

ANNUAL REPORT
2006-2007



STUDENT SUCCESS MATTERS

FOREWORD

Student Success Matters.

Algonquin College continues to be a recognized leader in post-secondary education. Our success is directly attributable to one fundamental guiding principle: supporting student success.

In 2006-07, Algonquin continued to design programs, expand facilities, and develop strategic partnerships that will ensure our students can access the education, training and skills that the marketplace demands, and that they require to launch a rewarding career.

Ultimately, everything we do is to ensure that all students have the skills they need to achieve their career aspirations.



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LETTER FROM THE PRESIDENT

The past year has been another transformational one in the life of Algonquin College.

The post-secondary landscape began shifting with the introduction of the Ministry of Training, Colleges and Universities Multi-Year Accountability Agreement (MYAA), a relative flattening in Ontario of college enrolment, and a simultaneous spike in demand for programs in fields with critical skills shortages. Algonquin's strategic planning team developed an interim update to the College's Business Plan to guide activity through 2006-07. The Business Plan focused on improving access, quality and accountability, as identified in the MYAA Plan, in addition to the myriad of other goals necessary to further the objectives of the College. All activities were anchored to four central goals: reputation, registration, student success and people.

Throughout the year, the Algonquin administration, faculty and staff continued to foster an environment which attracts and engages students, and we supported this direction by introducing innovative programs and projects that raise the bar for a college education. The College expanded its base of talented faculty and staff who deliver curriculum that responds to and anticipates the needs of our students and of the local and provincial economic sectors. We also forged relationships with high schools, industry, government and academic partners, out of which exciting new initiatives have been born.

The Small World, Big Picture Expedition Africa was one such effort. The 20-week-long project involved a team expedition through nine African countries, from Egypt to South Africa. It was supported by a multimedia website and curriculum tools that allowed thousands of Ontario students in school boards across Ontario to learn about the challenges facing developing African countries, and to follow the expedition in real-time via GPS satellite. It was a wonderful example of Algonquin's commitment to integrate technology into the learning environment and a rewarding opportunity that allowed the College to strengthen its partnerships with high school educators and students across the province. Enhanced partnerships with the media further yielded public promotional exposure with a value of over \$1.5 million.

The Colleges Integrating Immigrants to Employment Project was another excellent partnership effort in which Algonquin has been proud to have had a lead role. We are excited to be working with the various levels of government as well as our academic partners to facilitate the entry of talented internationally trained immigrants into the workforce.

Access is a priority for Algonquin. In 2006-07, the College strengthened its focus on access for non-traditional student populations — Aboriginals, first generation students, students with disabilities, and mature students — while at the same time preserving the systems and structures that meet the needs of the traditional student base. I am confident that this broadened approach will allow Algonquin to fulfill the requirements of the communities our campuses serve in this dynamic educational environment.

Algonquin has changed, and will continue to do so. At the start of the year, the College formed a Strategic Plan Working Group to analyze the new operating environment and assess the implications of important trends such as globalization, changing demographics and environmental responsibility. A 2008 – 2011 Strategic Plan is in development.

The coming year will be one of celebration for Algonquin College as we commemorate the College's 40th anniversary. This milestone will provide an opportunity to look back at all that this College has accomplished for our students and the communities in which they work, live and learn.

I would like to take this opportunity to express my appreciation to the staff, the Board of Governors, the Students' Association, the Foundation, the Alumni Association and to all members of our college community for their ongoing commitment to student success and to helping the College build the skilled workforce of tomorrow.

A handwritten signature in black ink, appearing to read "R. Gillett", written in a cursive style.

Robert C. Gillett
President

REPUTATION

2006 STRATEGIC OBJECTIVE:

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

A college's longevity is dependent on its ability to remain relevant and responsive to the training needs of its community. In 2006-07, Algonquin continued to demonstrate leadership and innovation in post-secondary education, maintaining and enhancing a learning environment that continues to be acknowledged as exceptional.

TOP KPI RANKING IN THE PROVINCE

Algonquin ranked first among large colleges in Ontario based on a composite average of the five key performance indicator (KPI) measures, and third in the province for KPI student satisfaction.

FACILITIES EXPANSION

In 2006-07, the College opened a dedicated Animal Health Care Facility, and completed more than 75 facilities and infrastructural renewal projects. The College also announced a proposal for a new Centre for Construction Trades and Building Sciences to help the College establish dedicated centres for expanded trades. This Centre would also allow for the renewal of existing space for the expansion of health sciences programs to address critical skills shortages in Ontario.

Algonquin College in the Ottawa Valley, Pembroke Campus, unveiled its vision for the future, and the Algonquin College Heritage Institute, Perth Campus, is developing expansion plans to support increased enrolment in high-demand programs and thereby meet the training needs of that local community.

"The idea of an integrated Centre for Construction Trades and Building Sciences that can accommodate all construction, design, engineering and trades apprenticeship is unique and appealing."



John DeVries, President, Ottawa Construction Association

HUB OF EXCELLENCE

With further expansion of its Simulation Centre for Health Studies, Algonquin was proclaimed by the Government of Ontario as a “hub of excellence for operating room nursing education.” The lab offers students the advantage of learning in a leading-edge simulated environment. It is the first fully equipped operating room suite and critical care/trauma unit in an educational facility in Canada.

Algonquin further leveraged its technological expertise in an initiative of Canada’s Information and Communications Technology Council (ICTC). Representatives of the College’s School of Advanced Technology are helping to establish a roadmap for wireless technology for Canada.

ENVIRONMENTAL LEADERSHIP

In 2006-07, Algonquin also became one of Canada’s first colleges to “go green,” announcing, with the support of Environment Minister John Baird, a series of green initiatives including a 10-year energy savings effort with Direct Energy Corporation that will yield approximately \$600K in annual savings for Algonquin.

Following completion of a SmartHome by Advanced Housing students at the Perth Campus in 2005, a second “smart” initiative was undertaken: construction of an 800 square-foot “e-cottage” built with green principles such as compact size, passive solar design, and healthy materials selection.



EDUCATIONAL ALLIANCES

Algonquin College, leader in the field of Geospatial and Geographic Information Systems (GIS) and GIS training, has partnered with the Canadian Forces who have moved its School of Military Mapping to Algonquin’s Woodroffe Campus. Algonquin College will deliver a training program exclusively for Canadian Forces personnel making this the first time a military school has moved to a community college. Algonquin also secured the first-ever educational partnership with Ontario Telemedicine Network to deliver health training through the Simulation Centre for Health Studies’ new videoconferencing centre.

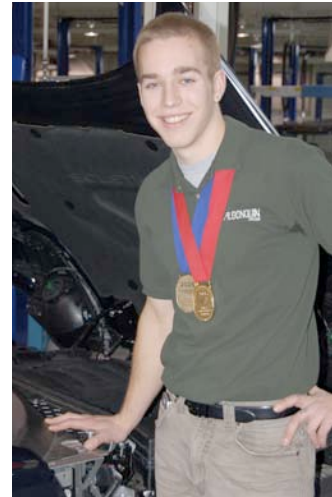
ACCOLADES FOR STUDENTS

Algonquin students continued to demonstrate their prowess at competitions across North America. Marketing students took home the bronze medal from the annual BDC Case Challenge; Office Administration students won gold and bronze at the Skills Canada competition in Saskatoon; a Business Administration student won the Forum for International Trade Training (FITT) International Marketing Plan Award; and Mechanical Engineering Technology students won bronze in a provincial applied-research competition. Three Hospitality students took home gold medals from the 12th annual Hot Food Competition, and Carpentry and Automotive Service Technician students won silver and bronze at the

Ontario Technological Skills Competition. In addition, a full 100 percent of the 2006 graduating class in Dental Assisting successfully completed their national exams. Pembroke Campus BScN students presented their administration of medication research at a national conference.

DISTINGUISHED ALUMNI

The College was doubly delighted this year with the results of the Ontario Premier's Awards competition, which recognizes alumni who have made outstanding contributions to their fields of work and communities. Two Algonquin alumni were victorious—Peter Wintonick, Canada's most accomplished documentarian, who graduated in 1974 from the Film Production program, and ophthalmology nurse Kerry Smith who in 1999 established what has become Canada's most productive cornea-retrieval program. Automotive Apprenticeship program graduate Nathan Banke was the 2005 and 2006 Skills Canada National Competition gold medal winner and will represent Canada in the 2007 WorldSkills Competition in Japan.



Nathan Banke



Jon Cassar

Sara Shannon, a graduate of the 1999 Office Administration program, was acknowledged for her role in the passing of Bill 3 2005, an act to protect anaphylactic students which came into effect January 1, 2006. Sabrina's Law, named after Sara's daughter, makes it mandatory for all primary schools in Ontario to have a plan to keep children with severe allergies safe in school. Algonquin also acknowledged Jon Cassar, a 1983 graduate of the Radio and TV Broadcasting program, as the recipient of the 2006 Emmy for Outstanding Directing in a Drama Series for his critically acclaimed television series "24", which also won the 2006 Emmy for Outstanding Drama Series.

INDUSTRY AND GOVERNMENT CONNECTIONS

In 2006-07, Algonquin continued to nurture its relationships with government and industry partners—allies who play a key role in facilitating student success by providing work-placement and employment opportunities. President Robert Gillett welcomed Michael Dell, CEO of Dell Inc., for a fireside chat at the School of Advanced Technology. The College hosted a Centre for Construction Trades and Building Sciences Vision Breakfast for more than 100 of Ottawa's business leaders in the construction sector, and helped launch National Skilled Trades Day with Environment Minister John Baird. In addition, Algonquin participated in the Global Learning Alliance to promote Ottawa and the Ottawa Valley as the premiere destination for education and training.

The College also played host to the fourth annual Computer Programming Olympics for area high school students, the annual Stars of the City Gala involving more than 400 major hotel representatives, the

inaugural Victim Summit focused on the improvement of services for victims of crime in Ontario, and the Face-to-Face Technology Fair with OCRI, Carleton University, the University of Ottawa and La Cité collégiale.

In partnership with Wilderness Tours, the Pembroke Campus further strengthened its relationship with Outdoor Educators in Canada, by co-hosting the 2006 Risk Management Conference.

On the industry front, the College delivered corporate training to a range of organizations, including the Department of National Defence, CAA, and the Victorian Order of Nurses.



CORPORATE DONATIONS TO THE ALGONQUIN FOUNDATION

Algonquin's corporate partners continued to demonstrate their commitment to supporting the development of in-demand skills training programs. Toyota Canada, Nissan Canada Inc., Hyundai and Subaru donated a total of \$505,000 to the Algonquin College Foundation's Transportation Technology Campaign to address the current automotive skills shortage.

RESEARCH CAPACITY

The College was a co-recipient of a \$400K award from the Ontario Centres of Excellence, and was a co-recipient of a \$3.5 million award from the Ministry of Training, Colleges and Universities' Colleges Ontario Network for Industry Innovation to build applied research capacity. The College also collaborated with Carleton University, the University of Waterloo, EION, Telesat, and Precarn on a research project focused on optimizing satellite quality-of-service. Algonquin subsequently launched the Algonquin Innovations program to establish joint applied research projects with local business and community partners.



REGISTRATION

2006 STRATEGIC OBJECTIVE:

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

Recruitment and Registration are the cornerstones of any college's operations. Subsequent to the excellent work of the Client Service Task Force, the College continued to develop client-focused strategies, standards and processes to respond to clients in a welcoming and timely manner. In 2006-07, across Algonquin, we worked to strengthen our connections and promote closer interactions with local high schools and teachers. We also worked with community partners to expand our program offerings in ways that respond to the training demands of the local and provincial economy. At the same time, we continued to embark on projects that allowed us to extend our reach internationally.

NEW PROGRAMS OF STUDY

A total of 17 new programs were approved for delivery in 2007 and beyond—among them were programs in Biotechnology, Computer Systems Technology, Food and Nutrition Management, Hotel Management – Inn and Spa (2008), Recreation for Older Adults, and e-Publishing. The Green Architecture program will focus on the design and renovation of energy-efficient buildings and the use of environmentally friendly and reusable construction materials.

Several programs were launched during the year: Baking and Pastry Arts; Commercial Pilot and Aviation Management (in partnership with the Ottawa Flying Club); and an online Military Arts and Science (DMASc) diploma program, developed in collaboration with the Royal Military College, Canadian Defence Academy and OntarioLearn. The School of Part-time Studies also launched A Summer School of Arts with a wide variety of creative workshops.



EXPEDITION AFRICA

Among the key highlights of the year was the Small World, Big Picture Expedition Africa, a project that gave us the opportunity to provide Ontario students with a multimedia look at a 20-week expedition through nine African countries, and to work closely with educators in the development of supportive curriculum tools.

HIGH SCHOOL OUTREACH

To build closer ties with our local school boards, we conducted 448 campus tours, 294 college presentations, and connected with 32,000 potential learners through 44 college information events. Within our School of Part-time Studies, we also expanded our highly successful Career Sampler Series for Youth, which allows young people to explore various options before committing to a particular career path. By year-end, Algonquin had experienced a significant increase in enrolment from the high school sector.

INTEGRATING IMMIGRANTS

Algonquin took a lead role in the multi-year Colleges Integrating Immigrants to Employment (CIITE) initiative administered by the Colleges of Ontario Network for Education and Training (CON*NECT). The effort aims to introduce changes to the Ontario college system that will improve pathways from pre-entry through to transition to employment for internationally trained immigrants. Algonquin is the most active participant, involved in four of the five component projects.

As part of the integration efforts, the School of Health and Community Studies created the first partnership with the Ontario Association of Early Childhood Educators to address barriers faced by internationally trained ECE educators. Algonquin also received provincial funding to participate in the Settlement to Employment Program (STEP) to help create a seamless one-stop-shop approach to labour market integration for internationally trained newcomers. Premier Dalton McGuinty visited the campus to announce the initiative.



"We're helping newcomers get into the job market so local companies will benefit from their global experience."

Mike Colle, Ontario Minister of Citizenship and Immigration

INTERNATIONAL EDUCATION AND PARTNERSHIPS

As part of our international effort, we teamed up with the Orient Investment Company to plan for an Algonquin Campus in Kuwait. The School of Advanced Technology pursued opportunities to deliver Commercial Pilot, Photonics, and Toolmaking programs in India, and the College partnered with Agriteam in a five-year, multimillion-dollar CIDA-sponsored program to enhance early childhood education in Egypt. These represent important stepping stones for Algonquin as we work to ensure our presence in a globalized learning environment.

"Algonquin has demonstrated impressive global consciousness and leadership through its work with Expedition Africa."

Stephen Lewis, Canada's Special Envoy for HIV/AIDS in Africa.



STUDENT SUCCESS

2006 STRATEGIC OBJECTIVE:

Retention is key to ensuring student success. All Algonquin staff will support student success.

With the right training, support and inspiration, students can achieve their career goals, make important contributions to the local, national and global communities, and take their place in the skilled workforce of tomorrow. All activities at Algonquin in 2006-07 were infused with a spirited commitment to student success.

EXPANDING STUDENT SUPPORT

The College developed a comprehensive Student Success Plan; expanded the electronic Early Warning System, used to identify potential student retention factors; and received approval to hire four Student Success Specialists, one in each of the College Faculties, for the next academic year. The College also reviewed in detail and subsequently planned the modification of the semester length from 16 to 15 weeks for Fall 2007 implementation. Algonquin established an Aboriginal student advisory focus group to identify opportunities for refining the services of the College's Mamidosewin Centre.

Algonquin co-hosted Canada's largest gathering of high school students with learning disabilities to discuss strategies for transitions planning, and directed proceeds from the College's Staff Payday Lottery to the purchase of new student laptops, adaptive software and height-adjustable tables for Algonquin students with disabilities.

Algonquin worked to expand support to education for northern communities. The College delivered business skills upgrade training to Government of Nunavut and Baffin Region Chamber of Commerce employees, and project management skills training to the CREE Regional Authority.



ENHANCED STUDENT SERVICES

Among a number of service-improvement initiatives, the College launched ASK Algonquin, a web-based FAQ application, and implemented client-focused changes to the admission and registration processes.

EXPANDED BURSARIES PORTFOLIO

Algonquin introduced several new bursaries in 2006-07 including three within the School of Health and Community Studies and one additional student bursary created by the College's Publishing Centre. The Algonquin College Foundation raised \$1,371,777 in endowed matching funds and established 18 new endowments. The Perth Campus tripled its dollars for bursaries through linkages with Lanark Country community partners.



PEOPLE

2006 STRATEGIC OBJECTIVE:

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

People are our greatest asset and our way of ensuring student success. Algonquin's talented and dedicated faculty, staff and partners have made the College a true leader in learning. In 2006-07, we worked to clarify our direction and engage our team in pursuit of a common vision. Going forward, the College will continue to recruit and retain educators of the highest calibre.

EXCELLENCE IN TEACHING

A number of Algonquin faculty and staff were honoured for their outstanding contributions. Among these: Professor Patrick Dawson of the School of Advanced Technology received the OACETT Award of Teaching Excellence; Carole Smith, Distance Education Administrative Coordinator within the School of Part-time Studies, was awarded the J. David Stewart Memorial Leadership Award at the Heads of Continuing Education Conference; and Professor Mary Daniels was the Algonquin recipient of a 2006 Capital Educators' Award.



Mary Daniels

BEST PRACTICES

Algonquin's School of Part-time Studies scored well above the North American standard for staff productivity, administrative efficiency, and financial contribution in a review conducted by the Learning Resources Network (LERN).

The College created a new Centre for Organizational Learning to coordinate and organize professional development for all staff. More than 150 full- and part-time staff participated in the new College orientation sessions, and more than 40 new faculty members attended the Focus on Learning Regional Conference.

PROFESSIONAL DEVELOPMENT FOR STAFF

College Support Staff took part in the Eastern Region Support Staff Conference. Fifteen Support Staff took part in the conference workshops, which were held at Elmhirst's Resort.

More than 600 staff took part in Kaleidoscope, Algonquin’s most successful professional development conference. The conference attracted three high-profile Keynote Speakers: Bob Gray, Memory Expert; Tricia Hansenclever, Journalist and Author; and Stephen Lewis, former United Nations’ Special Envoy. The 35 conference topics included innovative teaching techniques, team building, financial and retirement planning and personal development workshops.

The College also offered Leadership Development opportunities for staff, along with other faculty-focused workshops and activities such as: Design and Implementation of Hybrid Courses; PowerPoint from A – Z; and First Aid/CPR training.

CHARITABLE FUNDRAISING

Students, faculty and staff demonstrated their spirit and enthusiasm, raising funds for numerous charitable events including \$1.5 million for the Expedition Africa project, \$25,000 for Champions for Children, \$16,000 for the Candlelighters Childhood Cancer Foundation, over \$108 thousand for the United Way, and Pembroke Campus staff raised \$20,000 for the United Way and the Canadian Cancer Society.

“Ontario Centres of Excellence is committed to the training of highly qualified personnel who are a vital component of innovation-based economic growth in Ontario. We are proud to have partners such as Algonquin College who help us deliver on this commitment.”

Dr. Gerard Lynch, Managing Director, Centre for Photonics, OCE Inc.

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Algonquin College report to the Ministry of Training, Colleges and Universities re: Multi-year Accountability Agreement for Fiscal Year 2006/07

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

Measurement Methodology (including description)	Student Groups in Your Student Population				Total Number Self-Identifying as Member of Under-represented Group	Francophone Students	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities	Mature Students			
	#	#	#	#			
Number of students estimated using results of Fall 2006 OCSES applied to total student population of 12434.	1142	2588	1401	403	3699	966	1548
Centre for Students with Disabilities Measurement Methodology – electronic database has been developed for tracking self identification.			1206		n/a		n/a
Mature Students Measurement Methodology – self identification through the application process.				872	n/a		n/a

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

Increased Participation of Under-Represented Students – Programs/Strategies

Access Strategy/Program	Implemented?		Actual Result	Target Achieved?		Explain Variance between Actual and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	
Improve relationship with management of adult high schools and alternate programs to better reach mature students and under-represented students to increase participation.	X		Positive relationship Adult high-schools and alternative programs.	X		Per OCSES – significant increases in percentage of student population over age 20.
Increase marketing efforts to reach mature students and make them aware of College	X		Focused market activities to mature	X		Per OCSES – significant increases in percentage of student population over age 20.

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opportunities; targeted marketing and public relations efforts to reach mature students.			students.		
Continually assess program offerings to ensure their appropriateness for mature students.	X		Needs of mature students better met.	X	As an example Recreation for older adults Program developed in 2007.
Implement enhanced system for providing credential assessment and granting of advanced standing for Internationally Trained Individuals.	X		Designed and implemented best practices for providing credential assessment to ITI's.	X	Federal government multi-year funding obtained.
Facilitate training of CLB and CLBT, including certification for Algonquin Assessors through the CIITE project.	X		Conducted CLB of Algonquin Staff	X	Algonquin Language assessors obtained CLB certification.
Deploy interventions to reach out to First Generation Students identified through surveys or other means.	X		Ambassador program deployed to encourage FGS to attend PSE.	X	Received approval of two major proposals by MTCU to enhance First Generation services.
\$50K Research study conducted on the needs of the aboriginal community.	X		Gathered information as to what programs and services would be most relevant to aboriginal youth.	X	Improved recruitment and retention of Aboriginal per OCSES increase from 8.4% to 9.2%.
Raise as much money as possible to increase bursary/access.			Focus Foundation efforts on bursary fund generation.	X	Increased endowments for bursaries by \$1.7 million substantially surpassing target of \$200K.
Reduce CSEP work dollars to add bursary dollars.	X		Transfer funds to increase bursaries.	X	Targeted transfer of \$500K from CSEP to Bursaries was achieved.
Review student aid guidelines to align with priorities of government plan.	X		Priorities aligned.	X	Bursary distributions were in line with government guidelines and priorities.

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College Small, Northern and Rural

College Small Northern & Rural Strategy/Program	Implemented?		Actual Result	Target Achieved?		Explain Variance between Actual and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	
Establish dedicated marketing resources to reach rural/mature student population.	X		Marketing resources were dedicated.	X		Additional \$50K allocated after initial budget.
Review rural campus program mix and infrastructure to determine special needs.	X		Program mix was reviewed.	X		3 new programs were developed (Inn and Spa Mgmt., Radiation Safety, Golf and Ski Operations Mgmt.) and added to program mix. First intakes in Fall 2008.
Retrofit the cafeteria at Pembroke Campus.	X		Cafeteria retrofit completed.	X		
Construct a new student lounge at the Pembroke Campus in partnership with the Students' Association.	X		Lounge construction completed	X		
Upgrade the ventilation system at the Perth Campus.	X		Ventilation upgraded.	X		
Retrofit two classrooms at the Perth Campus.	X		Two classrooms retrofitted.	X		Total Capacity 55 seats.
Complete a campus renewal fundraising study for the Pembroke Campus.	X		Fundraising study completed.	X		Study confirmed \$2.5 million probably fundraising for the new campus plus donation of land valued at \$1 million from the City of Pembroke.

Student Access Guarantee and Commitment

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

MYA Action Plan – 2007-08 Revision: Student Access Guarantee

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: (a) provided to those students who apply for institutional financial	Algonquin will meet all tuition/book shortfalls in compliance with the 2007-08 Student Access Guidelines. The Financial Aid Office will focus on ensuring that students are able to obtain enough financial aid to cover their costs for tuition,
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<p>aid; or</p> <p>(b) automatically issued to students based on their OSAP information.</p>	<p>books, compulsory fees, equipment and supplies, where these are above the usual range of costs covered by OSAP.</p> <p>The Financial Aid Office will regularly update the OSAP files of award recipients. A manual calculation must be completed to determine if there is any additional unmet need to be addressed after a student has been awarded assistance from any other aid program.</p> <p>The Financial Aid Office will regularly update the Ministry's Bursary Recording System to reflect the financial assistance provided to students.</p> <p>Any student's concerns about this issue are addressed through the student bursary process. Students complete and submit either an on-line or manual bursary application. Eligibility for bursary assistance is determined through an adjudication process and is based upon the information which the student provides on their individual bursary applications.</p>
<p>Identify whether your institution plans to provide loan assistance to meet tuition/book shortfalls of students in any of your High-Demand (formerly fee-deregulated) college post-diploma Programs. If so:</p> <p>(a) identify the programs by name and by OSAP cost code;</p> <p>(b) describe how you determine how much loan aid to provide.</p>	<p>Algonquin College does not provide loan assistance.</p>
<p>If your institution has a process in place to collect statistics on the socio-economic accessibility of High Demand programs that you offer, please describe the data that you collect.</p>	<p>The Financial Aid Office at Algonquin College collects statistics on the number of First Generation students who are applying for bursary assistance. This is done through a question which is part of all our bursary applications. In addition, all our student need bursary applications have specific parental/spousal income questions which provide data on the parental/spousal salary ranges attached to those bursary applicants.</p>
<p>Describe other financial support programs and strategies that your institution will use to assist college students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.</p>	<p>All bursary programs administered by the Financial Aid Office provide case by case flexibility to respond to emergency situations.</p> <p>As part of our normal financial aid release process, Financial Aid staff offer students the option of receiving a cash advance from their financial aid funding. This cash advance is available to students within 48 hours.</p> <p>Financial Aid staff also provide students with information about other financial aid options, i.e. bank lines of credit.</p> <p>In addition, students who wish, can be referred to the FAO Officer who has been assigned to their file for a more extensive examination or review of their financial aid concerns. This review has the potential to address the concerns which the student may have about barriers to access.</p>
<p>Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.</p>	<p>Students who dispute the amount of institutional student financial assistance through the Student Access Guarantee are given the opportunity to request an interview with the Financial Aid Bursary staff. As part of the interview, the students will be part of an in-depth discussion about the decision and is provided with an opportunity to provide additional information to the Bursary staff.</p>

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B. QUALITY

Quality of the Learning Environment

Quality Strategy/Program	Implemented?		Actual Result	Target Achieved?		Explain Variance between Actual and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	
Implement a Program Quality Review process resulting in program renewal and relevancy.	X		Program implemented.	X		Received POAPA approval of Program Quality Review process following audit.
Improve library technological access to internet research sites in the Learning Resource Centre.	X		Increased access to internet research sites.	X		
Build a new Veterinary Technician building.	X		Building completed.	X		Animal Health Care Facility opened Winter 2007. Total capacity 108 seats.
Add a new Mac Lab and enhanced multimedia cluster.	X		Enhancements completed.	X		Total capacity 105 seats.
Retrofit faculty offices in F building.	X		Retrofit completed.	X		Total capacity 15 workstations.
Enhance open classroom pool.	X		Enhancement completed.	X		7 classrooms added.
Add a laptop classroom for digital photography.	X		Classroom completed.	X		Total capacity 28 seats.
Enhance drafting labs for interior design.	X		Enhancement completed.	X		Total capacity 48 seats.
Add nine new programs to enhance program choice.	X		New program spaces created	X		Nine new programs (incl e-publishing, biotechnology, green architecture, clinically intensive ONO, Recreation for older adults, food and Nutrition Mgmt. developed with 6 being launched in Fall 2007
Hire more full-time faculty.	X		32 new full time faculty hired.	X		

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Establish a summer math camp at the Perth Campus to improve math skills.	X		Positive response received from students.	X		45 in-coming Trades Program students participated in Math Camp.
Nine new e-classrooms added.	X		Addition completed.	X		Conversion of 10 existing classrooms to e-classrooms completed.
Additional handicap accessible washrooms added.	X		Partially Completed	X		Washrooms completed at cost of \$68K. An additional \$128K planned for Summer 2007.
Auditorium classrooms retrofitted.	X		Completed \$412K retrofits.	X		Total capacity 124 seats.
New classroom furniture deployed.	X		Partially Completed	X		Completed \$10K replacement of classroom furniture and remainder (\$290K) will be completed by the start of classes-Fall 2007.
Add more professional development based on the Professor of the 21 st Century.	X		Improved academic environment.	X		Part-time faculty (320) participated in orientation sessions re: academic delivery.
Increased focus on student success.	X		Increased graduation rate to greater than 65%.	X		Student Success Plan developed and strategies identified for implementation in 2007/08.
Continue with quality curriculum review (20% of programs).	X		Reviewed 32 programs in 2006/07.	X		
Develop 8 new programs for introduction in fall 2007.	X		New program spaces developed	X		8 new programs developed and ready to be launched.
Confirm desire for ITAL status.	x		Application for ITAL status has been submitted but no permission received.		X	
Improved teaching and learning.	X		Improved all KPI scores.	X		
\$10 M investment in capital improvements to the learning environment.	X		\$11.4 M capital improvements completed per Audited Financial Statements.	X		

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Student Engagement and Satisfaction: Student Retention Rates

	Actual Retention Rate	Target Achieved?		Explain Variance between Actual and Expected Results and Any Remedial Action You Expect to Take
		Yes	No	
1 st to 2 nd Year	86.0%	X		Exceeded target
2 nd to 3 rd Year	89.3%	X		Exceeded target
3 rd to 4 th Year*	95.2%			Target should have been not applicable. No applied degree programs progressed from 3 rd to 4 th year in 2006/07.

* Applicable only to applied degree programs.

C. ACCOUNTABILITY

Multi-Year Agreement Action Plan

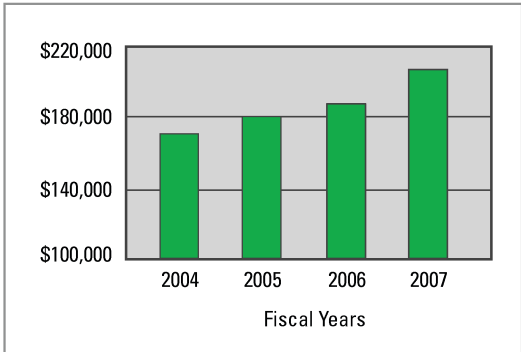
Action Plan Posted?		If posted, provide the current link. If not posted, when will it be posted?
Yes	No	
X		http://www.algonquincollege.com/PublicRelations/MYAfinalMar7_07.pdf

APPENDIX 2

Algonquin College Financial Analysis for the period ended Mar 31, 2007

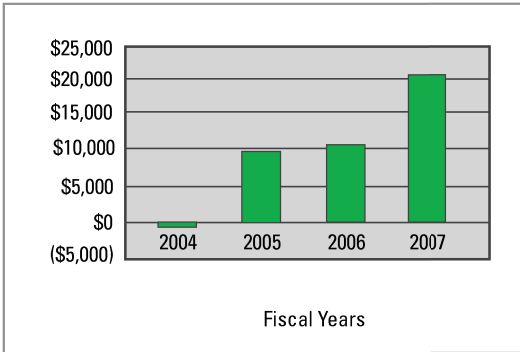
(all figures in \$000's)

Revenue

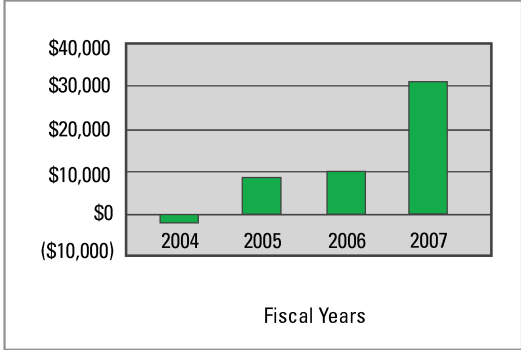


Increase of 24% over 3 years

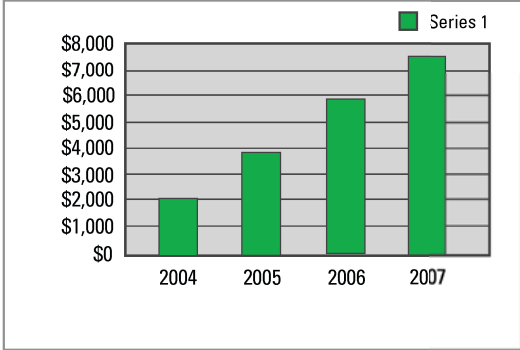
Net Contribution



Net Assets (excluding endowments)



Endowments



Increase of 271% over 3 years

Audited Financial Statements at: <http://www.algonquincollege.com/FinanceAdmin/financial.htm>

APPENDIX 3



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Chartered Accountants
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Ottawa, ON K2P 2P8
Canada

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Internet www.kpmg.ca

AUDITORS' REPORT TO THE BOARD OF GOVERNORS

The accompanying summarized statement of financial position and summarized statement of operations are derived from the complete financial statements of The Algonquin College of Applied Arts and Technology as at March 31, 2007 and for the year then ended on which we expressed an opinion without reservation in our report dated June 1, 2007. The fair summarization of the complete financial statements is the responsibility of management. Our responsibility, in accordance with the applicable Assurance Guideline of The Canadian Institute of Chartered Accountants, is to report on the summarized financial statements.

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

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

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

Chartered Accountants, Licensed Public Accountants

Ottawa, Canada

June 1, 2007

APPENDIX 3

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Summarized Statement of Financial Position

March 31, 2007, with comparative figures for 2006 and 2005

	2007	2006	2005
Assets			
Current assets:			
Cash and short-term investments	\$ 34,693,477	\$ 29,827,011	\$ 15,885,782
Accounts receivable	11,162,625	8,646,784	17,969,584
Inventory	1,692,111	1,662,288	1,507,470
Prepaid expenses	501,139	609,944	1,169,964
	<u>48,049,352</u>	<u>40,746,027</u>	<u>36,532,800</u>
Endowment assets	7,543,976	5,830,245	3,700,940
Long-term receivable	6,406,204	—	—
Capital assets	137,368,363	144,662,303	144,862,245
	<u>\$ 199,367,895</u>	<u>\$ 191,238,575</u>	<u>\$ 185,095,985</u>
Liabilities and Net Assets			
Current liabilities:			
Accounts payable and accrued liabilities	\$ 8,131,082	\$ 7,904,339	\$ 7,073,796
Accrued salaries and employee deductions payable	3,734,063	2,854,651	3,001,252
Deferred revenue	10,931,454	17,549,877	19,272,818
Current portion of obligations under capital leases	274,081	421,133	416,671
Current portion of long-term debt	1,347,599	1,263,290	5,005,825
	<u>24,418,279</u>	<u>29,993,290</u>	<u>34,770,362</u>
Obligations under capital leases	178,741	452,832	786,141
Long-term debt	51,777,296	53,124,897	55,121,535
Vacation, sick leave and post-employment benefits	14,798,080	14,413,486	16,662,845
Deferred capital contributions	60,727,332	68,685,808	65,753,475
Deferred contribution for building campaign	196,909	88,697	26,800
Interest rate swaps	8,669,685	8,548,572	—
Net assets (deficiency):			
Unrestricted	521,205	965,010	540,671
Investment in capital assets	23,063,314	20,714,343	17,778,598
Vacation, sick leave and post-employment benefits	(14,798,080)	(14,413,486)	(16,662,845)
Interest rate swaps	(8,669,685)	(8,548,572)	—
Internally restricted	30,940,843	11,383,453	6,617,463
Endowment fund	7,543,976	5,830,245	3,700,940
	<u>38,601,573</u>	<u>15,930,993</u>	<u>11,974,827</u>
	<u>\$ 199,367,895</u>	<u>\$ 191,238,575</u>	<u>\$ 185,095,985</u>

APPENDIX 3

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Summarized Statement of Operations

Year ended March 31, 2007, with comparative figures for 2006 and 2005

	2007	2006	2005
Revenue:			
Grants and reimbursements	\$ 91,082,379	\$ 80,813,103	\$ 76,006,142
Student tuition fees	48,575,610	46,174,685	47,154,996
Contract educational services	14,495,783	12,016,379	10,668,098
Ancillary operations	33,638,874	31,224,349	30,606,468
Other	14,444,457	11,091,063	11,198,410
Amortization of deferred capital contributions	5,553,623	5,553,799	4,183,164
	<u>207,790,726</u>	<u>186,873,378</u>	<u>179,817,278</u>
Expenditures:			
Operating:			
Academic	90,892,142	84,780,260	80,881,760
Educational resources	2,232,856	2,162,249	1,981,075
Student services	24,447,770	22,464,283	20,429,205
Administrative	17,157,418	14,968,491	15,754,591
Plant	15,625,002	14,030,291	14,708,464
Special projects	2,143,392	2,037,348	1,567,398
Ancillary operations	28,007,436	26,766,921	26,105,472
	<u>180,506,016</u>	<u>167,209,843</u>	<u>161,427,965</u>
Vacation, sick leave and post-employment benefits	384,594	(2,249,359)	79,113
Amortization and write-off of capital assets	11,746,677	11,537,461	11,074,530
	<u>192,637,287</u>	<u>176,497,945</u>	<u>172,581,608</u>
Excess of revenue over expenditures from continuing operations	15,153,439	10,375,433	7,235,670
Gain on sale of Rideau Campus	5,924,523	—	—
Results from discontinued operation	—	—	2,159,254
Excess of revenue over expenditures	\$ 21,077,962	\$ 10,375,433	\$ 9,394,924

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

LIST OF BOARD MEMBERS AND SENIOR MANAGEMENT

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Robert Letourneau
Vice President, Administration

Christopher Warburton
Vice President, Student Life and Human Resources

Kent MacDonald
Vice President, Student Services and Development

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Rick Reid, Executive Dean

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Gerry Barker, Executive Dean

Faculty of Technology and Trades
Morris Uremovich, Executive Dean

Academic Development
Marguerite Donohue, Executive Dean

Algonquin College Heritage Institute
Joan Macartney, Dean

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Karen Davies, Dean

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Linda Rees, Dean

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Brenda Rothwell, Executive Director

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Luc Presseau, Director

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Stephen Abraham, Director

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Abla Sherif, Director

Learning and Teaching Services
Glenn MacDougall, Director

Marketing and Enrolment
Jennifer Daly-Cyr, Director

Physical Resources
Mike Rushton, Director

Registrar
Deborah Rowan-Legg

Student Services
Lise Filiatrault, Acting Director
Louise Legault, Acting Director



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