a) A3 - Plan Do Study Adjust Plan completed by Q1.	D. McNair		a) Delayed. A3 on Revenue to be completed by Q4.
Sustainable Goal #5: Enhance Algonquin's global impact and community social responsibility. (Financial)	Foundation Revenue	$3.47 M	5.5 a) A3 - Plan Do Study Adjust Plan completed by Q1.	L. Stanbra		a) Delayed. Due to organizational changes in the Foundation. To be completed in Q4.
People Goal #6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)	Employee Engagement	62%	6.0 a) A3 - Plan Do Study Adjust Plan completed by Q1	C. Frederick		a) Delayed. In September a focus group was held with Managers to focus on the areas of concern related to the employee engagement results for the management group. To be completed in Q4.
People Goal #6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)	Employee Engagement	62%	b) Communication Plan in support of AC People Plan developed by Q2.	C. Frederick		b) Delayed. Communication Plan needs to be developed with the Communications department. To be completed in Q4.

2017-22 Strategic Goals	2017-18 Metric	2017-18 Target	2017-18 Initiative/Leveraged Action	ACET Member	Status	Comments for First Quarter
People Goal #6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)	Employee Engagement	62%	6.0 e) Review conducted and resourcing plan developed to reduce vacancy rate and optimize the ratio of full-time to non-full-time employees by Q4.	C. Frederick		e) Delayed. Reviewing approach in context of Bill 148.
People Goal #6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)	Annual Performance Reviews Completed On-time, including the Development of Professional Development Plans (Note: In the first year the focus will be on Administrative employees, expanding to Support Staff and Faculty in future years)	75%	6.1 a) A3 - Plan Do Study Adjust Plan completed by Q1.	C. Frederick		a) Delayed. Data and feedback gathered in June 2017 from the Chairs has been included and updated in the A3. The recommendations and plan will be finalized in Q4.
People Goal #6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)	Annual Performance Reviews Completed On-time, including the Development of Professional Development Plans (Note: In the first year the focus will be on Administrative employees, expanding to Support Staff and Faculty in future years)	75%	b) College-wide Employee Performance Development Framework and supporting programs created by Q1.	C. Frederick		b) Delayed. Data and feedback gathered in June 2017 from the Chairs has been included and updated in the A3. The recommendations and plan will be finalized in Q4.
People Goal #6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)	Annual Performance Reviews Completed On-time, including the Development of Professional Development Plans (Note: In the first year the focus will be on Administrative employees, expanding to Support Staff and Faculty in future years)	75%	c) Standard operating procedure/process established and confirmed by ACLT by Q2.	C. Frederick		c) Delayed. To be completed in Q4.
People Goal #6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)	Annual Performance Reviews Completed On-time, including the Development of Professional Development Plans (Note: In the first year the focus will be on Administrative employees, expanding to Support Staff and Faculty in future years)	75%	d) Accountability framework established by Q2.	C. Frederick		d) Delayed. Gathering and waiting on stakeholder feedback. To be completed in Q4.
People Goal #6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)	Annual Performance Reviews Completed On-time, including the Development of Professional Development Plans (Note: In the first year the focus will be on Administrative employees, expanding to Support Staff and Faculty in future years)	75%	c) Conduct employee research to understand user expectations, needs and requirements by Q2.	S. Anderson		c) Delayed. Survey questions are being finalized.

Agenda Item No: 7.2

Report title:	International Education Strategic Plan Refresh
Report to:	Board of Governors
Date:	February 26, 2018
Author/Presenter:	Doug Wotherspoon, Vice President, Innovation and Strategy Ernest Mulvey, Director, International Education Centre

1. RECOMMENDATION:

THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide an update on progress being made on Algonquin College's International Education Strategic Plan refresh.

3. BACKGROUND:

The International Education Centre was tasked by the Board of Governors to undertake a "refresh" of Algonquin College's International strategy to ensure alignment with the College's new 2017-2022 Strategic Plan. The College's first International Education Strategic Plan was created in 2014. In the years since its publication, Algonquin College has experienced a rapid increase in on-shore international student enrolment, resulting in an increase in demand not only for services for international students but also for training and support for staff and faculty who work with international students. In addition, Algonquin College has increased its international activities off-shore, with short-term faculty training and student programs, student and faculty mobility, institutional capacity building of off-shore partners, and delivery of Algonquin College programs overseas. Given the changing domestic and global environments, the Board of Governors requested that management present an updated strategy for its review before the end of the third quarter in 2017-18.

At the March 18, 2017 Board of Governors Retreat, the International Education Centre facilitated a generative discussion on internationalization, and Algonquin College's role within the global education market. It was suggested that a timeline be developed for the next steps and presented at the December 11, 2017 Board of Governors meeting to discuss options under consideration before presenting a final decision at the February 26, 2018 Board of Governors meeting. Due to the work stoppage, the timeline was not met and required an adjustment.

In keeping with the College's standard process for the development of strategic plans, a Working Group to facilitate the planning and logistics was formed. A cross college advisory Committee consisting of up to 21 members has been tasked with guiding the discussions with stakeholders and recommending options.

A website for the International Education Strategic Plan refresh has been set up at http://www.algonquincollege.com/international/plan/.

4. DISCUSSION:

The work stoppage has delayed both the stakeholder engagement and the work of the Advisory Committee. The Advisory Committee will re-start the process on Thursday, March 1. Completion of a draft plan is expected in May 2019. It is now expected that options will be presented at the October 2018 Board of Governors meeting, and a final decision to be presented at the December 2018 Board of Governors meeting.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN **Goal One** **Establish Algonquin as the leader in personalized learning across all Ontario colleges.**	☒	**CONNECTED** **Goal Four** **Become an integral partner to our alumni and employers.**	☒
QUALITY AND INNOVATION **Goal Two** **Lead the college system in co-op and experiential learning.**	☒	**SUSTAINABLE** **Goal Five** **Enhance Algonquin's global impact and community social responsibility.**	☒
Goal Three **Attain national standing in quality, impact and innovation within each school and service.**	☒	**PEOPLE** **Goal Six** **Be recognized by our employees and the community as an exceptional place to work.**	☒

6. STUDENT IMPACT:

a) As part of Algonquin College's International Education Strategic Plan refresh, the Advisory Committee will review college resources and services that support the overall success of international students, including support for staff and faculty who interact with the international student population. Services will be adjusted to meet the needs of Algonquin's growing international student population.

Agenda Item No: 7.2

b) The International Education Strategic Plan refresh will also review Algonquin College's current state to support domestic students (Canadian and landed immigrants) who seek integrated work experiences or other such experiences outside of Canada and set targets for student mobility outside of Canada, while ensuring any student risk in experiences outside of Canada is mitigated.

7. FINANCIAL IMPACT:

Non-funded revenue from the International Education Centre supports both the Academic area and Strategic Investment Priorities funding. Revenues projected to grow year-over-year for the next several years. A robust International strategy will support the continued growth of international student enrolment and allow the further development of international non-recruitment activity.

8. HUMAN RESOURCES IMPACT:

a) As part the development of the International Education Strategic Plan refresh, the Advisory Committee will review the current state of training and support for staff and faculty who work with international students and recommend, if necessary, a future state that aligns with a growing international student population.
b) The Advisory Committee will also review the role of staff and faculty who support Algonquin College activities outside of Canada, as well as staff and faculty who support students seeking integrated work experiences or other experiences outside of Canada.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The International Education Strategic Plan refresh does not have a material impact on specific government or regulatory requirements.

10. COMMUNICATIONS:

A college-wide engagement plan is under development with information posted at http://www.algonquincollege.com/international/plan/.

11. CONCLUSION:

Due to the work stoppage, the International Education Strategic Plan refresh will be delayed until the end of the fourth quarter of 2018-19.

Agenda Item No: 7.2

Respectfully submitted: Approved for submission:

_____   _____

Doug Wotherspoon   Cheryl Jensen
Vice President, Innovation & Strategy   President

Board of Governors and Foundation Board Holiday Dinner
The Board of Governors and Foundation Board Holiday Dinner was held last December 4. The dinner was well attended by members from both boards, former governors, and their guests. Students from the Culinary Skills Program helped in the preparation and serving of the evening's dinner. The box of chocolates parting gifts were made & packaged by our very own students from the Baking Program.

Innovation Centre – Construction Site Tour
On January 22, some of our board members had the opportunity to participate in a guided tour of the Innovation Centre construction site which was conducted by PCL. The building's well-thought out architectural design is monumental. The Centre will feature facilities for testing and development, simulations, competitions, collaborative project development, as well as entrepreneurial support in the growing field of cyber security. The Centre will be the first of its kind on a college campus in Ontario and the library will be transformed into a modern, collaborative learning facility that will provide access to the tools and technologies our students and community need to experiment, to create, and to innovate.

DARE District – New Name for the Innovation Centre
The Innovation Centre's name reveal took place on February 9. Special emphasis within the first year of promotion will emphasize that DARE is an acronym that stands for **D**iscovery, **A**pplied **R**esearch and **E**ntrepreneurship. The District will encompass these key aspects of innovation and will spark the curiosity and imagination of students, staff, the citizens of Ottawa, and the Ottawa Valley. The word dare's duality will be leveraged as both a noun and verb in its brand messaging.

New Governor Recruitment Drive
The Board Governance Committee launched a governor recruitment drive in the Ottawa area early this month. The Board seeks to replace Governor N. Cheng, Chair, Audit and Risk Management Committee, whose term of office will end on August 31. The election of the Academic Staff representative and Student representative to the Board, will occur in April.

Governor Reappointments and Call for Board Officer Positions
The 2018-2019 Board Chair and Board Executive Committee Succession memo went out to all Board members on February 9. In accordance with the Board By-Laws, we are seeking elected Governors who are interested in serving in a number of Board Executive Committee and Committee member positions beginning September 1, 2018. Members are asked to notify the Board Office by February 28 if they are interested in serving in any of the positions or continuing to serve in their current board committees.

2017-2018 Board Performance

The Board Governance Committee will coordinate the annual evaluation of the Board, and the governor self-appraisal process. The online evaluation tools will be circulated in March by the Board Office. These tools allow Governors to evaluate their own effectiveness, and the effectiveness of the Board as a whole. Governors are encouraged to complete these surveys promptly, to allow the Governance Committee to review and discuss the results. The results will be shared with all Board members before the end of the academic year.

Report from the President
Board of Governors Meeting
February 26, 2018

Apprenticeship modernization
On February 9, the Honourable Mitzie Hunter, Minister of Advanced Education and Skills Development announced the government's intention to modernize apprenticeship training in Ontario. This strategy will aim to improve the apprenticeship completion rates and create clearer pathways into apprenticeship training. The province will launch an advertising campaign in the coming weeks to raise awareness of the value of apprenticeship training.

Bargaining task force
Planning has begun to establish members to serve on a provincial task force to examine issues that surfaced during the Fall 2017 province-wide faculty work stoppage. The call for a provincial task force was part of the arbitration decision that followed the legislated end to the work stoppage. The Ministry of Advanced Education and Skills Development will establish the task force to examine major issues facing the college sector as detailed in the settlement.

Truth and reconciliation Report - Update
A report to the government on how colleges are responding to the Truth and Reconciliation Commission of Canada is scheduled to be publicly released in March. The survey was conducted by Colleges Ontario in collaboration with the Indigenous Peoples' Education Circle. The survey has found that significant actions are underway across the province.

International Strategy for Post-Secondary
The Ontario government plans to announce a new international strategy for post-secondary education in the coming months. The Acting Assistant Deputy Minister at the Ministry of Education and Skills Development informed the Committee of Presidents that the priorities for the strategy include improved student experiences for both domestic and international students. This will enhance the economic benefits that come from encouraging international students to pursue their post-secondary education in Ontario, and protecting the sustainability of the international student stream. The ministry also plans to use the strategy to encourage more Ontario students to study abroad.

Small, Northern, and Rural Grant - Consultations
The Ministry of Advanced Education and Skills Development plans to begin consultations next month on the province's small, northern, and rural grant funding for colleges, including mid-size colleges in the discussion. The grant will provide an additional $16.5 million in funding for the upcoming fiscal year. The ministry has established a working group with colleges that will examine how the funding should be allocated. In the sector's pre-budget submission to the government, colleges are calling for improved operating funding for colleges and have emphasized that programs at the smaller and medium-size colleges are at risk due to underfunding of colleges.

ALGONQUIN COLLEGE

President/Board of Governors

For Algonquin College to deliver on its Mission and Vision we have five Strategic Directions and six supporting goals. These commitments guide our strategic priorities and budget process.
Strategic Direction
Reporting Timeframe: November 7,2017 to January 1, 2018
LEARNER DRIVEN Goal 1: Establish Algonquin as the leader in personalized learning across all Ontario colleges.

Summary Report from:	Activity
Academic	• The Pembroke Campus hosted a Christmas/Holiday Send-off Celebration for students on December 21, 2017. This event included a free lunch, music, activities, and prize giveaways for all students. On December 18, 2017, the Ottawa Campus hosted a Holiday Campus Tour for prospective students with their families. This introduced students to the campus and the many programs and services that are available to support student success. • The third semester Business Adminstration students participated in a "Choose Your Major" event. Students met with faculty to decide which of the seven program majors they would transfer to. • The College Sector Committee for Adult Upgrading released the 2016-2017 provincial *Prepared for Success* report. Algonquin College continues to have the largest number of students who transition from the Academic Upgrading program into postsecondary programs within the college. Algonquin College's 593 students represents 16% of the provincial total of 3,750 students. Our students' pass rate for Level 01 is 80% (3% higher than the provincial average); and the Level 02 rate of the same program is 81% (10% higher than the provincial average). • The Early Learning Centre is collaborating with Electrical Engineering Technology students in the design and construction of an interactive staircase for classroom use. • Student success team Karen Gendron and Kirstin Morris from the Faculty of Health, Public Safety and Community Studies, developed and delivered customized messaging to students throughout the work stoppage and responded to student inquiries. They hosted seven "Meet N' Eat" sessions to re-engage students after the work stoppage and contacted students who withdrew from the program due to the work stoppage. Students were offered Ontario College Application Service vouchers for Fall 2018 applications. • The Centre for Continuing and Online Learning completed the development of eight courses under the eCampus Ontario Project portfolio.

President/Board of Governors

	• Learning and Teaching Services developed post-work stoppage resources on a variety of topics including missed assignments, alternative assessments, course outcomes, tests, and professional development sessions for faculty to support their return to the classroom.
Indigenous Initiatives	• At the December 6, 2017 National Awareness and Action to End Violence Against Women, Algonquin College staff and learners from the Mamidosewin Centre performed a cultural drumming procession throughout the Ottawa Campus to honour Indigenous women who died during the 1989 Ecole Polytechnique Massacre in Montreal, Quebec.
Innovation and Strategy	• Corporate Training piloted SalesForce dashboards to personalize initiatives and deploy targeted marketing to their corporate learner and the learner's organization. • The Applied Research & Innovation Design Centre initiated planning discussions with IBM, Salesforce, La Cite, Academic Operations, Information Technology Services, and International Education centre to develop Early Detection System for students at risk, the first Digital College Research Lab project.
Student Services	• Student recruiters collected 57% more prospective student leads compared to the same time in 2016, from 1,258 to 1,980. This includes a 20% increase in presentations to prospective students (from 468 to 563). There was a 16% decrease in campus tours from 56 in 2016 to 48 in 2017, partially due to reduced on-campus recruitment activity during the five-week work stoppage. • During this reporting period, 2,410 international applications were received compared to 154 received in 2016 for the same period. This is a result of improved recruitment efforts particularly in India, and additional program offerings in Winter 2018. • There are 12,215 active Ontario Student Assistance Program applications received which is a 34% increase from 9,109 during the same period in 2017. Disbursements of Ontario Student Assistance Program funding was up 15% from $78,326,735 in Fall 2016 to $90,319,992 in Fall 2017. This increase is attributed to the provincial promotion of the Ontario Student Assistance Program transformation as "free tuition". • The Mental Health Commission of Canada's Knowledge Exchange Manager requested to use the Umbrella Projects toolkit as an example of best practice in provincial meetings in December 2017. At the June 2018 special national workshop, the national 'Best Practices Network', administered by the University of Toronto, has selected the Umbrella Project as one of three national projects to receive support and expertise around evaluations and outcome measurement. • In November and December 2017, 75 students attended three harm reduction events at our College Residence and Mamidosewin Centre.

	• Nineteen workshops were offered by Counselling Services on Stress Management, Study Skills and Time Management, with a total of 346 students. • In November 2017, 115 students attended three events at the College Residence related to sexual violence awareness and prevention offered by Project Light House.

INNOVATION AND QUALITY
Goal 2: Lead the college system in co-op and experiential learning.
Goal 3: Attain national standing in quality, impact and innovation within each school and service.

Summary Report from:	Activity
Academic	• The School of Business launched Field Placement and Work Placement Practicum courses in the Office Administration diploma programs for the first time in the Winter 2018 term. • Algonquin College and Ningbo Polytechnic in Ningbo, China, have signed a Collaborative Education Agreement to jointly offer Algonquin College's Hospitality - Hotel and Restaurant Operations Management program at Ningbo. • The Academic Assistance for Adults with Developmental Disabilities staff are partnering with the Developmental Services Worker and the Recreation and Leisure Services programs to provide the postsecondary students with the opportunity to work with adults with developmental disabilities. • The annual update for 2017 on the Accessibility for Ontarians with Disabilities Act (AODA) Multi-year plan was completed and posted to the Accessibility Resources website.
Communications, Marketing and External Relations	• Finance Minister Bill Morneau visited students in the Culinary Management programs on Nov. 29. He was joined by Ottawa West – Nepean MP Anita Vandenbeld.
Innovation and Strategy	• Cooperative work placements for 257 students for the Winter 2018 semester represented a 7% increase over the same semester in 2017. • A collaborative effort on behalf of Information Technology services, the Registrar's office, the Test Centre, and the Language Institute completed the process to automate and digitize the English for Academic Purpose Placement Test. The project also initiated the performance monitoring stage by gathering rudimentary data to decide on the cut-off scores. • The College received $$657,490 over two years in funding through the Ministry of Advanced Education and Skills Development's Career Ready Fund (Round 1). The government funding, which runs through 2018-19, is to support the development and expansion of innovative and sustainable partnerships that create experiential learning

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	opportunities. In this case a portion of the funds will be used to support domestic students looking to gain work experience outside of Canada. • Daily Huddle training for continuous improvement was delivered to 23 employees from the Lean model teams (International and Information Technology Services). Participants learned that a culture of continuous improvement will positively influence students' experiences at Algonquin College and will support the College mission statement. • The Information Technology team launched two new process improvement initiatives focused on Firewall Management, and Pin Pad Exchanges. These activities helped to create an understanding of the value to customers and allowed participants to engage with one another around a common purpose. • The Darou Stone House Applied Research project involving the use of laser scanning technology to assist traditional masonry preservation work was nominated for the Heritage Perth Architectural Conservation Award.
Student Services	• Ben Bridgstock, Manager of Counselling Services, presented at the Canadian Centre for Substance Use and Addiction's bi-yearly 'Issues of Substance' national conference in Calgary on November 13-15, on the topic of responding to the opioid crisis at post-secondary campuses.

CONNECTED
Goal 4: Become an integral partner to our alumni and employers.

Summary Report from:	Activity
Academic	• The Pembroke Campus secured a sector partnership grant from the Ministry of Advanced Education and Skills Development to support manufacturers in Renfrew County. The work included gathering baseline information on what challenges the manufacturers were having in securing a workforce, and also resutled in a one-day facilitated forum that produced an action plan to help the community addresses the challenges. • The Pembroke Campus will support alumnus Jason Blaine with his annual charity concert and golf tournament. Two staff members, Jamie Bramburger and Marie Mask, are on the charity's steering committee. Both assisted with distributing cheques of $5,000 to community projects that were financially assisted by Jason's charity. Sponsorships are now being secured for the 2018 summer event. • Mischa Kaplan, part-time faculty member in the Marketing Management and the Marketing Research and Business Intelligence programs, was appointed Chair of the Board of Directors for the West Ottawa Board of Trade. • Katherine Root, Chair, Marketing, Entrepreneurship and Office Studies, and David Hall, Manager, Co-operative Education presented awards in Marketing and Co-operative Education, sponsored by the School of Business, at the Best Ottawa Business Awards event on November 15, 2017.

	• The Centre for Continuing and Online Learning has received an endorsement as the official provider of the International Institute of Business Analysis syllabus/program. Students who successfully complete the online Business Analysis Studies program can now seek certification from the Institute.
Finance and Administration	• The Director of Physical Resources served as a member of the Ministries Green House Gas Retrofit Program Innovation Fund Advisory Panel to review project proposals from the College system to reduce greenhouse gas emissions. This review concluded in January 2018 and Ontario colleges will be notified of the results over the coming weeks.
Innovation and Strategy	• The Local Employment Planning Council partnered with Ottawa Local Immigration Partnership to lead a breakout session on immigrant employment at the Biennial Immigration Summit, engaging over 170 attendees. • The Ministry of Advanced Education and Skills Development has extended the Ottawa Local Employment Planning Council pilot to March 2019, representing a six-month extension.
SUSTAINABLE Goal 5: Enhance Algonquin's global impact and community social responsibility.	
Summary Report from:	**Activity**
Academic	• Marketing, Entrepreneurship, and Office Studies faculty organized the donation of Christmas Hampers for international students in need. • In partnership with Costa Rica and the Canadian Museum of Nature, the School of Hospitality and Tourism is showcasing the Barista program by providing Costa Rica coffee for people who are attending the _Butterflies in Flight_ exhibit beginning December 16, 2017. • In its 13th year, the School of Hospitality and Tourism's Operation Big Turkey initiative prepared approximately 2,500 dinners for seven local community centres. The Ottawa Citizen covered the story at: http://ottawasun.com/news/local-news/gallery-behind-the-scenes-at-operation-big-turkey/wcm/6c2205f1-590b-42cb-b618-d2b22daa9e9a • Veterinary Technician students organized a Public Awareness campaign raising $1,400 for Abilities Center Ottawa. Money raised will go towards a service animal rest/break area as part of the Illumination LeBreton Project at LeBreton Flats. To date, they have raised over $10,000 to support local community projects.
Communications, Marketing and External Relations	• Traffic to the Algonquin College website is up 3.03% for the period of November 7, 2017, to January 1, 2018 compared to last year. External web traffic to Program Pages has increased by 11.28% for the same time frame. Overall, web traffic is healthy and is showing increased traffic due to marketing efforts.

Indigenous Initiatives	• Indigenous Initiatives provincial leadership role was recognized at the 2017 Higher Education Summit during the Aboriginal Education Council Chairs meeting. Algonquin College co-facilitated for information and consensus building the College Ontario's draft document: 'Colleges Address Truth and Reconciliation: Provincial Summary Report'.
Student Services	• In accordance with the Ministry of Advanced Education and Skills Development policy and reporting, the Registrar's Office processed 2,202 Fall 2017 full-time and part-time strike-related program withdrawals between November 20, 2017 and December 5, 2017. 536 (24.3%) of the students re-registered for the Winter 2018 semester. • On November 15, The AC Hub team took part in National WE Day by hosting an educational booth at the Canadian Tire Centre. WE Day combines the energy of a live concert with the inspiration of incredible stories of leadership and change. The Algonquin College stage segment for the Ottawa event featured one of Algonquin College's celebrated volunteers Merissa Lee Reed, a graduate from the Interior Design Program, and a video highlighting co-curricular community projects. • As part of the First Generation Services/Ontario Postsecondary Access and Inclusion Program (OPAIP) of Algonquin College, six Memorandums of Agreement were recently initiated with a variety of community groups including the City of Ottawa – Community and Social Services department; the Ottawa Crown Ward Education Championship Team; Guidance and Pathways for Intermediate and Secondary Student Success – Ottawa Catholic School Board; Youth Futures Program; and, Youturn Youth Support Services. The purpose of these agreements is to provide outreach activities to the agencies and their respective target groups. In return, referrals to Algonquin College are received.
PEOPLE Goal 6: Be recognized by our employees and the community as an exceptional place to work.	
Summary Report from:	**Activity:**
Academic	• The Pembroke Campus interviewed many retirees to create a collage of video clip reflections on the 50th anniversary of the College and its impact on the Upper Ottawa Valley. The video was broadly shared on the campus website and social media platforms.
Human Resources	• The New Employee Orientation and Mentoring program had twelve full-time and five part-time staff paired with mentors. • The Part-Time Faculty Orientation Program has 231 part-time faculty enrolled in the Winter 2018 program which includes five face-to-face sessions and one online module. • The Faculty Learning Program welcomed four new full-time faculty in January.

	• The Professional Development program had 34 employees attend seven workshops. These workshops are offered in collaboration with Learning and Teaching Services, the Centre for Accessible Learning, Human Resources (Employee Assistance Program), Risk Management, Sun Life and others. • The Management Academy offered one workshop on Applying Sustainability Principles to Business Practices for eight registrants. • The Teaching Adult Lifelong Learners course entitled "*Teaching Adults, Getting Started"* has 21 part-time faculty enrolled.
Indigenous Initiatives	• On November 29, 2017, the Mamidosewin Centre offered the Kairos Blanket Exercise to the College's Financial Service department. The purpose of the Blanket Exercise is to provide Indigenized professional development with the intent of increasing cultural awareness and sensitivity when working with Indigenous people and learners.
Innovation and Strategy	• Fifty-six employees from across the College received recognition for continuous improvement activities related to work processes and work flow in their areas.
Student Services	• A day of training in 'Internal Family Systems' by US expert, Tannis Allen was offered to Algonquin College Counsellors on December 8, 2017. Additional seats were offered and filled with staff from Queens University, McGill University, University of Ottawa, Carleton University, Terrace Wellness, Ottawa Carleton District School Board, Dave Smith Youth Treatment Centre, and Rideauwood Addiction & Family Services.
STUDENT & EMPLOYEE SUCCESSES:	**Activity**
Academic	• The Algonquin College Loggersports team participated in the week-long Grey Cup Festival in Ottawa as part of the partnership between the team and the Ottawa REDBLACKS football club. The students received significant media coverage as they were present at many of the high profile Grey Cup activities. • Marketing students prepared for participation in the Ontario Colleges Marketing Competition. Although the College was unable to host the event due to the work stoppage, students were able to participate in "Mock Night" festivities. Select students are now preparing for the national Vanier College Business Development Canada Case Challenge event being held in Montreal in February 2018. • Students of the Retirement Community Management program participated in the semi-annual Ontario Retirement Communities Association's "Fall Road Show" in Ottawa. The all-day seminar provided students with an excellent overview of the Regulatory Bodies' policies and Ontario Labour Acts pertinent to the Retirement Community industry. • Harsh Singh, Professor, Culinary Arts completed his Masters in Tourism Management in December 2017.

	• Elijah Woods, graduate, Music Industry Arts and Jamie Fine, graduate, Culinary Arts won the Episode 2 competition on CTV's hit show *The Launch* on January 24, 2018. • Student entrepreneurs at the Perth Campus held a Student Maker's Market on December 2, 2017. This event was open to the community to purchase hand-made items. The students were able to sell woodworking items, jewelry, crafts and more. Over 150 people attended the event in the span of four hours. • On December 7, 2017, the Perth Campus and the Students' Association held their annual Christmas Turkey Dinner for all students as part of enhancing the student experience at the College. • Jacob Morgan, a 2013 graduate of the Construction Carpentry – Advanced Housing, was on CTV Morning Live January 8, 2018 to promote the new for Fall 2018 Perth Campus 45-week Carpentry and Renovation Technician – Sustainable Design Build program.
Communications, Marketing and External Relations	• Congratulations to JD Skene, graduate, Culinary Management program, on winning the Advocacy Award at the 2017 Celebration of PeopleAwards Dinner on November 29, 2017. JD is a passionate advocate for himself and others with physical limitations. JD, who has cerebral palsy, is the founder of his own business – Barrier Buster. He is also the inventor of the Whiskspenser, an adaptive tool that allows people to whisk and dispense simultaneously.
Finance and Administration	• Faces Magazine, Ottawa's premiere publication, hosts the Annual Faces of Ottawa Awards. The awards are a people's choice format and this year alone, over 1 million votes were counted for the 150 categories to be recognized. Algonquin College Residence was among several other local campus residences nominated. On Saturday, January 27, a group of ten Residence Services employees, including Front Desk, Residence Life and Management, were present at the event to hear the results and to accept the plaque recognizing our Residence as the Favorite Student Living Facility in Ottawa.
Student Services	• Two President's Star Awards were received by Registrar's Office employees: Pauline Sawyer, Manager of Admissions, Registration and Records and Martine Plouffe, Coordinator, Financial Aid and Student Awards. • On November 29, 2017, Gordon McGregor, Support Specialist for Centre for Accessible Learning Apprenticeship, was awarded the Educator Award at the "2017 Celebration of People Awards". Gordon has shown a passion for developing and implementing innovative supports for apprentice students with disabilities for over 12 years.